

# Christian & Citizenship Values Education

## Teacher's Guide

### Grade 9

A photograph of a person's hands holding a black book with the words "HOLY BIBLE" printed on the cover. The person is wearing a grey sweater. The background features a stylized yellow and grey pattern of a bird and a sun.

HOLY BIBLE

## Standards-Based



Papua New Guinea  
Department of Education

**'FREE ISSUE  
NOT FOR SALE'**



# Christian and Citizenship Values Education

## Teacher Guide

### Grade 9

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Papua New Guinea  
Department of Education

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

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# Acronyms

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

## Secretary's Message

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

The Christian and Citizenship Values Education Teacher Guide was developed as a support document for the implementation of the Christian and Citizenship Values Education for Grade 9. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessment tasks with suggested teaching and learning strategies that teachers can use to work towards achievements of content standards in the syllabus.

Christian and Citizenship Values Education presented in the syllabus are expanded in this teacher guide. The content is presented in the standards-based curriculum perspective and contains standard statements. The content of the Christian and Citizenship Values Education is based on various contexts aimed at developing young Papua New Guineans to be sound citizens locally and globally. Teachers are encouraged to engage the involvement of respective stakeholders, parents, the school and the community and its resources, to be able to help students to be active learners, acquire citizenship knowledge and behaviour in preparation for and to progress into Grade 9.

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

The Christian and Citizenship Values Education is a new subject from Preparatory to Grade 12 and must be taught by a qualified trained teacher. The subject consists of elements of Civics, Citizenship and Christian Values. Christian and Citizenship Values Education is a required subject for all Grade 9 students in Papua New Guinea Schools.

Teachers are encouraged to read and understand the subject content standards of the Christian and Citizenship Values Education so that appropriate teaching programs are designed to help the students learn Christian citizenship values in Grade 9.

I commend and approve this Teacher Guide for Christian and Citizenship Values Education subject to be used in all Grade 9 schools throughout Papua New Guinea.

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



# Introduction

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

The course is organised into 4 strands. These are Biblical Values and Principles, Christian Identities and Civic Principles, Christian Citizenship and Society, and Christian 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 9 Teacher Guide provides information and guidelines to assist Grade 9 teachers interpret, translate and deliver the prescribed Christian and Citizenship Values Education content in the Grade 9 and 10 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 6 which includes English, Language, Mathematics and Culture and Community. It also links to subjects taught in the high school level such as English, Mathematics, Science, Social Science, Arts, Health, and Physical Education, Making a Living, Legal Studies, Geography, Business Studies and Economics.

The Grade 9 Christian and Citizenship Values Education is timetabled for 200 minutes per week. One thirty (40) minute lesson is to be used by Christian Religious Education while ninety (120) 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 9 Christian and Citizenship Values Education (CCVE) Teacher Guide does not contain Christian Religious Education content. The Christian Religious Education content is in a separate implementation Guide which is designed to complement the teaching of Christian Values and Principles. The Christian and Citizenship Values Education has accommodated for two other pathways: the Spiritual Education Conceptual Framework and the Christian Religious Education Framework to enable teachers to develop subject content that is relevant and appropriate to their practice.

# Structure of the Teacher Guide

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

## 1. General Information

- Purpose of the teacher guide
- How to use the Teacher Guide
- Syllabus and Teacher Guide Alignment
- Learning and Performance Standards
- Core Curriculum
- STEAM Curriculum Integration
- Essential KSVAs

## 2. Teaching and Learning

- Content Overview
- Strands, Units and Topics
- Lesson Planning

## 3. Assessment

- Performance Assessment
- Performance Standards

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

# Purpose of the Teacher Guide

This teacher guide describes what all teachers should know and do to effectively plan, teach, and assess Grade 9 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, 21<sup>st</sup> Century skills, STEAM principles and skills, and reading, writing, and communication skills in their lesson planning, instruction and assessment. All students in all subjects are required to learn and master these skills progressively through the education system.

## **Integrate Cognitive, High Level, and 21<sup>st</sup> Century Skills in Lesson Planning, Instruction and Assessment**

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

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

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

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

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

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

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

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

### **Plan Standards-Based Lessons**

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

## Use Standards-Based Assessment

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

Make informed Judgements About Students' Learning and Progress Towards

## Meeting Learning Standards

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

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

## Prepare Students' Performance Reports

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

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

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



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

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

### **Develop additional Benchmarks**

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

### **Avoid Standardisation**

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

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

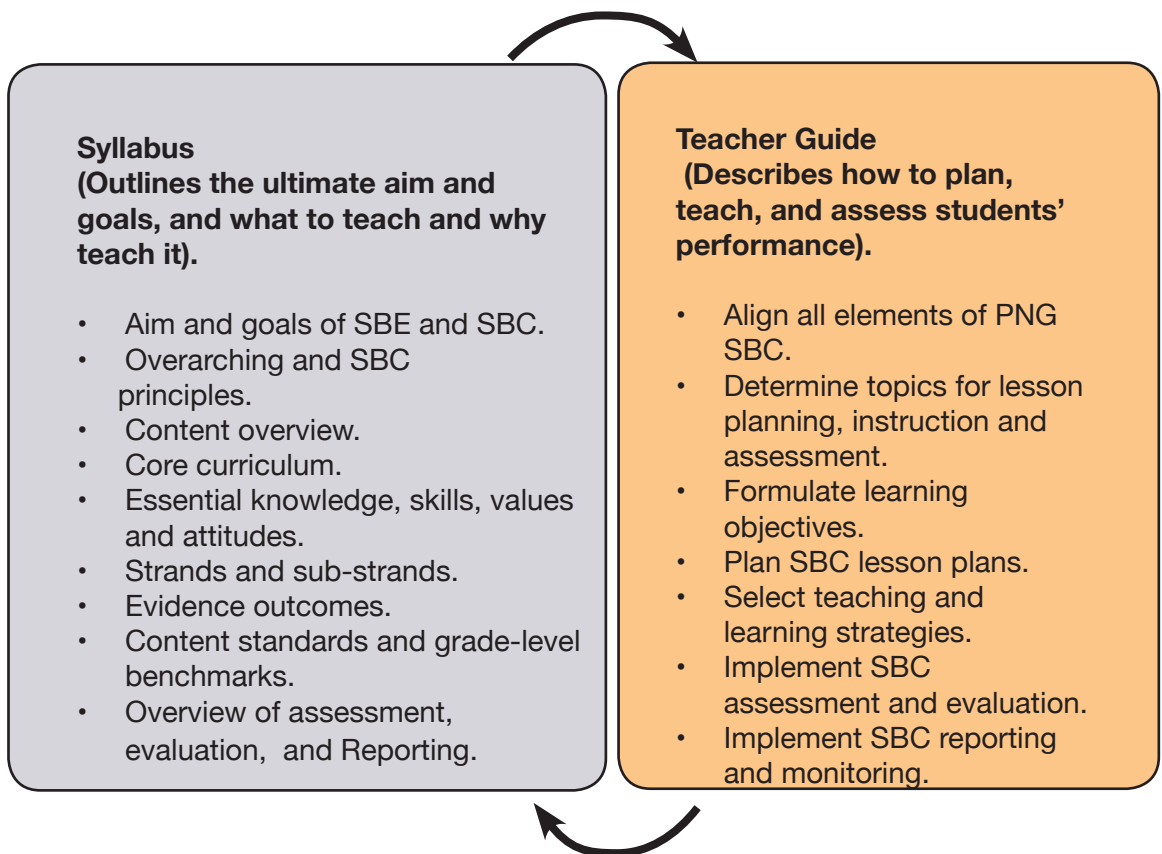
# Syllabus and Teacher Guide Alignment

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

Grade 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.

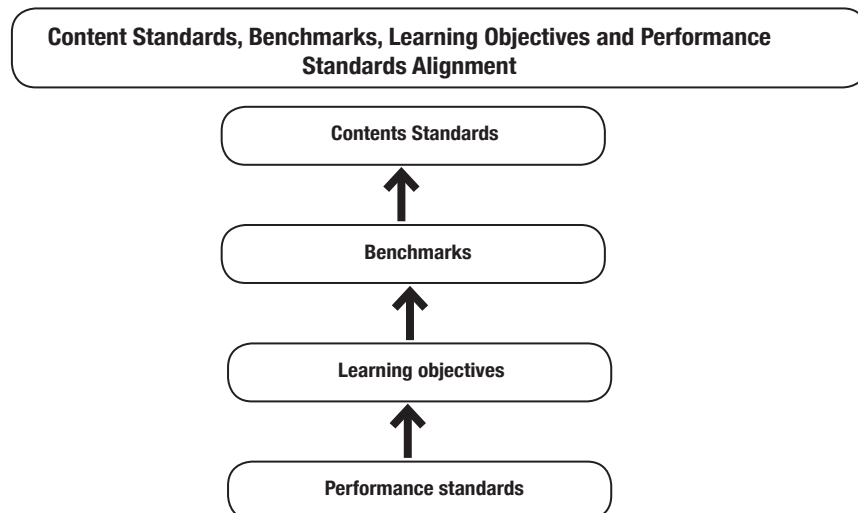
This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 8 Christian and Citizenship Values Education content.

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 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.

# Learning and Performance Standards

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

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

## Content Standards

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

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

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

## Benchmarks

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

Grade-level benchmarks:

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

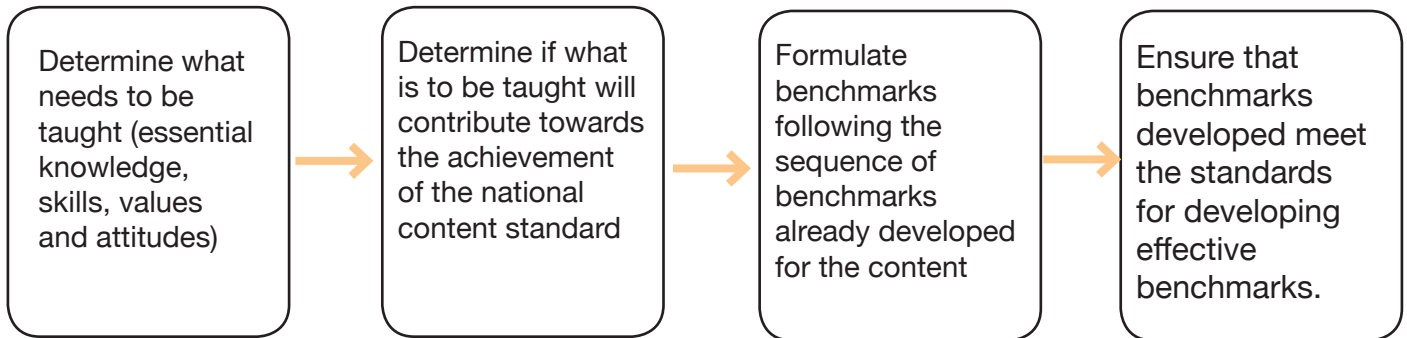
### 2. Approach for Setting National Content Standards and Grade-Level Benchmarks



## Development of Additional Benchmarks

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

### 3. Benchmark Development Process



#### Learning Objectives

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

#### Performance Standards

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

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



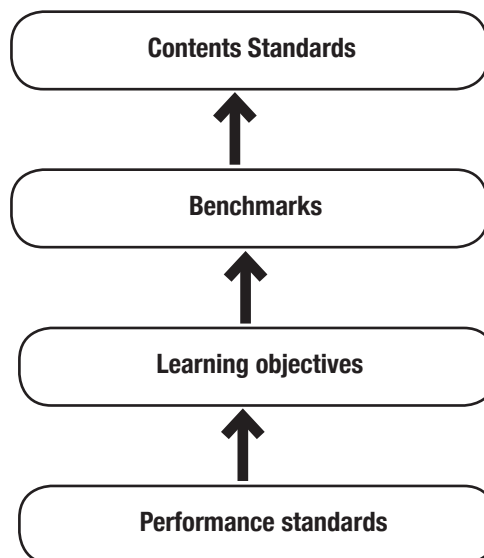
## Proficiency Standards

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

## Learning and Performance Standards Alignment

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

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



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

# Core Curriculum

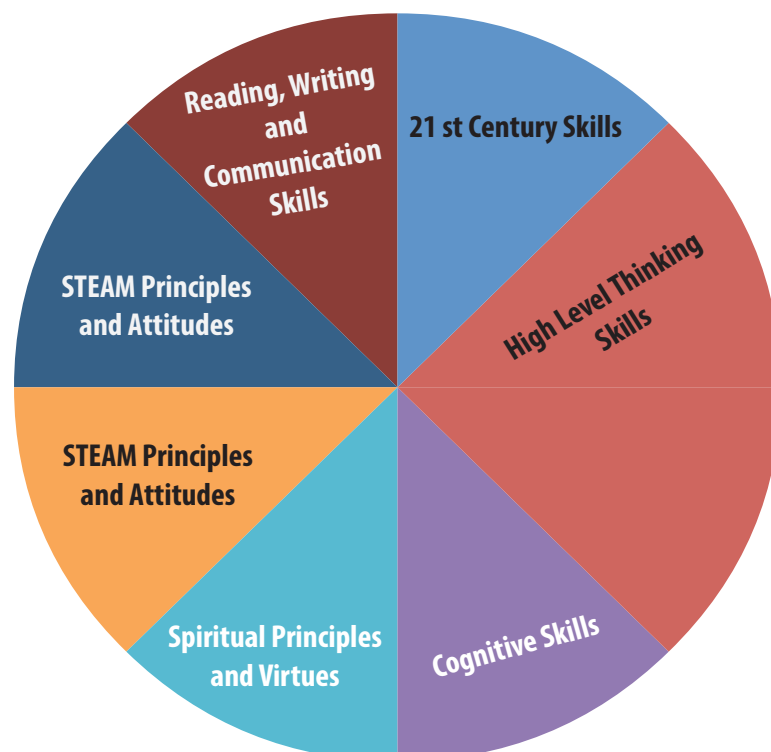
A core set of common learnings (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in modern/postmodern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

The core curriculum includes:

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

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

**Figure 3: Core curriculum**



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

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

# Science Technology Engineering Arts Mathematics (STEAM) and Citizenship

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

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

## Objectives

Students will be able to:

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

## Content Overview

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

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

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

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

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

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

### **STEAM Problem-Solving Methods and Approaches**

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

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

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

## ***Engineering and Technology Problem Solving Methods and Approaches***

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

### ***Parts Substitution***

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

### ***Diagnostics***

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

### ***Troubleshooting***

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

### ***Reverse Engineering***

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

### ***Divide and Conquer***

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

### ***Extreme Cases***

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

## ***Trial and Error***

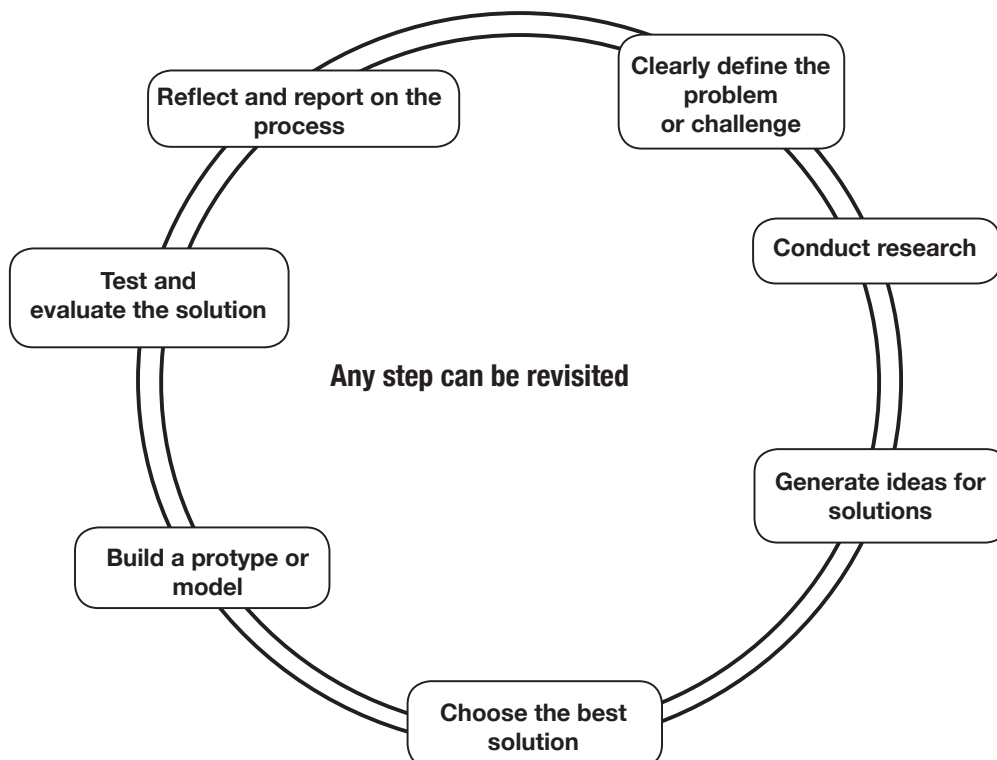
The trial and error method involves trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

