

Christian & Citizenship Values Education

Teacher's Guide

Grade 8

A person wearing a grey sweater is holding a black book with the words "HOLY BIBLE" printed in white on the cover. The background features a stylized orange and grey pattern with traditional motifs.

HOLY BIBLE

Standards-Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

Christian and Citizenship Values Education

Teacher Guide

Grade 8

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.....	3
How to use the Teacher Guide.....	5
Syllabus and Teacher Guide Alignment.....	10
Learning and Performance Standards.....	12
Core Curriculum.....	16
Science Technology Engineering Arts and Mathematics.....	18
Curriculum Integration.....	34
Essential Values, Attitudes, Skills and Knowledge.....	38
Teaching and Learning Strategies.....	43
Strands, Units and Topics.....	44
Unit of Work.....	45
Strand 1: Biblical Principles and Values.....	47
Strand 2: Christian Civic Identities, Systems and Principles.....	70
Strands 3: Christian Citizenship and Society.....	90
Strand 4: Christian Leadership and Governance.....	109
Planning and Programming.....	138
SBC Sample Lesson Plan Procedure.....	157
Assessment, Monitoring and Reporting.....	163
Glossary.....	186
References.....	188
Appendices.....	191

Acknowledgements

The Citizenship and Christian Values Education Teacher Guide for Grade 8 was developed by the Curriculum Development Division of the Department of Education and was coordinated by Mirou Avosa with assistance from Hilda Tapungu Norrie, CCVE Coordinator Celine Vavetaovi the Subject Curriculum Group (SCG).

Writers from schools, tertiary institutions and non-government organisations have contributed to the writing of this teacher guide through specialist writing workshops and consultations. Quality assurance groups and CCVE Subject Curriculum Group have also contributed to the development of this teacher guide. They are all acknowledged for their support and contributions.

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

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

- 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 ultimate aim of Standards-Based Education in Papua New Guinea (PNG) is to prepare students for careers, higher education, and citizenship. This means that education should focus on developing and equipping students with essential knowledge, skills, values, and attitudes that they can use in all spheres of their lives. Education must therefore aim to provide all children an equal opportunity to achieve high academic standards that are internationally comparable.

The Christian and Citizenship Values Education (CCVE) Teacher Guide was developed as a support document for the implementation of the Christian and Citizenship Values Education for Grade 8. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessment tasks with suggested teaching and learning strategies that teachers can use to work towards achievements of content standards in the syllabus.

The Citizenship and Christian 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 8 students in Papua New Guinea Schools.

Christian and Citizenship Values Education content 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 Citizenship and Christian Values Education content 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 8.

The Christian and Citizenship Values Education subject has 4 strands and 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 Citizenship and Christian Values Education. Teachers are encouraged to read and understand the Subject content standards of both Citizenship and Christian Values Education and Christian Religious Education so that appropriate teaching programs are designed to help the students learn citizenship values from Grade Prep to Grade 12.

The Christian and Citizenship Values Education Teachers teaching Grade 8 are instructed to use the Grade 8 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 Grade 8 in all schools throughout Papua New Guinea.



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

Introduction

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

The course is organised into 4 strands. These are Biblical Values and Principles, Christian Civic Identities and Principles, Christian Citizenship and Society, and Christian Governance and Leadership. 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 8 Teacher Guide provides information and guidelines to assist Grade 8 teachers interpret, translate and deliver the prescribed Citizenship and Christian Values Education content in the Grade 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 consists of suggested lesson titles with essential values, attitudes, knowledge and skills, and guided lessons to assist teachers to plan their lessons. This guide also contains samples of assessment tasks in the affective domain to help teachers to create assessment tasks for the intended content standard. The teacher guide provides teachers with the opportunity to prepare learning activities that will motivate students to think critically and communicate ideas freely with others, and therefore, teachers are encouraged to use the guide to innovate more interesting and challenging learning activities to suit different students' needs.

Christian and Citizenship Values subject content is linked to all the other subjects taught in Grade 8, in the high school level such as English, Mathematics, Science, Social Science, Arts, Character and Social Development, Physical Education, Technology and Industrial Arts, Geography, Environmental Studies, History, Economics, Business Studies and ICT.

The Grade 8 Christian and Citizenship Values Education is timetabled for 120 minutes per week. One forty (40) minute lesson is to be used by Christian Religious Education (CRE), while eighty (80) minutes will be used for Christian and Citizenship Values Education. Teachers can use the time allocated to do their time table or program according to their school needs.

Teachers must note that the Grade 8 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 Citizenship and Christian Values Education has accommodated for two other pathways: the Spiritual Education Conceptual Framework and the Christian Religious Education Framework to enable teachers to develop subject content that is relevant and appropriate to their practice.

Structure of the Teacher Guide

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

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

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

Purpose of the Teacher Guide

This teacher guide describes what all teachers should know and do to effectively plan, teach, and assess Grade 8 Christian and Citizenship Values Education content to enable all students to attain the required learning and proficiency standards. The overarching purpose of this teacher guide is to help teachers to effectively plan, teach, assess, evaluate, report and monitor students' learning and mastery of national and grade-level expectations. That is, the essential knowledge, skills, values and attitudes (KSVAs) described in the content standards and grade-level benchmarks, and their achievement of the national and grade-level proficiency standards.

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

To this end, teachers are expected to:

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

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

How to use the Teacher Guide

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

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

Determine Learning Objectives and Lesson Topics

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

Identify and Teach Grade Appropriate Content

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

Integrate the Core Curriculum in Lesson Planning, Instruction and Assessment

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

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

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

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

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

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

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

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

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

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

Plan Standards-Based Lessons

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

Use Standards-Based Assessment

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

Make informed Judgements About Students' Learning and Progress Towards Meeting Learning Standards

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

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

Prepare Students' Performance Reports

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

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

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

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

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

Develop additional Benchmarks

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

Avoid Standardisation

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

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

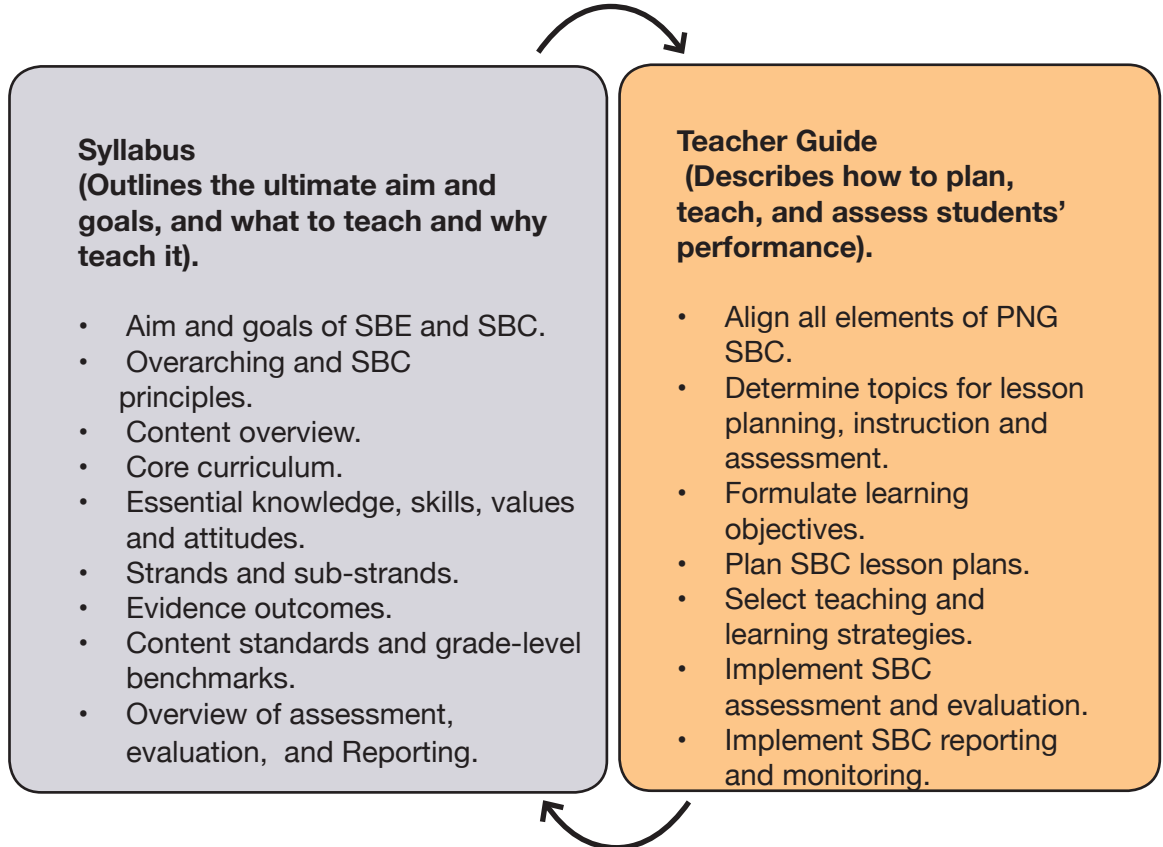
Syllabus and Teacher Guide Alignment

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

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

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

Figure 1: Syllabus and teacher guide alignment.



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

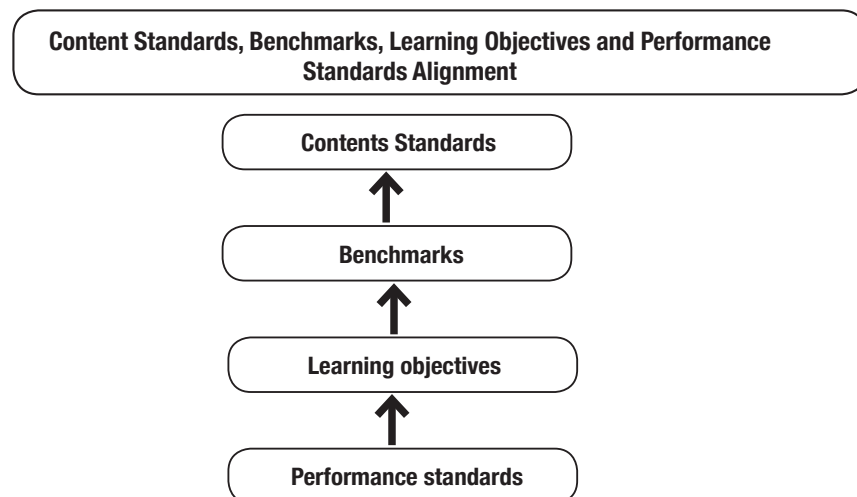
This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 8 Christian and Citizenship Values Education content.

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

Learning and Performance Standards Alignment

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

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



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

Learning and Performance Standards

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

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

Content Standards

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

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

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

Benchmarks

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

Grade-level benchmarks:

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

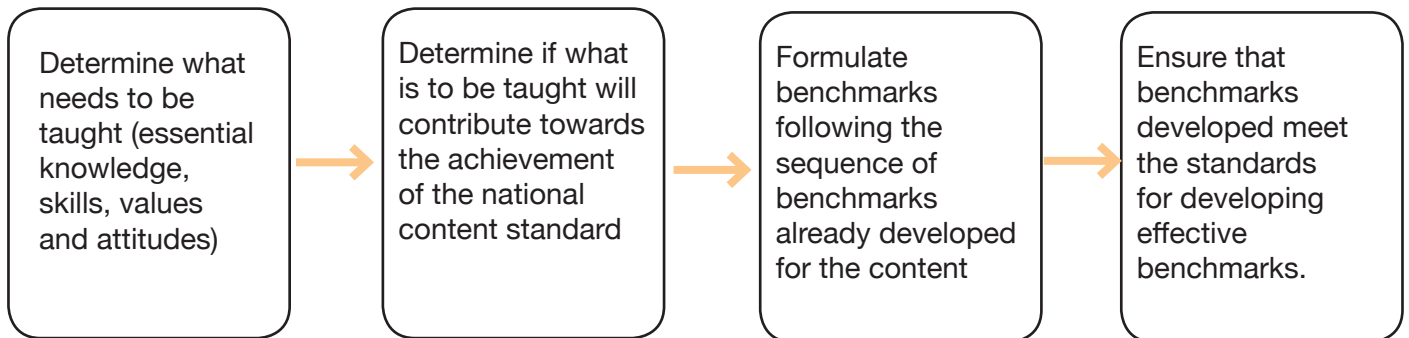
2. Approach for Setting National Content Standards and Grade-Level Benchmarks



Development of Additional Benchmarks

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

3. Benchmark Development Process



Learning Objectives

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

Performance Standards

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

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

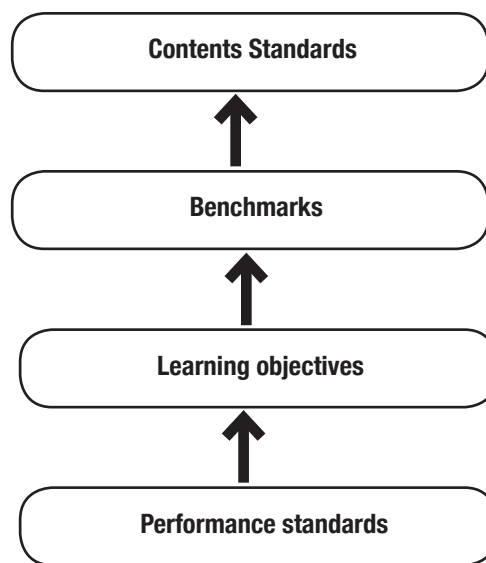
Proficiency Standards

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

Learning and Performance Standards Alignment

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

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



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

Core Curriculum

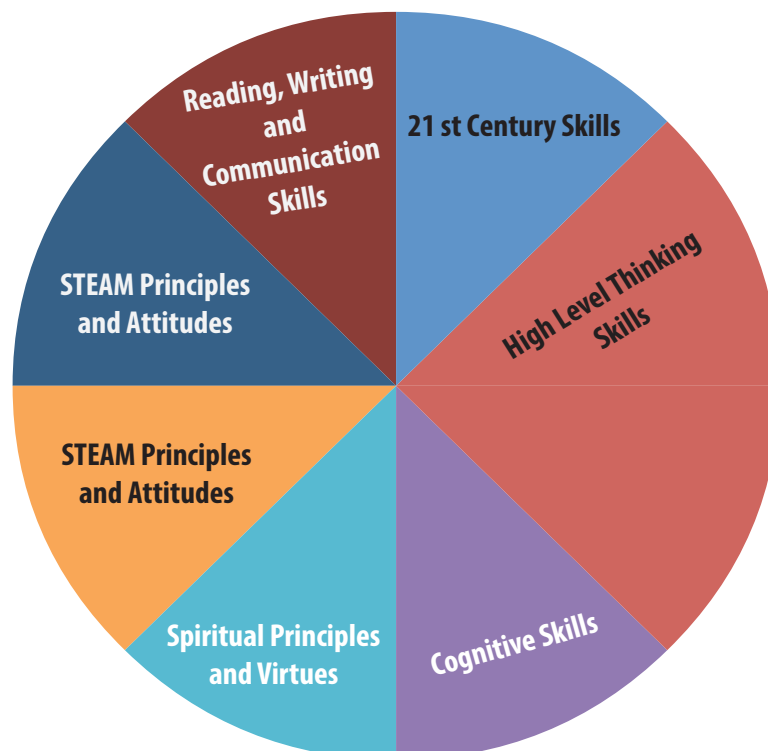
A core set of common learnings (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in modern/postmodern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

The core curriculum includes:

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

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

Figure 3: Core curriculum



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

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

Science Technology Engineering Arts Mathematics (STEAM) and Citizenship

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

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

Objectives

Students will be able to:

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

Content Overview

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

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

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

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

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

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

STEAM Problem-Solving Methods and Approaches

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

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

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

Engineering and Technology Problem Solving Methods and Approaches

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

Parts Substitution

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

Diagnostics

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

Troubleshooting

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

Reverse Engineering

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

Divide and Conquer

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

Extreme Cases

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

Trial and Error

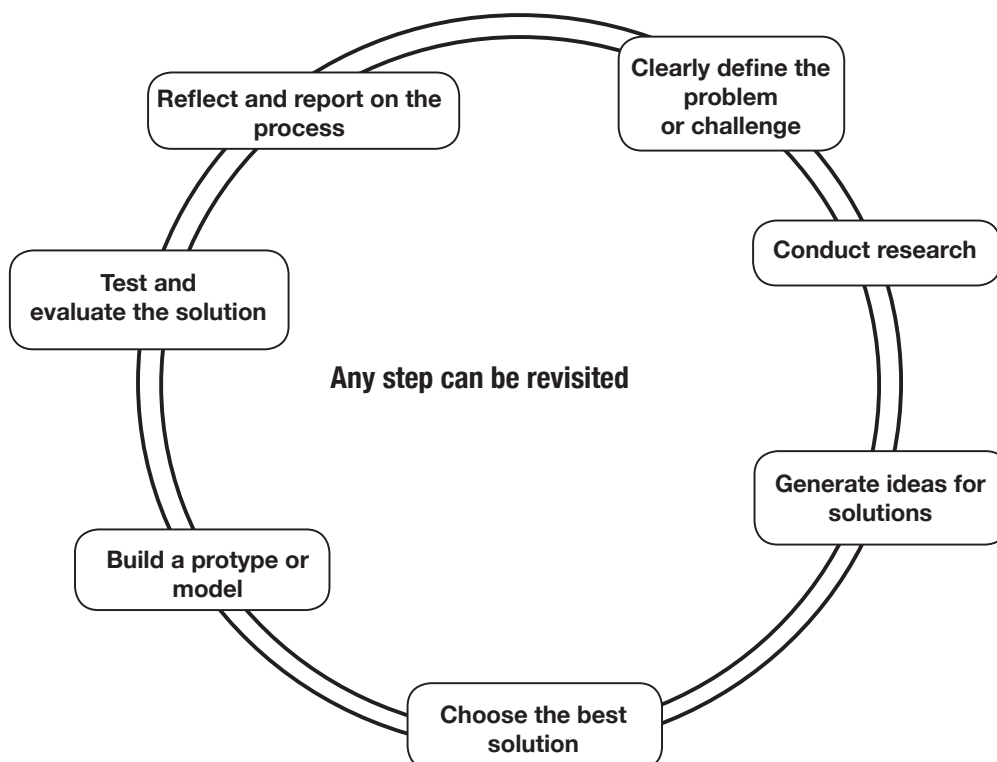
The trial and error method involves trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

Engineering Design Process

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

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

Figure 4: Engineering design process

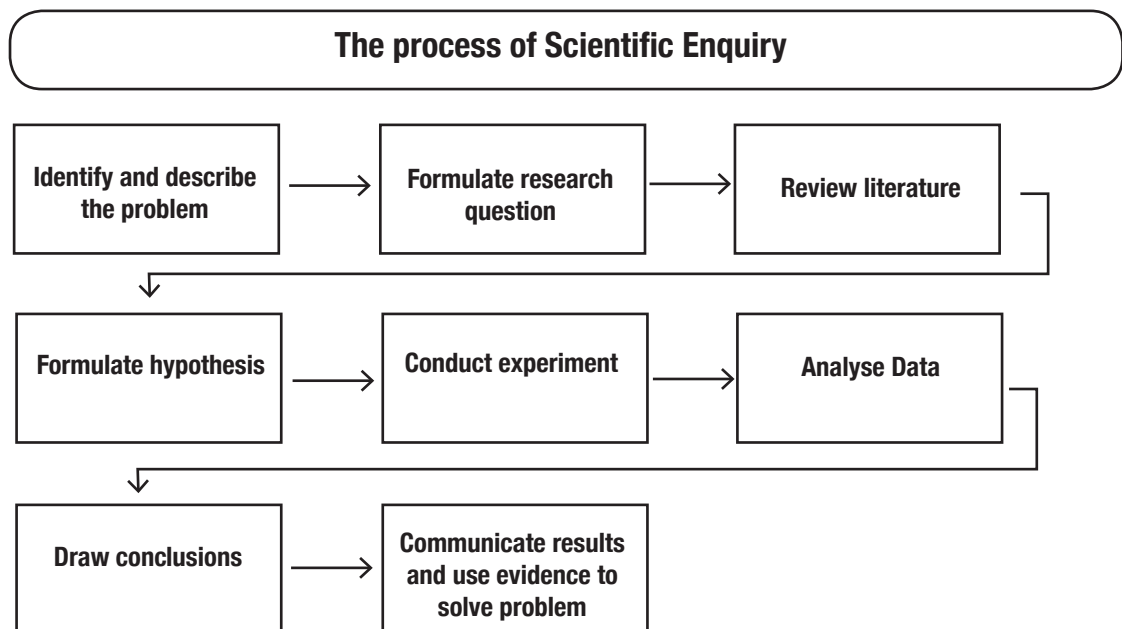


The Scientific Method and Approach to Problem-Solving

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

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

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



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

Step 1: Identify and describe the problem

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

Example: Observation

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

Step 2: Formulate research question

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

Example: Question

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

Step 3: Review literature

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

Example: Literature review

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

Step 4: Formulate hypothesis

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

Example: Hypothesis

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

Step 5: Conduct experiment

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

Example: Experimental Procedure

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

Result: The flashlight does not produce light.

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

Result: The flashlight does produce light.

- Write down these results.

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

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

Step 6: Analyse data

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

Example: Analysis

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

Step 7: Draw conclusions

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

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

Example: Valid Hypothesis

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

Example: Invalid Hypothesis

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

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

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

Step 8: Communicate findings

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

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

Example: Communication of findings

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

Artistic Design

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

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

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

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

STEAM-Based Lesson planning

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

Developing STEAM-based Lesson Plans

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

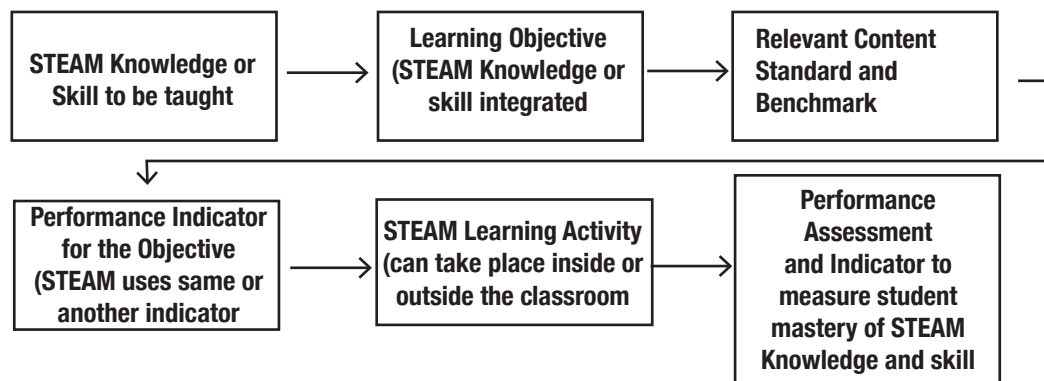
Integration of STEAM problem-solving skills into standards-based lesson plans.

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

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

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

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



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

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

STEAM Teaching Strategies

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

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

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

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

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

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

STEAM Learning Strategies

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

STEAM-BASED Assessment

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

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

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

Effective STEAM-Based Assessment Strategies

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

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

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

STEAM Learning Strategies

1. Rubrics

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

2. Performance-Based Assessments

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

3. Portfolio Assessment

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

4. Self-assessment

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

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

5. Peer assessment

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

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

6. Student Response System

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

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

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

Curriculum Integration

What is Curriculum Integration?

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

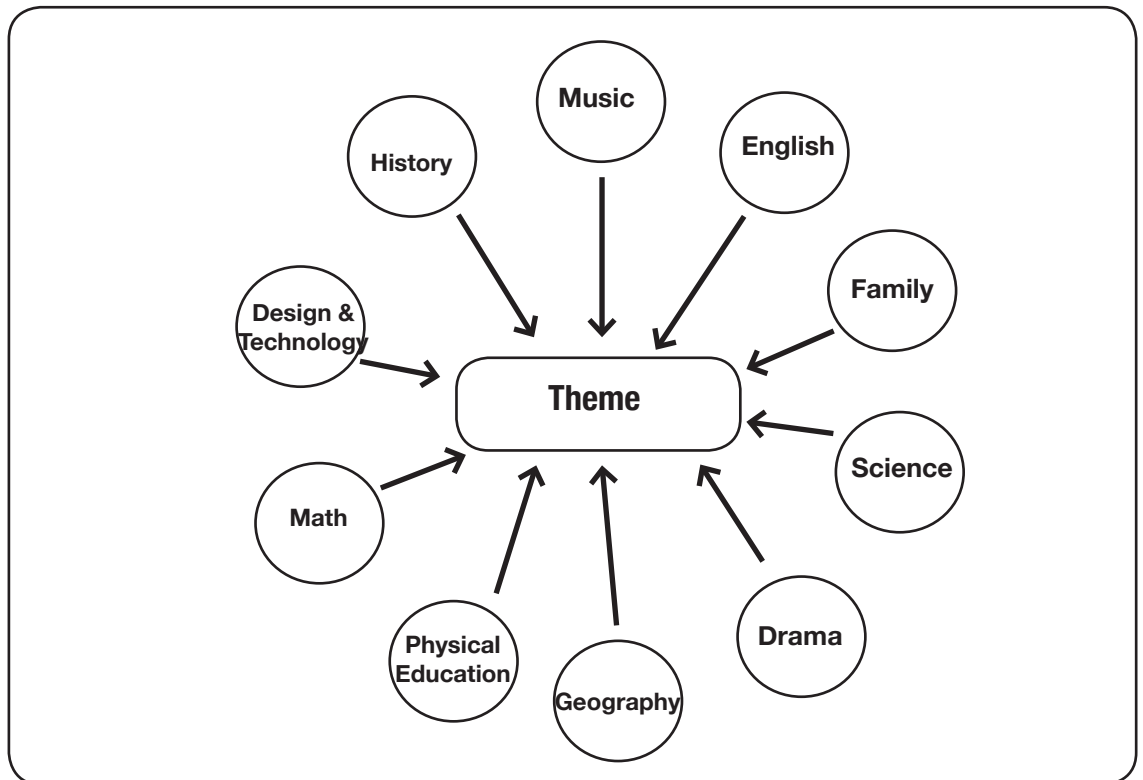
Teachers must develop an intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st Century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration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

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

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

1. (i) Multidisciplinary Approach

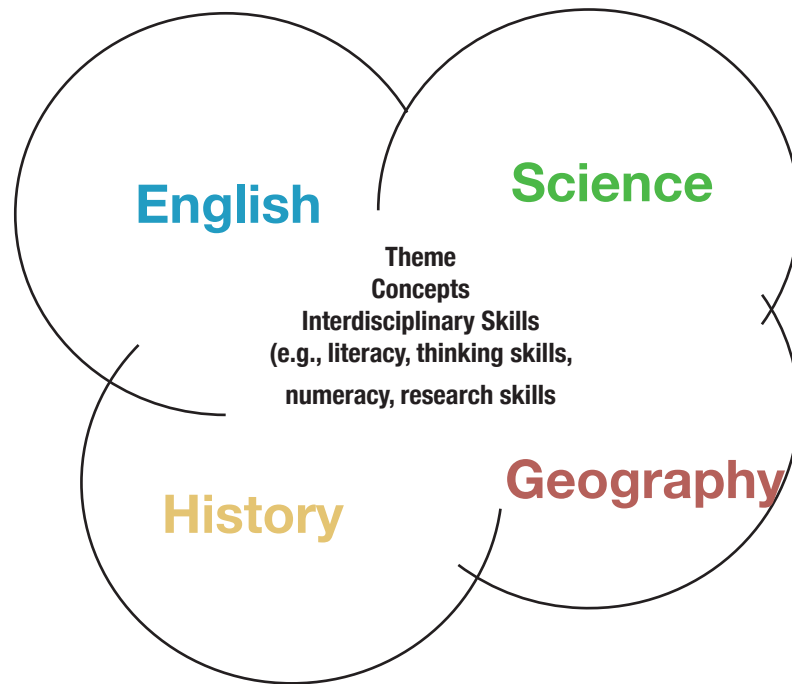
In this approach learning involves a theme or concept that will be taught right across all subject area of study by students. That is, content of a particular theme will be taught right across all subjects as shown in the diagram below. For instance, if the theme is the second coming of Jesus. All subject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



2. (ii) Interdisciplinary Approach

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

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



2. Intradisciplinary approach

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

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

3. Trans disciplinary approach

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

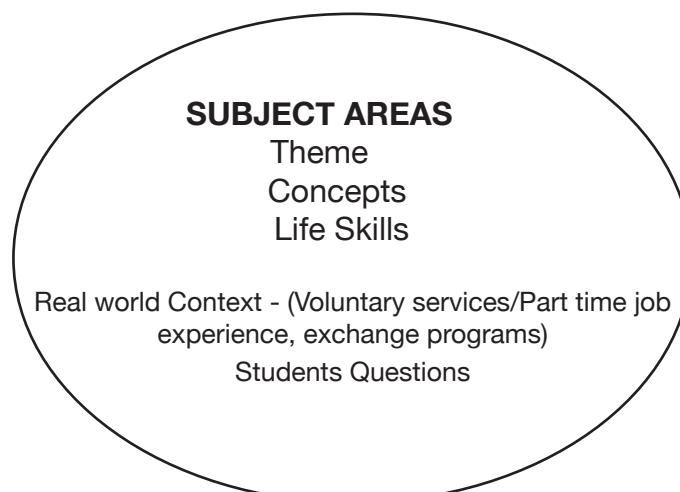
The three steps to planning project based curriculum (Chard 1998).

1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources.
2. The teacher finds out what the students already know and helps them generate questions to explore. The teachers will also provide resources for students and opportunities to work in the field.
3. Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project.

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

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

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



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

Essential Values, Attitudes, Skills and Knowledge

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

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

Types of Knowledge

There are different types of knowledge. These include:

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

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 8. It consists of;

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

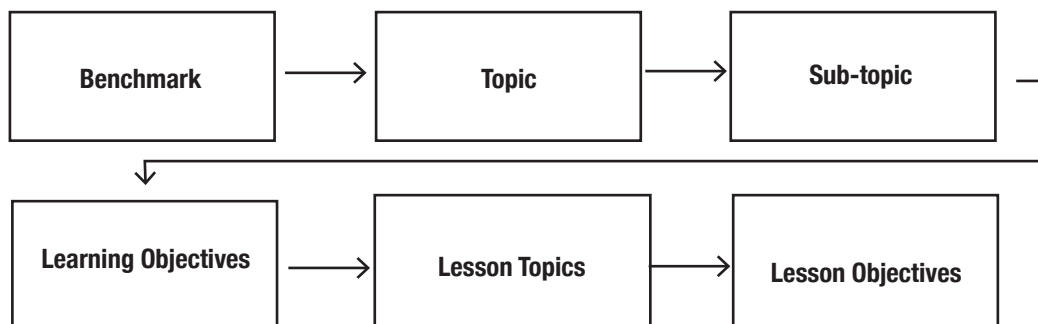
Christian and Citizenship Values Education is organised around four main strands – Biblical Values and Principles, Christian Identities and Civic Principles, Christian Citizenship and Society, and Christian Leadership and Governance. These strands embed the content that students are expected to learn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

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

Identifying topics from benchmarks

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

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



Content expanded in the form of Unit of Work for Grade 8 teachers

This table below presents the proposed overview of the content for the four strands for grade 8 classes in junior high schools. Teachers are encouraged to read the overview carefully and understand the content that will be taught to the students as well as preparing learning resources.

CCVE Content - Grade 8

Strand	Unit	Content Standard	Benchmark	Topics	
1: Biblical Values and Principles	1: Biblical Values and Practices	8.1.1	8.1.1.1	Attributes of God not-existing in some contexts	
			8.1.1.2	The Characteristics of Yahweh-God	
			8.1.1.3	Essence of Yahweh -God's qualities	
	2: Ten Commandments : Gods Core Principles	8.1.2	8.1.2.1	Ten Commandments – 1&2 God's Core Principles	
			8.1.2.2	The Characteristics of Yahweh-God	
			8.1.2.3	Honour Yahweh God- the name of God	
2. Christian Identities and Civic Principles	Christian Identities	8.2.1	8.2.1.1	The process of representation of individual Christian civic identities	
			8.2.1.2	Relationship between individual Christian Civic identity and the civic identity of Jesus Christ	
	2. Civic Principles	8.2.2	8.2.2.1	How Christian Beliefs values, and principles shape individual Christian Civic Identifies	
			8.2.2.2	Influences of Christian values and principles on individual civic thinking behaviour and action	
	3. Christian Citizenship and Society	1. Christian Citizenship	8.3.1	8.3.1.1	The influence of Christian Civil Systems on the development agenda
				8.3.1.2	The Christian Believes and Values in Christian Political Organisation
2. Christian Citizen and Active Participation		8.3.2	8.3.2.1	Roles and Responsibilities of Christian citizens in communist societies Communist systems and processes	
			8.4.1.1	The Essence of Christian Leadership	
4. Christian Leadership and Govern-ance	1. Christian Ethical Leadership	8.4.1	8.4.1.2	Traits of Christian Ethical Leadership	
			8.4.1.3	Pillars of Christian Ethical Leadership	
			8.4.2	8.4.2.1	Political Governance
	8.4.2.2	Importance of Leadership in political governance			
	8.4.2.3	Equitable and inclusive distribution of goods and services			
	8.4.2.4	Biblical Values and Governance Leadership			
	8.4.2.5	Importance of Ethical Leadership			
	8.4.2.6	Effectiveness of the leadership code			
	8.4.2.7	Improving governance with Technology.			
	Good Governance	8.4.2	8.4.2.1	Political Governance	
8.4.2.2			Importance of Leadership in political governance		

Strand 1

Biblical Values and Principles



Strand 1: Biblical Values and Principles

Unit 1: Biblical Values and Practices

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

Benchmark: 8.1.1.1 Analyses different contexts in which the *attributes of God* are non-existent and propose ways of embedding the *attributes of God* in those different contexts

Learning Objective:

Students can identify and describe how to demonstrate the attribute of Yahweh-God in different contexts.

Topic 1: Attributes of God not-existing in different contexts

Performance Indicator:

1. Analyse some attributes of Yahweh-God in familiar and different contexts where attributes of God are non-existent

Essential Questions:

1. What are the attributes of Yahweh-God?
2. Why are attributes of God important?

Essential Values, Attitudes, Skills, and Knowledge;

- **Values:** Gods values Just and merciful, trustworthy, holy and righteous faithful, good, grace and love
- **Attitudes:** We must have reverence for Yahweh-God the Father, Son and Holy Spirit, sharing Yahweh-God's word with others, do unto others what others will do unto you and forgive one another and having humble behaviour towards others
- **Skills** Man must analyse different contexts that must show God's attributes, identify different attributes of Yahweh-God and describe ways of embedding attributes of God
- **Knowledge:** Know the attributes of God and that God's attributes must be used in different life situations, contexts where Yahweh-God's attributes are not existent

Content Background: Attributes of Yahweh-God

The attributes of Yahweh-God are the goodness or favour of Yahweh-God's Glory. Yahweh-God wants his children to live and be like him. The attributes of Yahweh-God are being elaborated according to God's word. Yahweh-God is eternal (in and beyond time, without beginning or end) - Psalm 90:2 *before the mountains were born or you brought forth the whole world from everlasting to everlasting you are Yahweh-God.* As children of Yahweh-God we must not question Yahweh-God's word in the Bible. Obey his word and we will live a long life on earth as eternal life. (Exodus 3:14) "Yahweh-God said to Moses, 'I AM WHO I AM. Moses had faith in Yahweh-God and led the Israelites to the promised land.

Gracious (giving beyond measure, from love) - 1 John 4:8 whoever does not love does not know Yahweh-God, because Yahweh-God is love. Love one another as the greatest commandment. We must show in action the love of Yahweh-God. In good or bad times we must love one another. John 3:16 Yahweh-God gave his life for all mankind on the cross of Calvary. The Love of Yahweh-God has no limits. Holy (sinless, and opposed to sin) - Leviticus 19:2 "Speak to the entire assembly of Israel and say to them: 'Be holy because I, the LORD your God, am holy. Yahweh-God is holy. He is spotless in his life. Therefore, Yahweh-God is encouraging us to stay holy. Let's not be tempted in all wrong doings but stay holy as God showed us.

