

Christian & Citizenship Values Education

Teacher's Guide

Grade 7

A photograph of a person's hands holding a black book. The book has the words "HOLY BIBLE" printed on its cover in white capital letters. The person is wearing a grey sweater. The background of the cover features a stylized yellow and grey pattern with traditional motifs.

HOLY BIBLE

Standards-Based



**'FREE ISSUE
NOT FOR SALE'**

Papua New Guinea
Department of Education

Christian and Citizenship Values Education

Teacher Guide

Grade 7

Standards-Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

Published in 2024 by the Department of Education, Papua New Guinea
© Copyright 2024, Department of Education, Papua New Guinea.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Graphics Design & Layout by David Kuki Gerega

ISBN: 978-9980-921-25-3

Table of Contents

Acknowledgements.....	vi
Acronyms.....	vii
Secretary’s Message.....	viii
Introduction.....	1
Structure of the Teacher Guide.....	2
Purpose of the Teacher Guide.....	4
How to use the Teacher Guide.....	5
Syllabus and Teacher Guide Alignment.....	6
Learning and Performance Standards.....	8
Core Curriculum.....	12
Science Technology Engineering Arts and Mathematics.....	14
Curriculum Integration.....	30
Essential Values, Attitudes, Skills and Knowledge.....	34
Teaching and Learning Strategies.....	39
Strands, Units and Topics.....	40
Unit of Work.....	42
Strand 1: Biblical Principles and Values.....	43
Strand 2: Christian Civic Identities, Systems and Principles.....	103
Strands 3: Christian Citizenship and Society.....	125
Strand 4: Christian Leadership and Governance.....	145
Planning and Programming.....	138
SBC Sample Lesson Plan Procedure.....	157
Assessment, Monitoring and Reporting.....	163
Glossary.....	181
References.....	182
Appendices.....	184

Acknowledgements

This Christian and Citizenship Values Education Teacher Guide for Grade 7 was developed by the Curriculum Development Division of the Department of Education and was coordinated by Mary Norrie and assisted by the overall coordinator Celine Vavetaovi with support from the CCVE Subject Curriculum Group (SCG).

Primary and Secondary School Teachers, Text Book Writers, School Inspectors, Guidance Officers, Measurement and Assessment officers and officers from Teacher Education, General Education Services, FODE, E-Learning, TVET, NCDES, PNGEI and OLSH Teachers College-NCD, Church and Community representatives.

Representatives from the following agencies and institutions are acknowledged for their support and participation during the development and consultation of the documents;

- Department of National Planning
- PMNEC Department
- Department of Justice and Attorney General
- The National Parliament
- Office of Censorship
- Independent Commission Against Corruption (ICAC)
- Transparency International PNG (TIPNG)
- The Royal PNG Constabulary – Training section
- The PNG Defense- Training Section
- The PNG Correctional Services- Training Section
- The University of Papua New Guinea

Other stakeholders from other Government and Non-Government Organisations (NGOs) who assisted in the development of this Teacher Guide through workshops, meetings, and consultations are all acknowledged for their support and contributions.

Dr. Arnold Kukari (Late) is also acknowledged for his consultancy and advice to the development of the Junior & Senior High School Curriculum.

The Subject Advisory Committee (SAC) and Board of Studies (BOS) are acknowledged for their recommendations and endorsements respectively of this Teacher Guide.

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 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 7. 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 teacher 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. The subject consists of elements of Civics, Citizenship and Christian Values. Christian and Citizenship Values Education is a required subject for all Grade 7 students in Papua New Guinea Schools.

Christian and Citizenship Values Education presented in the syllabus are expanded in this teacher guide. The content is presented in the standards-based curriculum perspective and contains standard statements. The content of the Christian and Citizenship Values Education is based on family, classroom and school contexts and therefore teachers and respective stakeholders are encouraged to engage the involvement of parents, the school and the community and its resources, to be able to help students to be active learners, acquire citizenship knowledge and behaviour in preparation for and to progress into Grade 7.

The Christian and Citizenship Values Education Strand 1 subject is supported by a Christian Religious Education, which is given a separate timing 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.

Teachers are encouraged to read and understand the Subject content standards of both Christian and Citizenship Values Education and Christian Religious Education so that appropriate teaching programs are designed to help the students learn citizenship values from Prep to grade 12.

The Christian and Citizenship Values Education Teachers teaching Grade 7 are instructed to use the Grade 7 Christian and Citizenship Values Education Teacher Guide.

I commend and approve this Teacher Guide for Christian and Citizenship Values Education subject to be used in all Grade 7 schools throughout Papua New Guinea.



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

Introduction

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

The course is organised into 4 strands. These are Biblical Values and Principles, Christian Civic Identities, Principles and Systems, 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 7 Teacher Guide provides information and guidelines to assist Grade 7 teachers interpret, translate and deliver the prescribed Christian and Citizenship Values Education content in the Grade 7-8 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 consist 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 subject content is linked to all the other subjects taught in Grade 7, which includes English, Mathematics, Science, Social Science, Arts, Health, and Physical Education and Making a Living.

The Grade 7 Christian and Citizenship Values Education is timetabled for **120** minutes per week. One thirty (30) minute lesson is to be used by Christian Religious Education (CRE), while ninety (90) minutes will be used for Christian and Citizenship Values Education. Teachers can use the time allocated to do their time table or program according to their school needs.

Teachers must note that the Grade 7 Christian and Citizenship Values Education (CCVE) Teacher Guide does not contain Christian Religious Education content. The Christian Religious Education content is in a separate implementation Guide, which is designed to complement the teaching of Christian Values and Principles.

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

Structure of the Teacher Guide

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

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

Values based education

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

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

- Formative assessment is 'Specific' and it assesses Performance Standards.
- Summative assessment is the 'Prescribed Assessment' from the Grades 1-12 CCVE Syllabus, which assess each Content Standard.

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.

Introductory and Conclusion section of a lesson

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

It is **VERY IMPORTANT** that the introductory and conclusion sections of the lesson are captivating and as much as possible, **MUST** start with **Affective Questioning** based on a **MORAL STORY/ACTIVITY** or a **BIAS/BELIEF/VIEW POINT** or **OPINION**.

Purpose of the Teacher Guide

The Teacher 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 content of learning given in the Grades 7- 8 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 Grades 7-8 Syllabus.

Teachers are encouraged to read carefully the contents of the teacher guide to enable them to implement the Christian and Citizenship Values Education for Grade 7 students.

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

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

How to use the Teacher Guide

The Grade 7 Teacher Guide is an expansion of the content in the Christian and Citizenship Values Education Grades 7-8 Syllabus and must be used in conjunction with the syllabus. The syllabus contains the content standards and the benchmarks, which are expanded into teaching and learning activities in the teacher guide.

The scope of learning is translated and programmed according to the four terms, the weeks and the days of the week. The suggested teaching and learning strategies and the key important instructions provided for teachers can be used to design and manage teaching and learning activities for the students in the classroom.

The assessment methods, assessment samples, reporting and recording strategies contained in this guide will assist teachers to plan assessment in Christian and Citizenship Values Education for the school year.

The teacher guide can be used for developing both classroom learning and professional development activities. The document is a useful resource for developing school and community based in-service programs.

Teachers must thoroughly read the contents of the documents in order to develop an understanding that;

- Lesson titles in the teacher guide were drawn out from the benchmarks. From the lesson titles outlined in the planning and programming section, the values, the attitude, the skills and the knowledge is 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, one attitude, one skill and one knowledge must be captured in a topic.

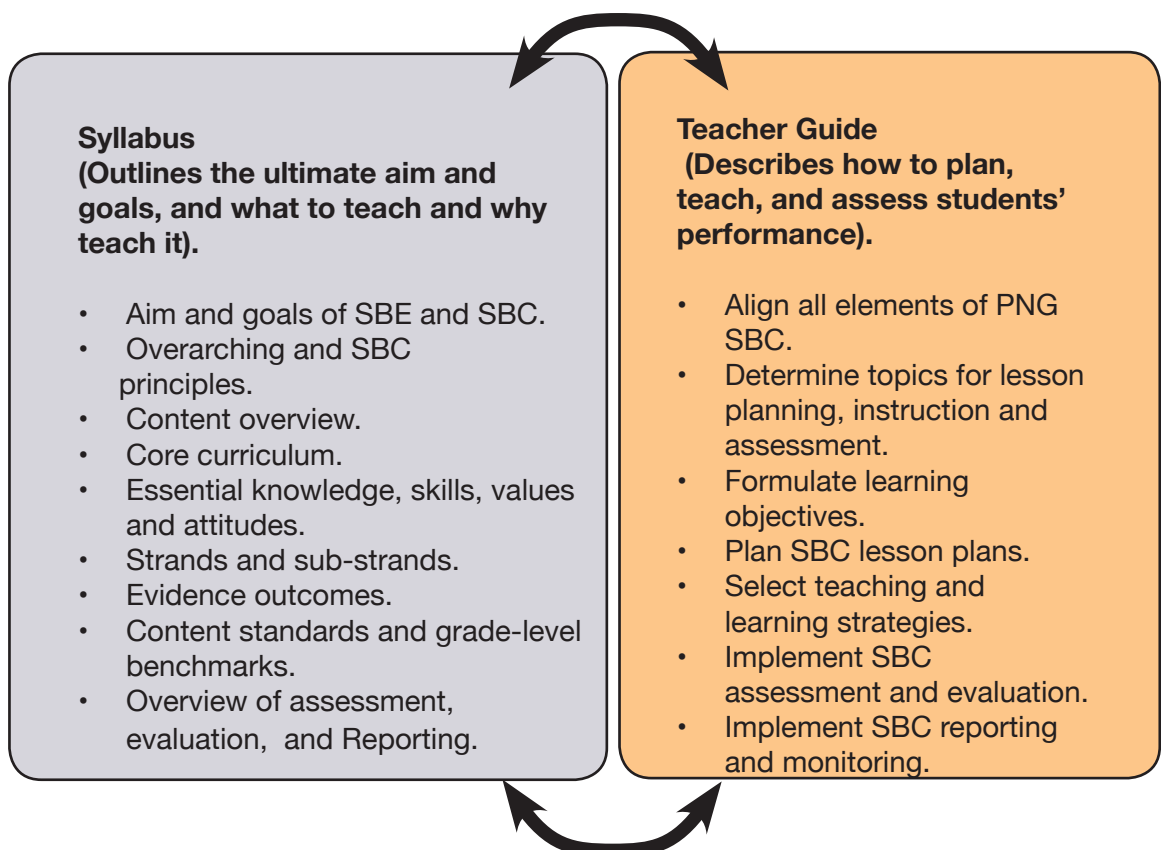
Syllabus and Teacher Guide Alignment

A teacher guide is a framework that describes how to translate the content standards and benchmarks (learning standards) outlined in the syllabus into units and topics, learning objectives, lesson plans, teaching and learning strategies, performance assessment, and measures for measuring students' performance (performance standards). It expands the content overview and describes how this content - identified in the content standards and their components (essential knowledge, skills, values or attitudes) – can be translated into meaningful and evidence-based teaching topics and learning objectives for lesson planning, instruction and assessment. Grade 7 Citizenship, Christian Values Education comprises of the Grade 7-8 Syllabus and the grade 7 teacher guide. These two documents are closely aligned, complimentary and mutually beneficial. They should be used together to plan lessons, teach relevant content, and assess the levels of students' proficiency. They are essential focal points for teaching and learning the essential CCVE values, attitudes, skills and knowledge.

Grade 7 Christian and Citizenship Values Education comprises the Syllabus and Teacher Guide. These two documents are closely aligned, complementary and mutually beneficial.

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

Figure 1: Syllabus and teacher guide alignment.



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

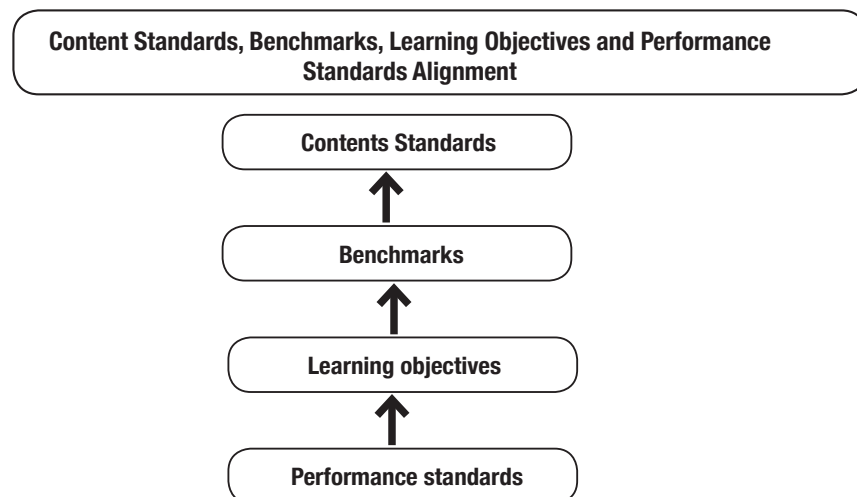
This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 8 Christian and Citizenship Values Education content.

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

Learning and Performance Standards Alignment

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

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



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

Learning and Performance Standards

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

Content standards 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

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.

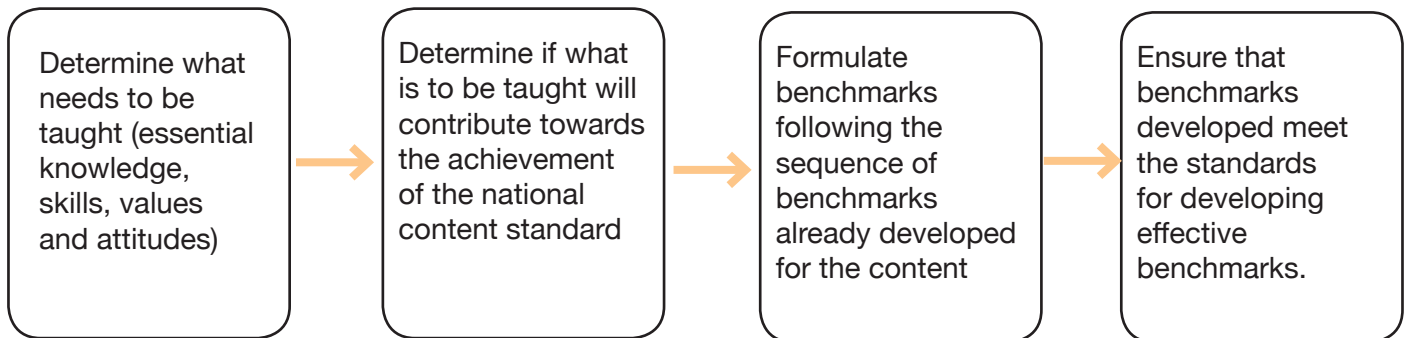
Figure 2: Content standards, benchmarks, learning objectives and performance standards alignment.



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.

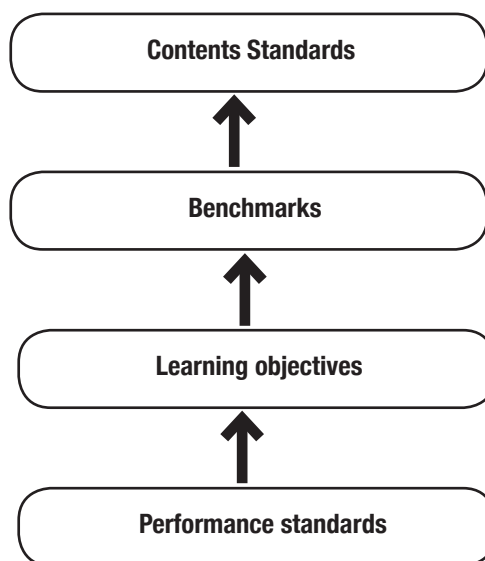
Proficiency Standards

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

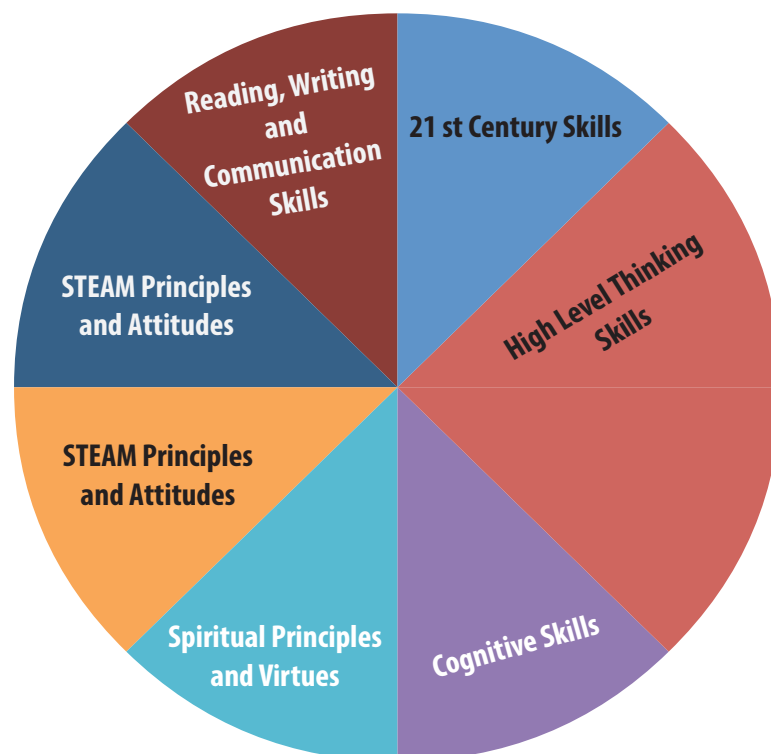
A core set of common learning's (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills and dispositions, they will need to be successful in modern and postmodern work places, higher-education programs and to be productive, responsible, considerate, and harmonious citizens. Common set of learning's are spirally sequenced from Prep-Grade 12 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

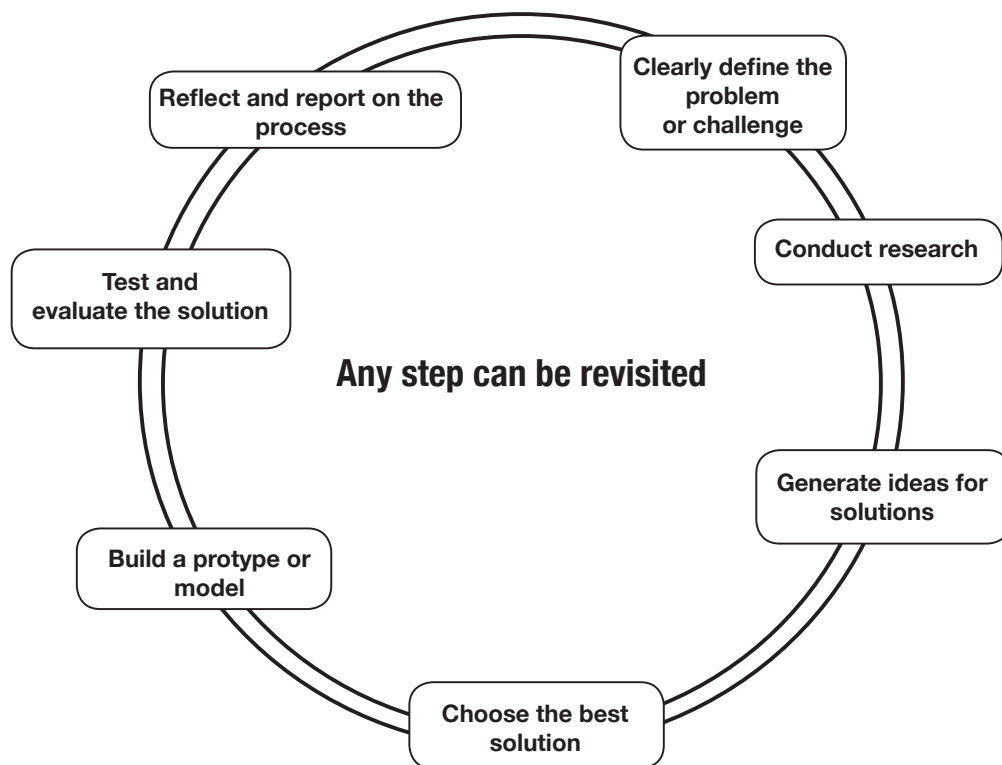
The trial and error method involves trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

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



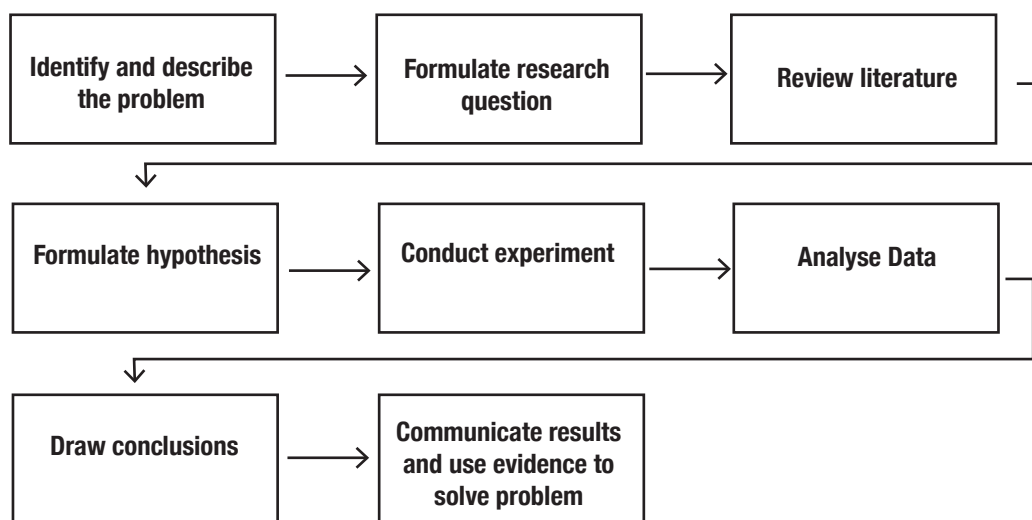
The Scientific Method and Approach to Problem-Solving

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.

Figure 5: The process of scientific inquiry



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 ask 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

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

Result: The flashlight does not produce light.

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

Result: The flashlight does produce light.

3. 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 carryout 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 STEAM-based lesson plan is provided in the appendices. Teachers should use this to guide them to integrate STEAM content and teaching, learning and assessment strategies into their standards-based lesson plans.

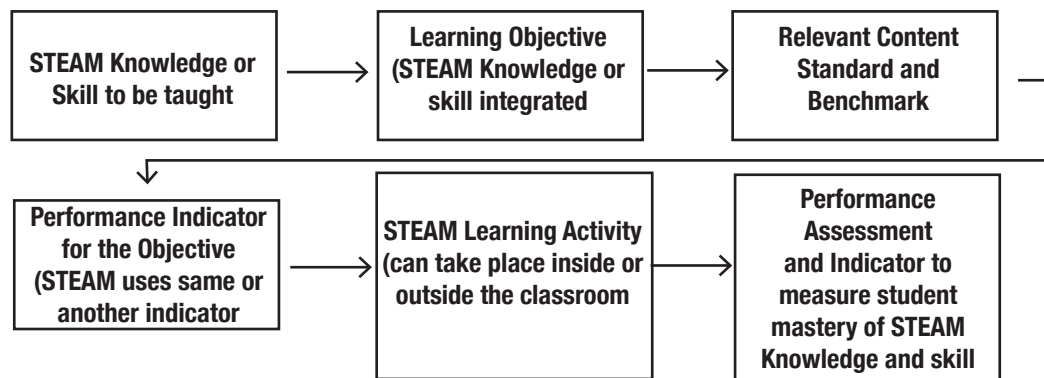
Integration of STEAM problem-solving skills into standards-based lesson plans.

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 7 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.

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



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

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

STEAM Teaching Strategies

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

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

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

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

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

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

STEAM Learning Strategies

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

STEAM-BASED Assessment

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

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

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

Effective STEAM-Based Assessment Strategies

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

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

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

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)

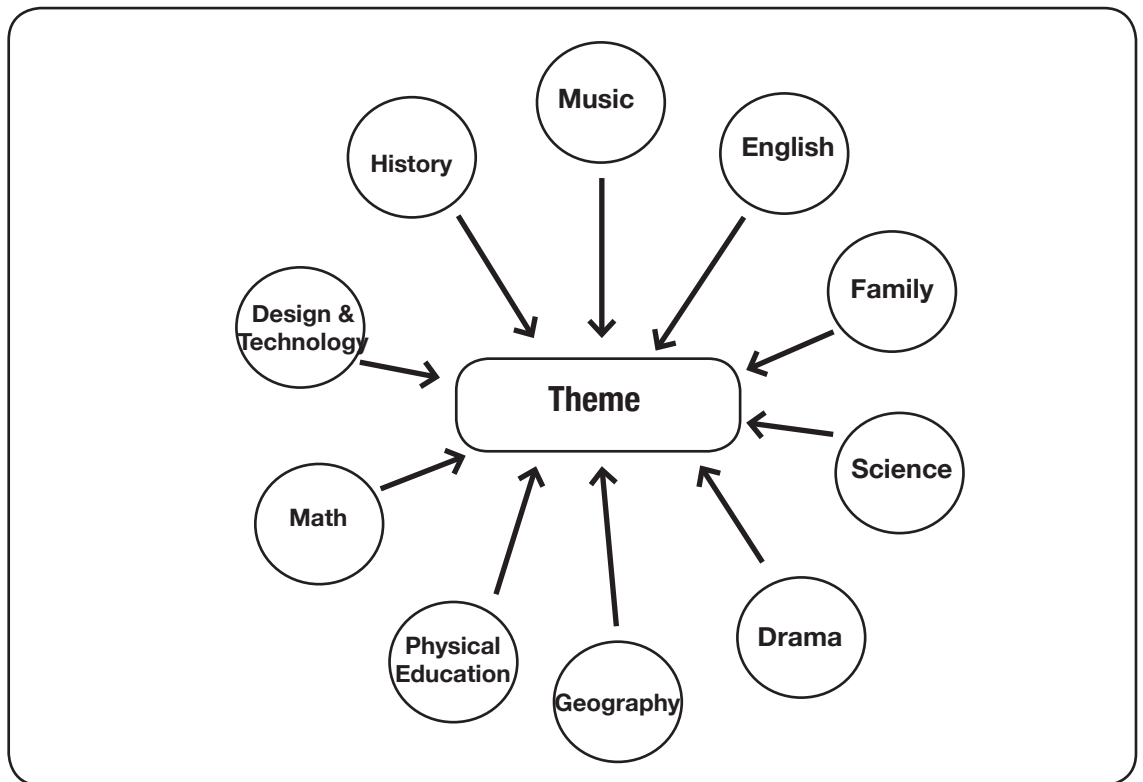
Teachers must develop an intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st Century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration 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

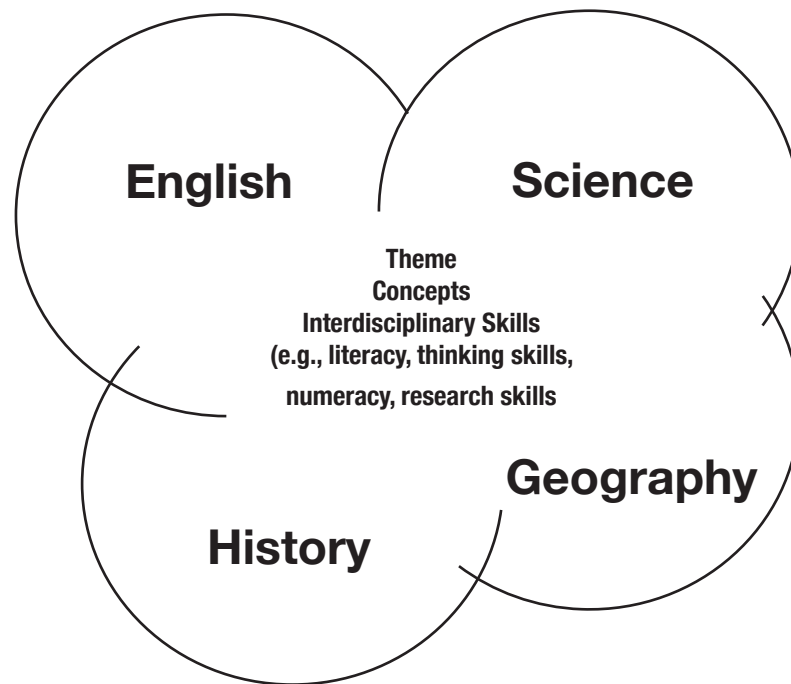
In this approach learning involves a theme or concept that will be taught right across all subject area of study by students. That is, content of a particular theme will be taught right across all subjects as shown in the diagram below. For instance, if the theme is the second coming of Jesus. All subject 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.

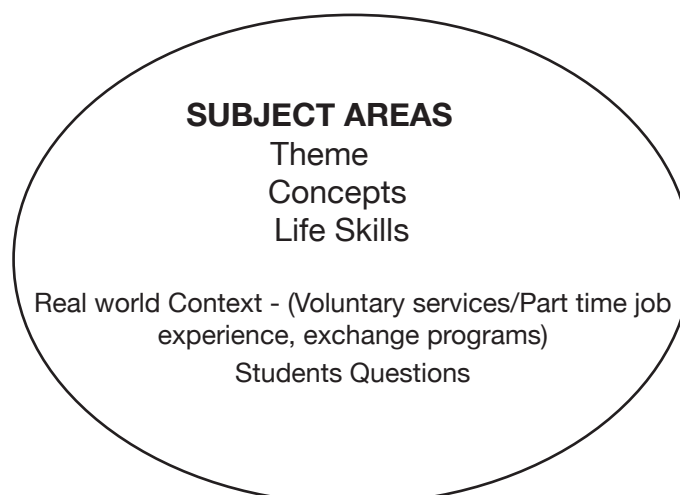
The three steps to planning project based curriculum (Chard 1998).

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 teacher also provides 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 teachers 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.
---	---

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.
---	--

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.
--	--

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.
---	--

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 7. 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.

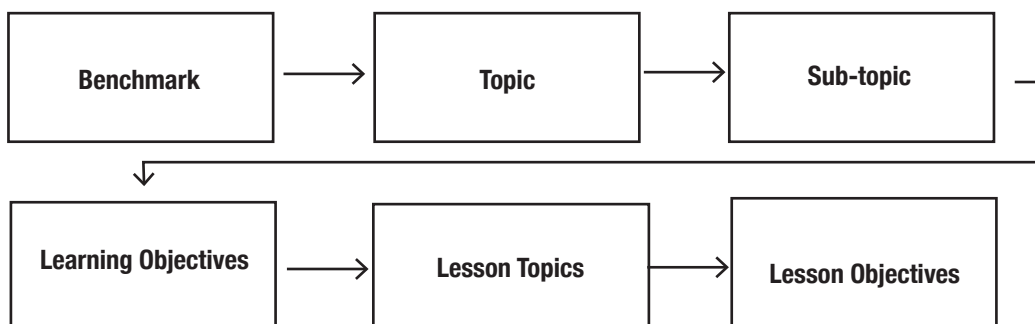
Christian and Citizenship Values Education is organised around four main strands – Biblical Values and Principles, Christian Identities and Civic Principles, Christian Citizenship and Society, and Christian Leadership and Governance. These strands embed the content that students are expected to learn 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 7.

Table of Strand, Units and Topics

Strands	Units	Topic
1. Biblical Values and Principles	1. Biblical Values and Practices	Topic 1: The Word of God Topic 2: Writing of the Word of God Topic 3: Biblical principles underlying the Word of God
	2. The Ten Commandments: God's Core Principles	Topic 1: The Ten Commandments and how the Ten Commandments depict the attributes of God Topic 2: Biblical Principles rooted in the Ten Commandments Topic 3: Universality and Transcendence of the Ten Commandments as superior laws and ethical and moral standards Topic 4: Influences of the Ten Commandments on people's thinking, behaviour and actions
2. Christian Civic Identities, and Principles	1: Christian Identities	Topic 1: Reconstruction and representation of Christian Identities Topic 2: Christian Values and Principles for Christian Identities
	2: Civic Principles	Topic 1: Christian Values and Principles of Individuals Topic 2: Moral Character & Ethical Conducts of Individuals Topic 3: Technology and Christian Moral and Ethics
3. Christian Citizenship and Society	1: Christian Citizenship	Topic 1: Influence of Christian Education System on Citizen's Roles and Responsibilities Topic 2: Influence of Christian Education System on Citizen's Civic Principles & Values
	2: Christian Citizens and Active Participation	Topic 1: Roles and Responsibilities of Christian citizens in democratic societies Topic 2: Using Technology to influence change
4. Christian Leadership and Good Governance	1. Christian Leadership	Topic 1: Essence of Christian Leadership Topic 2: Characteristics of Christian Leaders. Topic 3: Principles and values that shape
	2: Good Governance	Topic 1: Essence of good governance Topic 2: Characteristics, indicators and principles of good governance Topic 3: Christian values and principles in good governance Topic 4: Governance in biblical and secular contexts Topic 5: PNG's Development Performance Topic 6: Using technology to solve governance problems

Unit of Work

A unit of work is a set of sequenced teaching and learning activities with assessment tasks, designed to help students achieve selected learning outcomes within a specific time frame.

A unit of work helps the teacher:

- Identify knowledge, skills and attitudes that the students need to develop.
- Write suitable learning activities and assessment tasks for each theme.
- Make sure that assessment tasks allow students to demonstrate the knowledge, skills and attitudes given in the outcomes.
- Identify locally relevant resources for the unit of work.
- Plan the activities to cater for the duration of the unit.

This expansion indicates the scope of content outlined with the Values Attitudes, Knowledge, Skills, (VASK's) and derived from the Benchmarks. The lesson activities should be developed in line with the VASK's specified from this table.

This table provides the scope of lesson content based on the Benchmarks to plan your teaching and learning programs. The lesson activities should have the components of relevant Knowledge, Skills, Attitudes and Values that can be assessed in the beginning of the lesson (Input), during the lesson (process) and at the end of the lesson (output). This will lead up to achieving the Content Standards and the Benchmarks in Arts Subject. Use the tables that follow to help guide you in planning your teaching programs.