## ***Engineering Design Process***

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

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

**Figure 4:** Engineering design process



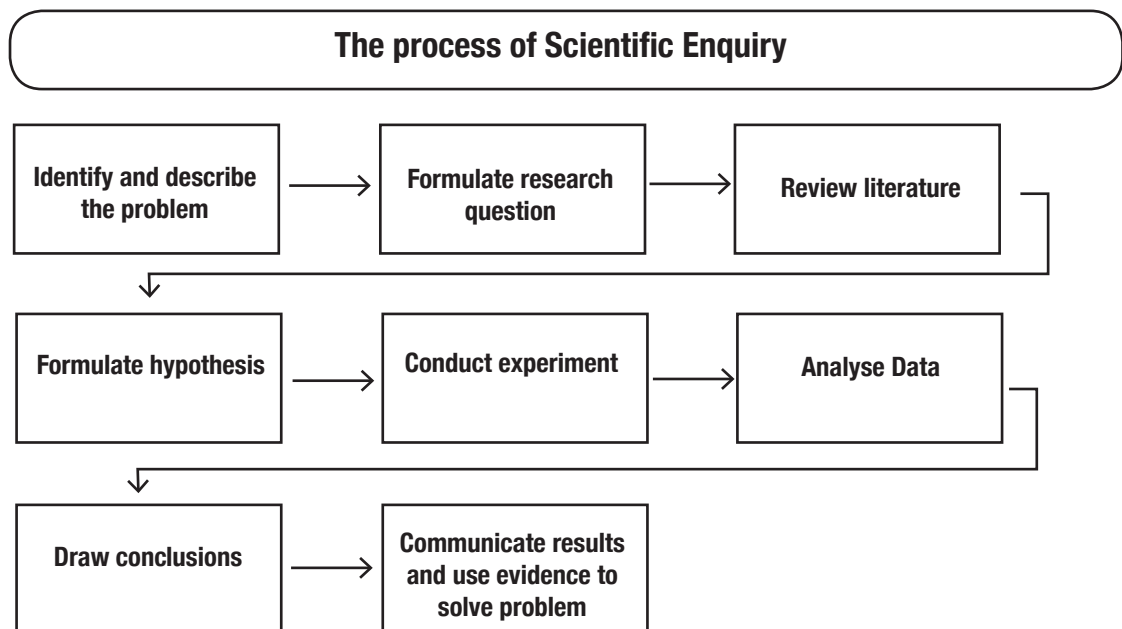


## The Scientific Method and Approach to Problem-Solving

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

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

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



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

### Step 1: Identify and describe the problem

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

*Example: **Observation***

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

### Step 2: Formulate research question

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

*Example: **Question***

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

### Step 3: Review literature

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

*Example: **Literature review***

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

### Step 4: Formulate hypothesis

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

*Example: Hypothesis*

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

**Step 5: Conduct experiment**

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

*Example: Experimental Procedure*

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

*Result: The flashlight does not produce light.*

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

*Result: The flashlight does produce light.*

- Write down these results.

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

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

**Step 6: Analyse data**

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

*Example: Analysis*

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

## Step 7: Draw conclusions

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

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

### *Example: Valid Hypothesis*

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

### *Example: Invalid Hypothesis*

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

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

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

## Step 8: Communicate findings

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

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

### *Example: Communication of findings*

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

## Artistic Design

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

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

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

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

## **STEAM-Based Lesson planning**

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

### ***Developing STEAM-based Lesson Plans***

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

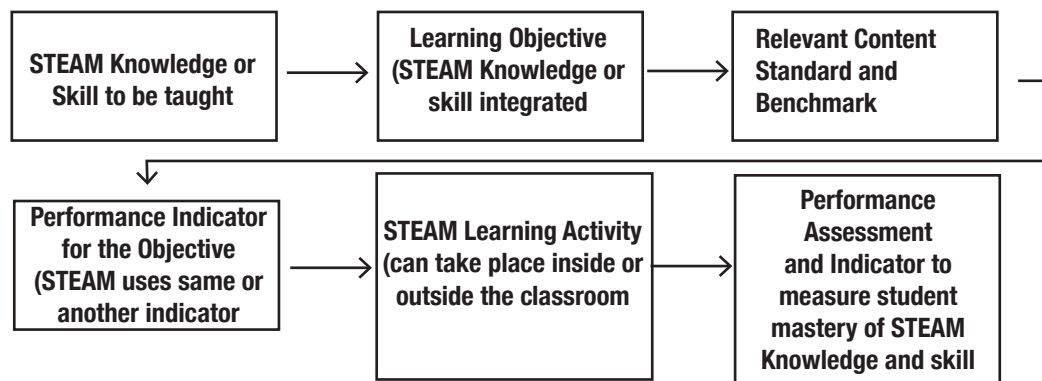
### ***Integration of STEAM problem-solving skills into standards-based lesson plans.***

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

STEAM principles and problem-solving skills are integrated into the content standards and grade-level benchmarks. A list of these skills, including 21<sup>st</sup> Century skills, is provided in the **grade 9** syllabus. Teachers should ensure that these skills are integrated in their standards-based lesson plans, taught and assessed to determine students' level of proficiency on each skill or specific components of the skill. Teachers should use the following process as guide to integrate STEAM principles and problem-solving skills into the standards-based lesson plans.

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

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



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

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

## STEAM Teaching Strategies

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

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

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

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

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

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



## STEAM Learning Strategies

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

## STEAM-BASED Assessment

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

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

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

## Effective STEAM-Based Assessment Strategies

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

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

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

## STEAM Learning Strategies

### 1. Rubrics

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

### 2. Performance-Based Assessments

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

### 3. Portfolio Assessment

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

### 4. Self-assessment

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

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

## **5. Peer assessment**

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

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

## **6. Student Response System**

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

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

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

# Curriculum Integration

## What is Curriculum Integration?

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

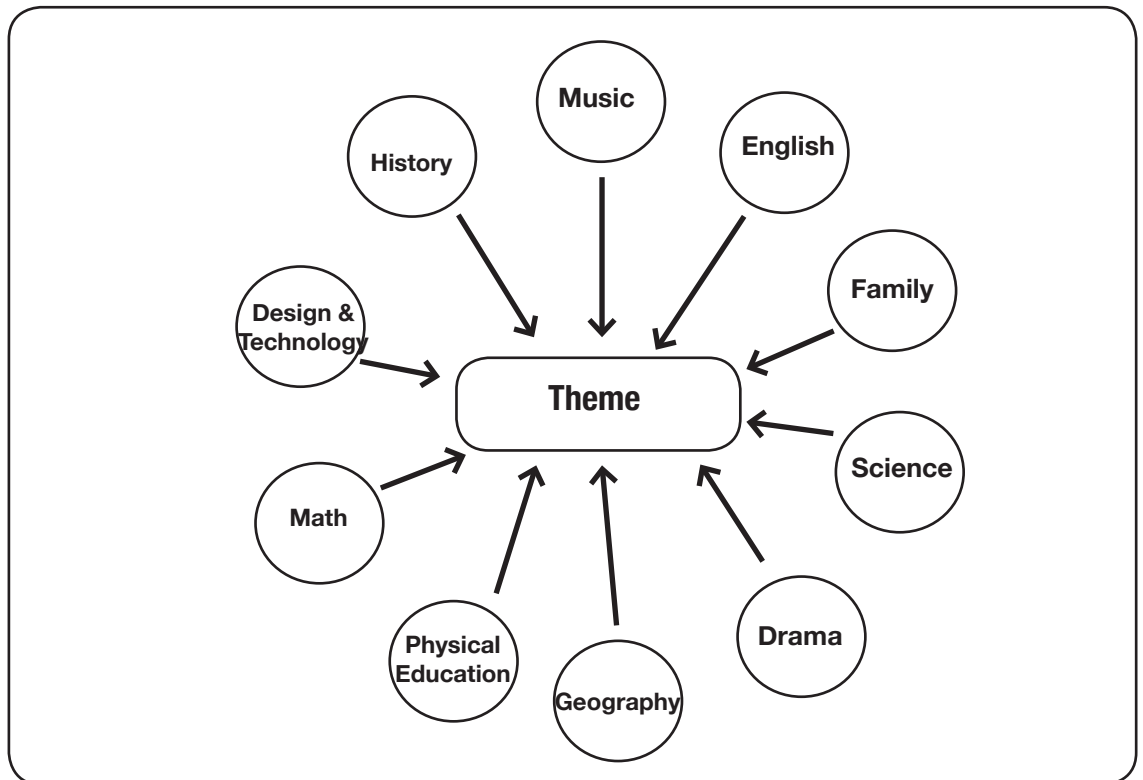
Teachers must develop an intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21<sup>st</sup> Century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum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

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

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

### 1. (i) Multidisciplinary Approach

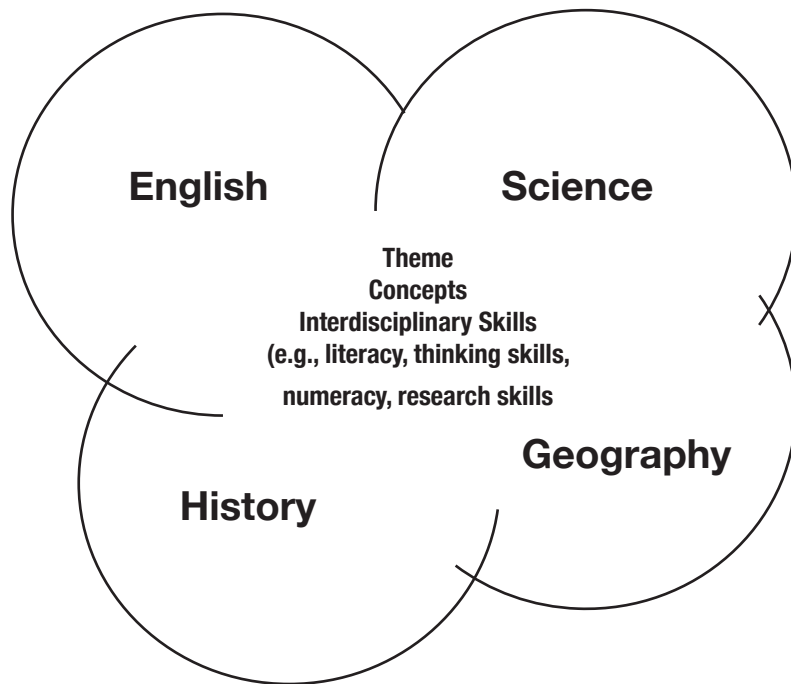
In this approach learning involves a theme or concept that will be taught right across all subject area of study by students. That is, content of a particular theme will be taught right across all subjects as shown in the diagram below. For instance, if the theme is the second coming of Jesus. All subject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



## 2. (ii) Interdisciplinary Approach

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

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



## 2. Intradisciplinary approach

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

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

## 3. Trans disciplinary approach

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

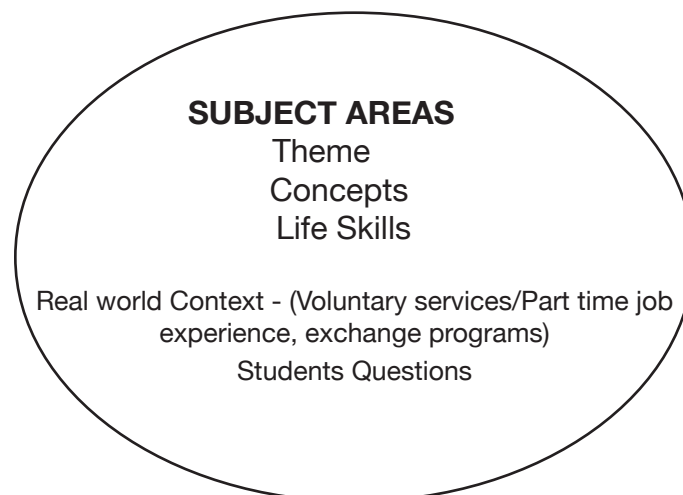
The three steps to planning project based curriculum (Chard 1998).

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

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

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

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



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

# Essential Values, Attitudes, Skills and Knowledge

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

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

## Types of Knowledge

**There are different types of knowledge. These include:**

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

There are different types of processes. These include:

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



## Types of Skills

There are different types of skills. These include:

### 1. Cognitive (Thinking) Skills

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

#### i. Critical Thinking Skills

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

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

#### ii. Creative Thinking Skills

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

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

## 2. Reasoning Skills

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

## 3. Decision-Making Skills

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

## 4. Problem Solving Skills

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

## 5. Literacy Skills

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

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

<ul style="list-style-type: none"> <li>• Listens, read, write, and speak with comprehension and clarity.</li> <li>• Define and apply discipline-based conceptual vocabulary.</li> <li>• Describe people, places, and events, and the connections between and among them.</li> <li>• Arrange events in chronological sequence.</li> <li>• Differentiate fact from opinion.</li> <li>• Determine an author's purpose.</li> <li>• Determine and analyse similarities and differences.</li> <li>• Analyse cause and effect relationships.</li> <li>• Explore complex patterns, interactions and relationships.</li> <li>• Differentiate between and among various options.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens, read, write, and speak with comprehension and clarity.</li> <li>• Define and apply discipline-based conceptual vocabulary.</li> <li>• Describe people, places, and events, and the connections between and among them.</li> <li>• Arrange events in chronological sequence.</li> <li>• Differentiate fact from opinion.</li> <li>• Determine an author's purpose .</li> <li>• Determine and analyse similarities and differences.</li> <li>• Analyse cause and effect relationships.</li> <li>• Develop an ability to use and apply abstract principles.</li> <li>• Explore and/or observe, identify, and analyse how individuals and/or societies relate to one another.</li> </ul>
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## 6. High Level Thinking Skills

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

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

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

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

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

## Types of Values

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

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

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

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

### Types of Attitudes

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

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

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

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

These teaching and learning strategies will help teachers to;

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

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

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

These strategies are to;

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

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

## Strands Units and Topics

This section of the teacher guide contains the Christian and Citizenship Values Education content to be taught in grade 9. 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