Immutable (unchanging) - Malachi 3:6_I the LORD do not change. So you, the descendants of Jacob, are not destroyed. Yahweh-God never changed in his presence. He is the same yesterday, today and forever more. If we believe and have faith in him God will bless us and our young generation to come. Just (fair, and intent on making justice) - Deuteronomy 32:4_He is the Rock, his works are perfect all his ways are just. A faithful Yahweh-God who does no wrong, and just is he. God is the foundation and root of Life. When we are bound to his teaching we will flourish and grow a perfect life. Merciful (overflowing with active compassion) - Psalm 145:9 The Lord is good to all; he has compassion on all he has made. Yahweh-God's blessing upon mankind is righteous and love is overflowing. Always give praise and honour to Yahweh-God for what he had done for us.

Omnipotent (unlimited power) - Genesis 17:1 when Abram was ninety-nine years old, the LORD appeared to him and said, "I am Yahweh-God Almighty; walk before me faithfully and be blameless. Yahweh-God has the power to rule over his creation. When God is in control as children of Yahweh-God we can also manage our lives well.

Omnipresent (everywhere at the same time) - Jeremiah 23:24_who can hide in secret places so that I cannot see them?" declares the LORD. "Do not I fill heaven and earth?" declares the LORD. Yahweh-God is everywhere, in the sea, space or earth. We cannot hide any sinful things from Yahweh-God. Hence; we can give praise and thanksgiving to him not only in the church for worship as his presence is everywhere. Omniscient (all knowing) - John 21:17_the third time he said to him, "Simon son of John, do you love me?" Peter was hurt because Jesus asked him the third time, "Do you love me?" He said, "Lord, you know all things; you know that I love you. "Yahweh-God sees us through. When we pray and ask for anything in his name he already knows it. Yahweh-God is a giver of life.

Today there are many situations occurring around us. In some of them it is very hard to find Yahweh-God's attributes being applied by people. For example, the attribute of Yahweh-God being righteous, holy, and perfect. Invite Yahweh-God to be our foundation of life. Men drinking and gambling do not reflect what Yahweh-God wants them to do. Other common situation is having;

- Broken families: Evidence /experiences of broken families
- School: Issues in school; like drugs, unwanted pregnancies, school fights etc.
- Community: Stealing betelnuts, damaging people's properties, Lawlessness, idleness / laziness. When situations like these occur the attributes of Yahweh-

God are not present. Therefore, it is expected that church elders and pastors should be consulted to help the people. That is, posters can visit the homes of the broken families and talk to them about Yahweh-God's love for all. Father, mother and children must learn to forgive, be obedient, respect and honour parents and siblings.

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. Introduce the topic through guided discovery and research to enable students to understand biblical times and today's faith practices. Knowledge prescribed must be taught so students should know and interpret that knowledge in a way that makes it relevant to them. They will acquire skills of analysis and problem solving, which will support teaching and learning. Allow opportunities to apply the knowledge, to be creative and to solve problems.

Suggested teaching strategies

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

- Lectures, projects and research,
- debates and film and video shows.

Suggested Learning Strategies

Suggested learning strategies that teachers can use to have learning activities done

These include;

- Handouts or content background and worksheets for specific learning activities, Group activities and class debates and
- Guest speakers for various topics

Teachers may have their own strategies for teaching and learning or they can use the suggested above.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program for the strand. Teachers can adjust to cater for student learning needs.

Lesson 1:

Activity 1:

Activity2:

Lesson 2:

Activity 1:

Activity2:

Resources

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

Strand 1. Biblical Values and Principles**Unit 1: Biblical Values and Practices**

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

Benchmark: 8.1.1.2 Investigate and evaluate the characteristics of God and explain how these are valued, modeled and represented in different biblical contexts.

Learning Objective:

Students can identify biblical and non-biblical context in which believers practise godly characters.

Topic 1: The Characteristics of Yahweh-God

Performance Indicator: Explain the difference between Yahweh-God's characteristics and those of Man

Essential Questions:

1. What are the characteristics of Yahweh-God?
2. Why are people expected to imitate Yahweh-God's characteristics for living?

Essential Values, Attitudes, Skills, and Knowledge

Values: Uphold characteristics of Yahweh-God

Attitudes: Appreciate the Characteristics of God and help others to understand God's characteristics

Skills: Demonstrate the characteristics of Yahweh-God and compare characteristics of Yahweh-God to that of man.

Knowledge: Recognize Yahweh-God's Characteristics and Importance of the characteristic of Yahweh-God

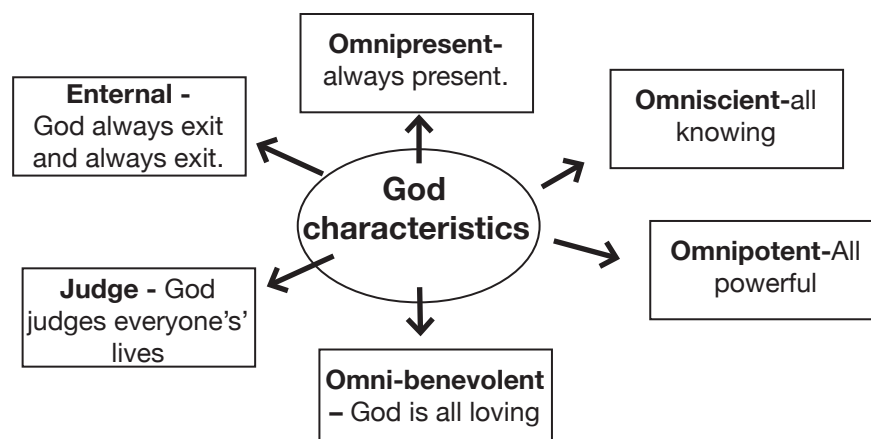
Content Background.

Characteristics is a feature or quality that makes somebody or something recognizable. So the character of God that makes him to be who he is displayed by his, goodness, graciousness, holiness, immanence, immutability, impassibility, eternity, wisdom, courage, kindness, good manners, courtesy, modesty, generosity, and self-control in life.

In general the characteristics of Yahweh God are very close to that of the moral attributes of God which are relative to man, i.e. those which are revealed in God's relationship with man. "God is so independent that he does not need us." It is based on Acts 17:25, where it says that God "is not served by human hands, as if he needed anything" (NIV). ...

Why are people expected to imitate Yahweh-God's characteristics for living? *Eph 5:1*. It is an impossible challenge to be like Yahweh-God. However, Scripture commands it. Jesus says, "Be perfect, therefore, as your heavenly Father is perfect" (Matt 5:48). Peter says, "But just as he who called you is holy, so be holy in all you do; for it is written: 'Be holy, because I am holy'" (1 Peter 1:15-16). God calls us to be just like himself. This is how Yahweh-God created humanity—in his own image. However, at the fall, that image was marred, though not destroyed (cf. Gen 9:6). At conversion, Yahweh-God begins to transform us back into his image. Colossians 3:10 says, "and have put on the new self, which is being renewed in knowledge in the image of its Creator." Yahweh-God is daily renewing believers back into his perfect image (cf. Rom 8:29). We also have a role to play in this transformation (cf. Phil 2:12-13). How should we imitate Yahweh-God? How can we live like Yahweh-God while residing among the ungodly? Ephesus was a place of tremendous immorality, where orgies were held in the temple of the goddess, Diana. It was difficult for the Ephesians to imitate God while living among pagans, and it is hard for us as well. In this study, we will consider six principles needed for us to imitate Yahweh-God

Table 1.1 Below is a concept map of the characteristics of God.



Second Corinthians 5:17 says, “He who is in Christ is a new creation, old things are passed away, behold all things are become new” (KJV). Therefore, Yahweh-God’s command to be like him is recognition of who we are as his children. Because we are his children, Yahweh-God gave us his Spirit to empower and change us into his image. By his Spirit, we put sin to death in our lives, and by his Spirit we cry out to God, calling him, “Abba Father” (Rom 8:13, 15). As Yahweh-God’s children we possess his nature, and this enables us to conform to his very image.

- As dearly loved children, we must know that Yahweh-God loves us in order to imitate him.

Satan tempted Eve in the garden of Eden to think that Yahweh-God was both untruthful and unkind, keeping the best from her. Similarly, with Job, Satan tempted him to curse Yahweh-God to his face (Job 1:11). That was his purpose in Job’s trials. Satan works overtime to make believers doubt Yahweh-God’s love because he understands that if we comprehend Yahweh-God’s love it will change us Yahweh-God.” To be filled with Yahweh-God loves means to be influenced and controlled by (cf. Eph. 5:18). Paul realised that they would look more like Yahweh-God when they knew the greatness of his love for them.

- As dearly loved children, we must constantly abide in Yahweh-God in order to imitate him.

We must be in constant prayer—enjoying his presence. We must often fellowship with his people—where he is present (Matt 18:20). We must worship him constantly, as Yahweh-God inhabits the praises of his people (Ps 22:3, KJV, and paraphrase). As we spend time with Yahweh-God, he changes us into his image, from “glory to glory” (2 Cor 3:18, KJV). Let this be true of us so we can continue to grow into his image.

Are you imitating God as his dearly loved child?

- Believers Imitate Yahweh-God by Loving others

In John 13:34-35, Christ tells his disciples, “A new command I give you: Love one another. As I have loved you, so you must love one another. By this all men will know that you are my disciples, if you love one another.” Love is a fruit in every true believer—a fruit of being born again. Others will identify us by this love, and it should assure our hearts that we are truly born again. First John 3:14-15 supports this love of Yahweh-God. Yeshua –Jesus sacrificed his love all in the world by obeying His Father- Yahweh –God to show how much He loved us all.

- As dearly loved children, we must constantly watch Yahweh-God in order to imitate him. To imitate the characteristics of and live in the life that Yahweh-God wants us to live, we imitate the life of His son Yeshua – Jesus. The way Yeshua-Jesus behaved which are in the bible which Shabbat or Sunday school teachers read to children and youths in Shabbat or Sunday school classes.

How should we, as dearly loved children, imitate Yahweh-God? As dearly loved children, we must recognize that Yahweh-God's nature is in us in order to imitate him. Imitating Yahweh-God through living the six common characteristics is an imitation for example: Giving food and clothes to those whose homes have been destroyed by war, or are sick and very old persons in our surroundings. The seven characteristics commanded in this lesson are;

- God is eternal Psalm 90:2 , Exodus 3:14
- Omnipotent (unlimited power)
- Omnipresent (everywhere at the same time) - Jeremiah 23:24
- Omniscient (all knowing) - John 21:17_
- God Is Just – He Is Infinitely, Unchangeably Right and Perfect in All He Does: Duet 32:4
- God Perfection Philippians 3:12

In the same way a child Yeshua – Jesus demonstrated Father-Yahweh-God we must practise in our lives as well, at home, at school or in the community. Hebrews 12:2-3 says, 'Let us fix our eyes on Jesus, the author and perfecter of our faith, who for the joy set before him endured the cross, scorning its shame, and sat down at the right hand of the throne of Yahweh-God. Paul previously called for believers to stop stealing and to save in order to help those in need (Eph 4:28). This is divine love. Selfish love only cares about its own needs, but divine love cares about the needs of others. Christ's sacrificial death demonstrates the opportunity for salvation. In the same way, believers must love God enough to sacrifice everything for him—we must be willing to leave family, home, and career if needed. We must also love others enough to sacrifice for them. The believers in the early church sold all they owned to help other Christians in need (Acts 2:45). We must love one another in the same way, and by this, all men will know we are Christ's disciples (John 13:34-35).

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 take ownership of learning CCVE subject. 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. Thus enabling them to acquire skills to be creative, analytical, critical and be problem solvers and select appropriate materials to support their learning and given opportunities to apply their knowledge where applicable.

Suggested teaching strategies

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

- lectures, projects, research,
- debates and Film shows.

Suggested Learning Strategies

Suggested here are learning strategies teachers can use to have learning activities done. These include:

Handouts or content background and worksheets for specific learning activities
Group activities, Class debates and guest speakers for various topics

Teachers may have their own strategies for teaching and learning which they can use besides the suggested above.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program for the strand. Teachers can adjust to cater for the learning needs of their students.

Lesson 1:

Activity 1:

Activity2:

Lesson 2:

Activity 1:

Activity2:

Resources

The commended teacher-student resources are the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

STRAND: BIBLICAL VALUES AND PRINCIPLES

Unit 1: Biblical Values and Practices

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

Benchmark: 8.1.1.3 Identify and discuss the essence of God's qualities or traits and examine how these were valued, represented, and promoted in biblical context.

Learning Objective:

Students will discuss the essence of Yahweh-God's Qualities and match them to behaviours and qualities of man.

Topic 1: Essence of Yahweh-God's qualities

Performance Indicator: Describe ways of witnessing qualities of Yahweh-God to others

Essential Questions:

1. What are the qualities of Yahweh- God?
2. How are God's qualities different from traits?

Essential Values, Attitudes, Skills, and Knowledge:

- **Values:** Value the characteristics of Yahweh-God
- **Attitudes:** Appreciate Yahweh-God's qualities
- **Skills:** Interpret the essence of Yahweh-God's Qualities and compare qualities of Yahweh-God to that of man
- **Knowledge:** Essence of Yahweh- God's Qualities and recognise qualities of Yahweh-God

Content Background

The qualities of Yahweh-God are ever unchangeable. The bible in many ways describes the qualities of Yahweh from Genesis to Revelation. In Genesis Chapter 1 the awesomeness of Yahweh is described in the works of His hands– creation of the universe, showing all mankind that He alone is self-existing, and was in the beginning yesterday today and tomorrow.

The bible also tells us that Yahweh-God is everywhere at one time and that He knows what we are thinking and the words we will speak before we speak them. He is omniscient He used His prophets Moses, Abraham, Isaiah, John the Revelator in the biblical times to portray his qualities

There are many qualities of Yahweh-God. For this topic there are 15 qualities identified for study. They are:

- Yahweh-God Is Infinite - He is Self-Existing, Without Origin" Colossians 1:17, Psalm 147:5
- Yahweh-God Is Immutable – He Never Changes Malachi 3:6
- Yahweh-God is self-sufficient John 5:26
- Yahweh-God is Omnipotent – He Is All Powerful Psalm 33:6 Job 11:7-11
- Yahweh-God Is Omniscient – He Is All-Knowing - Isaiah 46:9-10
- Yahweh-God Is Omnipresent – He Is Always Everywhere Psalm 139:7-10
- Yahweh-God Is Wise – He Is Full of Perfect, Unchanging Wisdom Romans 11:33
- Yahweh-God Is Faithful – He Is Infinitely, Unchangingly True Duet 7:92 Timothy 2:13
- Yahweh-God is Good Psalm 34:8
- Yahweh-God Is Just–He Is Infinitely, Unchangeably Right, Perfect in All He Does Duet 32:4
- Yahweh-God is merciful Romans 9:15-16.
- Yahweh-God Is Loving 1 John 4:7-8
- Yahweh-God is holy Revelation 4:8
- Yahweh-God is gracious – Psalm 145:8
- Yahweh-God is glorious Habakkuk 3:4

How are traits different from qualities?

Knowing that Yahweh-God is all knowing He is compared to none. His qualities are unique and can be used in different terms. As such here are some definitions of the words trait, values, virtues and qualities that will help you understand better how they differ from each other. Understanding these terms is essential in personal development and leadership the subject is about the student and how he or she can be able too, as they often overlap, but each has a distinct meaning:

Qualities - Qualities can be considered as a broader term encompassing traits, values, and virtues. They are the distinguishing attributes or characteristics possessed by an individual, which may be innate or acquired over time. These include positive aspects such as leadership, resilience, determination, honesty or negative aspects such as laziness or impatience.

Traits - Traits are distinctive characteristics or attributes of a person generally considered innate or naturally occurring. They are part of a person's personality and significantly influence their behaviour and reactions. Examples include being extroverted, introverted, agreeable, conscientious, or open-minded.

Values – Values are deeply held beliefs that act as guiding principles in an individual's life. They reflect what a person considers most important or worthwhile, often influencing their attitudes and behaviour. Cultural, societal, and personal factors can influence them. Examples include honesty, respect, integrity, responsibility, and fairness.

Virtues - Virtues are moral qualities or standards considered praiseworthy or admirable by a society or individual. They are generally associated with good ethical behaviour and character. Virtues are often a reflection of a person's values. Examples include courage, patience, humility, kindness, and justice. These terms all contribute to defining an individual's character and behaviour, but from slightly different angles.

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students to take ownership of learning CCVE subject. The knowledge prescribed must be taught. It is not what students should know but also to interpret that knowledge in a way that makes it relevant to them, enabling them 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 teaching strategies

Here are suggested teaching strategies teachers can use to deliver lessons from the units of work. These include:

- Lectures, projects, research,
- Debates and Film shows.

Suggested Learning Strategies

Here are learning strategies teachers can use for learning activities. These include:

- Handouts or content background and Worksheets for specific learning activities
- Group activities, class debates and guest speakers for various topics

Teachers may have their own strategies for which they can use besides the suggested above.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program for the strand. Teachers can adjust to cater for students' learning needs.

Lesson 1:

Activity 1:

Activity2:

Lesson 2:

Activity 1:

Activity2:

Resources

The commended teacher-student resources is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 1: Biblical Values and Principles

Unit 2: Ten Commandments: Yahweh-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 behaviour and practice in different contexts.

Benchmark: 8.1.2.1 Explain the meaning, purpose and relevance of commandments 1 & 2 and analyse their influence on people's relationship to God.

Learning Objective:

Students will be able to identify the meaning, purpose and relevance of the Commandments 1 & 2, then analyse how these influence the relationship between people, you and Yahweh God.

Topic 1: Ten Commandments 1&2 – God's Core Principles Worshiping Yahweh-God

Performance Indicator: Describe purpose, meaning and relevance of ways Yahweh-Gods principles C1&C2 in personal life.

Essential Questions:

1. What is the purpose and relevance of commandment 1&2?
2. Why do we worship Yahweh-God?

Essential Values, Attitudes, Skills, and Knowledge

- **Values:** Faithful in Worshiping Yahweh-God alone and no other Yahweh-Gods
- **Attitudes:** Spend time to acknowledge **Yahweh-God** daily
- **Skills:** Discuss and explain the purpose, meaning and relevance of worshipping Yahweh-God, explain the difference between Commandment 1 and 2
- **Knowledge:** Meaning, purpose and relevance of Commandment 1 & 2 and recognize the importance of these commandments according to Yahweh-God.

Content Background

The focus in this Unit is on Ten Commandment 1 and Ten Commandment 2. The key scripture in which the two commandments can be located is Exodus chapter 20:1-6. The bible brings to every believer and non-believer the Ten Commandments given by God Himself for all mankind, regardless of their race and nationality. These Ten laws for living ethically and morally are found in the book of Exodus 20: 1-17 and other related scriptures. The commandments in themselves portray who Yahweh-God is – sinless, pure, holy etc as reflected in his characters and qualities.

First Commandment: Exodus 20: 2-3

Ten Commandments | Description, History, Text, & Facts

It reads in the book of Exodus: 20vs 1- 3 "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." The First Commandment requires *all mankind to worship only Yahweh God and no other gods*. Yahweh God is the only one true God. It commands all mankind to worship *Yahweh God and Him alone*. Yahweh Himself is commanding that there are no other gods that exist before or after him.

The Creator of the universe declares He is our God and our deliverer. God asks us to demonstrate our love for Him by worshipping Him having no other gods. The first Commandment is the most important commandment that is not to be compromised. Yahweh God has statutes compared to no other being in heaven or on the surface of this earth. This Commandment is telling all the believers that Yahweh-God must and should be the most important spiritual being that they believe in. Also there are people who take this Commandment to mean that God is the only "real" God, but it can also be understood as meaning that faith is more important than anything else.

This Commandment is about having 'One Yahweh God and no other God beside Him.' Yeshua-Jesus' Christianity rests squarely on the First Commandment - one God and no other. Jesus lived and loved the law. He spent his earthly days proving the presence and power of one God by healing the sick, reforming the sinner, and saving from death. Through this Commandment we are taught to understand our relationship with our heavenly father and who He is. It is established through this commandment which creates that personal relationship with him. And this is the most important commitment we ever make in our lives. *Bible scripture: you shall have no other gods before me.* We should love, honour and respect Him so much that He alone is the supreme authority and model in our lives. He alone is God. We should allow nothing to prevent us from serving and obeying Him. In relation to the lifestyles we live today as believers or non-believers the first commandment is poorly lived. Mankind has given very little thought to the first commandment especially in the young generations around the globe. Our respect, reverence and honour for the God who created us all including our universe is most of the time ignored. We do not commit time to Honor worship our God, who promised us in John 14:14-15, 'that when we ask in prayer anything in His name he will do it for us'

The Second Commandment! Exodus 20:4-6

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: The bible declares very clearly and precisely to all mankind that the making of images in their dwellings is not pleasing to the eyes of Yahweh-God. Our Yahweh-God Almighty has commanded in Commandment 2 worshipping other images like the image of a calf made by the Israelites at the foot of Mount Sinai was uncalled for. Read this story in the book of Exodus. The Commandment further goes on to say, The Mighty Yahweh God is a Jealous Yahweh-God and therefore should anyone worship any material thing made into gods like the cultural images and worship those idols. Those who do Yahweh-God will be punished from the fathers generation to the third and fourth generations. There

are great men and women in the bible Abraham, Isaac, Jacob, Joseph and Moses to name a few. They never worshipped any other gods. They were blessed by the Mighty God in many different ways- one of them being that they lived over the ages of 100 years. In reality Yahweh-God is saying- you and I cannot worship any other gods of this world- He alone is our one and only Yahweh-God. As we follow this commandment He will show mercy on us and bless us in his own special ways.

2nd Commandment meaning

The second Commandment is telling us to be loyal to the King eternal, immortal, invisible, the only wise God" (1 Timothy 1:17). It is forbidding all mankind to worship man made things that represent false gods. We usually think of "graven images" as idols, but we can make idols of anything we place before Yahweh-God.

Further other things that man love and want to have or do or get addicted to is just like worshipping that thing it may not be money only but if you or someone in your family chose to night clubs or pokies games instead of going to church on a Shabbat or Sunday then they are going against Commandment 2

Worship God

For some people, the answer is because it's what they grew up with. It's just what they do. At the other extreme are those who refuse to worship God, who say that, if there really is a God and when they ultimately stand before him, they will refuse to worship him. In their minds, God is not worthy of worship. Here are some reasons why we should worship God, and why everyone, in the end, will also worship Him.

He Is Worthy:

Yahweh God's precepts and statutes are His worth. Revelation: Whenever the living creatures give glory, honour and thanks to him who sits on the throne and who lives forever and ever, the twenty-four elders fall down before him who sits on the throne and worship him who lives forever and ever. So, fall down on your face before God and worship him.

In our practices as acts of worship for and to God mankind had come before God worshipping him in the churches, congregating in groups of one faith. Also as individuals prayer, closet are places where one person comes in meditation and having a one to one meeting with God alone. These are common examples of worshipping God in order to maintain a spiritual relationship with God. Also as a sign of relationship with God we give back to Him in the form of offerings, for example receiving god as our personal saviour, tithes and stewardship.

Students are encouraged to draw close to God and have a personal relationship with Him in their lives.

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Students will learn effectively and master the knowledge prescribed in each topic. Introduce the topic through guided discovery and research that will enable students to take ownership of learning

CCVE subject. The knowledge must be taught so students not only know but also to interpret that knowledge in a way that makes it relevant to them. They will acquire skills of analysing and problem solving, to support teaching and learning. Students allowed opportunities to apply their knowledge, be creative and critical to solve problems.

Suggested teaching strategies

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

- lectures, projects and research tasks ,
- debates and Film shows.

Suggested Learning Strategies

Suggested learning strategies teachers can use to have learning activities done. These include:

- Handouts content background and Worksheets for specific learning activities
- Group activities and Class debates
- Guest speakers for various topics

Teachers may have their own strategies for teaching and learning which they can use besides the suggested above.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program for the strand. Teachers can adjust to cater for students' learning needs .

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resources are the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 1: Biblical Values and Principles

Unit 2: Ten Commandments: Yahweh-God's Core Principles

Content Standard 2.2 Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards, of behaviour and practice in different contexts.

Benchmark: 8.1.2.2 Analyse the 1st and 2nd Commandments and evaluate their underlying biblical values and principles

Learning Objective:

Students will be able to express and share how they feel about and view C1 and C 2, relate these to the values and principles embedded within the two commandments, and evaluate ways in which people honour Yahweh-God's name.

Topic 1: Biblical values and Principles in TC 1 and 2

Performance Indicator: Explain the values and principles of the 1st and 2nd commandments –

Essential Questions:

1. What is the 2ⁿ commandment about?
2. What are the values and principles of 2nd Commandments?

Essential Values, Attitudes, Skills, and Knowledge:

Values: Being aware of commandments 1&2 Acknowledge the biblical values and principles of commandments 1&2

Attitudes: Respect and live Commandments 1&2 **and have** obedience to Commandment 1 & 2

Skills: Evaluate the biblical values and principles of Commandments 1 & 2 and explain Commandment 1 & 2

Knowledge : Recognise underlying biblical values and principles of Commandments 1 & 2

Content Background

The second Commandment follows from the first. It is about honouring God. Exodus chapter 20:5-6. The Second Commandment is a constant reminder that only we, of all created things, are made in the image of God. Therefore, men should honour only God and no other idols or images created by men. This Commandment protects our special relationship with our Creator, who made us in His likeness and is still molding us into His spiritual image. The Israelites were fond of making and worshipping idols of various kinds that would detract from their honouring God. More generally, we must not let any of our pursuits take precedence over God and His Commandment. The commandment tells us not to make images of animals, man, and other materialistic things in the water, on earth and in the sky and not to worship them. This is a practice of idolatry and

does not please God. Above all, we must honour only the one true God. Our first duty as human beings is to glorify and honour God. Therefore, honouring must only be done in a way and form that God desires.

How should we Honour the Second Commandments of God?

There many ways believers honour the second Commandment of God Based on what we have already said, honouring God is an expectation of God to men. Some of this expectation is:

- Speaking/singing God's praise (Revelation 4 and 5)
- Reading God's Word (1 Timothy 4 v. 13)
- Praying (1 Timothy 2)
- Preaching God's Word (2 Timothy 4 v. 1 and Acts 20 v. 7)
- The Lord's Supper (Acts 20 v. 7)
- Baptisms and collections took place on Lord's Day in apostles' times (Acts 2 v.41, 1 Corinthians 16 v. 2).

How should we honour God?

In summary, worship honour should be in spirit, in truth and with words. It should be directed towards God, mediated through the Lord Jesus and empowered by the Holy Spirit. It must also be done with reverence, decently and orderly. The following are scriptures that you can look up to find more information about Commandment 2. These scriptures will help us to understand to the best of our abilities Commandment 2. They are:

In spirit and truth: John 4 v. 23, With words: Revelation 4 and 5," Psalms 149 and 150. There were four kinds that were allowed - see 1 Chronicles 15 v.v. 15-16, Directed towards God : Rev 4 v. 11, Rev 5 v. 12, Rev 5 v. 13. One way of honouring Yahweh is through meditation. Mediated through the Lord Jesus Christ: Genesis 4 v.v. 3-5, Hebrews 10 v.v. 19-20. This is also empowered by the Holy Spirit in your/our own secret places of prayer: Genesis 4 v.v.3-5, Hebrews 10 v.v. 19-20. There is reverence between God and you. This is a very special relationship with reverence: Genesis 4 v.v. 3-5. These relationships encourage decency and are orderly, 1 Corinthians 14 v. 33, 40. Honouring is not a performance or a display of the talents of musicians. Rather it is the heartfelt response of a saved people, grateful for all the kindness and goodness of God. Only God has the right to say how he wants to be worshipped. He has told us how - in the Bible. The question therefore should be 'Is the honouring worthy and biblical?'

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Students will learn effectively and master the knowledge prescribed in each topic. Whilst introducing the topic, guided discovery and research will enable students to take ownership of learning CCVE subject. The knowledge prescribed must be taught. It is not what students should know but also to interpret that knowledge in a way that makes it relevant to them, enabling them 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 teaching strategies

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

- lectures, projects, research, debates and
- Film shows.

Suggested Learning Strategies

Suggested are learning strategies teachers can use to have learning activities done. These include:

- Handouts of content background and worksheets for learning activities
- Group activities, Class debates and
- Guest speakers for various topics

Teachers may have their own strategies for teaching and learning which they can use besides the suggested above.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program for the strand. Teachers can adjust to cater for the learning needs of their students.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resources are the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 1: Biblical Values and Principles

Unit 2: Ten Commandments: Yahweh-God's Core Principles

Content Standard: 2.2 Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards, of behaviour and practice in different contexts.

Benchmark: 8.1.2.3 Identify and correlate God's attribute to the 1st and 2nd commandments and justify the reasons for God regulating these attributes.

Learning Objective:

Students will be able to examine ways, identify things people do and give justification for correlating and regulate the attributes of Yahweh- God in C1 and 2

Topic 1: Correlating and regulating the attributes of Yahweh-God in C1 and 2

Performance Indicator: Identify God's attributes and justify what they are.

Essential Questions:

1. What attributes of God correlate to Commandments 1 and 2?
2. How does regulate his attributes in Commandments 1 and 2?
3. Essential KSAVs:

- **Values:** Value God's attribute to Commandments 1 and 2
- **Attitudes:** Appreciate Commandments 1 and 2
- **Skills:** Identify and correlate God's attributes to the 1st and 2nd commandments
- **Knowledge:** Recognize and correlate God's attributes

Content Background - Application of the First Commandment

The simplest way to apply Commandment 1 in our lives is to 'put the First Commandment First: Call upon Him; Feast upon His Words. Another way we put the first commandment first is quite obvious. It is to call upon God in prayer and to feast upon His word for understanding and direction. We want to know and do what He wants'.

The First Commandment lays an essential foundation that all the other commandments build upon. Also obeying this command involves "thinking, meditating, remembering, highly esteeming, honouring, adoring, choosing, loving, desiring, fearing of him; believing him; trusting, hoping, delighting, rejoicing in him; being zealous .

All these can be simply done in our homes through family devotions and also so you can do this in the four corners of your classroom.

God's love was demonstrated by his deliverance of Israel "out of the house of slavery" in Egypt (Deut. 5:6). Nothing else in life should concern us more than our desire to love and be loved by God. If we do have some other concern stronger to us than our love for God, it is not so much that we are breaking God's rules, but that we are not really in relationship with God. The other concern—be it money, power, security, recognition, or anything else has become our god.

This false god will have its own commandments at odds with God's, and we will inevitably violate God's Law as we comply with this god's requirements. Observing the Ten Commandments is conceivable only for those who start by worshipping no other god than the Lord. Because many people work primarily to make money, an inordinate desire for money is probably the most common work-related danger to the first commandment. Jesus warned of exactly this danger: "No one can serve two masters. You cannot serve God and wealth" (Matt. 6:24). But almost anything related to work can become twisted in our desires to the point that it interferes with our love for God. How many careers come to a tragic end because the means to accomplish things for the love of God—such as political power, financial sustainability, commitment to the job, status among peers, or superior performance—become ends in themselves but the name and love of God is the greatest of all.

The value of the first Commandment.

God's uniqueness is thus upheld. *Exodus chapter 20:1-4* "2 I am the LORD thy God, which have brought thee out of the land of Egypt, out of the house of bondage. 3 Thou shalt have no other gods before me". The first commandment admonishes me to consider doing only good things to please Him. The most everyday values in Commandment 1 are Love, joy, peace and kindness to begin with activities.

Application of the Second Commandment

The Second Commandment forbids worship of man-made things that represent false gods. We usually think of "graven images" as idols, but we can make idols of anything we place before Jehovah. Here, God was covering all bases. Commandment 2 is quite similar to Commandment 1 and it tells us that we are not to worship God according to our own conception of God, what the Bible calls idolatry. We must and always worship God according to who he is and not according to what we think He is and want him to be. That is why we are told, by this commandment to, do not worship false gods, and do not worship God falsely. Furthermore God commands us not to make idols or any representation of Him, For example loving our mobile phones more than Yahweh God is an act of idolatry. We can make nothing to compare with Almighty God-any handiworks of men give us a false image of the true God. Use statues, pictures, jewellery or anything else to represent God or as a physical aid in worshipping Him is considered idolatry.

The second commandment raises the issue of idolatry. Idols are gods of our own creation; gods that we feel will give us what we want. In ancient times, idolatry often took the form of worshipping physical objects. But the issue is really one of trust and devotion. On what do we ultimately pin our hope of well-being and success? Anything that is not capable of fulfilling our hope—that is, anything other than God—is an idol, whether or not it is a physical object. The story of

a family forging an idol with the intent to manipulate God, and the disastrous personal, social and economic consequences that follow, are memorably told in Judges 17-21.

In the world of work or any organisation, it is common to speak of money, fame, and power as potential idols, and rightly so. They are not idols, in itself, and in fact may be necessary for us to accomplish our roles in God's creative and redemptive work in the world. Yet when we imagine that by achieving them our safety and prosperity will be secured, we have begun to fall into idolatry. Idolatry begins when we place our trust and hope in these things more than in God. The same may occur with virtually every other element of success, including preparation, hard work, creativity, risk, wealth and other resources, and even chance. Are we able to recognize when we begin to idolise these things? By God's grace, we can overcome the temptation to worship them in God's place.

The value of divine worship that is in the Second Commandment.

The second commandment comes in order from the first out of the Ten Commandments. Exodus chapter 20: 4 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: 5 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;

The value/virtues of Commandment 2.

It is very important we must understand the values in Commandment 2. This Commandment calls us to the virtue of reverence for God. This virtue trains us to know and to preserve the difference between the Creator and the creature. The respect for God's name keeps us from reducing him to a mere fact, or even a thing that we can control or manipulate.

Worship is presented as a spiritual activity, for no physical representation of other Gods. No worship of another false God but only the true God. The Second Commandment teaches us three things which are very important to us as believers. These three things are pointing to you and I as individuals. These are:

- how we are to think about God,
- how we are to worship God and
- how we think about God and how we worship God is very important to Him.
- The second commandment tells us two very important things that we as believers or non-believers should have. These are:
 - no false worship of the true God and
 - no misrepresentations of the true God.

The moral of Commandment 2 is that it 'reminds us not to let our human creations become idols that keep us from knowing the God whose greatness exceeds our comprehension'. This is supported by the bible which teaches that, "you must not make for yourself an idol of any kind or an image of anything in the heavens or on the earth or in the sea". This is morally very wrong in the eyes of and against the moral principles of Yahweh-God Himself.

Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught. Students will learn effectively and master the knowledge prescribed in each topic. Introducing the topic through guided discovery and research will enable students to take ownership of learning CCVE subject. It is not what students should know but also to interpret that knowledge in a way that makes it relevant to them, enable them to acquire skills of analysing and problem solving, to support teaching and learning. Allow for opportunities so students apply the knowledge, be creative and to solve problems.

Suggested teaching strategies

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

- lectures, projects research, debates and
- Film shows.

Suggested Learning Strategies

Suggested learning strategies students can use to do learning activities. These include:

- Handouts of content background and Worksheets for learning activities
- Group activities, Class debates and Guest speakers for various topics

Teachers may have their own strategies which they can use besides the suggested above

Suggested Lesson Activities

These are suggested lesson activities for suggested lesson titles as proposed in the Term Program. Teachers can adjust to cater for the learning needs of their students.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2

Activity 1:

Activity 2:

Resources

The commended teacher-student resources is the Bible; NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

**Strand
2**

**Christian Identities
and Civic Principles**



Strand 2: Christian Identities and Civic Principles

Unit 1: Christian Identities

Content Standard: 2.1 Students will be able to examine and analyse different Christian civic identities (individual, community, national, regional, global) and explain how they are constructed, represented, utilised, and regulated in different contexts (e.g. political contexts), and evaluate their characteristics

Benchmarks 8.2.1.1 Investigate and explain the process of (re) construction and representation of individual Christian Civic Identities.

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

- Define the process of reconstructing individual Christian identities.
- Define the process of representing individual Christian identities.
- Investigate and explain the process of representation of individual Christian Civic identities.

Topic: The process of representation of individual Christian civic identities

Performance Indicator: Identify a process for reconstructing and representation of the individual and Christian identities.