Strand 1

Biblical Values and Principles



Strand 1: Biblical Values and Principles

Unit 1: Biblical Values and Practices

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

Unit 1: Biblical Principles and Values

Benchmark 7.1.1.1 Study and explain the essence and the core pillars of the Word of God in biblical times.

Topic 1: The Word of God

Learning Objectives: By the end of the lesson the student will be able to;

- Analyse scriptures and explain the representation of the Word of God by identifying the essence and core pillars in biblical times
- Identify and examine the core principles and value of the Word of God.

Essential questions:

1. What is the Word of Yahweh/God?
2. Who were the writers of the Word of God?
3. What is significant about the Word of God?
4. How does the Word of God impact different peoples?
5. What are the core pillars of the Word of God?
6. What are the values and principles represented in each core pillar?

Key Concepts and Skills	
Values	Love and reverence for God and His WORD
Attitudes	Diligent in learning about the Word of God
Skills	Study and discuss the word of God , its essence and the core pillars of the Word of God
Knowledge	The essence of the Word of God, The Core Pillars of the Word of God

Content Background:

The Word of God

Scripture: *John 1:1-14*

The Bible is the written Word of God. It also tells us that the Word of God is Holy and God Himself is the Word. The Hebrew meaning of the Word of Elohim God is Torah. Torah means Instruction of Elohim God in righteousness. The Word of God is living and active, sharper than any two-edged sword, piercing to the division of soul and of spirit, of joints and of marrow and discerning the thoughts and intentions of the heart. 2 Timothy 3:16-17 says all scriptures are breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be competent, and equipped for every good work.

The Word of God is-God Himself. He spoke and things came to pass according to *Genesis 1:1-31; 2:1-25*.

The Five Books of the law; Genesis, Exodus, Leviticus, Numbers and Deuteronomy were written by Moses. Whilst most books in the Bible were written by the prophets and apostles. They were either inspired by the Holy Spirit to write and or instructed by God Himself to write.

What Does the Phrase, “the Word of God” Mean?

The phrase, “*the Word of God*” or “*the Word of the Lord*” has a number of different meanings in Scripture. It can mean either something that God has decreed, something that God has said when addressing humans, words that God spoke through the prophets, Yeshua-Jesus Christ, or God’s written Word.

This can be illustrated as follows:

1. It Can Be Something That God Has Decreed

God’s decrees are His divine pronouncements.

His words cause things to happen. The Bible gives a number of examples of this. In Genesis, we read that God commanded light to appear:

In the beginning God created the heavens and the earth. The earth was formless and void, and darkness was over the surface of the deep, and the Spirit of God was moving over the surface of the waters. Then God said, “Let there be light”; and there was light. (*Genesis 1:1-3 NASB*)

2. It May Refer to God Verbally Addressing Humans: Personal Address

When God verbally addressed certain humans in the past, His words were known as the Word of God. Scripture gives a number of illustrations of God addressing humans in human language. For example, God personally spoke to Adam in the Garden of Eden:

And the LORD God commanded the man, “You may freely eat of every tree of the garden; but of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall die.” (*Genesis 2:16-17 NRSV*)

Thus, the phrase, “the Word of God” or the “Word of the Lord” can refer to the actual words God used in speaking to humans in their own language. This type of personal address from God is found throughout Scripture. When the Ten Commandments were given, God personally spoke them to Moses. The Bible says:

And God spoke all these words, saying, “I am the LORD your God, who brought you out of the land of Egypt, out of the house of bondage. You shall have no other gods before me.” (*Exodus 20:1-3 RSV*)

3. It Can Refer to God Speaking Through Human Prophets

The phrase, “Word of God” is also used of something that is said by God’s chosen spokesmen. The Bible says that God spoke to His people through the words of the prophets. These words consisted of ordinary language spoken through human beings.

When biblical prophets spoke for the Lord, their words were called the “Word of God.” The Lord promised that the prophets would speak His words. He said to Moses:

I will raise up a prophet like you for them from among their fellow Israelites. I will put my words in his mouth and he will speak to them whatever I want. I myself will hold responsible anyone who then pays no attention to the words that prophet will speak in my name. But any prophet who presumes to speak anything in my name that I have not authorised him to speak, or who speaks in the name of other gods that prophet must die. (Deuteronomy 18:18-20)

4. Jesus Christ Is the Word of God

God the Son, Jesus Christ, is known as the Word of God. At the beginning of John’s gospel we read the following:

In the beginning was the Word, and the Word was with God, and the Word was God. (*John 1:1 KJV*)

In the Book of Revelation, John describes the risen Christ as the “Word of God.” He wrote:

He is clothed in a robe dipped in blood, and the name by which he is called is The Word of God. (*Revelation 19:13 ESV*)

5. It Also Refers to God’s Written Word

Finally, the “Word of God” can refer to God’s Word in written form: the Bible. Psalm 19:9-10. After being proclaimed orally, God’s Word was put into written form. Moses was told to write down God’s words:

Then the LORD said to Moses, “Write this on a scroll as something to be remembered and make sure that Joshua hears it, because I will completely blot out the memory of Amalek from under heaven.” (*Exodus 17:14 NIV*)

Elsewhere, we again read about God telling Moses to write something down: And the LORD said to Moses, “Write these words; in accordance with these words I have made a covenant with you and with Israel.” (*Exodus 34:27 RSV*)

The Essence of the Word of God Scriptures: John 1:1 and 14

The essence of the Word of God as follows;

- | | | |
|---------------------|-------------------------|--------------------|
| i) The breath | ii) Spiritual milk | iii) Bread of life |
| vi) Spirit and life | v) Yeshua/Jesus Himself | |

Most Christians know that the Bible is the Word of God. But many do not know the very essence of the holy word in the Bible. Anything that is solid always has an element and an essence. We need to consider what the essence of the word of the Lord is. The holy word that has been spoken by God through the generations is the very embodiment of the Oneness of God; God the Father, God the Son and God the Holy Spirit. This is based on John 1:1 and 14. Verse 1 tells us definitely that the Word, the holy Word, is God. The word that has been spoken through the generations is God Himself essentially. The Word is God Himself, not in person but in essence. This simply means that God is altogether embodied in the Word. God is Spirit, and a spirit is mysterious and invisible. But the Word is something in black and white. It is visible and solid. Thus, the Word is the embodiment of the mysterious and invisible God. Although God is invisible and mysterious, the Word is not. The solid and visible Word embodies God. The Word defines, explains, and expresses God.

In Chapter 1 of the gospel of John, we are told that the Word was God himself embodied to be Jesus. When Jesus speaks the word, whatever he speaks is spirit and life. The Lord Jesus said in John 6:63, "the words which I have spoken unto you are spirit and are life". The word today is spirit and the life.

If we contact the Bible only with our mind, the Bible will only be a letter to us. But whenever we contact any part of the Bible with our spirit, that part of the Bible becomes spirit and life to us.

The Word of God-giving life to the believers

- A. Causing Men to be Regenerated (*1 Pet. 1:23*).
- B. Being the Believers' Spiritual Milk (*1 Cor. 3:1-2*). (*1 Pet. 2:2*).
- C. Being the Believers' Bread of Life (*Matt. 4:4*). (*Jer. 15:16*), (*Job 23:12b*). (*Heb. 5:13-14*).

Core pillars of the Word of God

1. Core pillars of the Word of God (suggested to be; according to Proverbs 9)

- Counsel
- Knowledge
- Understanding
- Might or strength
- Power/authority
- Riches
- Honour

I am the Way, the Truth and the Life (John 14:6)

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery, research, class discussions and Bible Study will enable students to understand the biblical values and principles in the Word of God.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Lesson 1. The Word of God

Lesson 2. Essence of the Word of God

Lesson 3. Core Pillars of the Word of God

STEAM Activity

Resources

The Bible, Bible Study Guide, the internet

Assessment

- Explain the representation of the Word of God based on Bible scriptures
- Read and interpret relevant Bible texts on the meaning of the Word of God

Unit 1: Biblical Values and Practices

Benchmark 7.1.1.2 Compare and contrast the writing representation, spread, practice, and regulation of the Word of God in biblical times and post biblical times.

Topic: Writing of the Word of God

Learning Objectives: By the end of the lesson the student will be able to.

- Research and explain the early writings of the Word of God and the technology used in the process.
- Research, compare and contrast the transition of the Word of God in biblical and post biblical times.
- Identify and explain the principle and biblical value of the Word of God in biblical and post biblical times.
- Compare and describe the influence of technology in the representation and spread of the Word of God.

Essential questions:

1. How was the Word of God written, represented and regulated.
2. How was the written Word of God preserved?
3. What is the essence of the Word of God and its impacts in biblical and post biblical times?
4. How is the Word of God represented and spread during the biblical and post biblical times?
5. What is the technology medium used to spread the Word of God?

Key Concepts and Skills	
Values	Assimilate the Word representation in biblical times
Attitudes	Deeply understand and embrace the representation of the Word.
Skills	Compare and contrast the representation of the Word of God.
Knowledge	the writing, representation, spread, practice and regulation of the Word of God.

Content Background

The Early Writings or Scriptures

The Bible was not written in one specific year or in a single location. The Bible is a collection of writings, and the earliest ones were set down nearly 3500 years ago. So let's start at the beginning of this fascinating story.

The first five books of the Bible are attributed to Moses and are commonly called the Pentateuch (literally "five scrolls").

Moses lived between 1500 and 1300 BC, though he recounts events in the first eleven chapters of the Bible that occurred long before his time (such as the creation and the flood).

These earliest accounts were handed on from generation to generation in songs, narratives, and poetry. In those early societies there was no writing as yet and people passed on these oral accounts with great detail and accuracy.

The earliest writing began when symbols were scratched or pressed on clay tablets. The Egyptians refined this technique and developed an early form of writing known as hieroglyphics. The Bible tells us that Moses was "educated in all the learning of the Egyptians", so he would have been familiar with the major writing systems of his time. We also read that God gave Moses "two Tablets of the Testimony, the tablets of stone inscribed by the finger of God" (Exodus 31:18). All this leads to the conclusion that the earliest writings in the Bible were set down around 1400 BC.

The writings of the thirty or so other contributors to the Old Testament span a thousand years! They recount the times and messages from Moses' successor, Joshua, to the last of the Old Testament prophets, Malachi, who wrote his little tract around 450 BC.

Then there is a 500-year period when no writings were contributed to the Bible. This is the period between the testaments, when Alexander the Great conquered much of the world and when the Greek language was introduced to the Hebrews. Indeed, they began to use Greek so much that the Hebrew language was replaced by Greek and by another language, Aramaic, which was spoken all over that area of the world at that time.

The New Testament was written during a much shorter period, *i.e.* during the last half of the first century AD.

- It was the coming of the Messiah, Yeshua (Jesus Christ), which ignited the flame that produced the New Testament, as the new faith swept across the Near East and then westward to Greece and on to Rome.
- Half of the New Testament books were contributed by one man, the Apostle Paul, in the epistles he sent to groups of new Christians and to his assistants Timothy and Titus.
- The Bible closes with a majestic book of visions and dramatic views of the future. It was penned by the aged Apostle John around 95 AD and describes the new heaven and the new earth when God's kingdom will embrace the universe and all rebellion and death will be a thing of the past.

In looking at all these dates, the important thing to remember is that when the Bible was written is not as important as what was written. However, the when is important also as we sense how God's presence persisted through the centuries and gave us "in the fullness of time" the full-orbed revelation of salvation and hope through his son the Messiah, Yeshua (Jesus Christ),

Compare and contrast the writing, representation and regulation of the Word of God

Scripture: *2 Timothy 3:15-17*

Rather than "old" Testament, a better descriptive name is the Hebrew Holy Scriptures sometimes known as the Sacred Holy Scriptures. Paul was writing to Timothy about the Holy Scriptures because there were no scriptures at that time. For 300 hundred years after the death and resurrection of Yeshua/Jesus the only scriptures were the Hebrew Holy Scriptures. The Hebrew foundation of faith was lost throughout the Council of Nicaea in 325 CE. Roman Emperor Constantine was a sun worshipper until the day of his death. He established Christianity as the official religion of the Roman Empire which included many pagan traditions.

The Spread of the Word of God

Scripture: *Acts 1:3-11*

The religious perspectives on Yeshua/Jesus vary among world religions. Yeshua/Jesus and the retelling of His life story have significantly influenced the course of mankind. Many believers believe that through His death and resurrection, we are reconciled with God, thereby receiving salvation and the promise of eternal life according to *John 3:16*.

The influence and impact of technology in the representation and spread of the word of God.

In today's ever more digitally connected world, religious groups including Bible League International are of the belief that social media can be a valuable and effective method of reaching out to their followers all over the world.

Technologies that speed the Gospel in PNG

An example of what a missionary activity using technology to spread and circulate the Word of God in the recipients language.

1. Bible boxes

Bible box carried by MAF pilots in Papua New Guinea are distributed along with other Christian literature to many parts of PNG. Wherever the pilots fly in PNG they take a Bible box with them that whenever they land the bible boxes run out quickly. Because of the hunger for the Word of God, people have asked for more to be distributed to them.

2. Renewable technology

Solar light and wind up radio | MAF

People living in remote places in PNG find it difficult to obtain sufficient fuel for lighting. After working during the day, they have limited time to prepare food before it gets dark - after which there's not much they can do.

But MAF can make renewable technology like solar lamps available at subsidised prices. People hungry to read the Bible can now enjoy fellowship and study together at the end of the day. With up to 10 power cuts a day in PNG's towns, the provision of solar power for church and missionary run hospitals plays a vital role in enabling them to keep functioning.

3. Bible on a mobile

WIFIBible is becoming available on public transport in Papua New Guinea | MAF. Bibles and Christian resources are available at the touch of a button on smartphones, tablets and computers. Audio Bibles are also provided for those who can't read, and are being flown across the country by MAF pilots.

In oral societies, solar-powered MP3 players loaded with a Tok Pisin Bible or children's stories about Jesus reach the hearts of many who have never heard the Gospel. They also equip rural pastors who have no formal training, Sunday School teachers, churches and house groups.

And now God's Word is even available on buses! The exciting new WIFIBible is providing another technological answer to spreading the Gospel in PNG.

4. IT training for the Church

Pastors undergoing computer training | MAF

Equipping pastors for today's Church means more than just giving access to digital resources. This is why pastors are provided with IT courses ranging from the very basics - turning on a computer and using a mouse - to more advanced skills such as creating weekly church news sheets and bookkeeping.

Local church leaders are eager to complete this course before embarking on theological training. It's a stepping stone to reaching remote communities with God's precious Word.

Other platforms that technology has enabled the spread of the Word of God include, television programs, radio programs, Facebook live streaming, the use of iPods, iPads and mobile phones through the various created applications that are available today.

The representation of the word of God

Jesus, the Full Representation of God

The Son is the radiance of God's glory and the exact representation of his being...' 1 John 1:1-3 'That which was from the beginning, which we have heard, which we have seen with our eyes, which we have looked at and our hands have touched-this we proclaim concerning the Word of life.

Representing the Word of God

We can trace the idea running through the whole of Scripture and history, though in a variety of ways:

1. Human beings, representing God to all the rest of Creation (Genesis 1).
2. People of Israel, representing God to all other peoples in the nations.
3. Priests, representing the people before God.
4. Prophets, representing God's messages to people.
5. Jesus Christ, God representing himself as a human being to all humanity and creation.
6. Believers in whom God's Holy Spirit lives - mature sons of God as we saw above - representing God in amongst all humanity.
7. In the life-to-come, human beings will again represent God to all the rest of creation, but in purity and in new, more glorious ways.

It seems that both the missionary movement and the green movement both express the desire to represent God, one spreading initial knowledge of Christ, the other bringing that to full fruit in the whole Creation. Indeed, perhaps surprisingly to some, they might be related and might even work together well.

This text discusses the issue of representing God, and bearing God's image. One of the benefits of this idea is that what has been revealed about each applies, with appropriate modifications, to the others. So, especially, that which applies to the people of Israel applies to us today, but in certain ways.

Representing God involves at least six things:

- **Showing** what the One True God is like, so that the others can experience something of God and thus be blessed (the work of witness)
- **Modeling** how the God intended humanity to operate in the world; Demonstrating how life can be lived to the fullest and richest and healthiest extent, i.e. as God intended (the work of witnesses)
- **Critiquing** the world, communicating what is required of us all (the representative and the others) by way of response to God and his world (the work of prophets).
- **Doing:** Being human and social vehicles through whom God acts in the world (the work of rulers)
- **Bringing** those represented before God (the work of priests)
- **Inviting** and welcoming people who want to join with the One True God (the work of evangelism);

The practice of the Word of God

Scripture: *Nehemiah 10:1-39*

We believe in the God Head that is The Father, Son and Ruach Elohim/Holy Spirit and that He raised His Son Yeshua/Jesus from the death and the power of death and He is given to us His Children and to honor His Shabbats and His Holy feasts and to walk in His commandments, laws and precepts.

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students to understand the biblical values and principles in the Word of God. The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Suggested Lesson Titles

Lesson 1. The Early Writings or Scriptures

Lesson 2. The Writing of the Word of God in biblical and post biblical times

Lesson 3. Representation and Spread of the Word of God in biblical and post biblical times

Lesson 4. The Practice and impact of the Word of God biblical and post biblical times

Lesson 5. The Regulating of the Word of God in biblical and post biblical times

STEAM Activity

Resources

The Bible, Bible Study Guide, Bible Maps, the internet

Assessment

- Compare and describe the influence of technology in the representation and spread of the Word of God.
- Study and interpret Bible scriptures to explain the spread, practice and regulation of the Word of God in biblical and post biblical times.
- Development of the Bible and persecutions

Unit 1: Biblical Values and Practices

Benchmark 7.1.1.3 Investigate and analyse the principles underlying the Word of God

Topic 3: Biblical principles underlying the Word of God

Learning Objectives: By the end of the lesson the student will be able to;

- Explain the Word of God based on Bibles scriptures.
- Identify and explain the biblical principles underlying the Word of God.
- Identify and explain the biblical values underlying the Word of God.

Essential questions:

1. What are the biblical principles and values underlying the Word of God?
2. What is the importance of the biblical principles and values of the Word of God?

Key Concepts and Skills	
Values	Godly and sincere
Attitudes	Critical analysis
Skills	Explore, identify and explain the principles of the Word of God
Knowledge	The biblical principles and values underlying the Word of God. The Word of God is the Truth (2 Tim 3:1)

Content Background

Biblical principles underlying the Word of God

Scripture: 2 Timothy 2:15; Deuteronomy 64-9

We are encouraged to accurately interpret the Word of God. God desires for His people to know and understand His Word- that's why He gave it to us and instructed fathers to teach it to their children in the room.

Biblical Principle of the Word of God

1a. First Principles of God's Word

- I have fed you with milk, and not with meat: for till now you were not able to bear it, neither yet now are you able. *1 Corinthians 3:2*
- For when the time you ought to be teachers, you have need that one teach you again which be the first principle of the oracles of God; and are become such as have need of milk, and not of strong meat. *Hebrews 5:12*
- As newborn babes, desire the sincere milk of the word that you may grow. *1 Peter 2:2*

1b. First Principles of God's Word

- there is one God eternally existing in three persons: Father, Son, and Holy Spirit.
- Christ is God, His virgin birth, His sinless life, the physical miracles He performed, His atoning death upon the Cross, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory at His second coming.
- The regeneration by the Holy Spirit is essential for the salvation of sinful mankind.
- the sinner is brought to an awareness of the need for salvation through the convicting work of the Holy Spirit.
- in sanctification by the blood of Christ, one is made holy.
- the present, active ministry of the Holy Spirit who guides the Church and by whose indwelling and empowerment we are able to live godly lives and render effective service to God and others.
- in the oneness and ultimate unity of believers for which our Lord prayed, and that this should be visibly displayed "that the world may know, see, and believe" God's glory, the coming of His Son, and the great love He has for His people (*John 17:20-23*).
- the sanctity of the marriage bond and the importance of strong loving, Christian families.

The 3 Fundamental Principles of Understanding God's Word

1. BELIEVE

Jesus began with an imperative question when he asked, "Why call me Lord, Lord and do not the things which I say?" *Luke 6:46* It is one thing to believe in Jesus' name, but it's another to believe in Jesus' Word. Jesus made one thing perfectly clear, and that is that every word which he spoke came directly from God the Father. *John 12:49-50* Jesus declared that the doctrine he taught was not his own but of God. *John 7:16-17* Paul, the chief writer of the New Testament certified that what he wrote proceeded from Christ. *Gal 1:11-12* Peter confirmed that everything the prophets of old spoke proceeded from the Holy Spirit. *2 Pet 1:21* Jesus bore witness that the Holy Spirit revealed all he heard from God the Father. *John 16:13*. Therefore, the first principle of understanding God's Word is to believe that all scriptures were inspired of God, and none other. *2 Tim 3:16*

2. STUDY

One has to study diligently to rightly divide the Word of truth. *2 Tim 2:15*. This comes by reading the scriptures which tells us that the old testament was written for our learning. *2 Tim 4:13f*; *Rom 15:4* It comes by searching the scriptures to prove what is being taught comes from God's Word. *Acts 17:11* It comes by learning that prophesying, speaking in tongues, and receiving the knowledge of God from on High has ceased since the day the new testament was fully written. *1 Corinthians 13:8-10* Once we have rightly divided the part of the Bible which was written for us today from the parts which were not, then we have applied the second principle of understanding God's Word.

3. OBEY

God has made it abundantly clear from the beginning of the bible unto the very end that he does not allow man to add to and remove from His Word. God declared through Moses that Israel was not to add to or take from His Word that they might be able to keep His Word. Deuteronomy 4:2. This same principle was applied to Joshua who led Israel out of the wilderness into the land which flowed with milk and honey. Joshua 1:7 Solomon commanded the same when he said, “Add not unto His Words unless he correct you and you be found a liar.” Proverbs 30:6. Such words were revealed by the prophet Isaiah who when Israel had rebelled against God’s Word, commanded that they turn not to the right hand or to the left from the teachers of God. Isaiah 30:8-21 This principle continued into the new testament when Peter and John said that they spoke only what they heard and saw from the Holy Spirit. Acts 4:19-20 Paul taught that we should learn from the apostles not to go beyond that which was written. 1 Corinthians 4:6. Peter commanded that we are to speak the oracles or Will of God. 1 Pet 4:11 The beloved John commanded that we are not to add to or take from God’s Word. Rev 22:18-19 When we have obeyed this commandment, then we have ascertained the third principle of understanding God’s Word.

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery, research and class discussions will enable students to understand the biblical values and principles in the Word of God.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Lesson 1. The biblical principles of the Word of God

Lesson 2. The biblical values of the Word of God

STEAM Activity

Resources

The Bible, Bible Study Guide, the internet

Assessment

- Explain the Word of God based on Bibles scriptures
- Identify and explain the biblical principles underlying the Word of God based Bible scriptures and the events that demonstrate biblical principles.

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

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

Benchmark 7.1.2.1 Study the Ten Commandments and discuss how they depict the Characteristics of God's attributes.

Topic 1: The Ten Commandments and how the Ten Commandments depict the attributes of God

Learning Objectives: By the end of the lesson the student will be able to;

- Examine each of the Ten Commandments and explain how each reveal the nature and character of God.
- Explore and interpret Bible scriptures to identify the attributes of God.
- Identify and explain the principles and biblical values of the Ten Commandments that depict the attributes of God.
- Essential questions:
 - What are the Ten Commandments?
 - Why are they called the core principles of God?
 - How do the Ten Commandments depict the attributes of God?
 - What are the attributes of God that are shown through the Ten Commandments?

Key Concepts and Skills	
Values	Rationality and Reverence for God
Attitudes	Appreciative and have Deep or thorough understanding
Skills	Study and discuss a scripture, Exodus 20
Knowledge	The Ten Commandments, The attributes of God

Content Background

Scripture: *Exodus 20:1-17, Deuteronomy 5:6-21*

The Ten or the Royal Commandments are laws or rules handed down to Moses by Elohim on Mount Sinai. The Ten Commandments are a perfection meaning that they are Heavenly Constitution and they tell us to live.

The Ten Commandments depict the attributes of God by saying God is a Spirit, infinite, eternal, unchangeable in His being, wisdom, power, holiness, justice, goodness and truth. The first attribute of the image and likeness of God is the authority to rule over the earth and He gave the image Himself to us man in the creation story.

The Ten Commandments

First Commandment (Exodus 20:2)

I am the Lord Your God, who brought you out of the land of Egypt, out of the house of bondage

Second Commandment (Exodus 20:3-6)

You shall have no other gods beside Me. You shall not make for yourself any graven image, nor any manner of likeness, of anything that is heaven above, or that is in the earth beneath, or that is in the water under the earth. You shall not bow down to them, nor serve them, for I, the Lord Your God, am a jealous God, visiting the iniquity of the fathers upon the children unto the third and fourth generation.

Third Commandment (Exodus 20:7)

You shall not take the name of the Lord Your God in vain; for the Lord will not hold him guiltless that takes His name in vain.

Fourth Commandment (Exodus 20:8-11)

Remember the Sabbath, to keep it holy. Six days you shall labor, and do all your work; but the seventh day is a Sabbath unto the Lord Your God, in it you shall not do any manner of work, you, nor your son, nor your daughter, nor your man-servant, nor your maid-servant, nor your cattle, nor your stranger that is within your gates; for in six days the Lord made heaven and earth, the sea, and all that in them is, and rested on the seventh day. Wherefore the Lord blessed the Sabbath day, and made it holy.

Fifth Commandment (Exodus 20:12)

Honor your father and your mother, that your days may be long upon the land which the Lord God gives you.

Sixth Commandment (Exodus 20:13)

You shall not murder.

Seventh Commandment (Exodus 20:13)

You shall not commit adultery.
Eighth Commandment (Exodus 20:13)

You shall not steal.

Ninth Commandment (Exodus 20:13)

You shall not bear false witness against your neighbor.

Tenth Commandment (Exodus 20:14)

You shall not covet your neighbor's house, or his wife, his man-servant, his maid-servant, or his ox, or his ass, or anything that is your neighbor's.

The Attributes of God

What are God's attributes? When we talk about the attributes of God, we are trying to answer questions like, *who are God, What is God like, and what kind of God is He?* An attribute of God is something true about Him. While fully comprehending who God is, it impossible for us as limited beings. God does make Himself known in a variety of ways, and through what He reveals about Himself in his Word and in his creation, we can begin to wrap our minds around our awesome Creator and God.

God is unlike anything or anyone we could ever know or imagine. He is one of a kind, unique and without comparison. Even describing Him with mere words truly falls short of capturing who He is – our words simply cannot do justice to describe our holy God.

Still, God possess attributes that we can know (even just in part) and He has given us His Word as a means to understand Him.

Compiled is a list of 15 of God's attributes; some are what theologians call "incommunicable" (qualities possessed by God alone) and others are "communicable" (qualities that both God and we possess, though only He possesses them perfectly).

The Explanation of the Attributes of God

Attribute	Explanation
1. God Is Infinite - He is Self-Existing, Without Origin	<p>And he is before all things, and in him all things hold together." - Colossians 1:17</p> <p>"Great is our Lord, and abundant in power; his understanding is beyond measure" – Psalm 147:5</p> <p>When Moses asked God, "Who shall I tell Pharaoh has sent me?" God said, "I AM THAT I AM." Jehovah or Yahweh is the most intensely sacred name to Jewish scribes and many will not even pronounce the name. When possible, they use another name.</p>
2. God Is Immutable - He Never Changes	<p>"I the Lord do not change. So you, the descendants of Jacob, are not destroyed." Malachi 3:6</p> <p>God does not change. Who he is never changes. His attributes are the same from before the beginning of time into eternity. His character never changes - he never gets "better" or "worse." His plans do not change. His promises do not change.</p> <p>This ought to be a source of incredible joy for believers. It is because Jesus Christ is the same yesterday, today, and forever that neither angels nor demons, neither the present nor the future, not even powers, height, depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord (Rom. 8:35-39)!"</p>
3. God Is Self - Sufficient – He Has No Needs	<p>"For as the Father has life in himself, so he has granted the Son also to have life in himself." – John 5:26</p> <p>As limited humans, we have incredible needs, which left unfulfilled, result in death. God, however, has never once been in need of anything. As Tim Temple writes, "God is perfectly complete within his own being."</p> <p>The self-sufficiency of God means he "possesses infinite riches of being, wisdom, goodness, and power in and of himself (Gen 17:1; John 5:26; Ephesians 3:16). Because he possesses these unfathomable riches in the perfect knowledge and love of the Father, Son, and Holy Spirit (Matt 11:25-27; John 17:24-26), God is the</p>

<p>4. God is Omnipotent – He Is All Powerful</p>	<p>“blessed” or “happy” God (1 Tim 1.11; 6:15).” Because God is self-sufficient, we can go to him to satisfy all our needs. We never have to worry about “drying up” his never-ending well of goodness, peace, mercy and grace. “Now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us...” (Ephesians 3:20)</p> <p>“By the word of the LORD the heavens were made, their starry host by the breath of his mouth.” - Psalm 33:6 “Can you fathom the mysteries of God? Can you probe the limits of the Almighty? They are higher than the heavens above - what can you do? They are deeper than the depths below - what can you know? Their measure is longer than the earth and wider than the sea. Surely he recognises deceivers; and when he sees evil, does he not take note?” - Job 11:7-11</p> <p>Omnipotent means to have unlimited power (omni = all; potent = powerful). God is able and powerful to do anything he wills without any effort on his part.</p> <p>It’s important to note the “anything he wills” part of that statement, because God cannot do anything that is contradictory or contrary to his nature. Hebrews 6:18 puts it like this: “God did this so that, by two unchangeable things in which it is impossible for God to lie, we who have fled to take hold of the hope set before us may be greatly encouraged.”</p> <p>“Scripture is clear that God is strong and mighty (Psalm 24:8). Nothing is too hard for Him to accomplish (Genesis 18:14; Jeremiah 32:17, 27; Luke 1:37). Often God is called “Almighty,” describing Him as the One who possesses all power and authority (2 Corinthians 6:18; Revelation 1:8). In fact, Paul says that God is “able to do immeasurably more than all we ask or imagine” (Ephesians 3:20).”</p>
<p>5. God is Omniscient – He is All-Knowing</p>	<p>“Remember the former things, those of long ago; I am God, and there is no other; I am God, and there is none like me. I make known the end from the beginning, from ancient times, what is still to come. I say: My purpose will stand, and I will do all that I please” - Isaiah 46:9-10</p> <p>God is omniscient, which means he knows everything.</p> <p>“God perfectly knows Himself and, being the source and author of all things, it follows that He knows all that can be known. And this He knows instantly and with a fullness of perfection that includes every possible item of knowledge concerning everything that exists or could have existed anywhere in the universe at any time in the past or that may exist in the centuries or ages yet unborn.”</p> <p>Because God is all-knowing, we can trust that he knows everything we’re going through today and everything we will go through tomorrow. When we meditate on this truth, especially in light of his other attributes of goodness and love, it makes it easier to trust him with all we have going on in our lives, from the very serious to the silly and mundane.</p>
<p>6. God is Omnipresent – He is Always Everywhere</p>	<p>“Where can I go from Your Spirit? Or where can I flee from Your presence? If I ascend to heaven, You are there; If I make my bed in Sheol, behold, You are there. If I take the wings of the dawn, If I dwell in the remotest part of the sea, even there Your hand will lead me, And Your right hand will lay hold of me.” Psalm 139:7-10</p> <p>“‘Am I a God at hand’ declares the Lord, ‘and not a God afar off? Can a man hide himself in secret places so that I cannot see him?’ declares the Lord. ‘Do I not fill heaven and earth?’ declares the Lord” - Jeremiah 23:23-24</p>

<p>7. God Is Wise – He Is Full of Perfect, Unchanging Wisdom</p>	<p>To be omnipresent is to be in all places, at all times. Yet, it is important to understand that for God “to be” in a place is not the same way we are in a place. “God’s being is altogether different from physical matter; He exists on a plane wholly distinguishable from the one readily available to the five senses.”</p> <p>“Oh, the depth of the riches both of the wisdom and knowledge of God! How unsearchable are His judgments and unfathomable His ways!” – <u>Romans 11:33</u></p> <p>Wisdom is more than just head knowledge and intelligence. A truly wise person is someone who understands all the facts and makes the best decisions. A wise person uses his heart, soul and mind together with skill and competence. But even the wisest man on earth would never come close to being as wise as God. God is infinitely wise, consistently wise, perfectly wise.</p>
<p>8. God Is Faithful - He Is Infinitely, Unchangingly True</p>	<p>“Know therefore that the LORD your God is God; he is the faithful God, keeping his covenant of love to a thousand generations of those who love him and keep his commands.” - Deuteronomy 7:9</p> <p>“[I]f we are faithless, he remains faithful-for he cannot deny himself.” <u>2 Timothy 2:13</u></p> <p>As with all of God’s attributes, they are not separate, isolated traits but interconnected parts of his perfect whole being. So his faithfulness cannot be understood apart from his immutability, the fact that he never changes. So when we read that God remains faithful, for he cannot deny himself, we see these attributes working together. The fact that he is unchanging means he can never be unfaithful.</p> <p>“For now we see in a mirror dimly, but then face to face. Now I know in part; then I shall know fully, even as I have been fully known.” <u>1 Corinthians 13:12</u></p>
<p>9. God Is Good – He Is Infinitely, Unchangingly Kind and Full of Good Will</p>	<p>“O, taste and see that the Lord is good” – <u>Psalm 34:8</u></p> <p>The goodness of God “disposes Him to be kind, cordial, benevolent, and full of good will toward men. He is tenderhearted and of quick sympathy, and His unailing attitude toward all moral beings is open, frank, and friendly. By His nature He is inclined to bestow blessedness and He takes holy pleasure in the happiness of His people.”</p> <p>Just like his other attributes, God’s goodness exists within his immutability, and infinite nature, so that he is unchangingly, always good. His mercy flows from his goodness. “As with God’s other perfect attributes, Christians find it easier to affirm the goodness of God when things are going well. When life takes a nosedive, though, that’s when we begin to question God’s goodness to and for us. When the Psalmist writes “O, taste and see that the Lord is good,” (Psalm 34) he is inviting us not just to believe that <u>God is good</u> but to experience God’s goodness.</p>
<p>10. God Is Just – He Is Infinitely, Unchangeably Right and Perfect in All He Does</p>	<p>“The Rock! His work is perfect, For all His ways are just; A God of faithfulness and without injustice, Righteous and upright is He.” – <u>Duet 32:4</u></p> <p>What does it mean that God is just? It means more than he is simply fair. It means he always does what is right and good toward all men. Likewise, although this is hard for many to accept, his sentencing of evil, unrepentant sinners to hell is also right and good.</p> <p>A natural question that arises from this is, how then can a just God justify the unjust (as each of us are without Christ!)?</p>

<p>11. God Is Merciful – He is Infinitely, Unchangeably Compassionate and Kind</p>	<p>“I will have mercy on whom I have mercy, and I will have compassion on whom I have compassion.” So then it does not depend on the man who wills or the man who runs, but on God who has mercy.” - <u>Romans 9:15-16</u></p> <p>As noted above, God’s mercy is inseparable from his justness. He is infinitely, unchangeably, unfailingly merciful – forgiving, lovingly kind toward us. He is inexhaustibly, actively compassionate. His mercy is also undeserved by us</p> <p>“For all have sinned and fall short glory of God,” and, “the wages of sin is death.” But because of mercy, we don’t get what we deserve. Instead, because of the mercy of God, we get life through faith in Christ.</p>
<p>12. God is gracious – God is infinitely inclined to spare the guilty</p>	<p>“The LORD is gracious and merciful; Slow to anger and great in loving kindness.” – <u>Psalm 145:8</u></p> <p>If mercy is not getting what we do deserve (damnation), grace is getting what we don’t deserve (eternal life). “As mercy is God’s goodness confronting human misery and guilt,” It is by his grace that God imputes merit where none previously existed and declares no debt to be where one had been before.”</p> <p>Because grace is a part of whom God is and not just an action he bestows, it means we can trust that grace is eternal. His grace is something we do not earn or lose (“For it is by grace you have been saved, through faith – and this is not from yourselves, it is the gift of God...” <u>Eph. 2:8</u>). His grace is also sovereign. “I will be gracious to whom I will be gracious” (<u>Exodus 33:19</u>).</p> <p>“His common grace is a gift to all of mankind. It is the While all of humanity benefits from common grace, only those who profess believe and put their faith in Christ receive saving grace. This is what results in our sanctification and our glorification of God, that we might live for him and enjoy him for all eternity.</p>
<p>13. God Is Loving – God Infinitely, Unchangingly Loves Us</p>	<p>“Beloved, let us love one another, for love is from God, and whoever loves has been born of God and knows God. Anyone who does not love does not know God, because God is love.” - 1 <u>John 4:7-8</u></p> <p>Love. The love of God is eternal, sovereign, unchanging, and infinite.</p> <p>God’s love is active, drawing us to Him. His love is personal. He doesn’t love humanity in some vague sense, he loves humans. He loves you and me. And his love for us knows no beginning and no end.</p>
<p>14. God Is Holy – He is Infinitely, Unchangingly Perfect</p>	<p>“Holy, Holy, Holy, is the Lord Almighty” – <u>Revelation 4:8</u></p> <p>The word holy means sacred, set apart, revered, or divine. And yet none of those words is adequate to describe the awesome holiness of our God. The word holiness refers to His separateness, His otherness, the fact that He is unlike any other being. It indicates His complete and infinite perfection. Holiness is the attribute of God that binds all the others together.”</p> <p>That God is holy means he is endlessly, always perfect. And his standard for us is perfection as well. “Therefore you are to be perfect, as your Heavenly Father is perfect,” Jesus says in <u>Matthew 5:48</u>. That’s why we need Christ. Without Christ taking the place for us and dying for our sins, we would all fall short of God’s holy standard</p>

15. God Is Glorious
– He is Infinitely
Beautiful and Great

“His radiance is like the sunlight; He has rays flashing from His hand, And there is the hiding of His power.” - [Habakkuk 3:4](#)
John Piper defines God’s glory like this: “The glory of God is the infinite beauty and greatness of God’s manifold perfections. The infinite beauty - and I am focusing on the manifestation of his character and his worth and his attributes-all of his perfections and greatness are beautiful as they are seen, and there are many of them. That is why I use the word manifold.”