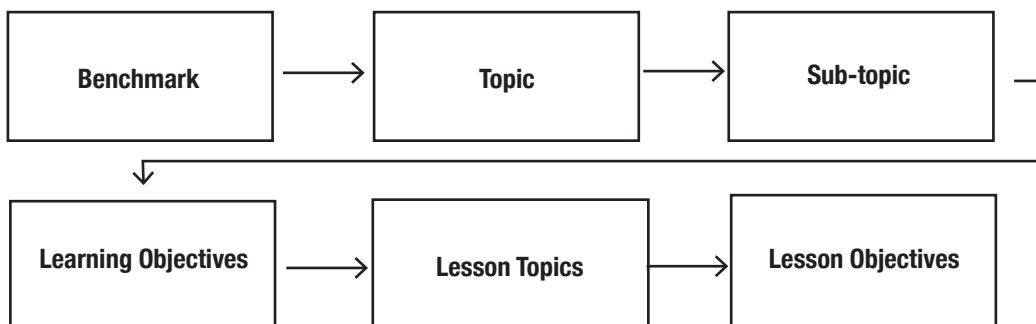
Christian and Citizenship Values Education is organised around four main strands – Biblical Values and Principles, Christian Identities and Civic Principles, Christian Citizenship and Society, and Christian Leadership and Governance. These strands embed the content that students are expected to learn 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 9 teachers

This table below presents the proposed overview of the content for the four strands for grade 9 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 9

Strands	Units	Topics
1. Biblical Principles and Values	Biblical Values and Practices	1.1. The Oneness of God 1.2. Essence and Core Pillars of God in One 2.1. Construction and Representation of the Oneness of God 2.2. Circulation, Utilisation and Reposition of Oneness of God 3.1. The Value and Interpretation of the Concept of the Oneness of God 3.2. Utilisation of the Oneness of God
	The Ten Commandments: God's Core Principles	1.1. The 3rd Commandment 1.2. The Values and Principles of the Name of the Lord 2.1. The 4th Commandment 2.2. The Values and Principles of Sabbath Day 3.1. God's Attributes of The 3 <sup>rd</sup> and 4 <sup>th</sup> Commandments 3.2. Reasons for God Regulating These Attributes 4.1. God's Attitude and Character Towards the Disobedience of The 3 <sup>rd</sup> and 4 <sup>th</sup> Commandments 4.2. Discipline of The Disobedience to the 3 <sup>rd</sup> And 4 <sup>th</sup> Commandments
2. Christian Identities, and Civic Principles	Christian Identities	1.1. Christian Community Groups 2.1. Construction and representation of Christian Community Groups
	Civic Principles	1.2. Christians shaping Civil groups 2.1. Christians influencing different civil societies
3. Christian Citizenship and Society	Christian Citizenship	1.1. Roles and functions of Christian and civil human rights organisations 2.1. The rights of the marginalised, under represented and oppressed people
	Christian Citizens and Active Participation	1.1. Roles and responsibilities of Christian citizens in building socialist societies and sustaining socialist societies 2.1. Influence and participation level of Christian organisations in socialist systems

4. Christian Leadership and Good Governance	Christian Leadership	<ul style="list-style-type: none"> <li>1.1. Essence of Steward Leadership</li> <li>2.1. Traits of Steward Leaders</li> <li>3.1. Principles and values of Steward Leadership</li> <li>4.1. Core principles and values of stewardship</li> </ul>
	Good Governance	<ul style="list-style-type: none"> <li>1.1 Importance of accountability and transparency to political governance</li> <li>2.1. Christian and secular views on transparency and accountability to political leaders</li> <li>3.1. Transparency and accountability in decision-making and implementation</li> <li>4.1. Bible's declaration and representation of citizens' participation in decision-making</li> <li>5.1. Laws to improve transparency and accountability</li> <li>6.1. Enabling laws on participation and inclusive decision-making</li> <li><b>7.1. Technology solution and citizens' participation in decision-making</b></li> </ul>



**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 9.1.1.1** Investigate and explain the concept of the Oneness of God and analyse its essence and core pillars.

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

- Explore and find out about the concept of God in One.

#### TOPIC 1.1. The Oneness of God

##### Essential Questions

1. How does God manifest Himself to his people?
2. How did God the LORD manifest Himself as God the Father, God the Son and God the Holy Spirit?
3. What did Jesus do and how did he display Himself while here on earth?

**Performance Standard: By the end of the topic, the students will be able to:**

- Explain God in One as God the Father, the God the Son and God the Holy Spirit, what they are and who they are using the Bible and other resources.
- Performance Indicator: By the end of the topic, the students can:
- Define and describe God in One.
- Describe God the Father, the God the Son and God the Holy Spirit what they are and who they are using the Bible and other resources.
- Describe how people accept, honour and value God as in One, the only one that they would exalt and worship in their lives.
- Illustrate with appropriate illustration of God the Father, the God the Son and God the Holy Spirit.

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

###### Values

- Exaltation, admiration, reverence for the oneness of God
- Attitudes
- Adoration, Exaltation and honour
- Skills
- Investigate and examine, honour, magnify, praise, exalt in worship and prayer
- Knowledge
- Concept of Oneness of God - LORD the God, God the Father, God the Son and God the Holy Spirit

## Content Background

### Oneness of God

#### 1. Who is God?

The Scriptural Truth about the Oneness of God

“I am the Lord [Hebrew Jehovah] and there is none else, there is no God beside Me: I girded thee, though thou hast not known Me, that they may know from the rising of the sun, and from the west, that there is none beside Me. I am the Lord, and there is none else” (Isa. 45:5-6).

The Oneness of God is undeniably revealed in the Scriptures. Both the Old and New Testament contain numerous references to God’s oneness

The names “One” Hypostases, Father, Son, Holy Spirit, God, Person and Being can be categorised either as authentic names or as vacuous/hollow names, depending on how they are used. These terms are vacuous/hollow as used in philosophical statements about the Trinity. These names are not vacuous/hollow when they are understood in the light of God’s Word.

Millions of fundamental evangelical Christians have adopted the view that God’s oneness means that God is literally “one” in number, not realising that this teaching stems from ancient philosophy rather than from Scripture. As one author who espouses this belief states, “In reference to God, oneness means the state of being absolutely and indivisibly one, or one in numerical value.... Oneness is used to mean the doctrine that God is absolutely One in numerical value, that Jesus is the one God, and that God is not a plurality of persons. Thus Oneness is a modern term basically equivalent to modalism according to the ancient philosophers.

First, there is one indivisible God with no distinction of persons. Second, Jesus Christ is the fullness of the Godhead incarnate. He is God the Father, the Jehovah of the Old Testament, robed in the flesh. All of God is in Jesus Christ, and all that is needed is found in Him. The only God that exists in the heavens is Jesus Christ.

#### “One” is used to show the Superiority of God

Two Scriptures, one in the Old Testament and one in the New, are often used to support the concepts of God’s oneness. The primary Old Testament verse is Deuteronomy 6:4: “Hear, O Israel, the Lord your God is one Lord.” And the primary New Testament verse is Galatians 3:20: “Now a mediator is not a mediator of one, but God is one.” All other scriptures are made to conform to the meaning attributed to these two verses. As a spokesman for one denomination recently claimed that, Deuteronomy 6:4 carries the weight of the full divinity of the Father, the Son and of the Holy Spirit and is the biblical foundation for all discussions.

There is no scripture that generates more controversy concerning the meaning of “one” than Deuteronomy 6:4. What meaning did God convey when He inspired Moses to proclaim, “Hear, O Israel: The Lord is our God is *one* Lord” that is in Hebrew for one Lord is *Jehovah Elohim*.

“To whom then will ye liken GOD? (God for *El* in Hebrew) or what likeness will ye compare unto Him?” (Isa. 40:18.)

“To whom then will ye liken me, or shall I be equal?’ said the Holy One” (Isa. 40:25).

“Ye are My witnesses, “said the Lord (*Jehovah*], ‘and My servant, Israel; Whom I have chosen: that ye may know and believe Me, and understand that I am He: before Me there was no God formed neither shall there be after Me. I, even I, am the Lord and beside Me there is no other saviour “(Isa. 43:10-11).

Therefore, the true meaning of Deuteronomy 6:4 is preserved in the Scriptures for all who are willing to accept it. When we let the Scriptures interpret the Scriptures, there is no question that “one” in Deuteronomy 6:4 is referring to the exclusive superiority of God as “the only one and there is no other god”

## 2. How did God the Lord manifest himself as God the Father, God the Son and God the Holy Spirit?

- For there are three (3) that bear witnesses in Heaven; the Father, the word (Jesus) and the Holy Spirit and these three are one.
- And God said; let us make man in our image and our likeness.
- Before anything else existed, there was the word and the word (Jesus/ Yeshua) was with God and the Word was God. He is always alive and He Himself is God.
- “Don’t come any closer”, God/Yaweh told him to take off his shoes because he was standing on the Holy Ground.
- Then he/Yaweh said to Moses, “I am going to come to you in the form of dark cloud, so that people themselves can hear Me when I talk with you, and then they will always believe you”

## 3. How does God manifest himself to his people?

- The Holy Spirit shall come upon you and the power of God shall overshadow you; the baby born to you will be utterly holy, the Son of God.
- Jesus said to him, “I am the way, the truth and the life, no man comes to the father except through me”
- You are the house of God and that the spirit of God lives in you in His house. No one should defile God’s home; God will destroy him for God’s home is holy and clean and you are that home.

## 4. What did Jesus do and how did He display Himself while here on earth?

Jesus replied, “Because I will only reveal myself to those who love me and obey me. The father will love them too, and we will come to them and live with them. Anyone who doesn’t obey me doesn’t love me. And remember, I am not making up this answer to your question! It is the answer given by the father who sent me.

I am telling you these things now while I am still with you. But when the father sends the comforter instead of me –and by the comforter I mean the Holy Spirit– he will teach you much, as well as remind you of everything I have told you.

### Scripture References:

Deuteronomy 4, Deuteronomy 5, Deuteronomy 6:4 and Deuteronomy 4:35, [Deut. 6:4-5], Deut. 4:35, [Lev. 19:18, “(Mark 12:28-33). (Mark 12:32). (Mark 14:10, I Cor. 10:17), or someone (John 11:49). In Mark 12:32, as the context shows, it means “the only one” Mark 12:32). (Mark 12:34). (Isa. 40:18.), (Isa. 40:25). (Isa. 43:10-11). (Isa. 45:21-22). (Isa. 46:9). (II Cor. 10:5).

Genesis 1: 26, Exodus 3: 2, Exodus 19: 9, John 1:1, 1 John 5: 7  
 Luke 1: 35, John 14: 6, John 14: 24, 2 Corinthians 43: 16

**Resources: RKJV other bible versions, bible dictionary, bible commentary, internet**

### Teaching and Learning Strategies

This topic focuses on the concept of God in One. Teaching of this concept, requires the teacher to read the bible texts given and research the focused concept using the listed references.

The learning strategies should focus on students working together and learning together. This will work out better if there were proper prior planning and adequate directions for the students to accomplish their tasks through well-designed instruction worksheets.

### Suggested Lessons

Lesson 1: Who is God?

Lesson 2: Manifestations of God the Father, God the Son and God the Holy Spirit

Lesson 3: Revelation of Jesus to His people

### Resources:

- <https://www.bbc.co.uk/bitesize/guides/zbj48mn/revision/2>
- <https://www.theonenessofgod.org/>
- <https://www.al-islam.org/closer-look-christianity-mohamed-qasem/oneness-god>

## STRAND 1: Biblical Values and Principles

### UNIT 1: Biblical Values and Practices

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

**Benchmark 9.1.1.1** Investigate and explain the concept of the Oneness of God and analyse its essence and core pillars.

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

- Explore and explain the essence of God in One; God the Father, God the Son and God the Holy Spirit.
- Explore and explain the Core pillars of God in One; God the Father, God the Son and God the Holy Spirit.

### TOPIC 1.2. Essence and Core Pillars of God in One

#### Essential Questions

1. Why is the Holy Spirit a comforter to the soul of man?
2. What do we have to do to depend on the guidance and counsel of the Holy Spirit?

**Performance Standard: By the end of the topic, the students will be able to:**

- Analyse the essence and core pillars of God in one; God the Father, God the Son and God the Holy Spirit.

**Performance Indicator: By the end of the topic, the students can:**

- Describe the essence of God in one; God the Father, God the Son and God the Holy Spirit.
- Describe the core pillars of God in one; God the Father, God the Son and God the Holy Spirit.
- List the values and attitudes of commitment and submission to the God in One.

### Essential Values, Attitudes, Skill and Knowledge

#### Values

- Submission, Respectful, loving, dependence and obedience

#### Attitudes

- Committed and considerate
- Willing to submit and obey, helpful and supportive

#### Skill

- Analyse, explore and discover,
- Identify and explain, respect, honour, submit to one another- obey

#### Knowledge

- Essence and core pillars of God in One;
  - God the Father
  - God the Son
  - God the Holy Spirit

## Content Background

### The essence of the Oneness of God

#### 1. The essence of the Oneness of God – the expressions of One God

God's essence speaks of the description of His physical essence and expressed as how He portrays himself and symbolises himself.

*For example;*

- The WILL of God is God,
- The WORD of God is God
- The POWER of God is God

Genesis 1: 1-3- The WILL of God wanted to create the heavens and the earth. So the WILL of God spoke the WORD and it was created by the POWER of His WORD.

### The Oneness of God in Christ.

“There is one God and One Mediator between God and Men, the man Christ Jesus” 1<sup>st</sup> Timothy 2:5

His physical essence is, God is One in essence as ELOHIM = “GOD”. He is;

- SOVEREIGN – PS. 115:3 – “ but our God is in the heavens;, he had done whatever he hath pleased”
- RIGHTEOUS – II COR. 5:21 “ for He hath made Him to be sin for us, who knew no sin; that we might be made the righteousness of God in Him”
- JUSTICE – ROM. 3:24-26 “Being justified freely by His Grace through the redemption that is in Jesus Christ/Yeshua Amashia unto all and upon all them that believe for there is no difference: Whom God/Yaweh hath set forth to be a propitiation through faith in His Blood, to declare his righteousness for the remission of sins that are past through the forbearance of God: To declare, I say, at this time His righteousness; that He might be just, and justifier of Him which believeth in Jesus/Yeshua”
- LOVE – I JOHN 4: 8 “he that loveth not knoweth not God; for God is Love”.
- ETERNAL LIFE I JOHN 5: 11-13 “and this is the record that God hath given us eternal life, and this life is in His Son. He that hath the Son hath life; and he that hath not the Son of God, hath not life. These things have I written unto you that believe on the name of the Son of God; that ye may know that he have eternal life and that ye may believe on the name of the Son of God (Yeshua Amashia- Hebrew Name)
- OMNISCIENCE Col. 2:3 “in whom are hid all the treasures of wisdom and knowledge”
- OMNIPOTENT I PET. 1:5 “who are kept by the power of God unto Salvation ready to be revealed in the last time”

- OMNIPRESENT PS 139: 7-12 God is everywhere by his power and might, neither hell nor darkness is able to consume Him – He continues to lead and guide according to His will and purpose in the lives of mankind. No problem is not too high and difficult to solve. When we call on Him, He is ever present to answer and save us from every situation in life.
- IMMUTABLE JAMES 1:17 " Every good gift and every perfect gift is from above, and cometh down from the Father of lights, with whom is no variableness, neither shadow of turning"
- VERACITY JOHN 14: 6 Jesus/Yeshua saith unto him, "I am the way, the truth, and the life: no man cometh unto the Father, but by me"

## 2. Core Pillars of the Oneness of God

The Seven (7) Pillars;

"Wisdom hath buildeth her house, she hath hewn out her seven pillars."

The prophet Isaiah declared that the way of Christ would be so simple that even fools could understand it (Isa.35:8). There is no reason, then, for anyone to be ignorant of the truth. The knowledge of God in Christ is freely given to all who diligently seek it.