Essential Questions:

1. How do they demonstrate moral character, sense of self-worth and integrity in their personal lives?

Essential KSAVs

- **Values:** Acceptance, Ambition, Boldness, Caring, Compassion, Decisiveness, Humility
- **Attitudes:** Appreciate the process of reconstruction and representation of individual Christian Civic Identities.
- **Skills:** Being respectful when evaluating the process of reconstruction and representation of individual Christian civic identities.
- **Knowledge:** identity as a Christian, what it means to reconstruct a Christian identity

1. What is Reconstruction of a Christian and civic identity?

Christian identity refers to the identity that an individual takes on as relating to or being part of a Christian community. A community that consists of people who believe in Jesus Christ and follow his teachings and live by his principles.

Processes of reconstruction of a Christian

The process of the reconstruction of Christian civic identity describes a transformative process of **identity reconstruction**, the person gradually sheds the old self and embraces an emergent new sense of self characterised by a more stable and positive **identity** (Deegan, 2001; Wisdom et al., 2008).

This may begin as a personal choice because maybe someone associated with an individual may be portraying some positive traits that are admirable to that person.

Sometimes that process may be easy because the individual concerned may not be deeply associated with other groups thus moving to take on a new identity as a Christian may not be difficult. It may be just learning a new set of rules, regulations and getting to be acquainted to a new civic community.

The process of reconstruction of a new civic identity would mean to exit first from the former things. In the exiting process, many experience hardships in coming to terms with developing a new sense of identity apart from their former religious community – an identity that, for many, was so deeply embedded in the religious system or civil system. (Scripture 2 Corinthians 5:17, Isaiah 65:16, Galatians 4:3-5, Colossians 1:13-14, Isaiah 43:18, Philippians 3:13-14) Sometimes that process may be easy because the individual concerned may not be deeply associated with other groups thus moving to take on a new identity as a Christian may not be difficult. It may be just learning a new set of rules, regulations and getting to be acquainted with a new civic community.

The process of reconstruction of a new civic identity would mean to exit first from the former things. In the exiting process, many experience hardships in coming to terms with developing a new sense of identity apart from their former religious community – an identity that, for many, was so deeply embedded in the religious system or civil system. (Scripture 2 Corinthians 5:17, Isaiah 65:16, Galatians 4:3-5, Colossians 1:13-14, Isaiah 43:18, Philippians 3:13-14)

How can we represent our Christian civic identity?

How do we as Christians identify ourselves? A Christian civic identity describes the identity of a Christian to others portrays an identity that takes on the likeness and life of Jesus Christ. One that identifies us to others who are not in the Christian circle as well.

2. What aspects can we expound from to reconstruct and represent a Christian civic identity?

a) Culture

Culturally Papua New Guineans were not Christians until Missionaries came and brought the Christian faith through the word of God which they introduced to our people.

Therefore, culturally we as Papua New Guineans believed in so many different 'gods' and spirits for example the spirit of caves, mountains, or the spirit of dead ancestors.

b) Environment & society:

The environment and society that an individual comes from can have a lot of influence on that person. When a person begins to live in a Christian environment or society they begin to slowly adapt to the ways of a Christian expectation. They have to start living the way that Jesus has taught us how to live as instructed in the word of God; the holy bible.

3. Identify the advantages and disadvantages of the use of reconstruction and representing an individual Christian civic identity.

The advantages of reconstruction and representation of a Christian civic identity is of great benefit and outweighs the disadvantages. This is because to take on a new image in Christ Jesus is an eternal gain. We learn to live and represent Christ on earth. The word of God helps us to live according to his teachings and life example of Jesus while he was here on earth. The lifestyle of a Christian represents God on earth. The bible teaches that this Christian life will not only end on earth but Jesus has promised that those who believe in him shall not perish but have eternal life in the life after death.

(John 3:16: For God so loved the world that he gave his only begotten son, that whosoever believed in him should not perish but have everlasting life.)

(1 Corinthian 9:24 Let us not become weary of doing good, for at a proper time we will reap a harvest if we do not give up.) (2 Timothy 1:7 “For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you a hope and a future.”)

Supporting Bible Texts

Romans 6:4 -7

Therefore we are buried with him by baptism into death: that like Christ was raised up from the dead by the glory of the Father, even so we also should walk in the newness of life. For if we have been planted together in the likeness of his death, we shall be also [in the likeness] of [his] resurrection: Knowing this, that our old man is crucified with [him], that the body of sin might be destroyed, that henceforth we should not serve sin. For he that is dead is freed from sin.

2Corinthian 12:17-18

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

Note: Reconstruction of individual Christian civic identities, the purpose of God creating individual Christian are to keep the values and principles of God by giving all heart in worshipping Him. Individuals Christian are therefor made new in Christ and must walk the newness of life

Resources

<https://www.jstar.org>

<https://www.researchgate.net>

<https://www.journals.sagepub.com>

<https://www.mdpi.com>

<https://www.facinghistory.org>

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning in the process of construction and representation. Students have learned about Godlike qualities in previous grade levels. However, in this topic they will discover the process of constructing and representing an individual Christian civic identity in their relationship with God. Teachers should provide learning opportunities for students to be involved and discover the process of their identities through participation.

Teaching Strategies

The following strategies can be used when teaching the Topic.

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

Learning Strategies

Case Study on the process of constructing and representing an individual Christian civic identity as civic citizen.

For Problem-Based learning; Identify an authentic situation and analyse how it can be solved using Biblical principles.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program for the strand. Teachers can adjust to cater for the learning needs of their students.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Christian Identities and Civic Principles

Unit 1: Christian Identities

Content Standard: 2.1 Students will be able to examine and analyse different Christian civic identities (individual, community, national, regional, global) and explain how they are constructed, represented, utilised, and regulated in different contexts (e.g. political contexts), and evaluate their characteristics

Benchmark: 8.2.1.2 Examine and analyse the relationship between individual Christian civic identity of Jesus Christ.

Learning Objectives: Students will be able to examine and investigate the relationship between individual Christian civic identity and the civic identity of Jesus Christ.

Topic: Relationship between individual Christian identity and the civic identity of Jesus Christ.

Performance Indicator: Explain the relationship between a Christian and Jesus Christ

Essential Questions:

1. How did Jesus show Love and Sacrifice?
2. How do I show Love and Sacrifice?

Essential KSAVs

- **Values:** Accountable, Dedicated, Honesty, Compassion, Being spiritual, Obedience
- **Attitudes:** Being respectful and Being open minded to receive and share Christ love
- **Skills:** Advocating for positive life changing behaviour.
- **Knowledge:** How to build a relationship with Jesus

Content Background

Why is the relationship of man and Jesus Christ within the context of Christianity very important?

The relationship between a Christian and Jesus is important as according to the teachings of the Bible which we as Christians believe in, God created man in his own image. (Genesis 1:27 “So God created man in his own image, in the image of God, He created him male and female He created them.”)

This relationship is very important because our Christian faith requires us to have not just a relationship but a closer relationship with our creator who firstly made us human beings in the likeness of God and then went on further to send his one and only son Jesus Christ to come down to earth to live like a human being but lead a holy life which he set as an example for we his followers to imitate.

He went on further to demonstrate the love of the Father : God, by obeying him and dying on the cross for our sins. He rose up again on the third day and ascended into heaven to be seated on the right hand of God on high. That by the sacrificial death of Jesus Christ on the cross and his holy and pure blood that was shed on the cross of cavalry we could be purged (washed and cleansed) and set free from the bondage of sin.

The Bible declares that there is no greater love than for a man to lay down his life for his friends.(John 15:13)This means that no one loves us more than our Father God to send his only beloved son to die for us.

2. Bible Texts: Relationship between individual Christian civic identity and the civic of Jesus Christ.

1 Peter 2:21 and Ephesians 5:1-2

That gives us all the more reason to value the relationship we have in Jesus and work to build that relationship. We build that personal relationship by doing certain things as required by the word of GOD and they are as follows:

Praying daily

Reading the word of God and studying the word of God.

Practising living by the word of God.

In doing so we build a stronger relationship with the Lord and we prepare ourselves to go to heaven and live in the eternal kingdom that God has prepared for us.

3. How can I define the relationship of man and Jesus Christ within the context of Christianity?

Below is a guide on how we can have a deeper relationship of Jesus Christ and man. Read and study the word of God (Quiet Time) Suggested are *Seven steps to having your quiet time.*

Step 1. Pray to begin your quiet Time.

Step 2. Read a passage from the Bible expecting God to speak to you.

Step 3. How to choose your daily Bible reading passage.

1. Choose a book from the Bible of which you read a few verses every day.
2. Choose a personality from the Bible whose life story you follow.
3. Take the passage suggested in your daily reading guide.
4. Meditate (Think through and soberly reflect on what you have read)

- Read the passage slowly.
- Do not read a very long passage unless it is very necessary.
- Stop at any verse that strikes you and think about it,

God's word is so powerful that only one single word in a verse is enough to change your life. Each quiet time should be a search for that single word that can change your life.

- Think about the meaning of the words that you are reading, how the scripture applies to you.

- Whisper to the Holy Spirit and say, “Help me Holy Spirit to understand your Word. Father give me the spirit of wisdom and revelation. That the God of our Lord Jesus Christ, the Father of glory, may give unto you the wisdom and revelation in the knowledge of him. (Ephesians 1:17)
- Decide on a practical way to implement the scriptures that you have learnt.
- Without thinking of a way to apply the scripture directly you will often not benefit from quiet time.

Step 4. Move into deeper Bible study and make further references to things that strike you.

Look through the passage again for as many of the following as possible

1. What does the scripture teach me about the nature of God: the Father, the Son or the Holy Spirit?
2. Is there a promise for me to believe and to claim, taking note of any conditions attached?
3. Is there a command for me to obey? Or a good example for me to follow?
4. Is there a warning for me to heed or a bad example for me to avoid?
5. Is there a prayer for me to pray or remember?

Step 5. Use your Bible reading plan.

You may refer to your Bible reading guide. These Bible reading guides are very helpful in developing a regular quiet time habit.

Step 6. Write down whatever the Lord tells you.

Step 7. Now spend time praying to the Lord. Listen to the voice of the Holy Spirit.

The last time in your quiet time is to pray. At times you will pray for a short time, but there are times you will pray for a long time.

During the prayer time God will speak to you through his Spirit. There are things God needs to tell you directly through his Holy Spirit. The Holy Spirit is real. You must believe in him as well.

Supporting Bible Texts

John 15:10-13

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. These things have I spoken unto you, that my joy might remain in you, and [that] your joy might be full. This is my commandment, That ye love one another, as I have loved you. Greater love hath no man than this, that a man lay down his life for his friends.

John 15:14-17

Ye are my friends, if ye do whatsoever I command you. Henceforth I call you not servants; for the servant knoweth not what his lord doeth: but I have called you friends; for all things that I have heard of my Father I have made known unto you. Ye have not chosen me, but I have chosen you, and ordained you, that ye should go and bring forth fruit, and [that] your fruit should remain: that whatsoever ye shall ask of the Father in my name, he may give it to you. These things I command you, that ye love one another.

Luke 12:4

And I say unto you my friends, be not afraid of them that kill the body, and after that have no more that they can do.

Note: The civic identity of Jesus Christ is merely pure in Holy and righteous, because on earth the only man found blameless and holy before God is Jesus, hence the individual Christian civic are gone astray, even our righteousness are as filthy rags Isaiah quoted, “But we are all as an unclean [thing], and all our righteousness [are] as filthy rags; and we all do fade as a leaf; and our iniquities, like the wind, have taken us away”.- Isaiah 64:6

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning towards the Civic of Jesus Christ. Students have learned about the process of constructing and representing an individual Christian civic identity as civic citizens in previous grade levels. However, in this topic they will examine the importance of the Civic of Jesus Christ in their relationships. Teachers should provide learning opportunities for students to be involved and discover their identities through participation.

Teaching Strategies

The following strategies can be used when teaching the Topic.

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

Learning Strategies

- Role Play the biblical scenarios that display Christ love as civic citizens.
- Case Study on how Civic of Jesus Christ. are constructed in the bible and represented as civic citizens.
- For Problem-Based learning; Identify an authentic situation and analyse how it can be solved using Biblical principles.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in for the strand. Teachers can adjust to cater for the learning needs of their students.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resources are the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 2: Christian Identities and Civic Principles

Unit 2: Civic Principles

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

Benchmark: 8.2.2.1 Investigate and explain how Christian beliefs, values, and principles shape individual Christian civic identities.

Learning Objectives:

By the end of the topic, Students will be able to;

- Identify the individual Christian civic identities of its beliefs, values and principles
- Investigate how Christian beliefs, values, and principles shape individual Christian civic identities.
- Explain and describe how Christian beliefs, values, and principles shape individual Christian civic identities.

Topic: How Christian beliefs, values and principles shape individual Christian civic identities.

Performance Indicator: Describe how Christian beliefs, values mold and shape an individual in the civil society.

Essential Questions:

1. How Christian beliefs, values, and principles shape individual Christian civic identities?

Essential KSAVs

- **Values:** Exemplify positive traits
- **Attitudes:** Boldness in Demonstrating Christian values and principles
- **Skills:** Examine, Investigate, Comparison
- **Knowledge:** Christian beliefs, values, and principles, Individual Christian civic

Content Background -

A Christian Civic Identity and principles refer to a person or an individual who believes in God and portrays his/her beliefs firmly, without fear or favour and chooses openly to display characteristics of a good, sensible and helpful individual with specific values and traits, either developed over time or transformed through divine intervention.

List the types of beliefs, values and principles of an individual Christian civic identity.

Beliefs	<ul style="list-style-type: none"> • Christians recognise Jesus as the Son of God who was sent to save mankind from death and sin (The basics of Christine beliefs). • Christians believe in jurisdiction by faith that through their belief in Jesus as the Son of God and in His death and resurrection, they can have a right relationship with God whose forgiveness was made once and for all through the death of Jesus Christ. • Christians believe in the Trinity-that is God the Father, the Son and the Holy Spirit. God took human form as Jesus Christ and that God is present today through the work of the Holy Spirit and evident in the actions of believers (BBC-The basics of Christian beliefs; John 14:1; 1 John 1:1-3, Wikipedia).
Values	<ul style="list-style-type: none"> • Worship only God (Mark 12:28-30). • Be kind to all people. (Matthew 5:43-48). • Be humble. (Proverbs 17:7, Matthew 20:20-28). • Be honest (I Corinthians 6:19-20) • Self-respect is a value that requires an individual to react with sound mind and action. Be generous with time and money (Deuteronomy 15:7-11). • Practise what you preach; don't be a hypocrite (Matthew 23:27-28). • Do not be self-righteous. No one is perfect; we are all sinners in one way or another (Romans 3:23, 1 John 1:8). Do not retaliate (Matthew 5:38-40). • Forgive others (Matthew 6:14-15). God is merciful and forgives our sins and failings. In the same way, we must be merciful and forgive other people who sin against us or do us harm.
Principles	<ul style="list-style-type: none"> • Through faith in Christ, you have received eternal life (1 John 5:10-13). • Love God and others (Mark 12:30). • Read and study your Bible to help you (1 Peter 2:2, Psalms 119:105, Ephesians 6:17). • Pray to God your heavenly Father, in the name of the Lord Jesus Christ (Ephesians 5:20, 1 John 1:9, 1 Thessalonians 5:17-18). • Confess the Lord Jesus Christ as your personal Saviour as often as you can (Acts 8:36-38, Matthew 10:32). • Avoid Temptations (Psalms 1:1, 1 Corinthians 10:13, Matthew 4:1-11). • Witness to others about the Lord Jesus Christ (Acts 1:8, Romans 10:13-14, Matthew 4:19). • Serve the Lord with gladness (Psalms 100:2, Colossians 3:1-3). • Stand firmly on the Word of God (Ephesians 6:10-18, 2 Peter 2:1-3). • Commune with the Holy Spirit (2 Corinthians 13:14-18, John 16:13). • Be a separated Christian (2 Corinthians 6:14-18, 1 Timothy 5:22). • Forgive each other (Ephesians 4:31-32, Matthew 18:23-35).

2. What are the common aspects of beliefs, values and principles that can be integrated and embedded into an individual Christian civic identity?

Common Christian aspects of beliefs, values and principles	How these aspects can be integrated into a Christian civic identity
<ul style="list-style-type: none"> The most common aspects of beliefs, values and principles that can and must be integrated into an individual Christian civic identity is believing and trusting by faith that God is the ultimate Superior over the entire universe and there is none other beside Him. 	<ul style="list-style-type: none"> This primary aspect can be embedded into an individual through prayer, fellowship, attending church services, attending school every day and learning about God in the classroom, openly sharing and discussing the Word of God at home or at school or with friends.
<ul style="list-style-type: none"> Believing and accepting Jesus Christ as Lord and Saviour and Redeemer of the world. 	<ul style="list-style-type: none"> Jesus Christ is Lord, there is no other name by which we can be saved. This aspect is the focus of a Christian identity because by the Grace of God, through Jesus His Son, we are redeemed and set free from the bondage of sin. However, we are not free until we repent from our sins (1 John 1:9) and confess to God. Believing and accepting Jesus is not easy but it is the right and only way to have eternal life, by imitating the life of Christ, being kind, helpful, forgiving, loving, we are able to embed this value into our lives.
<ul style="list-style-type: none"> Believing in the Holy Spirit and allowing the Holy Spirit to lead and guide our actions 	<ul style="list-style-type: none"> The Holy Spirit is the Helper that was sent to us by Jesus so by God's grace and by the power of the Holy Spirit, we are able to understand the good works of Christ and know His values and therefore we can discern what is right and what is wrong.

3. Advantages and disadvantages of how Christian beliefs, values and principles shape individual Christian civic identities

Advantages	<ul style="list-style-type: none"> Believes that are widely accepted become part of our culture and in many ways shape the society we live in (How Religion influences behaviour). Religion is the strongest belief system that has existed for thousands of years (monk prayogshala), however, Christianity is the world's largest religion with about 2.4 billion followers as of 2020 (Wikipedia). Christianity, or the belief in one Supreme Authority, God, provides an individual with unlimited guidance, information, knowledge, understanding and wisdom to become a person of moral value, standing and purpose. Christian identities of individuals are shaped by having a true and firm belief in the One true God, whose values of honesty, truth, love, respect, morality and kindness (Galatians 5:22-23) are standardised under the principle of Faith in Christ. These values help you, strengthen and prepare you for challenges ahead.
Disadvantages	<ul style="list-style-type: none"> It is important to understand the Christian aspect of your purpose in society; otherwise you will not be able to identify yourself correctly within your community and society. You will be confused and start to question your purpose in a particular setting. Be mindful of foreign messages or doctrines that do not teach Jesus as Lord and Saviour as this can alter your mindset negatively as a Christian individual. The truth is the Word of God; there is no other truth beside this.

Supporting Bible Texts

2 Peter 1:4-8 KJV

Whereby are given unto us exceeding great and precious promises: that by these ye might be partakers of the divine nature, having escaped the corruption that is in the world through lust. And beside this, giving all diligence, add to your faith virtue; and to virtue knowledge; And to knowledge temperance; and to temperance patience; and to patience godliness; And to godliness brotherly kindness; and to brotherly kindness charity. For if these things be in you, and abound, they make [you that ye shall] neither [be] barren nor unfruitful in the knowledge of our Lord Jesus Christ.

Ephesians 3:12 KJV

In whom we have boldness and access with confidence by the faith of him.

Note: The Christian's beliefs and values are based on the principles of the Word of God. There are more scriptures that talk about values and the principle of the individual Christian civic identities, that Shapes the Individual Christian faith by daily living. Christian Beliefs founded under the core values of, not other than the Person of JESUS CHRIST. Christian "are given unto exceeding great and precious promises: that by these ye might be partakers of the divine nature, having escaped the corruption that is in the world through lust. And beside this, giving all diligence"

To keep the identities, Christians are required to be partakers of the divine nature that escaped the corruption that is in the world through lust and abound, they make [you that ye shall] neither [be] barren nor unfruitful in the knowledge of our Lord Jesus Christ. There you received the full Present and Eternal reward of keeping your identity as an individual Christian.

References for all benchmark content information:

Ten Commandments | Description, History, Text, & Facts

Resources

<https://www.jstor.org>

<https://www.mdpi.com>

<https://journals.sagepub.com>

<https://onlinelibrary.wiley.com>

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning towards Godlike qualities. Students have learned about their identities in previous grade levels. However, in this topic they will discover the importance of Godlike qualities in their relationships. Teachers should provide learning opportunities for students to be involved and discover their identities through participation.

Teaching Strategies

The following strategies can be used when teaching the Topic.

Role play and Case study.

Problem-Based Learning (PBL).

Learning Strategies

Role Play the biblical scenarios that display Godlike quality as civic citizens.
Case Study on how Godlike qualities are constructed in the bible and represented as civic citizens.

For Problem-Based learning; Identify an authentic situation and analyse how it can be solved using Biblical principles.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in for the strand. Teachers can adjust to cater for the learning needs of their students.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 2: Christian Identities and Civic Principles**Unit 2: Civic Principles**

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

Benchmark: 8.2.2.2 Investigate and discuss the influence of Christian values, and principles on individual civic thinking, behaviour, and action.

Learning Objectives: By the end of the topic, Students will be able to;
Investigate the influences of Christian values, and principles on individual civic thinking, behaviour and action.

Identify the influences of Christian values, and principals on individual civic thinking, behaviour and action.

Topic: Influences of Christian values, and principals on individual civic thinking, behaviour and action.

Performance Indicator: Identify the influences of civic principals on individual civic behaviour and thinking.

Essential Questions:

What are influences of Christian values, and principals on individual civic thinking, behaviour, and action?

Essential KSAVs

- **Values:** Demonstrate and advocate positive traits
- **Attitudes:** Positive self-esteem, Boldness, Confidence
- **Skills:** Investigate, Comparison, Report
- **Knowledge:** Christian values, and principles, Individual civic thinking, behaviour and action

Content Background**1. What are the general influences of Christian values and principles on individual civic thinking, behaviour and action?**

Thinking independently, Helpful to others in your actions (service), Doing the right thing, Knowing what is right and wrong and taking initiative to correcting the situation, Not corrupt, Reliable and Trustworthy, Honest in your actions and words, Able to focus your mind on proper information and content, Able to refrain from engaging in unwanted activities like smoking, drinking, etc.

2. Identify and represent the influences of Christian values and principles on individual civic thinking, behaviour and action.**Scenario 1.**

Identify the influence: Independent in thought, Focus, Honest, Doing what is right.

Represent the influence: A grade seven (7) female student has access to unlimited information on the internet and spends much of her time, chatting, taking pictures, going on social media and soon she becomes so consumed by the influence of her mobile phone that she begins to lose concentration in class. The student is not mentally fit to continue her studies as her mind is filled with all sorts of news, pictures and information from her phone that as exams came around, her parents were surprised to find out that their daughter had failed the national exams. With great disappointment, the student lives to regret this decision in her life that could have gone the other way, if she had focused her mind on school and study.

Expand/Discuss: *Influence of Christian Values/Principles*

Honesty, Morality, Respect and forgiveness are key values and principles that apply to this situation. The student is not true to herself, the student did not respect herself about the kind of information she was taking in and how it would affect her mind and thoughts and even her future. The student was not considerate of her family members, especially her parents. These values and principles are absent in the student's way of thinking and did not help her to develop a healthy mindset, instead, the early introduction into these kinds of activities will seriously injure a young developing mind.

Scenario 2

Identify the influence: Thinking independently, Helping others in your actions (service), Doing the right thing, Knowing what is right and wrong and taking initiative to correct the situation. Honest in your actions and words, Not easily influenced by negative comments.

Represent the influence: There is a tucker store in the area you live in. You decide to buy a can of coke since it is a hot day. You give the shopkeeper K10 for the can of coke which costs K2. You will be given K8 for change, however, the shopkeeper, being very busy with other customers, does not realise that she gave you the wrong change, she gave you K12. What would you do? In many instances, you would have taken the money and left, you also hear your friends telling you to leave with the extra change, however, because of your commitment to your faith as a Christian it is not of your character to cheat someone, you patiently wait until the shopkeeper isn't too busy and you correct her mistake and return the extra change. The feeling after doing the right thing will be beneficial for both parties, as she will be happy and appreciative of your honesty while you go home satisfied and pleased with yourself that you did the right thing.

Expand/Discuss: *Influence of Christian Values/Principles*

Doing the right thing, in many instances is not always easy, you are being watched by others around you, and people are telling you things that they think you should do while you are being observant of your own thoughts and how your thoughts will influence your behaviour in response to a situation. When you decide to forgo all other decisions and make the right choice, you end up helping someone who is observing you from afar. Maybe they are not familiar with the right and wrong things to do or say but when you do the right thing, instead of following the decision of the crowd which may not always be right, you are most likely to have a positive influence on the people around you to imitate that behaviour and way of thinking.

Scenario 3

Identify the influence: Thinking independently, Help others in your actions (service), Doing the right thing

Represent the influence: Many a times we tend to walk past old men and women or even people with heavy loads and instead of lending a helping hand, we simply walk ahead and forget to help.

Expand/Discuss: *Influence of Christian Values/Principles*

As a Christian individual living in a community, you have the power to discern, by the Grace of God, what the right thing to do would be in a situation such as the one mentioned, including other similar situations you may have encountered. The values instilled in you to be of open mind and heart will enable the individual to take responsibility and respond to this situation in an appropriate manner with the appropriate action.

Comparing the influences of Christian values and principles on individuals
civic thinking, behaviour and action

Christian Values and Principles can be found in Galatians 5:22-23 'The Fruits of the Holy Spirit is Love, Joy, Peace, Long-Suffering (Patience), Gentleness, Goodness, Faith, Meekness (Humility) and Temperance (Self-Control).

An individual without any values or principles is liable to end up doing something inappropriate such as stealing, fighting, abusing another individual (male or female), disrespectful with the use of language, engage in activities such as corruption, misappropriation, engage in homebrew consumption, smoking, chewing betel-nut including other activities that are not proper compared to an individual with Christian values and principles. These values (Christian) are tied to the individual to be observed individually, as a member of a family, as a member of an institution such as a school or an employment agency, as a member of a Church or a congregation and a member of the community in which that individual is associated or living in.

Supporting Bible Texts Philippians 2:5-9 KJV

Let this mind be in you, which was also in Christ Jesus: Who, being in the form of God, thought it not robbery to be equal with God: But made himself of no reputation, and took upon him the form of a servant, and was made in the likeness of men: And being found in fashion as a man, he humbled himself, and became obedient unto death, even the death of the cross. Wherefore God also hath highly exalted him, and given him a name which is above every name:**2 Corinthians 8:9 KJV** For ye know the grace of our Lord Jesus Christ, that, though he was rich, yet for your sakes he became poor, that ye through his poverty might be rich.

Note: The influence of the Christian values and principles are very high, when it comes to Christian civic, people begin to respect Christian civic in particular society, to uphold the identities of individual Christian civic.

Resources

<https://www.eacs.wa.edu.au>

<https://www.sagepub.com>

<https://files.eric.ed.gov>

Topic: 2. Civic behaviour, actions, and practices of a Christian.

1. Types of civic behaviours, actions and practices of a Christian and non-Christian citizen.

Non-believers are also the same as Christians but the thing that is significant is that they are honest and still struggle by avoiding sin and trying to be better people in the society. We don't think of ourselves as superiors but only blessed. Think about this: Christ died for us while we were wicked, ungodly sinners and natural enemies of Him (Romans 5:6-10).

Types of behaviour and Practices	Christian Feedbacks	Non-Christian Feedbacks
Fighting	Will not retaliate, resolve issues	Retaliate and escalate problems
Swearing	Does not curse	Curse and say rude words
Forgiveness	Forgives and prays for peace	Does not forgive and forget
Respect	Respect him/herself and others	Has no self-respect and disrespect others

2. Identify the influences of civic behaviours, actions, and practices of a Christian or Non-Christian citizen.

A Christian who is guided by the values, principles and beliefs of Christianity is not easily influenced by situations and has the power to maintain self-control and clarity whereas, a Non-Christian has no guiding values, principles and beliefs and tends to react, behave, act or practice activities that may not be healthy, proper or safe for the individual.

Supporting Bible Texts - Luke 14:26 KJV

If any [man] come to me, and hate not his father, and mother, and wife, and children, and brethren, and sisters, yea, and his own life also, he cannot be my disciple.

Note: The Christian principles are also based on the Word of God, hence many Christian are not applied it in their daily living, The Word of God says (refers to Luke 14:26), the principle here is Love, when the Love of God rooted into the lives of individuals Civic that draws Christians influence, behaviour, actions, and practices. If Christian's did not put God into their lives! What comes is that the HATRED and NEGATIVE influence begin clipping and destroys the values of individual Christian.

Romans 12:17-21 KJV

Recompense to no man evil for evil. Provide things honest in the sight of all men. If it be possible, as much as lieth in you, live peaceably with all men. Dearly beloved, avenge not yourselves, but [rather] give place unto wrath: for it is written, Vengeance [is] mine; I will repay, saith the Lord. Therefore if thine enemy hunger, feed him; if he thirst, give him drink: for in so doing thou shalt heap coals of fire on his head. Be not overcome of evil, but overcome evil with good.

Romans 8:7 KJV

First, I thank my God through Jesus Christ for you all, that your faith is spoken of throughout the whole world.

Note: The Christian are to promote the person of Jesus Christ, by means of part take the Nature of Lord Jesus Christ, because Christian inherited the Ethics of Jesus Christ.

Resources

<https://www.jstor.org>

<https://researchgate.net> (civic education)

<https://www.eacs.wa.edu.au>

<https://en.wikipedia.org>

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning towards beliefs, values and principles. Students have learned about their civic principles in previous grade level. However, in this topic they will discover the importance of beliefs, values and principles in their relationships. Teachers should provide learning opportunities for students to be involved and discover their identities through participation.

Teaching Strategies

The following strategies can be used when teaching the Topic.

Role play and Case study.

Problem-Based Learning (PBL).

Learning Strategies

Role Play the biblical scenarios that display beliefs, values and principles as civic citizens.

Case Study on how beliefs, values and principles are constructed in the bible and represented as civic citizens.

For Problem-Based learning; Identify an authentic situation and analyse how it can be solved using Biblical principles.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

**Strand
3**

**Christian Citizenship
and Society**



Strand 3: Christian Citizenship and Society

Unit 1: Christian Citizenship

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

Benchmark 8.3.1.1: Investigate and explain how Christian civil systems influence developmental agenda.

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

- Explore the Christian Civil system and influence the development of Agenda.
- Examine how your Christian faith influences your daily life and those of the different cultures.

Topic: The influence of Christian Civil systems on the developmental agenda

Performance Indicator:

Describe in your own words the phrase, 'developmental genda.'

Essential Questions:

1. What are developmental agendas?
2. *What* roles did the church play to influence the developmental agenda?
3. How does your Christian Faith influence your daily life?
4. How does Christianity influence different cultures?

Essential KSAVs

- **Values:** Trustworthy and loyalty
- **Attitudes:** Appreciation and optimism, appreciate the roles of the Church in the Middle ages and appreciate the significance of church powers on the development of individual and societies.
- **Skills:** Identify and list the roles of the Church in the middle ages, research and discuss how Christianity faith influences the development of individuals, and other cultures.
- **Knowledge:** The roles of Church in the Middle-ages and the influences of Christian Faith on the daily lives of people and other cultures.

Content Background –

The roles of the Church in the middle ages. During the middle-ages, the Church was a major part of everyday life. The Church served to give people spiritual guidance and it served as their government as well.

The influences of Christian Faith on the daily lives of people. Christianity has a major impact on its follower's everyday life. Christians live by the Bible Known as "The Bread of Life", "The book of instructions", and the only Infallible written word of God. It affects humans' actions, behaviour and lifestyle.

The cultural influence of Christianity includes; social welfare, founding hospitals, economics, natural law, politics, architecture. Literature, personal hygiene and family

Development agenda

The development agenda refers here to the issues defined as ‘problems’ and the solutions proposed to alleviate or at least reduce the impacts of these problems. Setting the development agenda involves gathering knowledge about conditions in the South,

which of these conditions require intervention, which agencies will intervene, who will be partners in these interventions, and the policies to guide these interventions. Since the early 1990s the actors involved in negotiating and setting the development agenda and implementing development projects have broadened significantly. The political space for negotiating and setting the development agenda, termed the ‘development space’ here, has been opened to a range of actors from academics to professional practitioners, planners to think-tanks, non-governmental organisations (NGOs) to representatives from transnational corporations. This enables these actors to participate in the process of defining development priorities, formulating suitable policies, and implementing these policies.

Given the opening of the development space, the question of ‘who sets the development agenda?’ has become crucial for critical scholars. It has been argued that knowledge underpins the setting of the development agenda and is concentrated in IFIs, particularly the World Bank and regional development banks, as well as influential bilateral aid donors. Since the shift away from state-led development towards market-led development in the 1970s the power of IFIs has increased as they control both knowledge to set development priorities and material capacity to implement them (Bøås and McNeill, 2004, pp. 3-6). From Wikipedia, the free encyclopaedia (Redirected from [Role of the Catholic Church in Western civilization](#)) navigation Jum



Disputation of the Holy Sacrament by Italian Renaissance artist Raphael, 1509–10 Christianity has been intricately intertwined with the history and formation of Western society. Throughout its long history, the Church has been a major source of social services like schooling and medical care; an inspiration for art, culture and philosophy; and an influential player in politics and religion. In various ways it has sought to affect Western attitudes towards vice and virtue in diverse fields. Festivals like Easter and Christmas are marked as public holidays; the Gregorian Calendar has been adopted internationally as the civil calendar; and the calendar itself is measured from the date of Jesus's birth.

The cultural influence of the Church has been vast. Church scholars preserved literacy in Western Europe following the Fall of the Western Roman Empire.^[1] During the Middle Ages, the Church rose to replace the Roman Empire as the unifying force in Europe. The mediaeval cathedrals remain among the most iconic architectural feats produced by Western civilization. Many of Europe's universities were also founded by the church at that time. Many historians state that universities and cathedral schools were a continuation of the interest in learning promoted by monasteries.^[2] The university is generally regarded^{[3][4]} as an institution that has its origin in the Medieval Christian setting, born from Cathedral schools.^[5] The Reformation brought an end to religious unity in the West, but the Renaissance masterpieces produced by Catholic artists like Michelangelo, Leonardo da Vinci and Raphael remain among the most celebrated works of art ever produced. Similarly, Christian sacred music by composers like Pachelbel, Vivaldi, Bach, Handel, Mozart, Haydn, Beethoven, Mendelssohn, Liszt, and Verdi is among the most admired classical music in the Western canon.

The Bible and Christian theology have also strongly influenced Western philosophers and political activists. The teachings of Jesus, such as the Parable of the Good Samaritan, are among the most important sources of modern notions of human rights and the welfare commonly provided by governments in the West. Long-held Christian teachings on sexuality, marriage, and family life have also been influential and controversial in recent times. Christianity played a role in ending practices such as human sacrifice,^[6] infanticide and polygamy.^{[7]:309} Christianity in general affected the status of women by condemning marital infidelity, divorce, incest, polygamy, birth control, infanticide (female infants were more likely to be killed), and abortion.^{[8]:104} While official Church teaching^{[9]:61} considers women and men to be complementary (equal and different), some modern "advocates of ordination of women and other feminists" argue that teachings attributed to St. Paul and those of the Fathers of the Church and Scholastic theologians advanced the notion of a divinely ordained female inferiority.^[10] Nevertheless, women have played prominent roles in Western history through and as part of the church, particularly in education and healthcare, but also as influential theologians and mystics.

Resources

www.csis.pace.edu/
simple.m.wikipedia.org/
www.history.com.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning towards the civic behaviour, actions, and practices of a Christian and non- Christian citizen. Students have learned about their identities in beliefs, values and principles in previous benchmarks. However, in this topic they will discover the importance of the civic behaviour, actions, and practices of a Christian and non- Christian citizen in their relationships. Teachers should provide learning opportunities for students to be involved and discover their identities through participation.

TEACHING ACTIVITIES

1. Research on topics
2. Summarise main ideas for lesson notes
3. Develop lesson activities
4. Explain & discuss notes with students.
5. Conclude lesson.