The glory of God is of course, inseparable from his other attributes, so God is eternally, infinitely, unchangingly glorious. His radiance and beauty emanate from all that he is and all that he does. [Isaiah 43:7](#) says that man was created by God for his glory. So our whole existence and purpose is to glorify him, as we are created in his image and do the good work he has prepared for us to do.

The attributes of God may be classified under two main categories:
His infinite powers.

His personality attributes, like holiness and love.

Imitative attributes concerns God as regards to the fact that in Him essence and existence coincide. They are: infinity, simplicity, indivisibility, uniqueness, immutability, eternity, and spirituality (meaning absence of matter). Personal attributes of God are life (fullness, beatitude, and perfection), thought, will and freedom, love and friendship. The object of the thinking and will of God is God Himself, so to speak, His essence, since He is the Highest Good and the perfection of all perfections. But God also addresses His thought and His will towards to the human creatures for their own good

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students to understand The Ten Commandments as God’s core principles for living.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Lesson 1. The Ten Commandments

Lesson 2. The Attributes of God

Lesson 3. The Attributes of God in the Ten Commandments

STEAM ACTIVITY

Resources

The Bible, Bible Study Guide, internet

Assessment

Study and explain one of the Ten Commandments.

Study and interpret Bible scriptures to identify the nature and attributes of God. Identify and explain the principles in the Ten Commandments that are depicting the attributes of God.

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

Benchmark 7.1.2.2 Infer and explain the biblical principles embedded in each of the Ten Commandments.

Topic 2: Biblical Principles rooted in the Ten Commandments

Learning Objectives: By the end of the lesson the student will be able to.

- Examine the Ten Commandments and identify the deeply rooted core principles.
- Analyse and explain the scriptures in the Bible that elaborate the biblical principles rooted in the Ten Commandments.
- Examine the Biblical Principles of Commandments 1- 5 and Commandments 5-10.

Essential questions:

1. What are Ten Commandments and the deeply rooted core principles embedded within?
2. What is the Biblical Principles of Commandments 1- 5 and Commandments 5-10?

Key Concepts and Skills	
Values	Rationality and Reverence for God
Attitudes	Adaptability, flexible to change guided by the Ten Commandments
Skills	Making Inferences, analyse, and discuss the Ten Commandments and the underlying principles rooted within
Knowledge	Biblical principles in the Ten Commandments

Content Background

The Ten Commandments are the principles of God's kingdom and the rule by which all His creatures govern their lives. The basic, fundamental principle of these commands is love -supreme love for our Creator God and unselfish love for our fellow humans. This principle of unselfish love must be firmly entrenched into the fibre of our being, into the very core of our existence in order for us to be fitted for God's kingdom. The Ten Commandments are the practical outworking of this principle and their adaption to the sinful context of human life.

These commands also express in more detail important principles of living according to God's rule as they flow from the foundational love principle.

Biblical Principles of Commandment 1-5

Tells us of the relationship between God and man and Commandment 6-10 tells about the relationship of man to man. The other 5 commandments that from 6-10 tells us of man's relationship to Elohim God.

The 2 Great Commandments mentioned in Matthew 22:36-40.

The first commandment mentioned in verse 37-38 covers the Commandment 1-5 whilst the 2nd Great Commandment covers the Commandments 6-10.

The table below shows the biblical principle found in each of the Ten Commandments

Ten Commandment	Explanation	Biblical Principle
Commandment 1 "Thou shalt have no other gods before me."	<ul style="list-style-type: none"> This tells us to believe in the existence of God and His influence in our lives. It prohibits our beliefs in worship to Him. 	The Principle of First Priority and Primary Love
Commandment 2 "Thou shalt not make unto thee any graven image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth: Thou shalt not bow down thyself to them, nor serve them: for I the Lord thy God am a jealous God, visiting the iniquity of the fathers upon the children unto the third and fourth generation of them that hate me; And showing mercy unto thousands of them that love me, and keep my commandments."	<ul style="list-style-type: none"> This tells us the worship of idols is to be forbidden in our lives. 	The Principle of Submission to Divine Sovereignty
Commandment 3 "Thou shalt not take the name of the Lord thy God in vain; for the Lord will not hold him guiltless that taketh his name in vain."	<ul style="list-style-type: none"> This tells us not to take His Holy name in vain or speak lightly of His name. 	Principle of Respect and Honor for the Sacred.
Commandment 4 "Remember the Sabbath day, to keep it holy. Six days shalt thou labor, and do all they work: But the seventh day is the Sabbath of the Lord thy God; in it thou shalt not do any work, thou, nor thy son, nor thy daughter, thy manservant, nor thy maidservant, nor thy cattle, nor thy stranger that is within thy gates: For in six days the Lord made heaven and earth, the sea, and all that in them is, and rested the seventh day: Wherefore the Lord blessed the Sabbath day, and hallowed it."	<ul style="list-style-type: none"> This tells us to Honor the Shabbat meaning that we are not to work on the Shabbat. Shabbat falls on Friday 6:00am to Saturday 6:00pm. 	Principles of Divine Rest and Celebration in Relationship and Fellowship. God's Temple in Time.

Commandment 5 “Honour thy father and thy mother: that thy days may be long upon the land which the Lord thy God giveth thee.”	<ul style="list-style-type: none"> This tells us to respect our birth parents and those who assume the responsibility of parents in our lives. 	Principle of Respect and Honor for Lawful Authority
Commandment 6 “Thou shalt not kill.”	<ul style="list-style-type: none"> This tells us, according to Mathew 5:22-23 whoever is angry with his brother stands before court. Justified killing in wars or self-defense is permitted. 	Principle of Sacredness and Celebration of Life.
Commandment 7 “Thou shalt not commit adultery.”	<ul style="list-style-type: none"> This tells that any sex by married person other than with their own partner is adultery. This includes masturbation, pornography. Matthew 5:27-28 tells us that anyone that looks at a woman with lust has already committed adultery. 	Principle of Protecting Purity and Keeping Promises - commitment and loyalty to family.
Commandment 8 “Thou shalt not steal.”	This tells not to take anything or even kidnap that does not belong to you.	Principle of Generosity and Giving.
Commandment 9 “Thou shalt not bear false witness against thy neighbour.”	This tells not to lie about your neighbors or mislead them. Revelation 22:15 says that outside are the dogs and the sorcerers and immoral persons and murderers and idolaters, and everyone who loves and practice lying.	Principle of Personal Integrity and Truth Telling.
Commandment 10 “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 any thing that is thy neighbour’s.”	This tells that it is forbidden not to desire and plan how one may obtain that which Elohim God has given to another.	Principle of Contentment and Living with an Attitude of Gratitude.

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students understand The Ten Commandments as God’s core principles for living.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Lesson 1. Biblical Principle of the Ten Commandments

Lesson 2. The Biblical Principles of Commandments 1-4 and Commandments 5-10.

Lesson 3. God and His Commandments

STEAM ACTIVITY

Resources

The Bible, Bible Study Guide, internet

Assessment

- Study the Ten Commandments and identify the deeply rooted core principles
- Research and explain the scriptures in the Bible that elaborate the biblical principles rooted in the Ten Commandments.
- Case Study: Biblical events correlating with current events demonstrating the principles embedded in the Ten Commandments. Example 1. Achan's Sin bringing God's Judgement and Stealing bringing Judgement through the courts system.
- Principle: There are consequences to doing what is wrong.

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

Benchmark 7.1.2.1 Study the Ten Commandments and discuss how they depict the characteristics of God's attributes.

Topic: The Ten Commandments and how the Ten Commandments depict the attributes of God

Learning Objectives: By the end of the lesson the student will be able to.

- Examine each of the Ten Commandments and explain how each reveal the nature and character of God.
- Explore and interpret Bible scriptures to identify the attributes of God.
- Identify and explain the principles and biblical values of the Ten Commandments that depict the attributes of God.

Essential questions:

1. What are the Ten Commandments?
2. Why are they called the core principles of God?
3. How do the Ten Commandments depict the attributes of God?
4. What are the attributes of God that are shown through the Ten Commandments?

Key Concepts and Skills	
Values	Rationality and Reverence for God
Attitudes	Appreciative and have Deep/thorough understanding
Skills	Study and discuss a scripture , Exodus 20
Knowledge	The Ten Commandments, The attributes of God

Content Background

Scripture: Exodus 20:1-17, Deuteronomy 5:6-21

The Ten or the Royale Commandments are laws or rules handed down to Moses by Elohim on Mount Sinai. The Ten Commandments are a perfection meaning that they are Heavenly Constitution and they tell us to live.

The Ten Commandments depict the attributes of God by saying God is a Spirit, infinite, eternal, unchangeable in His being, wisdom, power, holiness, justice, goodness and truth. The first attribute of the image and likeness of God is the authority to rule over the earth and He gave the image Himself to us man in the creation story.

The Ten Commandments

First Commandment (Exodus 20:2)

I am the Lord Your God, who brought you out of the land of Egypt, out of the house of bondage

Second Commandment (Exodus 20:3-6)

You shall have no other gods beside Me. You shall not make for yourself any graven image, nor any manner of likeness, of anything that is heaven above, or that is in the earth beneath, or that is in the water under the earth. You shall not bow down to them, nor serve them, for I, the Lord Your God, am a jealous God, visiting the iniquity of the fathers upon the children unto the third and fourth generation.

Third Commandment (Exodus 20:7)

You shall not take the name of the Lord Your God in vain; for the Lord will not hold him guiltless that takes His name in vain.

Fourth Commandment (Exodus 20:8-11)

Remember the Sabbath, to keep it holy. Six days you shall labor, and do all your work; but the seventh day is a Sabbath unto the Lord Your God, in it you shall not do any manner of work, you, nor your son, nor your daughter, nor your man-servant, nor your maid-servant, nor your cattle, nor your stranger that is within your gates; for in six days the Lord made heaven and earth, the sea, and all that in them is, and rested on the seventh day. Wherefore the Lord blessed the Sabbath day, and made it holy.

Fifth Commandment (Exodus 20:12)

Honor your father and your mother, that your days may be long upon the land which the Lord God gives you.

Sixth Commandment (Exodus 20:13)

You shall not murder.

Seventh Commandment (Exodus 20:13)

You shall not commit adultery.

Eighth Commandment (Exodus 20:13)

You shall not steal.

Ninth Commandment (Exodus 20:13)

You shall not bear false witness against your neighbor.

Tenth Commandment (Exodus 20:14)

You shall not covet your neighbor's house, or his wife, his man-servant, his maid-servant, or his ox, or his ass, or anything that is your neighbor's.

The Attributes of God

What are God's attributes? When we talk about the attributes of God, we are trying to answer questions like, *who are God, What is God like, and what kind of God is He?* An attribute of God is something true about Him. While fully comprehending who God is, it impossible for us as limited beings. God does make Himself known in a variety of ways, and through what He reveals about Himself in his Word and in his creation, we can begin to wrap our minds around our awesome Creator and God.

God is unlike anything or anyone we could ever know or imagine. He is one of a kind, unique and without comparison. Even describing Him with mere words truly falls short of capturing who He is – our words simply cannot do justice to describe our holy God.

Still, God possess attributes that we can know (even just in part) and He has given us His Word as a means to understand Him.

Compiled is a list of 15 of God's attributes; some are what theologians call "incommunicable" (qualities possessed by God alone) and others are "communicable" (qualities that both God and we possess, though only He possesses them perfectly).

The Explanation of the Attributes of God

Attribute	Explanation
1. God Is Infinite – He is Self-Existing, Without Origin	<p>And he is before all things, and in him all things hold together." - Colossians 1:17</p> <p>"Great is our Lord, and abundant in power; his understanding is beyond measure" – Psalm 147:5</p> <p>When Moses asked God, "Who shall I tell Pharaoh has sent me?" God said, "I AM THAT I AM." Jehovah or Yahweh is the most intensely sacred name to Jewish scribes and many will not even pronounce the name. When possible, they use another name.</p>
2. God Is Immutable – He Never Changes	<p>"I the Lord do not change. So you, the descendants of Jacob, are not destroyed." Malachi 3:6</p> <p>God does not change. Who he is never changes. His attributes are the same from before the beginning of time into eternity. His character never changes – he never gets "better" or "worse." His plans do not change. His promises do not change.</p> <p>This ought to be a source of incredible joy for believers. It is because Jesus Christ is the same yesterday, today, and forever that neither angels nor demons, neither the present nor the future, not even powers, height, depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord (Rom. 8:35-39)!"</p>

<p>3. God Is Self-Sufficient – He Has No Needs</p>	<p>“For as the Father has life in himself, so he has granted the Son also to have life in himself.” – <u>John 5:26</u> As limited humans, we have incredible needs, which left unfulfilled, result in death. God, however, has never once been in need of anything. As Tim Temple <u>writes</u>, “God is perfectly complete within his own being.” The self-sufficiency of God means he “possesses infinite riches of being, wisdom, goodness, and power in and of himself (Gen 17:1; <u>John 5:26</u>; Ephesians 3:16). Because he possesses these unfathomable riches in the perfect knowledge and love of the Father, Son, and <u>Holy Spirit (Matt 11.25-27; John 17:24-26)</u>, God is the “blessed” or “happy” God (<u>1 Tim 1.11; 6:15</u>).” Because God is self-sufficient, <u>we can</u> go to him to satisfy all our needs. We never have to worry about “drying up” his never-ending well of goodness, peace, mercy and grace. “Now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us...” (<u>Ephesians 3:20</u>)</p>
<p>4. God is Omnipotent – He Is All Powerful</p>	<p>“By the word of the LORD the heavens were made, their starry host by the breath of his mouth.” – <u>Psalm 33:6</u> “Can you fathom the mysteries of God? Can you probe the limits of the Almighty? They are higher than the heavens above—what can you do? They are deeper than the depths below—what can you know? Their measure is longer than the earth and wider than the sea. Surely he recognises deceivers; and when he sees evil, does he not take note?” – <u>Job 11:7-11</u> Omnipotent means to have unlimited power (omni = all; potent = powerful). God is able and powerful to do anything he wills without any effort on his part. It’s important to note the “anything he wills” part of that statement, because God cannot do anything that is contradictory or contrary to his nature. <u>Hebrews 6:18</u> puts it like this: “God did this so that, by two unchangeable things in which it is impossible for God to lie, we who have fled to take hold of the hope set before us may be greatly encouraged.” “<u>Scripture is clear that God is strong and mighty (Psalm 24:8)</u>. Nothing is too hard for Him to accomplish (<u>Genesis 18:14; Jeremiah 32:17, 27; Luke 1:37</u>). Often God is called “Almighty,” describing Him as the One who possesses all power and authority (<u>2 Corinthians 6:18; Revelation 1:8</u>). In fact, Paul says that God is “able to do immeasurably more than all we ask or imagine” (<u>Ephesians 3:20</u>).”</p>
<p>5. God Is Omniscient – He Is All-Knowing</p>	<p>“Remember the former things, those of long ago; I am God, and there is no other; I am God, and there is none like me. I make known the end from the beginning, from ancient times, what is still to come. I say: My purpose will stand, and I will do all that I please” - <u>Isaiah 46:9-10</u> God is omniscient, which means he knows everything. “God perfectly knows Himself and, being the source and author of all things, it follows that He knows all that can be known. And this He knows instantly and with a fullness of perfection that includes every possible item of knowledge concerning everything that exists or could have existed anywhere in the universe at any time in the past or that may exist in the centuries or ages yet unborn.” Because God is all-knowing, we can trust that he knows everything we’re going through today and everything we will go through tomorrow. When we meditate on this truth, especially in light of his other attributes of goodness and love, it makes it easier to trust him with all we have going on in our lives, from the very serious to the silly and mundane.</p>

<p>6. God Is Omnipresent – He Is Always Everywhere</p>	<p>“Where can I go from Your Spirit? Or where can I flee from Your presence? If I ascend to heaven, You are there; If I make my bed in Sheol, behold, You are there. If I take the wings of the dawn, If I dwell in the remotest part of the sea, even there Your hand will lead me, And Your right hand will lay hold of me.” Psalm 139:7-10</p> <p>“‘Am I a God at hand’ declares the Lord, ‘and not a God afar off? Can a man hide himself in secret places so that I cannot see him?’ declares the Lord. ‘Do I not fill heaven and earth?’ declares the Lord” - Jeremiah 23:23-24</p> <p>To be omnipresent is to be in all places, at all times. Yet, it is important to understand that for God “to be” in a place is not the same way we are in a place. “God’s being is altogether different from physical matter; He exists on a plane wholly distinguishable from the one readily available to the five senses.”</p>
<p>7. God s Wise – He Is Full of Perfect, Unchanging Wisdom</p>	<p>“Oh, the depth of the riches both of the wisdom and knowledge of God! How unsearchable are His judgments and unfathomable His ways!” – Romans 11:33</p> <p>Wisdom is more than just head knowledge and intelligence. A truly wise person is someone who understands all the facts and makes the best decisions. A wise person uses his heart, soul and mind together with skill and competence. But even the wisest man on earth would never come close to being as wise as God.</p> <p>God is infinitely wise, consistently wise, perfectly wise.</p>
<p>8. God Is Faithful – He Is Infinitely, Unchangingly True</p>	<p>“Know therefore that the LORD your God is God; he is the faithful God, keeping his covenant of love to a thousand generations of those who love him and keep his commands.” - Deuteronomy 7:9</p> <p>“[I]f we are faithless, he remains faithful— for he cannot deny himself.” 2 Timothy 2:13</p> <p>As with all of God’s attributes, they are not separate, isolated traits but interconnected parts of his perfect whole being. So his faithfulness cannot be understood apart from his immutability, the fact that he never changes. So when we read that God remains faithful, for he cannot deny himself, we see these attributes working together. The fact that he is unchanging means he can never be unfaithful.</p> <p>“For now we see in a mirror dimly, but then face to face. Now I know in part; then I shall know fully, even as I have been fully known.” 1 Corinthians 13:12</p>
<p>9. God Is Good – He Is Infinitely, Unchangingly Kind and Full of Good Will</p>	<p>“O, taste and see that the Lord is good” – Psalm 34:8</p> <p>The goodness of God “disposes Him to be kind, cordial, benevolent, and full of good will toward men. He is tenderhearted and of quick sympathy, and His unflinching attitude toward all moral beings is open, frank, and friendly. By His nature He is inclined to bestow blessedness and He takes holy pleasure in the happiness of His people.”</p> <p>Just like his other attributes, God’s goodness exists within his immutability, and infinite nature, so that he is unchangingly, always good. His mercy flows from his goodness. “As with God’s other perfect attributes, Christians find it easier to affirm the goodness of God when things are going well. When life takes a nosedive, though, that’s when we begin to question God’s goodness to and for us.</p> <p>When the Psalmist writes “O, taste and see that the Lord is good,” (Psalm 34) he is inviting us not just to believe that God is good but to experience God’s goodness.</p>
<p>10. God Is Just – He Is Infinitely, Unchangeably Right and Perfect in All He Does</p>	<p>“The Rock! His work is perfect, For all His ways are just; A God of faithfulness and without injustice, Righteous and upright is He.” – Duet 32:4</p> <p>What does it mean that God is just? It means more than he is simply fair. It means he always does what is right and good toward all men. Likewise, although this is hard for many to accept, his sentencing of evil, unrepentant sinners to hell is also right and good.</p> <p>A natural question that arises from this is, how then can a just God justify the unjust (as each of us are without Christ!)?</p>

<p>11. God Is Merciful – He is Infinitely, Unchangeably Compassionate and Kind</p>	<p>“I will have mercy on whom I have mercy, and I will have compassion on whom I have compassion.” So then it does not depend on the man who wills or the man who runs, but on God who has mercy.” - Romans 9:15-16</p> <p>As noted above, God’s mercy is inseparable from his justness. He is infinitely, unchangeably, unfailingly merciful – forgiving, lovingly kind toward us. He is inexhaustibly, actively compassionate. His mercy is also undeserved by us “For all have sinned and fall short glory of God,” and, “the wages of sin is death.” But because of mercy, we don’t get what we deserve. Instead, because of the mercy of God, we get life through faith in Christ.</p>
<p>12. God Is Gracious – God Is Infinitely Inclined to Spare the Guilty</p>	<p>“The LORD is gracious and merciful; Slow to anger and great in loving kindness.” – Psalm 145:8</p> <p>If mercy is not getting what we do deserve (damnation), grace is getting what we don’t deserve (eternal life). “As mercy is God’s goodness confronting human misery and guilt,” It is by his grace that God imputes merit where none previously existed and declares no debt to be where one had been before.”</p> <p>Because grace is a part of whom God is and not just an action he bestows, it means we can trust that grace is eternal. His grace is something we do not earn or lose (“For it is by grace you have been saved, through faith – and this is not from yourselves, it is the gift of God...” Eph. 2:8). His grace is also sovereign. “I will be gracious to whom I will be gracious” (Exodus 33:19).</p> <p>“His common grace is a gift to all of mankind. It is the While all of humanity benefits from common grace, only those who profess believe and put their faith in Christ receive saving grace. This is what results in our sanctification and our glorification of God, that we might live for him and enjoy him for all eternity.</p>
<p>13. God Is Loving – God Infinitely, Unchangingly Loves Us</p>	<p>“Beloved, let us love one another, for love is from God, and whoever loves has been born of God and knows God. Anyone who does not love does not know God, because God is love.” - 1 John 4:7-8</p> <p>Love. The love of God is eternal, sovereign, unchanging, and infinite. God’s love is active, drawing us to Him. His love is personal. He doesn’t love humanity in some vague sense, he loves humans. He loves you and me. And his love for us knows no beginning and no end.</p>
<p>14. God Is Holy – He is Infinitely, Unchangingly Perfect</p>	<p>“Holy, Holy, Holy, is the Lord Almighty” – Revelation 4:8</p> <p>The word holy means sacred, set apart, revered, or divine. And yet none of those words is adequate to describe the awesome holiness of our God. The word holiness refers to His separateness, His otherness, the fact that He is unlike any other being. It indicates His complete and infinite perfection. Holiness is the attribute of God that binds all the others together.”</p> <p>That God is holy means he is endlessly, always perfect. And his standard for us is perfection as well. “Therefore you are to be perfect, as your Heavenly Father is perfect,” Jesus says in Matthew 5:48. That’s why we need Christ. Without Christ taking the place for us and dying for our sins, we would all fall short of God’s holy standard</p>
<p>15. God Is Glorious – He is Infinitely Beautiful and Great</p>	<p>“His radiance is like the sunlight; He has rays flashing from His hand, And there is the hiding of His power.” - Habakkuk 3:4</p> <p>John Piper defines God’s glory like this: “The glory of God is the infinite beauty and greatness of God’s manifold perfections. The infinite beauty—and I am focusing on the manifestation of his character and his worth and his attributes — all of his perfections and greatness are beautiful as they are seen, and there are many of them. That is why I use the word manifold.”</p> <p>The glory of God is of course, inseparable from his other attributes, so God is eternally, infinitely, unchangingly glorious. His radiance and beauty emanate from all that his is and all that he does. Isaiah 43:7 says that man was created by God for his glory. So our whole existence and purpose is to glorify him, as we are created in his image and do the good work he has prepared for us to do.</p>

The attributes of God may be classified under two main categories:

1. His infinite powers.
2. His personality attributes, like holiness and love.

Imitative attributes concerns God as regards to the fact that in Him essence and existence coincide. They are: infinity, simplicity, indivisibility, uniqueness, immutability, eternity, and spirituality (meaning absence of matter). Personal attributes of God are life (fullness, beatitude, and perfection), thought, will and freedom, love and friendship. The object of the thinking and will of God is God Himself, so to speak, His essence, since He is the Highest Good and the perfection of all perfections. But God also addresses His thought and His will towards to the human creatures for their own good

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students to understand The Ten Commandments as God's core principles for living.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Lesson 1.The Ten Commandments

Lesson 2.The Attributes of God

Lesson 3.The Attributes of God in the Ten Commandments

STEAM ACTIVITY

Resources

The Bible, Bible Study Guide, internet

Assessment

- Study and explain one of the Ten Commandments.
- Study and interpret Bible scriptures to identify the nature and attributes of God.
- Identify and explain the principles in the Ten Commandments that are depicting the attributes of God.

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

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

Benchmark 7.1.2.2 Infer and explain the biblical principles embedded in each of the Ten Commandments

Topic 2: Biblical Principles rooted in the Ten Commandments

Learning Objectives: By the end of the lesson the student will be able to.

- Examine the Ten Commandments and identify the deeply rooted core principles.
- Analyse and explain the scriptures in the Bible that elaborate the biblical principles rooted in the Ten Commandments.
- Examine the Biblical Principles of Commandments 1- 5 and Commandments 5-10.

Essential questions:

1. What are Ten Commandments and the deeply rooted core principles embedded within?
2. What is the Biblical Principles of Commandments 1- 5 and Commandments 5-10?

Key Concepts and Skills	
Values	Rationality and Reverence for God
Attitudes	Adaptability, flexible to change guided by the Ten Commandments
Skills	Making Inferences, analyse, and discuss the Ten Commandments and the underlying principles rooted within.
Knowledge	Biblical principles in of the Ten Commandments

Content Background

The Ten Commandments are the principles of God's kingdom and the rule by which all His creatures govern their lives. The basic, fundamental principle of these commands is love - supreme love for our Creator God and unselfish love for our fellow humans. This principle of unselfish love must be firmly entrenched into the fibre of our being, into the very core of our existence in order for us to be fitted for God's kingdom. The Ten Commandments are the practical outworking of this principle and their adaption to the sinful context of human life. These commands also express in more detail important principles of living according to God's rule as they flow from the foundational love principle.

Biblical Principles of Commandment 1- 5

Tells us of the relationship between God and man and Commandment 6-10 tells about the relationship of man to man. The other 5 commandments that from 6-10 tells us of man's relationship to Elohim God.

The 2 Great Commandments mentioned in Matthew 22:36-40.

The first commandment mentioned in verse 37-38 covers the Commandment 1-5 whilst the 2nd Great Commandment covers the Commandments 6-10.

The table below shows the biblical principle found in each of the Ten Commandments

Ten Commandment	Explanation	Biblical Principle
Commandment 1 "Thou shalt have no other gods before me."	<ul style="list-style-type: none"> This tells us to believe in the existence of God and His influence in our lives. It prohibits our beliefs in worship to Him. 	The Principle of First Priority and Primary Love
Commandment 2 "Thou shalt not make unto thee any graven image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth: Thou shalt not bow down thyself to them, nor serve them: for I the Lord thy God am a jealous God, visiting the iniquity of the fathers upon the children unto the third and fourth generation of them that hate me; And showing mercy unto thousands of them that love me, and keep my commandments."	<ul style="list-style-type: none"> This tells us the worship of idols is to be forbidden in our lives. 	The Principle of Submission to Divine Sovereignty
Commandment 3 "Thou shalt not take the name of the Lord thy God in vain; for the Lord will not hold him guiltless that taketh his name in vain."	<ul style="list-style-type: none"> This tells us not to take His Holy name in vain or speak lightly of His name. 	Principle of Respect and Honor for the Sacred.
Commandment 4 "Remember the Sabbath day, to keep it holy. Six days shalt thou labor, and do all they work: But the seventh day is the Sabbath of the Lord thy God; in it thou shalt not do any work, thou, nor thy son, nor thy daughter, thy manservant, nor thy maidservant, nor thy cattle, nor thy stranger that is within thy gates: For in six days the Lord made heaven and earth, the sea, and all that in them is, and rested the seventh day: Wherefore the Lord blessed the Sabbath day, and hallowed it."	<ul style="list-style-type: none"> This tells us to Honor the Shabbat meaning that we are not to work on the Shabbat. Shabbat falls on Friday 6:00am to Saturday 6:00pm. 	Principles of Divine Rest and Celebration in Relationship and Fellowship. God's Temple in Time.
Commandment 5 "Honour thy father and thy mother: that thy days may be long upon the land which the Lord thy God giveth thee."	<ul style="list-style-type: none"> This tells us to respect our birth parents and those who assume the responsibility of parents in our lives. 	Principle of Respect and Honor for Lawful Authority
Commandment 6 "Thou shalt not kill."	<ul style="list-style-type: none"> This tells us, according to Mathew 5:22-23 whoever is angry with his brother stands before court. Justified killing in wars or self-defense is permitted. 	Principle of Sacredness and Celebration of Life.

Commandment 7 “Thou shalt not commit adultery.”	<ul style="list-style-type: none"> This tells that any sex by married person other than with their own partner is adultery. This includes masturbation, pornography. Matthew 5:27-28 tells us that anyone that looks at a woman with lust has already committed adultery. 	Principle of Protecting Purity and Keeping Promises - commitment and loyalty to family.
Commandment 8 “Thou shalt not steal.”	<ul style="list-style-type: none"> This tells not to take anything or even kidnap that does not belong to you. 	Principle of Generosity and Giving.
Commandment 9 “Thou shalt not bear false witness against thy neighbour.”	<ul style="list-style-type: none"> This tells not to lie about your neighbors or mislead them. Revelation 22:15 says that outside are the dogs and the sorcerers and immoral persons and murderers and idolaters, and everyone who loves and practices lying. 	Principle of Personal Integrity and Truth Telling.
Commandment 10 “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 any thing that is thy neighbour’s.”	<ul style="list-style-type: none"> This tells that it is forbidden not to desire and plan how one may obtain that which Elohim God has given to another. 	Principle of Contentment and Living with an Attitude of Gratitude.

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students understand The Ten Commandments as God’s core principles for living.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Lesson 1. Biblical Principle of the Ten Commandments

Lesson 2. The Biblical Principles of Commandments 1-4 and Commandments 5-10.

Lesson 3. God and His Commandments

STEAM ACTIVITY

Resources

The Bible, Bible Study Guide, internet

Assessment

Study the Ten Commandments and identify the deeply rooted core principles

Research and explain the scriptures in the Bible that elaborate the biblical principles rooted in the Ten Commandments.

Case Study: Biblical events correlating with current events demonstrating the principles embedded in the Ten Commandments. Example 1. Achan's Sin bringing God's Judgement and Stealing bringing Judgement through the courts system.

Principle: There are consequences to doing what is wrong.