Here are the Seven Pillars, the seven foundations of the gospel, as listed by Paul in Ephesians 4:4-6;

One Church, One Spirit, One Hope, One Lord, One Faith, One Baptism, One God

These seven pillars make up the foundation of the gospel of Christ. They all are easily understood. All of them are precious. The apostle Paul was honoured to be the one who laid out this foundation for the church to build upon. As he himself wrote, "According to the grace of God which is given unto me, as a wise master builder, I have laid the foundation, and another buildeth thereon. But let every man take heed how he buildeth thereupon" (1Cor.3:10). Then, we should carefully consider these seven pillars, that we may build upon them rightly, beginning with the

### ONE CHURCH

To the church at Ephesus, Paul wrote, "There is one body", and he made it clear that the "body" is the church (Eph.1:22-23; Col.1:18). Yes, there is only one church that is truly of God, whether its members are scattered among various religious groups, as taught by some, or all belong to one religious organisation, as claimed by others. To determine who is in the church, we need only determine how one enters it, or we could say how one is born again. Only if we know how one is born again can we ever discern the one church. This truth will be revealed as we continue.

### ONE SPIRIT

From Genesis to Revelation the holy Spirit is given various descriptive titles, such as, "the Spirit of God" (Gen.1:2), "Spirit of the Lord" (Isa.11:2), "Spirit of grace" (Zech.12:10), "Holy Spirit" (Luke 11:13), "Spirit of truth" (Jn.14:17), "Comforter" (Jn.15:26), "eternal Spirit" (Heb. 9:14), "Spirit of adoption" (Rom.8:15), "Spirit of life" (Rom.8:2), "holy Ghost" (Mt.1:18), and others too numerous to mention here. All these titles refer to the same Spirit.



To show this another way, we offer these things that the holy Ghost is said to do, which in other Scriptures the Spirit is said to do. For examples: Sanctification: by the holy Ghost (Rom.15:16); by the Spirit (2 Thess.2:13). Spiritual gifts given: by the holy Ghost (Heb.2:4); by the Spirit (1Cor. 12:4). Believers taught: by the Holy Ghost (1Cor.2:13); by the Spirit (Jn.16:13). Believers pray: in the Holy Ghost (Jude 20); in the Spirit (1Cor.14:16). Dwelling in saints: the Holy Ghost (1Cor.6:19); the Spirit (Eph. 2:2.). The Bible offers many examples of men using various titles for the Spirit. Samuel told Saul (1Sam. 10:6, 10, Acts 5:3, 9, Joel 2:28, Acts 2:4, 16). There is only one Holy Spirit, called by many different names.

### ONE HOPE

The one hope of the church is "the hope of salvation" (1Thess.5:8). Unbelievers are "strangers from the covenants of promise, having NO HOPE, and without God in the world" (Eph.2:12). Other ways of stating this hope is the "hope of eternal life" (Tit.1:2), or "hope of glory" (Col.1:27). Eternal life is promised to God's people, "unto which promise", said Paul, "our twelve tribes, instantly serving God day and night, hope to come" (Acts 26:7).

Paul also wrote, "If in this life only we have hope in Christ, we are of all men most miserable" (1Cor.15:19). (Col.1:27),

### ONE LORD

There is nothing here to argue; yet, for the benefit of those who may not yet know it, let us state clearly that Jesus of Nazareth, God's only begotten Son is "both Lord and Christ". He is the head of the one church, the firstborn of the dead, and is exalted by his Father "above the heavens". All power in heaven and in earth is given to him, and in everything he has the pre-eminence. Jesus is the one Lord of all (Acts 10:36).

### ONE FAITH

Throughout the New Testament we are commanded to "earnestly contend for the [one] faith which was once delivered to the saints." Moreover, Paul tells us that "[Christ] gave some, apostles . . . and some, pastors and teachers, for the perfecting of the saints, for the work of the ministry, for the edifying of the [One] body of Christ; till we all come in the unity of the [one] faith" (Eph.4:11-13). To be in the [one] faith means to partake of these seven pillars.

Since what we believe about God will have eternal consequences, sound doctrine is essential to our spiritual well-being. Paul exhorted us to examine ourselves, to see whether we are in "the faith" (2Cor.13:5). And those who are wise constantly do so; they ask themselves the hard questions. "Why do I believe what I believe about God?" "How do I know that what I believe is the truth?"

### ONE BAPTISM

Just as God has but one church and one Spirit, so it is with baptism. And just as no other church or spirit can save, no other baptism but that of Christ will cleanse the heart. This is an extremely important matter, because both Jesus and Peter taught that no one could be saved without being baptised (Mk.16:16; 1Pet.3:21).

The absolute necessity of baptism is not questioned by anyone who is knowledgeable of the Scriptures. The only real issue is, which baptism must we receive? Is it a form of baptism in water, or is it the baptism of the Holy Ghost which Jesus purchased with his sacrificial death? Peter answered this question when he said that the baptism which saves is not the one which washes dirt from the body but the one which came "by the resurrection of Jesus Christ" (1Pet.3:21). My friend, no one is clean in God's sight who has not received this baptism, purchased at the fearful price of Jesus's life. No one will ever be saved without the Holy Ghost baptism. It is astonishing how many people claim to be already saved without it!

### ONE GOD

The last of the seven pillars is the one God, "who is above all". He is "the Father" whom Jesus loved, feared, and obeyed (Heb.5:7; Jn.6:38; 15:10). He created His Son (Col.1:15; Rev.3:14), and gave him power to create everything else. The Father is a person, and the Son is another person. The Spirit is eternal life, which He gave to His Son, along with power to give it to whomever he chose (Jn.5:26-27). In spirit, the Father and Son are one, but each has His own body. At the end of this age, Jesus will present to the Father those in the church who have been faithful and will himself kneel down at his Father's feet (1Cor.15:24-28).

#### Scripture References:

John 16: 12, Luke 12: 10

John 3: 5, John 24: 4, Philippians 2: 5-7, 1 Corinthian 6: 19-20

1Pet.5:9; 1Jn.5:4, 2 Tim.4:7, Mt.24:14, Acts 2, Rev.18:1-5.

1Cor.12:13, 1Pet.3:15. Mt.24:11-13. 1Pet.3:15.

**Resources:** RKJV other bible versions, bible dictionary, bible commentary, internet

#### Teaching and Learning Strategies

This unit of work focuses on the essence of the oneness of God. Teaching of this concept, requires the teacher to read the bible texts given and research the focused concept using the listed references.

The learning strategies should focus on students working together and learning together. Student groups can be organised accompanied with well-designed instruction sheets to do research on the topic.

#### Suggested Lessons

Lesson 1: Essence of the Oneness of God in Christ

Lesson 2: Core Pillars of the Oneness of God

Lesson 3: The Experiences of God in Christ

Lesson 4: The Experiences of God within the 7 core pillars of God in One

#### Resources:

- <https://www2.gracenotes.info/topics/essence-single-column.html>
- <https://reformedbaptistdaily.wordpress.com/2014/03/08/the-four-pillars-of-the-gospel-god-man-christ-command-a-gospel-tract/>
- <https://centrendl.org/blog/the-essence-of-power-god-for-believers/>

## **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 9.1.1.2** Compare and contrast the works of construction, representation, circulation, utilisation and reposition the “Oneness of God” in the biblical times.

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

- Relate God in One to the construction and representation of God in biblical times.
- Differentiate God in One to the construction and representation of God in biblical times.

### **TOPIC 2.1. Construction and Representation of the Oneness of God**

#### **Essential Questions**

1. How was God constructed in the biblical times?
2. How did He manifest himself to the people of God in the Biblical times?

**Performance Standard: By the end of the topic, the students will be able to:**

- Explain the construction and representation of the God in One in biblical times.

**Performance Indicator: By the end of the topic, the students can:**

- Describe how the construction and representation of the God in One in biblical times.
- List the different representations of the God in One in the biblical times.
- Illustrate the construction and representation of the God in One in biblical times.
- Express the willingness and the appreciation of God displaying Himself in their lives and in the lives of others and be a model of His life.

### **Essential Values, Attitudes, Skill and Knowledge**

#### **Values**

- Willingness, meekness, modeling the oneness of God.
- Deeper understanding and reverence for the oneness of God

#### **Attitudes**

- Appreciation and consideration
- Acts of obedience, love, submission and thankfulness to the oneness of God

#### **Skill**

- Compare, contrast, differentiate, distinguish, model, demonstrate, teach, share the oneness of God with self and others.

**Knowledge**

- Construction and representation of Oneness of God

**Content Background****Construction of Oneness of God****How was God constructed in the biblical times?**

- The biblical history from the book of Genesis and the basic understanding of God, the holiness substance and divine character such as love, joy and merciful is the variations which make God who is and its unique nature, which we have to pick it as water, exist with three (3) persons.
- God himself existed in three parts and still is in one God, just as water does not lose its uniqueness, that is how God can be declared as one God in three persons.
- If you don't understand the above explanations, then we shall say; a puzzle with three pieces which joins together to complete as one. construct

**Representation of Oneness of God**

The earth was dark and void and the spirit of Elohim God moved over the dark form of the earth. Elohim God's creation of the universe is the only universe created by Elohim God himself without help from any mortal being. He was known in the time of creation as Elohim God to this day. He was in oneness with the son Yesua and the Holy Spirit. Man used mortal knowledge to understand how God created the universe. Elohim God is an immortal living Spirit being. He is almighty and supreme. His existence knows no limits. He is the creator of Heaven and earth. He spoke with power and authority and the whole universe came into being. He spoke the word- His son Yesuwa and the Holy Spirit moved over the whole earth. The last living beings he created/ formed was the first man and woman. He formed them out of the soil he created. He formed them in his image /likeness to take dominion over all the living things he had spoken into being. His authority, might and power spoken brought the universe to life in six days. The earth before Elohim God's creations was without form. He placed a covenant with Adam and Eve.

Where each God in One display their presence

1. God the Father as the Pillar of cloud in Exodus
2. God the Son as a human in the New Testament
3. God the Spirit presence in all happenings demonstrated during the Pentecost

**Scripture References:**

Genesis 2:1ff

**Resources: RKJV other bible versions, dictionary, commentary, internet**

## Teaching and Learning Strategies

This unit of work focuses on the construction and representation of God in biblical times. Teaching of this concept, requires the teacher to read the bible texts given and research the focused concept using the listed references. The learning strategies should focus on students working together and learning together. Student groups can be organised accompanied with well-designed instruction sheets to do research on the topic.

## Suggested Lessons

Lesson 1: Construction of Oneness of God

Lesson 2: Representation of Oneness of God

## Resources:

- <https://www.theologyofwork.org/old-testament/genesis-1-11-and-work/>
- <https://truthistheword.com/jesus-the-full-representation-of-god/>
- <https://www.desiringgod.org/articles/the-image-of-god>

## 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 9.1.1.2** Compare and contrast the works of construction, representation, circulation, utilisation and reposition the “Oneness of God” in the biblical times.

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

- Relate Oneness of God to the circulation and utilisation of God in the biblical times.
- Differentiate Oneness of God to the circulation and utilisation of God in the biblical times.
- Relate Oneness of God to the reposition of God in the biblical times.
- Differentiate Oneness of God to the reposition of God biblical times.

**TOPIC 2.2.** Circulation, Utilisation and Reposition of Oneness of God

#### Essential Questions

1. How did God in One make themselves known to men?
2. How did Moses the writer of the 1st 5 books of the bible made God in One known to the people?
3. How did the men and women of God circulate and utilise the Oneness of God?
4. How did the men and women of God reposition the Oneness of God?

**Performance Standard: By the end of the topic, the students will be able to:**

- Relate and share the Oneness of God to the circulation, utilisation and reposition of God biblical times.

**Performance Indicator: By the end of the topic, the students can:**

- Describe the circulation and utilisation of Oneness of God in the biblical times.
- Share with others about God in One to the reposition of God in the biblical times.
- Describe how believers value, interpret, represent and utilise the concept of “Holy Trinity” of the Oneness of God.
- Describe how other religions value, interpret, represent and utilise the concept of the oneness of God.

## Essential Values, Attitudes, Skill and Knowledge

### Values

- Willingness, meekness and modelling.

### Attitudes

- Appreciation and consideration
- Acts of obedience and love and submission. Thankfulness

### Skill

- Compare, contrast, differentiate, distinguish, model, demonstrate, teach, share
- **Knowledge**
- Circulation, Utilisation and Reposition of Oneness of God

## Content Background

### Circulation of Oneness of God

How did God in one make themselves known to men?

- By the Ten Commandments presented to the people of God by Moses
- By the word of God to mankind
- By what God said and did in the creation of the universe and the world and all created beings.

For God so loved the world so much that he gave his only begotten son so that everyone who believes in him shall not die but have eternal life.

The angel replied, "The Holy Spirit shall come upon you, and the power of God shall overshadow you, so the baby born to you will be utterly holy-the son of God.

The birth of Jesus Christ, his miracles and his resurrection from death has made him known to mankind and Christians have faith that he will come back and take us home, therefore we must worship him as our king, lord and master of every life on earth.

- How did Moses the writer of the 1<sup>st</sup>5 books of the bible made God in one known to the people?

The whole bible was given to us by the inspiration from God and it's useful to teach us what is true and to make us realise what is wrong in our lives; it strengthens us out and helps us do what is right.

#### 1. Utilisation of Oneness of God

- Holy Communion
- Prayer
- Worship

- Ministries and Administration of the Church of God in various denominations and religions

How did the men and women of God circulate and utilise the Oneness of God?  
According to the scriptural interpretations

God	One Personality	Jesus/Yeshua	Scriptures
God the Creator	One Creator	Jesus/Yeshua the Creator	Genesis 1:1
God the Redeemer and Saviour	One Saviour	Jesus/Yeshua the Saviour	Psalms 78: 34, 35
God the Shepherd	One Shepherd	Jesus/Yeshua the Shepherd	Psalms 23
God the King	One King	Jesus/Yeshua the King	Psalms 24
God the I AM , I AM HE	One I AM, one I AM HE –	Jesus/Yeshua the I AM, I AM HE	Exodus 3:13,14
God the First and Last	One First and Last	Jesus/Yeshua the First and Last	Isaiah 4: 6-8
God the Rock	One Rock	Jesus/Yeshua the Rock	Deuteronomy 32:1-4
God is Coming	One is coming	Jesus/Yeshua is Coming	Zechariah 14: 4 & 5

## 2. Reposition of Oneness of God

- The Old testament to New Testament translations.
- Creation to Abraham to Noah, to Moses to Joshua, the Kings to Prophets, Jesus to the Disciples and then to the men and women of God up to the 2 Century.
- However, the word of God never changed because it has been kept by the Spirit of God in the hearts and lives of the elect sons and daughters of God.

How did the men and women of God reposition the Oneness of God?  
Ten Commandments were expanded by Moses the writer of the 5 original books by the inspiration of God. The writers such as King David and other Minor Prophets wrote about the oneness of God in Kings and Chronicles, Psalms, Proverbs as they were also inspired by the Spirit of God.

The oneness of the Word of God has been ministered throughout the world, its ultimate goal and aim is to save the souls of men and women from the hands of the evil one and give them peace and eternal life.



**Scripture References and Citation**

John 3: 16, Luke 1: 35, 2 Timothy 3: 16

**Teaching and Learning Strategies**

This unit of work focuses on the circulation, utilisation and reposition of oneness of God. Teachers should read the given bible texts and research the focused concepts of the unit.

The learning strategies should involve students to work in organised groups to produce a neatly organised chart and present them to the class.

**Suggested Lessons**

Lesson 1: Circulation of Oneness of God

Lesson 2: Reposition of Oneness of God

**Resources:**

- <https://agodman.com/fellowship-circulation-divine-life-body-christ/>
- <https://www.theonenessofgod.org/>
- <https://sacredstructures.org/general/what-does-the-bible-say-about-oneness/>

## STRAND 1: Biblical Values and Principles

### UNIT 1: Biblical Values and Practices

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

**BENCHMARK 9.1.1.3** Investigate and explain the intensity of how believers and different religions and church ministries value, interpret, represent and utilise the concept of the Oneness of God.