LEARNING ACTIVITIES

1. Brainstorm on topic
2. Define topic
3. Read and discuss notes with Teacher
4. Do exercises
5. Orally answer questions to summarise lessons.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 3: Christian Citizenship and Society

Unit 1: Christian Citizenship

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

Benchmark 8.3.1.2: Examine and explain the Christian beliefs, values and principles underlying Christian organisations' political agenda and actions.

Learning Objectives: By the end of this topic, the students will be able to:
Examine the Christian beliefs, values underlying political agenda and actions.
Define the underlying principles of the Christian organisation on the political agenda and actions

Topic: The Christian beliefs and values on Christian Political Organizations

Performance Indicator: Explain principles of Christian organisations

Essential Questions:

- What is a political agenda?
- What are my political rights and obligations as a Christian PNG citizen to be involved in political agendas?
- What are the Christian organisation beliefs, values and principles?
- What are the beliefs of evangelical Christian church organisations?
- What are my political rights as a citizen to be involved in political agendas?

Essential KSAVs

- **Values:** *Acceptance and Liberty*
- **Attitudes:** Accept and value the beliefs of the Evangelicals and respect individuals Christian rights and respect each other's decisions in their choice of religion
- **Skills:** Identify and discuss the beliefs of the Evangelicals, the Christian identity evaluate how the Religious Right Movement influences them.
- **Knowledge:** The Believers of Evangelicals and Christian Identities.

The Believers of Evangelicals

Evangelism is a protestant movement embraced within a variety of Christian denominations, based on the idea that religious salvation can be achieved through adherence to the word of God as delivered through the Bible.

Christian Identity

Christian Identity is a racist, anti-Semitic and white supremacist interpretation of Christianity which holds the view that the Europeans or the Gentiles are regarded as the Chosen people and the Jews as the cursed offspring of Cain.

The Religious Right Movement

This movement came of age in the 1970s. This movement was the result of

Catholics and evangelicals coming together to collectively oppose pro-choice reform, sex education, the Equal Right Amendment, and more in what would become the largest campaign of civil disobedience since the 1960s antiwar movement.

POLITICS: HOW INVOLVED SHOULD CHRISTIANS BE?

The Biblical foundation for proper political engagement by David Closson September 21, 2020

Do Christians have a moral or Biblical obligation to participate in government? Is there a distinctively Christian way to engage in the political process? Do Christians have a duty to vote, and if so, what principles should inform them as they cast their ballots?

“Scripture advocates neither total withdrawal from the political process nor overinvestment in it.”

Some say that Christians ought to be wary of associating too closely with elected officials or political parties because it risks conflating the responsibility of the church with that of the state. They ask: If God is sovereign and controls the heart of the king (Proverbs 21:1), why risk compromising our Gospel witness by getting involved in something so divisive? Others maintain that Christians ought to be heavily involved with politicians and partisan politics. They say that because politics are so important, it is worth investing significant resources to educate and mobilise the congregation for political activity.

The Gospel applies to all areas of life, and the Bible instructs us about government and political authority. Scripture advocates neither total withdrawal from the political process nor overinvestment in it. Thus, we need a third approach, a model in which actively engaged Christians faithfully apply Biblical principles to the current political challenges. But what does this model look like? What are the principles that can help us navigate our divisive political landscape?

WHY SHOULD WE CARE ABOUT POLITICS?

There seems to be an assumption in some circles that politics is inherently defiled, and that political involvement is inappropriate for those serious about the Gospel. This view fits into what theology Wayne Grudem calls the “Do Evangelism, Not Politics” approach to civic engagement. Adherents of this view suggest that Christians should exclusively focus on sharing the Good News and disciplining others in the faith because Jesus’ final command was to make disciples (Matthew 28:16-20). In other words, because political engagement does not lead someone to faith in Christ, it is not considered a top priority.

However, upon closer examination of Scripture, this objection fails to account for a broader perspective of politics, one that incorporates how people order their lives and affairs and the reality that the Christian worldview has much to say about civic responsibility. Moreover, the objection does not consider the responsibility Christians have to steward the blessings and opportunities entrusted to them. Because voting is a matter of stewardship, Christians living in a constitutional republic should seek to vote in a way that honours God and advances the well-being of their neighbour.

In Romans 13:1-7, Paul describes the governing authorities as “ministers of God” and says they are responsible for administering civil justice. Although God is sovereign, He chooses to use human governments to carry out His will in the civil sphere. A Biblical basis for government is also found in Genesis 9, where God provides general authorization for action against murderers (Genesis 9:5-6). This passage implies that communities must form or support governments capable of administering justice.

“Government was God’s idea, and Christians should engage with it in a way that is consistent with its God-ordained purpose.” Thus, the important role of government is one reason why Christians should care about the political process. Government was God’s idea, and Christians should engage with it in a way that is consistent with its God-ordained purpose.

A second reason Christians should care about politics is that the Bible contains numerous examples of God’s people engaging in politics as part of a holistic approach to ministry that meets both spiritual and temporal needs.

In the Old Testament, for example, Joseph and Daniel served in foreign administrations and used their influence to implement policies that benefited society. In the case of Joseph, during a devastating famine (Genesis 45:9-12), God used his position in the Egyptian government to protect and provide for his extended family (which would become the nation of Israel).

Queen Esther used her influence in the Persian government to save the Jewish people from a state-sanctioned genocide (Esther 8). The Prophet Jeremiah instructed the exiles in Babylon to seek the welfare of their new city. He also commanded them to pray for the city, “for in its welfare you will find your welfare” (Jeremiah 29:7). A thriving society would benefit God’s people as well as the city’s other inhabitants.

Because government and its laws are an inextricable part of our lives, there is no way to avoid some level of involvement. This is true for Christians, who, though “sojourners and exiles” (1 Peter 2:11) in this world, are nevertheless citizens of the “City of Man” as well as the “City of God.” Christians ought to endeavour to be good citizens of both cities and leverage their influence for the advancement of laws, policies and practices that contribute to the flourishing of our neighbours.

HOW SHOULD CHRISTIANS ENGAGE IN POLITICS?

We should never equate the church’s mission with the platform of a political party. But should Christians, and especially pastors, do more than call for cordial discourse and preach on a few moral issues? What Biblical principles should guide us when we vote?

In a republic like the United States, the locus of power is the citizenry; the government derives its authority from the people. Unlike billions of people around the world, Americans, through the ballot box, control their political future. Indeed, we are stewards of it, as we are stewards of everything else God has given us.

For Christian citizens, the implications of America's form of government are even more significant when considered alongside Paul's teaching on the purpose of government in Romans 13. According to Paul, the government is ordained by God to promote good and restrain evil. God authorises the government to wield the sword for the administration of justice. "By voting, Christians are entrusting their 'sword-bearing' responsibility to officials who will govern on their behalf. Seen from this perspective, voting is a matter of stewardship; failure to vote is a failure to exercise God-given authority."

Because power resides with the people in our republic, when Christians vote, they are delegating their ruling authority to others. In other words, by voting, Christians are entrusting their "sword-bearing" responsibility to officials who will govern on their behalf. Seen from this perspective, voting is a matter of stewardship; failure to vote is a failure to exercise God-given authority.

Further, given the United States' far-reaching influence in the world, how can American Christians love the people of the nations well without having a vested interest in how our government approaches the issue of religious liberty and human rights worldwide? Will America's ambassadors be stalwart defenders of religious freedom overseas? Christians who support missionaries should care about the state of international religious freedom, an area of advocacy in which the U.S. exerts significant influence. Will abortion, under the euphemism of "family planning," be funded overseas by American taxpayers, or will U.S. foreign policy value the life of the unborn?

Again, American believers, by exercising their right to vote, have a direct say in these matters.

In light of these considerations, pastors should exhort their members to be involved in the political process and to vote. But voting is not enough. Pastors should also help educate and equip their members to think Biblically about moral issues, candidates and party platforms. Although neither political party perfectly represents Christians, party platforms allow us to make thoughtful judgments regarding who we will support at election time. These platforms, which serve as proposed governing philosophies, allow Christians to see if and how the political parties prioritise issues on which the Bible clearly speaks.

Compelled by love for our neighbours and a desire to steward our God-given responsibilities, we must, as Christians, engage in the political process. But we must engage Biblically. This requires that we be prepared to grapple with the moral issues of our day, the reality of our two-party system, and follow our Christian convictions to their logical end by voting for candidates and parties that support clear Biblical values.

Family Research Council

David Closson, director of Christian Ethics and Biblical Worldview at Family Research Council. This article is excerpted by permission from "Biblical Principles for Political Engagement," part of Family Research Council's Biblical Worldview Series of publications by David Closson. For information about the series, go to FRC.org/worldview. Scripture quotations are taken from The Holy Bible, English Standard Version.

RESOURCES

En..wikipedia.org/www.google.com/www
www.google.com/search/www.crosswalk.com/journal.sagepub.com

TEACHING AND LEARNING STRATEGIES

Teachers are encouraged to facilitate learning towards the civic behaviour, actions, and practices of a Christian and non- Christian citizen. Students have learned about their identities in beliefs, values and principles in previous benchmarks. However, in this topic they will discover the importance of the civic behaviour, actions, and practices of a Christian and non- Christian citizen in their relationships. Teachers should provide learning opportunities for students to be involved and discover their identities through participation.

Teaching Activities

1. Introduce lesson
2. Discuss meaning of new words
3. Compare and discuss the beliefs and rights.

Learning Activities

1. Define new words
2. Give examples of beliefs and rights
3. Compare against the teachers list
4. Demonstrate ways of respecting.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 3 Christian Citizenship and Society

Unit 2: Christian Citizens and Active Participation

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

Benchmark 8.3.2.1: Investigate and explain the different ways that Christian citizens could contribute towards transforming of communist systems and processes.

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

- define communist system and identify current communist countries in the world
- explore communist systems and processes identify how Christian citizens could contribute towards transforming of communist systems and processes, given the disadvantages and advantages of the system.

Topic 1: Roles and responsibilities Christian citizens perform to develop and sustain communist societies

Performance Indicator: Describe a negative or positive perception of being a member of a communist and a non-communist country.

Essential Questions:

1. What is communism?
2. Which countries practise communism today?
3. Who developed the theory of communism and why?
4. What are the advantages and disadvantages of communism?
5. How can Christian citizens contribute towards transforming of communist systems and processes given its advantages and disadvantages?

Essential KSAVs

- **Values:** Justice, fairness, equality, team work.
- **Attitudes:** Open-minded, Optimistic, Critical.
- **Skills:** Research skills, Note-taking skills, Critical Analysis.
- **Knowledge:** Communism, Communist systems, Communist processes, Characteristics of communism, Advantages of communism, Disadvantages of communism.

Content Background

Communism

Communism is an economic system where the group owns the factors of production. In countries, the government represents the group. The means of production are labour, entrepreneurship, capital goods, and natural resources. [1] Although the government doesn't legally own the labour force, the central planners tell the people where they should work. German philosopher Karl Marx developed the theory of communism. He said it was, "From each according to his ability, to each according to his need."

"[2] In his view, capitalistic owners would no longer syphon off all the profits. Instead, the proceeds would go to the workers. To Marx, this meant that people would work at what they loved and did well. They would happily contribute these skills for the good of all. The economy would prosper because they would work harder than in capitalism.

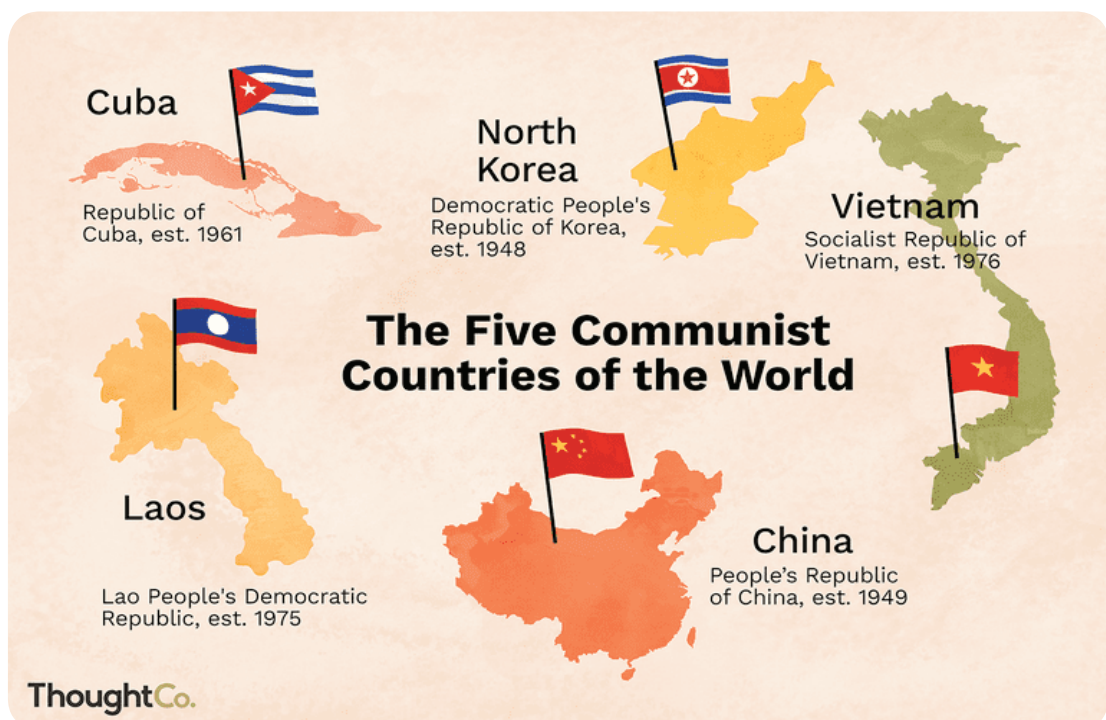
"To each according to his need" meant the community would take care of those who couldn't work. It would distribute goods and services to everyone as they required them. Those who were able to work would be motivated by enlightened self-interest.

10 Characteristics of Communism in Theory

In the Communist Manifesto, Marx and co-author Friedrich Engels outlined 10 points;

1. Abolition of property in land and application of all rents of land to public purposes.
2. A heavy progressive or graduated income tax.
3. Abolition of all rights of inheritance.
4. Confiscation of the property of all emigrants and rebels.
5. Equal liability of all to labour and establishment of industrial armies (especially for agriculture).
6. The gradual abolition of the distinction between town and country.
7. Free education for all children in public schools and abolition of children's factory labour.
8. Centralisation of credit in the hands of the state.
9. The state would control communication and transportation.
10. The state factories and instruments of production would cultivate wastelands and improve the soil.

A List of Current Communist Countries in the World



Thought Co / Melissa Ling

Advantages and Disadvantages of Communism

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. It reduces the impact of socioeconomic differences in society. 2. People start life off with the same opportunities. 3. Employment opportunities abound in Communism structures. 4. Educational opportunities increased during Communist rule. 5. It creates a stronger social community. 	<ol style="list-style-type: none"> 1. Public ownership structures are easily manipulated by others. 2. Most employment opportunities are in the agricultural sector. 3. Individual rights are not a top priority under Communist rule. 4. Opposition is not permitted in Communism unless the central authority authorises it. 5. Communism makes no distinction between propaganda and education. 6. Dissent is not permitted under Communist rule. 7. There is no way to change the behaviours of the ruling group from within. 8. It reduces levels of meaningful employment in society. 9. Individuals are given income limits to follow. 10. The outcome of Communism is often poverty.

RESOURCES

<https://connectusfund.org/15-major-advantages-and-disadvantages-of-communism>

TEACHING AND LEARNING STRATEGIES

In this topic, teaching and learning should be centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Activities

- Introduce lesson
- Discuss meaning of new words
- Compare and discuss the beliefs and rights.

Learning Activities

- Define new words
- Give examples of beliefs and rights
- Compare against the teachers list
- Demonstrate ways of respecting.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

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

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

Benchmark 8.3.2.1: Investigate and explain the different ways that Christian citizens could contribute towards transforming of communist systems and processes.

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

- Identify roles and responsibilities of Christian citizens
- Explain different role an individuals and organisation play
- Analyse civics participation models in the societies
- Design improved models for civics participation

Topic: 2 Communist systems and processes

Performance Indicator: Select and describe a role and responsibility a Christian citizen participates in.

Essential Questions:

1. What is the civic role and responsibility of a Christian citizen in a communist society?
2. How does a Christian citizen contribute to sustaining a communist society?

Essential KSAVs

- **Values:** Display courage and perseverance
- **Attitudes:** Participate in filling their roles and responsibilities as good Christian citizen
- **Skills:** Identify and explain the civic roles and responsibilities of Christian citizens in a communist society
- **Knowledge:** Civic roles and responsibilities of Christian in a communist society

Content Background - Civic roles and responsibilities of a Christian Citizen

Every citizen of any country has certain obligations that they are required to fulfil. These vary from country to country and society to society. The kingdom of God is no exception. We have obligations and duties to discharge.

Citizenship in a free country is a blessing from God. Our great system of self-government assures every Christian to have a voice in the affairs of the nation, and enables us to bring a heavenly perspective to the earthly realm. God wants us to do His will in government, just as in the church and in the home.

1) Pray

The first duty of any Christian for his country is prayer. This, indeed, should come as no surprise to any of us. The apostle Paul wrote in 1 Timothy 2:1-2, “First of all, then, I urge that supplications, prayers, intercessions and thanksgivings be made for all, for kings and all who are in high positions, that we may lead a quiet and peaceable life, godly and respectful in every way!”

2) Register to Vote

The second duty is to register to vote. Christian citizens cannot legally discharge your duties unless you take time to register to vote. To register is to stand up and be counted. To register is to say, “Here I am!” I’ll do my part. You can count on me!” To register is to take seriously the stewardship God has given you for the nation. The opening words of our nations’ birth certificate, the Constitution, say this, “We the people... .” “Who is the government of this land? “We the people... .” Who is responsible to God for seeing that our government is run justly? “We the people... .” Who are the servants God has put in charge? “We the people!”

3) Become Informed, Inform Others

The third duty of any Christian citizen to his nation: Organise and lead or participate in a study group to inform yourself and others concerning the structure of government, current political problems and issues, and how to serve God effectively in the political arena at your level of influence.

Just as the untrained soldier is at the mercy of his enemy, the uninformed Christian cannot prevail against evil forces in the world of politics. Knowledge is essential to effective action. “The wise man is crowned with knowledge” (Proverbs 14:18). To serve God effectively as a citizen, you must learn how to act for His glory within the framework of existing political processes

Delay can be fatal to America. Do not allow anything to hinder you from becoming a well- informed Christian citizen. Knowledge must result in action.

4) Help Elect Godly People

The fourth duty of any Christian citizen is to work for the election of godly people in all levels of office– local, county, state, federal, and international. Did you know that Proverbs 11:11 says, “The good influence of godly citizens causes a city to prosper...”? Jesus called His followers the salt and light of the world (Mt. 5:13-16). And it is our duty still to be His influences in this world. Help elect strong, godly people to public office at the local, state, and national levels. Support them faithfully throughout their terms of public service by lovingly

sharing with them the biblical views on issues, praying for them, and encouraging them.

Righteous rule brings rejoicing. “With good men in authority, the people rejoice; but with the wicked in power, they groan” (Proverbs 29:2). The most effective way to restore righteous rule and rejoicing in America is to elect godly people to positions of authority. This can be done only by informed, praying Christians like you.

5) **Vote**

And now the fifth is to vote. Vote consistently in every election, after becoming informed about the various candidates and issues, and evaluating them on the basis of the Word of God.

Proverbs 25:19 says that “Putting confidence (or voting for) in an unreliable man is like chewing with a sore tooth, or trying to run on a broken foot.” God wills us to put our trust in men of character. See in Numbers 16 and Exodus 32:25-35 how Israel in the wilderness rallying around Moses as their chosen leader? Then again, after the death of Saul, and later Absalom, the public rallied around David as their king (2 Samuel 1-5 and 2 Samuel 15-19). This is what our vote is. It is our pledge of confidence, our rallying around the candidate we believe God has given to lead us.

Why You Must Vote

Only when you cast your vote do you fulfil your Christian responsibility in government. Exercise the influence that God has given you through our unique system of self-government. If you fail to vote conscientiously for godly rule, evil will increase in our nation. “When rulers are wicked, their people are too” (Proverbs 29:16). Our nation will then bear the consequences of our choices. “You will cry out for relief from the king you have chosen, and the Lord will not answer you on that day” (1 Samuel 8:18, NIV). It is commonly believed that decisions in America are made by a majority of the people. This is not so. Decisions are made by a majority of those who vote. As few as 16 percent of all eligible voters in a district can elect a member of Congress. Even presidents have been elected by an average of one-half the votes per precinct nationwide.

By one vote, Texas was admitted to the Union; Hitler won leadership of the German Nazi Party; and the U.S. House of Representatives elected Thomas Jefferson as President. Your one vote does make a difference!

Let God’s Word Be Your Guide

In making your decisions, let the Word of God be your guide. “Godliness exalts a nation” (Proverbs 14:34)., so it is important to prayerfully seek God’s will in all political decisions. Israel invited God’s anger by selecting leaders without consulting Him: “They set up kings without my consent; they choose princes without my approval” (Hosea 8:4, NIV). If there is no qualified candidate who is spiritually mature, vote for the one whose personal principles and platform most nearly agree with your own Christian position based on the Bible.

Dedication to Freedom

When the signers of the Declaration of Independence affixed their signatures to that historic document, they were well aware that if the colonial cause failed they would be executed as traitors. They were dedicated to the cause of freedom. Any less dedication on our part will result in a loss of that precious freedom for which they and thousands of others were willing to die. We dare not fail them, ourselves, and far more important, our Lord, to whom this nation was dedicated. Our nation is now faced with its greatest crisis in history. If you ever plan to do anything for Christ and America, please do it now.

RESOURCES

http://www.campuscrusade.com/downloads/5_Duties-Text.pdf

Teaching and Learning Strategies

In this topic, teaching and learning should be centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Activities

- Introduce lesson
- Discuss meaning of new words
- Compare and discuss the beliefs and rights.

Learning Activities

- Define new words
- Give examples of beliefs and rights
- Compare against the teachers list
- Demonstrate ways of respecting.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

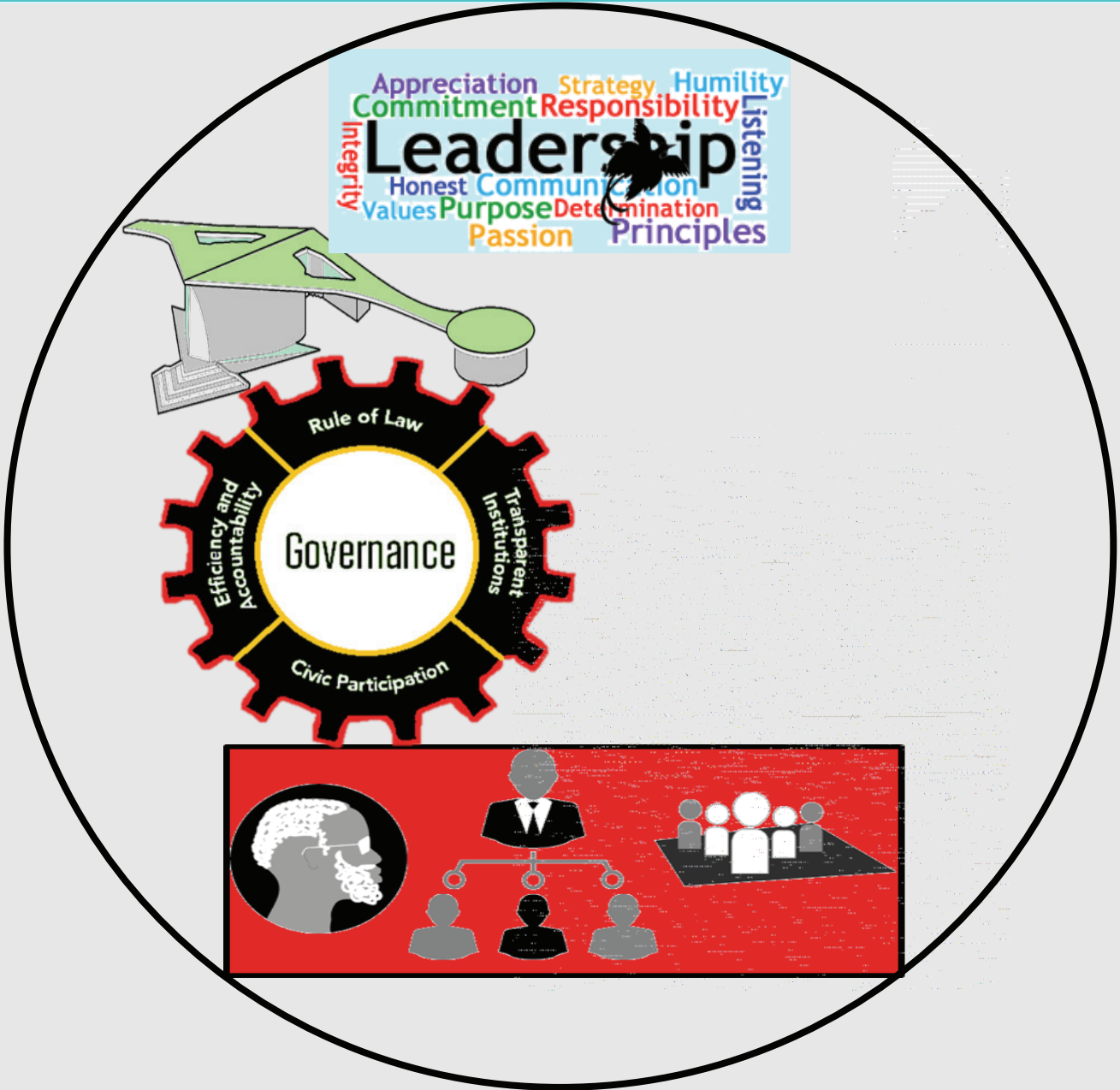
Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 4

Christian Leadership and Governance



Christian Leadership and Good Governance

Unit 1: Christian Leadership

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

Benchmarks 8.4.1.1: Investigate and explain the essence of Christian Ethical Leadership and relate it to the behaviour and practice of leaders in different contexts.

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

- Examine the essence of Christian Ethical leadership and present a report.
- Compare the behaviours and practices of leaders with the essence of Christian Ethical leadership.

Topic: The essence of Christian Ethical Leadership

Performance Indicator: Identify good behaviours and practices of ethical leaders

Essential Questions:

1. What are the essences of Christian Ethical Leadership?
2. How do the behaviours and practices of Christian Ethical Leaders relate to leaders in different contexts?

Essential Values, Attitudes, Skills and Knowledge

- **Values:** Value the essence of Christian Ethical Leadership and correlate it to behaviours and practices of leaders in different contexts.
- **Attitudes:** Appreciate the essence of Christian Ethical Leadership and correlate it to behaviours and practices of leaders in different contexts.
- **Skills:** Investigate and explain the essence of Christian Ethical Leadership and correlate it to behaviours and practices of leaders in different contexts.
- **Knowledge:** Use the essence of Christian Ethical Leadership and correlate it to behaviours and practices of leaders in different contexts.

Content Background

What are the Essences of Christian Ethical Leadership?

The Essence of Christian Ethical Leadership is Love-Centred as stated in the Code of Ethics of Christian Leadership. It provides a vision of how love can direct a Christian Ethical Leader. Hebrews 4:14-16 mentions, “because there are times when we fall short of these high standards, let us all return again and again to the throne of our Lord and Savior Jesus Christ, where we will find grace and mercy to receive us and guide us in His ministry of love.” Christian leaders are required to attend first and foremost to their personal relationship with God, through prayer, reading and meditating on the Word of God, worshipping, and communal life in the Body of Christ.

What are the behaviours and practices of Christian Ethical Leaders that relate to leaders in different contexts?

These are some of the behaviours and practices of Christian Ethical Leaders that can be applied by leaders in different contexts.

Behaviours:

- Respect the brethren as God's image and treat each person with dignity and care.
- You are a human created in God's image and must be responsive to your own social, psychological, spiritual, and emotional needs.
- Appreciate the experiences of your organisation and set a loving atmosphere that promotes respect and consideration for everyone.
- Uphold confidentiality unless a life is at risk and mandated to report and be faithful to the trust your people have in you.
- Appropriate physical boundaries with each person are required from a Christian Ethical Leader and not to engage in any sexual, abusive, manipulative, or coercive behaviour, explicit or implied, in your language or actions.
- Respect everyone regardless of their age, race, ethnicity, colour, nationality, gender, sexual orientation, religion, disability, marital status, political belief, or any personal characteristic, attribute, condition, or status.

Practices

- Seek to follow God's leadership in your ministry because the Shepherd constantly and actively attends to the needs of those under your care.
- Offer intercessory prayer on behalf of other people.
- How you model self-care sets an example in your ministry.
- When a need or an issue exceeds your capacity as a leader, make referrals or seek advice.
- Maintain charitable relationships with all people in the organisation by refraining from disparaging others.
- Follow the Christian Code of Ethics in Christian Ethical Leadership to provide advice and guidance.
- Serve everyone with love and care regardless of their social status.

Suggested Resources

<https://www.graftedlife.org/articles/code-of-ethics-for-christian-leaders>

TEACHING AND LEARNING STRATEGIES

In this topic, teaching and learning should be centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Strategies

To enhance students' research skills, the students can be introduced to the system and guided to research on the topic further using technology available and/or resource books; and guided to analyse the system's advantages and

disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes.

Learning Strategies

Using guided discovery, students should analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes depending on the country they belong to.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 4 Christian Leadership and Good Governance

Unit 1: Christian Leadership

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

Benchmarks 8.4.1.2: Analyse the traits of Christian Ethical Leaders and justify their importance in the leading of people and organisations.

Learning Objectives:

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

- research and present a report on the traits of Christian Ethical Leaders.
- examine the report and classify the traits of Christian Ethical Leaders and their importance.
- select the traits of Christian Ethical Leaders and design a poster promoting the importance in the leading of people and organisations.

Topic: Traits of Christian Ethical leadership

Performance Indicator: Select an ethical leader and present a report on his or her profile.

Essential Questions:

1. What are the traits of Christian Ethical Leaders?
2. What are their importance in leading people and organisations?

Essential Values, Attitudes, Skills and Knowledge

Values: Value the traits of Christian Ethical Leaders and their importance in leading people and organisations

Attitudes: Appreciate the traits of Ethical Leaders and their importance in leading people and organisations.

Skills : Analyse and justify traits of Christian Ethical Leaders and their importance in leading people and organisations.

Knowledge: Traits of Christian Ethical Leaders and their importance in leading people and organisations

Content Background

What are the traits of Christian Ethical Leaders?

These are some traits of Christian Ethical Leaders;

Love, modesty, self – development, motivation, correction, integrity and followers of God’s will.

What is their importance in leading people and organisations?

The importance of Christian Ethical Leaders’ traits in leading people and organisation as in:

Love - is central to Christianity and every Christian. Every Christian Ethical Leader should be driven in his or her life by the love of God in anything that he or she does. In this light, may other people recognize the heart and motives of that leader.

God is Love (1 John 4:8) and “the love of God is has been poured out into our hearts by the Holy Spirit who was given to us.”

Modesty -we all encounter the *know it all* leader, *the submit or else* type of leader” according to writer Brent Rinehart at the Crosswalk. But Proverbs 16: 5 says the proud of heart are “an abomination” to God. Being arrogant does not help model or demonstrate Christ’s interests. Rather, it is in direct conflict with Christian Ethical leadership.

Self-development- Jesus modeled self – development, according to Ron Edmondson, Jesus “Constantly slipped away to spend time with God” One of the most striking examples of this is when Jesus prayed in the garden at Gethsemane just before His arrest. Jesus knew “all things that would come upon him” (John 18:4), including the painful flogging and crucifixion. Christian Ethical Leaders can follow Jesus’ example of seeking God for insight into His will and for strength. Becoming more righteous is a lifelong process for all Christians, and leaders need to make time to grow spiritually.

Motivation- when we are moving people for our benefit, we manipulate and exploit them. But when we call people to a higher purpose, we motivate them. Christian Ethical Leaders motivate people in the organisation instead of misleading or exploiting them. Grunlan said, in Nehemiah 2: 17, “Nehemiah fearlessly motivated the people to rebuild the walls of Jerusalem,” He laid out a vision, shared a plan and reassured the people that God was with them.

Correction- correcting others in the right way is important for all Christians. Many passages in Scripture speak of this principle as Hebrews 10:24 -25 illustrates, “And let us consider one another in order to stir up love and good works, not forsaking the assembling of ourselves together, as is the manner of some, but exhorting one another, and so much as you see the Day approaching”.

Christian Ethical leaders should apply the following approaches when correcting others;

- understanding their temperaments;
- respecting their concerns;
- believing in their gifts;
- supporting their dreams;
- challenging their flaws.

Integrity - Christian Ethical Leaders practice and value integrity. *Proverbs 16:13 affirms, “Righteous lips are the delight of the kings, and they love who speaks what is right”.*

People don’t follow leaders who lack integrity. Integrity involves actions as well as words. This does not refer so much to things like not stealing or not telling lies. Integrity involves practising what we preach; being consistent and dependable, doing what we say we will do and living in such a way that others will trust us.

Follower of God's will

A good Christian Ethical Leader seeks the Lord, commits his way to the Lord and the Lord establishes the next steps." Proverbs 16: 1, 3, 9 confirms that the preparations of the heart belong to man, but the answer of the tongue is from the LORD, and your thoughts will be established. A man's heart plans his way, but the LORD directs his steps."

Suggested Resources

1. Campbellsville University, What is Christian Leadership? 8 Principles
Online@compbellsville.edu

TEACHING AND LEARNING STRATEGIES

In this topic, teaching and learning should be centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Strategies

To enhance students' research skills, the students can be introduced to the system and guided to research on the topic further using technology available and/or resource books; and guided to analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes.

Learning Strategies

Using guided discovery, students should analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes depending on the country they belong to.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 4 Christian Leadership and Good Governance

Unit 1: Christian Leadership

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

Benchmark 8.4.1.3: Identify and explain the Pillars/Principles of Christian Leadership, and examine how these influence leaders' views, behaviours and practice.

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

- Identify and list the pillars of Christian Ethical Leadership that influence leaders' views, behaviours and practices;
- Discuss and identify the pillars/principles of Christian Leadership that influence leaders. Examine how these pillars /principles of Christian Leadership influence leaders.

Topic: Pillars of Christian Ethical Leadership

Performance Indicator: Identify an ethical leadership principle and describe how you feel about the principle.

Essential Questions:

1. What are the principles of Christian Leadership?
2. How do pillars/principles of Christian Leadership influence leaders?

Essential Values, Attitudes, Skills and Knowledge

Values: Value the Pillars/principles of Christian Leadership and how these influence leaders' views, behaviours and practices.

Attitudes: Appreciate the Pillars/principles of Christian Leadership and how these influence leaders' views, behaviours and practices.

Skills: Conduct an inquiry and explain through posters and pamphlets how pillars/principles of Christian Leadership influence leaders' views, behaviours and practices.

Knowledge: Pillars/Principles of Christian Leadership

Content Background

What are the Pillars/Principles of Christian Leadership?

Christian Leadership is influencing people through ethics or morals which deal with the principles that guide a person's behaviour. This leadership aims to promote scripturally acceptable behaviour or simply doing what is right. A Christian leader is regarded highly as a role model whose action influences the organisation and the people.

It is the duty of the Christian leaders to take charge of the organisation and people to lead with courage and pillars/principles of moral character. Their leadership is strongly supported and is more influential in having a positive effect on the organisation and people because they practise honesty, sensibility, wisdom, accountability and responsibility.

These set of pillars/ principles can maintain and preserve the positive traditional and Christian values amongst current and future generations of Papua New Guinean leaders and are common to all levels or settings of Christian leadership responsibility.

How does Christian Leadership influence leaders' view, behaviours and practice?

Christian Leadership influences the leaders' views, behaviours and practices as they see that leadership is not about names and positions, but it is about influencing others positively.

However, many people believe that leaders need to be authority figures that direct others, find mistakes, or point out blind spots according to their titles. True Christian leaders resist this temptation and instead, serve their organisation by casting a clear vision, empowering others.