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

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

Benchmark 7.1.2.3 Explain the importance of the Ten Commandments and their universality and transcendence as superior laws and, ethical and moral standards.

Topic: 3.Universality and Transcendence of the Ten Commandments as superior laws and ethical and moral standards

Learning Objectives: By the end of the lesson the student will be able to.

- Explain the universality and transcendence of the Ten Commandments as superior laws and ethical standards.
- Identify and explain the principles and biblical values of the Ten Commandments as superior laws and ethical standards for human behaviour and morality

Essential questions:

1. Are the Ten Commandments universal and transcendence as superior law and ethical?
2. Are the Ten Commandments universal and transcendence as superior law and ethical standard for human behaviour and morality?

Key Concepts and Skills	
Values	Empowerment and responsible to living by the Ten Commandments
Attitudes	Critical and participatory in the upholding the Ten Commandments in life
Skills	Explain and justify the Ten Commandments as superior laws and ethical standards for living.
Knowledge	Ten Commandments and their universality and transcendence as superior laws and, ethical and moral standards

Content Background

Ten Commandments stand as Gods superior laws and ethical standards for living.

Scriptures: Deuteronomy 4:44:49, 5:1-11-33, 12:1-26:11

The law is expanded. The following are some laws;

- i) Dietary Laws- Deuteronomy and Leviticus 11
- ii) The Greatest Commandment- Duet 6:4-9
- iii) Moral Laws- Leviticus 18
- iv) Social- Leviticus 19
- V) Some of Yeshua's Commandments: Matthew 5-8

The Ten Commandments are a great contributor to ethical standards. It has helped theologians to try to help believers to live a Godly life. Not all countries in the Word have built their laws on the Ten Commandments. God's laws are heavenly and they are fair and just comparing to the judiciary laws of a society of any country according to Isaiah 9:6-7.

Universality and Transcendence of the Ten Commandments as superior laws and ethical standards for human behavior and morality

The Ten Commandments are the superior laws and ethical standards for human behavior and morality. According to the Scriptures: Matthew 22:37-39, the ethical standards for human behavior is obeying the truth. The morality of the Ten Commandments in the human behavior is the standard of right and wrong taught by Yeshua/Jesus basing on two foundations that's loving God and loving people.

The law of God was given for our benefit and shows us how to become more like God. What should Christians learn from the various types of biblical law?

Many people have heard of the Ten Commandments and recognise the importance of some of them, like the laws against murder and stealing. But other laws in the Bible are less well known or appreciated.

Do the biblical laws apply today? Or did the Creator God establish them, only to wipe them all out on the cross, only to promise their restoration during Christ's millennial rule?

Or is there a larger meaning to the whole subject of the law of God—one that bears witness to the very plan of God, which is always consistent and points toward the Kingdom of God?

What is a law?

How does man define the law? The New Oxford American Dictionary defines law as:

1. (often the law) the system of rules that a particular country or community recognises as regulating the actions of its members and may enforce by the imposition of penalties
2. a statement of fact, deduced from observation, to the effect that a particular natural or scientific phenomenon always occurs if certain conditions are present
3. the body of divine commandments as expressed in the Bible or other religious texts.

What is the law of God?

How does God define the law of God? This question is of great importance, for it deals with our spiritual understanding. God's laws are the rules of the Kingdom of God and His way of life, and they are divine and perfect in intent, equity and administration.

The apostle Paul said God's "law is holy, and the commandment holy and just and good" as well as "spiritual" (Romans 7:12, 14).

King David wrote, "The law of the LORD is perfect, converting the soul," and he went on to describe the beauty and benefits of God's testimonies, statutes, commandments and judgments-various aspects of biblical law (Psalm 19:7-11).

Biblical laws include a holy system of commandments, statutes and judgments that are meant to be observed by all countries and all people, for God created all people.

God's laws define righteousness and sin. And here is the key: They are always for our benefit (Deuteronomy 6:17-18; 7:12-14; 10:13). God's laws are not burdensome (Matthew 11:30; 1 John 5:3), despite what many religious leaders may tell you (2 Peter 3:15-16).

More than the 10 Commandments

When God wrote the Ten Commandments in stone, He was writing the foundational framework for how mankind (not just Israel) should interact with God and with each other. Obviously they were not the only laws, since many of God's laws existed before the Old Covenant. While some laws were specific to the Old Covenant, others span across both the Old and New Covenants, and each one has a spiritual element, of blessings.

Some examples

The next sections of this article will talk about several different types of laws within the Bible outside of the 10 Commandments. The goal is to give you a sampling of what their purpose is and whether they apply currently or were specific to a covenant.

Let's start with laws given to man early in the Bible, before the Old Covenant was made at Mount Sinai.

The law of marriage

The law of marriage was given in the second chapter of the Bible. Marriage was defined by God as being between one man and one woman long before the Old Covenant or today's social and political systems. The plain truth is that God established this law for a purpose, providing the blessing of marriage and family by taking two equal but different people and joining them together.

God emphasised this to Adam by having him name each animal so that Adam understood that it was not good for him to be alone (Genesis 2:18-20). So God created a helper, a companion—a woman, but was she just to be his assistant? By no means! She was given the same tasks, responsibility and rulership over the rest of creation as the man (*Genesis 1:28-31*).

Husband and wife, Adam and Eve, man and woman, were given a joint purpose to strive together in hope and love for a reason—one that is lost today as society has twisted the gender roles and marriage into broken societal trappings in place of a God-given law (*Matthew 19:3-6*).

Genesis 2:24-25 records, “Therefore a man shall leave his father and his mother and be joined to his wife, and they shall become one flesh.” The Bible makes clear that God does not require everyone to marry, but those who do should follow this law for the stability of the family and society. This is a law that was before any covenant and that spans across both Old and New Covenants. God is deeply concerned about families, for He is in the process of building one!

The law of clean and unclean meats

Many today regard the law of clean and unclean animals as an Old Covenant (ceremonial) law that was done away with when Christ was nailed to the cross. Modern Christianity teaches it as a Jewish tradition, antiquated and no longer necessary. Yet the first mention of this law was almost 1,000 years prior to its codification to the Israelites in Leviticus 11 (also see Deuteronomy 14).

The first mentions of this law are in Genesis 6:19; 7:2, 8; and 8:20. To put it plainly, this law long predates the Old Covenant! Noah was given clear instructions to set apart a different number of clean animals (seven) than unclean animals (two), just as Noah and his family were set apart by God from the wicked generation that He would destroy with the Flood. But why would God do this?

To begin with, God sets apart what is holy—He defines what is acceptable and righteous, not man. God then tells His people that they are to be holy (Deuteronomy 14:2; 1 Peter 1:16). Therefore we must strictly avoid anything that would contaminate us, either physically or spiritually (1 Corinthians 6:15-20). This is a law that, like marriage, is still in effect today.

What about ceremonial and civil laws?

In addition to the Old Covenant made at Mount Sinai (Exodus 24:3-8; 34:28), God gave civil and ceremonial laws to the nation of Israel. For example, the sacrificial law was not part of the Old Covenant that was entered into at Sinai. Rather, it was added later (see Jeremiah 7:22; Ezekiel 20:21-25; and Galatians 3:19).

It was God’s purpose to define the civil and sacrificial systems needed to govern a nation. Israel was to be set apart, to be holy (Leviticus 20:26) and blessed (Deuteronomy 28:1-14), but only if they had a heart of obedience.

Ceremonial law was a part of everyday life for the ancient Israelites, a way to teach them the spiritual principles needed to keep the law. Therefore sacrifices and washings, among many other ceremonial acts, often centered around the tabernacle/temple.

Outward rituals were meant to teach inward principles. But Israel lacked the spiritual discernment and heart to learn from these laws (1 Corinthians 2:14). Therefore God altered His approach, not because of flaws in the law, but because of the people (Hebrews 8:7-8).

Today the ceremonial and civil laws are no longer applicable, because we do not have a nation ruled by God's law and the temple and sacrificial system no longer exist. Also, through Jesus Christ's sacrifice (Revelation 1:5) the New Covenant was established. The book of Hebrews shows that the sacrifices and temple rituals were a type, pointing to the ultimate sacrifice of Christ. As a result, these ceremonial laws are no longer a part of everyday Christian life.

The festivals of God

The Sabbath, Passover and Feast of Unleavened Bread were revealed to Israel before they reached Mount Sinai. Then at Mount Sinai all seven annual festivals of God were included during the giving of the Old Covenant. God also included sacrificial and ceremonial laws in the instructions for Israel on these holy days.

Today most Christian churches mistakenly relegate the biblical festivals to Jewish tradition, and in their place most of Christianity has adopted pagan holidays (Colossians 2:8). In so doing, the meanings of God's feasts are lost to them. Most think that the festivals were strictly tied to the Old Covenant. However, each feast actually represents or foreshadows part of the plan of God, from the sacrifice of Jesus Christ to His return and beyond!

The reality is that God's plan never changed, and that plan is still expressed through the festivals, which are still to be observed. In fact, without these days, we cannot fully understand the spiritual plan that God has for all of mankind.

What does all this mean?

There are many laws in the Bible. Some were specific to a covenant, while others exist before and extend through both the Old Covenant and the New Covenant. Many laws are still essential today, and they all are intended to give us a deeper understanding of what God expects and how He wants us to live.

God gave the law of God out of love so that it might go well with us. In fact, we must ask ourselves a very fundamental question at the end of this: Do we love God the Father and Jesus Christ? If we say yes, then do we keep the law of God?

As Jesus Christ said:

“Do not think that I came to destroy the Law or the Prophets. I did not come to destroy but to fulfill” (Matthew 5:17).

“If you love Me, keep My commandments” (John 14:15).

God's Eternal Law

God's eternal law is a representation of who He is and they provide the standards for living life.

God Is	God's Law Is
a. Holy. Leviticus 11:44.	a. Holy. Romans 7:12.
b. Truth. Psalm 31:5.	b. Truth. Malachi 2:6.
c. Righteous. Psalm 145:17.	c. Righteous. Psalm 119:172.
d. Perfect. Matthew 5:48.	d. Perfect. Psalm 19:7.
e. A spirit. John 4:24.	e. Spiritual. Romans 7:14.
f. Eternal. 1Timothy 1:17.	f. Eternal. Psalm 111:7, 8.
g. Unchangeable. James 1:17.	g. Not alterable. Psalm 89:34.
h. Love. 1 John 4:8.	h. Based on love. Matthew 22 : 36-40.

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students to understand The Ten Commandments as God's core principles for living.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Lesson 1. The Ten Commandments as God's Law, Why?

Lesson 2. The Perfect law for Morality

Lesson 3. The Ten Commandments and human behavior

STEAM ACTIVITY

Resources

The Bible, Bible Study Guide, internet

Assessment

Explain the universality and transcendence of the Ten Commandments.

Analyse and explain the universality and transcendence of the Ten Commandments as superior laws and ethical standards.

Case Study. Immorality:

How students will feel towards immoral behaviour.

Defending wrong behaviour.

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

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

Benchmark 7.1.2.4 Explore and discuss how the Ten Commandments influence people's thinking, behavior and actions.

Topic 4: Influences of the Ten Commandments on people's thinking, behaviour and actions

Learning Objectives: By the end of the lesson the student will be able to:

- Examine and interpret Bible scriptures to explain the influences of the Ten Commandments on people's thinking, behaviours and actions in biblical times.
- Identify and explain the biblical principles and values of obedience and disobedience of the Ten Commandments.
- Study and interpret Bible scriptures to explain the consequences of not obeying the Ten Commandments in thoughts, behaviour and actions.

Essential questions:

1. How do the Ten Commandments influence people's thinking, behaviour and actions?
2. What does obedience and disobedience mean to God?
3. What is the principle of obedience to God's commandments?

Key Concepts and Skills

Values	Truthful and sharing/caring openness
Attitudes	Open minded – being available for God to use
Skills	Investigate and explain peoples thinking and behaviours.
Knowledge	Degree and intensity of how the Ten Commandments are promoted and enforced.

Content Background

Influence of the Ten Commandments on people's thinking, behavior and actions

Scripture: 1 John 2:3-7

Everything connected with obedience to the commandments is a sign of the New Covenant. We know Him if we keep His commandment. 1 John 3:4 says sin is Lawlessness. Matthew 7:21 says that he who does the will of My Father who is in Heaven will enter the Kingdom of God. Yeshua/Jesus came to show us the way to walk in His commandments. Matthew 5:17 says that Yeshua/Jesus did not come to abolish the law or the commandments but to bring it to fullness.

Many are so lost and keep repeating the same mistakes.

- i) they refuse to hear the commandments of God
- ii) they say “You are going to put us under the law.

1. John 2:3 we have to come to know Him, if we keep His commandments. Yeshua/ Jesus never broke the commandments of His Father. He walked in holiness and righteousness. Hosea 4:6 tells us that My people are destroyed by the lack of knowledge because they have rejected knowledge, I will reject them, thou hast no priest to me seeing thou has forgotten the law of Elohim God, and I will also forget the children. Exodus 20:5 the curse for breaking the commandments repeats themselves to the 3rd and 4th generation. Galatians 3:13 “Messiah redeemed us from the curse of the law, having become a curse for us-for it written, “CURSED IS EVERYONE WHO HANGS ON A TREE”

Therefore we are to present our bodies as a living and holy sacrifice, acceptable to God, which is our spiritual service of worship.

A principle, as defined for our consideration, is an understanding from the Bible of how God feels about something, and why he feels the way he does. That is the very definition of knowing God. Having a working knowledge of the Bible’s principles equates to an understanding of what God loves and what he hates, and why. Principles are intertwined intricately with our recognising and really understanding to believe in God who is good. Our coming to really know Him will help us discern He always has our best interest at heart. As we develop a real awareness of His great love for us, we will be driven to guide our lives by the principles He had recorded for us in the Bible. That is very different from trying to live by laws or self-imposed rules.

Bible principles connect with love and help us base our lives around this simple truth: It is eternally in our best interest to be obedient to the one who gave us life. Bible principles help us understand why that is always and eternally true, and to actually believe it.

If ye keep My commandments, ye shall abide in My love; even as I have kept My Father’s commandments, and abide in His love. John 15:10.

God requires a perfection of His children. His law is_a_transcript of His own character, and it is the standard of all character This infinite standard is presented to all that there may be no mistake in regard to the kind of people whom God will have to compose His kingdom. The life of Christ on earth was a perfect expression of God’s law, and when those who claim to be children of God become Christlike in character, they will be obedient to God’s commandments. Then the Lord can trust them to be of the number who shall compose the family of heaven. Clothed in the glorious apparel of Christ’s righteousness, they have a place at the King’s feast. They have a right to join the blood-washed throng.

Divisions of the Law of God

There were Ten Commandments. Deuteronomy 4:13. They were written by God on two tablets of stone. Deuteronomy 4:13. What did Jesus say as to the number of commandments? Matthew 22:36-40. How can the answer to the question be harmonized with Deuteronomy 4:13?

First (Love to God)	Second (Love to Man)
No other gods. Make no image of God. Take not God's name in vain. Remember God's Sabbath.	Honor your parents. Do not kill. Do not commit adultery. Do not steal. Do not lie. Do not covet anything that belongs to your neighbor.

“On these two commandments hang all the law and the prophets.” Matthew 22:40. But Christ came in the form of humanity, and by His perfect obedience He proved that humanity and divinity combined can obey every one of God's precepts. What is the well-expressed sermon that can be preached on the law of God? The well-expressed sermon that can be preached upon the law of Ten Commandments is to do them. **Obedience should be made a personal duty.**

The Ten Commandments are not a set of rules which will guarantee salvation if followed. They have been given for an entirely different purpose. Galatians 3:24 says that the law is a schoolmaster that guards us, teaches us and leads us to Christ. What that means is that when we look at the Ten Commandments, we should see that we have broken them and recognise our utter helplessness to do what is right in God's eyes. We have all sinned and fallen short of His glory and goodness (Romans 3:23), and therefore we need His love and mercy (Romans 7:24-8:1). Thankfully, we have been given the amazing gift of forgiveness through Jesus Christ, and all who believe and trust Him can say, with King David, “Blessed are those whose lawless deeds are forgiven, and whose sins are covered; blessed is the man against whom the Lord will not count his sin” (Psalm 32:1–2).

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students to understand The Ten Commandments as God's core principles for living.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Lesson 1. How the Ten Commandments influence people's thinking.

Lesson 2. How the Ten Commandments influence people's behaviour.

Lesson 3. How the Ten Commandments influence people's actions

STEAM ACTIVITY

Resources

Resource Books By Archbishop Dominiquae Bierman

1. Grafted In
2. Eradicating the Cancer of Religion
3. Yeshua is the Name
4. The Healing power of the Roots

GRM Workbooks

1. Level 1

Foundations of Faith Revealed

2. Level 2

Rediscovering The Hebrew Scriptures

3. Level 3

The Bible, Bible Study Guide, the internet

Assessment

Study and interpret Bible scriptures to explain the influences of the Ten Commandments on people's thinking, behaviours and actions in biblical times.

Study and interpret Bible scriptures to explain the consequences of not obeying the Ten Commandments in thoughts, behaviour and actions.

References

www.principlesofthewordofgod.com

www.LifeHopeandTruth.com

<https://www.myjewishlearning.com/article/the-ten-commandments/>

[https://bible.org/seriespage/10-characteristics-worldly-believers-friends-world-genesis-19\)](https://bible.org/seriespage/10-characteristics-worldly-believers-friends-world-genesis-19)

[https://bible.org/seriespage/6-characteristics-true-believers\)](https://bible.org/seriespage/6-characteristics-true-believers)

<https://www.studylight.org/concordances/eng/ttt/p/pillars.html>

[https://www.thewordofgod.com/Torrey's Topical Textbook](https://www.thewordofgod.com/Torrey's%20Topical%20Textbook)

<https://truthistheword.com/jesus-the-full-representation-of-god>

<https://www.biblica.com/resources/bible-faqs/when-was-the-bible-written/>

<https://www.bible-history.com/tabernacle/>

<https://firstchurchnewton.org/daily-devotions/the-essence-of-gods-word/>

<http://digitalcommons.andrews.edu/church-history-pubs>

1. His infinite powers.
2. His personality attributes, like holiness and love.

Imitative attributes concerns God as regards to the fact that in Him essence and existence coincide. They are: infinity, simplicity, indivisibility, uniqueness, immutability, eternity, and spirituality (meaning absence of matter). Personal attributes of God are life (fullness, beatitude, and perfection), thought, will and freedom, love and friendship. The object of the thinking and will of God is God Himself, so to speak, His essence, since He is the Highest Good and the perfection of all perfections. But God also addresses His thought and His will towards to the human creatures for their own good

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students to understand The Ten Commandments as God's core principles for living.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Lesson 1. The Ten Commandments

Lesson 2. The Attributes of God

Lesson 3. The Attributes of God in the Ten Commandments

STEAM ACTIVITY

Resources

The Bible, Bible Study Guide, internet

Assessment

- Study and explain one of the Ten Commandments.
- Study and interpret Bible scriptures to identify the nature and attributes of God.
- Identify and explain the principles in the Ten Commandments that are depicting the attributes of God.

STRAND 1: BIBLICAL VALUES AND PRINCIPLES

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

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

Benchmark 7.1.2.2 Infer and explain the biblical principles embedded in each of the Ten Commandments

Topic 2: Biblical Principles rooted in the Ten Commandments

Learning Objectives: By the end of the lesson the student will be able to.

- Examine the Ten Commandments and identify the deeply rooted core principles.
- Analyse and explain the scriptures in the Bible that elaborate the biblical principles rooted in the Ten Commandments.
- Examine the Biblical Principles of Commandments 1- 5 and Commandments 5-10.

Essential questions:

1. What are Ten Commandments and the deeply rooted core principles embedded within?
2. What are the Biblical Principles of Commandments 1- 5 and Commandments 5-10?

Key Concepts and Skills	
Values	Rationality and Reverence for God
Attitudes	Adaptability, flexible to change guided by the Ten Commandments
Skills	Making Inferences, analyse, and discuss the Ten Commandments and the underlying principles rooted within.
Knowledge	Biblical principles in of the Ten Commandments

Content Background

The Ten Commandments are the principles of God's kingdom and the rule by which all His creatures govern their lives. The basic, fundamental principle of these commands is love - supreme love for our Creator God and unselfish love for our fellow humans. This principle of unselfish love must be firmly entrenched into the fibre of our being, into the very core of our existence in order for us to be fitted for God's kingdom. The Ten Commandments are the practical outworking of this principle and their adaption to the sinful context of human life. These commands also express in more detail important principles of living according to God's rule as they flow from the foundational love principle.

Biblical Principles of Commandment 1- 5

Tells us of the relationship between God and man and Commandment 6-10 tells about the relationship of man to man. The other 5 commandments that from 6-10 tells us of man's relationship to Elohim God.

The 2 Great Commandments mentioned in Matthew 22:36-40.

The first commandment mentioned in verse 37-38 covers the Commandment 1-5 whilst the 2nd Great Commandment covers the Commandments 6-10.

The table below shows the biblical principle found in each of the Ten Commandments

Ten Commandment	Explanation	Biblical Principle
Commandment 1 "Thou shalt have no other gods before me."	<ul style="list-style-type: none"> This tells us to believe in the existence of God and His influence in our lives. It prohibits our beliefs in worship to Him. 	The Principle of First Priority and Primary Love
Commandment 2 "Thou shalt not make unto thee any graven image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth: Thou shalt not bow down thyself to them, nor serve them: for I the Lord thy God am a jealous God, visiting the iniquity of the fathers upon the children unto the third and fourth generation of them that hate me; And showing mercy unto thousands of them that love me, and keep my commandments."	<ul style="list-style-type: none"> This tells us the worship of idols is to be forbidden in our lives. 	The Principle of Submission to Divine Sovereignty
Commandment 3 "Thou shalt not take the name of the Lord thy God in vain; for the Lord will not hold him guiltless that taketh his name in vain."	<ul style="list-style-type: none"> This tells us not to take His Holy name in vain or speak lightly of His name. 	Principle of Respect and Honor for the Sacred.
Commandment 4 "Remember the Sabbath day, to keep it holy. Six days shalt thou labor, and do all they work: But the seventh day is the Sabbath of the Lord thy God; in it thou shalt not do any work, thou, nor thy son, nor thy daughter, thy manservant, nor thy maidservant, nor thy cattle, nor thy stranger that is within thy gates: For in six days the Lord made heaven and earth, the sea, and all that in them is, and rested the seventh day: Wherefore the Lord blessed the Sabbath day, and hallowed it."	<ul style="list-style-type: none"> This tells us to Honor the Shabbat meaning that we are not to work on the Shabbat. Shabbat falls on Friday 6:00am to Saturday 6:00pm. 	Principles of Divine Rest and Celebration in Relationship and Fellowship. God's Temple in Time.
Commandment 5 "Honour thy father and thy mother: that thy days may be long upon the land which the Lord thy God giveth thee."	<ul style="list-style-type: none"> This tells us to respect our birth parents and those who assume the responsibility of parents in our lives. 	Principle of Respect and Honor for Lawful Authority
Commandment 6 "Thou shalt not kill."	<ul style="list-style-type: none"> This tells us, according to Mathew 5:22-23 whoever is angry with his brother stands before court. Justified killing in wars or self-defense is permitted. 	Principle of Sacredness and Celebration of Life.

Commandment 7 “Thou shalt not commit adultery.”	<ul style="list-style-type: none"> This tells that any sex by married person other than with their own partner is adultery. This includes masturbation, pornography. Matthew 5:27-28 tells us that anyone that looks at a woman with lust has already committed adultery. 	Principle of Protecting Purity and Keeping Promises - commitment and loyalty to family.
Commandment 8 “Thou shalt not steal.”	<ul style="list-style-type: none"> This tells not to take anything or even kidnap that does not belong to you. 	Principle of Generosity and Giving.
Commandment 9 “Thou shalt not bear false witness against thy neighbour.”	<ul style="list-style-type: none"> This tells not to lie about your neighbors or mislead them. Revelation 22:15 says that outside are the dogs and the sorcerers and immoral persons and murderers and idolaters, and everyone who loves and practice lying. 	Principle of Personal Integrity and Truth Telling.
Commandment 10 “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 any thing that is thy neighbour’s.”	<ul style="list-style-type: none"> This tells that it is forbidden not to desire and plan how one may obtain that which Elohim God has given to another. 	Principle of Contentment and Living with an Attitude of Gratitude.

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students understand The Ten Commandments as God’s core principles for living.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Lesson 1. Biblical Principle of the Ten Commandments

Lesson 2. The Biblical Principles of Commandments 1-4 and Commandments 5-10.

Lesson 3. God and His Commandments

STEAM ACTIVITY**Resources**

The Bible, Bible Study Guide, internet

Assessment

Study the Ten Commandments and identify the deeply rooted core principles. Research and explain the scriptures in the Bible that elaborate the biblical principles rooted in the Ten Commandments.

Case Study: Biblical events correlating with current events demonstrating the principles embedded in the Ten Commandments. Example 1. Achan's Sin bringing God's Judgement and Stealing bringing Judgement through the courts system.

Principle: There are consequences to doing what is wrong.

Strand 1: Biblical Values and Principles

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

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

Benchmark 7.1.2.3 Explain the importance of the Ten Commandments and their universality and transcendence as superior laws and, ethical and moral standards.

Topic: 3.Universality and Transcendence of the Ten Commandments as superior laws and ethical and moral standards

Learning Objectives: By the end of the lesson the student will be able to.

- Explain the universality and transcendence of the Ten Commandments as superior laws and ethical standards.
- Identify and explain the principles and biblical values of the Ten Commandments as superior laws and ethical standards for human behaviour and morality

Essential questions:

1. Are the Ten Commandments universal and transcendence as superior law and ethical?
2. Are the Ten Commandments universal and transcendence as superior law and ethical standard for human behaviour and morality?

Key Concepts and Skills	
Values	Empowerment and responsible to living by the Ten Commandments
Attitudes	Critical and participatory in the upholding the Ten Commandments in life
Skills	Explain and justify the Ten Commandments as superior laws and ethical standards for living.
Knowledge	Ten Commandments and their universality and transcendence as superior laws and, ethical and moral standards

Content Background

Ten Commandments stand as Gods superior laws and ethical standards for living.

Scriptures: Deuteronomy 4:44:49, 5:1-11-33, 12:1-26:11

The law is expanded. The following are some laws;

- i) Dietary Laws- Deuteronomy and Leviticus 11
- ii) The Greatest Commandment- Duet 6:4-9
- iii) Moral Laws- Leviticus 18

- iv) Social- Leviticus 19
- v) Some of Yeshua's Commandments: Matthew 5-8

The Ten Commandments are a great contributor to ethical standards. It has helped theologians to try to help believers to live a Godly life. Not all countries in the Word have built their laws on the Ten Commandments. God's laws are heavenly and they are fair and just comparing to the judiciary laws of a society of any country according to Isaiah 9:6-7.

Universality and Transcendence of the Ten Commandments as superior laws and ethical standards for human behavior and morality

The Ten Commandments are the superior laws and ethical standards for human behavior and morality. According to the Scriptures: Matthew 22:37-39, the ethical standards for human behavior is obeying the truth. The morality of the Ten Commandments in the human behavior is the standard of right and wrong taught by Yeshua/Jesus basing on two foundations that's loving God and loving people.

The law of God was given for our benefit and shows us how to become more like God. What should Christians learn from the various types of biblical law?

Many people have heard of the Ten Commandments and recognise the importance of some of them, like the laws against murder and stealing. But other laws in the Bible are less well known or appreciated.

Do the biblical laws apply today? Or did the Creator God establish them, only to wipe them all out on the cross, only to promise their restoration during Christ's millennial rule?

Or is there a larger meaning to the whole subject of the law of God—one that bears witness to the very plan of God, which is *a/ways* consistent and points toward the Kingdom of God?

What is a law?

How does man define the law? The New Oxford American Dictionary defines law as:

1. (often the law) the system of rules that a particular country or community recognises as regulating the actions of its members and may enforce by the imposition of penalties
2. a statement of fact, deduced from observation, to the effect that a particular natural or scientific phenomenon always occurs if certain conditions are present
3. the body of divine commandments as expressed in the Bible or other religious texts.

What is the law of God?

How does God define the law of God? This question is of great importance, for it deals with our spiritual understanding. God's laws are the rules of the Kingdom of God and His way of life, and they are divine and perfect in intent, equity and administration.

The apostle Paul said God's "law is holy, and the commandment holy and just and good" as well as "spiritual" (Romans 7:12, 14).

King David wrote, "The law of the LORD is perfect, converting the soul," and he went on to describe the beauty and benefits of God's testimonies, statutes, commandments and judgments-various aspects of biblical law (Psalm 19:7-11).

Biblical laws include a holy system of commandments, statutes and judgments that are meant to be observed by all countries and all people, for God created all people.

God's laws define righteousness and sin. And here is the key: They are always for our benefit (Deuteronomy 6:17-18; 7:12-14; 10:13). God's laws are not burdensome (Matthew 11:30; 1 John 5:3), despite what many religious leaders may tell you (2 Peter 3:15-16).

More than the 10 Commandments

When God wrote the Ten Commandments in stone, He was writing the foundational framework for how mankind (not just Israel) should interact with God and with each other. Obviously they were not the only laws, since many of God's laws existed before the Old Covenant. While some laws were specific to the Old Covenant, others span across both the Old and New Covenants, and each one has a spiritual element, of blessings.

Some examples

The next sections of this article will talk about several different types of laws within the Bible outside of the 10 Commandments. The goal is to give you a sampling of what their purpose is and whether they apply currently or were specific to a covenant.

Let's start with laws given to man early in the Bible, before the Old Covenant was made at Mount Sinai.

The law of marriage

The law of marriage was given in the second chapter of the Bible. Marriage was defined by God as being between one man and one woman long before the Old Covenant or today's social and political systems. The plain truth is that God established this law for a purpose, providing the blessing of marriage and family by taking two equal but different people and joining them together.

God emphasised this to Adam by having him name each animal so that Adam understood that it was not good for him to be alone (Genesis 2:18-20). So God created a helper, a companion-a woman, but was she just to be his assistant? By no means! She was given the same tasks, responsibility and rulership over the rest of creation as the man (Genesis 1:28-31).

Husband and wife, Adam and Eve, man and woman, were given a joint purpose to strive together in hope and love for a reason—one that is lost today as society has twisted the gender roles and marriage into broken societal trappings in place of a God-given law (Matthew 19:3-6).

Genesis 2:24-25 records, “Therefore a man shall leave his father and his mother and be joined to his wife, and they shall become one flesh.” The Bible makes clear that God does not require everyone to marry, but those who do should follow this law for the stability of the family and society. This is a law that was before any covenant and that spans across both Old and New Covenants. God is deeply concerned about families, for He is in the process of building one!

The law of clean and unclean meats

Many today regard the law of clean and unclean animals as an Old Covenant (ceremonial) law that was done away with when Christ was nailed to the cross. Modern Christianity teaches it as a Jewish tradition, antiquated and no longer necessary. Yet the first mention of this law was almost 1,000 years prior to its codification to the Israelites in Leviticus 11 (also see Deuteronomy 14).

The first mentions of this law are in Genesis 6:19; 7:2, 8; and 8:20. To put it plainly, this law long predates the Old Covenant! Noah was given clear instructions to set apart a different number of clean animals (seven) than unclean animals (two), just as Noah and his family were set apart by God from the wicked generation that He would destroy with the Flood. But why would God do this?

To begin with, God sets apart what is holy—He defines what is acceptable and righteous, not man. God then tells His people that they are to be holy (Deuteronomy 14:2; 1 Peter 1:16). Therefore we must strictly avoid anything that would contaminate us, either physically or spiritually (1 Corinthians 6:15-20). This is a law that, like marriage, is still in effect today.

What about ceremonial and civil laws?

In addition to the Old Covenant made at Mount Sinai (Exodus 24:3-8; 34:28), God gave civil and ceremonial laws to the nation of Israel. For example, the sacrificial law was not part of the Old Covenant that was entered into at Sinai. Rather, it was added later (see Jeremiah 7:22; Ezekiel 20:21-25; and Galatians 3:19).

It was God’s purpose to define the civil and sacrificial systems needed to govern a nation. Israel was to be set apart, to be holy (Leviticus 20:26) and blessed (Deuteronomy 28:1-14), but only if they had a heart of obedience.

Ceremonial law was a part of everyday life for the ancient Israelites, a way to teach them the spiritual principles needed to keep the law. Therefore sacrifices and washings, among many other ceremonial acts, often centered around the tabernacle/temple.

Outward rituals were meant to teach inward principles. But Israel lacked the spiritual discernment and heart to learn from these laws (1 Corinthians 2:14). Therefore God altered His approach, not because of flaws in the law, but because of the people (Hebrews 8:7-8).

Today the ceremonial and civil laws are no longer applicable, because we do not have a nation ruled by God's law and the temple and sacrificial system no longer exist. Also, through Jesus Christ's sacrifice (Revelation 1:5) the [New Covenant](#) was established. The book of Hebrews shows that the sacrifices and temple rituals were a type, pointing to the ultimate sacrifice of Christ. As a result, these ceremonial laws are no longer a part of everyday Christian life.

The festivals of God

The Sabbath, Passover and Feast of Unleavened Bread were revealed to Israel before they reached Mount Sinai. Then at Mount Sinai all seven annual festivals of God were included during the giving of the Old Covenant. God also included sacrificial and ceremonial laws in the instructions for Israel on these holy days.

Today most Christian churches mistakenly relegate the biblical festivals to Jewish tradition, and in their place most of Christianity has adopted pagan holidays (Colossians 2:8). In so doing, the meanings of God's feasts are lost to them. Most think that the festivals were strictly tied to the Old Covenant. However, each feast actually represents or foreshadows part of the plan of God, from the sacrifice of Jesus Christ to His return and beyond!

The reality is that God's plan never changed, and that plan is still expressed through the festivals, which are still to be observed. In fact, without these days, we cannot fully understand the spiritual plan that God has for all of mankind.

What does all this mean?

There are many laws in the Bible. Some were specific to a covenant, while others exist before and extend through both the Old Covenant and the New Covenant. Many laws are still essential today, and they all are intended to give us a deeper understanding of what God expects and how He wants us to live.