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

- Explore and explain the intensity of how believers value and interpret the concept of the Oneness of God.

**TOPIC 3.1.** The Value and Interpretation of the Concept of the Oneness of God

**Essential Questions:**

1. How did the believers value the oneness of God?
2. How do different religions and churches interpret and value the Oneness of God?

**Performance Standard: By the end of the topic, the students will be able to:**

- Explain the intensity of how believers value, interpret, represent and utilise the concept of the Oneness in God.

**Performance Indicator: By the end of the topic, the students can:**

- Describe how much one does to show their beliefs in the Oneness in God.
- Describe how much do believers value, interpret, represent and utilise the concept of the Oneness of God.
- List their own values and attitudes in the Oneness of God.

**Essential Values, Attitudes, Skill and Knowledge**

**Values**

- Accountable, Trustworthy, kindness, peace, love

**Attitudes**

- Helping, supporting, sharing and caring, giving,

**Skill**

- Study and consider.
- Explain, teach, share, care and give

**Knowledge**

- The Intensity of how believers and different religions and church ministries value and interpret the concept of the Oneness of God

## Content Background

### The value of the oneness of God

How did and do the believers value the oneness of God?

- Believe in the oneness of God and have faith in God the father, son and the Holy Spirit
- Worship in the name of the Father, Son and the Holy Spirit.
- Pray to the oneness of God
- Conduct feasts and ceremonies in the name of the oneness of God
- Helping, supporting, sharing and caring, giving,

The interpretation of the oneness of God

How do different religions and churches interpret and value the Oneness of God?

- Teach, preach, share, minister the word of God to people who do not know about God.
- Hold crusades and meetings to save the unsaved from unbelief and lead them to have faith in the oneness of God.
- James 2:19 – Believers believe that there is one God, and also the devil does too but he trembles

### Scripture References & Citations

John 3: 16, Luke 1: 35, 2 Timothy 3: 16

**Resources: RKJV other bible versions, dictionary, commentary, internet**

### Teaching and Learning Strategies

This unit of work focuses on the value and interpretation of the oneness of God. These are attributes described in the scripture references and citation. The teacher has to provide a student-centred learning opportunity for the class. The learning strategies should encourage student collaborative learning through a guided research activity.

### Suggested Lessons

Lesson 1: The value of the oneness of God

Lesson 2: The interpretation of the oneness of God

### Resources:

- <https://igsl.asia/the-value-of-oneness/>
- <https://outlookgospellighthouse.ca/the-oneness-of-god/>
- <https://www.wisdomhunters.com/oneness-with-god/>

## STRAND 1: Biblical Values and Principles

### UNIT 1: Biblical Values and Practices

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

**BENCHMARK 9.1.1.3** Investigate and explain the intensity of how believers and different religions and church ministries value, interpret, represent and utilise the concept of the Oneness of God.

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

- Explain the intensity of how believers utilise the concept of the Oneness of God

### TOPIC 3.2. Utilisation of the Oneness of God

#### Essential Questions

- How do different religions and churches utilise the Oneness of God?

**Performance Standard: By the end of the topic, the students will be able to:**

- Discuss their experiences on how different religions and churches represent and utilise the Oneness of God.

**Performance Indicator: By the end of the topic, the students can:**

- Describe and list their experiences on how different religions and churches represent and utilise the Oneness of God.
- Describe the intensity of the representation and the utilisation of the Oneness of God.
- Share their experiences of the Jesus commandment in Matthew 28:18 to 20 and how it has affected their lives and families.

#### Essential Values, Attitudes, Skill and Knowledge

##### Values

- Love, honesty, forgiveness, respect, kindness

##### Attitudes

- Giving and caring for one another, especially those in need, modeling the love of God

##### Skill

- Study and consider.
- Explain, teach, minister, share, care and give

##### Knowledge

- The intensity of how believers and different religions and church ministries utilise the concept of the Oneness of God

## Content Background

### Utilisation of the oneness of God

#### The intensity of the utilisation of the oneness of God.

- People give up their normal lifestyles to serve God as missionaries, in ministries, help services – teach, share and give to the poor etc.
- Paul gave up his professional job to become a servant of God and spread the Good News of Jesus Christ/ Yeshua Amashia. Also wrote to many churches and encouraged them to continue to serve God and live for Him.
- Jesus said, in Matthew 28 : 18, 19,20; All power is given unto me in heaven and in earth, Go ye therefore , and teach all nations , baptising them in the name of the Father, and the Son , and of the Holy Ghost: Teaching them to observe all things whatsoever I have commanded you: and lo, I am with you always, even unto the end of the world.
- This is the commission that Jesus gave to His Disciples and the believers – as a result the world is now flooded with the Word of God in all forms.

### Scripture References & Citations

**Resources:** RKJV other bible versions, dictionary, commentary, internet

### Teaching and Learning Strategies

This unit of work focuses on the utilisation of the oneness of God. This is based on how believers utilise the concept of the Oneness of God.

Teaching of this unit of work may transpire in many ways but student complete involvement is a must if the lesson has to be interesting.

A student-group learning strategy that can be used, is where researchers produce a portfolio of their findings.

### Suggested Lessons

Lesson 1: The utilisation of the Oneness of God

#### Resources:

- <https://www.cbcg.org/defining-oneness.html>
- <https://www.linkedin.com/pulse/oneness-god-biblical-explanation-denis-mercier-1>
- <https://www.al-islam.org/closer-look-christianity-mohamed-qasem/oneness-god>

## STRAND 1: Biblical Values and Principles

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

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

**BENCHMARK 9.1.2.1** Explain the meaning, purpose and relevance of the 3<sup>rd</sup> Commandment and analyse its values and principles and its influence on people.

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

- Define the meaning and explain the purpose and relevance of the 3<sup>rd</sup> Commandment.
- Explore and describe the Name of the LORD the God in Hebrew and explain how the Name should be used?

**TOPIC 1.1.** The 3<sup>rd</sup> Commandment

#### Essential Questions

1. What does the 3<sup>rd</sup> Commandment mean to the believers?
2. What is the original name of the LORD the God?
3. How do believers respect and honour the LORD's Name?
4. What is the purpose and relevance of the LORD's Name in the lives of the believers?

**Performance Standard: By the end of the topic, the students will be able to:**

- Describe the meaning and the purpose and relevance of the 3<sup>rd</sup> Commandment and how the LORD's Name in Hebrew should be used?

**Performance Indicator: By the end of the topic, the students can:**

- Describe the meaning and the purpose and relevance of the 3<sup>rd</sup> Commandment
- Describe the Name of the LORD the God in Hebrew and list how the Name should be used?

#### Essential Values, Attitudes, Skill and Knowledge

##### Values

- Respectful and honour,
- Accountability and trustworthiness

##### Attitudes

- Reverence for the Name of the LORD,
- Give respect and honour with love for the LORD

##### Skill

- Explain, identify, describe, teach, share, minister

##### Knowledge

- The meaning, purpose and relevance of the 3<sup>rd</sup> Commandment – respect and honour for the Name of the LORD

## Content Background

### The 3<sup>rd</sup> Commandment

From Exodus 20:7, the Third Commandment reads:

You shall not take the name of the LORD your God in vain, for the LORD will not hold him guiltless who takes his name in vain.

So, what does this mean? Literally, this means to falsify who God is and what He stands for. Indeed, each person should actively reflect God's nature in actions, speech, thoughts, plans, etc.—all of life! Taking God's name in vain, then, is to reflect His nature in an erroneous way.

The character and names of God speak to His nature and person (Ps. 20:1), His teaching (John 17:26), His saving work (John 1:12; Acts 4:12), and His power (Acts 3:6). In this way, it's impossible to disconnect God from His name.

### Original Name of LORD GOD

- What is the original name of the LORD God?

### Exodus 6: 2-3; Exodus 3:14-16

"I am Yahweh, I appeared unto Abraham, unto Isaac, and unto Jacob, by the name of God Almighty [El Shaddai] but by my name Yahweh was I not known to them" Exodus 6: 2-3

**Yahveh/Yahweh**, the GOD of the Israelites, whose name was revealed to Moses as a four-letter Hebrew name, usually written **YHVH** or **YHWH**, called the Tetragrammaton". (Exodus 3:13-14). Orthodox Jews regard this name as too sacred to be pronounced.

Moses, anticipating Israel's response to his claims, says to Yahweh "and they shall say to me 'What is His Name?' what shall I say unto them?" Exodus 3:13. From His response it is clear Yahweh invoked His personal Name and revealed it to Moses: "God said unto Moses, 'I AM THAT I AM:' and He said, Thus shall you say unto the children of Israel, 'I AM has sent me unto you.' And God said moreover unto Moses, Thus shall you say unto the children of Israel, 'Yahweh, the God of your fathers, the God of Abraham, the God of Isaac, and the God of Jacob, has sent me unto you:' this is My name forever, and this is My memorial unto all generations" Exodus 3:14 (Here He identified Himself as the One the fathers knew)

When Moses had gone aside to see the burning bush, he was told to remove his shoes as Yahweh's presence consecrated the very ground upon which he stood. This meeting with Yahweh took place after Moses had spent 40 years on the back side of the desert and here He clearly reveals Himself to Moses. Moses heard Yahweh's Name firsthand as he stood barefoot at the burning bush when he was commissioned to become the deliverer of Israel. Moses heard His voice again and saw His glory when He spoke to him in Exodus 6:1-8 and revealed His plans to free them and redeem them unto Himself. Moses' mother's name was Jochebed (Strong's 3115). It literally means, Glory of Yah, or Yahweh-gloried.

This is one of many pieces of evidence that the Name was known and incorporated in given names of the people even before Moses had this revelation of Yahweh's Name.

### Honouring GOD's Name

- What is the purpose and relevance of the LORD's name in the lives of believers?

Devout believers have always been careful to speak the name of the Lord with reverence. The Third Commandment prohibited taking the name of the Lord "in vain" (Exodus 20:7). But, is this commandment really just about avoiding certain words or phrases, like OMG?

Names are very important to us. The right to defend the honour of one's name is a basic tenet of human society. We have laws allowing people to protect their names. The Third of the Ten Commandments does the same thing for the name of God. He does not allow the misuse of his name. Most of us think of the Third Commandment as barring the use of certain specific words and phrases. But, the misuse of God's name also includes any word or action that would tend to bring dishonour to God Himself.

#### Scripture References & Citations

Exodus 20:7; Isaiah 43:10-12; Deuteronomy 5:11; Numbers 26:59 Exodus 20:7;

**Resources: RKJV other bible versions, dictionary, commentary, internet**

### Teaching and Learning Strategies

This unit of work is on the 3<sup>rd</sup> Commandment. This concept is about the 3<sup>rd</sup> Commandment and what it means to the believers.

Teachers should teach this concept with a strategy where students are the centre of learning where teachers can employ the use of well-structured worksheets to guide students' research on the concept.

### Suggested Lessons

Lesson 1: Purpose and relevance of the 3<sup>rd</sup> Commandment

Lesson 2: Name of the LORD the God

#### Resources:

- <https://www.timesrecordnews.com/story/life/2018/05/05/third-commandment-whats-name/579322002/>
- <https://rts.edu/resources/the-third-commandment-do-not-wrongly-take-gods-name/>
- <https://www.archspm.org/faith-and-discipleship/catholic-faith/what-does-the-third-commandment-mean-how-do-i-keep-a-day-holy/>



## **STRAND 1: Biblical Values and Principles**

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

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

**BENCHMARK 9.1.2.1** Explain the meaning, purpose and relevance of the 3<sup>rd</sup> Commandment and analyse its values and principles and its influence on people.

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

- Explore and identify the values and principles of the Name of the LORD according to the five (5) books in the Old Testament Bible.
- Explain the influences of the values and principles of the Name of the LORD on the lives of the believers.

**TOPIC 1.2.** The Values and Principles of the Name of the Lord

#### **Essential Questions**

1. What are the values and principles of the 3<sup>rd</sup> Commandment?
2. What does it mean to be guilty when we use the LORD's Name in vain?
3. How do the values and principles of 3<sup>rd</sup> Commandment influence the lives of the believers?

**Performance Standard: By the end of the topic, the students will be able to:**

- Examine the values and principles of the Name of the LORD on the lives of the believers.

**Performance Indicator: By the end of the topic, the students can:**

- Define the meaning of the 3<sup>rd</sup> Commandment.
- Share their experiences about the use of God's Name.
- Share their experiences about the Name of God when it's used in vain.

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

##### **Values**

- Respectful and honour, Accountability and trustworthiness, Holiness

##### **Attitudes**

- Goodness and kindness, reverence, worship the Name of the LORD

##### **Skill**

- Explain, identify, describe, teach, share, minister

##### **Knowledge**

- Values and principles of the Name of the LORD.
- Influences of the Name of the LORD

## Content Background

### Values and Principles of the 3rd Commandment

- What are the values and principles of the 3<sup>rd</sup> Commandment?

The value of divine representation is in the Third Commandment. It proceeds logically from the Second. It has been stated that God tolerates no physical representation of himself; however, there is an acceptable verbal representation of him, and that is his name, Yahweh. The proper use of this name is governed by the Third Commandment. The name is not to be taken or carried, to lift, lift up; to bear, carry, support, sustain, endure; to take, take away, carry off, forgive in vain, emptiness, nothingness, vanity, worthlessness of conduct. When a cause or person is identified with the LORD, such correlation should be significant. His name should not be used loosely; it is valuable, and ought to be treated as such. "Thou shalt not take the name of the LORD thy God in vain; for the LORD will not hold him guiltless that takes His name in vain."

### Using the LORD'S Name in Vain

- What does it mean to be guilty when we use the LORD'S name in vain? It is a prohibition of blasphemy, specifically, the misuse or "taking in vain" of the name of the God of Israel, or using His name to commit evil, or to pretend to serve in His name while failing to do so. Exodus 20:7 reads: thou shalt not take the name of the LORD thy God in vain; for the LORD will not hold him guiltless that taketh his name in vain.

All the while, the Scriptures show us that what comes out of our mouths is more than a matter of words; it points to the condition of our hearts: How do the values and principles of the 3<sup>rd</sup> Commandment influence the lives of Bible believers?

"Each tree is recognised by its own fruit ... A good man brings good things out of the good stored up in his heart, and an evil man brings evil things out of the evil stored up in his heart. For the mouth speaks what the heart is full of" (Luke 6:44a-45).

Words reveal our substance, the truth of who we are. They testify either of our devotion to God or of a spiritual problem. We know this because the command not to take the Lord's name in vain follows instructions to love God wholeheartedly and not to worship idols (causing spiritual malaise).

God has destroyed false prophets for speaking illegitimate words in the name of the Lord. God has also cautioned His people not to listen to false prophets. The third command cautions us from proclaiming, "God told me this or that," unless we are positive it lines up with Scripture.

### Scripture References & Citations

Exodus 20:7, Exodus 20:7; Leviticus 19:12

**Resources: RKJV other bible versions, dictionary, commentary, internet**

The resources are key teaching and learning materials. They include:

1. The Holy Bible- NKJV, KJV or NIV versions
2. Pictures on Elohim God's creation
3. A Guest Speaker- Theologian / Pastor
4. Audio –Video

**Teaching and Learning Strategies**

This unit of work focuses on values and principles of the 3<sup>rd</sup> Commandment. The teaching strategy of these concepts could be based on given notes where students can work in groups to extract the concepts from the notes. Students can learn from each other when the students present their findings to the whole class.