Thus, Christian Leaders are more interested in doing things the right way as their actions portray the Christian principles and values. They have a mindset of servant-hood and lead with honesty and truthfulness that discourage lying and cheating while promoting transparency. They treat people with dignity and respect at all times and if there are problems in the organisation, leaders know that they must always focus on the situation, but not the person/s to maintain the self-esteem and self-confidence of others. They take ownership for their own actions or individuals, groups and organisations, considering the implications of decisions and dealing with their consequences and developing capacity in others, and encouraging action to overcome challenges for the progress of the organisation and people.

Suggested Resources

<https://livingourpriorities.com/christian-code-of-conduct/>

<http://everydaypower.com/pillars>

Honesty - Wikipedia <https://en.wikipedia.org/wiki/Honesty>

TEACHING AND LEARNING STRATEGIES

In this topic, teaching and learning should be centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Strategies

To enhance students' research skills, the students can be introduced to the system and guided to research on the topic further using technology available and/or resource books; and guided to analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes.

Learning Strategies

Using guided discovery, students should analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes depending on the country they belong to.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 4 Christian Leadership and Good 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 8.4.2.1: Define political governance and analyse its characteristics and principles.

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

- Discuss and explain political governance.
- Identify characteristics of political governance and how it influences governance.
- Identify the fundamental principles of government in today's political environment.
- Explain the fundamental principles of government.

Topic: Political Governance

Performance Indicator:

Name a political governance chare and describe how it influences you

Essential Questions:

1. What is political governance?
2. What are the characters and principles of political governance?
3. How do characteristics and principles of good governance influence governance?
4. What principles are important for a successful government and country?

Essential Values, Attitudes, Skills and Knowledge

- **Values:** Recognize the fundamental principles of government in today's political environment and its characteristics.
- **Attitudes :** Work cooperatively and respect their classmate's opinions.
- **Skills :** Explain the meaning of fundamental political principles and characteristics of political governance, examples of them, and their application in their own lives
- **Knowledge:** Characteristics and principles of political governance.

Content Background

Governance is the term used to describe the way a group of people such as a country do things. It came from the Latin verb '*gubernare*' or more originally from the Greek word '*kubernaein,*' which means 'to steer'. Governance refers to the manner of steering or governing, or of directing and controlling, a group of people or state.

Political Governance

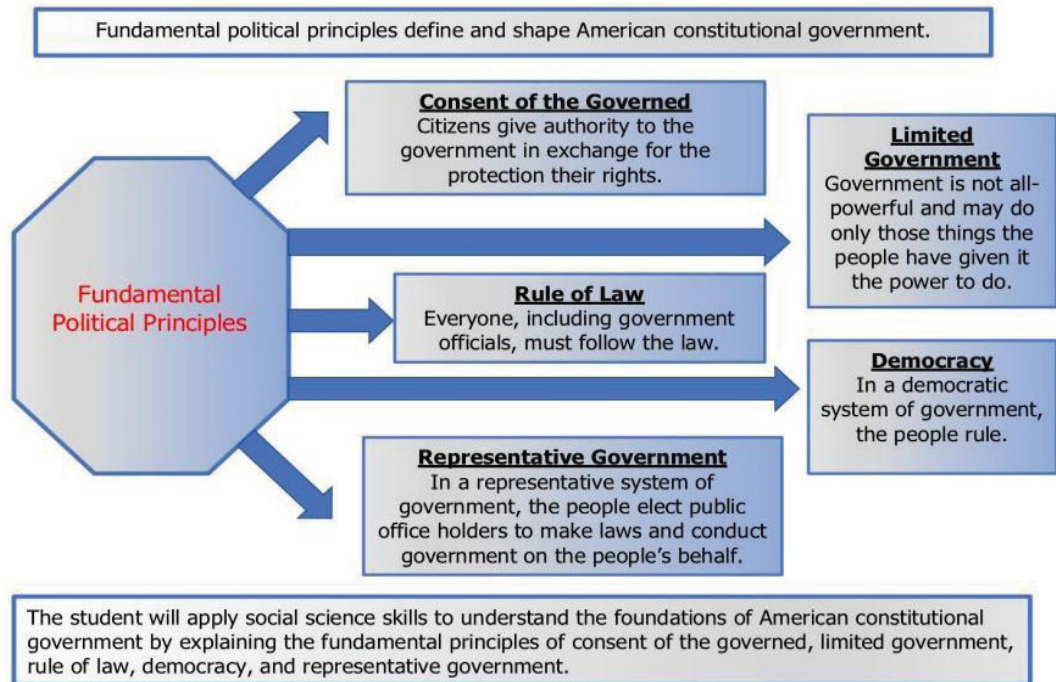
Governance is essentially related to politics, in that politics is often defined as the art of governance. Just as politics talks about governments, institutions, power, order and ideals of justice, governance also deals with the public sector, power structures, equity and ideas of public administration. Nevertheless, they are distinct from each other in the sense that politics is broader than governance.

Characteristics of Political Governance

- Leadership is a social phenomenon. It supposes a social hierarchy, to make people follow. Thus, people become followers and take part in leaders' vision. People do not pursue their own interests or will, but the will of the leaders.
- Leadership requires a meaning. The role of leaders is to make clear to followers that they have common objectives, which can be reached only by driving all the strengths of the followers together. To do that, the most important manner is to give a clear meaning of the task, of the objective, and of the way to reach this goal by gathering the followers. So a leader is a manager of meaning.
- Leadership is the power underlies by the position. This power represents the ability of the leader to highlight to the followers the risks existing for them if they refuse to obey, and if they want to give up the leader. It can be highlighted thanks to punishments or rewards. This power is potential. Indeed, they consider that only the awareness of this power by the followers can be enough for them to accept the authority of a leader.

Principles of Political Governance

CE.2a Fundamental Principles



Directions: Tell the students that based on what they have read, viewed and the notes they have taken they are to create a way to present to their class the meaning of the fundamental political principles, examples of them, and their application in their own lives. Examples of what the student can create can be a poster, presentation (i.e. PowerPoint), flip chart, or video. Students can search the Internet to find examples of each term.

Values of Political Governance

- Participation, Equity and Inclusiveness
- Rule of Law
- Separation of powers
- Free, independent and responsible media
- Government legitimacy
- Accountability
- Transparency
- Limiting the distorting effect of money in politics

Suggested Resources

Tamayaosbc.wordpress.com

en.m.wikipedia.org/wiki/good_governance

<https://goopenva.org/authoring/718-fundamental-political-principles/view>

TEACHING AND LEARNING STRATEGIES

In this topic, teaching and learning should be centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Strategies

To enhance students' research skills, the students can be introduced to the system and guided to research on the topic further using technology available and/or resource books; and guided to analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes.

Learning Strategies

Using guided discovery, students should analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes depending on the country they belong to.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 4: Christian Leadership and Good 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 8.4.2.2: Discuss the importance of leadership in Political Governance

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

- Explain the importance of leadership in political governance

Topic: Importance of Leadership in Political Governance

Performance Indicator: Describe an important factor in political governance .

Essential Questions:

1. What is political governance?
2. Why is leadership important in political governance?

Essential Values, Attitudes, Skills and Knowledge

Values: Showing loyalty to leaders that serve common interest with the people.

Attitudes: Work cooperatively as a team to achieve results.

Skills: Explain the importance of leadership in any Organisation.

Knowledge: Leadership plays an important role in political governance.

Content Background

Politics is the way that people living in groups make decisions. It is about making agreements between people so they can live together in groups such as tribes, cities or countries.

Leadership is the art of motivating a group of people to act toward achieving a common goal. Political governance is the process of decision making to create policy.

Importance of Leadership in Political Governance

Leadership roles motivate people to produce a higher level of performance through their relationship. It is an important function of management which helps to maximise efficiency and to achieve desired goals of the Organization. Below are examples of the importance of leadership in political governance.

- Developing good human relation
- Reconciliation of goals
- Source of motivation
- Fulfilling social responsibilities
- Avoiding imbalances
- Better utilisation of man-power

Technological, economic and social changes

- Directing group activities
- Promoting spirit of coordination
- Perfect Organization structure.

Note: The civic identity of Jesus Christ is merely pure, Holy and righteous. On earth the only man found blameless and holy before God is Jesus, hence the individual Christian civic are gone astray, even-our righteousness are as filthy rags as Isaiah quoted, “But we are all as an unclean [thing], and all our righteousnesses [are] as filthy rags; and we all do fade as a leaf; and our iniquities, like the wind, have taken us away”. *Isaiah 64:6*

Suggested Resources

Wikipedia.org/wiki/politics

Teaching and Learning Strategies

This topic, teaching and learning, is centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Strategies

To enhance students’ research skills, the students can be introduced to the system and guided to research on the topic further using technology available and/or resource books; and guided to analyse the system’s advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes.

Learning Strategies

Using guided discovery, students should analyse the system’s advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes depending on the country they belong to.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students’ learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resources are the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 4 Christian Leadership and Good 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 8.4.2.3: Examine the role of leaders in ensuring the equitable and inclusive distribution of public goods and services.

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

- Explain the meaning of equitable and inclusive distribution of goods and services.
- Identify and discuss the roles of leaders in the distribution of public goods and services

Topic: Equitable and inclusive distribution of goods and services

Performance Indicator: State a justification of, ‘if you were a political leader, how would you best distribute goods to your electorate?’

Essential Questions:

1. What is equitable and inclusive distribution of goods and services?
2. How do leaders ensure that there is a fair distribution of public goods and services?

Essential Values, Attitudes, Skills and Knowledge

- **Values:** Being honest and respectful when distributing goods and service.
- **Attitudes:** Appreciate the little resources distributed and develop a habit of ownership.
- **Skills:** Develop creative analysis skills to make critical decisions on how to distribute resources.
- **Knowledge:** Equity is the equal distribution of resources among people. Resources must be distributed equally by leaders.

Content Background

Equitable and Inclusive distribution of public goods and services

Leaders play a very important role in the distribution of goods and services in their societies. They must ensure these goods and services are equally and well as inclusively distributed.

Distribution means the process by which we make the goods or the services available to the end consumer. (Bible reference Joshua 19:51, Nehemiah 13:13) Equitable distribution means equal distribution of resources among the people in consideration of their needs. Natural resources of the Earth must be distributed among the people uniformly so that each and every one gets his share of the resource.

Inclusive distribution is the fair distribution of resources is essential in a society so that the resources reach every individual or have equal rights on usage of

resources. It also avoids division of society. Human greed, corruption and the lobbying of the rich and powerful are the forces working against an equitable distribution of resources.

Leaders' role in ensuring fair and equitable

Good leaders make sure all members of their society enjoy the benefits of the goods and services they have been mandated to look after. For example, a member of the parliament will ensure his electorate has good road links, fully furnished and equipped clinics, aid post and school with the right people. People within this electorate will have fewer complaints to make since their lives will have been improved and they work together with their leader to create a wealthy, healthy and happy society.

Suggested Resources

2 Corinthians 9:6, Luke 6:38, Hebrews 13:16, Mathews 25:31-46, 2 Thessalonians 3:10

Teaching and Learning Strategies

In this topic, teaching and learning should be centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Strategies

To enhance students' research skills, the students can be introduced to the system and guided to research on the topic further using technology available and/or resource books; and guided to analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes.

Learning Strategies

Using guided discovery, students should analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes depending on the country they belong to.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 4: Christian Leadership and Good Governance

Unit 2: Good Governance

Content Standard: 4.2. Students will be able to explore and evaluate the characteristics and identify and explain a biblical value principles of good Governance, and examine how these are represented in Governance behaviour and practice in different contexts.

Benchmark 8.4.2.4: Identify and examine the biblical values that underlie governance **leadership** and evaluate their influence on governance behaviour and practice of leaders.

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

- Classify biblical values that underlie governance leadership
- Explain how biblical values influence governance behaviour and practices of leaders

Topic: Biblical Values and governance leadership

Performance Indicator: Describe a governance behaviour of a leader that is influenced by a biblical value.

Essential Questions:

1. What are biblical values?
2. What are some biblical values that influence governance behaviour and practice of leaders?

Essential Values, Attitudes, Skills and Knowledge

- **Values:** Love and trustworthiness
- **Attitudes:** Being responsible and humble leaders in the family and community they live.
- **Skills:** Identify biblical values that leaders have and their influence in their leadership.
- **Knowledge:** Biblical values are values that promote peace, joy that no worldly rewards can match.

Content Background

Worldly values include wealth, power, pleasure, revenge, fame, vanity and status. These are the most important things to people who perceive no power or purpose beyond themselves. Worldly values promote jealousies, resentments and conflicts among people in accordance with the purposes of Satan (John 8: 44, Acts 5:3, Romans 16:17-20, 2 Corinthians 4:4, Ephesians 2:1-3, 4:25-32, 2 Timothy 2:22-26, 1 John 3:8-10).

The values taught in the Bible are often the opposite of worldly values: kindness and respect for all people instead of power; humility instead of status; honesty and generosity instead of wealth; self-control instead of self-indulgence; forgiveness instead of revenge. Christian values promote peace and good will among people

in accordance with the purposes of God. We will never achieve perfection in this life, but those people who strive to obey God often find a sense of joy and peace that no worldly rewards can match!

Values in Good Governance

Values are basic and fundamental beliefs that guide or motivate attitudes, actions and conduct. Values are enduring beliefs about an ideal mode of behaviour. They help us to determine what is important to us. Values describe the personal qualities we choose to embody to guide our actions; the sort of person we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us.

System of values, policies and institutions by which a society manages its economic, political and social affairs through interactions within and among the State, civil society and the private sector is called Governance.

Values such as objectivity, integrity, neutrality, responsibility, credibility, impartiality, confidentiality, dedication to public service, transparency, efficiency, are crucial for governance and ensure the rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation of all.

The following values have a major bearing on the governance architecture of any society:

Integrity- Integrity can be understood as moral uprightness and strong adherence to honesty and fairness. Integrity aims at preventing corruption and fostering high standards of behaviour, help to reinforce the credibility and legitimacy of those involved in policy decision making, safeguarding the public interest and restoring confidence in the policy making process.

Objectivity- Objectivity means taking rational decisions based upon established norms, laws, rules, regulations rather than personal opinion or bias. The decisions of public officials must be impartial, fair and based on merit. Objectivity is considered one of the important values in governance both by the Nolan Committee and 2nd ARC report.

Impartiality- Impartiality is the absence of bias in the due process. It ensures that the views of each and every stakeholder is duly taken into consideration. Above that, it also ensures inclusive development of any nation.

Transparency- Transparency means that decisions are taken and their enforcement are done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement.

Responsiveness- Good governance requires that institutions and processes serve all stakeholders within a reasonable timeframe. E.g. Timely response to Right to Information applications will retain and further strengthen people's faith in government machinery and that will ultimately lead to citizen centric governance.

Accountability- Accountability is a key requirement of good governance. Not only governmental institutions but also the private sector and civil society organisations must be accountable to the public and to their institutional stakeholders.

Values thus act as a guiding light, and reshape the code of ethics to be followed for good governance. Values without institutional support become weak and dissipate. Institutions with high values provide a platform for the efficient delivery system. Thus values ultimately strengthen the commitment to public service and spirit of good governance.

Performance Standard

Discuss biblical values that underlie governance leadership.

Suggested Resources

<https://www.christianbiblereference.org>

<https://www.drishtias.com/mains-practice-question/question-1087>

TEACHING AND LEARNING STRATEGIES

In this topic, teaching and learning should be centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Strategies

To enhance students' research skills, the students can be introduced to the system and guided to research on the topic further using technology available and/or resource books; and guided to analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes.

Learning Strategies

Using guided discovery, students should analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes depending on the country they belong to.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 4 Christian Leadership and Good 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 8.4.2.5: Explain the importance of ethical leadership and relate it to good Governance leadership.

Learning Objectives:

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

- Explain the importance of ethical leadership
- Discuss the relationship between ethical leadership and good governance leadership

Topic: Importance of Ethical Leadership (**Bible Text:** Matthew 8:8-9)

Performance Indicator: State a justification of your personal view about how you relate good governance to ethical leadership.

Essential Questions:

1. What is ethical leadership?
2. Why is ethical leadership important in good governance?

Essential Values, Attitudes, Skills and Knowledge

Values: Develop traits of trustworthiness

Attitudes: Develop positive attitudes to become ethical leaders

Skills: Explain why ethical leadership is important and identify traits of ethical leaders

Knowledge: Importance of leadership traits of ethical leaders

Content Background

Ethical Leadership

Ethical leadership is defined as ‘leadership demonstrating and promoting appropriate conduct through personal actions and interpersonal relations’. It means putting people into management and leadership positions who will promote and be an example of appropriate, ethical conduct in their actions and relationships in the workplace.

Importance of ethical leadership

Leadership that is ethical is important for a variety of reasons, for the people, community and the country as a whole. Leadership skills are crucial to help create a positive ethical culture in a community. Leaders can help investors feel that the community is well-behaved, safe, trustworthy. People are likely to feel loyal when they see leaders in place in an organisation. Ethical leadership can prevent ethical dilemmas and ethical issues.

Traits of an ethical leader

There is no one correct way to lead ethically. However there are some basic elements that are fairly consistent among ethical leaders. Behaving in an ethical manner takes consideration and thought. Developing these traits will help start on the journey to become an ethical leader.

- Leads by example.
- Willing to evolve. Good leaders need to be able to evolve and adapt to the changes that are sure to come
- Respects everyone equally. Respect is a vital element of ethical responsibility. Leaders that are ethical will respect everyone, from the superiors to their employees equally.
- Communicates openly. Without communication, issues can go undetected for a long time. Leaders who have ethical behaviour focus on having good communication that is honest and open with every single person.
- Manages stress effectively. Leaders are faced with stressful situations every day, both in their work life and their personal life. It is not acceptable to take out personal or even professional stress on workers.
- Mediates fairly. A moral leader is an expert in solving problems in a way that is fair to everyone involved. They consider all the opinions and people involved in order to be fair and impartial.

Performance Standard

Explain ethical leadership and its importance

Suggested Resources

www.wgu.edu

Teaching and Learning Strategies

In this topic, teaching and learning should be centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Strategies

To enhance students' research skills, the students can be introduced to the system and guided to research on the topic further using technology available and/or resource books; and guided to analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes.

Learning Strategies

Using guided discovery, students should analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes depending on the country they belong to.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 4 Christian Leadership and Good 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 8.4.2.6: Investigate and assess the effectiveness of the Leadership Code in preventing leaders from engaging in unethical and immoral practices.

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

- Examine leadership code governing leaders.
- Identify leaders covered by the leadership code.
- Discuss the consequences of breaching leadership codes.
- Assess the effectiveness of the application of the leadership code in PNG.

Topic: Effectiveness of the Leadership Code

Performance Indicator: Identify a leadership code and a behaviour from a leader that is seen as breaching of the code.

Essential Questions:

1. What is a Leadership Code?
2. Who is guided by the leadership code?
3. What are the consequences of leaders engaging in unethical and immoral practices?
4. Code of Ethics those leaders are expected to know and follow.

Essential Values, Attitudes, Skills and Knowledge

- **Values:** Trustworthiness, respect, uphold the leadership code
- **Attitudes:** Develop attitudes that encourage good governance
- **Skills:** Assess the effectiveness of the application of the leadership code
- **Knowledge:** Application of the Leadership code

Content Background - What is Leadership Code?

It is a Code of Ethics that our leaders are expected to know and follow. The Leadership Code regulates the conduct of persons or leaders holding public offices. It was set up by the Constitution under Division III.2. The Ombudsman Commission of PNG (OCPNG) has been given the authority under the National Constitution of PNG and the Organic Law on the Duties and Responsibilities of Leadership to supervise and enforce the Leadership Code.

The Ombudsman Commission of Papua New Guinea is an independent constitutional institution established by the Constitution to protect and promote good leadership and governance in Papua New Guinea.

Who are our Leaders by Constitutional Definition (26)?

The National Constitution of PNG (Section 26) specifies persons who occupy various senior public offices who are subject to the Leadership Code. They include;

- All Members of Parliament (including PM, Opposition Leader & Ministers)
- All members of Provincial Assemblies and LLGs (including members of JPP&BPC and JDP&BPC)
- All Constitutional Office Holders (s221)
- All heads (Secretaries) of Departments of the National Public Service
- All heads of Statutory Authorities and other government bodies and agencies
- Provincial Administrators
- Commissioner of Police
- Commander of PNG Defence Force
- CIS Commissioner
- All of PNG's Ambassadors and High Commissioners
- Public Curator
- Ministerial staff and staff of the Leader and Deputy Leader of the Opposition.
- Governor General's staff
- Executives of registered Political Parties
- ABG members of House of Representatives

CATEGORY 'A' AND CATEGORY 'B' LEADERS

Leaders specified under Section 26 of the Constitution are listed in two categories, Category A and Category B Leaders.

Category 'A' Leaders consist of;

- All National MPs
- National Departmental Heads
- Constitutional Office Holders
- Provincial Administrators
- CIS Commissioner
- Police Commissioner
- Defence Force Commander
- Chairmen and CEOs of Statutory Authorities & Other government bodies
- University Council Heads (Government run)
- Ambassadors & High Commissioners

- Public Curator
- ABG House of Representative Members

Category 'B' Leaders consists of;

- All Members of Provincial Assemblies and LLGs
- Ministerial staff and staff of the Leader and Deputy Leader of the Opposition.
- Governor General's staff
- Executives of registered Political Parties
- Universities Council Members
- Board Members of Statutory Authorities

Roles of leaders outlined in the Leadership Code

- Leaders must never place themselves in a position where they could have a conflict of interest or where they could be compromised in any way.
- Leaders must never demean their office or position.
- Leaders must never allow their integrity to be called into question.
- The integrity of and respect for the government of PNG must be preserved at all times and no act of a leader should diminish or undermine this respect for the government.

Leaders must never use their office for personal gain. They must never engage in any dealings or activity that might be interpreted by the people of PNG benefiting themselves. They must never let themselves be open to suspicions. The standards of conduct for leaders also apply to their spouses, children and associates.

Consequences of breaching the Leadership Code

PNG Parliament passes Ombudsman bill

By [Sanjeshni Kumar](#)

June 12, 2023

Leaders who commit a breach of the Leadership Code should automatically lose their offices. A Member of Papua New Guinea Parliament found guilty under the Leadership Code and dismissed from office will stay out for five years before taking up a public office and not three years as it is under the current law.

Head of State Owned Enterprises (SOEs) that have not been subject to the Leadership Code like the managing director of Mineral Resources and National Airport Corporation, among others, will now fall under the Leadership Code and they will be subject to the scrutiny of the Ombudsman Commission.

Meanwhile, the increase of penalty from three years to five years, former Attorney General and now Minister for Petroleum and Energy [Kerenga Kua](#) said the increased in penalty in the amendment is still too soft and believes that any leader found guilty and dismissed from office should be banned from taking up public office for life.

Suggested Resources

Kumar,S. (2023). PNG Parliament passes Ombudsman bill. Retrieved from <https://pina.com.fj/2023/06/12/png-parliament-passes-ombudsman-bill/>
 Sangetari, P, (n.d). Leadership code of Papua New Guinea and Ombudsman Commission’s role in enforcement to minimise corrupt practices and ensure accountability by leaders in PNG. Retrieved from <https://www.google.com/url>.

Teaching and Learning Strategies

In this topic, teaching and learning should be centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Strategies

To enhance students’ research skills, the students can be introduced to the system and guided to research on the topic further using technology available and/or resource books; and guided to analyse the system’s advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes.

Learning Strategies

Using guided discovery, students should analyse the system’s advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes depending on the country they belong to.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students learning needs.

Lesson 1:

Activity 1:

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Strand 4 Christian Leadership and Good 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 8.4.2.7: Inquire and explain how technology can be used to improve governance.

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

- Identify and discuss appropriate technologies to solve issues relating to governance.
- Discuss the role of technology in governance.

Topic: Improving governance using technology

Performance Indicator: Describe one way ethical leaders use technology to help provide good governance.

Essential Questions

1. What are some technologies that can be used to improve governance?
2. How can communication technology improve governance problems?

Essential Values, Attitude, Skills and Knowledge

- **Values:** Value the importance of technology in the 21st Century.
- **Attitudes:** Appreciate the positive effects of using technology.
- **Skills:** Apply appropriate technology to enhance productivity
- **Knowledge:** Improving governance using technology.

Content Background

Technology is a tool that can be used to increase transparency and accountability in governance. It can help reduce corruption, make public services more efficient and effective, and engage citizens in the decision-making process.

Role of technology in governance

Technology plays a vital role in good governance. Listed below are some roles of technology in governance. Technology helps government organisations and other institutions leaders to;

- be more efficient and effective in their operations.
 - better engage with citizens, collect data and feedback, and make informed decisions.
 - automate tasks, improve communication and collaboration, and optimise resources.
 - better understand citizen needs and expectations, and make more informed decisions.
- become more efficient, effective, and responsive to citizen needs.

The usage of technology in governance helps improve the quality and delivery of government services, to solve social problems and make government work better for everyone. Here are some examples of using technology in improving governance.

- 1. Improving service delivery with digital channels:** The rise of digital channels has transformed the way governments communicate with citizens and deliver services. By making use of digital channels such as social media, governments can reach a wider audience more quickly and efficiently, and provide services that are more convenient for citizens to use.
- 2. Solving social problems with technology:** Technology is being used increasingly to tackle social problems such as poverty, crime and disease. For example, mobile apps are being developed to help people in developing countries access essential services, and data analytics is being used to identify and track social problems so that they can be more effectively addressed.
- 3. Making government work better for everyone:** Technology is also being used to make government more inclusive and responsive to the needs of all citizens. For example, mobile apps are being developed to help citizens engage with their local government, and digital channels are being used to increase transparency and accountability. By harnessing the power of technology, governments can make a positive difference to the lives of their citizens (Pandey, 2022).

Appropriate technologies to solve issues relating to governance

PNG has many services accessible online (using technology) using devices such as mobile phones, laptops, desk tops etc. Some of these services include; internet/SMS banking, online ticketing, online selections for grade 12 students for Universities and colleges, ALESCO payment method for public services, curriculum materials online for easy access by teachers and many more. These services have solved some challenges encountered before the technology age.

Application of technology in the classroom

Education technology aims at enhancing the performance by managing and establishing different technological resources and processes in a classroom or any learning environment. Education technology creates a learning environment that aids in improving ways of learning. It provides easier access to educational materials and helps in learning new languages and subjects.

Suggested Resources

Pandey,D. (2022). The role of technology in smart governance. Retrieved from <https://www.aeologic.com/blog/role-of-technology-in-smart-governance/>
[Http://w.w.w.whatchawearing.com](http://w.w.w.whatchawearing.com)

Teaching and Learning Strategies

In this topic, teaching and learning should be centred on introducing students to communism, its characteristics, its advantages and disadvantages, and how Christians, given the disadvantages, could contribute towards transforming of communist systems and processes.

Teaching Strategies

To enhance students' research skills, the students can be introduced to the system and guided to research on the topic further using technology available and/or resource books; and guided to analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes.

Learning Strategies

Using guided discovery, students should analyse the system's advantages and disadvantages to identify different ways in which Christian citizens could contribute towards transforming communist systems and processes depending on the country they belong to.

Suggested Lesson Activities

These are suggested lesson activities for the suggested lesson titles as per proposed in the Term Program. Teachers can adjust to suit students' learning needs.

Lesson 1:

Activity 1

Activity 2:

Lesson 2:

Activity 1:

Activity 2:

Resources

The commended teacher-student resource is the Bible, NKJV, Good News, New International Version, and Gideon Bible. Support resources can be provided by teachers.

Planning and Programing

Planning and Programing

Planning of Christian Citizenship and Values Education subject content is a must. The subject has 200 minutes per week which gives a total of 5 periods of learning. To effectively deliver this subject content provided for your convenience is a set of process steps for planning and programming. Planning must occur before an instructional program for the content is done. Here examples of planning the content in a school year are presented to guide you.

- **Christian and Citizenship Values Education, subject planning and programing process.**

This is a 7 step plan that can guide teachers to do planning and programming for grade 8 classes. The planning process steps are as follows. The Planning process steps include;

- **Step 1:** Consult the CCVE Gr 8 Syllabus.
- **Step 2:** Content Matrix.
- **Step 3:** Considerations before actual delivery.
- **Step 4:** Distribution of CCVE content across the 4 terms of the school year.
- **Step 5:** Expanded overview for implementation of CCVE content for a school year.
- **Step 6:** Yearly Plan
- **Step 7:** Planning a Term Program

These steps are further elaborated with samples to show what they mean.

Step 1: Consult the CCVE Gr 8 Syllabus.

Consult the CCVE grades 8 syllabus page____. Identify the content for grade 8 and read through the strand rationales, unit descriptions, the content standards and benchmarks for all the 4 strands.

Table: 1.1 Christian Citizenship and Values Education Content Overview

Strands	Units
1. Biblical Values and Principles	Biblical Values and Practices
	Ten Commandments: Gods Core Principles
2. Christian Civics Identities and Principles	Christian Civic Identities
3. Christian Citizenship and Society	Christian Civic Principles
	Christian Civic Systems
4. Christian Leadership and Governance	Communist Societies
	Christian Leadership
	Good Governance

Step 2: Content Matrix.

From consulting the syllabus, you do a matrix of the content overview inclusive of the number of units, content standards, and benchmarks you are dealing with at this grade level for this subject. This sample table presents the matrix of the content for CCVE in grade 8 by the number of strands, units, content standards, benchmarks and topics.

Table 2.1 Grade 8 CCVE Content Matrix

Strand	Unit	Content Standard	Benchmarks	Topics
1. Biblical Values and Principles	1	1	3	3
	2	1	3	3
2. Christian Identities and Civic Principles	1	1	2	2
	2	1	2	2
3. Christian Citizenship and Society	1	1	2	2
	2	1	2	2
4. Christian Leadership and Governance	1	1	3	3
	2	1	7	7
4	8	8	24	24
Total: 4	8	8	24	24

Step 3: Considerations before actual delivery.

As part of planning the content of the CCVE subject the following points must be considered.

- 3.1 Identify the best teacher to teach this subject as there are no specialist trained teachers in the junior high schools.
- 3.2 Subject content information compiled in step 2 must be distributed evenly across the 4 school terms.
- 3.2 Preparation of resources to help the teacher taking charge to deliver the content.
- 3.3 Make sure that every grade 8 student has a bible (preference NKJV/KJV).
- 3.4 Assessment for the CCVE subject will be prepared and conducted in the affective domain as well as cognitive. This must be indicated in the yearly plan for the subject.
- 3.5 A commendation of 8 weeks teaching of CCVE must be programmed in each term.
- 3.6 Consult the education calendar so you are informed of the external examinations, public holidays and school holidays.

Step 4: Distribution of CCVE content across the 4 terms of the school year.

In step 2 of your planning you compiled a matrix table. The information on the matrix table is distributed by strands across the 4 teaching terms in the grade in the table sampled herein.

Table 4.1 Option 1: Grade 8 Content Distribution (by strands)

Weeks	Term 1	Term 2	Term 3	Term 4
1	Orientation- week	S2 U 1 BM1	S3 U 1 BM1	S4 U 1 BM1
2	S1 U 1 BM1	S2 U 1 BM2	S3 U 1 BM2	S4 U 1 BM2
3	S1 U 1 BM2	S2 U 1 BM1 Revision	S3 U 1 BM1 Revision	S4 U 1 BM3
4	S1 U 1 BM3	S2 U 1 BM2 Revision	S3 U 1 BM2 Revision	S4 U 2 BM1&2
5	S1 U 2 BM1	S2 U 2 BM1	S3 U 2 BM1	S4 U 2 BM3
6	S1 U 2 BM2	S2 U 2 BM2	S3 U 2 BM2	S4 U 2 BM4
7	S1 U 2 BM3	S3 U 1 BM1 Revision	S3 U 2 BM1 Revision	S4 U 2 BM5
8	S1 U 1 BM1-3 revision	S2 U 2 BM2 Revision	S3 U 2 BM2 Revision	S4 U 2 BM6
9	S1 U 2 BM1-3 revision	Revise all 4 benchmarks	Revise all 4 benchmarks	S4 U 2 BM7
10	School based assessment	School based assessment	School based assessment	School based assessment

Table 4.2 Option 2: Grade 8 Content Distribution (by benchmarks)

Weeks	Term 1	Term 2	Term 3	Term 4
1	Orientation- week	S2 U 1 BM1	S3 U 2 BM2	S4 U 2 BM4
2	S1 U 1 BM1	S2 U 1 BM2	S4 U 1 BM1	S4 U 2 BM5
3	S1 U 1 BM2	S2 U 2 BM1	S4 U 1 BM2	S4 U 2 BM6
4	S1 U 1 BM3	Assessment	Assessment	Assessment
5	Assessment	S2 U 2 BM2	S4 U 1 BM3	S4 U 2 BM7
6	S1 U 2 BM1	S3 U 1 BM1	S4 U 2 BM1	S1 U 2 BM1-3
7	S1 U 2 BM2	S3 U 1 BM2	S4 U 2 BM2	S2 U 2 BM1-2
8	S1 U 2 BM3	Assessment	Assessment	Assessment
9	Assessment	S3 U 2 BM1	S4 U 2 BM3	S3 U 1 BM1-2
10	School based assessment	School based assessment	School based assessment	School based assessment

Step 5: Expanded overview for implementation of CCVE content for a school year.

Find presented as a guide the expanded content for Grade 8. The expanded overview has an inclusion of the proposed topics for each unit of work developed from respective benchmarks listed under each content standard for each unit for the respective strands.

Table 5.1 Expanded CCVE Content Overview.

Strand	Unit	Content Standard	Benchmark	Topics	Teachable concepts
1: Biblical Values and Principles	1: Biblical Values and Practices	8.1.1	8.1.1.1	<ul style="list-style-type: none"> Attributes of God not-existing in some contexts 	Attributes of Yahweh God
			8.1.1.2	<ul style="list-style-type: none"> The Characteristics of Yahweh-God 	Characteristics of Yahweh-God
			8.1.1.3	<ul style="list-style-type: none"> Essence of Yahweh-God's qualities 	Qualities of Yahweh-God'
	2: Ten Commandments: Gods Core Principles	8.1.2	8.1.2.1	<ul style="list-style-type: none"> Ten Commandments 1 and 2- God's Core Principles 	Ten Commandments- God's Core Principles
			8.1.2.2	<ul style="list-style-type: none"> Biblical values and principles of Ten Commandments 1&2 	Gods values and principles in TC1&2
			8.1.2.3	<ul style="list-style-type: none"> Honouring Yahweh God- the name of God 	TC1&2-Regulating God's Attributes.
2. Christian Identifies and Civic principles	1. Christian Identities	8.2.1	8.2.1.1	<ul style="list-style-type: none"> The process of representation of individual Christian identities 	Christian identities and representation process
			8.2.1.2	<ul style="list-style-type: none"> Relationship between individual Christian identity and the civic identity of Jesus Christ 	Relationships in Christians to Jesus Christ's
	2. Civic Principles	8.2.2	8.2.2.1	<ul style="list-style-type: none"> How Beliefs values, and principles shape individuals Civic Identifies 	Civic principles , beliefs, values and identifies
			8.2.2.2	<ul style="list-style-type: none"> Influences of civic values and principles on individual civic thinking behaviour and action 	Influences civic principles on individual thinking and behaviour

3.Christian Citizenship and Society	1.Christian Citizenship	8.3.1	8.3.1.1	<ul style="list-style-type: none"> The influence of Christian Civil Systems on the development agenda 	Christian civil system and developmental agenda
			8.3.1.2	<ul style="list-style-type: none"> The Christian Believes and Values in Christian Political Organization 	Christian Political Organization
	2.Christian citizen and Active Participation	8.3.2	8.3.2.1	<ul style="list-style-type: none"> Roles and Responsibilities of Christian in communist societies Describe ways Christian citizens build and sustain communist societies Christian Citizens and Active Participation 	Christian Roles and Responsibilities
					Citizens and Active Participation
4.Christian Leadership and Governance	1. Christian Leadership	8.4.1	8.4.1.1	<ul style="list-style-type: none"> The Essence of Christian Leadership 	Christian Leadership
			8.4.1.2	<ul style="list-style-type: none"> Traits of Christian Ethical Leadership 	Ethical Leadership Traits
			8.4.1.3	<ul style="list-style-type: none"> Pillars of Christian Ethical Leadership 	Leadership Pillars
	2.Good Governance	8.4.2	8.4.2.1	<ul style="list-style-type: none"> Political Governance 	Types of governance
			8.4.2.2	<ul style="list-style-type: none"> Importance of Leadership in political governance 	Political Leadership
			8.4.2.3	<ul style="list-style-type: none"> Equitable and inclusive distribution of goods and services 	Equitable distribution
			8.4.2.4	<ul style="list-style-type: none"> Biblical Values and Governance Leadership 	Biblical Values and Governance
			8.4.2.5	<ul style="list-style-type: none"> Importance of Ethical Leadership 	Leadership and ethics
			8.4.2.6	<ul style="list-style-type: none"> Effectiveness of the leadership code 	Leadership Codes
			8.4.2.7	<ul style="list-style-type: none"> Improving governance and using Technology. 	Governance and Technology.