God gave the law of God out of love so that it might go well with us. In fact, we must ask ourselves a very fundamental question at the end of this: Do we love God the Father and Jesus Christ? If we say yes, then do we keep the law of God?

As Jesus Christ said:

"Do not think that I came to destroy the Law or the Prophets. I did not come to destroy but to fulfill" (Matthew 5:17).

"If you love Me, keep My commandments" (John 14:15).

God's Eternal Law

God's eternal law is a representation of who He is and they provide the standards for living life.

God Is	God's Law Is
a. Holy. Leviticus 11:44.	a. Holy. Romans 7:12.
b. Truth. Psalm 31:5.	b. Truth. Malachi 2:6.
c. Righteous. Psalm 145:17.	c. Righteous. Psalm 119:172.
d. Perfect. Matthew 5:48.	d. Perfect. Psalm 19:7.
e. A spirit. John 4:24.	e. Spiritual. Romans 7:14.
f. Eternal. 1Timothy 1:17.	f. Eternal. Psalm 111:7, 8.
g. Unchangeable. James 1:17.	g. Not alterable. Psalm 89:34.
h. Love. 1 John 4:8.	h. Based on love. Matthew 22 : 36-40.

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students to understand The Ten Commandments as God's core principles for living.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

Lesson 1. The Ten Commandments as God's Law, Why?

Lesson 2. The Perfect law for Morality

Lesson 3. The Ten Commandments and human behavior

STEAM ACTIVITY

Resources

The Bible, Bible Study Guide, internet

Assessment

- Explain the universality and transcendence of the Ten Commandments.
- Analyse and explain the universality and transcendence of the Ten Commandments as superior laws and ethical standards.

Case Study: Immorality:

How students will feel towards immoral behaviour.

Defending wrong behaviour.

STRAND 1: BIBLICAL VALUES AND PRINCIPLES

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

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

Benchmark 7.1.2.4 Explore and discuss how the Ten Commandments influence people's thinking, behavior and actions.

Topic 4: Influences of the Ten Commandments on people's thinking, behaviour and actions

Learning Objectives: By the end of the lesson the student will be able to:

- Examine and interpret Bible scriptures to explain the influences of the Ten Commandments on people's thinking, behaviours and actions in biblical times.
- Identify and explain the biblical principles and values of obedience and disobedience of the Ten Commandments.
- Study and interpret Bible scriptures to explain the consequences of not obeying the Ten Commandments in thoughts, behaviour and actions.

Essential questions:

1. How do the Ten Commandments influence people's thinking, behaviour and actions?
2. What does obedience and disobedience mean to God?
3. What is the principle of obedience to God's commandments?

Key Concepts and Skills	
Values	Truthful and sharing/caring openness
Attitudes	Open minded – being available for God to use
Skills	Investigate and explain peoples thinking and behaviours.
Knowledge	Degree and intensity of how the Ten Commandments are promoted and enforced.

Content Background

Influence of the Ten Commandments on people's thinking, behavior and actions

Scripture: 1 John 2:3-7

Everything connected with obedience to the commandments is a sign of the New Covenant. We know Him if we keep His commandment. *1 John 3:4* says sin is Lawlessness. *Matthew 7:21* says that he who does the will of My Father who is in Heaven will enter the Kingdom of God. Yeshua/Jesus came to show us the way to walk in His commandments. *Matthew 5:17* says that Yeshua/Jesus

did not come to abolish the law or the commandments but to bring it to fullness. Many are so lost and keep repeating the same mistakes.

- i) they refuse to hear the commandments of God
- ii) they say “You are going to put us under the law.

1. John 2:3 we have to come to know Him, if we keep His commandments. Yeshua/ Jesus never broke the commandments of His Father. He walked in holiness and righteousness. Hosea 4:6 tells us that My people are destroyed by the lack of knowledge because they have rejected knowledge, I will reject them, thou hast no priest to me seeing thou has forgotten the law of Elohim God, and I will also forget the children. Exodus 20:5 the curse for breaking the commandments repeats themselves to the 3rd and 4th generation. Galatians 3:13 “Messiah redeemed us from the curse of the law, having become a curse for us-for it written, “CURSED IS EVERYONE WHO HANGS ON A TREE”

Therefore we are to present our bodies as a living and holy sacrifice, acceptable to God, which is our spiritual service of worship.

A principle, as defined for our consideration, is an understanding from the Bible of how God feels about something, and why he feels the way he does. That is the very definition of knowing God. Having a working knowledge of the Bible’s principles equates to an understanding of what God loves and what he hates, and why. Principles are intertwined intricately with our recognising and really understanding to believe in God who is good. Our coming to really know Him will help us discern He always has our best interest at heart. As we develop a real awareness of His great love for us, we will be driven to guide our lives by the principles He had recorded for us in the Bible. That is very different from trying to live by laws or self-imposed rules.

Bible principles connect with love and help us base our lives around this simple truth: It is eternally in our best interest to be obedient to the one who gave us life. Bible principles help us understand why that is always and eternally true, and to actually believe it.

If ye keep My commandments, ye shall abide in My love; even as I have kept My Father’s commandments, and abide in His love. John 15:10.

God requires a perfection of His children. His law is_a_transcript of His own character, and it is the standard of all character This infinite standard is presented to all that there may be no mistake in regard to the kind of people whom God will have to compose His kingdom. The life of Christ on earth was a perfect expression of God’s law, and when those who claim to be children of God become Christlike in character, they will be obedient to God’s commandments. Then the Lord can trust them to be of the number who shall compose the family of heaven. Clothed in the glorious apparel of Christ’s righteousness, they have a place at the King’s feast. They have a right to join the blood-washed throng.

Divisions of the Law of God

There were Ten Commandments. Deuteronomy 4:13. They were written by God on two tablets of stone. Deuteronomy 4:13. What did Jesus say as to the number of commandments? Matthew 22:36-40. How can the answer to the question be harmonized with Deuteronomy 4:13?

First (Love to God)	Second (Love to Man)
No other gods. Make no image of God. Take not God's name in vain. Remember God's Sabbath.	Honor your parents. Do not kill. Do not commit adultery. Do not steal. Do not lie. Do not covet anything that belongs to your neighbor.

“On these two commandments hang all the law and the prophets.” Matthew 22:40. But Christ came in the form of humanity, and by His perfect obedience He proved that humanity and divinity combined can obey every one of God's precepts. What is the well-expressed sermon that can be preached on the law of God? The well-expressed sermon that can be preached upon the law of Ten Commandments is to do them. **Obedience should be made a personal duty.**

The Ten Commandments are not a set of rules which will guarantee salvation if followed. They have been given for an entirely different purpose. Galatians 3:24 says that the law is a schoolmaster that guards us, teaches us and leads us to Christ. What that means is that when we look at the Ten Commandments, we should see that we have broken them and recognise our utter helplessness to do what is right in God's eyes. We have all sinned and fallen short of His glory and goodness (Romans 3:23), and therefore we need His love and mercy (Romans 7:24-8:1). Thankfully, we have been given the amazing gift of forgiveness through Jesus Christ, and all who believe and trust Him can say, with King David, “Blessed are those whose lawless deeds are forgiven, and whose sins are covered; blessed is the man against whom the Lord will not count his sin” (Psalm 32:1-2).

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Therefore students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students to understand The Ten Commandments as God's core principles for living.

The knowledge prescribed must be taught. It is not only about teaching what students should know but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support teaching and learning. Students must be given opportunities to apply their knowledge, to be creative and to solve problems.

- Lesson 1. How the Ten Commandments influence people's thinking.**
Lesson 2. How the Ten Commandments influence people's behaviour.
Lesson 3. How the Ten Commandments influence people's actions

STEAM ACTIVITY

Resources

Resource Books By Archbishop Dominiquae Bierman

1. Grafted In
2. Eradicating the Cancer of Religion
3. Yeshua is the Name
4. The Healing power of the Roots

GRM Workbooks

1. Level 1

Foundations of Faith Revealed

2. Level 2

Rediscovering The Hebrew Scriptures

3. Level 3

The Bible, Bible Study Guide, the internet

Assessment

Study and interpret Bible scriptures to explain the influences of the Ten Commandments on people's thinking, behaviours and actions in biblical times.

Study and interpret Bible scriptures to explain the consequences of not obeying the Ten Commandments in thoughts, behaviour and actions.

References

www.principlesofthewordofgod.com

www.LifeHopeandTruth.com

<https://www.myjewishlearning.com/article/the-ten-commandments/>

<https://bible.org/seriespage/10-characteristics-worldly-believers-friends-world-genesis-19>

<https://bible.org/seriespage/6-characteristics-true-believers>

<https://www.studylight.org/concordances/eng/ttt/p/pillars.html>

[https://www.thewordofgod.com/Torrey's Topical Textbook](https://www.thewordofgod.com/Torrey's%20Topical%20Textbook)

<https://truthistheword.com/jesus-the-full-representation-of-god>

<https://www.biblica.com/resources/bible-faqs/when-was-the-bible-written/>

<https://www.bible-history.com/tabernacle/>

<https://firstchurchnewton.org/daily-devotions/the-essence-of-gods-word/>

<http://digitalcommons.andrews.edu/church-history-pubs>

Strand
2

**Christian Identities
and Civic Principles**



Strand 2: Christian Civic Identities and Principles

Unit1: Christian Civic Identities

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

Benchmark: 7.2.1.1 Research and explain how individual Christian identities are (re) constructed and represented to restore the image of the Creator Godlike qualities in different context

Topic: (Re) construction and representation of Christian Identities.

Learning Objectives: (Re) construction and representation of Christian Identities:

Essential Questions:

1. What is Christian Identity?
2. How Christian identities (re) are constructed and represented to restore the image of the Creator and Godlike qualities in different contexts?

Key Concepts and Skills	
Values	God-human relationship Human-woman relationship Human-environment relationship
Attitudes	Willingness to learn Willingness to accept Willingness to advance in the learned principles discovered
Skills	Be able to understand the value of relationships. Be able to explain in your own words the different dynamics of the three basic relationships in Scripture. Be willing to practise them.
Knowledge	Godlike qualities

Content Background

The image of the Creator and Godlike qualities is the image that created us and we are His workmanship created in Christ alone. So how can individual civic identify themselves as a Christian? It is through the word of God, as we come and fellowship with Him, for His fellowship is the mystery, which from the beginning of the world hath been hid in God, who created all things by Jesus Christ. Therefore individual citizens are required to live a godly life.

The brief introduction will spell out the presuppositions of these background notes. As Christians, we are greatly indebted to Judaism for being the predecessor of our belief system. Hence, within academia, our faith tradition is called the Judeo-Christian tradition. It is from this tradition that we Christians derive our rule of faith and practice from, namely, the protestant English translation of the Holy Bible. The following values (qualities) and principles (rules governing these qualities) will thus be deduced from this Scripture.

rule of faith and practice from, namely, the protestant English translation of the Holy Bible. The following values (qualities) and principles (rules governing these qualities) will thus be deduced from this Scripture.

The Bible is written in such a way that the first 10 chapters of Genesis contain stories that reveal God's ideals in terms of values and principles. The rest of Genesis and the rest of Scripture including the New Testament simply expound and expand on these ideals. Therefore, the following values and principles will be derived from the ideal section (that is, Genesis 1-10) and include snippets of its expansion and application as one progresses through Scripture. Therefore, identity, the focus of this lesson, will be identified and traced throughout the Bible from the Old Testament beginning with Genesis and then ending in New Testament.

Identity is defined by the Merriam-Webster dictionary in its first entry as "the distinguishing character or personality of an individual" also known as individuality. Using this as our working definition, one will note that personality is closely related to one's identity. And this is not far from how the Bible views identity, but the Bible will give more as we will note below.

How Christian Identities Are (Re) Constructed And Represented?

1. Definition Of Identity

Different sciences have different ways to define identity. In psychology, identity is centered more on the individual than on the individual in relation to his environment. Thus more emphasis is on the self-emphasis (one's mental model of oneself), self-esteem, and individuality. However, in sociology, the emphasis is more on the individual in relation to the group and environment within which he/she thrives. Philosophy tends to see identity as being synonymous to sameness. The Bible, on the other hand, tends to define identity in a holistic way, incorporating elements of all sciences mentioned above.

2. Identified by your Relationship

In the Bible, a human is first identified in relation to another being. And in this case, that other being is God Himself. See what Genesis 1:26-27 states:

(26) Then God said, "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth. (27) So God created man in his own image, in the image of God he created him; male and female he created them."

In these two verses, Moses shows us that the first humans were identified as being the image and likeness of God. This is the first relationship that the man was in. However, it does not stop there.

Examples of (Re) Construction and Restoration of Godly Image Humility

1. Humility
2. Teachability
3. Selflessness

Note: The above content can be expanded into teachable concepts.
Supporting Bible Texts

Ephesians 2:10 - KJV

For we are his workmanship, created in Christ Jesus unto good works, which God hath before ordained that we should walk in them.

Ephesian 3:9 - KJV

And to make all [men] see what [is] the fellowship of the mystery, which from the beginning of the world hath been hid in God, who created all things by Jesus Christ:

1Peter 4:18-19 - KJV

And if the righteous scarcely be saved, where shall the ungodly and the sinner appear? Wherefore let them that suffer according to the will of God commit the keeping of their souls [to him] in well doing, as unto a faithful Creator.

Note: The image of the Creator and Godlike qualities is the image that created us and we are His workmanship created in Christ alone. So how can individual civic identify themselves as a Christian? It is through the word of God, as we come and fellowship with Him, for His fellowship is the mystery, which from the beginning of the world hath been hid in God, who created all things by Jesus Christ. Therefore individual civic are required to live godly life.

The individual Student must surrender their live to JESUS as their Lord and Savior, For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life – ***John3:16***

The Lord is not slack concerning his promise, as some men count slackness; but is longsuffering to us-ward, not willing that any should perish, but that all should come to repentance - 2 Peter 3:9. Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me – ***Revelation 3:20***

PRAYER OF REPENTANCE

Dear Lord Jesus, I know I am sinner, and I ask for your forgiveness, I believe you are the Son of the living God, today I repent and confess my sins which I committed from the childhood till now, I now accept and receive you as my Lord and Personal Savior in Jesus name I Pray Amen.

Teaching and Learning Strategies

Opening Paragraph to Teaching and Learning strategies in this topic
Teaching Strategies- a description of ALL the strategies that will be used in the
Topic

Learning Strategies – Descriptions of all the learning strategies and activities that will be used and done in this topic

Strand 2: Christian Identities and Civic Principles

Unit 1: Christian Identities

Benchmark 7.2.1.2 Analyse the Christian values and principles underlying the (re) construction, and representation of individual identities.

Core Concept

Topic: Christian values and principles underlying (Re) construction and representation of individual Christian identities.

Learning Objectives: By the end of the lesson the student will be able to.

- Evaluate and explain core Christian values and principles underlying (re) construction and representation of individual Christian identities

Essential questions

1. Core Christian values and principles.
2. Christian values underlying the (re)construction and representation of individual Christian identities.
3. Christian principles underlying (re) construction and the representation of individual Christian identities

Key Concepts and Skills	
Values	Joyful, Honesty, Humility, Caring, Responsibility
Attitudes	Positive
Skills	Able to memorize , understand and explain in own words.
Knowledge	Practicality of Christ's life.

Content Background

As Christians, we are greatly indebted to Judaism for being the predecessor of our belief system. Hence, within academia, our faith tradition is called the *Judeo-Christian* tradition. It is from this tradition that we Christians derive our rule of faith and practice from, namely, the *Holy Bible*. The Bible is written in such a way that the first 10 chapters of Genesis contain stories that reveal God's ideals in terms of values and principles. The rest of Genesis and the rest of Scripture including the New Testament simply *expound* and *expand* on these ideals. Therefore, the following values and principles will be derived using this methodology, namely identifying them in Genesis 1-10 and then including snippets of its expansion and application as we progresses through Scripture.

This background note will adhere to the following structure: there will be three subheadings, with each answers three key questions What? Why? and How?

1. The first question, *What?* will deal with the Biblical definition and will show what this value practically looked like in the lives of Old Testament (OT) as well as New Testament (NT) Bible characters.
2. The second question, *Why?* will relate to the *significance of the value* in relation to Christ. In other words, we will take note of why Christ likes this value and its ensuing principle
3. The third question, *How?* explains how students can incorporate the value into their lives and nurture it them; it will identify what life situations are conducive to the value and how one should respond when such life situations are faced. This helps students realize that these values are not simply conceptual phenomena one encounters in a classroom setting but practical responsibilities they will be answerable to God for.

What are the Core Christian values and principles?

Before we can discuss what the above topic has to say, let us define what each key word in the topic is. The first key word is Christian. As used here, the word is functioning as an adjective and is thus referring to the *nature* and or *identification* of the values and principles that will be discussed. So what does *Christian*, as a noun, mean?

Christian. A *Christian* simply means “a person who believes in Jesus Christ; adherent of Christianity.” Interestingly, the Bible does have a definition for Christian. It comes from the Greek word *christianos* which simply means, “a follower of Christ” or “Christ-like. Thus, if these values are “Christian values” then that implies that these values and principles originate from Christ; He teaches and lives them and if you love Him dearly, you, as a follower, will incorporate these into your personal value system.

Values & Principles. According to Hasa, values refer to qualities while principles refer to the rules governing these qualities

The following are qualities that will be discussed in this background notes: joyful honesty, humility, caring and responsibility.

Christian Values (qualities) pertaining Christian Identity

Joyful

This value is derived from Genesis 1:31 where God, after creating Man, regarded the entire creation process as “very good.” Man was the crowning act of God’s creation. Prior to this, after each aspect of creation was accomplished, God responded with the evaluative formula, “good.” The joyful aspect of this process may not be apparent to the reader until you come to read the dialogue between God and Job where He asked Job where he was when creation was completed, after which “the morning stars sang together, and all the sons of God shouted for joy?” (See Job 38:7). Thus when putting the creation accounts of both Genesis and Job, one will note that the latter enriches the former by adding new elements that are absent in the literary account of Genesis but not necessarily absent in reality as expressed by Job. Additionally, Job 38:7 testifies that besides being permeated with joy, this joy was caused by God’s creative act. It goes to show that joy that is triggered by another thing except God, is not the fulfilling and lasting joy that God ordained for mankind to experience.

So there are two stimuli for joy we experience as humans, namely, God and something/somebody other than God. Many of us have been looking for joy in the wrong places when the correct place to look for it is in the presence of God. After the Fall, and specifically after Genesis 3:10, every time there is an encounter of God (and or angels) and humans, the former always includes the phrase “fear not” when talking to the latter. For example, God and Abram (Genesis 15:1); God and Hagar (Genesis 21:17); God and Jacob (Genesis 46:3), God and Joshua (Joshua 11:6), the angel that was in the tomb and the women after the Resurrection (Matthew 28:5), angel of God and Zacharias (Luke 1:13), angel of God to Mary (Luke 1:30), angel of God to the shepherds (Luke 2:10), and angel of God to John the Revelator (Revelation 1:17), et cetera. All these references point to the fact that prior to the Fall, it was a normal part of the human experience to be always joyful, especially when in the presence of a divine/heavenly being. And so ever since then, God has always been in the restorative process of the human being to how he existed prior to the Fall.

One may think that this will end as the OT comes to an end. However, the opposite is true. It does continue on into the NT where we will pick up with the story of Christ as He entered ministry

So why do we need to know what this value is? We will do this by looking at why this value mattered to Jesus. As mentioned above, after the fall, God has been at work to restore this joy, and all other aspects of humanity. This work is evident in the work of Christ, who once said that, His teachings were spoken to us “that my (Jesus’) joy might remain in you, and that your joy might be full.” (John 15:11; see also John 17:13). When Jesus came to this world, He was more focused on this one value during His ministry. In all that He accomplished, be it healing, teaching, exorcizing, and preaching, the re-instilling of this godly joy in humans was a priority. Moreover this work of restoring joy is continued by the Holy Spirit, who Christ assigned to represent Him and continue the work He began whilst here on earth.

Paul testifies to the origin of this joy as the result of the active work of transformation that the Holy Spirit is doing in us (Galatians 5:22). Once birthed, this joy is can be correctly described as the joy about the Holy Spirit and the joy belonging to the Holy Spirit -this is what phrase, “joy of the Holy Ghost” mean in, for example, Romans 14:17 and 1 Thessalonians 1:6. According to the apostle Paul, the Spirit is the key agent in transforming our vile characters into Christ’s perfect character. This lasts a lifetime and thus is more a process than an event. Regarding this transformation of character, Paul points out that joy is a trait, and will be the first of several traits, that will be displayed in the life of the person who Christ and His Spirit into the life: “But the fruit of the Spirit is love, joy, peace, longsuffering, gentleness, goodness, faith, meekness, temperance: against such there is no law.” (Galatians 5:22-23, emphasis supplied) Christ has always referred to the reunion of Himself with all believers, as a time when we will “enter into the joy of the Lord.” (Matthew 25:21; see also John 16:22). Thus the joyful atmosphere of the Eden will be restored when Christ returns to take all of His children to be with Him for the rest of eternity (1 Thessalonians 4:17). We as teachers have a long way to go if our students’ learning experience is not a joyous one.

Humility

We humans must understand that we come from the dust (see Genesis 2:7; Job 34:15; Psalm 103:14; 104:29; Ecclesiastes 12:7). When the Bible speaks of dust, And just like dust, humans would have been nothing with the Spirit of God which He blew into the nostrils of human beings.

When Christ later came to this earth as a human, He constantly reminded man of his dependence of Him and His Spirit in discourses like the all too familiar Vine and Branches Discourse (John 15) where He specifically states that without Him, we can do nothing (see John 15:5). Paul shares the same concept in these words, “For in him we live, and move, and have our being:” (Acts 17:28).

Since this too is a value of Christ, we would do well to note that His Spirit is the key person to help us value and incorporate humility into our lives.

Honesty

After the Fall and when God came for His usual afternoon walk to meet and commune with our first parents, the Man and the Woman hid from God. That very act of concealing themselves was the evidence of dishonesty which later the Man and the Woman began to be identified by. Jeremiah the prophet later on pointed to this deteriorated state of man’s heart, “The hearth is deceitful above all things, and desperately wicked: who can know it? (Jeremiah 17:9). Jesus also acknowledged that “deceit” was, at His time, one trait that naturally came from mankind (see Matthew 7:22). The wise man Solomon once penned in Proverbs 12:22 that “lying lips are an abomination to the Lord...”

When Jesus later on came to this earth, He pointed out that those who chose to live a life of deceit were really reflecting who they were following and thus, was their father. “Ye are of your father the devil, and the lusts of your father ye will do. He was a murderer from the beginning, and abode not in the truth, because there is no truth in him. When he speaketh a lie, he speaketh of his own: for he is a liar, and the father of it.” John 8:44. Here is great insight in the words of Christ pertaining to the act of desiring lies over truth.

Caring

After God made Man, the Bible said that He took Man and placed him in the Garden to “dress it and to keep it.” (Genesis 2:15). This was Man’s first responsibility was to “dress” or *work/till* it and “keep it” or *guard it*. The word *guard* suggests that Man was not to plunder creation but take care of it. In the event evil arose in the future, making humanity become so self-centered that they begin to plunder and pollute the environment for selfish gain, those who are made in the image of the Creator will stand up to *defend* the garden (Earth, natural environment, etc.) for it was their God-given mandate in the beginning to take care of their natural surroundings/environment.

There is no better example in the life of Christ that shows the value of *being responsible* exemplified in its purest form. This instance takes place at the cross when He was hanging in pain and agony and despite all that was happening to Him, still had the courtesy of making sure His mother was taken care of in His absence. Only the apostle John records this story where Jesus looks down from the cross and upon seeing His mother and the disciple whom He loved standing by, He said to His mother, “Woman, behold thy son!” (John 19:26). In this He displayed the value of *caring* for parents that He Himself prescribed His people Israel to obey (see Deut 10:1-4) in the words of the fifth commandment: “Honour they father and they mother...” (Exodus 20:12)

Note: The above content can be expanded into teachable concepts. Allow students to express how they can apply honesty and care in their lives.

Teacher should also expand on responsibility

Supporting Bible Texts

1 Peter 4:16

Yet if [any man suffer] as a Christian, let him not be ashamed; but let him glorify God on this behalf. For the time [is come] that judgment must begin at the house of God: and if [it] first [begin] at us, what shall the end [be] of them that obey not the gospel of God?

Acts 22:14 -16 - KJV

And he said, The God of our fathers hath chosen thee, that thou shouldest know his will, and see that Just One, and shouldest hear the voice of his mouth. For thou shalt be his witness unto all men of what thou hast seen and heard. And now why tarriest thou? arise, and be baptized, and wash away thy sins, calling on the name of the Lord.

Galatian 1:4 -KJV

Who gave himself for our sins, that he might deliver us from this present evil world, according to the will of God and our Father:

Note: Individual Christian identities are to be kept carefully and must uphold the core values that in the Christ like life. Individual suffered as a Christian, it's because of eternal glory waiting for individual Christians. And he said, The God of our fathers hath chosen thee, that thou shouldest know his will, and see that Just One (Acts 22:14a).

The individual Student must surrender their live to JESUS as their Lord and Savior, *For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life – John3:16*

The Lord is not slack concerning his promise, as some men count slackness; but is longsuffering to us-ward, not willing that any should perish, but that all should come to repentance - 2 Peter 3:9. Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me – Revelation 3:20

PRAYER OF REPENTANCE

Dear Lord Jesus, I know I am sinner, and I ask for your forgiveness, I believe you are the Son of the living God, today I repent and confess my sins which I committed from the childhood till now, I now accept and receive you as my Lord and Personal Savior in Jesus name I Pray Amen.

Teaching and Learning Strategies

Strand 2: Christian Identities and Civic Principles

Unit 2: Christian Civic Principles

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

Benchmark 7.2.2.1 Examine and explain how Christian values and principles shape and influence individual identity, views and, behavior.

Topic: Christian values and principles of Individual

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

- Explore and evaluate Christian values and principles that shape and influence Individual identity, views and, behaviors.

Essential questions:

1. What are Christian values and principles that shape individual identity.
2. How do Christian values and principles influence individual views and, behavior?

Key Concepts and Skills	
Values	Positive personality
Attitudes	Being confidence, shows respect and empathy
Skills	Explore and Evaluate Christian values and behaves
Knowledge	Personal Identity and Christian values and principles

Content Background

Christian values and principles that shape individual identity

Personal identity is the uniqueness of a person in the course of time. It is the concept a person develops about themselves that evolves over the course of their lives. It includes aspects of their lives that they have no control over, such as where they grew up or the color of their skin, as well as choices they make in life, such as how they spend their time and what they believe. To know about oneself a person should ask the question of ‘who am I?’ and give answers within the definition of personal identity.

Values and Principles

Value denotes the degree of importance of something or action with the aim of determining what actions are best to do or what way is best to live by. It is the standard about what is important in one’s life. *Principle* is a value that is a guide for behavior. Values are part of our internal system that guides our behavior, whereas principles are external. Values are subjective, personal, emotional and arguable, while principles are objective, factual, impersonal, and self-evident because they are indisputable.

Christian Values and Principles

Christian values are the principles that a follower of Jesus Christ holds as important—the principles of life that Jesus taught. Christian values don't change over time. They are consistent from generation to generation since their foundation is found in God's Word, the Bible.

We have Generosity, Courage, Love, Respect, Hope, Peace, Service, Patience, Joy, Justice, Forgiveness, Kindness and so many more.

Generosity – This is the core Christian value of being kind and unselfish, especially with our money and time.

“The generous will themselves be blessed, for they share their food with the poor.” – Proverbs 22:9

Courage - The value is characterized by boldness and confidence. It's the opposite of fear.

“Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.” – Joshua 1:9

Love – Love is a fundamental characteristic of who God is and it's a value that is to describe His children as well.

“We love because he first loved us.” – 1 John 4:19

“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. – 1 Corinthians 13:4-7

The greatest thing you will ever learn is just to love and be loved in return.

Respect – A Christian value is to be conscious that God has created all people in His image. As a response, we show respect to all. Treating others the way you want to be treated. Showing kindness and consideration. Liking you enough to be yourself. Accepting others for who they are. Respect be encouraged in all aspects of everyday living.

“Show proper respect to everyone, love the family of believers, fear God, honor the emperor.” – 1 Peter 2:17



Hope – The value of hope is confident expectation. It's a firm assurance in God. “There is surely a future hope for you, and your hope will not be cut off.” – Proverbs 23:18

Peace – There are many aspects of this Christian value mentioned in the Bible. It refers to rest and tranquility and ultimately, peace is a gift from God.

“Let us therefore make every effort to do what leads to peace and to mutual edification.” – Romans 14:19

“An eye for an eye only ends up making the world blind” Ghandi.

Service

Serving God means serving others. This can mean doing something for the benefit others or doing something for your country.

Patience

A patient person is someone who waits their turn to have a go at something. This might be a game or even to talk to an adult.

Justice

Biblical justice is more than fairness and equality, it is a strong bias towards the weak, the poor and the socially disadvantaged who are cared for, whether they ‘deserve’ it or not. All have a right to life, freedom and dignity. In God’s eyes every person is precious and oppression or discrimination, on any grounds, has no place (Exodus chapter 23 verses 2,6).

Forgiveness

Forgiveness is letting go of wrong doing. Everyone makes mistakes, it’s part of being human. Sometimes our mistakes hurt others and then we need to say sorry. Sometimes mistakes made by other people hurt us. When this happens we need to be able to forgive. Forgiveness can be difficult and costly but without it a new start is impossible.

Kindness

Kindness is being nice in a Godly manner.

Christian Values and Principles shaping individual identity.

It very important that there is integration of learning and practice in every aspect of these values and principles. Goals should be set and opportunities given through activities for students to practice the values and principles learnt with biblical emphasis. The shaping of individual identity by the Christian values and principles will be reflected upon how students carry out activities.

Christian values and principles that influence an individual views and behavior.

Individual views and behaviors

Our experiences, environment and even [genetics](#) form our beliefs and attitudes. In turn, these beliefs influence our views, behavior, and determine our actions. Beliefs that are widely accepted become part of our culture and, in many ways, shape the society we live in.

How do Christian values and principles influence an individual’s views and behavior?

Christianity through its values and principles is probably the strongest belief system that has existed for more than 2000 years. In many ways, it is a code of conduct, a rule book that allows believers to function in a non-primitive or cultured manner.

To be a Christian someone heart and behavior should reflect Jesus Christ. And applying Christian values and principles is to be the intention of every follower of Jesus Christ. That's why Paul says, "Whatever you have learned or received or heard from me, or seen in me - put it into practice. And the God of peace will be with you" (Philippians 4:9).

It is no surprise then, that Christian values and principles is crucial to thinking patterns and plays a vital role in formation of self-identity and a collective identity of a community, which then shapes attitudes, cultural norms and influences individual and group behavior. The Bible teaches of Christ being the light of the world. Living by the Christian values and principles changes the perspective of how an individual views the world. Christian live Christ. Christian values and principles influences and individuals who abide by them, which give them a different view of the world and that can greatly influence their behavior.

Supporting Bible Texts

1 Corinthian 3:16

Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you?

Note: We were created by God for His purpose or another word for God to dwell in. Therefore the Christian Believers shaped their identity as a Holy Temple of God and kept the values that built on the Principles of Word of God.

Genesis 1:27

So God created man in his own image, in the image of God created he him; male and female created he them.

Note: Christians Values and Principles always built upon the Word of God, Why because individuals person were Created by God according to His own Image and Likeness. If you removed the Reality in the Word of God, you're destroying the Bases of your life.

Teaching and Learning Strategies

Opening Paragraph to Teaching and Learning strategies in this topic
Teaching Strategies- a description of **ALL** the strategies that will be used in the Topic

Learning Strategies – Descriptions of all the learning strategies and activities that will be used and done in this topic

Resources

- <https://www.kibworthprimary.org.uk/our-school/our-christian-values>
- <https://www.compassion.com/about/christian-values-list.htm>
- <https://www.monkprayogshala.in/blog/2016/5/15/how-religion-influences-behaviour-1>
- <https://www.compassion.com/about/christian-values-list.htm>

that will be used and done in this topic

Resources

- <https://www.kibworthprimary.org.uk/our-school/our-christian-values>
- <https://www.compassion.com/about/christian-values-list.htm>
- Wikipedia
- <https://www.monkprayogshala.in/blog/2016/5/15/how-religion-influences-behaviour-1>
- <https://www.compassion.com/about/christian-values-list.htm>
- Wikipedia

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

Strand 2: Christian Identities and Civic Principles

Unit 2: Christian Civic Principles

Benchmark 7.2.2.2 Justify the importance of Christian values and principles in the development of moral character and ethical conduct of individual citizens.

Topic: Moral character and Ethical conduct of individual

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

- discuss and identify the importance of Christian values and principles in the development of moral character and Ethical conduct of individual citizens

Essential Questions:

1. What is moral character?
2. What is ethical conduct?
3. How do Christian values and principles portray the

Key Concepts and Skills	
Values	Portray positivity
Attitudes	Positive, self-esteem and Confidence
Skills	Analysis and differentiate
Knowledge	Importance of Christian values and principles, Moral character and Ethical conduct

Content Background

What are Christian values and principles in the development of moral character of individual citizen, and its importance?

Moral Character

Moral is concerned with the principle of right and wrong behavior. *Character* is the aggregate of features and traits that form the individual nature of a person or thing. The character of a person or place consists of all the qualities they have that make them distinct from other people or places.

When a person is said to have moral character, it usually implies they have distinguishing moral qualities, moral virtues, and moral reasoning abilities. Moral character develops ethics.

Development of moral character using the influence of Christian values and principles

Moral character development refers to the assemblage of these qualities that distinguish one individual from another. A moral person understands right and wrong and willfully chooses what is right; a virtuous person engages in good behavior intentionally, predictably, and habitually. Identifying, developing and nurturing moral character in young people gives a promising outcome in their overall behavior growing up.

The Christian moral code is based on the Ten Commandments that Moses received from God on Mount Sinai. In the new testament, Christ in his teachings simplifies the Ten Commandments into two; The first is: “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.”^{[a] 31} The second is this: “Love your neighbor as yourself”. Christian values and principles are derived from the Christian moral code. To develop a Christian moral character, Christians need to live by the Christian Moral Code.