**Suggested Lessons**

Lesson 1: 3rd Commandment: Values and Principles

Lesson 2: Using the LORD'S Name in Vain

**Resources:**

- <https://www.timesrecordnews.com/story/life/2018/05/05/third-commandment-whats-name/579322002/>
- <https://rts.edu/resources/the-third-commandment-do-not-wrongly-take-gods-name/>
- <https://www.archspm.org/faith-and-discipleship/catholic-faith/what-does-the-third-commandment-mean-how-do-i-keep-a-day-holy/>

## **STRAND 1: Biblical Values and Principles**

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

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

**BENCHMARK 9.1.2.2** Explain the meaning, purpose and relevance of the 4<sup>th</sup> Commandment and analyse its values and principles and its influence on people.

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

- Define the meaning and explain the purpose and relevance of the 4<sup>th</sup> Commandment.
- Explore and describe Sabbath day according to the 1<sup>st</sup> 5 books in the Old Testament and explain how it should be observed.

#### **TOPIC 2.1. The 4<sup>th</sup> Commandment**

##### **Essential Questions**

1. What does Sabbath day mean to believers and to others?
2. What does the phrase "wherefore the LORD blessed the Sabbath and hallowed it" mean?
3. How should the believer's keep Sabbath day?
4. Did Jesus/Yeshua observe Sabbath according to the four Gospels in the Bible?

**Performance Standard: By the end of the topic, the students will be able to:**

- Explain the purpose and relevance of the 4<sup>th</sup> Commandment.

**Performance Indicator: By the end of the topic, the students can:**

- Describe what the 4<sup>th</sup> Commandment is.
- State the purpose of the 4<sup>th</sup> Commandment.
- Share the relevance of the 4<sup>th</sup> Commandment.

##### **Essential Values, Attitudes, Skill and Knowledge**

###### **Values**

- Respectful and honour, Accountability and trustworthiness, Holiness

###### **Attitudes**

- Goodness and kindness, reverence, worship the Name of the LORD on Sabbath and keep it Holy

###### **Skill**

- Explain, identify, describe, teach, share, minister

###### **Knowledge**

- Meaning, purpose and relevance of Sabbath Day (Holy day of the LORD).
- Influence of Sabbath day on people and believers.

## Content Background

### The Fourth Commandment

When God gave Moses the Ten Commandments, He was highly concerned with proper worship on that day. God instructed them to do no work and no one who was working for them could work either and this included the animals. God commands us to rest, even today. Yahweh God reminded His people, Israel, in the 4<sup>th</sup> Commandment that:

“The seventh day is a Sabbath to the Lord your God. On it you shall not do any work, you, or your son, or your daughter, your male servant, or your female servant, or your livestock, or the sojourner who is within your gates” (Ex 20:10).

### Shabbat Day Believers

God gave the Sabbath Day to keep as a sign between Himself and Israel “that ye may know that I am the Lord that doth sanctify you.” By observing the Sabbath, Israel would give a testimony that He was their God and they were His people who would always acknowledge the day on which He rested after finishing creation.

It is to our advantage to start with the account of creation in the first and second chapters of Genesis. God created for six days and the account of each day contains these words: “And the evening and the morning were...” Each day of creation had boundaries, the evening and the morning, but the seventh day was different in that it had no such boundaries. In a divine way, God reserved the seventh day with rest “from all his work which he had made.”

He blessed and sanctified the seventh day of creation before it became the object of the fourth commandment. No other commandment begins with “remember,” possibly emphasising to Israel the importance of observing the Sabbath as a day of rest. Just as God observed the first Sabbath, resting from His work of creation, the Israelites would observe the Sabbath from sundown on Friday until sundown on Saturday.

God said to keep the day holy, or set it apart from the other six days. It was a day devoted to God, and they should observe it by doing no work. Both the day and the people were set apart.

How was the Sabbath a sign to Israel?

It should first serve to keep fresh in their minds and hearts on the Creator and their subjection to Him. Their obedience to the command would be a testimony of belief distinguishing them from all other people.

Why is it that most Believers/Christians observe Sunday as a day of rest?

The teachings of various scriptures in the Bible have caused Christians/believers to make Sunday as their day of Worship such as; the belief that Jesus ascended on that day triumphantly and victoriously makes the day for Christians to worship the risen King of kings and Lord of lords.

Also there is a belief that there is a Sabbath rest in Christ Jesus, who said, “The Sabbath was made for man, and not man for the Sabbath” (Mark 2:27). He went on to say, “The Son of man is Lord also of the Sabbath.” Sunday is a day of physical and spiritual rest, and a day on which we have the opportunity to worship the Lord. Christ is our Sabbath rest because He sanctifies and makes us holy. For all who have entered into Christ, every day is a day of worship.

### **Scripture References & Citations**

Exodus 20:10, Exodus 31:12-18;

**Resources:** RKJV other bible versions, dictionary, commentary, internet

### **Teaching and Learning Strategies**

This unit of work is about the purpose and relevance of the 4<sup>th</sup> commandment. The teacher should use the teaching strategies that provide a student-centred learning.

Involve learning strategies that engage students working together and learning together.

### **Suggested Lessons**

Lesson 1: The 4<sup>th</sup> Commandment

Lesson 2: Shabbat Day

### **Resources:**

- <https://harvest.org/know-god-article/commandment-4-remember-the-sabbath-day-to-keep-it-holy-exodus-208/>
- <https://lifehopeandtruth.com/bible/10-commandments/sabbath/>
- [https://www.vatican.va/content/catechism/en/part\\_three/section\\_two/chapter\\_two/article\\_4.html](https://www.vatican.va/content/catechism/en/part_three/section_two/chapter_two/article_4.html)

## STRAND 1: Biblical Values and Principles

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

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

**BENCHMARK: 9.1.2.2. Explain** the meaning, purpose and relevance of the 4<sup>th</sup> Commandment and analyse its values and principles and its influence on people.

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

- Explore and identify the values and principles of the 4<sup>th</sup> Commandment according to the 5 books in the Old Testament bible.
- Explain the influences of the values and principles of the 4<sup>th</sup> Commandment on the lives of the believers.
- Examine the 3<sup>rd</sup> and 4<sup>th</sup> Commandments and identify God's attributes.

#### TOPIC 2.2. The Values and Principles of the Sabbath Day

##### Essential Questions

1. What are the values and principles of keeping Sabbath day Holy?
2. When should all the work be done and when should believer's rest?
3. How should we/they value and observe the Sabbath day?

**Performance Standard: By the end of the topic, the students will be able to:**

- Communicate the values and principles of the 4<sup>th</sup> Commandment and their influences on the lives of people.

**Performance Indicator: By the end of the topic, the students can:**

- Identify the values and principles of the 3<sup>rd</sup> and 4<sup>th</sup> Commandments and the influences on the lives of people.
- Describe the Sabbath day and its values according to the first 5 books in the Bible and explain how it should be observed.
- List the influences of the values and principles of the 4<sup>th</sup> Commandment on the lives of the believers.

##### Essential Values, Attitudes, Skill and Knowledge

###### Values

- Respectfulness, reverence, holiness, righteous, accountability, trustworthiness, selflessness

###### Attitudes

- Acts of submission and willingness with love for God;
- Worshipping, praying and availing of self to God's will

**Skill**

- Discover, sightsee, identify, study, explore the scriptures about Sabbath, learn from other experiences, teach, share

**Knowledge**

- The values and principles of the Sabbath Day.
- The influence of Sabbath on the lives of the people.

**Content Background****Values and principles of Sabbath day:****To honour and be in obedience to Yahweh God's 4<sup>th</sup>, Ten Commandment**

Biblical Sabbath is a weekly day of rest or time of worship given in the Bible as the seventh day. It is observed differently in Judaism and Christianity and informs a similar occasion in several other faiths. Though many viewpoints and definitions have arisen over the millennia, most originate in the same textual tradition of "Remember the Sabbath day, keep it holy".

Observation and remembrance of Sabbath is the 4<sup>th</sup> of the Ten Commandments. Most people who observe Sabbath regard it as having been made for man at Creation, and instituted as a perpetual covenant for all mankind, a rule that God' rested after having completed Creation in six days.

The Biblical Hebrew Shabbat, literally meaning "to cease" or "stop" from all forms of work

And He said to them, 'The Sabbath was made for man, and not man for the Sabbath. Therefore the Son of Man is also Lord of the Sabbath'” (Mark 2:27-28).

How did Jesus Christ view the Sabbath?

Many people see only what they want to see regarding His approach to the seventh day. Some believe, based on misunderstandings, that Jesus came to do away with the law and thus ignored or deliberately broke the Sabbath commandment.

The Sabbath is mentioned almost 50 times in the four Gospels and so we have an ample historical record of His attitude toward the Sabbath.

To understand the Gospel accounts, however, we must consider how Sabbath observance had changed—or, more properly, had been changed—since its inception and later inclusion in the Ten Commandments.

**The Sabbath in history**

Sabbath observance underwent a dramatic transformation in the centuries leading up to the time of Christ.

God gave Israelites His Sabbaths as a sign between them and Him that they



might know that it is the Lord who sanctifies them. Yet they greatly defiled His Sabbaths and despised His judgements and did not walk in His statutes, but profaned the Lords Sabbaths (Ezekiel 20:12-16).

God also said to His people not to violate His law and profane His holy things, yet they could not distinguish between the holy and unholy, nor know the difference between the unclean and the clean; and they hid their eyes from His Sabbaths, therefore the Lord was profaned among them” (Ezekiel 22:26).

They knew from the messages of Jeremiah and Ezekiel that their nation had been destroyed for breaking God’s law, and violating the Sabbath was one of their chief sins.

The writers of the Gospel accounts record numerous confrontations between Jesus and the religious leaders of His day concerning the Sabbath. His healings on the Sabbath and His teachings about Sabbath observance stirred frequent controversy. A brief view of the biblical record of His actions and teachings will help us understand how Christ viewed the Sabbath.

As we review these accounts of His life, keep in mind their chronology. Bible scholars generally agree that the Gospels of Matthew, Mark and Luke were written in the first century, from the 50s through the 70s, some 20 to 40 years after the events recorded in them occurred (John, they believe, wrote his Gospel near the end of the first century). If Jesus intended to change, abolish or annul the Sabbath, that intent should be apparent in the Gospel writers’ historical records of His life. But as we will see, there is simply no evidence to support that view.

- **Jesus proclaimed that He is the Messiah on the Sabbath**  
Luke 4:16, Mark 6:2, Luke 13:10, Luke 4:17-21  
Isaiah 61:1-2, Luke 4:23-30
- **Pharisees confront Jesus over His disciples’ actions on the Sabbath**  
Matthew 12:1-8, Mark 2:23-28 and Luke 6:1-5, Mark 2:23-24, Matthew 12:1
- **Christ’s disciples didn’t violate the Sabbath commandmen**  
Deuteronomy 23:25, Leviticus 19:9-10; Leviticus 23:22).
- **God’s law allowed for mercy on the Sabbath**  
Mark 2:25-26, Matthew 12:5, Mark 2:27
- **The Savior’s actions on the Sabbath are a reminder of that coming time of peace, restoration and healing for all mankind.**  
Deuteronomy 5:12-15, Luke 4:18
- **Accusations for Jesus healing an invalid on the Sabbath**  
John 5:16, John 5:17-18, Matthew 5:19, Genesis 2:2
- **Circumcision and the Sabbath**  
John 7:24 (Matthew 23:23), John 7:22-23, NIV  
John 7:24, Matthew 23:3, Matthew 23:28; Mark 7:6-9, John 7:19, NIV
- **Did Jesus change the law**  
1 John 3:4, 1 Peter 2:22; Ephesians 5:2; 1 John 4:14, John 5:19, John 5:30
- **Jesus Christ’s clear statement on fulfilling the Law**  
Matthew 5:17, 18
- **We are to follow Jesus’ example**

(Mark 12:28-30, (see Deuteronomy 6:4-5). John 14:21  
 Jesus Christ is our Lord and Master (Philippians 2:9-11). He also proclaimed that He is “Lord of the Sabbath” (Mark 2:28), so we should follow His example in observing the Sabbath—and all God’s commandments—in the way He taught and lived (1 John 2:6).

### Scripture References & Citations

Mark 2:27, Ex 20:8-11, 31: 13-17, 23:12, Deut 5: 13-14, Gen 2:2-3, Ex 20:8-11, Deut 5:12-15

Luke 14:1-6. (Luke 14:2-4). (Luke 14:5-6). Leviticus 19:18 James 2:8; Galatians 5:14 Luke 13:10-17 Luke 13:11 Luke 12:12-13 Luke 13:14 Luke 13:15-17 Mark 2:27-28

John 5:1-18, John 5:8, NIV, John 5:10, NIV, John 5:16), John 5:17-18 John 9:1-34 (John 9:4-5). (John 9:30-33). (John 9:34). (John 9:35-39). (John 4:34). Isaiah 42:21,

### Teaching and Learning Strategies

The core concept of this unit of work is based on the influences of the values and principles of the 4th Commandment on the lives of the believers.

The concepts can be taught and given as a class group project where students do research on the concepts for some time and do a group write-up about their findings and also present their findings to the whole class.

### Suggested Lessons

Lesson 1: Values and principles of Sabbath day

Lesson 2: History of Sabbath day

Lesson 3: Influences of the Sabbath day

### Resources:

- <https://www.thegospelcoalition.org/article/sabbath-enduring-principle/>
- <https://www.eldersdigest.org/en/2009/2/guiding-principles-for-sabbath-observance>
- <https://voices.lifeway.com/bible-theology/3-principles-to-practice-sabbath-rest/>

## **STRAND 1: Biblical Values and Principles**

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

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

**BENCHMARK 9.1.2.3** Identify and correlate God's attributes to the 3<sup>rd</sup> and 4<sup>th</sup> Commandments and explain the reasons for God regulating these attributes.

#### **Learning Objectives:**

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

- Examine the 3<sup>rd</sup> and 4<sup>th</sup> Commandments and identify God's attributes.

#### **TOPIC 3.1.** God's Attributes of the 3<sup>rd</sup> and 4<sup>th</sup> Commandments

#### **Essential Questions**

1. What are the Attributes of God by His Name?
2. What are the Attributes of God to Sabbath?

**Performance Standard:** By the end of the topic, the students will be able to:

- Examine God's attributes in the 3<sup>rd</sup> and 4<sup>th</sup> Commandments.

**Performance Indicator: By the end of the topic, the students can:**

- List the attributes of God in the 3<sup>rd</sup> and 4<sup>th</sup> Commandments.
- State the similarities and differences between the Commandments 3 and 4.
- Describe the underlying biblical principle of God's attributes regulated in 3<sup>rd</sup> and 4<sup>th</sup> Commandments.

#### **Essential Values, Attitudes, Skill and Knowledge**

##### **Values**

- Respectful and honour,
- Accountability and trustworthiness

##### **Attitudes**

- Reverence for the Name of the LORD,
- Give respect and honour with love for the LORD.

##### **Skill**

- Explain, identify, describe, teach, share, minister

##### **Knowledge**

- The meaning, purpose and relevance of the 3<sup>rd</sup> Commandment – respect and honour for the Name of the LORD.