Step 6: Yearly Plan

From Step 5 you are now able to use the information in the expanded overview to develop an yearly plan for a grade 8 class. The yearly sample plan given here is a combination of the sample plans given in Steps 4 and 5. This yearly plan will give the teacher detailed information to do a term plan.

Table 6.1: Option 1. Yearly Plan Content Distribution by strands

Weeks	Term 1	Term 2	Term 3	Term 4
1	Orientation of school year	Strand 2. Unit1: Benchmark:8.2.1.1 Topic 1.	Strand 3. Unit1: Benchmark:8.3.1.1 Topic 1.	Strand 4. Unit1: Benchmark:8.4.1.1 Topic 1.
2	Strand1. Unit1: Benchmark:8.1.1.1 Topic 1.	Strand 2. Unit1: Benchmark:8.2.1.2 Topic 1.	Strand 3. Unit1: Benchmark:8.3.1.2 Topic 2.	Strand 4. Unit1: Benchmark: 8.4.1.2 Topic 2.
3	Strand1. Unit1: Benchmark:8.1.1.2 Topic 2	Strand 2. Unit2: Benchmark:8.2.2.1 Topic 3.	Strand 3. Unit2: Benchmark:8.3.2.1 Topic 3.	Strand 4. Unit1: Benchmark: 8.4.1.3 Topic 3.
4	Strand1. Unit1: Benchmark:8.1.1.3 Topic 3	Strand 2. Unit2: Benchmark:8.2.2.2 Topic 4	Strand 3. Unit2: Benchmark:8.3.2.2 Topic 4.	Strand 4. Unit 2: Benchmark: 8.4.2.1- 8.4.2.2 Topic 4.
5	Strand1. Unit2: Benchmark:8.1.2.1 Topic 4	Strand 2. Unit1: Benchmark:8.2.1.1 Topic 1.Revise	Strand 3. Unit1: Benchmark:8.3.1.1 Topic 1. Revise	Strand 4. Unit 2: Benchmark: 8.4.2.3 Topic 5.
6	Strand1. Unit2: Bench- mark:8.1.2.2 Topic 5	Strand 2. Unit1: Benchmark:8.2.1.2 Topic 2.Revise	Strand 3. Unit1: Benchmark:8.3.1.2 Topic 2. Revise	Strand 4. Unit 2: Benchmark: 8.4.2.4 Topic 6.
7	Strand1. Unit2: Bench- mark:8.1.2.3 Topic 6	Strand 2. Unit1: Benchmark:8.2.2.1 Topic 3.Revise	Strand 3. Unit2: Benchmark:8.3.2.1 Topic 3. Revise	Strand 4. Unit 2: Benchmark: 8.4.2.5 Topic 7.
8	Strand 1. Unit 1 Benchmark 8.1.1.1-8.1.1.3 Topics1-3	Strand 2. Unit1: Benchmark:8.2.2.2 Topic 4.Revise	Strand 3. Unit2: Benchmark:8.3.2.2 Topic 4. Revise	Strand 4. Unit 2: Benchmark: 8.4.2.6 Topic 8.
9	Strand 1. Unit 2 Benchmark 8.1.2.1-8.1.2.3 Topics 4-6	Strand 2. Unit1& 2: Bench- mark:8.2.1.1-8.2.2.2 Topic1- 4.Revise	Strand 3. Unit2: Bench- mark: 8.3.1.1- 8.3.2.2 Topic 4. Revise	Strand 4. Unit 2: Benchmark: 8.4.2.7 Topic 9.
10	School- based assessment	School- based assessment	School- based assessment	School- based assessment

Table 6.2: Option 2. Yearly Overview by strands with topics .

Term/Week	Strand and Unit	Content Standard	Benchmark	Learning Objective	Topic	
ONE	1	Orientation Week- Student Registration and enrolment				
	2	S1–Biblical Values & Principles Unit 1	CS 8.1.1	8.1.1.1	Students can identify and demonstrate the attributes of Yahweh-God in a different context.	Attributes of God not existing in some context
	3			8.1.1.2	Students can identify Biblical and non-biblical contexts in which believers and non-believers practise Godly characteristics	The Characteristics of Yahweh-God
	4			8.1.1.3	Students can identify and describe the qualities of Yahweh God and compare them to the behaviours and qualities of man.	The Essence of Yahweh-God's qualities
	5	CCVE TEST from benchmarks 8.1.1.1- 8.1.1.3				
	6	S2. Christian Identities & Civic Principles Unit 1	CS 8.2.1	8.2.1.1	Students will be able to investigate and explain the processes of reconstructing, representing and the representation of individual Christian Identities.	The process of representation of individual Christian Civic identities
	7			8.2.1.2	Students will be able to examine and investigate the relationship between individual Christian civic identity and the civic identity of Yeshua Hamachi/Jesus Christ	Relationship between individual Christian Civic identity and the civic identity of Jesus Christ
	8	Christian Citizenship and Society	CS 8.3.1	8.3.1.1	Examine how your Christian faith influences your daily life and those of the different cultures.	The influence of Christian Civil Systems on the development agenda
	9					
	10	School based assessment and Revisions of Term One CCVE Lessons (Term Test)				

TWO	1	S3 Unit 1	CS 8.3.1	8.3.1.2	Define the underlying principles of the Christian organisation on the political agenda and actions.	Roles and responsibilities of Christian in communist societies	
	2	S4 Unit 1	CS 8.4.1	8.4.1.1	Compare the behaviours and practices of leaders with the essence of Christian Ethical leadership.	The essence of Christian Ethical Leadership	
	3	S4 Unit 1	CS 8.4.1	8.4.1.2	Select the traits of Christian Ethical Leaders and design a poster promoting the importance in the leading of people and organisations.	Traits of Christian Ethical leadership	
	4	CCVE TEST from 8.3.1.2, 8.4.1.1 and 8.4.1.2					
	5	S4 Unit 1	CS 8.4.1	8.4.1.3	Identify and list the pillars of Christian Ethical Leadership that influence leaders' views, behaviours and practices.	Pillars of Christian Ethical Leadership	
	6	S1 Unit 2	CS 8.1.2	8.1.2.1	Students will be able to identify the meaning, purpose and relevance of the Commandments 1 & 2 , then say how these influence the relationship between Yahweh God and people.	The meaning, purpose, relevance and influences of Commandments 1 and 2.	
	7	S1 Unit 2	CS 8.1.2	8.1.2.2	Students will be able to express and share analytical or an evaluative personal view about C1 and 2 and relate these to the values and principles embedded within the commandments.	The values and principles in Commandments 1 and 2.	
	8	Project- based assessment on benchmarks 8.4.1.3, 8.1.2.1 and 8.1.2.2					
	9	S1 Unit 2	CS 8.1.2	8.1.2.3	Students will be able to examine ways, identify things people do and give justification for correlating and regulate the attributes of Yahweh- God in their homes and surroundings.	Correlating and regulating the attributes of Yahweh-God in C1 and 2	
	10	School based assessment and Revisions of Term Two CCVE Lessons (Term Test)					

THREE	1	S2 Unit 2	CS 8.2.2	8.2.2.1	Explain and describe how Christian beliefs, values, and principles shape individual Christian civic identities.	How Christian beliefs, values and principles shape individual Christian civic identities.	
	2	S2 Unit 2	CS 8.2.2	8.2.2.2	Investigate the influences of Christian values, and principles on individual civic thinking, behaviour and action.	Influences of Christian values, and principals on individual civic thinking, behaviour and action.	
	3	S3 Unit 2	CS 8.3.2	8.3.2.1	Identify roles and responsibilities of Christian citizens and explain different role an individual and organisation play	Roles and responsibilities of Christian in communist societies.	
	4	CCVE TEST from 8.2.2.1, 8.2.2.2 & 8.3.2.1					
	5	S3 Unit 2	CS 8.3.2	8.3.2.2	Identify how Christian citizens could contribute towards transforming of communist systems and processes, given the disadvantages and advantages of the system.	Communist systems and processes	
	6	S4 Unit 2	CS 8.4.2	8.4.2.1	Identify characteristics of political governance and how it influences governance and explain the fundamental principles of government in today's political environment	Political Governance	
	7	S4 Unit 2	CS 8.4.2	8.4.2.2	By the end of this topic, students will be able to explain the importance of leadership in political governance	Importance of Leadership in Political Governance	
	8	Project- based assessment from benchmarks 8.3.2.2, 8.4.2.1& 8.4.2.2					
	9	S4 Unit 2	CS 8.4.2	8.4.2.3	By the end of this topic, the students will be able to; explain the meaning of equitable and inclusive distribution of goods and services and discuss the roles of leaders in the distribution of public goods and services	Equitable and inclusive distribution of goods and services	
	10	School based assessment Revisions of Term Three CCVE Lessons					

FOUR	1	S4 Unit 2	CS 8.4.2	8.4.2.4	By the end of this topic, students will be able to; classify biblical values that underlie governance leadership and explain how biblical values influence governance behaviour and practices of leaders	Biblical Values and governance leadership	
	2	S4 Unit 2	CS 8.4.2	8.4.2.5	By the end of this topic, students will be able to explain the importance of ethical leadership and discuss the relationship between ethical leadership and good governance leadership	Importance of Ethical Leadership	
	3	S4 Unit 2	CS 8.4.2	8.4.2.6	Examine leadership code governing leaders and assess the effectiveness of the application of the leadership code in PNG.	Effectiveness of the Leadership Code	
	4	CCVE TEST from 8.4.2.4, 8.4.2.5 & 8.4.2.6					
	5	S4 Unit 2	CS 8.4.2	8.4.2.7	By the end of this topic, students will be able to; Identify appropriate technologies to solve issues relating to governance and discuss the role of technology in governance.	Improving governance using technology	
	6	S1 Unit 1	CS 8.1.1	8.1.1.3	Students can identify and describe the qualities of Yahweh God and compare them to the behaviours and qualities of man.	The Essence of Yahweh-God's qualities	
	7	S1 Unit 2	CS 8.1.2	8.1.2.3	Students will be able to identify the meaning, purpose and relevance of the Commandments 1 & 2 , then say how these influence the relationship between Yahweh God and people.	The meaning, purpose, relevance and influences of Commandments 1 and 2.	
	8	Project- based assessment from benchmarks 8.1.1.3, 8.1.2.1 & 8.4.2.7					
	9	S3 Unit 2	CS 8.3.2	8.3.2.1	Identify roles and responsibilities of Christian citizens and explain different role an individual and organisation play	Roles and responsibilities of Christian in communist societies.	
	10	School based assessment Revisions of Term Four CCVE Lessons					

Step 6.3: Plan of Lesson titles by strands for the year.

The yearly plan is accompanied by the plan of suggested lesson titles as per identified for the learning objectives and topics presented in the unit of work developed for each benchmark. Teachers can use this proposed yearly plan to do their term program.

Table: 6.3: A sample with Lesson titles for a school year.

Strand	Biblical Values and Principles				
Unit	Content Standard	Benchmarks	Learning Objective	Topic	Lesson Titles
1. Biblical Values and Practices	8.1.1: 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 practised in biblical times.	8.1.1.1 Analyse different contexts in which the <i>attributes of God</i> are non-existent and propose ways of embedding the <i>attributes of God</i> in those different contexts	Students will be able to identify the contexts in which Yahweh-God's attributes are existing and those in which the attributes are non-existent and suggest ways the attributes can be embedded.	The non-existence of God's attributes in different contexts.	Lesson:1. The attributes of Yahweh-God Lesson2: Different contexts which Gods attributes are non-existent Lesson3: Contexts which attributes of Yahweh-God are embedded Lesson4: Ways of embedding Yahweh Gods attributes. Lesson5: Revise earlier lessons of the week
		8.1.1.2 Investigate and evaluate the characteristics of God and explain how this are valued modelled and represented in different biblical contexts	Students will be able to identify Yahweh God's characteristics and find out how they were modelled, valued and represented in biblical times.	The Characteristics of Yahweh-God	Lesson1: Characteristics of Yahweh God and their importance Lesson2: Representation of Yahweh God's characters in biblical times. Lesson 3: Valuing and modelling Yahweh God's Characteristics Lesson 4: Biblical context for 'Omnipotent' Lesson5: Continue and complete L4
		8.1.1.3 Identify and discuss the essence of Gods <u>qualities or traits</u> and examine how these were valued, represented, and promoted in Biblical Context.	Students will be able to identify God's qualities or Traits and describe how people in biblical times lived them in comparison to how people of today value and promote these in their lives.	The Essence of Yahweh-God's Qualities and traits	L1 Gods Qualities, and Traits L2 Comparison God's Qualities to Man's Qualities L3 Gods qualities modeled in biblical times L 4 Gods qualities and my life L5.Impact of God's qualities/ traits on man

<p>2. Ten Commandments: Yahweh - God's Core Principles</p>	<p>8.1.2 Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards, of behaviour and practice in different context.</p>	<p>8.1.2.1 Explain the meaning, purpose and relevance of commandments 1 & 2 and analyse their influence on people's relationship to God.</p>	<p>Students will be able to identify the meaning, purpose and relevance of the Commandments 1 & 2, then analyse how these influence the relationship between people Yahweh God and people</p>	<p>The meaning, purpose, relevance and influences of Commandments 1 and 2.</p>	<p>Lesson 1: Commandment 1- Meaning, purpose and relevance. Lesson 2: Commandment 2- Meaning, purpose and relevance. Lesson 3: Influences of Commandment 1 Lesson 4: Influences of Commandment 2 Lesson 5: Commands 1 and 2- Peoples relationship to God Lesson 1: The values and principles in C1 Lesson 2: The values and principles in C2 Lesson 3: Practices of C1 values and principles in the bible Lesson 4: Practices of C2 values and principles in the bible Lesson 5: Discuss bible scriptures Lesson 1: Yahweh Gods attributes in C1 Lesson 2: Yahweh Gods attributes in C2 Lesson 3: Ways of Correlating Yahweh God's Attributes Lesson 4: Ways Yahweh God regulates His Attributes Lesson 5: Complete L4</p>
<p>8.1.2.2 Analyse the 1st and 2nd Commandments and evaluate their underlying biblical values and principles</p>	<p>Students will be able to express and share analytical or an evaluative personal view about C1 and 2 and relate these to the values and principles embedded within the commandments</p>	<p>The values and principles in Commandments 1 and 2.</p>	<p>Correlating and regulating the attributes of Yahweh-God in C1 and 2</p>	<p>Students will be able to examine ways, identify things people do and give justification for correlating and regulating Yahweh God's attributes in C1 and C2</p>	
<p>8.1.2.3 Identify and correlate God's attribute to the 1st and 2nd commandments and justify the reasons for God regulating these attributes.</p>	<p>Students will be able to identify the meaning, purpose and relevance of the Commandments 1 & 2, then analyse how these influence the relationship between people Yahweh God and people</p>	<p>The meaning, purpose, relevance and influences of Commandments 1 and 2.</p>	<p>Lesson 1: Yahweh Gods attributes in C1 Lesson 2: Yahweh Gods attributes in C2 Lesson 3: Ways of Correlating Yahweh God's Attributes Lesson 4: Ways Yahweh God regulates His Attributes Lesson 5: Complete L4</p>	<p>Lesson 1: Yahweh Gods attributes in C1 Lesson 2: Yahweh Gods attributes in C2 Lesson 3: Ways of Correlating Yahweh God's Attributes Lesson 4: Ways Yahweh God regulates His Attributes Lesson 5: Complete L4</p>	

Strand 2. Christian Civic Identities & Principles

Unit	Content Standard	Benchmarks	Learning Objective	Topic	Lesson Titles
1	8.2.1	8.2.1.1	Students will be able to explain the processes, re-construction and on how to represent their Christian civic identities	The process of representation of individual Christian civic identities	<p>Lesson 1: Introduction of the Strand</p> <p>Lesson 2: The process of (re) construction of and individual</p> <p>Lesson 3: Aspects that influence individual identity</p> <p>Lesson 4: Review of Topic</p>
			Students will be able to relate between Christian identifies and civic identities	Relationship between individual Christian Civic identity and the civic identity of Jesus Christ	<p>Lesson 1: Christian identity</p> <p>Lesson 2: Relationship between Christian and Civic Identity</p> <p>Lesson 3: Christian identity</p> <p>Lesson 4: Review of Topic</p>
			Students will be able to identify how Christian beliefs, values and principles shape and mould an individual	How Christian Beliefs values, and principles shape individual Christian Civic Identifies	<p>Lesson 1: Christian values, principles and beliefs</p> <p>Lesson 2: How Christian values and principles shape an individual's identity</p> <p>Lesson 3: How Christian values and principles influence others</p> <p>Lesson 4: Review of Topic</p>
			Students will be able to use civic principles to influence individual civic thinking and behaviour.	Influences of values, and principals on individual civic thinking, behaviour and action.	<p>Lesson 1: Civic thinking and behaviour</p> <p>Lesson 2: Christian values and principles influence individuals</p> <p>Lesson 3: How Christian values and principles influence others civic thinking and behaviour</p> <p>Lesson 4: Review of Topic</p>
2	8.2.2	8.2.2.1	Students will be able to identify how Christian beliefs, values and principles shape and mould an individual	How Christian Beliefs values, and principles shape individual Christian Civic Identifies	<p>Lesson 1: Christian values, principles and beliefs</p> <p>Lesson 2: How Christian values and principles shape an individual's identity</p> <p>Lesson 3: How Christian values and principles influence others</p> <p>Lesson 4: Review of Topic</p>
			Students will be able to use civic principles to influence individual civic thinking and behaviour.	Influences of values, and principals on individual civic thinking, behaviour and action.	<p>Lesson 1: Civic thinking and behaviour</p> <p>Lesson 2: Christian values and principles influence individuals</p> <p>Lesson 3: How Christian values and principles influence others civic thinking and behaviour</p> <p>Lesson 4: Review of Topic</p>
		8.2.2.2	Students will be able to use civic principles to influence individual civic thinking and behaviour.	Influences of values, and principals on individual civic thinking, behaviour and action.	<p>Lesson 1: Civic thinking and behaviour</p> <p>Lesson 2: Christian values and principles influence individuals</p> <p>Lesson 3: How Christian values and principles influence others civic thinking and behaviour</p> <p>Lesson 4: Review of Topic</p>

Strand 3 Christian Citizenship and Society						
Unit 1 Christian Citizens	8.3.1	8.3.1.1	Explore and examine how Christian civil systems influence the development of Christian faith in the culture and lives of people.	The influence of Christian civil systems on the developmental agenda	Lesson 1: Christian Citizenship and Society	
			8.3.1.2	Examine Christian beliefs and values affecting political agendas and actions as well as Christian organisations	Christian Beliefs and values on Christian political organisations.	Lesson 2: Christian civil system Lesson 3: Christian Faith and culture
			8.3.2.1	Explain different roles and responsibilities of Christian and communist citizens and analyse civil participation models in the societies	(Communist systems and processes.) Christian Citizens and Active Participation	Lesson 1: What are Communist system Lesson 2: Christian and communist citizens Lesson 3: Model of a civil society
Unit 2 Christian Citizen and Active Participation	8.3.2	8.3.2.1				

Strand 4 Christian Leadership and governance

Unit 1 Christian Ethical Leadership	8.4.1	8.4.1.1	Examine the essence of Christian Ethical leadership and compare the code of ethics to the ethical leadership qualities behaviours and practices of these leaders in various contexts.	Essence of Christian Leadership	Lesson 1: Christian Ethical Leadership	
			8.4.1.2		Research and examine the traits of Christian Ethical Leaders the importance and application of these traits and what the ethical leaders do to promote the practices of the traits in an organisation.	Lesson 2: Code of ethics for Christian leaders.
			8.4.1.3		Identify and examine the pillars of Christian Ethical Leadership that influence leaders' views, behaviours and practices in a church, private or government institution.	Lesson 3: Ethical Leaders and organisations
					Lesson 3: Types Influences by Christian and ethical leaders.	

<p>2 Good Governance</p>	<p>8.4.2</p>	<p>8.4.2.1</p>	<p>Explain and identify the fundamental principles of a government's characteristics and discuss how it influences political governance today.</p>	<p>Political Governance</p>	<p>Lesson 1: Political governance Lesson2: A governments' principles Lesson 3 Characteristics of political governance Lesson 4: Values of political governance</p>	
			<p>8.4.2.2</p>		<p>Explain the importance of leadership in political governance</p>	<p>Lesson 1: Politics and political governance Lesson 2 Leadership roles in political governance Lesson 3: Christian leaders and Political governance</p>
			<p>8.4.2.3</p>		<p>Explain the meaning of equitable and inclusive distribution of goods and services and identify the roles of leaders in the public distribution.</p>	<p>Lesson1: Equitable and inclusive distribution of goods and services Lesson 2: Roles of leaders in public distribution Lesson3:Differences in equitable distribution & inclusive distribution.</p>
			<p>8.4.2.4</p>		<p>Explain how biblical values influence governance behaviour and practices of leaders and classify biblical values that influence governance leadership</p>	<p>Lesson1: Biblical and Worldly values Lesson2: Values in good governance Lesson3: System values and moral uprightness</p>

			<ul style="list-style-type: none"> Explain the importance of ethical leadership and discuss the relationship between ethical leadership and good governance leadership 	Importance of Ethical Leadership	<p>Lesson 1: Ethical leadership</p> <p>Lesson 2: Good governance and an ethical leader.</p> <p>Lesson 3: Traits of an ethical leader</p>
			<ul style="list-style-type: none"> Examine and identify leadership code governing leaders and discuss the effectiveness of application and consequences of breaching the leadership codes in PNG 	Effectiveness of the Leadership Code	<p>Lesson 1: Leadership Codes</p> <p>Lesson 2: Leaders by constitutional definition</p> <p>Lesson 3: Category of leaders in a national constitution</p>
			<ul style="list-style-type: none"> Identify the roles of technology devices and describe how they are used to inform and solve issues relating to governance. 	Improving governance using technology	<p>Lesson 1: Role of technology in governance</p> <p>Lesson 2: Digital channels doing service delivery</p> <p>Lesson 3: Technology helps in governance</p> <p>Lesson 4: Technology makes government work better.</p>
8.4.2.5					
8.4.2.6					
8.4.2.7					

Step 7: Planning a Term Program

To plan a term program teachers are encouraged to carefully study the process presented here for planning and programming before they can write up their term programs drawn from the yearly plans. Here presented for your guide is a suggested term program plan compiled from the yearly plan 6.1 Option 1.

Term One Plan

This term plan gives the teacher the content to be taught in a term for CCVE subject. The specific information given here are Learning objectives and topics and lesson titles for each benchmark.

Strand		Biblical Values and Principles		
Units		1. Biblical Values and Practices & 2.Ten Commandments: God's Core Principles		
Content Standard		8.1.1: Students will be able to explore and make sense of the biblical values and principles, and explain how they were represented, promoted, modeled, validated, and practised in biblical times.		
Week	Benchmark	Learning Objective	Topic	Lesson Titles
1	Orientation and Enrolment for the school year			
2	8.1.1.1	Students will be able to identify the contexts in which Yahweh-God's attributes are existing and those in which the attributes are non-existent and suggest ways the attributes can be embedded.	The non-existence of God's attributes in different contexts.	L1. The attributes of Yahweh-God
				L2.Different contexts which Gods attributes are non-existent
				L3 Valuing and modelling Yahweh God's Characteristics
				L4. Ways of embedding Yahweh God's attributes
				Lesson 5:a Continuation of L4
3	8.1.1.2	Students will be able to identify Yahweh God's characteristics and find out how they were modeled, valued and represented in biblical times.	The Characteristics of Yahweh-God	L1 Characteristics of Yahweh God and their importance
				L2 Representation of Yahweh God's characters in biblical times.
				L3 Valuing and modelling Yahweh God's Characteristics
				L4 Biblical context for 'Omnipotent'
				L5 Continuation of lesson 4.
4	8.1.1.3	Students can identify biblical and non-biblical context in which believers practise godly characters.	The Essence of Yahweh-God's qualities	L1 God's Qualities, and Traits
				L2 Comparison God's Qualities to Man's Qualities
				L2 Continuation of Lesson 2
				L3 Gods qualities modelled in biblical times
				L 5 Gods qualities and my life
5	8.1.1.1-3	Assessment – CCVE Test	Assessment – CCVE Test	Assessment – CCVE Test

		Revise learning objectives and identify concepts to revise	Revise the concepts attributes, characteristics and qualities of Yahweh God	L1 Teacher Create lesson titles for this revision week for your students learning needs L2. Teacher Create lesson titles for this revision week for your students learning needs L3 Teacher Create lesson titles for this revision week for your students learning needs L4 Teacher Create lesson titles for this revision week for your students learning needs L5Teacher Create lesson titles for this revision week for your students learning needs
6	8.1.2.1	Students will be able to identify the meaning, purpose and relevance of the Commandments 1 & 2 , then analyse how these influence the relationship between people Yahweh God and people	The meaning, purpose, relevance and influences of Commandments 1 and 2.	L1 Commandment 1- Meaning, purpose and relevance. L2 Commandment 2- Meaning, purpose and relevance. L3 Influences of Commandment 1 L4. Influences of Commandment 2 L5 Commands 1 and 2- Peoples relationship to God
7	8.1.2.2	Students will be able to express and share analytical or an evaluative personal view about C1 and 2 and relate these to the values and principles embedded within the commandments	The values and principles in Commandments 1 and 2.	L1 The values and principles in C1 L2 The values and principles in C2 L3 Practices of C1 values and principles in the bible L4 Practices of C2 values and principles in the bible
8	8.1.2.3	Students will be able to examine ways, identify things people do and give justification for correlating and regulate the attributes of Yahweh-God in C1 and 2	Correlating and regulating the attributes of Yahweh-God in C1 and 2	L1 Yahweh God's attributes in C1 L2 Yahweh God's attributes in C2 L3 Ways of Correlating Attributes of Yahweh God L4 Ways Yahweh God regulates His Attributes L5 Continue and complete L4
9	8.1.2.1-8.1.2.3	Assessment – CCVE Test	Assessment – CCVE Test	Assessment – CCVE Test
10	Strand 1	School based assessment		School based assessment

Note: Teachers can use this sample to start your year. Develop your weekly program from this term plan/program.

Standards Based Lesson Planning

What are Standards-Based Lessons?

In a Standards-Based Lesson, the most important or key distinction is that a student is expected to meet a defined standard for proficiency. When planning a lesson, the teacher ensures that the content and the methods of teaching the content enable students to learn both the skills and the concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

Planning lessons that are built on standards and creating aligned assessments that measure student progress towards standards is the first step teachers must take to help their students reach success. A lesson plan is a step-by-step guide that provides a structure for essential learning.

When planning a standards-based lesson, teacher instructions are very crucial for your lessons. How teachers instruct the students is what really points out an innovative teacher to an ordinary teacher. Teachers must engage and prepare motivating instructional activities that will provide the students with opportunities to demonstrate the benchmarks. For instance, teachers should at least identify 3-5 teaching strategies in a lesson; teacher lectures, ask questions, put students into groups for discussion and role play what was discussed.

Why is Standards-Based Lesson Planning Important?

There are many important benefits of having a clear and organised set of lesson plans. Good planning allows for more effective teaching and learning. The lesson plan is a guide and map for organising the materials and the teacher for the purpose of helping the students achieve the standards. Lesson plans also provide a record that allows good, reflective teachers to go back, analyse their own teaching (what went well, what didn't), and then improve on it in the future.

Standards-based lesson planning is vital because the content standards and benchmarks must be comparable, rigorous, and measurable and of course evidence based and be applicable in real life that we expect students to achieve. Therefore, teachers must plan effective lessons to teach students to meet these standards. As schools implement new standards, there will be much more evidence that teachers will use to support student learning to help them reach the highest levels of cognitive complexity. That is, students will be developing high-level cognitive skills.

Components of a Standards-Based Lesson Plan

An effective lesson plan has three basic components;

- aims and objectives of the course;
- teaching and learning activities;
- assessments to check student understanding of the topic.

Effective teaching demonstrates deep subject knowledge, including key concepts, current and relevant research, methodologies, tools and techniques, and meaningful applications.

Planning for under-achievers

- **Who are underachieving students?**

Under achievers are students who fail or do not perform as expected. Underachievement may be caused by emotions (low self-esteem) and the environment (cultural influences, unsupportive family)

- **How can we help underachievement?**

Underachievement varies between students. Not all students are in the same category of underachievement.

Given below are suggested strategies teachers may adopt to assist underachievers in the classroom. These include:

- Examine the Problem Individually

It is important that underachieving students are addressed individually by focusing on the student's strengths.

Create a Teacher-Parent Collaboration

Teachers and parents need to work together and pool their information and experience regarding the child. Teachers and parents begin by asking questions such as;

- In what areas has the child shown exceptional ability?
- What is the child's preferred learning style?
- What insights do parents and teachers have about the child's strengths and problem areas?

Responses to the questions will include such views as :

- Help student to plan every activity in the classroom
- Help students set realistic expectations
- Encourage and promote the student's interests and passions.
- Help children set short and long-term academic goals
- Talk with them about possible goals.
- Ensure that all students are challenged (but not frustrated) by classroom activities
- Always reinforce students

Examples of Standards-Based Lesson Plans

Teachers must plan effective lessons sequentially and logically organised. They are encouraged to study the layout of the different parts of the lesson and follow this to prepare their lessons. There are four (2) sample lessons one sample for each strand one and one for strand 2, provided here.

Planning good lessons help teachers to maintain a standard teaching pattern when teaching the lesson. The sample lessons given in this guide are arranged according to the template.

Find samples of SBC lesson plans developed for grade 8 class.

Sample Lesson Plan Strand: Biblical Values and Principles

Strand 1: Biblical Values and Principles

Unit 1: Biblical Values and Practices

CS: 8.1.1

Benchmark: 8.1.1.1

Topic: The non-existence of God's attributes in different contexts.

Lesson: Attributes of Yahweh God.

Lesson Objectives: By the end of the lesson the students will be able to identify the attributes of Yahweh God, define these attributes and discuss their practices in the behaviours of man.

Essential Questions:

1. What are your favourite biblical values
2. Do you feel good when you do not practise Gods' values?

Materials: Bibles, other bible story books. Students be reminded to bring their own bibles,

Lesson Procedure

Teaching Strategies	Learning Strategies
Introduction	
Activity 1. Ask introductory questions <ul style="list-style-type: none"> • What do you think the word 'attributes' mean? • how do you feel about Yahweh-God's attributes? 	Activity 1. Discuss in groups of 3 or 4 and a member presents the groups responses to each question.
Body	
Modelling	
Activity 1. Ask students to read handouts. <ul style="list-style-type: none"> • Give out content background handout • Identify and discuss Yahweh God attributes 	Activity 1. Students ; <ul style="list-style-type: none"> • Read the handout List the attributes of God • Find the meanings of any 3 attributes.
Guided Practice	
Activity1. Lead students to the bible : <ul style="list-style-type: none"> • Read the scripture Genesis 1:1-26 • Discuss Yahweh's attributes of in this scripture • As-how individuals feel about these attributes? 	Activity1. Students read the scripture : <ul style="list-style-type: none"> • Express thoughts/feelings about Yahweh's attributes • Discuss an attribute that makes them feel good/bad.
Independent Practice	
Activity1: Ask students to share individual views about practices of Yahweh God's attributes in the bible or in the community.	Activity1: Individuals express how they should behave to be able to practise /demonstrate one attribute of Yahweh God in the school.
Conclusion	
Lesson summary	
Activity 1: Individuals encouraged to share their How do you feel about comparing ourselves to Yahweh God's attributes?	Activity 1 Give a personal response expressing positive or negative feelings.

Sample Lesson Plan

Strand: Christian Identities and Civic Principles.

Unit: Christian Identities

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

Benchmark: 8.2.1.1 Investigate and Students will be able to examine and analyse different Christian civic identities (individual, community, national, regional, global) and explain how they are constructed, represented, utilised, and regulated in different contexts (e.g. political contexts), and evaluate their characteristics explain the process of (re) construction and representation of individual Christian identities.

Topic: The process of representation of individual Christian civic identities

Lesson Title: Aspects that influence individual identity

Lesson Objective: By the end of the lesson the students will be able to name and describe the aspect that influence individual identity

Essential Questions: 1. What is your Christian identity?
2. How do you demonstrate this as an aspect of identity?

Lesson Procedure

Teacher Activities	Student Activities
Introduction	
<p>Activity 1.</p> <p>Display a poster map of Papua New Guinea. Ask;</p> <ul style="list-style-type: none"> • What do you like about your province? • How do you feel, when spoken to you in your mother tongue and wearing traditional attire? 	<p>Activity 1.</p> <p>Students get into regional or provincial group and find answers to the 2 questions:</p> <ul style="list-style-type: none"> • In groups select team leaders and scribes discuss and record responses to the questions and present them to class.
Body	
Modelling	
<p>Activity 1.</p> <ul style="list-style-type: none"> • Tell students to describe to the class what is good or important in their culture that may be an aspect of their cultural identity, believing in Spirits of the land or sacred mythical figures. 	<p>Activity 1.</p> <ul style="list-style-type: none"> • Individual students (volunteers) discuss and list spirits their ancestors believed in their traditional culture as their spiritual gods • Team leaders get volunteers to share experiences, express how he/she supports this belief in a positive or negative way.
Guided Practice	
<p>Activity 1.</p> <p>Lead discussion on the kinds of spiritual gods and give out pictures / photographs of those things recognized as spirits or traditional gods.</p> <p><i>For example:</i> Masks of animals /fish/ places that are sacred for various cultural groups. Allow for individuals to share about one or two of the spirits in their cultural group, eg: Haus tambaran</p>	<p>Activity 1.</p> <p>Individual students volunteer to share their knowledge of cultural spirits with others in the class.</p> <p>- Make paper masks of this Spirits individuals believe in as passed on from their forefathers to their fathers and to the child – Individual say how he/she</p>

Independent Practice	
<p>Activity 1.</p> <p>Encourage students to make a decision how he/she as an individual must decide on an individual aspect that will be recognized as his identity</p>	<p>Activity 1.</p> <p>Each student will write down an aspect that he or she recognizes as an individual identity from a Christian, cultural and a social point of view.</p>
Conclusion	
<p>Activity 1.</p> <p>Conclude by asking a summarising question:</p> <ul style="list-style-type: none"> • How would you feel if your family or friends disagreed with your perception of self-identity? 	<p>Activity 1.</p> <p>Volunteers respond with their personal views expressing how he/or she would feel.</p>

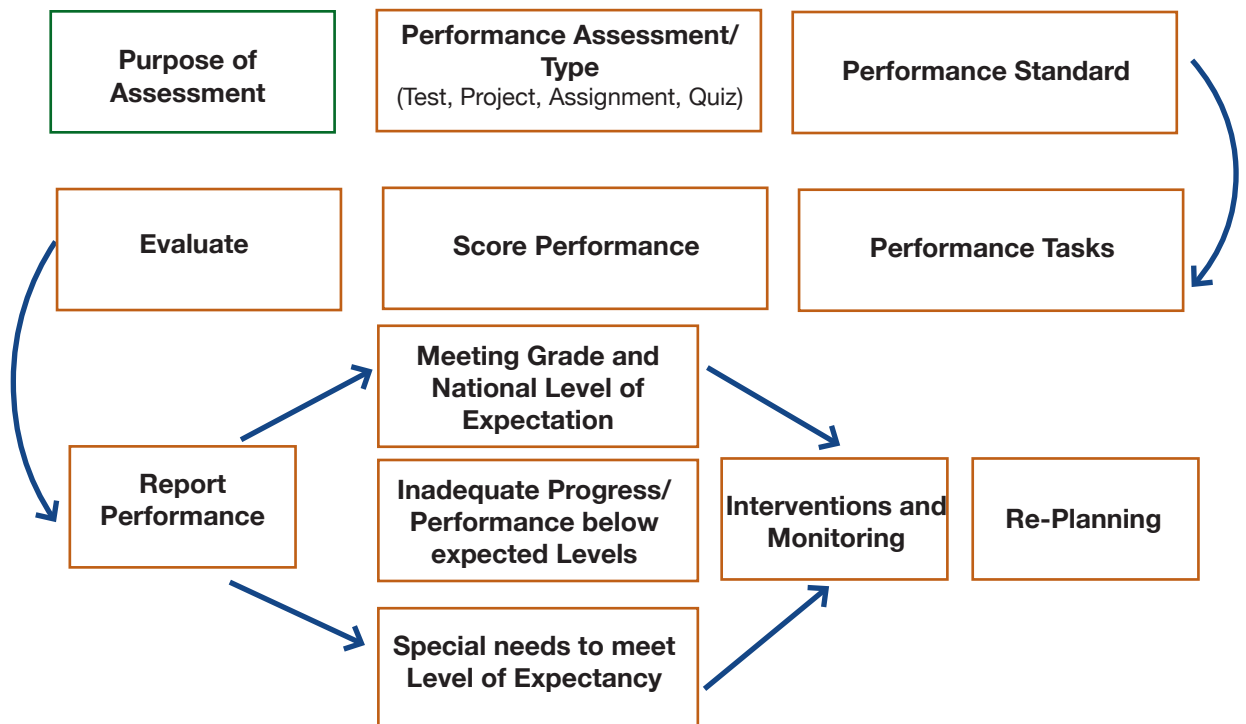
Standards-Based Assessment, Reporting and Monitoring

What is Standards-Based Assessment (SBA)?