Importance of the influence of Christian values and principles in the development of moral character of individual citizen, and its importance

The worldly theories of character development take efforts, recourses, and a lot of time to implement. Integrating the Christian Moral Code through the Christian values and principles in the development of moral character of individual citizen enriches the Godly approach and meaning to moral qualities, moral virtues, and moral reasoning abilities. The importance of character development using the Christian Moral Code is that has been in existence for thousands of years that it blends in to learning very quickly. It will take time, but the impact will be immense.

Christian values and principles in the development of Ethical conduct of individual citizens, and its importance

Ethical Conduct

Ethics are a set of moral principles that govern a person's behavior or the conducting of an activity. These set of moral principles, can be relating or affirming to a specified group, field, or form of conduct. Ethical conduct is behavior, conduct, treatment of others, doing, acting, interaction or being constructive in respect of others. This simply means behaving in accordance with principles of conduct that are considered correct, especially those of a given profession, group or environment.

The following are core principles of ethical conduct

- Honesty, trustworthiness, and integrity.
- Respect for the dignity of persons.
- Respect for cultural and religious/spiritual beliefs.
- Respect for property.
- Respect for and adherence to the law.
- Respect for the physical and emotional environment in which we work.
- Personal responsibility and accountability for actions.
- Stewardship of financial, human and other resources.
- Compassion.
- Commitment to continuous improvement.

Importance of ethical conduct development

Moral character develops ethics. Ethics serve as a guide to moral daily living and helps us judge whether our behavior can be justified. Ethics refers to society's sense of the right way of living our daily lives. It does this by establishing rules, principles, and values on which we can base our conduct.

Ways you can apply ethics to your life:

- Consider how you interact with animals. Some folks may think animals don't ethically matter.
- Be kinder to the environment which God created for us
- Respect and defend human rights.
- Become more ethical in your life by applying the core principles of ethical conduct.
- Engage with medical advances.

Christian values and principles in the development of ethical conduct of individual citizens and its importance.

An ethical person figures out what is right or good when this is not obvious. However, an individual can simply deviate into unethical conduct. Christian values and principles individuals into having and identity as a Christian. Being Christian means living by the Christian values and principles and conduct accordingly. This is very important.

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 and etc

Teaching and Learning Strategies

Resources

- <https://www.dictionary.com/browse/character>
- <https://www.biblegateway.com/passage/?search=Mark%2012%3A30-31&version=NIV>
- <https://www.focusonthefamily.com/family-qa/developing-christian-character-in-children/>
- <https://www.ifac.org/knowledge-gateway/building-trust-ethics/discussion/international-code-ethics-professional>

Strand 2: Christian Identities and Civic Principles

Unit 2: Civic Principles

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

Benchmark: 7.2.2.3 Research and explain how technology influence the Christian moral and ethical standards of behavior of individual citizens

Topic: Technology and Christian Moral and Ethics

Learning Objectives: By the end of the Topic, students will be able to; discuss and evaluate how technology influence Christian moral and ethical behavioral standards of individual citizens.

Essential Questions:

1. What are technological influences on Christian moral and ethical behaviours on individual civic citizens?
2. How does technology influence the Christian moral and ethical behavioral standards of individual as civic citizen?

Essential KSAVs	
Values:	Portray positivity
Attitudes:	Being Positive, Awareness - Self Esteem, Being considerate
Skills:	Analysis , Differentiate and Evaluation
Knowledge:	<ul style="list-style-type: none"> • Importance of Christian values and principles • Moral character and Ethical conduct

Content Background

Technology that influence Christian moral of individual

What is technology?

Technology is the use of knowledge, skills, values and recourses (devices, systems, and methods) to meet people's needs and wants by developing practical solutions to problems and increase our capabilities while taking social and environmental factors into consideration.

Christian teaching on moral.

Firstly, the Biblical teaching of Christ is that the whole of creation is valuable. Secondly, people are more valuable than other created things. But the highest good is God and His Kingdom.

From these teachings, our moral obligations, is to do right to realize the good. First, we are to be good stewards of the creation. Second, we are to love our neighbors as ourselves. Most important, we are to love God with all our hearts and seek first His kingdom.

Is technology good or bad?

The answer to this question should be focused on Christian beliefs, principles and values and moral. Technology always has bad as well as good effects. Technology has developed a character of its own and passed out of human control. Most warnings like these are not realized by the average person, and seem to have little effect on the technological process. For example, since technology is a process carried out by humans, it is by definition under human control for the fulfillment of human destiny. Technology is good when you control it unless otherwise.

Technological influence of Christian moral of individuals

Technological objects create many opportunities to realize good things, and therefore make possible many worthwhile activities to which can be attend. The negative effect technology has on Christians is the distraction from the highest good, God and His kingdom. It does this by making us busy, then by drawing our attention to activities related to the lower good.

Controlling distraction in technological society

The best practice is to put God before technology. When engaged with technology, ask questions about its ability to realise the bad as well as the good, and its capacity to distract us from the highest good, and about how it can be used in a Godly manner. We must also look beyond the mere instrumental value of technology and examine its role in directing our thoughts, actions and attention toward and away from the highest good.

Christian moral is based on the Christian values and principle of right and wrong behaviour in accordance with the word of God. Identifying the advantages and disadvantages of the use of technology and how it can influence Christian morals is the first step. The next step is to take responsibility for the use of technology as a Christian not all use of technology is bad. The level of responsibility is very important because technology is here to stay.

The technology influence of Christian ethical behavioral standards of individual citizens.**Christian teaching on ethical behavioral standards**

Christian ethics refers to the systems and theories which are based on Christian morals principles that govern a person's behaviour or the conduct in line with the teachings of biblical morals, (including the Christian moral code, standards, principles, behaviours, conscience, values, rules of conduct, or beliefs concerned with good and evil and right and wrong), that are found in the Holy Bible.

Technological influence and distraction of Christian ethical behavioural standards

Technology has its advantages, but technological objects themselves require time and attention for their acquisition, use, and disposal. An individual using technology is confronted with an overwhelming multitude of technology-induced activities. This can be referred to as technological busyness. Technological busyness may lead to mental distress. Mental distress creates frustration and this condition certainly leads to unhappiness causing negative effects on health.

But by far the most serious negative consequence of technological busyness is technological distraction. By drawing our attention mostly to activities related to the lower good, technology distracts us from our efforts to realize the highest good and therefore may cause us to fail to fulfill the very purpose for our existence as Christians.

The ethical use of technology in most cases applies to rules set by organization people are part of. However, as an individual there is a challenge with using technology especially when at a private space. Unethical use becomes overuse. Overuse leads to abuse. These leads to total distraction and diversion of attention from God and the Christian Code of Conduct.

Controlling distraction

The best practice is put God before technology. When engaged with technology, ask questions about its ability to realize the bad as well as the good, and its capacity to distract us from the highest good, and about how it can be used in a Godly manner. We must also look beyond the mere instrumental value of technology and examine its role in directing our thoughts, actions and attention toward and away from the highest good.

Christian ethical behavior is based on the Christian values and principle on how Christian conduct themselves in accordance with the word of God. Identifying the advantages and disadvantages on the use of technology and how it can influences Christian moral is the first step. The next step is to take responsibility on the use of technology as a Christian not all use of technology is bad. The level of responsibility is very important because technology is here to stay.

Supporting Bible Texts

Ecclesiastes 3:1KJV

To every [thing there is] a season, and a time to every purpose under the heaven:

Ecclesiastes 3:11-12KJV

He hath made every [thing] beautiful in his time: also he hath set the world in their heart, so that no man can find out the work that God make from the beginning to the end. I know that [there is] no good in them, but for [a man] to rejoice, and to do good in his life.

Note: God created everything's in this world for the purpose under the Heaven, were beautiful in His time, for man to know wonderful works of his hand to rejoice and to **do good in his life**.

Romans 12:2KJV

And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what [is] that good, and acceptable, and perfect, will of God.

Hebrews2:5 -6 KJV

For unto the angels hath he not put in subjection the world to come, whereof we speak?

But one in a certain place testified, saying, What is man, that thou art mindful of him? or the son of man, that thou visits him?

John1:10 KJV

He was in the world, and the world was made by him, and the world knew him not.

1John2:15 -16KJV

Love not the world, neither the things [that are] in the world. If any man loves the world, the love of the Father is not in him. And the world passes away, and the lust thereof: but he that doeth the will of God abided forever.

Note:” The Subjection of the world to come” Technology is not a new thing! It was in the Mind of God, before the Creation of the world. But what did the Bible says “and be not conformed to this world, but be ye transformed by the renewing of your mind, that ye may prove what [is] that good, and acceptable, and perfect, will of God”. Love not the world, neither the things [that are] in the world this is the will of God. Not let the Technologies affect’s and influence the Christian moral and ethical behavioral standards of individual citizens but used that platform of Technology to promote Individual Civic Principles

Teaching and Learning Strategies**Resources****Web Page**

<https://www.slideshare.net/njanganyane1/technology-grade7>

<http://web.engr.oregonstate.edu/~funkk/Technology/index.htm>

**Strand
3**

**Christian Citizenship
and Society**



Strand 3: Christian Citizenship and Society

Unit 1: Christian Civic Systems

Content Standard 3.1: Investigate and explain various systems and examine how they influence citizens perceptions, values ,behaviors and civics responsibilities and engagement

Benchmark 7.3.1.1: Examine how Christian values influence the education systems and impact citizens perceptions of their citizens roles and responsibilities.

Topic: The influence of how Christian education system on citizens perceptions of their citizenships roles and responsibilities

Learning Objectives: By the end of the lesson the student will be able to;

- Survey the Christian influence on the education system in the community
- Assess and describe the impacts of Christian education on civics and social engagement and their programs in the community

Essential questions:

1. How do Christians influence education?
2. What are the influences of Christian on education?
3. What is Christian education’s impact on civic and social engagement?
4. What is the impact of social and Christian educational programs on the community

Key Concepts and Skills	
Values	Show respect to fellow citizen
Attitudes	Appreciate education for its impact Abide by the laws
Skills	Examine how Christian education systems influence citizens Survey the Christian influence on the education system in the community Assess and describe the impacts of Christian education
Knowledge	Christian education systems How Christian education systems influence citizens perceptions of their citizens roles and responsibilities

Content Background

1. How do Christians influence education?

The number one way to influence education is for Christians to be working as teachers, administrators, coaches, bus drivers, mentors and classroom assistants — seeing the public school as a mission field where Christians serve vocationally as ministers of the Gospel. Other tangible ways to step into the chaos

2. Why is Christianity important in education?

From the Principal: Why Christianity is important in education. Christianity has a vital role to fulfill in education. It is at the center of our purpose and philosophy at Esperance Anglican Community School. It provides a strong and secure foundation for our school community. Our shared values bind us together

3. Why do we need Christian education?

We lay a solid foundation of a Christian education for children to build upon throughout their school life and their crucial years of growth. Christianity equips our students with the appropriate lessons and tools to realise their full potential, act responsibly and be honorable individuals who create a harmonious community and future society

Education and the Church

The Greeks and Romans only educated the elites. The Christian Church, valuing every human being equally, sought to educate everyone.

The first Church champion of education was Augustine, the Bishop of Hippo (AD 354-430). The philosophy of education in the West is founded on Augustine's teachings that:

- God is a rational being.
- Not only the human soul but also the human mind are made in the image of God.
- God created humanity to be able to understand and govern creation.

Upon these foundations of faith in God, the West built a cohesive culture based on logic, language and rational knowledge.

And as part of the Reformation, Martin Luther – who we must remember was a priest – called for the overhaul of education that had, of necessity during the Dark Ages, become sheltered in monasteries.

In 1520 Luther made an impassioned plea to the German Aristocracy. His “open letter to the Christian nobility,” said, “I believe that there is no work more worthy of pope or emperor than a thorough reform of the universities.” Others, including John Knox and John Amos Comenius, joined Luther in universalizing education with the goal of an educated civil society. It was the Church, through educational ministry, that united Europe under one worldview and produced history's first educated continent.

It was this culture of people, educated by the Church, that established the foundations of the nation-state, parliaments, democracy, commerce, banking, and higher education. It was Friars who founded Oxford and Cambridge. And in nascent America, the first 123 colleges and universities – including Harvard, Princeton and Yale – were founded, funded and flourished as educational ministries of the Christian church.

The Role of Civic Education

Societies have long had an interest in the ways in which their young are prepared for citizenship and in how they learn to take part in civic life. Today that interest might better be described as a concern-in fact as a growing concern, particularly in democratic societies. There is evidence aplenty that no country, including

our In the past decade we have witnessed dramatic demands for freedom on the part of peoples from Asia to Africa and from Central and Eastern Europe to Latin America. And as we have seen one totalitarian or authoritarian regime after another toppled and fledgling democratic governments replace them, we may have become too optimistic about the future of democracy. We also may have become too complacent, too sure of democracy's robustness or of its long term viability. History, however, teaches us that few countries have sustained democratic governments for prolonged periods, a lesson which we sometimes tend to forget. Some countries, like Americans, should take pride and confidence in the fact that they live in the world's oldest constitutional democracy and that the philosophical foundations underlying their political institutions serve as a model for aspiring peoples around the world. The "shot heard 'round the world" two centuries ago at the opening of the American Revolution continues to resound today, and it should remind Americans that free institutions are among humanity's highest achievements and worthy of their full energies and earnest devotion to preserve.

We should realise that civic education is essential to sustain our constitutional democracy. The habits of the mind, as well as "habits of the heart," the dispositions that inform the democratic character, are not inherited. As Alexis de Toqueville pointed out, each new generation is a new people that must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that undergird a constitutional democracy. Those dispositions must be fostered and nurtured by word and study and by the power of example. Democracy is not a "machine that would go of itself," but must be consciously reproduced, one generation after another.

Civic education, therefore, is-or should be-a prime concern. There is no more important task than the development of an informed, effective, and responsible citizenry. Democracies are sustained by citizens who have the requisite knowledge, skills, and dispositions. Absent a reasoned commitment on the part of its citizens to the fundamental values and principles of democracy, a free and open society cannot succeed. It is imperative, therefore, that educators, policymakers, and members of civil society make the case and ask for the support of civic education from all segments of society and from the widest range of institutions and governments.

It is relatively easy for a society to produce technically competent people. But the kind of society Americans want to live in and the kind of government they want to have requires effort and commitment on the part of its citizens. Americans want a society and a government

- in which human rights are respected
- in which the individual's dignity and worth are acknowledged
- in which the rule of law is observed
- in which people willingly fulfill their responsibilities, and
- in which the common good is the concern of all.

Making that kind of society, that kind of government a reality is the most important challenge Americans face and the most important work they could undertake

Help us implement a [National Campaign to Promote Civic Education](#).

Teaching and Learning Strategies

Teaching Strategies

Learning Strategies

Assessment

Performance Indicators

Assessment Tasks

1. Explain the Christian influence on education system
2. Describe the influence of Christian on education

STRAND 3: CHRISTIAN CITIZENSHIP AND SOCIETY

Unit 1: Christian Citizenship

Benchmark 7.3.1.2: Investigate and explain how Christian education system influence citizen civics principles and values

Topic: The influence citizen's civics principles and values

Learning Objectives: By the end of the lesson the student will be able to;

- Define and explain the importance of civics education in schools.
- Examine the principles and value of civics education in schools.
- Explore the objectives of civics education in schools

Essential questions:

1. What are the principles and values of civic education?
2. What are the objectives of civic education?
3. What are the three elements of civic education?
4. What is the importance of civic education in schools?

Key Concepts and Skills	
Values	Having self believe and self-discipline
Attitudes	Show and have respect
Skills	Define and explain the importance of civic Explore the objectives of civics education in schools Examine the principles and value of civics
Knowledge	Christian education system influence citizen civics principles and values.

Content Background

What are the principles and values of civic education?

The Role of Civic Education

Societies have long had an interest in the ways in which their young are prepared for citizenship and in how they learn to take part in civic life. Today that interest might better be described as a concern-in fact as a growing concern, particularly in democratic societies. There is evidence aplenty that no country, including our own United States, has achieved the level of understanding and acceptance of the rights and responsibilities among the totality of its citizens that is required for the maintenance and improvement of any constitutional democracy.

In the past decade we have witnessed dramatic demands for freedom on the part of peoples from Asia to Africa and from Central and Eastern Europe to Latin America. And as we have seen one totalitarian or authoritarian regime after another toppled and fledgling democratic governments replace them, we may have become too optimistic about the future of democracy. We also may have become too complacent, too sure of democracy's robustness or of its long term viability.

History, however, teaches us that few countries have sustained democratic governments for prolonged periods, a lesson which we as Americans are sometimes inclined to forget. Americans, of course, should take pride and confidence from the fact that they live in the world's oldest constitutional democracy and that the philosophical foundations underlying their political institutions serve as a model for aspiring peoples around the world. The "shot heard 'round the world" two centuries ago at the opening of the American Revolution continues to resound today, and it should remind Americans that free institutions are among humanity's highest achievements and worthy of their full energies and earnest devotion to preserve.

Americans also should realize that civic education is essential to sustain our constitutional democracy. The habits of the mind, as well as "habits of the heart," the dispositions that inform the democratic ethos, are not inherited. As Alexis de Toqueville pointed out, each new generation is a new people that must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that undergird a constitutional democracy. Those dispositions must be fostered and nurtured by word and study and by the power of example. Democracy is not a "machine that would go of itself," but must be consciously reproduced, one generation after another.

Civic education, therefore, is-or should be-a prime concern. There is no more important task than the development of an informed, effective, and responsible citizenry. Democracies are sustained by citizens who have the requisite knowledge, skills, and dispositions. Absent a reasoned commitment on the part of its citizens to the fundamental values and principles of democracy, a free and open society cannot succeed. It is imperative, therefore, that educators, policymakers, and members of civil society make the case and ask for the support of civic education from all segments of society and from the widest range of institutions and governments.

It is relatively easy for a society to produce technically competent people. But the kind of society Americans want to live in and the kind of government they want to have requires effort and commitment on the part of its citizens. Americans want a society and a government

- in which human rights are respected
- in which the individual's dignity and worth are acknowledged
- in which the rule of law is observed
- in which people willingly fulfill their responsibilities, and
- In which the common good is the concern of all.

What is civic education?

Civic Education in a democracy is education in self-government. Democratic self-government means that citizens are actively involved in their own governance; they do not just passively accept the statements of others or submit to the demands of others. As Aristotle put it in his *Politics* (c 340 BC), "If liberty and equality, as is thought by some, are chiefly to be found in democracy, they will be attained when all persons alike share in the government to the utmost." In other words, the ideals of democracy are most completely realised when every member of the political community shares in its governance.

Members of the political community are its citizens, hence citizenship in a democracy is membership in the body politic. Membership implies participation, but not participation for participation's sake. Citizen participation in a democratic society must be based on informed, critical reflection, and on the understanding and acceptance of the rights and responsibilities that go with that membership.

Civic education in a democratic society most assuredly needs to be concerned with promoting understanding of the ideals of democracy and a reasoned commitment to the values and principles of democracy. That does not mean, however, that democracy should be presented as utopia. Democracy is not utopian, and citizens need to understand that lest they become cynical, apathetic, or simply withdraw from political life when their unrealistic expectations are not met. To be effective civic education must be realistic; it must address the central truths about political life. The American Political Science Association (APSA) recently formed a Task Force on Civic Education. Its statement of purpose calls for more realistic teaching about the nature of political life and a better understanding of “the complex elements of ‘the art of the possible’.” The APSA report faults existing civic education because all too often it *seems unable to counter the belief that, in politics, one either wins or loses, and to win means getting everything at once, now! The sense that politics can always bring another day, another chance to be heard, to persuade and perhaps to gain part of what one wants, is lost. Political education today seems unable to teach the lessons of our political history: Persistent civic engagement—the slow, patient building of first coalitions and then majorities—can generate social change.* (Carter and Elshtain, 1997.)

A message of importance, therefore, is that politics need not, indeed must not, be a zero-sum game. The idea that “winner takes all” has no place in a democracy, because if losers lose all they will opt out of the democratic game. Sharing is essential in a democratic society—the sharing of power, of resources, and of responsibilities. In a democratic society the possibility of effecting social change is ever present, if citizens have the knowledge, the skills and the will to bring it about. That knowledge, those skills and the will or necessary traits of private and public character are the products of a good civic education.

Civic Dispositions: Essential Traits of Private and Public Character

The third essential component of civic education, civic dispositions, refers to the traits of private and public character essential to the maintenance and improvement of constitutional democracy.

Civic dispositions, like civic skills, develop slowly over time and as a result of what one learns and experiences in the home, school, community, and organizations of civil society. Those experiences should engender understanding that democracy requires the responsible self governance of each individual; one cannot exist without the other. Traits of private character such as moral responsibility, self discipline, and respect for the worth and human dignity of every individual are imperative. Traits of public character are no less consequential. Such traits as public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise are indispensable to democracy's success.

Civic dispositions that contribute to the political efficacy of the individual, the healthy functioning of the political system, a sense of dignity and worth, and the common good were identified in the *National Standards for Civics and Government*. In the interest of brevity, those dispositions or traits of private and public character might be described as:

- **Becoming an independent member of society.** This disposition encompasses adhering voluntarily to self-imposed standards of behavior rather than requiring the imposition of external controls, accepting responsibility for the consequences of one's actions and fulfilling the moral and legal obligations of membership in a democratic society.
- **Assuming the personal, political, and economic responsibilities of a citizen.** These responsibilities include taking care of one's self, supporting one's family and caring for, nurturing, and educating one's children. They also include being informed about public issues, voting, paying taxes, serving on juries, performing
- **Respecting individual worth and human dignity.** Respecting others means listening to their opinions, behaving in a civil manner, considering the rights and interests of fellow citizens, and adhering to the principle of majority rule but recognizing the right of the minority to dissent.
- **Participating in civic affairs in a thoughtful and effective manner.** This disposition entails becoming informed prior to voting or participating in public debate, engaging in civil and reflective discourse, and assuming leadership when appropriate. It also entails evaluating whether and when one's obligations as a citizen require that personal desires and interests be subordinated to the public good and evaluating whether and when one's obligations or constitutional principles obligate one to reject certain civic expectations.
- **Promoting the healthy functioning of constitutional democracy.** This disposition encompasses being informed and attentive to public affairs, learning about and deliberating on constitutional values and principles, monitoring the adherence of political leaders and public agencies to those values and principles and taking appropriate action if adherence is lacking. This disposition also inclines the citizen to work through peaceful, legal means to change laws that are thought to be unwise or unjust.

Teaching and Learning Strategies

Teaching Strategies

- Provide and facilitate Discussions
- Develop Lesson activities
- Take students out on an excursion to visit work of volunteers on site
- Engagement students to work with different civics groups
- Design a plan for the class to do civics work

Learning Strategies

- Students can research on the Topic
- Read and collect information
- Do lesson activities
- Summarise lesson through oral and written presentations

Assessment

Performance Indicators / Assessment Tasks

1. Identify the principles and values of civics education
2. List the objectives elements of the civics education
3. Describe and explain the importance

Benchmark 7.3.1.3 Evaluate the use of technology by Christian education organizations to influence citizens values and perceptions of local issues.

Topic: The influence in the use of technology on citizens' values and perceptions of local issue

Learning Objectives: By the end of the lesson the student will be able to;

- Appraise the influences of the Christian education organizations on the values on the use of technology by technology.
- Assess the effects of the use of technology on the influences by Christian education organization

Essential questions:

1. What are the influences of Christian education organizations on the values of the uses of technology by citizens?
2. Describe the effects of the use of technology upon the Christian education organization.

Key Concepts and Skills	
Values	Being and just in the use of technology Use tolerance on technology Have self control in the ruse of technology
Attitudes	Appreciate the use of technology to influence citizens on local issues.
Skills	Evaluate the use of technology Appraise the influences of the Christian education Assess the effects of the use of technology
Knowledge	Use of technology to influence citizens values and perceptions of local issues

Content Background

Effects of the use of technology upon the Christian education organization

The Importance of Technology in Education

In the world that we currently live in, technology is a very vital factor. With each passing day a new software or gadget is being brought into the market that serves to improve our lives in one way or another and make it much easier and also to advance an already existing software or gadget. However, it is important to note that despite the fact that technology plays a big role in making our lives easier, it is not the only role it has

Today's youth have unprecedented access to modern technology and use them in expected and unexpected ways. Youth spend many hours a day using the technology, and the vast majority of them have access to the Internet, cell phones, smart phones, video games and many more. Recent evidence raises concern about effects on academic performance. This chapter provides an

overview of the impact of modern technology on the educational attainment of adolescents. The purpose was to examine the relationship between adolescent usage of computers and academic performance. Within the qualitative research the case study design was adopted. Interviews and focus group discussions were the primary tools used to gather data. The study found out that modern technology impacts learning both positively and negatively. Recommendations were made for parents, educationists, the media, and policy makers among others, for ways to increase the benefits and reduce the harm that technology can have for adolescents. Modern technology has experienced vast expansion in recent years, leading to its extensive use by people from all generations. For a generation of young people, technology has assumed a substantial stake in their social and educational lives. The vast majority of adolescents have access to computers, the Internet, cell phones, video games, and many other forms of modern technology. With the increased role of modern technology in the adolescents' lives has come the increased concern about how children might be affected. Technology is changing process and content to the extent that children today are immersed in a world that abounds with information. The increasing amount of time children spend on modern technology has raised questions about the use of the technology. This chapter provides an assessment of the impact of modern technology on the educational achievement of adolescents.

Ref: International Journal of Education and Research Vol. 1 No. 9 September 2013

Teaching and Learning Strategies

Teaching Strategies

- Provide and facilitate Discussions
- Develop Lesson activities
- Take students out on an excursion to visit work of volunteers on site
- Engagement students to work with different civics groups
- Design a plan for the class to do civics work

Learning Strategies

- Students can research on the Topic
- Read and collect information
- Do lesson activities
- Summarise lesson through oral and written presentations

Assessment

Assessment Tasks / Performance Indicators

1. Identify values influenced by the Christian education organization
2. List the organizations who influence these values on the use of technology
3. Describe the effects of the use technology under the influence of the Christian education organization

STRAND 3: CHRISTIAN CITIZENSHIP AND SOCIETY

Unit 2: Christian Citizens and Active Participation

Content Standard Content Standard 3.2. Students will be able to describe and analyse the characteristics of different societies and evaluate the roles and responsibilities of Christian citizens and use of technology in building a sustainable society.

Benchmark 7.3.2.1 Research and discuss the roles and responsibilities of Christian citizens in building and sustaining democratic societies.

Topic 1: Roles and Responsibilities of Christian citizens in democratic societies

Learning Objectives

- Identify roles and responsibilities of Christian citizens
- Explain different roles and individuals and organization play
- Discuss and present civics participation models in the societies
- Design improved models for civics participation program
- Create opportunities for good equal participation programs by Christians in democratic societies

Essential Questions

1. What can Christians do to be active members of the society
2. What are the roles and responsibilities of Christian citizens
3. How do citizen participatory help build and sustain societies

Key Concepts and Skills	
Values	Value, respect and practice high standard of integrity for self and others.
Attitudes	Appreciate Christian ethics and practices in Democratic societies
Skills	Explore, identify and list characteristics, features and the benefits of democracy
Knowledge	Roles and responsibilities as Christians in their societies

Content Background

(Case Study – Article)

There are four basic conditions needed for a sustainable democracy to take root in a country. These include a reasonable literacy rate, lack of extreme poverty, security and peace, and cultural perceptions favorable to the basic concepts of democracy. Moreover, a democratic culture is comprised of several components, the key one being willingness to take the wishes of other citizens into consideration. It's not just about letting others talk; it's about listening to what they have to say. A society becomes a sustainable democratic society when all members, or at least most of its members, feel as though they have a stake in the decisions taken, and thus struggle to make those decisions. In other

words, it is possible to say that democracy will full its true meaning and become part of culture when there is, as Lincoln put it, “government of the people, by the people, for the people”.

Education is crucial for democracies to function and ensure sustainability. Moreover, social sustainability requires democratic structures and institutions, as well as, above all, individuals with the freedom to behave in a democratic manner. It is only through planned education that individuals learn what democratic behaviour is, use their rights and freedoms with respect to others, understand the importance of fulfilling their individual and social responsibilities, and adopt a democratic culture in social life. Moreover, education must link between the past and the future to support the capacity to live together equally and the development of personal autonomy. While establishing a connection between the past and the future, for a sustainable democratic society, it is important to provide the type of education that enables individuals to internalise a democratic lifestyle and culture.

Sustainable Democratic societies

Citizenship in a democracy requires participation, civility, patience - rights as well as responsibilities. Political scientist Benjamin Barber has noted, Democracy is often understood as the rule of the majority, and rights are understood more and more as the private possessions of individuals. But this is to misunderstand both rights and democracy. For democracy to succeed, citizens must be active, not passive, because they know that the success or failure of the government is their responsibility, and no one else.

At a minimum, citizens should educate themselves about the critical issues confronting their society, if only so that they can vote intelligently. Some obligations, such as serving on juries in civil or criminal trials or in the military, may be required by law, but most are voluntary. The essence of democratic action is the peaceful, active, freely chosen participation of its citizens in the public life of their community.

Case Study: What can I do as a Christian?

The three things that I as a Christian citizen should do in a democracy. First of all, as a Christian citizen it is my personal responsibility to educate myself to the plight of my neighbours.

I think my second responsibility as a Christian citizen is to understand and accept that I will have to bear a disproportionate share of the burden for finding solutions to the problems my neighbours face.

Finally, the third thing that I must do as a Christian citizen is I must Act. When we see injustice, we must identify it.

Teaching and Learning Strategies

Teaching Strategies

- Provide and facilitate discussions.
- Develop Lesson activities.
- Take students out on an excursion to visit the work of volunteers on site.

- Engagement students to work with different civics groups.
- Design a plan for the class to do civics work.

Learning Strategies

- Work on case study activities.
- Students can research on famous civics organisations in PNG and the world.
- List groups in the community and expand on their type of engagement.
- Investigate and identify problems from within the community that need to be addressed.

Follow the design framework to plan for action.

Resources- a list of resources that will be used in the lesson

- Article Citizenship Education for Adults for Sustainable Democratic Societies
- Shawn H. Williams is associate professor of Political Science, Campbellsville University, Campbellsville, Kentucky.

How do I create a Christian civics participatory program?

Here's a framework you can follow for creating your civic engagement plan:

Purpose

What problem needs resolving or what decision does the local government need to make?

Stakeholders

Who are the affected stakeholders and groups within the local community? Who is most affected? What groups do you need to pay special attention to in order to encourage inclusiveness and diversity?

Process

What decisions need to be made, or what areas are you going to focus on when engaging the community? What can and can't have community influence? How much do you want to engage certain community members (whether inform, consult or collaborate)?

Resources

What resources do you have available and how will you allocate them? For example, people, team members, volunteers, budget, tools and time.

Objectives

What outcomes do you want to achieve? How will you know you've been successful? For example, better decision making, stronger community relationships, better understanding within the community, better solutions to current issues. And what role do you want the community to play in the decision making process? How much and at what point do you want to see them participate?

Situation

What's going on locally (and beyond) that will affect your engagement process? What current issues are of interest to the community and what's affecting them? What are some key characteristics of the community (like demographics, financials, education, technology usage, etc.)?

Actions

What actions will you need to take and when? What engagement methods and tools will you use to communicate with stakeholders, collect data, collaborate and provide reports?

Analysis

What data will you need to collect to inform decisions? What data is needed so you can assess whether your civic engagement objectives have been met? How will you analyse and present this data?

Reporting

How will you report to community members so they know how they've impacted the process and decisions made?

How is civic engagement measured?

There are lots of different markers that indicate how engaged individuals and community members are. It'll depend on your organisation, your project and your goals. You might look at:

- Whether more people are volunteering for the community.
- Whether there's an increase in fund raising activities for charities or groups.
- The number of active members in community groups.
- Whether community members come together to solve problems.
- Whether people participate in petitions.
- Whether community members contact officials and media about local or political issues (and how often).
- How involved people are in local campaigns.
- Whether community members display signs or stickers (like on their front lawn or car bumper) to show their support or opinion.

STRAND 3: CHRISTIAN CITIZENSHIP AND SOCIETY

Unit 2: Christian Citizens and Active Participation

Standard Content Standard 3.2. Students will be able to describe and analyse the characteristics of different societies and evaluate the roles and responsibilities of Christian citizens and use of technology in building a sustainable society.

Unit 2: Active Citizenships and Civic Participation

Benchmark 7.3.2.2 Discuss how Christian citizens use technology to influence change or support the maintenance of the status quo.

Learning Objectives

- Examine decisions young creators make in exercising their creative rights and responsibilities in the media.
- Understand that piracy and plagiarism are irresponsible and disrespectful behaviours.
- Evaluate whether certain ways people present themselves online are harmless or harmful.
- Assess how much time they spend with media activities (cell phones, Internet, etc.)

Essential Questions

1. Examine decisions young creators make in exercising their creative rights and responsibilities in the media.
2. Understand that piracy and plagiarism are irresponsible and disrespectful behaviours.
3. Evaluate whether certain ways people present themselves online are harmless or harmful
4. Assess how much time they spend with media activities. (cell phones, Internet, etc.)

Key Concepts and Skills	
Values	Value, respect and practise a high standard of integrity for self and others.
Attitudes	Appreciate Christian ethics and practices in Democratic societies
Skills	Explore, identify and list characteristics, features and the benefits of democracy.
Knowledge	Proper and ethical use of technology

Content Background

Technology's influence in the society

Technology affects the way individuals communicate, learn, and think. It helps society and determines how people interact with each other on a daily basis. Technology plays an important role in society today. It has positive and negative effects on the world and it impacts daily lives. We are living in an era where

technological advances are common. The internet and cell phones are some examples. However, with technological advances, there's a downside to it all.

One aspect of technology that has had a great impact on society is how it affects learning. It's made learning more interactive and collaborative, this helps people better engage with the material that they are learning and have trouble with. Also, it gets you better access to resources. With the creation of the internet, it gives us access to information at a twenty-four-hour rate and you have access to almost anything online. In addition, it allows students to get work done easier. Students can take quizzes and exams more easily, and teachers being able to hold online classes can be very effective. It also expands the boundaries of the classroom, encouraging self-paced learning. People can access learning through YouTube and social media. This helps students learn better than sitting down for lectures and reading from textbooks. These technological advancements made learning more fun and convenient.