## Content Background

The attributes of God in the 3<sup>rd</sup> and 4<sup>th</sup> Commandments can be classified under the following;

### 1) Principle of Respect and Honor for the Sacred.

- The third commandment says: “Thou shalt not take the name of the Lord thy God in vain; for the Lord will not hold him guiltless that taketh his name in vain.” The third commandment says you shall not take the name of the Lord thy God in vain for the Lord you God will not hold him guiltless who takes his name in vain. I call this commandment the principle of respect and honour for the sacred. Once we have acknowledged His place in our lives and our duty to surrender to Him, He now calls us to respect and honour the sacred, in particular, His name.
- All true respect and honour for the sacred begins with *respecting God's name*. His name is not the letters written on a book but who He is, what He represents, God's name is His Divine character. We are called to respect God's character, not glibly repeat his name and casually claim his name as our own. To claim the name of God by our profession or words and contradict it by our lives violates this third command and we will be held accountable for our actions. The command speaks of the seriousness with which we ought to deal with God. He is not a God to be trifled with, where we wear him on our sleeves when it is convenient for Him away when it is inconvenient and embarrassing.
- So many Christians in the world have taken unto themselves the name of God, they professed with their lips that they are children of God but contradict Him by their conduct. Every day they besmirch the name of God by their flagrant contradiction. They dishonour and disrespect Him. They bear His name in vain. This respect for the sacred also extends itself beyond God to a respect for God's creation, whether this be human, animal or plant life. There is a respect for all forms of life, for life is seen as a sacred gift from the hands of the Creator. Those who know and love their creator will cherish and nurture life in all its forms. They will be advocates for the environment, the unborn foetus, the endangered species, the poor and the underprivileged. This third principle prepares us for heaven by nurturing in us a respect and reverence for the Supreme Being of the universe and for his magnificent creation.

### 2) Principle of divine rest and celebration for the nurturing of love.

- The fourth Commandment says: “Remember the Sabbath day, to keep it holy. Six days shalt thou labour, and do all they work: But the seventh day is the Sabbath of the Lord thy God; in it thou shalt not do any work, thou, nor thy son, nor thy daughter, thy manservant, nor thy maidservant, nor thy cattle, nor thy stranger that is within thy gates: For in six days the Lord made heaven and earth, the sea, and all that in them is, and rested the seventh day: Wherefore the Lord blessed the Sabbath day, and hallowed it.” The fourth commandment calls for us to remember and keep the seventh-day as the Sabbath of the Lord God as a memorial of His creation.

- The fourth commandment is a positive command to remember and keep God's Sabbath. This fourth principle is a call to build a relationship with God, it is equally insistent on calling humans to be in fellowship with each other. It's like an equilateral triangle whose sides are equal to God. There can be no relationship with God without fellowship with our fellow human beings and there can be no fellowship with each other without relationship with God.
- The Sabbath is a call by God to create this context for fellowship and growth. In this fourth commandment He calls for a place in time to nurture the relationship so love can grow between Himself and His creation and between themselves. He desires relationships with all regardless of status, race, age, social standing, occupation or religious affiliation.

### Scripture References & Citations

Exodus 20:7; Joshua 3: 6; Joshua 6:6; Exodus 20:8-11; Mathew 5:17-19

**RESOURCES:** RKJV other bible versions, dictionary, commentary, internet

### Teaching and Learning Strategies

This unit of work focuses on the 3<sup>rd</sup> and 4<sup>th</sup> Commandments and identifies God's attributes.

The learning strategies should encourage students working together and learning together. A research activity based on 3<sup>rd</sup> and 4<sup>th</sup> Commandments and God's attributes, could be done with a question sheet.

### Suggested Lessons

Lesson 1: The Attributes of God in 3<sup>rd</sup> and 4<sup>th</sup> of the Ten Commandments

Lesson 2: Principle of Respect and Honor for the Sacred

Lesson 3: Principle of divine rest and celebration for the nurturing of love

### Resources:

- <https://www.bbc.co.uk/bitesize/guides/zf626yc/revision/3>
- <http://www.livingwithfaith.org/blog/seeing-god-in-the-ten-commandments>
- <https://www.emporiacofchrist.org/70craigblog/the-deeper-meaning-of-the-10-commandments>
- <https://www.cru.org/content/dam/cru/train-and-grow/life-and-relationships/13-key-attributes-of-god.pdf>

**STRAND 1: Biblical Values and Principles****Unit 2: The Ten Commandments: God's Core Principles**

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

**BENCHMARK 9.1.2.3** Identify and correlate God's attributes to the 3<sup>rd</sup> and 4<sup>th</sup> Commandments and explain the reasons for God regulating these attributes.

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

- Explore and describe God's attributes to the 3<sup>rd</sup> and 4<sup>th</sup> Commandments and explain the reasons for God regulating these attributes.

**TOPIC 3.2.** Reasons for God regulating these attributes Commandments 3 and 4.

**Essential Questions:**

1. What were the reasons for God regulating attributes in His Name?
2. What were the reasons for God regulating attributes in His Sabbath?

**Performance Standard: By the end of the topic, the students will be able to:**

- Explain the reasons for God regulating the attributes of 3<sup>rd</sup> and 4<sup>th</sup> Commandments.

**Performance Indicator: By the end of the topic, the students can:**

- Describe obedience, disobedience and blessings of the 3<sup>rd</sup> and 4<sup>th</sup> Commandments.

**Essential Values, Attitudes, Skill and Knowledge****Values**

- Respectfulness, reverence, holiness, righteous, accountability, trustworthiness, selflessness

**Attitudes**

- Acts of submission and willingness with love for God
- Worshipping, praying and availing of self to God's will

**Skill**

- Expression of the reasons, discuss and explain the reasons

**Knowledge**

- Reasons for God regulating His attributes in His Name and the Sabbath day.

## Content Background

### Reasons for God regulating attributes in His Name

- Exodus 20: 7, Matthew 5:33 – those who will take the lord's name in vain will be held accountable and guilty.
- Proverbs 22:1- a Good name is rather to be chosen than great riches, and loving favour rather than silver and gold – Name of God – Yaweh- Jehovah – Elohim God is very expensive, more than silver and Gold – to be revered, respected and treasured
- Matthew 6:9- ... pray “our Father which art in heaven, Hallowed be thy Name”,
- The Name of God is a; Consecrated Name, Sanctified Name, Blessed Name, Deity, Revered Name, Respected Name
- Matthew 18:20 “For where two or three are gathered together in my Name, there am I in the midst of them” – when we gather in God’s Name we also invite the presence of Yeshua/Jesus – He is there to worship with us, listen to us and make himself available to heal and deliver us from every form of infirmity.
- John 14: 13 “Believest thou not that I am in the Father and the Father is in me; the words that I speak unto you, I speak not of myself but the Father that dwelleth in Me he doeth the works – the works of God are done by the indwelling power of God\Yaweh in Yeshua Amashia, the LORD of lords and KING OF kings
- Acts 4:12 – there is no other name that we should be saved, but by the Name of Yeshua Amashia – Yeshua means Salvation
- Philipians 2:10 – that at the Name of Jesus/Yeshua every knee shall bow, of things in heaven and things on earth, and things under the earth – this is the dunamis power of the Name of Yeshua – we will all bow down to this name even after death and on that judgement day when we shall give account of what we do and say while we are living in this earth.
- Reasons for God regulating attributes in His Sabbath  
Exodus 20:8-11; Mark 2:23-28; Genesis 2:2-3;

### The spiritual meaning behind the day of rest

Despite the fact that the Torah mentions the word “Shabbat” more than 80 times, only a few of these references actually deal specifically with how one is to observe the Sabbath day, and only two of them tell us why. However, these two reasons for observing the Shabbat are intriguing and significant.

### Rest and Remember

The first reason the Torah gives begins in the book of Genesis: “On the seventh day, God finished that work that He had been doing.... And God blessed the seventh day and declared it holy, because on it God ceased from all the work of creation that He had done.” (Genesis 2:2-3). Although there is no mention here that human beings should also observe a Sabbath, in the book of Exodus (in the first articulation of the Ten Commandments), God declares that the Israelites should “remember the Sabbath day and keep it holy...for in six days the Lord made heaven and earth and sea, and all that is in them, and He rested on the seventh day; therefore, the Lord blessed the Sabbath day and hallowed it.” (Exodus 20:8, 11).

Together, these passages give us the profound concept of *imitatio dei* — the imitation of God — in association with Shabbat. We should rest because God rested — and we should “remember” Shabbat and keep it holy. We also implicitly learn that even God, as it were, needs a break. And if God, the creator of the universe, needed to rest (and sanctified that rest), how much more so do we human beings need a weekly rest. Our bodies weren’t designed for it and God plainly instructs us to take a break — because it’s that important.

### **Sabbath – A Safeguard of Our Relationship with God**

The Sabbath encompasses our entire relationship with God. It is an indication of God’s action on our behalf in the past, present, and future. The Sabbath protects man’s friendship with God and provides the time essential for the development of that relationship. The Sabbath clarifies the relationship between God and the human family, for it points to God as Creator at a time when human beings would like to usurp God’s position in the universe.

In this age of materialism, the Sabbath points men and women to the spiritual and to the personal. The consequences for forgetting the Sabbath day to keep it holy are serious. It will lead to the distortion and eventual destruction of a person’s relationship with God.

When the Sabbath is kept, it is a witness to the rest that comes from trusting God alone as our sustainer, as the basis of our salvation, and as the ground of our hope in the future. As such, the Sabbath is a delight because we have entered God’s rest and have accepted the invitation to fellowship with Him.

When God asks us to remember the Sabbath day He does so because He wants us to remember Him.

### **Principles and Theology of Sabbath Observance**

#### 1. Nature and Purpose of the Sabbath.

The origin of the Sabbath lies in Creation when God rested from His work on the seventh day (Gen 1-3). The Sabbath has significance as a perpetual sign of the everlasting covenant between God and His people in order that they might know who it is that created them (Ex 31-17) and sanctifies them (Ex 31:13; Ezekiel 20:12), and that they might recognize Him as the Lord their God (Ezekiel 20:20).

#### 2. Uniqueness of the Sabbath.

The Sabbath is a special occasion for worshipping God as Creator and Redeemer and as the Lord of Life with whom the human family will be reunited at the Second Advent. The Sabbath commandment forms the centre of the moral law as the seal of God’s authority. Since it is a symbol of God’s love relationship with His earthly children, human beings are obliged to respect this gift in the sense that they will do everything in their power to promote and engage in activities that will help establish and enhance a lasting relationship with God. Thus His people will engage only in those activities that are directed toward God and their fellowmen and not in those that lean toward self-gratification or self-interest.

#### 3. Universality of the Sabbath.

The universality of the Sabbath is rooted in Creation. Thus its privileges and obligations are binding in all nations, sectors, or classes. (See Ex 20:11; 23:12; Dent 5:13; Isa 56:1-8.) Sabbath observance pertains to all members of the household including children and extends even “to the stranger that is within thy gates” (Ex 20:10).



4. Time Frame of the Sabbath. Biblical Data: The Sabbath starts at the end of the sixth day of the week and lasts one day, from evening to evening (Gen 1; Mark 1:32). This time coincides with the time of sunset. Wherever a clear delineation of the time of sunset is difficult to ascertain, the Sabbath keeper will begin the Sabbath at the end of the day as marked by the diminishing light.
5. The Sabbath as a sign of the Creator points to His ownership and authority. Meaningful Sabbath observance, therefore, indicates the acceptance of God as Creator and Owner and acknowledges His authority over all creation, including oneself. Sabbath observance is based on the authority of God's Word. There is no other logical reason for it.

### **Scripture References & Citations**

Colossians 3:17

**Resources:** RKJV other bible versions, dictionary, commentary, internet

### **Teaching and Learning Strategies**

This unit of work is based on the reasons for God regulating these attributes. These might be a bit difficult for students to immediately comprehend the concepts of these units of work so the teacher has to carefully plan and organise the teaching strategies of these concepts. The teacher has used an approach of learning where there is continuous interaction.

### **Suggested Lessons**

Lesson 1: Reasons for God regulating attributes in His Name

Lesson 2: Sabbath – A Safeguard of Our Relationship with God

Lesson 3: Principles and Theology of Sabbath observance

### **Resources:**

- [https://www.monergism.com/thethreshold/sdg/attributes\\_online.html](https://www.monergism.com/thethreshold/sdg/attributes_online.html)
- [https://gracegems.org/Pink/attributes\\_of\\_god22.htm](https://gracegems.org/Pink/attributes_of_god22.htm)
- <https://www.thegospelcoalition.org/essay/the-law-of-god/>

## STRAND 1: Biblical Principles and Values

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

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

**BENCHMARK: 9.1.2.4** Analyse God's expression of attitude and character towards the disobedience of the 3<sup>rd</sup> and 4<sup>th</sup> Commandments and His discipline for people.

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

- Examine and describe God's attitude and character towards the disobedience of the 3<sup>rd</sup> and 4<sup>th</sup> Commandments.

**TOPIC 4.1.** God's Attitude and Character Towards the Disobedience of The 3<sup>rd</sup> and 4<sup>th</sup> Commandments

#### Essential Questions

1. What are God's attitudes and characters towards people who disobeyed and used the Name of the LORD in vain?
2. What are God's attitudes and characters towards people who disobeyed and did other things on the day of Worship?

**Performance Standard: By the end of the topic, the students will be able to:**

- Explain God's attitude and character towards the disobedience of the 3<sup>rd</sup> and 4<sup>th</sup> Commandments.

**Performance Indicator: By the end of the topic, the students can:**

- List God's attitude and character towards the disobedience of the 3<sup>rd</sup> and 4<sup>th</sup> Commandments.

#### Essential Values, Attitudes, Skill and Knowledge

##### Values

- Respectfulness, reverence, holiness, righteous, accountability, trustworthiness, selflessness

##### Attitudes

- Acts of submission and willingness with love for God;
- Worshipping, praying and availing of self to God's will

##### Skill

- Relate, associate, link, connect, show relationships, identify, explain, describe, teach, share, minister

##### Knowledge

- God's attitude and character towards the disobedience of the 3<sup>rd</sup> and 4<sup>th</sup> Commandments

## Content Background

### What the Bible says about God's Law

The Ten Commandments (Exodus 20; Deuteronomy 5) are not laws devised by Moses and given only to Israel. They were binding before Moses' time, as well as during and after Jesus Christ's life. In fact, the Ten Commandments have been in full force and effect since creation. They are still binding on us today! They are not just "church rituals" or "good suggestions," but the very code of conduct of our God!

Those who do not want to submit to God quote verses that seem to say that faith has replaced the requirement of keeping God's law. They mention such verses as Romans 3:20, "Therefore by the deeds of the law no flesh will be justified in His sight"; Romans 7:6, "But now we have been delivered from the law . . . so that we should serve in the newness of spirit and not in the oldness of the letter"; and Romans 10:4, "For Christ is the end of the law for righteousness to everyone who believes." On their face, these scriptures *seem* to support their argument.

However, they will not quote balancing verses in the same book! Paul also says, or not the hearers of the law are just in the sight of God, but the doers of the law will be justified" (Romans 2:13), and "Therefore the law is holy, and the commandment holy and just and good. . . For we know that the law is spiritual" (Romans 7:12, 14). Invariably, they leave out Paul's emphatic statement in Romans 3:31: "Do we then make void the law through faith? Certainly not! On the contrary, we establish the law."

They will note that "the law is not of faith" (Galatians 3:12), but they generally avoid Romans 3:27, where Paul says that boasting about righteousness is excluded "by the law of faith." How can a "law . . . not of faith" at the same time be a "law of faith"?

### Scripture References & Citations

**RESOURCES:** RKJV other Bible versions, Dictionary, Commentary, internet

### Teaching and Learning Strategies

This unit of work is on God's attitude and character towards the disobedience of the 3<sup>rd</sup> and 4<sup>th</sup> Commandments. The teacher should plan and organise a research activity with an appropriate worksheet that enables students to access information easily.

The students will be put into groups to work on the research task.

### Suggested Lessons

Lesson 1: God's Law

Lesson 2: God's attitude and character towards the disobedience of the Commandments

### Resources:

- [https://www.monergism.com/thethreshold/sdg/attributes\\_online.html](https://www.monergism.com/thethreshold/sdg/attributes_online.html)
- [https://gracegems.org/Pink/attributes\\_of\\_god22.htm](https://gracegems.org/Pink/attributes_of_god22.htm)
- <https://www.thegospelcoalition.org/essay/the-law-of-god/>

## STRAND 1: Biblical Principles and Values

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

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

**BENCHMARK 9.1.2.4** Analyse God's expression of attitude and character towards the disobedience of the 3<sup>rd</sup> and 4<sup>th</sup> Commandments and His discipline for people.