Standards-Based Assessment is an on-going and a systematic process of assessing, evaluating, reporting and monitoring students' performance and progression towards meeting grade and national level expectations. It is the measurement of students' proficiency on a learning objective or a specific component of a content standard and progression towards the attainment of a benchmark and content standard.

Standards-Based Assessment Cycle

The Standards-Based Assessment Cycle begins with the purpose to assess learning. Teachers must always clearly define the purpose and expectations of the assessment tasks or activities before starting the assessment. The cycle consist the delivery of the assessment, scoring of performance, monitoring or learning, evaluating learning and performance, reporting of achievement and underachievement, developing interventions for underachievers and advance learners and replanning assessment as demonstrated below;



Purpose of Standards-Based Assessment

Standards-Based Assessment (SBA) serves different purposes. These include instruction and learning purposes. The primary purpose of SBA is to improve student learning so that all students can attain the expected level of proficiency or quality of learning.

Enabling purposes of SBA is to:

- measure students' proficiency on well-defined content standards, benchmarks and learning objectives
- ascertain students' attainment or progress towards the attainment of specific component of a content standard
- ascertain what each student knows and can do and what each student needs to learn to reach the expected level of proficiency
- enable teachers to make informed decisions and plans about how and what they would do to assist weak students to make adequate progress towards meeting the expected level of proficiency
- enable students to know what they can do and help them to develop and implement strategies to improve their learning and proficiency level
- communicate to parents, guardians, and relevant stakeholders the performance and progress towards the attainment of content standards or its components
- compare students' performances and the performances of other students

Principles of Standards-Based Assessment

The principle of SBA is for assessment to be;

- emphasising on tasks that should encourage deeper learning
- be an integral component of a course, unit or topic and not something to add on afterwards
- a good assessment requires clarity of purpose, goals, standards and criteria
- of practices that should use a range of measures allowing students to demonstrate what they know and can do
- based on an understanding of how students learn
- of practices that promote deeper understanding of learning processes by developing students' capacity for self-assessment
- improving performance that involves feedback and reflection
- on-going rather than episodic
- given the required attention to outcomes and processes
- be closely aligned and linked to learning objectives, benchmarks and content standards

Standards-Based Assessment Types

In standards-Based Assessment, there are three broad assessment types.

1. Formative Assessment

Formative assessment includes ‘assessment *for* and *as*’ and is conducted during the teaching and learning of activities of a topic.

Purposes of assessment for Learning

- On-going assessment that allows teachers to monitor students on a day-to-day basis.
- Provide continuous feedback and evidence to the teachers that should enable them to identify gaps and issues with their teaching, and improve their classroom teaching practice.
- Helps students to continuously evaluate, reflect on, and improve their learning

Purposes of assessment as Learning

Occurs when students reflect on and monitor their progress to inform their future learning goals

Helps students to continuously evaluate, reflect, and improve their own learning

Helps students to understand the purpose of their learning and clarify learning goal

2. Summative Assessment

Summative assessment focuses on ‘assessment *of learning*’ and is conducted after or at the conclusion of teaching and learning of activities or a topic.

Purposes of assessment of Learning

- Help teachers to determine what each student has achieved and how much progress he/she has made towards meeting national and grade-level expectations
- Help teachers to determine what each student has achieved at the end of a learning sequence or a unit.
- Enable teachers to ascertain each student’s development against the unit or topic objectives and to set future directions for learning.
- Help students to evaluate, reflect on, and prepare for the next stage of learning.

3. Authentic Assessment

- Is performed in a real life context that approximates as much as possible the use of a skill or concept in the real world.
- Is based on the development of a meaningful *product, performance or process*
- Students develop and demonstrate the application of their knowledge, skills, values and attitudes in real life situations which promote and support the development of deeper levels of understanding.

Authentic Assessment Criteria

Authentic assessment refers to assessment that:

- Looks at students actively engaged in completing a task that represents the achievement of a learning objective or standard
- Takes place in real life situations
- Asks students to apply their knowledge, skills, values and attitudes in real life situations
- Students are given the criteria against which they are being assessed

Performance Assessment

Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Teachers then judge the quality of the student's work based on an agreed-upon set of criteria. It is an assessment which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Types of performance assessment;

i. Products

This refers to concrete tangible items that students create through either the visual, written or auditory media such as;

- Creating a health/physical activity poster.
- Video a class game or performance and write a broadcast commentary.
- Write a speech to be given at a school council meeting advocating for increased time for health and physical education in the curriculum.
- Write the skill cues for a series of skill photos.
- Create a brochure to be handed out to parents during education week.
- Develop an interview for a favourite sportsperson.
- Write a review of a dance performance.
- Essays
- Projects

ii. Process Focused Tasks

It shows the thinking processes and learning strategies students use as they work such as;

- Survival scenarios
- Problem solving initiative/adventure/ activities
- Decision making such as scenarios related to health issues
- Event tasks such as creating a game, choreographing a dance/gymnastics routine, creating an obstacle course
- Game play analysis
- Peer assessment of skills or performances
- Self-assessment activities
- Goal setting, deciding a strategy and monitoring progress towards achievement

iii. Portfolio

This refers to a collection of student work and additional information gathered over a period of time that demonstrates learning progress.

iv. Performances

It deals with observable affective or psycho-motor behaviours put into action such as;

- Skills check during game play
- Role plays
- Officiating a game
- Debates
- Performing dance/gymnastics routines
- Teaching a skill/game/dance to peers

Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “be able to do” of “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a students’ demonstration or performance must be. They include explanations of how well students must demonstrate the content, explaining how good is good enough. Performance standards:

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

Assessment Strategies

It is important for teachers to know that assessment is administered in different ways. Assessment does not mean a test only. There are many different ways to find out about a student's strengths and weaknesses. Relying on only one method of assessing will not reflect a student's achievement. Provided in the appendices is a list of suggested strategies you can use to assess student's performances. These strategies are applicable in all the standards-based assessment types. *(Please refer to the Appendices to see the suggested strategies.)*

Standards-Based Assessment Process

Assessment Strategies and Action Verbs

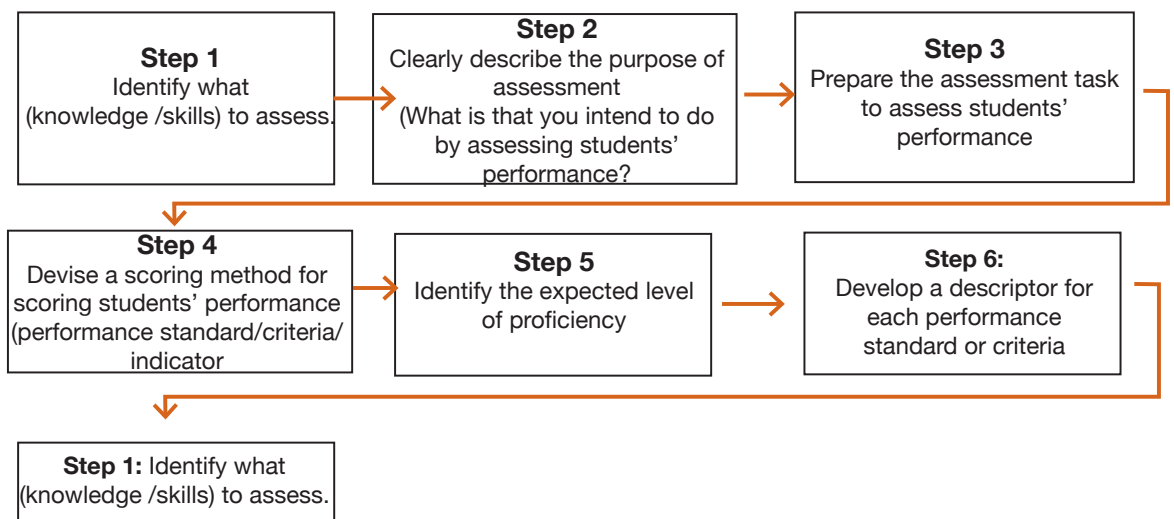
The table below gives teachers some action verbs that can be used in the application of a particular assessment strategy he or she choose to use in assessing the students' performance

Action Verbs to Assessment Strategies		
Cognitive Learning	Action Verbs	Assessment Strategies
Knowledge - to recall or remember facts without necessarily understanding them	Arrange, define, duplicate, label, memorise, name, order, recognize, relate, recall, reproduce, list, tell, describe, identify, show, label, collect, examine, tabulate, quote	<ul style="list-style-type: none"> • Prior knowledge inventory, misconception/preconception check • Focused listing, empty outlines • Pre-post test, quiz, quick poll
Comprehension – to understand and interpret learned information	Classify, describe, discuss, explain, express, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, translate, review, restate, locate, recognize, report	<ul style="list-style-type: none"> • Minute paper, muddiest (or clearest) point • Observe & evaluate a student artefact or performance task using a rubric • Directed paraphrasing • Pre-post test, quiz • Interviews
Application – to put ideas and concepts to work in solving problems	Apply, choose, demonstrate, dramatise, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, calculate, complete, show, examine, modify, relate, change, experiment, discover	<ul style="list-style-type: none"> • Observe and evaluate a student artefact, performance, or task using a rubric • Directed paraphrasing, real-world application (apply learning in a new context) • Test, quiz • Job/internship evaluate, skill ratings

<p>Analysis – to break information into its components to see interrelationships and ideas</p>	<p>Analyse, appraise, calculate, categorise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test, separate, order, connect, classify, arrange, divide, infer</p>	<ul style="list-style-type: none"> • Pro and con grid, categorising grid, compare and contrast, concept maps • Observe and evaluate a student artefact, performance, or task using a rubric • Journaling • Job/internship evaluation, skill ratings
<p>Evaluation – to judge the value of information based on established criteria</p>	<p>Appraise, argue, assess, attach, defend, judge, predict, rate, support, evaluate, recommend, convince, judge, conclude, compare, summarise</p>	<ul style="list-style-type: none"> • Reflection component of a portfolio or experience • Journaling • Peer evaluation
<p>Affective Learning</p>	<p>appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support</p>	<ul style="list-style-type: none"> • Reflection component of a portfolio or experience • Journaling • Observe and evaluate group work • Surveys, interviews, focus groups

Assessment Samples

Teachers are required to use the steps outlined below when planning assessment. These steps will guide you to develop effective assessments to improve student’s learning as well as evaluating their progress towards meeting national and grade –level expectations.



Scoring Methods for Performance Assessment

Assessment can be scored during or after the students have completed the assessment task. However, it is best done during a lesson- using a checklist, rating scales & rubrics.

A **rubric** is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. Rubrics have two major aspects: coherent sets of criteria and descriptions of levels of performance. Rubrics include;

- (1) Descriptions of the of task
- (2) The scales to be used
- (3) The dimensions of the task
- (4) The description of each dimension on the scale

A Rubric

- is a scoring guide that helps teachers evaluate student performance, based on a range of criteria.
- A rubric lists the criteria, or characteristics, that student work should exhibit and describes specific quality levels for those criteria.
- Rubrics are a great way to improve communication, learning, and grading fairness.
- Knowing how to create and use rubrics gives you a better understanding of assessment and another option for assessing student performance.
- Rubrics are descriptive and not evaluative.
- Of course, rubrics can be used to evaluate, but the operating principle is to match the performance to the description rather than "judge" it.
- Thus rubrics are as good or bad as the criteria selected and the descriptions of the levels of performance under each.
- Effective rubrics have appropriate criteria and well-written descriptions of performance

Purpose of Rubrics

Like any other evaluation tool, rubrics are useful for certain purposes and not for others. *The main purpose of rubrics is to assess performances.* For some performances, you observe the student in the process of doing something, like using an electric drill or discussing an issue. For other performances, you observe the product that is the result of the student's work, like a finished bookshelf or a written report.

1. Support authentic assessment

While traditional tests measure how well students recall content, rubrics measure how well students can apply knowledge to authentic contexts or real-world tasks.

2. Clearly communicate expectations

Because rubrics define student "quality" in terms of objective criteria and standards, they clearly communicate how instructors will evaluate student performance.

3. Improve performance

Rubrics lead to better student performance. When students understand assignments and expectations before they begin, they are more likely to fulfil them. They know what specific criteria and standards of excellence will be used to rate their performance.

4. To inspire fairness

Because rubrics have detailed assessment information, students don't feel that grades are assigned subjectively or arbitrarily. Also, when you have more than one grader, a rubric allows all graders to apply the same criteria in the same way.

Although rubrics have many benefits--and make grading faster and easier--a good rubric takes time, effort and patience to construct. You'll probably need to change (change, not add to) your grading and assessment methods, based on what you believe about learning assessment. Rubrics are best for critical assessments, major projects, and other assignments that require a multi-dimensional performance evaluation. The trick is to know what type of rubric to create for your situation.

Reasons for Creating Rubrics/Marking schemes

Rubrics or marking schemes are created for;

1. Categories to assess-different components or elements that will assess
 - Factual information
 - Application
 - Analysis
 - Writing Skills
2. Criterion for assessment
 - Accuracy
 - Completeness
 - Length or number of examples
 - Supported with research
 - Range of answer
 - Description and support
3. Levels or points 3-5 levels
 - Exemplary. Proficient, acceptable, not acceptable
 - Excellent, good, fair, poor
 - 10 points, 5 points, 1 point

Parts of a Rubric

- A rubric is a matrix of criteria and their descriptors.
- The left side of a rubric matrix lists the **criteria (performance standards)** for the expected product or performance.
- Across the top of the rubric matrix is the **rating scale** that provides a set of values for rating the quality of performance for each criterion.
- **Descriptors** under the rating scale provide examples or concrete indicators for each level of performance.
- The dimensions of the task that **qualifies** the achievement

Types of Rubrics

1. Analytic Rubric

Analytic rubrics describe work on each criterion separately. For most classroom purposes, analytic rubrics are best. Focusing on the criteria one at a time is better for instruction and better for formative assessment because students can see what aspects of their work need what kind of attention.

Focusing on the criteria one at a time is good for any summative assessment

(grading) that will also be used to make decisions about the future—for example, decisions about how to follow up on a unit or decisions about how to teach something next year.

Template for Analytic Rubrics

Criteria	Beginning	Developing	Accomplished	Exemplary	Score
Criteria 1	Description reflecting beginning	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	4
Criteria 2	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	3
Criteria 3	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	2
Criteria 4	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	1

Sample Analytic Rubric

Performance Standard/Criteria	Advanced	Proficient	Progressing	Not Yet
Identify reasons for developing caring relationships	Identify and explain all the reasons for developing caring relationships	Identify all the reasons for developing caring relationships	Identify only a few of the reasons for developing caring relationships	Identify only one reason for developing caring relationships
Explain the reasons for developing caring relationships	Explain all the reasons for developing caring relationships and provide an in-depth justification for some of the reasons	Explain all the reasons for developing caring relationships	Explain only a few of the reasons for developing caring relationships	Explain only one reason for developing caring relationships

Holistic Rubrics

Holistic rubrics describe the work by applying all the criteria at the same time and enabling an overall judgement about the quality of the work. Holistic rubrics are based on criteria for good work and on observation of how the work meets those criteria.

One classroom purpose for which holistic rubrics are better than analytic rubrics is the situation in which students will not see the results of a final summative assessment and you will not really use the information for anything except a grade. Some high school final examinations fall into this category. Grading with rubrics is faster when there is only one decision to make, rather than a separate decision for each criterion.

Decide on type of rubric to be used (Holistic or Analytic)

- When to use Holistic Rubric
 - There is no single correct answer/response to a task
 - The focus has on the overall quality, proficiency, or understanding of a specific content or skills.
 - You are assessing large numbers (eg. 150 portfolios)

Holistic Rubric						
Score	5	4	3	2	1	0
Description	Demonstrate complete understanding of the problem. All requirements of the task are included in response .	Demonstrate considerate understanding of the problem. All requirements of the task are included .	Demonstrate partial understanding of the problem. Most requirements of the task are included .	Demonstrate little understanding of the problem. Many requirements of the task are missing .	Demonstrate no understanding of the problem.	No response/ not attempted task

Scoring of Performance for Formative Assessment

(Assessment as/while learning and Assessment for learning)

1. Scoring Assessment using Rating Scale

Rating Scales are a type of checklists that judge the degree to which a criteria is met. They generally have a scale of between 1-6 options.

Types of Rating Scales

A. Frequency Rating Scales

A frequency rating scale scores how often a task is done to meet criteria.

Sample Rating Scale Descriptive Words

1. Words that describe the skill of **selecting 'the right' information** at varying levels of quality

Excellent	Proficient	Adequate	Limited
pertinent	relevant	suitable	trivial
insightful	meaningful	appropriate	superficial
significant	relevant	predictable	vague
perceptive	thoughtful	basic	questionable
precise	logical	partially correct	confusing
purposeful	focused	appropriate	irrelevant

2. Words that describe the skill of **selecting 'enough' information** at varying levels of quality.

Excellent	Proficient	Adequate	Limited
comprehensive	thorough	cursory	superficial
in-depth	sufficient	partial	incomplete
rich & detailed	specific	simplistic	undeveloped
extensive	substantial	partial	sketchy

3. Words that describe the skill of **evaluating product or connecting insights to personal experience** at varying levels of quality

Excellent	Proficient	Adequate	Limited
insightful	thoughtful	predictable	trivial
Astute	relevant	appropriate	unfocused
perceptive	thoughtful	routine	trivial
intuitive	logical	rudimentary	unsubstantiated
innovative	credible	predictable	trite
compelling	meaningful	obvious	tenuous

4. Words that describe the skill of **designing or constructing** at varying levels of quality.

Excellent	Proficient	Adequate	Limited
efficient	practical	viable	unworkable
innovative	effective	workable	ineffective

6. Words that describe the skill of **organising or formatting information** at varying levels of quality

Excellent	Proficient	Adequate	Limited
skillful	systematic	simplistic	haphazard
purposeful	logical	methodical	disorganised

7. Words that describe the skill of **analysing information or data** at varying levels of quality

Excellent	Proficient	Adequate	Limited
accurate	logical	partially accurate	flawed
insightful	logical	simplistic	unsupported
astute	credible	plausible	inaccurate
precise	relevant	basic	irrelevant

8. Words that describe the skill of **presenting or communicating information or selecting appropriate visuals** at varying levels of quality

Excellent	Proficient	Adequate	Limited
vivid	interesting	simplistic	lacks appeal
compelling	effective	predictable	does little to sustain interest
enhances	supports	partially supports	interferes with
engaging	interesting	straightforward	ineffective
skillful	effective	appropriate	inappropriate
intriguing	interesting	predictable	ineffective

Sample Scoring using Rating Scale to assess “Collaboration”

Criteria	Frequency			
	Always = 4	Sometimes = 3	Rarely = 2	Never - 1
1. Embraces everyone’s abilities and encourages participation	Always Embraces everyone’s abilities and encourages participation	Sometimes Embraces everyone’s abilities and encourages participation	Rarely Embraces everyone’s abilities and encourages participation	Never Embraces everyone’s abilities and encourages participation
2. Ensures everyone is tasked to and activity	Always Ensures everyone is tasked to and activity	Sometimes Ensures everyone is tasked to and activity	Rarely Ensures everyone is tasked to and activity	Never Ensures everyone is tasked to and activity
3. Encourages everyone to achieve together	Always Encourages everyone to achieve together	Sometimes Encourages everyone to achieve together	Rarely Encourages everyone to achieve together	Never Encourages everyone to achieve together

2. Scoring assessment using a Checklist

Check lists are one of the easiest methods of scoring assessment tasks. The criteria i.e. skills, cues or tasks are considered separately according to whether they have been accomplished.

Types of Checklists include

Yes/No

Tick/Cross

Circling

Narrow scale, e.g. Sometimes, rarely, never

Colouring

Symbols (signifiers), e.g. pictures, facials, artefacts, signs, drawings, concept maps)

Sample Scoring using Yes/No Checklist Scale to assess “Collaboration”

No	Criteria	Write Yes (score 2) or No (score 1)
1	<i>Embraces everyone’s’ abilities and encourages participation</i>	
2	<i>Ensures everyone is tasked to an activity</i>	
3	<i>Encourages everyone to achieve together</i>	

Sample Scoring using Tick/Cross Checklist Scale to assess “Collaboration”

No	Criteria	Place a tick(score 2) or and X (score 1)
1	<i>Embraces everyone’s’ abilities and encourages participation</i>	
2	<i>Ensures everyone is tasked to an activity</i>	
3	<i>Encourages everyone to achieve together</i>	

Assessment Components and Task Weighting

The Assessment components and Task Weighting is intended for a Termly Assessment Schedule. It anticipated that the assessment components with their weightings may be changed by the teachers' Business Studies Termly Teaching Programs accordingly but the total scores allocated for the THEORY ASSESSMENT COMPONENTS (TAC) of 40 Marks and PRACTICAL ASSESSMENT COMPONENTS (PAC) 60 Marks should remain as it is the determined as the required 40/60 Moderation Components (i.e. 100 marks) for Business Studies Assessments per Assessment Period.

THEORY ASSESSMENT COMPONENTS (TAC) (40 Marks)	TOTAL SCORE/100	PRACTICAL ASSESSMENT COMPONENTS (PAC) (60 Marks)	TOTAL SCORE/100
		Project Portfolio No. 1	10
		STEAM Project Portfolio No.1	10
Test No. 1	15	Project No. 1	25
		STEAM Project No. 1	25
Assignment No. 1	10		
Test No. 2	15		
TOTAL THEORY SCORE	____/40	TOTAL PRACTICAL SCORE	____/60
TOTAL SCORES OF TAC + PAC	_____/100		
= TOTAL SCORES OUT OF 100			

Teachers give the samples on the various areas of assessment for your background knowledge especially on rubrics used in assessment for classroom based learning in CCVE, the following are guidelines you may use to plan and program your assessment for the school year.

Assessment Overview, Plan and Program

Assessment in CCVE subject comes in 3 fold, meaning that this subject will require cognitive, psychomotor and affective assessments to be conducted in the classroom. The affective assessment is very important for all students to undertake.

The cognitive assessment deals with assessing students' knowledge of the content, whilst the psychomotor assessment assesses skills students must practise and the affective assessment, assess the feelings of learning the knowledge and how this knowledge may impact on a student or as a member of a group.

Performance assessment Tasks

The performance assessment tasks must be planned and delivered in 3 categories and they are affective, cognitive and psychomotor.

Affective

In affective performance tasks teachers are expected to plan student assessment tasks that focus on how they feel about....., feelings and emotions developed towards an issue, reasoning and making comparisons on conflicting personalities, attitudes, behaviour, mannerism, qualities, attributes of an individual or citizen.

Cognitive

The cognitive performance tasks that teachers must plan for CCVE student assessment will concentrate on the knowledge aspects for the students to perform are about knowledge, mentally processing new information, organising knowledge about ideas and concepts on content such as biblical values, citizenship, governance and society recalling information, making judgements.

Psychomotor

In psychomotor performance tasks teachers are expected to plan for student assessment on various life skills that will require support information on knowledge to be able to apply the skills as a person, member of a family, community and society in. These may include leadership skills, process skills, social skills, personal viability skills, organisational skills, societal system management skills, self-presentation skills using various contextual situations.

To support this planning and preparation of assessment for CCVE in grade 8 classes. Teachers are provided with an example of assessment overview and assessment schedule for the school year. Also additional performance assessment task plans to guide you.

Assessment overview for Christian Citizenship and Values Education

The assessment of CCVE in grade 8 classrooms is very important for both students and teachers. Assessing the subject content enables a student to evaluate him or herself in the 3 areas, cognitive, psychomotor and affective domains. Teachers must note that subjects in the curriculum do not assess the affective domain but it is a requirement to assess the affective domain in CCVE subject. Provided for convenience is an assessment overview for grade 8

Sample Assessment Overview for Grade 8- CCVE Subject

Strand	Unit	Benchmark	Topic	Assessable concept
1. Biblical Values and Principles	1. Biblical values and practices	8.1.1.1	Attributes of God not-existing in some contexts	Attributes of God
		8.1.1.2	The Characteristics of Yahweh-God	Yahweh-God's Characteristics
		8.1.1.3	Essence of Yahweh God's Qualities	Yahweh God's Qualities
	The Ten Commandments: God's Core Principles	8.1.2.1	Worshipping Yahweh-God	Godly worship
		8.1.2.2	The Characteristics of Yahweh-God	Godly characteristics
		8.1.2.3	Honour Yahweh God- the name of God	Honour God's name
2. Christian Identity and Civic Principles	1. Christian Identity	8.2.1.1	The process of representation of individual Christian identities	Individual Christian identity
		8.2.1.2	Relationship between Christian identity and identity of Jesus Christ	Christian identity and identity of Jesus Christ
	2. Civic Principles	8.2.2.1	How Christian Beliefs values, and principles shape individual Christian Civic Identifies	Christian Beliefs values, and principles
		8.2.2.2	Influences of Christian values and principles on individual civic thinking behaviour and action	Influences of Christian values and principles
3. Christian Citizenship and Society	1. Citizens and Citizenship	8.3.1.1	The influence of Christian Systems on the development agenda	Christian systems
		8.3.1.2	The Christian Beliefs and Values in Christian Political Organisation	Christian Beliefs and Political Organisation
	2. Christian Citizen and Active Participation	8.3.2.1	Roles and Responsibilities of Christians in communist societies	Christians Responsibilities in communist societies

4.Christian Leadership and Governance	1. Christian Leadership	8.4.1.1	The essence of Christian Ethical Leadership	Ethical Leadership
		8.4.1.2	Traits of Christian Ethical leadership	Traits of leadership
		8.4.1.3	Pillars of Christian Ethical Leadership	Pillars of leadership
	2.Good Governance	8.4.2.1	Political Governance	Governance
		8.4.2.2	Importance of Leadership in Political Governance	Leadership and political governance Political
		8.4.2.3	Equitable and inclusive distribution of goods and services	Distribution of goods and services
		8.4.2.4	Biblical Values and governance leadership	Biblical values and governance
		8.4.2.5	Importance of Ethical Leadership (Math 8:8-9)	Ethical Leadership
		8.4.2.6	Effectiveness of the Leadership Code	Leadership Codes
		8.4.2.7	Improving governance using technology	Governance and technology.

Assessment Plan/Schedule for Grade 8

This is a suggested assessment schedule indicating possible time for assessing the content of the units of work taught in each strand in the terms or for the year for grade students. Teachers are advised that for every term a child must score a 100 marks for a term. So for every term there must be assessment tasks such as, tests, assignment, take away tests, project based assessment tasks students must be given to assess the values, attitudes skills and knowledge in the content learned.

This assessment plan will assist you in planning for assessment termly in your grade 8 class.

Assessment Plan/Schedule for CCVE subject by terms in a school year

Week	Term 1	Term 2	Term 3	Term 4
1	Orientation	Revision on strand 1	Revision on strand 2	Revision on strand 3
2				
3		Test on benchmark 8.2.1.1 , 8.2.2.1		Test on benchmark 8.4.1.1, 8.4.1.3
4	Test on benchmark 8.1.1.1, 8.1.1.2,		Test on benchmark 8.3.1.1, 8.1.1.2,	
5		Project Assessment given on benchmarks 8.2.1.2 and 8.2.2.2		Project given assignment assessment 8.4.2.3, 8.4.2.5 & 8.4.2.7
6	Project given assignment assessment 8.1.2.2, 8.1.2.3			Test on benchmarks Due 8.4.2.1, 8.4.2.
8		Test on benchmark 8.2.2.1	Project Assessment given on benchmarks 8.3.2.1	
9	Test on benchmark 8.1.1.1, 8.1.1.2,	Project assessment due on Thursday 3pm.		Project assessment on 8.4.2.3, 8.4.2.5 & 8.4.2.7 Due on Friday
10	Project assignment due on Tuesday		Project assignment due on Friday	

Sample Performance Assessment Plans.

Here are sample plans of planning an assessment task. These are samples from strand 1 and strand 4. The sample plans of assessment tasks are given as guides for teachers to use in planning their class assessment task.

Grade 8 : Strand 1: Biblical Values and Principles.

CCVE Affective Assessment (Performance Assessment) for Projects
Assignments – Hands on Activity

Subject	Christian Citizenship and Values Education CCVE
Strand	Biblical Values and Principles
Unit	Biblical Values and Practices
Cs	8.1: Students will be able to explore and make sense of the biblical values and principles, and explain how they were represented, promoted, modeled, validated, and practised in biblical times.
Benchmarks	8.1.1.1 Analyse different contexts in which the different attributes of God are non-existent and propose ways of embedding the attributes of God in those different contexts
Learning Objective	By the end of the unit the students will be able to identify places in the community that certain attributes of God are non-existent.
Topic	Topic 1: Attributes of God not existing in particular places in the community
Purpose Of Assessment	For students to confidently make decisions to actively participate in activities that show how God's attributes are practised in different local contexts not practising them.
Assessment Strategy	Individual Research. Find out 3 places in the locality that attributes of Yahweh God are not practised.
Duration	Three Weeks (Week 4, 5& 6 Term 1)
Time/Date Of Administration	Week 4 Monday
Date/Time Due	Week 6 Friday 13:00 hundred hours
Performance Standard	Identify certain activities in the locality that people participate in which do not reflect the existence of God's attributes and suggest ways to conduct awareness activities that demonstrate the attributes of Yahweh-God influencing individuals to change their ungodly behaviours observed in the community/ies
Performance Task	<ol style="list-style-type: none"> 1. Conduct a survey in the community and get information on the different types of ungodly activities the community participates in. 2. These activities do not reflect practices of Yahweh-God's attributes (love, holiness, Goodness and justice) 3. Then decide on an awareness activity that can be planned and engage the community to practise the 4 attributes of Yahweh God
Assessment Criteria	<ol style="list-style-type: none"> 1. Conducted a survey in the community and presented a report, with description of 2 activities the community engaged in that do not reflect Yahweh-God's attributes. 2. Identify 4 attributes of Yahweh not observed in persons interactions or behaviours towards one another in these 2 activities. 3. Describe a simple awareness activity to promote Yahweh-God's attributes in the community.
Assessment Scoring	<ul style="list-style-type: none"> • Proficient- 3 • Progressing-2 • Beginning-1 Write up: Parts -Introduction, Body & Conclusion <ol style="list-style-type: none"> 1. Research Profile Report: (Introduction, Body & Conclusion) – 6 marks 2. Description of God's Attributes Awareness Activity Plan -5markets
Scoring Tools	Checklist descriptions of effort by individual students. A tick placed under each effort weighs the score identified in the assessment task

Assessment Criteria Checklist

Student: _____ Class: _____ Date: _____
 Title : _____

Teacher's Notes:

- Shade in the descriptors to indicate students' performance.
- Make a copy for each individual student.

Criteria	Proficient	Progressing	Beginning	Score
1. Survey and Report Presentation	Conducted a survey in the community and present a report with fully completed details describing 2 activities not reflecting Yahweh-God's attributes.	Conducted a survey in the community and present a report with partially completed details describing 2 activities not reflecting Yahweh-God's attributes.	Conducted a survey in the community and present a report with partially completed details describing 2 activities not reflecting Yahweh-God's attributes.	/3 marks
2. Description of activities not reflecting attributes of God	Full detailed description of 3 attributes of Yahweh not observed in the activities involving persons interacting with one another.	Partial detailed description of 2 attributes of Yahweh not observed in the activities involving persons interacting with one another.	Limited description of 1 attribute of Yahweh not observed in the activities involving persons interacting with one another.	/3marks
3. Description of a simple awareness activity to promote Yahweh-God's attributes	Full detailed description of a simple awareness activity to promote Yahweh-God's attributes in the community	Partial detailed description of a simple awareness activity to promote Yahweh-God's attributes in the community	Limited description of 1 attributes of a simple awareness activity to promote Yahweh-God's attributes in the community	/3marks
Total Mark				/9 Marks

Grade 8 Assessment:**Performance Assessment Template – for Projects Assignments – Hands on Activity**

Subject	Christian Citizenship and Values Education CCVE
Strand	Strand 4 Christian Leadership and Good Governance
Unit	Unit 1: Christian Leadership
Content Standard	2.1: Students will be able to investigate and analyse the principles, values, behaviours, characteristics and practices of Christian Leadership.
Benchmarks	8.4.1.1: Investigate and explain the essence of Christian Ethical Leadership and relate it to the behaviour and practice of leaders in different contexts.
Learning Objective	By the end of the unit the students will be able to compare the behaviours and practices of leaders with the essence of Christian Ethical leadership;
Topic	Topic: The qualities of Christian Ethical Leadership
Purpose Of Assessment	Identify the qualities of a Christian ethical leadership and explain how these qualities influence the way ethical leaders lead the people in their community.
Assessment Strategy	A Group Project –Action Plan
Duration	Three weeks
Time/Date Of Administration	Week 7 Term 2
Date/Time Due	Week 9-Thursday 3.00pm
Performance Standard	Write up a profile of a Christian ethical leader describing 5 leadership qualities he or she practises and the impact of these qualities in the community.
Performance Task	1. Research and compile a profile report of a selected Christian ethical leader. 2. Present this profile on a poster with a photograph of the leader presented in the form of a poster or an artwork.
Assessment Criteria	1. Research and select an ethical leader and write up the leader's profile. 2. Organise the profile report on a poster following this guidelines (Poster Title, Passport size photograph, personal particulars of leader, Introduction, Body) and conclusion. 3. References of where your information was captured from.
Assessment Scoring	Very Informative- 3, Partially Informative – 2, Not informative -1 Write up -1. Profile Report: Introduction, Body and conclusion – 6 marks 2. Description of Gods Attributes Awareness Activity Plan -5 marks
Scoring Tools	Checklist

Assessment Criteria Checklist

Student: _____ Class: _____ Date: _____

Title: _____

Criteria	Very informative			
1. Researched information to produce a Christian Ethical Leaders' Profile Report	A very thorough research done on a selected Christian ethical leader and a <u>very informative</u> profile was compiled highlighting 5 qualities of the leader.	Research was done on a selected Christian ethical leader and a <u>partially informative</u> profile was compiled highlighting 3 qualities of the leader.	Poor research was done on a selected Christian ethical leader and a <u>uninforming profile</u> was compiled highlighting 1 quality of the leader.	/3 marks
2. Organisation of poster well laid out with particulars of the Christian ethical leader's profile arranged in order and meaningfully legible.	A very well laid out poster of a Christian ethical leader's profile following the guidelines given for meaningful reading.	Partially laid out poster of a Christian ethical leader's profile following the guidelines given for meaningful reading.	Untidily laid out poster of a Christian ethical leader's profile not following the guidelines given for meaningful reading.	/3 marks
3. Alphabetically listed the reference used to compile the poster and the research write up.	A very neat, alphabetically arranged reference materials used to compile the Christian ethical leader's profile.	A neat, partially arranged reference materials used to compile the Christian ethical leader's profile.	Very limited list of reference materials used to compile the Christian ethical leader's profile.	/3 marks
Total Mark				/9 Marks

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 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.
Immutable	Yahweh God never changes
Infinite	Yahweh God is self-existing
Leadership	the action of leading a group of people or an organisation. The state or position of being a leader the leaders of an organisation, country, etc.
Monarchy	Political system based upon the undivided sovereignty or rule of a single person. The term applies to states in which supreme authority is vested in the monarch , an individual ruler who functions as the head of state and who achieves his or her position through heredity
Nephilims	Big giant –like beings born of man and angels
Omnibenevolent	God is all loving
Omnipotent	Yahweh God is all powerful/ unlimited power

Omnipresent	Yahweh God is always everywhere
Omniscient	Yahweh God is all knowing
Practices	actual application or use of an idea, belief, or method, as opposed to theories relating to it
Principles	a fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning. A general scientific theorem or law that has numerous special applications across a wide field
Private sector	the part of the national economy that is not under direct state control
Prosecuting Law	To follow through; to commence and continue an action or judicial proceeding to its ultimate conclusion. To proceed against a defendant by charging that person with a crime and bringing him or her to trial. The state, on behalf of the people, generally prosecutes a defendant accused of a crime
Public sector	the part of an economy that is controlled by the state
Servant Leadership	Servant leadership is a leadership philosophy built on the belief that the most effective leaders strive to serve others, rather than accrue power or take control. The aforementioned <i>others</i> can include customers, partners, fellow employees and the community at large
Sin Nature	<i>Sin Nature</i> is a part of human being that compels individuals to commit sin. The Bible teaches that we have a sin nature. Not only do we commit sin but it's our nature to do so.
Technology	the application of scientific knowledge for practical purposes, especially in industry. "advances in computer technology" machinery and equipment developed from the application of scientific knowledge. "it will reduce the industry's ability to spend money on new technology" the branch of knowledge dealing with engineering or applied sciences.
The Tanakh	is the first Hebrew letter of each of the Masoretic Writings.
The Ten Commandments	the ethical commandments of God given according to biblical accounts to Moses by voice and by writing on stone tablets on Mount Sinai.
Trait	a distinguishing quality or characteristic, typically one belonging to a person.
Values	
Violate	
virtue	

References

Books

Ryrie C (1999) *Basic Theology: A Popular Systematic Guide to Understanding Biblical Truth*. Moody Publishers

Allan, A. and Love, A. (2010). *Ethical practice in Psychology. Reflections from the creators of the APS Code of Ethics* (pp. 26). Melbourne, Australia: John Wiley & Sons

D. Shane Koch. *Ethics and Ethical Decision Making*. Rehabilitation Institute. Southern Illinois University at Carbondale.