Another way technology has impacted society is through communication, how we talk and communicate with one another worldwide. Technology brought many new methods of electronic communication. For example, there are emails, social networking, you can face a person that lives on the other side of the world, and here's video conferencing where you can have conferences electronically. Lastly, the technological advancements that were made within the health industry have helped keep people safe and healthy. There are many innovative apps on phones that allow people to watch their weight, how many calories they take, heart rate and other health issues any time of the day. There's increased accessibility of treatment available, there's the change in healthcare that adds benefits for the elderly, and hospitals using advanced technology within their surgical rooms.

2. Maintaining status quo using Technology

Studies show that mobile communication affects people in a negative way when it comes to being sociable and making face-to-face contact. Mobile technology can decrease communication and relations between people. There's less personal time, where you find that you don't have enough time for yourself because you're always in contact with someone. Also, it can be distracting from your schoolwork. There is also loss of privacy, because anyone can find you anywhere, at any time of the day. In conclusion, all of these things impact how humans act today. Without technological advancements, our way of life would not be as complex. Technological influences and shape the way humans act today.

As we see from the evidence, technology definitely has a positive impact on democracy, but at the same time it has transformed into something more complicated.

Teaching and Learning Strategies

Teaching Strategies

Teachers can

- Provide avenue for research for the class.
- Plan Lesson activities.
- Facilitate discussions.
Encourage group work.
- Summarise Lesson Topic

Learning Strategies

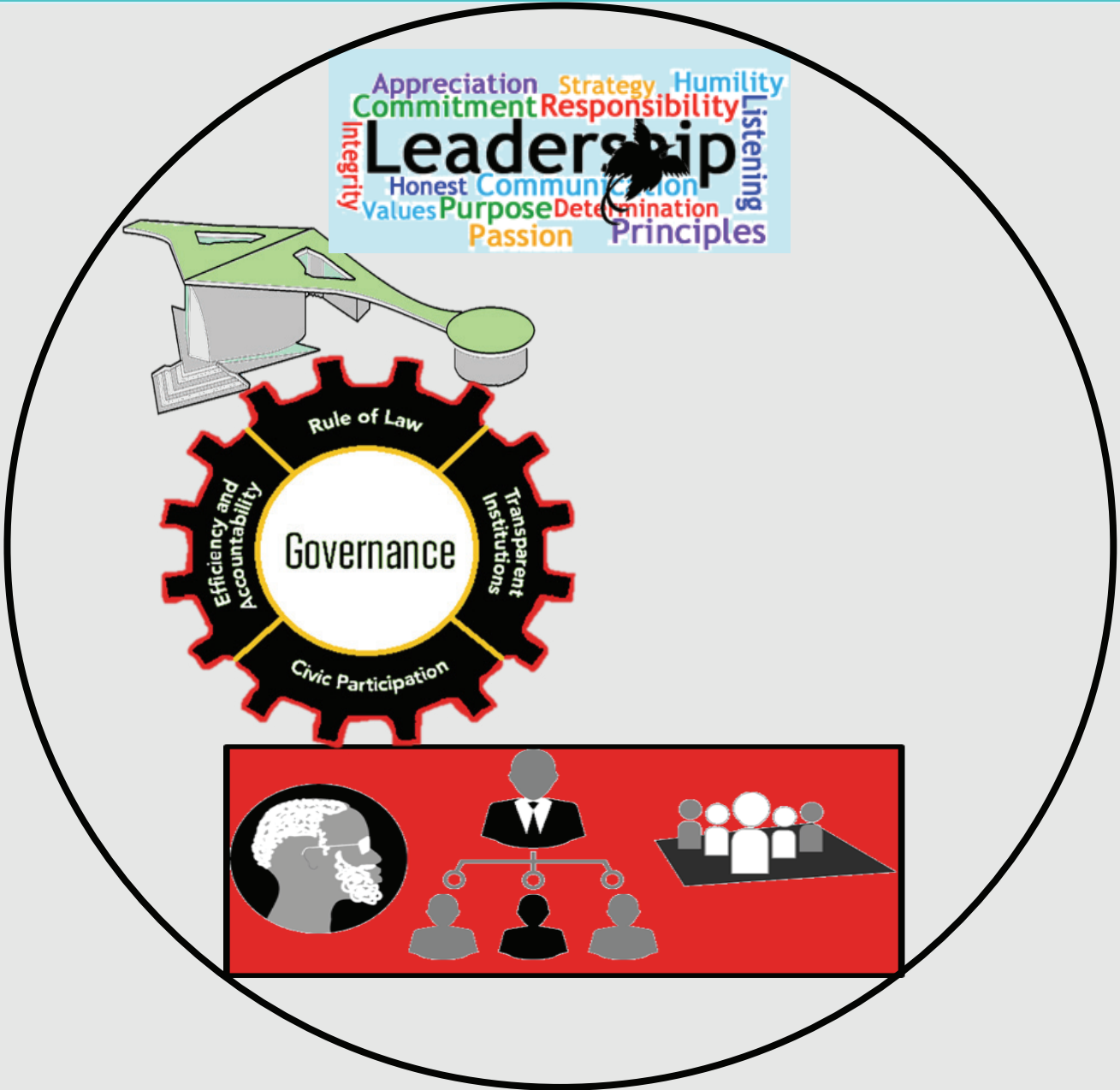
- Students can research on the Topic.
- Read and collect information.
- Do lesson activities.
- Summarise lesson through oral and written presentations.

Resources- a list of resources that will be used in the lesson

<https://demtech.chathamhouse.org/submission/technologys-impact-on-democracy-between-positive-results-and-added-difficulties/>

Strand 4

Christian Leadership and Governance



Strand: Christian Leadership and Governance

Unit 1: Christian Leadership

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

Benchmark 7. 4.1.1. Investigate and explain the essence of Christian Leadership and correlate it to behaviours and practices of leaders in different contexts.

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

- Explain the essence of Christian leadership.
- Identify a leader in your district and discuss the positive and negative behaviours and practices.
- Compare the behaviours and practices of leaders with the essence of Christian Leadership.
- Create awareness charts, posters, pamphlets to promote the essence of Christian Leadership to improve leaders' behaviours and practices.
- Conduct school awareness programs on the essence of Christian Leadership in leaders at the district level.

Topic: Essence of Christian Leadership

Essential questions:

1. What are the essences of Christian Leadership?
2. What are the behaviours and practices of Christian Leadership that correlate to leaders in different context?

Key Concepts and Skills	
Values	Value the essence of Christian Leadership and correlate it to behaviours and practices of leaders in different context
Attitudes	Appreciate the essence of Christian Leadership and correlate it to behaviours and practices of leaders in different context
Skills	Investigate and explain the essence of Christian Leadership and correlate it to behaviours and practices of leaders in different context
Knowledge	Use the essence of Christian Leadership and correlate it to behaviours and practices of leaders in different context

Content Background

Essences of Christian Leadership

The essences of Christian Leadership are triggered and passionate in love to influence and serve those who are lost and in need. Jesus had the passion for the lost and his love for the Church was so strong that he took his Father's desire for all men to come to know Him for salvation. Jesus, the greatest spiritual leader who ever walked the earth, and was determined about "God's will." Christian Leaders need to remember that doing the Father's mission requires prayer,

spiritual discipline, dependence on the Holy Spirit and best leadership practices. Christian Leaders should learn to accept that there is a price to pay for devoting their lives in building the 'Kingdom of God'. The heart of a leader demands a love that will get involved in the struggles and messes that their followers face in life.

Strand 4 : Christian Leadership and Governance

Unit 1: Christian Leadership

Benchmark:7.4.1.2: Examine the characteristics of Christian Leaders
Core Concept: Good Governance

Topic: Characteristics of Christian Leaders

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

- Explain the characteristics of Christian leaders.
- Discuss the importance of Christian leaders in leading people and organisations.
- conduct an inquiry and present a report on the personal characteristics of Christian Leaders;
- Examine the report and categories the personal characteristics of Christian Leaders.
- Plan and conduct a school debate on the topic about the characteristics of Christian Leaders and their importance in leading people and organisations.

Essential Questions

1. What are the characteristics of Christian Leaders?
2. What is the importance of Christian leadership?

Key Concepts and Skills	
Values	Value the personal qualities and characteristics of Christian Leaders and their importance in leading people and organisations
Attitudes	Appreciate the personal qualities and characteristics of Christian Leaders and their importance in leading people and organisations
Skills	Analyse and explain the personal qualities and characteristics of Christian Leaders and their importance in leading people and organisations
Knowledge	Characteristics of Christian Leaders and their importance in leading people and organisations

Content Background

What are the characteristics of Christian Leaders?

Good Christian Leadership qualities as indicated in 1Timothy 3: 1 – 15 and Titus 1: 5 – 9 should be the core of the approach to leadership.

These are some characteristics of Christian Leaders;

Recognise the value in other people and continually invest in others.

Christian Leaders see a large part of their role as developing other leaders.

Leadership development takes place in an organization as good leaders begin to share their experiences with others.

1. Share information with those in the organization

There is a tendency of some leaders to hold information because information is power. A good leader knows that, the more information the team has, is collectively the better, which directly benefits the leader.

2. Serve others expecting nothing in return

Christian Leaders have a heart of service. They truly love and value people and want to help others for the good of one being helped, not necessarily for personal gain.

3. Remain accessible, approachable and accountable to others

Christian leaders do not isolate themselves from people regardless of the amount of responsibility or power he or she attains. They willingly seek input of other people into their professional and personal lives.

4. Visionary

A visionary leader thinks for the organization beyond today. Christian leaders are always thinking beyond today. "What next?" is a common question asked by good leaders, knowing that someone must continually encourage change, growth and strategic thinking for an organization to remain healthy.

Suggested References

Edmondson, R. (n.d). Characteristics of Good Leadership. Retrieved from: <http://www.ronedmondson.com/>

RPNGC Administration Manual. (n.d). Duties and Responsibilities

Strand 4 : Christian Leadership and Governance

Unit 1: Christian Leadership

Benchmark 7.4.1.3. Analyse the Christian Principles and Values that shape Leaders' traits and influence their leadership behaviours, attitudes and practices.

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

- Examine the principles and values that shape Christian Leaders.
- Identify and discuss-the Christian principles and values that influence their leadership behaviours, attitudes and practices.
- Demonstrate the principles and values that shape Christian Leaders behaviours, attitudes and practices in their communities.

Topic: Principles and values that shape Christian Leaders

Essential Questions

1. What are the principles and values that shape Christian Leaders?
2. What are the traits that influence their leadership behaviours, attitudes and practices?

Key Concepts and Skills	
Values	Value the Christian principles and values that shape Christian Leaders
Attitudes	Appreciate the Christian principles and values that shape Christian
Skills	Analyse the Christian principles and values that shape Christian Leaders' traits and influence their leadership behaviours, attitudes and practices
Knowledge	Christian principles and values that shape Christian Leaders' traits and influence their leadership behaviors, attitudes and practices in different context

Content Background

What are the principles and values that shape a Christian Leader?

The Christian principles and values are very important since Christian Leadership focuses more on helping others out of Christ's interests in their lives so they accomplish God's purposes for and through them. Christian Leaders are role models and if their character is shaped by the godly principles then they have an impact on the organization and people they lead in a positive way.

So Christian Leadership requires an understanding of the leader's mission and an uncompromising commitment of faithfulness to the leadership. Neither self-promotion, nor self-protection, nor pride, nor fear, nor weariness should discourage a leader from truly fulfilling the mission.

It is the duty and call of the leader to lead by practicing the Christ-like values and principles. They serve devotedly with great interest and pleasure in people and things, displaying a behavior that is consistent with Christian principles, social norms, and organization expectations.

They always try to keep the promises they make so people will know they can rely on them and if obstacles get in the way, they explain the situation so people understand why they cannot maintain the commitment. They have an obligation to satisfactorily perform duties as a respectable member of the organisation for people and show concern for others, without having an expectation of praise or reward. They do not boast or try to impress themselves on others, but, admit that they are not the best at everything or anything.

What are the traits that influence their leadership behaviours, attitudes and practices?

Christian Leadership is not purely the church leadership, but a leadership style that is guided by ethical or moral leadership qualities and principles, irrespective of the setting where leaders exercise their leadership roles. It is a self-motivated personal process whereby people aim to achieve a common goal which is serving others by leading. It springs from discipleship, is rooted in character, centred in service, and working as a team that displays a character inspired by ethical principles and values like love and honesty. The personal qualities and characteristics of Christian leaders, as indicated in 1 Timothy 3: 1 – 5 and Titus 1: 5 – 9 should be the core of the Christian Leadership.

Christian Leaders serve others in the right path when their actions show qualities and characteristics that are ethical or decent. They seek God's direction; have love and compassion for people, honest, trustworthy, kind, responsible, and humble. One whose leadership is shaped by these ethical principles believes that Christian leadership is about one life influencing another by doing things the right way in any setting, whether in politics, church, school, village, business, sports, classroom or family.

Suggested References

Andrews University. Defining Christian Leadership. Retrieved from: https://www.andrews.edu/sem/clc/defining_christian_leadership/

Rinehart, B. (2020) Essential Qualities of a Godly Leader. Retrieved from: <https://www.crosswalk.com>

Ross, D. (2012). Leadership Essentials. Retrieved from: <https://www.sensibleleader.com>

Fillingham, M.(2020). Personal Qualities of the Christian Leader. Retrieved from: <https://www.yourarticlelibrary.com>

STRAND 4: CHRISTIAN LEADERSHIP AND GOVERNANCE

Unit 1: Christian Leadership

Benchmark 7.4.1.4: Compare the characters and behaviour displayed by Jesus Christ in leading people with those of other leaders.

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

- Discuss and identify the leadership traits of Christ
- Compare and contrast leadership traits of Christ with other leaders

Topic: Leadership traits of Christ and other Leaders

Essential Questions

1. What were the qualities of effective leadership displayed by Christ?
2. How do leaders develop strong leadership traits once they are positioned to inspire an entire organization?
- 3.

Key Concepts and Skills	
Values	Value the characters and behaviour of Christian leaders
Attitudes	Appreciate characters and behaviour of Christian leaders
Skills	Analyse the characters and behaviour of Christian leaders
Knowledge	Characters and behaviour of Christian leaders

Content Background

Leadership Traits of Jesus Christ	The Attributes of Great Biblical Leaders
1. Integrity	1. Visionary
2. Honesty	2. Mission Minded
3. Dedication	3. Passionate
4. Optimism	4. Spirit-led
5. Humility	5. Servant
6. Gentleness	6. Focused
7. Companionship	7. Courageous
	8. Trusting
	9. Prepared
	10. Opportunistic

Barry, (2017). Faith Life Ministries, Inc. Cumming, GA USA, 770-492-4903, viewed 5th/05/2020, retrieved from, <https://faithlifeministries.net/being-a-biblical-leader/>

Mariano, A. (2020), LinkedIn, Houston, Texas, viewed 5th/5/2020, retrieved from, <https://www.linkedin.com/pulse/7-leadership-traits-jesus-christ-angelo-mariano>

STRAND 4: CHRISTIAN LEADERSHIP AND GOVERNANCE

Unit 2: Good Governance

Content Standard 4.2: Students will be able to explore and evaluate the characteristics and principles of good governance, and examine how these are represented in governance behavior and practice in different contexts

Benchmark 7.4.2.1: Interpret the meaning and essence of good governance and analyse its importance to the development process
Core concept: Good governance

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

- Explain the meaning of good governance.
- Discuss the importance of good governance.
- Explain how good governance affects the development process.

Topic: Essence of good governance

Essential Questions

1. What is good governance?
2. Why is good governance important to the development process?
3. What are the key areas of good governance?

Key Concepts and Skills	
Values	Show accountability when dealing developments
Attitudes	Have a sense of responsibility and care towards the development process. Appreciate the different developments that are taking place
Skills	Identify attributes of good governance Explain the consequence of bad governance in the development process
Knowledge	Good governance is important in the development process Good governance can be applied in different contexts Governance is the process of decision making

Content Background

Good governance is a way of measuring how public institutions conduct public affairs and manage public resources in a preferred way. The concept of “governance” is not new. It is as old as human civilization. Governance is the process of decision-making and the implementation of the decisions.

Governance is applied in several contexts such as; corporate international, national and local settings. Governance focuses on the formal and informal actors involved in decision-making and implementation of the decisions made.

Government is the key actor for good governance and should take lead. Other actors involved in governance vary depending on the level of government. For example, in rural areas, other actors may include influential land lords, associations of farmers and cooperatives, NGOs and etc.

Good governance assures that;

- corruption is minimized,
- the views of the marginalized groups are taken into account and
- that the voices of the most vulnerable in society are heard in decision-making

Fair and effective governance is critical to ensuring that development benefits both people and the planet. Good governance should entail processes, deci

Suggested References

STRAND 4: CHRISTIAN LEADERSHIP AND GOVERNANCE

Unit 2: Good Governance

Benchmark 7.4.2.2 Identify and analyse the characteristics, indicators and principles of good governance.

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

- Examine the characteristics of good governance.
- Discuss the basic principles of good governance.
- Identify indicators of good and bad governance.

Topic: Characteristics, principles and indicators of good governance

Essential Questions

1. What are the characteristics of good governance?
2. What are the principles of good governance?
3. What are the indicators of good governance?

Key Concepts and Skills	
Values	Develop Honesty, Trustworthiness and Transparent as an attribute of good governance
Attitudes	Appreciate the impacts of good governance in the family unit/ community Work cooperatively with leaders to achieve results
Skills	Identify and compare the characteristics, principles and indicators of good and bad governance
Knowledge	Characteristics, principle and indicator of good governance

Content Background

Characteristics of good governance

Good governance has eight major characteristics. They are:

- Accountability
- Consensus oriented
- Participatory
- Follows the rule of law
- Effective and efficient
- Equitable and inclusive
- Responsive
- Transparent

Participation

Participation by both men and women is a key cornerstone of good governance. It is either direct or through legitimate intermediate institutions or representatives.

Rule of law

Good governance requires fair legal frameworks that are enforced impartially. It also requires full protection of human rights, particularly the marginalised. Fair enforcement of laws requires an independent judiciary and an unbiased and incorruptible police force.

Transparency

Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It also means that sufficient information is freely available through different forms of media and directly or easily accessible to those who will be affected by such decisions.

Responsiveness

Good governance requires institutions and processes to serve all stakeholders within a reasonable timeframe.

Consensus oriented

Good governance requires mediation of the different interests in society to reach an agreement. This can only result from an understanding of the historical, cultural and social contexts of a given society or community.

Equity and inclusiveness

A society's well-being depends on ensuring that all its members feel that they have a say in it and do not feel excluded from the mainstream of society. This requires all groups, but particularly the most vulnerable and marginalised, have opportunities to improve or maintain their well-being.

Effectiveness and efficiency

Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

Accountability

Accountability is a key requirement of good governance. Not only governmental institutions but also the private sector and civil society organizations must be accountable to the public and to their institutional stakeholders. Who is accountable to who varies depending on whether decisions or actions taken are internal or external to an organization or institution. In general an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.

Principles of good governance

The following are the principles of good governance;

- Fair conduct of elections, representation and participation
- Responsiveness
- Efficiency and effectiveness
- Openness and transparency
- Rule of law
- Ethical conduct
- Competence and capacity

- Innovation and openness to change
- Sustainability and long-term orientation
- Sound financial management
- Human rights , cultural diversity and social cohesion
- Accountability

Causes of bad governance

- Lack of voice and weak accountability
- Political instability
- Corruption
- Lack of transparency
- Involvement in corrupt deals

Indicators of good governance

- Leaders are honest
- Resources are distributed fairly
- There is good control and command in the organisation
- Public funds are being acquitted and reported
- People are happy and supportive with leadership

STRAND 4: CHRISTIAN LEADERSHIP AND GOVERNANCE

Unit 2: Good Governance

Benchmark 7.4.2.3 Investigate and explain the importance of Christian values and principles in good governance

Learning Objectives: By the end of the topic the students will be able to;
Explain the importance of Christian values and principles in good governance.

Topic: Christian values and principles in good governance

Essential Questions

1. What are Christian values?
2. Why are Christian values and principles important in good governance?

Key Concepts and Skills

Values	Show Respectful and to other Christians
Attitudes	Develop positive attitudes towards Christian values and principles
Skills	Identify the different types of Christian values
Knowledge	Christian values refer to values derived from the teachings of Jesus Christ and taught by Christians

Content Background

Values and principles are both important concepts that guide our behaviour, decision-making, and beliefs. However, they are not the same thing and understanding the difference between them can be helpful in our personal and professional lives.

What is a value?

Values are the beliefs that are most important to us and form the foundation of our moral and ethical code. They are our personal convictions and define what we consider right and wrong. For example, honesty, integrity, fairness, respect, equality, and compassion are common values. Values help us make decisions in line with our beliefs and guide our actions in day-to-day life.

What is a principle?

Principles are the rules or beliefs that govern your behaviour. Principles are built upon your values. A principle is the behaviour, response, or action in which you fulfill values. For example, if a value you have is honesty, a principle may be to never tell lies. Principles are specific to a particular field or discipline and provide a framework for how to act in certain situations.

Values and principles are interrelated and both are essential for a fulfilling life. Our values provide the foundation for our beliefs and behavior, while principles provide a framework for decision-making and actions that are in line with our values. When our values and principles align, we are more likely to make decisions that are true to who we are and that bring us happiness and fulfillment

Therefore Christian values are the **principles** that a follower of Jesus Christ holds as important; the principles of life that Jesus taught. Christian values don't change over time. They are consistent from generation to generation since their foundation is found in God's Word, the Bible.

The values Jesus Christ taught in the New Testament can be summed up in two thoughts-love God and love others. Below is a list of these values.

- Generosity- this is the core Christian value of being kind and unselfish, especially with our money and time. (Proverbs 22:9)
- Courage –the value is characterised by boldness and confidence. It's the opposite of fear. (Joshua 1:9)
- Love- love is fundamental characteristics of who God is and its value that is to be describe His children as well (John 4:19)
- Respect- A Christian value is to be conscious that God has created all people in his image. As a response , we show respect to all. (1 Peter 2: 17)
- Hope – The value of hope is confident expectation. It's a firm assurance in God. (Proverbs 23:18)
- Peace – there are many aspects of this Christian value mentioned in the Bible. It refers to rest and tranquillity and ultimately, peace is a gift from God. (Romans 14:19)

Suggested References

<http://www.compassion.com/about/christian-value>

STRAND 4: CHRISTIAN LEADERSHIP AND GOVERNANCE

Unit 2: Good Governance

Benchmark 7.4.2.4: Examine the role of the different key players of governance in both the biblical and secular context

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

- Explain the roles of stakeholders/key players in governance in biblical contexts.
- Discuss the roles of stakeholders/ key players in governance in secular contexts.

Topic: Governance in biblical and secular contexts

Essential Questions

1. What are the roles of different stakeholders/key players in governance in the biblical contexts?
2. What are the roles of different stakeholders/key players in governance in the secular contexts?

Key Concepts and Skills	
Values	Being loyal to stakeholders and showing commitment to assigned roles Having an open mind to discuss issues
Attitudes	Respect the contributions of stakeholders in biblical and secular settings
Skills	Identify key stakeholders and state their roles
Knowledge	Different stakeholders have different roles to play in any organization

Content Background

A stakeholder/key player is an individual, group or organisation that has interest or concern in any organisation. They have the power to influence an organisation's actions, objectives and policies.

Roles of stakeholders/key players in biblical settings

Christians believe that it is their duty to help others. They believe that the Church can be a stabilising force for good and peaceful world. The church can support people who are experiencing difficulties, regardless of their backgrounds. Often, leaders of the church will seek to work with other religious groups to help keep peace and harmony in the community.

Roles of stakeholders/key players in secular settings (school)

In education, stakeholders refer to anyone who is devoted in the welfare and success of a school and its students.

The table below shows the roles of key stakeholders in a school setting.

Key stakeholders	Role(s)
Students	Follow school rules and participate in learning in the classroom
Teachers	Follow rules set out by their employer and facilitate learning in the classroom. Report students learning to parents and advise where necessary.
Parents	Ensure school-aged students attend school. Participate in the decision making of the school.
Non-teaching staff	Perform tasks as outlined in their job descriptions.
Board of Managements	Provide leadership and direction to ensure the school is functioning well.

This is an example of a school setting; however, there are other organisations which also have key stakeholders and roles and functions depending on the type of activity they are involved in.

Suggested References

STRAND 4: CHRISTIAN LEADERSHIP AND GOVERNANCE

Unit 2: Good Governance

Content Standard: 4.2: Students will be able to explore and evaluate the characteristics and principles of good governance and examine how these are represented in governance behaviour and practice in different contexts.

Benchmark 7.4.2.5: Research and evaluate PNG's development performance using good governance standards

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

- Identify and examine sources that provide accounts of PNG's development performance.
- Evaluate PNG's development performance.

Topic: PNG's development performance

Essential Questions

1. What are the different developments that PNG has gone through over the last couple of years?
2. Have these developments impacted the majority of the population?
3. Who is responsible for these developments?

Key Concepts and Skills

Values	Taking ownership and good care of developments taking place within the community
Attitudes	Appreciate the positive impacts of developments and educate the population to take ownership of the various developments taking place
Skills	Critically analyse PNG's performance using reliable sources of information.
Knowledge	PNG's development performance since independence.

Content Background

Sources of counties' development performance

Development refers to the growth in the social and economic performance; living standards, sustainability and equality of a country.

The definition of development is fundamental to the comparison of developed and developing countries. The United Nations Development Program (UNDP), Annual Human Development Report (HDR) defines human development as the expansion of people's freedoms and capabilities to lead lives that they value and have reason to value. It is about expanding choices. Freedoms and capabilities are more expansive notion than basic needs and to have the opportunity to lead richer, more fulfilling lives.

The UNDP's Human Development Index (HDI) is probably the most widely recognised tool for measuring development and comparing the progress of developing countries. The HDI's scores and ranks each country's level of development based on three categories of development indicators;

1. income,
2. health and
3. education

Most developing countries have made great progress over the past several decades judging by their improvements to their HDI's.

UN urges PNG to improve human development status

September 14, 2022 The National National

PAPUA New Guinea must invest in education and health to improve its status of human development, says United Nations Development Programme (UNDP) country representative Dirk Wagener.

Wagener issued the challenge when presenting the global human development report for 2021/22 while emphasising the need for proper channels of investment.

A human development index (HDI), which was recently released along with the report, is a summary measure for determining human development in three major aspects: a long and healthy life, access to knowledge and a decent living. Wagener said when the measurements started in 1990, PNG had made gradual progress on the HDI scale, with its current ranking being 156 out of 191 countries.

"If we look at the HDI, health and education are the two areas which are most lagging behind but are very basic things. The more educated you are, the more you will take part in shaping the future and the better opportunities you will have later in life," he said.

"So PNG's HDI in the last 30 years, has increased by approximately a little bit more than 50 per cent. Life expectancy has also increased but not by a lot and although the average years of schooling has doubled since 1990, it's still quite a low figure compared to other Pacific Island countries," he said.

"The better your kids will be educated, the better jobs you will get, the more your economy will grow."

Wagener pointed out that PNG's HDI had dropped in 2020, with minor changes compared to last year but the first time it had happened in the history of the country.

"PNG lost a little bit of the average life expectancy at birth, this may have something to do with an increased number of deaths during Covid-19 and the gross national income also decreased, affecting the indicator not to mention school attendance was very low," he said.

"With so much uncertainty, I think there will be no shortage of either man-made or natural disasters going forward so the key advice to governments and key stakeholders is that we will need a massive investment in the country's health and education systems."

He gave the example of how a student in Fiji would stay in school longer on average for 11 years while in PNG only for five years when emphasising the fact that the government needed to invest in education.

STRAND 4: CHRISTIAN LEADERSHIP AND GOVERNANCE

Unit 2: Good Governance

Benchmark 7.4.2.6: Investigate and identify a governance problem and develop appropriate technology solutions

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

- Identify and examine governance problems.
- Identify and discuss appropriate technologies to solve issues relating to governance.

Topic: Solutions to governance problems using technology

Essential Questions

1. What are some governance problems?
2. What are some the technologies that can be used to improve governance problems?
3. How can technology improve governance problems?

Key Concepts and Skills

Values	Value the importance of technology in the 21 st Century
Attitudes	Appreciate the positive effects of using technology
Skills	Apply appropriate technology to enhance productivity.
Knowledge	Using technology to solve governance problems

Content Background

What are some governance problems?

Governance problems refer to common issues faced by organisations and institutions.

The following are some common challenges encountered;

- Conflict of interest - appointing wantoks to positions
- Oversight issues – by passing protocols and processes
- Accountability issues – misusing public funds and resources
- Transparency violation – clear and honest reports of how public funds and resources are being used for everyone to know.
- Ethics violation – breaking the laws /rules of organisation and institution (eg. chewing buai, mis-using government properties; cars).

Solving governance problems using technology

Advancement in technology has enhanced the ways to communicate with each other with more convenience in less time and with greater accuracy. Communication helps in transmitting data or information by using various devices like telephone, radio, television and internet. Businesses also utilise communication technology for facilitating the flow of knowledge and information in workplaces, promoting innovative services or products, serving consumers requests and needs and their decision making processes.

For instance; Solving a 'conflict of interest' using technology

Scenario: *The head teacher offers a building contract for the school to a relative without considering other applications and approval from the school board. The school prefects use a phone to take photos and write a report and email or what's APP to the school board.*

Suggested References

SBC Sample Lesson Procedure

TOPIC: The Second Coming of Jesus

Lesson Topic: How will Jesus Come Back

Grade: 12

Length of Lesson: 40 minutes

National Content Standard:

Grade-Level Benchmark: Investigate and discuss God's grand plan of salvation with the coming of His beloved Son, Jesus Christ.

Essential Knowledge, Skills, Values, and Attitudes

Knowledge:

Skills: Interpret and describe God's plan of Salvation.

Values: Appraise the second coming of Jesus Christ.

Attitudes: Being enthusiastic and patient about the second coming of Jesus Christ

STEAM Knowledge and Skill

Knowledge:

Skill: Constructing and deconstructing, visualising and explaining.

Performance Indicator: Describe how the second coming of Jesus Christ will be like.

STEAM Performance Indicator: Construct a model explaining how the second coming of Jesus Christ will be like as explained in the Bible.

Materials: Cardboard, markers, scissor, glue, sticky tape, colours, strings, sticks

Lesson Objective: Research and interpret the Bible texts relevant to the second coming of Jesus Christ.

Essential Questions: How will Jesus Come back?

*How will Jesus Christ come back?

*Will Jesus Christ's second coming be a secret?

Sample Assessment

Strand 1

CCVE AFFECTIVE ASSESSMENT

Grade 7

Unit 1: Biblical Values and Practices

Assessment Code: S1_U1_BM3_PS1

Content Standard	1.1: Students will be able to explore and make sense of the biblical values and principles, and explain how they were represented, promoted, modeled, validated, and practiced in biblical times.
Benchmark	7.1.1.3 Investigate and analyse the principles underlying the Word of God
Learning Objective	2. Identify and explain the biblical principles underlying the Word of God.
Topic	Topic 3: Biblical principles underlying the Word of God
Purpose of Assessment	For students to perceive the significance in the biblical principles in the Word of God in the creation of the universe.
Assessment Strategy	An Individual Assessment Task: Create a booklet on creation, identifying each principle in the creation with supporting Bible verses.
Duration: time/date of administration Date/time of due	2 weeks before World Environment Day [This task can be given prior to Environment Day where all activities can be organised to commemorate the Day] Term 1 Week
Performance Standard	Create a booklet on creation, identifying the principles in each days creation with illustrations and supporting bible verses. Provide a summary of the purpose of God's creation.
Performance Tasks	Create a booklet. Identify the principles in the creation in each day. Provide illustrations and supporting bible verses. Write a summary of the purpose of God's creation.
Performance Assessment Criteria	Creation of a Booklet Principles in the creation in each day. Illustrations and supporting bible verses. Summary of the purpose of God's creation.
Assessment Scoring	Proficient 3 Progressing 2 Beginning 1 12 marks
Scoring Tools	Holistic Rubric

Suggested summary for teachers to use for criteria #4

According to the Bible, God created the world and all that is in it for His own glory and because He desired to share His life with others 1. The creation of all these things demonstrates His glory, His love, grace, mercy, wisdom, power, goodness, etc1.

The creation story in Genesis reveals the relationship of God and the created realm and the meaning of creation itself . Specifically, creation is viewed in human-centered terms; the created realm itself tells of God's grace toward humankind 2. The story of the creating days also reveals the place of humanity within creation 2.