Theo Zurenuoc, (2016). *Know Your Parliament with Theo Zurenuoc*. Port Moresby, Office of the Speaker. National Parliament of Papua New Guinea.

Websites

Wikipedia www.google/scholars. Fallen Angels, Christianity & Story of Lucifer. <https://www.grunge.com/159512/the-untold-truth-of-fallen-angels/>

https://en.wikipedia.org/wiki/Fallen_angel

<https://www.learnreligions.com/who-are-fallen-angels-demons-123840>

<https://becomingchristians.com/2016/02/11/25-little-known-biblical-facts-about-angels/>

<https://www.gotquestions.org/sin-nature.html>

<https://www.google.com/search/citizenship>

<https://www.mindtools.com/pages/article/servant-leadership.html>

<https://www.google.com/search?q=What+are+the+traits+of+servan+Leadership&oq=What+are+the+traits+of+servan+Leadership>

<https://www.google.com/search?q=Why+Fairness&spell>

<https://google.com/search/Why+trustworthiness/Why+trustworthiness>

<https://www.google.com/search/Why+responsibility/Why+responsibility>

eedictionary.com, 2020, Civil Service, Farlex Inc. Retrieved from; eedictionary.com.

Jan-Hinrik Meyer, Sahlingkim Sass, Mikkelsen, Christian Schuster, (2018), Public Administration Volume 96, www.merriam-webster.com.

Lee Colan, 4 Powerful Leadership Lessons from Jesus, Viewed on: 12th October 2020, Retrieved from: <https://www.inc.com/lee-colan/4-powerful-leadership-lessons-from-jesus.html>

Robert K Greenleaf Center for Servant Leadership, What is Servant Leadership, Viewed on: 12th October 2020, Retrieved from: <https://www.greenleaf.org/what-is-servant-leadership/>

Mark Tarallo, 2018, The Art of Servant Leadership, Viewed on: 12th October 2020, Retrieved from: <https://www.shrm.org/resourcesandtools/hr-topics/organizational-and-employee->

<https://www.bartleby.com/essay/The-Impact-of-Globalization-on-Leadership-and-F3J2LKFYTC>

<https://www.anzam.org/wp-content/uploads/pdf...>

<https://gulfnews.com/business/technology/reshapes-the-construction-sec->

<https://www.pewresearch.org/internet/2019/05/13/publics-think-technology-impacts-the-political-environment-in-both-positive-and-negative-ways/>
<https://www.weforum.org/agenda/2018/03/how-technology-can-transform-business-performance-for-human-good/>
<https://www.publicspheresalons.com/the-beautiful-soul-blog/2017/2/25/technological-influences-on-politics>
www.ethos.org.au/.../In-depth/Politics/Eight-Core-Christian-Values-Brian-Edgar.pdf
[https://www.regent.edu/acad/global/publications/...](https://www.regent.edu/acad/global/publications/)
<https://gracebibleny.org/biblical-principles-for-political-decisions>
www.commonwealthgovernance.org/countries/pacific/
<https://www.newtactics.org/conversation/strengthening-citizen-participation-local...>
<https://www.compellingtruth.org/Christian-leadership.html>
<https://postcourier.com.pg/approval-given-to-declare-png-a-christian-country>
<https://doi.org/10.1080/222582X.2015.11877315> Journal of Early Christian History
 PursueGOD video published on Jun 5 2015
<https://www.stjohns.qld.edu.au>
 I/O AT WORK, 2015, How servant leadership benefits performance, *Viewed on: 14th October, 2020, Retrieved from: <https://www.ioatwork.com/servant-leadership-benefits-performance/>*
 Jennifer Stasak, 2019, 6 Qualities of a Servant Leader, *Viewed on: 14th October 2020, Retrieved from: <https://www.wycliffe.org/blog/featured/6-qualities-of-a-servant-leader>*
 Skip Prichard, 2013, 9 Qualities of the Servant Leader, *Viewed on: 14th October 2020, Retrieved from: <https://www.skipprichard.com/9-qualities-of-the-servant-leader/>*
 Henry, Fayol.(1841). *Principles of public governance*. Retrieved from: <https://www.manage.com>
 Conceptual Skills. Retrieved from: <https://www.onlinemasters.ohio.edu>.
<http://www.churchleadership.org> *The Character of Servant Leadership Developed by the Department of Personnel Management...National Public Service, Ethics and Values – Based Executive Leadership & Management Capability Framework, PNG, May 2013*
 Andrew Brown and et al. *Discussion Paper - The Five Fundamental Ethics Principles: Time for Evaluation* 2015. ICAS.Edinburg. Retrieved from: <https://www.ethicsboard.org/>.
 Dr. Desh Raj Sirswal. (2014). *Public Service Values and Ethics in Public Administration*. P.G.Govt. College for Girls, Sector-11, Chandigarh. Retrieved from: <http://sppish2session.wordpress.com>
 Paul Walker & Terry Lovat, 2014. *You say Morals , I say ethics – What’s the difference?.* Newcastle University. Retrieved from: <https://theconversation.com/>
 Howes S (Dr.), 2010, *Economics and Public Policy in PNG*, DEVPOLICY BLOG POSTS IN 2015-16, The Australian National University.
 Robin g. Milne and Ben Torsney, <https://doi.org/10.1006/jcer.1996.1411>.
www.ombudsman.gov.ph
www.sciencedirect.com, *Journal of comparative Economics*, volume 24, issue

2, April 1997, pages 161-180, :The efficiency of Administrative Governance: The Experience of Pre-reform British National Health Service.

Coicaud Jean-Marc. (2016). Administering and Governing with Technology. John Wiley & Sons, Inc. Hoboken, New Jersey. US. Retrieved from; <https://onlinelibrary.wiley.com/doi/full/10.1111/1758-5899.12311> ON on 17 August 2021.

Robinson R . 2016. A snapshot of a district struggling against the odds Care International PNG. Goroka. EHP.PNG. Retrieved from; <https://www.care-international.org/where-we-work/papua-new-guinea> on 17 August 2021.

Greenleaf Centre for Servant Leadership. 2021. What is Servant Leadership? Green Leaf Centre. Seton Hall University. South Orange. Atlanta. Georgia. US. Retrieved from; <https://www.greenleaf.org/what-is-servant-leadership/> on 16 August 2021.

Wikipedia. 2021. Servant Leadership. Wikimedia Foundation, Inc. San Francisco. Retrieved from; https://en.wikipedia.org/wiki/Servant_leadership on 16 August 2021.

Sirswal Desh Raj. 2015. Public Service Values and Ethics in Public Administration. The PhilPapers Foundation. University of Western Ontario. Canada. Retrieved from; <https://philpapers.org/rec/SIRPSV-2> on 17 August 2021.

Walker Paul & Lovat Terry. 2014. You say morals, I say ethics-what's the difference. THE CONVERSATION. Melbourne Australia. Retrieved from; <https://theconversation.com/you-say-morals-isay-ethics-whats-the-difference> on 17 August 2021 <http://www.harvestime.org> from;

Appendices

Appendix 1: BLOOM'S TAXONOMY

LEVEL OF UNDERSTANDING	KEY VERBS
CREATING Can the student create a new product or point of view?	Construct, design, and develop, generate, hypothesise, invent, plan, produce, compose, create, make, perform, plan, produce, assemble, formulate,
EVALUATING Can the student justify a stand or decision?	Appraise, argue, assess, choose, conclude, critique, decide, defend, evaluate, judge, justify, predict, prioritise, provoke, rank, rate, select, support, monitor,
ANALYSING Can the student distinguish between the different parts?	Analysing, characterise, classify, compare, contrast, debate, criticise, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organise, outline, relate, research, separate, experiment, question, test,
APPLYING Can the student use the information in a new way	Apply, change, choose, compute, dramatise, implement, interview, prepare, produce, role play, select, show, transfer, use, demonstrate, illustrate, interpret, operate, sketch, solve, write,
UNDERSTANDING Can the student comprehend ideas or concepts?	Classify, compare, exemplify, conclude, demonstrate, discuss, explain, identify, illustrate, interpret, paraphrase, predict, report, translate, describe, classify,
REMEMBERING Can the student recall or remember the information?	Define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write, duplicate, memorise, recall, repeat, reproduce, state,

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 <ul style="list-style-type: none"> • Reason effectively and evaluate evidence • Solve problems • Articulate findings Learning to learn and meta-cognition <ul style="list-style-type: none"> • 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	<p>Information literacy</p> <ul style="list-style-type: none"> • Access and evaluate information • Use and manage information • Apply technology effectively <p>ICT literacy</p> <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	<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 <p>Personal and social responsibility</p> <ul style="list-style-type: none"> • Communicate constructively in different social situations • Understand different viewpoints and perspectives <p>Life and career</p> <ul style="list-style-type: none"> • Adapt to change • Manage goals and time • Be a self-directed learner • Interact effectively with others

Appendix 2: TEACHING AND LEARNING STRATEGIES

STRATEGY	TEACHER A	STUDENTS
<p>CASE STUDY</p> <p>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</p> <p>A method used to increase students' interest, involvement and participation</p>	<p>Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/standard to be achieved.</p>	<p>Conduct research to gather supporting evidence about the selected topic and summarise the points. They are engaged in collaborative learning by delegating and sharing tasks to group members. When debating, they improve their communication skills.</p>
<p>DISCUSSION</p> <p>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 a certain topic by asking essential questions. During the discussion, the teacher reinforces and emphasises on important points from students' responses. Teachers guide the direction to motivate students to explore the topic in greater depth and the topic in more detail. Use how and why follow-up questions to guide the discussion toward the objective of helping students understand the subject and summarise main ideas.</p>	<p>Students ponder over the question and answer by providing ideas, experiences and examples. Students participate in the discussion by exchanging ideas with others.</p>
<p>GAMES AND SIMULATIONS</p> <p>Encourages motivation and creates a spirit of competition and challenge to enhance learning</p>	<p>Be creative and select appropriate games for the topic of the lesson. Give clear instructions and guidelines. The game selected must be fun and build a competitive spirit to score more than their peers to win small prizes.</p>	<p>Go into groups and organise. Follow the instructions and play to win</p>

<p>OBSERVATION Method used to allow students to work independently to discover why and how things happen as they are. It builds curiosity.</p>	<p>Give instructions and monitor every activity students do</p>	<p>Students possess an instinct of curiosity and are curious to see the things for themselves and particularly those things which exist around them. A thing observed and a fact discovered by the child for himself becomes a part of the mental life of the child. It is certainly more valuable to him than the same fact or facts learnt from the teacher or a book. Students Observe and ask essential questions Record Interpret</p>
<p>PEER TEACHING & LEARNING <i>(powerpoint presentations, pair learning)</i> Students teach each other using different ways to learn from each other. It encourages; team work, develops confidence, feel free to ask questions, improves communication skills and most importantly develop the spirit of inquiry.</p>	<p>Distribute topics to groups to research and teach others in the classroom. Go through the basics of how to present their peer teaching.</p>	<p>Go into their established working groups. Develop a plan for the topic. Each group member is allocated a task to work on. Research and collect information about the topic allocated to the group. Outline the important points from the research and present their findings in class.</p>
<p>PERFORMANCE-RELATED TASKS <i>(dramatisation, song/lyrics, wall magazines)</i> Encourages creativity and take on the overarching ideas of the topic and are able to recall them at a later date</p>	<p>Students are given the opportunity to perform the using the main ideas of a topic. Provide the guidelines, expectations and the set criteria</p>	<p>Go into their established working groups. Being creative and creating dramas, songs/lyrics or wall magazines in line with the topic.</p>
<p>PROJECT <i>(individual/group)</i> Helps students complete tasks individually or collectively</p>	<p>Teacher outline the steps and procedures of how to do and the criteria</p>	<p>Students are involved in investigations and finding solutions to problems to real life experiences. They carry out research to analyse the causes and effects of problems to provide achievable solutions. Students carefully utilise the problem-solving approach to complete projects.</p>
<p>USE MEDIA & TECHNOLOGY to teach and generate engagement <u>depending on the age of the students</u></p>	<p>Show a full movie, an animated one, a few episodes from documentaries, you tube movies and others depending on the lesson. Provide questions for students to answer before viewing</p>	<p>Viewing can provoke questions, debates, critical thinking, emotion and reaction. After viewing, students engage in critical thinking and debate</p>

Appendix 4: ASSESSMENT STRATEGIES

STRATEGY	DESCRIPTION
ANALOGIES	Students create an analogy between something they are familiar with and the new information they have learned. When asking students to explain the analogy, it will show the depth of their understanding of a topic.
CLASSROOM PRESENTATIONS	A classroom presentation is an assessment strategy that requires students to verbalise their knowledge, select and present samples of finished work, and organise their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.
CONFERENCES	A conference is a formal or informal meeting between the teacher and a student for the purpose of exchanging information or sharing ideas. A conference might be held to explore the student's thinking and suggest next steps; assess the student's level of understanding of a particular concept or procedure; and review, clarify, and extend what the student has already completed
DISCUSSIONS	Having a class discussion on a unit of study provides teachers with valuable information about what the students know about the subject. Focus the discussions on higher level thinking skills and allow students to reflect their learning before the discussion commences.
ESSAYS	An essay is a writing sample in which a student constructs a response to a question, topic, or brief statement, and supplies supporting details or arguments. The essay allows the teacher to assess the student's understanding and/or ability to analyse and synthesise information.
EXHIBITIONS/ DEMONSTRATIONS	An exhibition/demonstration is a performance in a public setting, during which a student explains and applies a process, procedure, etc., in concrete ways to show individual achievement of specific skills and knowledge.
INTERVIEWS	An interview is a face-to-face conversation in which teacher and student use inquiry to share their knowledge and understanding of a topic or problem, and can be used by the teacher to explore the student's thinking; assess the student's level of understanding of a concept or procedure and gather information, obtain clarification, determine positions, and probe for motivations.
LEARNING LOGS	A learning log is an ongoing, visible record kept by a student and recording what he or she is doing or thinking while working on a particular task or assignment. It can be used to assess student progress and growth over time.
OBSERVATION	Observation is a process of systematically viewing and recording students while they work, for the purpose of making programming and instruction decisions. Observation can take place at any time and in any setting. It provides information on students' strengths and weaknesses, learning styles, interests, and attitudes.
PEER ASSESSMENT	Assessment by peers is a powerful way to gather information about students and their understanding. Students can use set criteria to assess the work of their classmates.
PERFORMANCE TASKS	During a performance task, students create, produce, perform, or present works on "real world" issues. The performance task may be used to assess a skill or proficiency, and provides useful information on the process as well as the product.

PORTFOLIOS	A portfolio is a collection of samples of a student's work, and is focused, selective, reflective, and collaborative. It offers a visual demonstration of a student's achievement, capabilities, strengths, weaknesses, knowledge, and specific skills, over time and in a variety of contexts.
QUESTIONS AND ANSWERS (ORAL)	In the question-and-answer strategy, the teacher poses a question and the student answers verbally, rather than in writing. This strategy helps the teacher to determine whether students understand what is being, or has been, presented, and helps students to extend their thinking, generate ideas, or solve problems.
QUIZZES, TESTS, EXAMINATIONS	A quiz, test, or examination requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short; examinations are usually longer. Quizzes, tests, or examinations can be adapted for exceptional students and for re-teaching and retesting.
QUESTIONNAIRES	Questionnaires can be used for a variety of purposes. When used as a formative assessment strategy, they provide teachers with information on student learning that they can use to plan further instruction.
RESPONSE JOURNALS	A response journal is a student's personal record containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. The response journal can be used as an assessment tool in all subject areas.
SELECTED RESPONSES	Strictly speaking a part of quizzes, tests, and examinations, selected responses require students to identify the one correct answer. The strategy can take the form of multiple-choice or true/false formats. Selected response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.
STUDENT SELF-ASSESSMENTS	Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning. It is the student's own assessment of personal progress in terms of knowledge, skills, processes, or attitudes. Self-assessment leads students to a greater awareness and understanding of themselves as learners.

Appendix 5 Sample Lesson Plan**Strand:****Unit:****Content Standard:****Benchmark:****Topic:****Lesson Title:****Lesson Objective:****Essential Questions:****Lesson Procedure**

Teacher Activities	Student Activities
Introduction	
Activity 1.	Activity 1.
Body	
Modelling	
Activity 1.	Activity 1.
Guided Practice	
Activity 1.	Activity 1.
Independent Practice	
Activity 1.	Activity 1.
Conclusion	
Activity 1.	Activity 1.

Note: Teachers the template is showing 1 activity in each part of the lesson plan template. You are not restricted. You can have more than 1 activity, 2 or 3 the most.

Appendix 6: Standard-Based Lesson Plan (STEAM integrated) Template

TOPIC:

Lesson Topic:

Grade:

Length of Lesson:

Strand:

Unit:

CS:

Benchmark:

Topic:

Lesson Title Lesson Objective:

Essential Questions:

Lesson Procedure

Teacher Activities	Student Activities
Introduction	
Body	
Modelling	
Guided Practice	
Independent Practice	
Conclusion	

Appendix 7: Sample Performance Assessment Template

Grade 8 Assessment:

Performance Assessment Template – for Projects Assignments – Hands on Activity

Subject	
Strand	
Unit	
Content Standard	
Benchmarks	
Learning Objective	
Topic	
Purpose Of Assessment	
Assessment Strategy	
Duration	
Time/Date Of Administration	
Date/Time Due	
Performance Standard	
Performance	
Task	
Assessment Criteria	
Assessment Scoring	
Scoring Tools	

Appendix 8: Sample Assessment Recording and Reporting

1. How to Score using the rubric

Scoring Rubrics

Criteria	Achieved 3	Progressing 2	Novice 1	Scoring
Video Script Write up -	Innovative and well organised paper with clarity of video <u>script</u> writing procedures	Well organised paper with clarity of video <u>script</u> writing procedures	Organised paper with some clarity of video <u>script</u> writing procedures	2/3
Video Development	Appropriately considered details for the video are well corresponded to the 2-minutes script and illustrates a well-coordinated teamwork	Considered details for the video are mostly corresponded to the 2-minutes script and illustrates a coordinated teamwork	Some details considered for the video are partially corresponded to the 2-minutes script and illustrates a less coordinated teamwork	1/3
Video Clip Content	The short video clip fully embraces the core ideas of school rules, motto, and mission and vision statements.	<ul style="list-style-type: none"> The short video clip mostly embraces the core ideas of school rules, motto, and mission and vision statements. 	<ul style="list-style-type: none"> The short video clip somewhat embraces the core ideas of school rules, motto, and mission and vision statements. 	3/3
Video Presentation	<ul style="list-style-type: none"> The video clip fully captures essence of vital messages of the new and competent management with necessary potentials to positively change the image of the school and really captivating and totally convincing to attract students to want to enroll at the school. 	<ul style="list-style-type: none"> The video clip mostly captures the essence of vital messages of the new and competent management with most potentials to positively change the image of the school and mostly captivating and partially convincing to attract students to want to enroll at the school. 	<ul style="list-style-type: none"> The video clip somewhat captures the essence of vital messages of the new and competent management with some potentials to positively change the image of the school and almost captivating and less convincing to attract students to want to enroll at the school. 	3/3
Video Clip Submission Time	<ul style="list-style-type: none"> Video clip submitted well before the assessment deadline for presentations 	<ul style="list-style-type: none"> Video clip submitted just before the assessment deadline for presentations 	<ul style="list-style-type: none"> Video clip submitted within the assessment time for presentations 	2/3
11/15				

2. How to Grade using the rubric

Grading Rubrics

Score Range	Grade	Qualifier (Proficiency)	Descriptor	Percentage
13 – 15	A	Advanced	Description reflecting highest level of performance.	76 - 100%
9 – 12	B	Achieved	Description reflecting mastery level of performance.	46 - 75%
5 – 8	C	Progressing	Description reflecting movement towards mastery level of performance.	26 - 45%
0 – 4	D	Novice	Description reflecting beginning level of performance.	0 - 25%

3. How to Report using the rubric

Reporting an individual student's performance on the task

Assessment Task Report								
Assessment Task:				Video Development Project				
Name:			Grade:			Class:	Score and Grade:	/15
Criteria	Achieved A		Progressing B		Novice C			
Video Script Write up	Innovative and well organised paper with clarity of video <u>script</u> writing procedures		Well organised paper with clarity of video <u>script</u> writing procedures		Organised paper with some clarity of video <u>script</u> writing procedures			
Video Development	Appropriately considered details for the video are well corresponded to the 2-minutes script and illustrates a well-coordinated teamwork		Considered details for the video are mostly corresponded to the 2-minutes script and illustrates a coordinated teamwork		Some details considered for the video are partially corresponded to the 2-minutes script and illustrates a less coordinated teamwork			
Video Clip Content	<ul style="list-style-type: none"> The short video clip fully embraces the core ideas of school rules, motto, and mission and vision statements. 		<ul style="list-style-type: none"> The short video clip mostly embraces the core ideas of school rules, motto, and mission and vision statements. 		<ul style="list-style-type: none"> The short video clip somewhat embraces the core ideas of school rules, motto, and mission and vision statements. 			
Video Presentation	<ul style="list-style-type: none"> The video clip fully captures essence of vital messages of the new and competent management with necessary potentials to positively change the image of the school and really captivating and totally convincing to attract students to want to enroll at the school. 		<ul style="list-style-type: none"> The video clip mostly captures the essence of vital messages of the new and competent management with most potentials to positively change the image of the school and mostly captivating and partially convincing to attract students to want to enroll at the school. 		<ul style="list-style-type: none"> The video clip somewhat captures the essence of vital messages of the new and competent management with some potentials to positively change the image of the school and almost captivating and less convincing to attract students to want to enroll at the school. 			
Video Clip Submission Time	<ul style="list-style-type: none"> Video clip submitted well before the assessment deadline for presentations 		<ul style="list-style-type: none"> Video clip submitted just before the assessment deadline for presentations 		<ul style="list-style-type: none"> Video clip submitted within the assessment time for presentations 			

Note: The shaded is the student's proficiency score for each task.

Appendix 10 Additional Content information

10.1 Scriptures for Strands

Old Testament

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

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

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

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

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

[Exodus 20:8-11](#): For in six days the Lord made heaven and earth, the sea, and all that is in them, and rested on the seventh day. Therefore, the Lord blessed the Sabbath day and made it holy.

[Psalm 19:1](#): To the choirmaster. A Psalm of David. The heavens declare the glory of God, and the sky above proclaims his handiwork.

[Psalm 33:6](#): By the word of the Lord the heavens were made, and by the breath of his mouth...

[Psalm 8:3](#): When I look at your heavens, the work of your fingers, the moon and the stars, which you have set in place...

[Psalm 89:11](#): The heavens are yours; the earth also is yours; the world and all that is in it, you have founded them.

[Job 12:7-10](#) But ask the beasts, and they will teach you; the birds of the heavens, and they will tell you; or the bushes of the earth, and they will teach you; and the fish of the sea will declare to you. Who among all these does not know that the hand of the Lord has done this?

[Job 33:4](#): The Spirit of God has made me, and the breath of the Almighty gives me life.

[Isaiah 42:5](#): Thus says God, the Lord, who created the heavens and stretched them out, who spread out the earth and what comes from it, who gives breath to the people on it and spirit to those who walk in it:

[Isaiah 37:16](#): O Lord of hosts, God of Israel, enthroned above the cherubim, you are the God, you alone, of all the kingdoms of the earth; you have made heaven and earth.

[Isaiah 45:18](#): For thus says the Lord, who created the heavens (he is God!), who formed the earth and made it (he established it; he did not create it empty, he formed it to be inhabited!): "I am the Lord, and there is no other.

[Isaiah 45:11-12](#): Thus says the Lord, the Holy One of Israel, and the one who formed him: "Ask me of things to come; will you command me concerning my children and the work of my hands? I made the earth and created man on it; it was my hands that stretched out the heavens, and I commanded all their hosts.

[Isaiah 40:28](#): Have you not known? Have you not heard? The Lord is the everlasting God, the Creator of the ends of the earth. He does not faint or grow weary; his understanding is unsearchable

[Jeremiah 10:12](#): It is he who made the earth by his power, who established the world by his wisdom, and by his understanding stretched out the heavens.

[Jeremiah 32:17](#): Ah, Lord God! It is you who have made the heavens and the earth by your great power and by your outstretched arm! Nothing is too hard for you.

[Nehemiah 9:6](#): You are the Lord, you alone. You have made heaven, the heaven of heavens, with all their host, the earth and all that is on it, the seas and all that is in them; and you preserve all of them; and the host of heaven worships you.

[Isaiah 40:26](#): Lift up your eyes on high and see: who created these? He who brings out their host by number, calling them all by name, by the greatness of his might, and because he is strong in power not one is missing.

[Jeremiah 27:5](#): It is I who by my great power and my outstretched arm have made the earth, with the men and animals that are on the earth, and I give it to whomever it seems right to me.

[Jeremiah 51:15](#): It is he who made the earth by his power, who established the world by his wisdom, and by his understanding stretched out the heavens.

[1 Chronicles 29:11](#): Yours, O Lord, is the greatness

New Testament

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

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

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

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

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

[Romans 1:20](#) For his invisible attributes, namely, his eternal power and divine nature, have been clearly perceived, ever since the creation of the world, in the things that have been made. So they are without excuse.

[2 Peter 3:5](#) For they deliberately overlook this fact, that the heavens existed long ago, and the earth was formed out of water and through water by the word of God,

[Colossians 1:16](#) For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things were created through him and for him.

[Acts 14:15](#) “Men, why are you doing these things? We also are men, of like nature with you, and we bring you good news, that you should turn from these vain things to a living God, who made the heaven and the earth and the sea and all that is in them.

[Acts 17:24-28](#) The God who made the world and everything in it, being Lord of heaven and earth, does not live in temples made by man, nor is he served by human hands, as though he needed anything, since he himself gives to all mankind life and breath and everything. And he made from one man every nation of mankind to live on all the face of the earth, having determined allotted periods and the boundaries of their dwelling place, that they should seek God, in the hope that they might feel their way toward him and find him. Yet he is actually not far from each one of us, for “‘In him we live and move and have our being’; as even some of your own poets have said, “‘For we are indeed his offspring.

[Hebrews 1:10](#) And, “You, Lord, laid the foundation of the earth in the beginning, and the heavens are the work of your hands; [Hebrews 1:2](#)

[1 Timothy 4:4](#) For everything created by God is good, and nothing is to be rejected if it is received with thanksgiving,

[Revelation 4:11](#) Worthy are you, our Lord and God, to receive glory and honour and power, for you created all things, and by your will they existed and were created.”

[John 1:1](#) In the beginning was the Word, and the Word was with God, and the Word was God.

[Acts 17:28](#) For “‘In him we live and move and have our being’; as even some of your own poets have said, “‘For we are indeed his offspring.’

And God called the expanse Heaven. And there was evening and there was morning, the second day.

[Revelation 10:6](#) And swore by him who lives forever and ever, who created heaven and what is in it, the earth and what is in it, and the sea and what is in it, that there would be no more delay,

[Revelation 14:6-7](#) Then I saw another angel flying directly overhead, with an eternal gospel to proclaim to those who dwell on earth, to every nation and tribe and language and people. And he said with a loud voice, “Fear God and give him glory, because the hour of his judgement has come, and worship him who made heaven and earth, the sea and the springs of water.”

10.2 Extras Strand content Topics from benchmarks

Strand 1: Biblical Values and Principles

Unit 1: Biblical Values and Practices

Benchmark 8.1.1.1

Topic 2: Yahweh- God does everything perfectly.

Essential Values, Attitudes, Skills, and Knowledge:

Values

- Hope and faith in Yahweh- God
- Mercy and Honouring from Yahweh- God
- Value praying to Yahweh- God

Attitudes

- Submit and obey Yahweh- Gods word.
- Be humble before Yahweh- God
- Seek guidance from Yahweh- God

Skills

- Analyse God attributes
- Describe attributes of Yahweh- God
- Apply attributes of Yahweh- God

Knowledge

- Attributes of God
- Recognising attributes of Yahweh- God
- Contexts where attributes of God are non-existent

Content Background

The big difference is our belief in Jesus Christ and the counsel and instructions of the Holy Spirit, who lives in our hearts. We all have the command of Christ, to witness as many lost people as possible, and pray they will believe in Him and be saved. As you read in Genesis Chapter 1 about the Garden of Eden or Paradise, and the wonderful life that Adam and Eve had for a short time, also read Revelation, Chapters 21 and 22, which tell about a new heaven and a New Jerusalem coming down from above in great glory and beauty.

This is the time when Jesus Christ comes again in all power, and to rule the earth for ever and ever! We Christians missed getting to be a part of Yahweh-God's perfect world in the beginning, and we also missed getting to live at the time when Jesus came the first time, but one day we will be a part of this new Eden, and be blessed by being in the presence of Jesus Christ as He comes the second time. We will be with Him and all our loved ones in Paradise forever! What a blessing!

Because of the existence of our Yahweh- God and the reality of Jesus Christ, and His sacrifice of His Holy life to ransom mankind, it is not only possible for all of us who believe and trust in Him to be saved from death and destruction in hell, but to be saved for a wonderful life in Heaven. This is the truth of Jesus

Christ. To be a part of these glorious days, all we have to do is put our trust and belief in Jesus and accept Him as our Savior and Lord. I pray that every person who reads this article will believe in Jesus, and will tell others what He has done for you.

Biblical events: "Matthew 5:48 be perfect, therefore, as your Heavenly Father is perfect". It is a command from God that we must live with perfection, be righteous and holy and we will live a healthy life that is pleasing to Yahweh- God. When we live a perfect life Yahweh- God will bless us according to our will. Children are finding it hard to live meaningful lives because they are not listening to Yahweh- God's word. Life in Yahweh- God is perfect and gives meaning to life in the community, school and families.

Family: Luke 1:16 so they hurried off and found Mary and Joseph, and the baby, who was lying in the manger. In this story, Jesus was born perfect. So mankind should also be perfect like him. When we follow his teaching and instructions we will perform many wonderful things in our lives. Though many children come from many broken families, when we obey God and live perfect, Yahweh- God will answer our sufferings.

School: A school of Excellence – in the country. (Well-disciplined school, run with ethical and moral principles. There is already evidence in many schools in the country that they have performed well in their Grade 8, 10 and Grade 12 exams because they follow God's principle and values, putting God first in their studies. When parents, teachers and stake-holders lead the children with the ethical and moral principles we are leading children to a brighter future.

Community: A law abiding community where everyone is in harmony with each other, freedom with responsibility of what each one is expected to do and accomplish in order to be able to live happily in that community. There will be less evil done in our communities if we ask God to be the leader in our community. Encourage one another through Godly action, speech and management of the community elders, youths and children. In this way our communities will have peace and harmony from daily dispute and violence. However there are places in the community where the attributes of God do not exist- For example; in pubs, disco parties, pokies, places where alcohol is being consumed and smoking of drugs. These places must not be entertained in the communities as people who get involved in these places behave in a way that does not reflect the attributes of Yahweh-God.

Topic 3: God never change- being-Immutable will never change (Perfections, purposes & Promises)

Essential Values, Attitudes, Skills, and Knowledge:

Values

- Goodness, self-respect and obedience to God.
- Have peace in God
- Ask, seek, knock and God will bless you.

Attitudes

- Acceptance of who God has he is.
- Have Patience when things are wrong
- Humbleness before God

Skills

- Analyze the attribute of God
- Seeking attributes of God
- Demonstrate and apply attributes of God

Knowledge

- God is immutable
- God's perfections promises, purposes, being never change
- Differentiate at between Gods attributes and man's Attributes of God

Content background

Yahweh- Gods' promises never change

Genesis 12:1-3 The LORD had said to Abram, "Go from your country, your people and your father's household to the land I will show you. I will make you into a great nation, and I will bless you; I will make your name great, and you will be a blessing will bless those who bless you and whoever curses you I will curse; and all peoples on earth will be blessed through you." God promises will never change has God promise Abraham to be the king of all nation and blessing poured upon him. Also this applies to his descendants and the people of God who obey his commandments. God has a plan for our lives. It will only fulfill his promise in our individual lives if we listen to his word. He will give what we desire and bless us accordingly. As he promises Abraham that he will bless his descendants. If we connect to God and believed in Jesus dying on the cross, Jesus will heal us and save us from all suffering. John 3: 16 Jesus love for all mankind.

God's perfection 2 Chronicles 4:21 And the flowers, and the lamps, and the tongs, made he of gold, and that perfect gold; God created us out of his image. He breathes life into human being. Man and woman were created as perfect as gold. Therefore, as children of God we have to give back Praise and Honor back to him for the physical and spiritual being we have. Let us not abuse our body of drunks, alcohol, tattoos, make ups and others but look after the body as was brought to the world by its creation. Make use of our body to glorify God that will please God the creator. God purpose for man. *The fear of the lord is the beginning of wisdom: a good understanding has all they do his commands: his praise for all Psalms 111: kjv. Children do good things because they fear God. And those do evil things don't fear the lord. The fruit of doing evil things is death and doing well means having eternal life forever. God loves us and cares for us and be with him all time through fellowship each day.*

'FREE ISSUE - NOT FOR SALE'