In summary, the purpose of creation is to glorify God and to provide a place for humans to dwell in mortality and prove themselves worthy through keeping the commandments to return to the presence of God from whence they came

Essential VASKs that can be assessed from Task Descriptions

Category	Task Description	Essential VASKs
1. Creation of a Booklet	Create a booklet.	Values: Appreciation of creation from the beginning. Attitudes: Purposeful Skills: compiling a booklet, text descriptions and diagram selection Knowledge: booklet on creation, Parts of the booklet
2. Principles in the creation in each day.	Identify the principles in the creation in each day.	Values: Appreciation of creation Attitudes: Tolerance of God's creation Skills: Identify the core principle on day 1-6 creation Knowledge: Core Principles in the Gods creation
3. Illustrations and supporting bible verses	Provide illustrations and supporting bible verses.	Values: Appreciation of illustrative Bible verses Attitudes: Awareness and appreciation of God's creation Skills: Selection of Bible verses and their illustrations Knowledge: Relevant illustrative Bible verses
4. Summary of the purpose of God's creation.	Write a summary of the purpose of God's creation.	Values: Reverential Perception of God Attitudes: Respect, honour and joy in God's creation Skills: articulation and writing skills, Knowledge: Summary of God's creation

1. Creation of the RUBRIC

Performance Assessment Criteria	Proficient 3	Progressing 2	Beginning 1	Score
1. Creation of a Booklet	Create an A5 Booklet of 10 pages with cover and content pages compiling more comprehensive text descriptions, very relevant Bible verses of creation and well selected illustrative verses of core principles of creation.	Create an A5 Booklet of 10 pages with a cover page and content page compiling comprehensive text descriptions, less relevant bible verses of creation and poorly selected illustrative verses of core principles of creation.	Create an A5 Booklet of 10 pages with a cover page and content page compiling less comprehensive text descriptions, not relevant bible verses of creation and very poorly selected illustrative verses of core principles of creation.	/3
2. Principles in the creation in each day.	Identify and most greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by fittingly describing it.	Identify and greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by sufficiently describing it.	Identify and less greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by inadequately describing it.	/3
3. Illustrations and supporting bible verses	Provide very beautiful illustrative Bible verses and very appropriate selection of supporting bible verses.	Provide very beautiful illustrative Bible verses and very appropriate selection of supporting bible verses.	Provide less beautiful illustrative Bible verses and inappropriate selection of supporting bible verses.	/3
4. Summary of the purpose of God's creation.	Write a detailed summary of the purpose of God's creation using vivid descriptions that show reverence of God. .	Write a less detailed summary of the purpose of God's creation using bland descriptions that show reverence of God..	Write a brief detailed summary of the purpose of God's creation using dreary descriptions that show reverence of God.	/3

2. Using the RUBRIC as a scoring rubric.

Performance Assessment Criteria	Proficient 3	Progressing 2	Beginning 1	Score
1. Creation of a Booklet	Create an A5 Booklet of 10 pages with cover and content pages compiling more comprehensive text descriptions, very relevant Bible verses of creation and well selected illustrative verses of core principles of creation.	Create an A5 Booklet of 10 pages with a cover page and content page compiling comprehensive text descriptions, less relevant bible verses of creation and poorly selected illustrative verses of core principles of creation.	Create an A5 Booklet of 10 pages with a cover page and content page compiling less comprehensive text descriptions, not relevant bible verses of creation and very poorly selected illustrative verses of core principles of creation.	2 / 3
2. Principles in the creation in each day.	Identify and most greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by fittingly describing it.	Identify and greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by sufficiently describing it.	Identify and less greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by inadequately describing it.	3 / 3
3. Illustrations and supporting bible verses	Provide very beautiful illustrative Bible verses and very appropriate selection of supporting bible verses.	Provide very beautiful illustrative Bible verses and very appropriate selection of supporting bible verses.	Provide less beautiful illustrative Bible verses and inappropriate selection of supporting bible verses.	2 / 3
4. Summary of the purpose of God's creation.	Write a detailed summary of the purpose of God's creation using vivid descriptions that show reverence of God. .	Write a less detailed summary of the purpose of God's creation using bland descriptions that show reverence of God..	Write a brief detailed summary of the purpose of God's creation using dreary descriptions that show reverence of God.	3 / 3
				10 / 12

3. Using the RUBRIC as a marking rubric.

Performance Assessment Criteria	Proficient 3	Progressing 2	Beginning 1	Score
1. Creation of a Booklet	Create an A5 Booklet of 10 pages with cover and content pages compiling more comprehensive text descriptions, very relevant Bible verses of creation and well selected illustrative verses of core principles of creation.	Create an A5 Booklet of 10 pages with a cover page and content page compiling comprehensive text descriptions, less relevant bible verses of creation and poorly selected illustrative verses of core principles of creation.	Create an A5 Booklet of 10 pages with a cover page and content page compiling less comprehensive text descriptions, not relevant bible verses of creation and very poorly selected illustrative verses of core principles of creation.	2 / 3
2. Principles in the creation in each day.	Identify and most greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by fittingly describing it.	Identify and greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by sufficiently describing it.	Identify and less greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by inadequately describing it.	3 / 3
3. Illustrations and supporting bible verses	Provide very beautiful illustrative Bible verses and very appropriate selection of supporting bible verses.	Provide very beautiful illustrative Bible verses and very appropriate selection of supporting bible verses.	Provide less beautiful illustrative Bible verses and inappropriate selection of supporting bible verses.	2 / 3
4. Summary of the purpose of God's creation.	Write a detailed summary of the purpose of God's creation using vivid descriptions that show reverence of God.	Write a less detailed summary of the purpose of God's creation using bland descriptions that show reverence of God..	Write a brief detailed summary of the purpose of God's creation using dreary descriptions that show reverence of God.	3 / 3
				10 /12

4. Using the RUBRIC as a grading rubric.

Performance Assessment Criteria	Proficient 12 - 9 100% - 75% A	Progressing 8 - 5 66% - 42% B	Beginning 4 - 0 33% - 0% C	Score
1. Creation of a Booklet	Create an A5 Booklet of 10 pages with cover and content pages compiling more comprehensive text descriptions, very relevant Bible verses of creation and well selected illustrative verses of core principles of creation.	Create an A5 Booklet of 10 pages with a cover page and content page compiling comprehensive text descriptions, less relevant bible verses of creation and poorly selected illustrative verses of core principles of creation.	Create an A5 Booklet of 10 pages with a cover page and content page compiling less comprehensive text descriptions, not relevant bible verses of creation and very poorly selected illustrative verses of core principles of creation.	2 / 3
2. Principles in the creation in each day.	Identify and most greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by fittingly describing it.	Identify and greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by sufficiently describing it.	Identify and less greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by inadequately describing it.	3 / 3
3. Illustrations and supporting bible verses	Provide very beautiful illustrative Bible verses and very appropriate selection of supporting bible verses.	Provide very beautiful illustrative Bible verses and very appropriate selection of supporting bible verses.	Provide less beautiful illustrative Bible verses and inappropriate selection of supporting bible verses.	2 / 3
4. Summary of the purpose of God's creation.	Write a detailed summary of the purpose of God's creation using vivid descriptions that show reverence of God. .	Write a less detailed summary of the purpose of God's creation using bland descriptions that show reverence of God..	Write a brief detailed summary of the purpose of God's creation using dreary descriptions that show reverence of God.	3 / 3
				10 /12

Grade 7**Unit 2:** The Ten Commandments: God's Core Principles

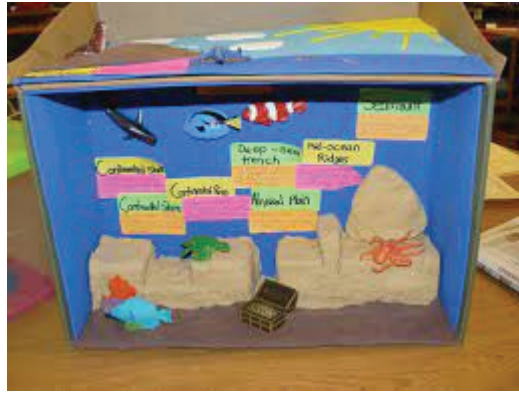
Assessment Code: S1_U2_BM4_PS2

Content Standard	1.2 Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behavior and practice in different contexts.
Benchmark	7.1.2.4 Explore and discuss how the Ten Commandments influence people's thinking, behaviour, and actions
Learning Objective	Examine and interpret Bible scriptures to explain the influences of the Ten Commandments on people's thinking, behaviours and actions in biblical times.
Topic	Topic 4: Influences of the Ten Commandments on people's thinking, behaviour and actions
Purpose of Assessment	Explain how the Ten Commandments influence behavior in understanding creation, its significance of order and sustaining life of man.
Assessment Strategy	A group Assessment Task: Complete a write up of the model comparing the goodness of God's creation and how polluted waterways or seas are in a " Before: After Model . The Write-up will also include the responses to criteria 1-4.
Duration: time/date of administration	2 weeks before World Environment Day [This task can be given prior to Environment Day where all activities can be organised to commemorate the Day]
Date/time of due	Term 1 Week 4
Performance Standard	Explain how the Ten Commandments influence behavior in understanding creation, its significance of order and sustaining life of man.
Performance Tasks	Study the Scripture Genesis 1 and 2 and list the order of creation. Explain the life that God spoke into the realms and what their significance to life and order as God set out creation. Each realm should be explained in accordance to Gods attribute. They explain what God saw as good and demonstrate how man responds to maintain the goodness of God's creation.
Performance Assessment Criteria	Study Genesis 1 and 2 and list the order of creation. Interpretation of the significance in the order of creation and the life in each realm. Explanation of the attribute of God in each realm relating to the Ten Commandments. Evaluation of the phrases in the beginning... and God saw that it was good..... Gen 1:4,10,12,18,21,31 Design and Creation of a " Before: After Model " of waterways and or Sea environment or the earth and include every life that God created in it.
Assessment Scoring	Advanced: 4 Proficient 3 Progressing 2 Beginning 1
Scoring Tools	Analytic Rubric Write up 16 marks and Model 16 marks

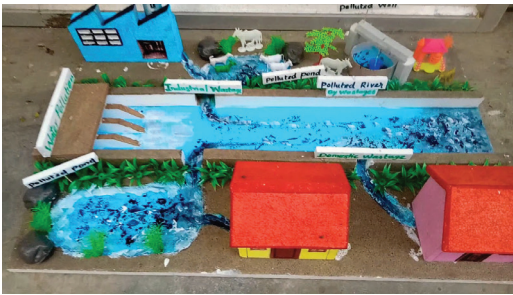
Note to Teacher

Create a sample model for students.

Sample Projects



Before Model



After Model

1. the Essential KSAV that can be assessed from Task Descriptions

Category	Task Descriptions	Essential VASKs
Genesis 1 and 2 study and the order of creation.	Study Genesis 1 and 2 and list the order of creation.	<p>Values: Patience</p> <p>Attitudes: Diligence</p> <p>Skills: Study well</p> <p>Knowledge: Genesis 1 and 2</p>
Interpretation of the significance in the order of creation and the life in each realm.	Interpret the significance in the order of creation and the life in each realm.	<p>Values: Confidence</p> <p>Attitudes: Critical</p> <p>Skills: Interpret the significance of order of creation</p> <p>Knowledge: Order of creation and how important it is to life of man</p>
Explanation of the attribute of God in each realm relating to the Ten Commandments and how they impact peoples actions..	Explain the attribute of God in each realm relating to the Ten Commandments and how they impact people's actions	<p>Values: Confidence</p> <p>Attitudes: Respect</p> <p>Skills: Explain and describing the attributes of God.</p> <p>Knowledge: Attributes of God, life in each realm of God's creation, the Ten Commandments and their impact on people.</p>
Evaluation of the phrases in the beginning... and God saw that it was good.....Gen 1:4,10,12,18,21,31	Evaluate the phrases; In the beginning....' and 'God saw that it was good...' Gen 1:4, 10, 12, 18, 21, 31.	<p>Values: balanced and responsible</p> <p>Attitudes: be critical and perceptive</p> <p>Skills: Evaluation skills</p> <p>Knowledge: The creation story in Genesis 1 and 2</p>
'Before and After Model of Creation	Design and Create a " Before: After Model " of waterways and or Sea environment or the earth and include every life that God created in it.	<p>Values: Confidence</p> <p>Attitudes: patience to create the model.</p> <p>Skills: Creative skills to create a model.</p> <p>Knowledge: understanding the purity of creation and what man has done to change what God created.</p>

Write up Rubric

Performance Assessment Criteria	Advanced 4	Proficient 3	Progressing 2	Beginning 1	Score
Study Genesis 1 and 2 and list the order of creation.	Very diligently study Genesis 1 and 2 and list fully the order of creation from the first to the 6 th day and the Shabbat day rest.	Diligently study Genesis 1 and 2 and list sufficiently the order of creation from the first to the 6 th day and the Shabbat day rest.	Partially diligent in studying Genesis 1 and 2 and list partly the order of creation from the first to the 6 th day and the Shabbat day rest.	Not diligent in studying Genesis 1 and 2 and list less of the order of creation from the first to the 6 th day and the Shabbat day rest.	
Interpret the significance in the order of creation and the life in each realm relating to the Ten Commandments	Interpret very clearly the significance in the order of creation and all the life in each realm relating to the Ten Commandments and how they impact peoples actions.	Interpret clearly the significance in the order of creation and some of the life in each realm relating to the Ten Commandments and how they impact peoples actions..	Interpret less clearly the significance in the order of creation and few of the life in each realm relating to the Ten Commandments and how they impact peoples actions..	Not clearly explain the significance in the order of creation and less or none of the life in each realm relating to the Ten Commandments and how they impact peoples actions.	
Explain the attribute of God in each realm.	Very clearly explain the attribute of God in each realm with	Clearly explain the attribute of God in each realm.	Explain less clearly the attribute of God in each realm.	Cannot clearly explain the attribute of God in each realm.	
Evaluate the phrases in the beginning... and God saw that it was good..... Gen 1:4,10,12,18,21,31	Very competently evaluate the phrases in the beginning... and God saw that it was good..... Gen 1:4,10,12,18,21,31	Competently evaluate the phrases in the beginning... and God saw that it was good..... Gen 1:4,10,12,18,21,31	Less competent in evaluate the phrases in the beginning... and God saw that it was good..... Gen 1:4,10,12,18,21,31	Not competent evaluate the phrases in the beginning... and God saw that it was good..... Gen 1:4,10,12,18,21,31	

Model Rubric

Performance Assessment Criteria	Advanced 4	Proficient 3	Progressing 2	Beginning 1	Score
Sketch of model and measurements	Draw a very detailed sketch of the model with all measurements.	Draw a fairly detailed sketch of the model with some measurements.	Draw a poorly detailed sketch of the model with few measurements.	Draw a very poorly detailed sketch of the model with no measurements.	

Materials to make the model	Select the most appropriate materials to create the model.	Select the appropriate materials to create the model.	Select less appropriate materials to create the model.	Select materials that are not appropriate to create the model.	
Steps to Create the model	Very diligently follow the steps to create the model.	Diligently follow the steps to create the model.	Partially diligent in following the steps to create the model.	Not diligently following the steps to create the model.	
Completed model including the life therein as created by God	Very creatively designed and complete model including the life therein as created by God and shows purity.	Creatively designed and almost complete the model including the life therein as created by God and shows	Less creatively designed and partial complete model including the life therein as created by God and shows purity	Not creatively designed and incomplete model including the life therein as created by God and shows purity.	

Use the RUBRIC for scoring rubric.

Completed model including the life therein as created by God	Very creatively designed and complete model including the life therein as created by God and shows purity.	Creatively designed and almost complete the model including the life therein as created by God and shows	Less creatively designed and partial complete model including the life therein as created by God and shows purity	Not creatively designed and incomplete model including the life therein as created by God and shows purity.	/4
					/16

Strand 3

Performance Assessment Template – for Projects Assignments

Strand: Christian Citizenship and Society

Unit: one Christian Civic System

Content Standard: 3.1

Benchmark: 7.3.1.1 Examine how Christian values influence the education systems and impact citizen's perceptions of their citizens roles and responsibilities.

Learning Objective: Assess and describe the impacts of Christian education on civics and social engagement and their programs in the community.

Topic: Advantages and disadvantages of the right of free movement and residency

Purpose of Assessment:

For students to identify the factors, challenges and issues encountered from the rights to free movement and residency.

Assessment Strategy: Group work

Duration: 2-3weeks

Time/Date of Administration:

Due Date/Time:

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

design pamphlets outlining the right to freedom of movement and residency

Performance Tasks:

Design pamphlets outlining the factors, challenges and issues encountered from the rights to free movement and residency.

Performance Assessment Criteria

Designing pamphlets outlining the factors, challenges and issues encountered from the rights to free movement and residency

Name: _____ grade _____ Total Mark score : /16

Criteria	Exceeds expectations 4	Meets expectations 3	Almost meet expectation 2	Below expectations 1	Score 16/16
Pamphlet layout	Pamphlet is very well laid out, clearly outlining sections on the theme.	Pamphlet is well laid out, outlining sections on the theme	Pamphlet is exceptionally well laid out, outlining sections on the theme	Pamphlet does not meet required laid out for each sections on the theme	
Presentation of information	Work is neat, and interesting. and the of quality presentation is of high quality.	Work is neat, and interesting and the of quality presentation of work is very good	Work is neat, and interesting and the of quality presentation of work is satisfactory	Work is neat, interesting but need to improve the quality of work presentation	
Creativity	Diagrams, pictures, drawings and ideas are original and captivating and very attractive.	Diagrams, pictures, drawings and ideas are original and captivating and add effectiveness to the overall pamphlet	Diagrams, pictures, drawings and ideas are original and captivating and add effectiveness to the overall pamphlet	Diagrams, pictures, drawings and ideas are original and captivating and add effectiveness to the overall pamphlet	
Content	It is clear that the students thoroughly understand the core concepts and information well organised	It is clear that the students understands the core concepts and information generally organised	It is clear that the students partially understands the core concepts and Information partially organised	It is clear that the students did not understands the core concepts and lacks organization of information	

1. Creation of a Booklet	Create an A5 Booklet of 10 pages with cover and content pages compiling more comprehensive text descriptions, very relevant Bible verses of creation and well selected illustrative verses of core principles of creation.	Create an A5 Booklet of 10 pages with a cover page and content page compiling less comprehensive text descriptions, less relevant bible verses of creation and poorly selected illustrative verses of core principles of creation.	Create an A5 Booklet of 10 pages with a cover page and content page compiling less comprehensive text descriptions, not relevant bible verses of creation and very poorly selected illustrative verses of core principles of creation.	2 / 3
2. Principles in the creation in each day.	Identify and most greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by fittingly describing it.	Identify and greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by sufficiently describing it.	Identify and less greatly appreciate the core principles in the creation in each day (Day 1-6 and the Shabbat Day rest) by inadequately describing it.	3 / 3
3. Illustrations and supporting bible verses	Provide very beautiful illustrative Bible verses and very appropriate selection of supporting bible verses.	Provide very beautiful illustrative Bible verses and very appropriate selection of supporting bible verses.	Provide less beautiful illustrative Bible verses and inappropriate selection of supporting bible verses.	2 / 3
4. Summary of the purpose of God's creation.	Write a detailed summary of the purpose of God's creation using vivid descriptions that show reverence of God.	Write a less detailed summary of the purpose of God's creation using bland descriptions that show reverence of God..	Write a brief detailed summary of the purpose of God's creation using dreary descriptions that show reverence of God.	3 / 3
				10 /12

4. Using the RUBRIC as a grading rubric.

Performance Assessment Criteria	Proficient	Progressing	Beginning	Score
	12 - 9	8 - 5	4 - 0	
	100% - 75%	66% - 42%	33% - 0%	
	A	B	C	

Glossary

Terms	Definition
21st Century skills	the skills that are required to enable an individual to face the challenges of the 21 st Century world that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes.
Attributes of God	is an enumeration of his attributes : " God is a Spirit, infinite, eternal, and unchangeable in his being, wisdom, power, holiness, justice, goodness, and truth." This answer has been criticised, however, as having "nothing specifically Christian about it."
Christian Civic Organisation	a civil society organisation that exists to promote human well-being through development activities, guided by its understanding and application of the Christian faith'. These are their societal and organisational positioning, their purpose, types of activities, faith character and the importance of mission and development history as well as partnerships.
Christian Leadership	a dynamic relational process in which people, under the influence of the Holy Spirit, partner to achieve a common goal - it is serving others by leading and leading others by serving
Christian principles	Living with Godly Morals, Values and Instruction. The Bible is inspired, inerrant, and gives us timeless teaching to build our lives upon. Most importantly, the Bible is God's revelation of Himself. Christians should read and meditate upon God's Word in order to learn what He is like, and to learn how to obey Him
Citizenship	the position or status of being a citizen of a particular country.
Civic identities	From informal community activities to formalised political processes and affairs of state, civic identity involves formation and negotiation of personal and group identities as they relate to presence, role, and participation in public life.
Civic leadership	embrace all leadership activity that serves a public purpose in the city region. Civic leaders are found in the public, private, and community/voluntary sectors and they operate at many geographical levels – from the street block to the entire city region and beyond.
Collective Guilt	Collective guilt refers to the sins of our fathers or ancestors but have been inherited to become the sins of the present generation. Guilt is calculated by blood or other affinity, not by individual choice. Collective guilt is a most dangerous idea. Its classic reference is found in Ezekiel 18. Sons are not to be punished for their father's sins; nor are fathers punished for the sins of their sons. Collective guilt "justifies" hatred and punishment of someone for something that he did not do. In the cultural PNG context, collective guilt is often passed down from one generation to another if there was a killing and the tribe or clan is found guilty of another person's death. From the year of killing, the sin of someone is remembered as the sin of the clan, tribe or family.
Communication	the imparting or exchanging of information by speaking, writing, or using some other medium.
Fallen angels	(in Christian, Jewish, and Muslim tradition) an angel who rebelled against God and was cast out of heaven
Governance	the action or manner of governing a state, organisation, rule; control.

References

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

Department of Education (2018) *Christian and Citizenship Values Education Framework* (2018) Port Moresby.

Department of Education (2018) *Draft Christian and Citizenship Values Education Grades 1, 2 and 3 Syllabus*. Port Moresby.

Department of Education (2006) *Assessment and Reporting – Lower and Upper Primary*. Port Moresby.

Jack Wellman (1988), *Mulvane Brethren Church*, Kansas, USA.

King James Version Bible Mini Pocket ed.(2012) Holy Bible, Christian Art Publishers.

Matane, P (1986), *A Philosophy of Education for Papua New Guinea*, Ministerial Committee Report, Education Print shop, Port Moresby.

www.dictionary.com/browse/rule-of-law.

PNG Transparency International Teacher Resource Book (2016) Civic Education in PNG Schools, Port Moresby.

PNG Transparency International Book of Background Readings for Teachers (2016) Civic Education in PNG Schools, Port Moresby.

TIPNG (year), *Civic Education in PNG Schools – Teacher Resource Book*, Port Moresby.

United Nations Universal Declaration of Human Rights (1948). United Nations.

Beane, J. A. (1997). *Curriculum integration: Designing the core of democratic education*. New York, NY: Teachers College Press.

Jacobs, H.H., (Ed.) (1989). *Interdisciplinary curriculum: Design and implementation*. Alexandria, VA: ASCD.

Jackson, A.Y. (2005). Curriculum integration. In V.A. Anfara, Jr., G. Andrews, & S.B. Mertens (Eds.), *The encyclopedia of middle grades education* (pp. 165-167). Greenwich, CT: Information Age Publishing

AHRC Creative Commons information

© Australian Human Rights Commission 2016.

To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/legalcode>.

In essence, you are free to copy, communicate and adapt the publication, as long as you attribute the Australian

Human Rights Commission and abide by the other licence terms.

Please give attribution to: © Australian Human Rights Commission 2016.
Zavada, Jack. «Introduction to the Book of Deuteronomy.» Learn Religions,
Apr. 17, 2019, learnreligions.com/book-of-deuteronomy-701119.

<https://overviewbible.com>.

<https://newspring.cc/serving>.

© 2019 <https://GoodSalt Inc>.

All Rights Reserved 800-805-8001

<https://www.transformationthurrock.com> at 08:05 on 28 August 2019

<https://www.thenational.com.pg>

© 2016 by Rick Warren. All rights reserved. Used by permission.thelife.com

<http://www.apostle.org/lectures/ffm.htm>

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&-cad=rja&uact=8&ved=2ahUKEwjL6bu1h6XkAhWEX30KHeICBuYQFjAAegQI-ARAB&url=https%3A%2F%2Fwww.amazon.com%2FForgotten-Ways-Reactivating-Missional-Church%2Fdp%2F1587431645&usg=AOvVaw0L0mdLkH-f985DntZ2mH9XG>

The Forgotten Ways: Reactivating the Missional Church

Paperback: 304 pages

Publisher: Brazos Press; 5TH edition (April 1, 2009).

Language: English

ISBN-10: 1587431645

ISBN-13: 978-1587431647

<http://www.forumsec.org/pages.cfm/about-us/>

Teachers Resource Book, Civic Education in Papua New Guinea

TIPNG Resource Book page 327, Understanding Civil Society & the State in

https://en.wikipedia.org/wiki/Good_governance

Appendices

APPENDIX 1: BLOOM'S TAXONOMY

LEVEL OF UNDERSTANDING	KEY VERBS
<p>CREATING</p> <p>Can the student create a new product or point of view?</p>	Construct, design, and develop, generate, hypothesize, invent, plan, produce, compose, create, make, perform, plan, produce, assemble, formulate,
<p>EVALUATING</p> <p>Can the student justify a stand or decision?</p>	Appraise, argue, assess, choose, conclude, critique, decide, defend, evaluate, judge, justify, predict, prioritize, provoke, rank, rate, select, support, monitor,
<p>ANALYZING</p> <p>Can the student distinguish between the different parts?</p>	Analyzing, characterize, classify, compare, contrast, debate, criticise, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organise, outline, relate, research, separate, experiment, question, test,
<p>APPLYING</p> <p>Can the student use the information in a new way</p>	Apply, change, choose, compute, dramatize, implement, interview, prepare, produce, role play, select, show, transfer, use, demonstrate, illustrate, interpret, operate, sketch, solve, write,
<p>UNDERSTANDING</p> <p>Can the student comprehend ideas or concepts?</p>	Classify, compare, exemplify, conclude, demonstrate, discuss, explain, identify, illustrate, interpret, paraphrase, predict, report, translate, describe, classify,
<p>REMEMBERING</p> <p>Can the student recall or remember the information?</p>	Define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write, duplicate, memorise, recall, repeat, reproduce, state,

APPENDIX 2: 21ST CENTURY SKILLS

WAYS OF THINKING	Creativity and innovation <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Competency in written and oral language • Open minded and preparedness to listen • Sensitivity to cultural differences Collaboration and teamwork <ul style="list-style-type: none"> • Interact effectively with others • Work effectively in diverse teams • Prioritise, plan and manage projects
TOOLS FOR WORKING	Information literacy <ul style="list-style-type: none"> • Access and evaluate information • Use and manage information • Apply technology effectively ICT literacy <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Communicate constructively in different social situations • Understand different viewpoints and perspectives Life and career <ul style="list-style-type: none"> • Adapt to change • Manage goals and time • Be a self-directed learner • Interact effectively with others

APPENDIX 2: 21ST CENTURY SKILLS

WAYS OF THINKING	<p>Creativity and innovation</p> <ul style="list-style-type: none"> • 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	<p>Communication</p> <ul style="list-style-type: none"> • 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	<p>Information literacy</p> <ul style="list-style-type: none"> • 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	<p>Citizenship – global and local</p> <ul style="list-style-type: none"> • 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

APPENDIX 3: TEACHING AND LEARNING STRATEGIES

STRATEGY	TEACHER	STUDENTS
<p>CASE STUDY Used to extend students' understanding of real life issues</p>	<p>Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate.</p>	<p>Study the case study and identify the problem addressed. They analyse the problem and suggest solutions supported by conceptual justifications and make presentations. This enriches the students' existing knowledge of the topic.</p>
<p>DEBATE A method used to increase students' interest, involvement and participation</p>	<p>Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/standard to be achieved.</p>	<p>Conduct 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>
<p>DISCUSSION The purpose of discussion is to educate students about the process of group thinking and collective decision.</p>	<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.</p>	<p>Students ponder over the question and answer by providing ideas, experiences and examples. Students participate in the discussion by exchanging ideas with others.</p>
<p>GAMES AND SIMULATIONS Encourages motivation and creates a spirit of competition and challenge to enhance learning</p>	<p>Being creative and select appropriate games for the topic of the lesson. Give clear instructions and guidelines. The game selected must be fun and build a competitive spirit to score more than their peers to win small prizes.</p>	<p>Go into groups and organise. Follow the instructions and play to win</p>

APPENDIX 3: TEACHING AND LEARNING STRATEGIES

STRATEGY	TEACHER	STUDENTS
<p>CASE STUDY Used to extend students' understanding of real life issues</p>	<p>Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate.</p>	<p>Study the case study and identify the problem addressed. They analyse the problem and suggest solutions supported by conceptual justifications and make presentations. This enriches the students' existing knowledge of the topic.</p>
<p>DEBATE A method used to increase students' interest, involvement and participation</p>	<p>Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/ standard to be achieved.</p>	<p>Conduct 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>
<p>DISCUSSION The purpose of discussion is to educate students about the process of group thinking and collective decision.</p>	<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.</p>	<p>Students ponder over the question and answer by providing ideas, experiences and examples. Students participate in the discussion by exchanging ideas with others.</p>
<p>GAMES AND SIMULATIONS Encourages motivation and creates a spirit of competition and challenge to enhance learning</p>	<p>Being creative and select appropriate games for the topic of the lesson. Give clear instructions and guidelines. The game selected must be fun and build a competitive spirit to score more than their peers to win small prizes.</p>	<p>Go into groups and organise. Follow the instructions and play to win</p>

<p>OBSERVATION</p> <p>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</p> <ul style="list-style-type: none"> • Observe and ask essential questions • Record • Interpret
<p>PEER TEACHING & LEARNING (<i>power point presentations, pair learning</i>)</p> <p>Students teach each other using different ways to learn from each other. It encourages; team work, develops confidence, feel free to ask questions, improves communication skills and most importantly 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>dramatization, song/lyrics, wall magazines</i>)</p> <p>Encourages creativity and take on the overarching ideas of the topic and are able to recall them at a later date</p>	<p>Students are given the opportunity to perform the using the main ideas of a topic. Provide the guidelines, expectations and the set criteria</p>	<p>Go into their established working groups. Being creative and create dramas, songs/lyrics or wall magazines in line with the topic.</p>
<p>PROJECT (individual/group)</p> <p>Helps students complete tasks individually or collectively</p>	<p>Teacher outline the steps and procedures of how to do and the criteria</p>	<p>Students are involved in investigations and finding solutions to problems to real life experiences. They carry out researches to analyse the causes and effects of problems to provide achievable solutions. Students carefully utilise the problem-solving approach to complete projects.</p>
<p>USE MEDIA & TECHNOLOGY to teach and generate engagement <u>depending on the age of the students</u></p>	<p>Show a full movie, an animated one, a few episodes 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>

APPENDIX 4: ASSESSMENT STRATEGIES

STRATEGY	DESCRIPTION
ANALOGIES	Students create an analogy between something they are familiar with and the new information they have learned. When asking students to explain the analogy, it will show the depth of their understanding of a topic.
CLASSROOM PRESENTATIONS	A classroom presentation is an assessment strategy that requires students to verbalize their knowledge, select and present samples of finished work, and organise their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.
CONFERENCES	A conference is a formal or informal meeting between the teacher and a student for the purpose of exchanging information or sharing ideas. A conference might be held to explore the student's thinking and suggest next steps; assess the student's level of understanding of a particular concept or procedure; and review, clarify, and extend what the student has already completed
DISCUSSIONS	Having a class discussion on a unit of study provides teachers with valuable information about what the students know about the subject. Focus the discussions on higher level thinking skills and allow students to reflect their learning before the discussion commences.
ESSAYS	An essay is a writing sample in which a student constructs a response to a question, topic, or brief statement, and supplies supporting details or arguments. The essay allows the teacher to assess the student's understanding and/or ability to analyse and synthesize information.
EXHIBITIONS/ DEMONSTRATIONS	An exhibition/demonstration is a performance in a public setting, during which a student explains and applies a process, procedure, etc., in concrete ways to show individual achievement of specific skills and knowledge.
INTERVIEWS	An interview is a face-to-face conversation in which teacher and student use inquiry to share their knowledge and understanding of a topic or problem, and can be used by the teacher to explore the student's thinking; assess the student's level of understanding of a concept or procedure and gather information, obtain clarification, determine positions, and probe for motivations.
LEARNING LOGS	A learning log is an ongoing, visible record kept by a student and recording what he or she is doing or thinking while working on a particular task or assignment. It can be used to assess student progress and growth over time.
OBSERVATION	Observation is a process of systematically viewing and recording students while they work, for the purpose of making programming and instruction decisions. Observation can take place at any time and in any setting. It provides information on students' strengths and weaknesses, learning styles, interests, and attitudes.
PEER ASSESSMENT	Assessment by peers is a powerful way to gather information about students and their understanding. Students can use set criteria to assess the work of their classmates.
PERFORMANCE TASKS	During a performance task, students create, produce, perform, or present works on "real world" issues. The performance task may be used to assess a skill or proficiency, and provides useful information on the process as well as the product.

PORTFOLIOS	A portfolio is a collection of samples of a student's work, and is focused, selective, reflective, and collaborative. It offers a visual demonstration of a student's achievement, capabilities, strengths, weaknesses, knowledge, and specific skills, over time and in a variety of contexts.
QUESTIONS AND ANSWERS (ORAL)	In the question-and-answer strategy, the teacher poses a question and the student answers verbally, rather than in writing. This strategy helps the teacher to determine whether students understand what is being, or has been, presented, and helps students to extend their thinking, generate ideas, or solve problems.
QUIZZES, TESTS, EXAMINATIONS	A quiz, test, or examination requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short; examinations are usually longer. Quizzes, tests, or examinations can be adapted for exceptional students and for re-teaching and retesting.
QUESTIONNAIRES	Questionnaires can be used for a variety of purposes. When used as a formative assessment strategy, they provide teachers with information on student learning that they can use to plan further instruction.
RESPONSE JOURNALS	A response journal is a student's personal record containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. The response journal can be used as an assessment tool in all subject areas.
SELECTED RESPONSES	Strictly speaking a part of quizzes, tests, and examinations, selected responses require students to identify the one correct answer. The strategy can take the form of multiple-choice or true/false formats. Selected response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.
STUDENT SELF-ASSESSMENTS	Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning. It is the student's own assessment of personal progress in terms of knowledge, skills, processes, or attitudes. Self-assessment leads students to a greater awareness and understanding of themselves as learners.

APPENDIX 5: Standard-Based Lesson Plan (STEAM integrated) Template

TOPIC:

Lesson Topic:

Grade:

Length of Lesson:

National Content Standard:

Grade-Level Benchmark

Essential Knowledge, Skills, Values, and Attitudes

Knowledge

Skills:

Values:

Attitudes

STEAM Knowledge and Skill

Knowledge:

Skill:

Performance Indicator:

STEAM Performance Indicator:

Materials:

Lesson Objective:

Essential Questions:

Lesson Procedure

Teacher Activities	Student Activities
Introduction	
Body	
Modelling	
Guided Practice	
Independent Practice	
Conclusion	

'FREE ISSUE - NOT FOR SALE'