#### Learning Objectives:

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

- Explore and explain the disciplines of disobedience to the Commandments 3 and 4.

**TOPIC 4.2.** Discipline of The Disobedience to the 3<sup>rd</sup> and 4<sup>th</sup> Commandments

#### Essential Questions

1. How did God discipline the people who used God's Name in vain?
2. How did God discipline the people who did not keep the Sabbath day of the LORD?

**Performance Standard: By the end of the topic, the students will be able to:**

- Explain God's disciplines for the disobediences of the Commandments 3 and 4.

**Performance Indicator: By the end of the topic, the students can:**

- Describe the consequences of disobedience to God.
- Describe the disciplines of breaking God's law.

#### Essential Values, Attitudes, Skill and Knowledge

##### Values

- Faithfulness, Respectfulness, reverence, holiness, righteous, accountability, trustworthiness, selflessness

##### Attitudes

- Acts of submission and willingness with love for God;
- Worshipping, praying and availing of self to God's will

##### Skill

- Discover, sightsee, identify, study, explore the scriptures about Sabbath, learn from other experiences, teach, share

##### Knowledge

- Discipline of the disobedience to the 3<sup>rd</sup> and 4<sup>th</sup> Commandments.

## Content Background

### What the Bible says about Disobedience, Consequences of Disobedience to God's Word

There is a desperate need for obedience to God's word among those ruling us in these turbulent times in the world.

In ancient history, what destroyed nations is sin – disobedience to God's word. It is arrogantly doing what God says not to do. Then when God keeps warning, sending His prophets and humans don't pay attention: then we rouse His anger, then the drastic consequences of sin emerge; sometimes it becomes extremely fatal. Empires will continue to rise and fall until the Lord Jesus comes to set up His everlasting kingdom. They will fall because of sin and disobedience against God's will.

#### Warning precedes destruction:

- The Scripture records an example:
- “The Lord spoke to Manasseh and his people, but they paid no attention. So the Lord brought against them the army commander of Assyria who took Manasseh a prisoner, put a hook on his nose, bound him with a bronze shackle, and took him to Babylon.”
- God is so good, so merciful and so compassionate. It has never been the will of God to destroy humans he created. The Scripture says: "it is not the will of God that we should perish." As the Pharisees in the Scripture asked Jesus why he was eating with sinners? Jesus replied: “He came not for the righteous, but sinners unto repentance." Those sinners of the world: black and white, red and yellow, all nationalities of the world, Jew and Gentile will drive Him to die on the cross for their sins.
- There will always be warnings and pleadings by God for humans to repent of their sins before He vents His anger for God hates sin. His Holy eyes cannot behold sin and iniquity.

#### Scripture References & Citations

Leviticus 26:14-46; Deuteronomy 28:15-Deuteronomy 28:20; Genesis 3:4; Romans 6:23; 2 Kings 20:2; 2 Chronicles 33

**Resources: RKJV other bible versions, dictionary, commentary, internet**

#### Teaching and Learning Strategies

This unit of work embraces the disciplines of disobedience to the commandments. The teacher needs to study the given bible texts and comprehend the information related to the concept of this unit of work.

In addition, the teacher should utilise a learning strategy that provides a student-centred learning and will eventually have students' presentations to the whole class.

#### Suggested Lessons

Lesson 1: What the Bible says about Disobedience,

Lesson 2: Consequences of Disobedience to God's Word

Lesson 3: disciplines of the disobedience to the commandments

#### Resources:

- <https://www.theonenessofgod.org/the-expressions-of-god>
- A Web Branch of: Truth Ministries Apostolic Faith Inc. ([www.tmafc.org](http://www.tmafc.org))



**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 analyse Christian identities and explain how they are constructed, represented, utilised, and regulated in different contexts and evaluate their characteristics.

**Benchmark: 9.2.1.1** Investigate and analyse how Christian identities are constructed and represented in different Christian community groups.

**Learning Objectives:** Students will be able to:

- Identify different Christian community groups and explain their different identities.

#### **Topic 1.1. Christian Community Groups**

##### **Essential Questions:**

1. What are the main features of Christian community groups?
2. How are they different?

**Performance Standard: By the end of the topic, the students will be able to:**

- Discuss different Christian community groups and explain their different identities.

**Performance Indicator: By the end of the topic, the students can:**

- Describe the main features of Christian community groups.
- List the differences between the types of Christian community groups.

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

##### **Values**

- Reflect Christian identities
- Support God like qualities

##### **Attitudes**

- Clarity - Being transparent and honest in all dealings displaying aspects of Christian identity
- Confidence - Being truthful and confident in showing Christian values and principles

##### **Skills**

- Explore Christian community group identities
- Examine functions of different Christian community groups

##### **Knowledge**

- Christian Community group's identities
- Godly image
- Functions of different Christian Community Groups



## Content Background

### What are Christian Community Groups?

In our communities there are many groups and organisations that are established by groups of people with common interest to support and help each other in many ways.

There are now some 20,000 of community organisations operating on a transnational basis, coordinating participants from around the globe in reducing hunger, curing disease, controlling AIDS, saving the environment, helping children to survive, and so on. The mushrooming of virtual communities also represents a contribution to relational politics. There are now almost five million users of the internet, a large proportion of which take part in small, loosely linked communities of meaning. Cutting across racial, ethnic, age, gender, geographical, and religious lines such communities enable dialogue on innumerable issues, both profound and personal.

The tradition of identity of living in a small distorted community should now be extended to accommodate:

#### 1. Collaborative Education

Community groups that work together with educationalists to help educate the community on Literacy, Finance or self-reliant courses that benefit them. Christian community groups work collaboratively, to educate communities spiritually, physically, economy and socially.

#### 2. Family Welfare

Christian community groups are interested in helping families to move away from who or what is defective, and to guide families to come to interpret life patterns as defective and what alternative forms of construction may enable relations to proceed more pleasantly. Family welfare, then, is not intent on locating evil and correcting it, but on coordinating meanings within relationships such that the evil is rendered obsolete. The counselling centres and churches work together to form healthy family relations.

#### 3. Community Focused Institute

Christian oriented institutes move outward into community work - not in the name of a specific political advocacy, but for purposes of crossing boundaries of divided discourse and value. Empowering individuals and strengthening their faith in God's word.

### Supporting Bible Texts

#### Ephesians 2:10 - KJV

##### 1 Timothy 6:1-3

Let as many servants as are under the yoke count their own masters worthy of all honour, that the name of God and [his] doctrine be not blasphemed. And they that have believing masters, let them not despise [them], because they are brethren; but rather do [them] service, because they are faithful and beloved, partakers of the benefit. These things teach and exhort. If any man teach otherwise, and consent not to wholesome words, [even] the words of our Lord Jesus Christ, and to the doctrine which is according to godliness; **( Please continue read verse "4" and be on)**

## 2 Timothy 3:10

But thou hast fully known my doctrine, manner of life, purpose, faith, longsuffering, charity, patience,

**Note:** Different Christian community groups have their own ways of systems that are in place and adapt to the Christian civic identities. All denominations in Christianity believe that Jesus is the Son of God and became the sacrificial Lamb of God. For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life - John 3:16. Christianity is divided into many different groups called denominations. The first Church was not an organisation, but Jesus' apostles and friends. He said in Matthew 18:19-20: "Again I say unto you, that if two of you shall agree on earth as touching anything that they shall ask, it shall be done for them of my Father which is in heaven, for where two or three are gathered together in my name, there am I in the midst of them."

### **Teaching and Learning strategies**

Teachers are encouraged to facilitate student centred learning activities to enable them to develop fundamental civic and Christian values, positive attitudes, apply knowledge and skills to solve problems. The teaching and learning strategies include hands-on practices, researching, guided discovery based on community group's identities and their influence.

### **Suggested Lessons**

Lesson 1: What are Christian Community Groups?

Lesson 2: Types of Christian Community Groups

### **Resources:**

- <https://medium.com/@danriveroutfitters/what-are-some-of-the-different-types-of-church-groups-86fbf6797b41>
- [https://en.wikipedia.org/wiki/List\\_of\\_Christian\\_denominations](https://en.wikipedia.org/wiki/List_of_Christian_denominations)
- <https://www.cliffsnotes.com/study-guides/sociology/religion/types-of-religious-organizations>

## STRAND: 2 Christian Identities and Civic Principles

### Unit 1: Christian Identities

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

**Benchmark: 9.2.1.2** Investigate the Christian values and principles underlying the e-construction or construction, and representation of community groups' Christian identities.

**Learning Objectives:** Students will be able to:

- Evaluate how different Christian community groups civic identities are constructed and represented.

**Topic 2.1.** Construction and representation of Christian Community Groups

#### Essential Questions:

1. What are their characteristics of Christian identities?
2. How are Christian Community groups constructed and represented in society?

**Performance Standard: By the end of the topic, the students will be able to:**

- Outline the Christian values and principles underlying the identities of Christian community groups constructed and represented.

**Performance Indicator: By the end of the topic, the students can:**

- List and describe the ways Christian values and principles underlying Christian community groups civic identities are constructed and represented.

### Essential, Values, Attitudes Skills and Knowledge

#### Values

- Reflect Christian identities and characteristics under different circumstances.
- Support and portray God like qualities

#### Attitudes

- Reflect Christian values and principles when confronted with conflicts/issues between Christian and non-Christian groups.
- Being cooperative, constructive, and portraying positive interaction between people.

#### Skills

- Explore Christian group identities and their characteristics.
- Evaluate how Christian groups are constructed and represented in society.

#### Knowledge

- Christian group identities
- Godly image
- The construction and representation of different Christian Community Groups

## Content Background

What is the group of Christians called?

**Groups** of denominations, often sharing broadly similar beliefs, practices, and historical ties—can be **known as** "branches of **Christianity**" or "denominational families" (e.g. Eastern or Western **Christianity** and their sub-branches). These "denominational families" are often imprecisely also **called** denominations.

Why are there different Christian groups?

These **groups** all branched out at **different** dates from the early Christianity founded by the followers of Jesus. The splits generally happened because they could not agree on certain beliefs or practices. The **groups** then divided into smaller **groups**. Each **group** that has its own **separate** name is a "denomination".

What are the six branches of Christianity?

**Christianity** is divided between Eastern and Western theology. In these two divisions there are **six branches**: Catholicism, Protestantism, Eastern Orthodoxy, Anglicanism, Oriental Orthodoxy, and Assyrians.

Christianity can be taxonomically divided into six main **groups**: The Church of the East, Oriental Orthodoxy, Eastern Orthodoxy, Roman Catholicism, Protestantism, and Restorationism. Protestantism includes many **groups** which do not share any ecclesiastical governance and have widely diverging beliefs and practices.

On the other hand, in regard to **Social identity** groups are usually defined by some physical, **social**, and mental characteristics of individuals.

**Examples of social identities** are race/ethnicity, gender, **social** class/ socioeconomic status, sexual orientation, (dis)abilities, and religion/religious beliefs.

How are religions connected to identity?

**Religion** can be a central part of one's **identity**. ... For some, a **religion's** theological beliefs and rituals of worship are central to their lives. Others are more drawn to a **religion's** community and culture than to its beliefs and rituals.

What do different Christian denominations believe? Examples of different Christian Denomination beliefs as the centre of one's identity.

### Basis for Doctrine

Christian denominations differ in what they use for the basis of their doctrines and beliefs. The biggest split is between Catholicism and the denominations that have roots in the Protestant Reformation.

## Creeds and Confessions

To understand what different Christian denominations believe, you can start with the ancient creeds and confessions, which spell out their major beliefs in a short summary. The Apostles' Creed and the Nicene Creed both date back to the fourth century.

## Inerrancy and Inspiration of Scripture

Christian denominations differ in how they view the authority of Scripture. The *Inspiration of Scripture* identifies the belief that God, by the power of the Holy Spirit, directed the writing of the Scriptures. The *Inerrancy of Scripture* means the Bible is without error or fault in all that it teaches, but only in its original handwritten manuscripts.

## The Trinity

The mysterious doctrine of the Trinity created divisions in the earliest days of Christianity and those differences remain in Christian denominations until this day.

## Nature of Christ

These seven Christian denominations all agree on the nature of Christ—that Jesus Christ is fully human and fully God. This doctrine, as spelled out in the Catechism of the Catholic Church, states: "He became truly man while remaining truly God. Jesus Christ is the true God and true man."

Other views regarding the nature of Christ were debated in the early church, with all being labelled as heresy.

## Resurrection of Christ

All seven denominations agree that the resurrection of Jesus Christ was a real event, historically verified. The Catechism of the Catholic Church says, "The mystery of Christ's resurrection is a real event, with manifestations that were historically verified, as the New Testament bears witness."

Belief in the resurrection means that Jesus Christ, after being crucified on the cross and buried in the tomb, rose to life from the dead. This doctrine is the cornerstone of Christian faith and the foundation of Christian hope. By rising from the dead, Jesus Christ fulfilled his own promise to do so and solidified the pledge he made to his followers that they too would be raised from the dead to experience eternal life (John 14:19).

## Salvation

Protestant Christian denominations are in general agreement regarding God's plan of salvation, but Roman Catholics take a different viewpoint.

## Original Sin

Original sin is another basic Christian doctrine accepted by all seven denominations as defined below:

**Atonement**

The doctrine of atonement deals with the removal or covering of sin in order to restore the relationship between humans and God. Learn what each denomination believes regarding atonement for sin:

**Angels**

These Christian denominations all believe in angels, who appear frequently in the bible. Here are some specific teachings:

**Satan and Demons**

Mainline Christian denominations generally believe that satan, the devil, and demons are all fallen angels. Here is what they say about these beliefs:

**13 Free Will vs Predestination**

Beliefs concerning human free will versus predestination have divided Christian denominations since the time of the Protestant Reformation.

**Eternal Security**

The doctrine of eternal security deals with the question: Can salvation be lost? Christian denominations have divided on this subject since the time of the protestant reformation.

**Faith vs Works**

The doctrinal question of whether salvation is by faith or by works has divided Christian denominations for centuries.

**Teaching and Learning strategies**

Teachers are encouraged to facilitate student centred learning activities to enable them to develop fundamental civic and Christian values, positive attitudes, apply knowledge and skills to solve problems. The teaching and learning strategies include hands-on practices, researching, guided discovery based on how the identities of different Christian community groups are constructed and represented.

**Suggested Lessons**

**Lesson 1:** Ways Christians constructing and representing their identities in communities

**Resources:**

- <https://www.britannica.com/topic/Christian-Identity>
- [https://en.wikipedia.org/wiki/List\\_of\\_Christian\\_denominations](https://en.wikipedia.org/wiki/List_of_Christian_denominations)
- <https://www.learnreligions.com/comparing-christian-denominations-beliefs-part-1-700537>

## STRAND: 2 Christian Identities and Civic Principles

### Unit 2: Civic Principles

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

**Benchmark: 9.2.2.1** Evaluate how Christian beliefs, values and principles shape the civic identities of different community groups.

**Learning Objectives:** Students will be able to;

- Explore the difference between civil principles and Christian principles, values and agendas.

### Topic 1.2. Christians shaping Civil groups

#### Essential Questions:

1. What are the different civil societies principles and values and civic principles, values and agendas?
2. How do Christian principles and values shape civic principles, values and agendas in various civil societies?
3. How do different civil societies uphold Christian and civic principles, values and agendas?

**Performance Standard: By the end of the topic, the students will be able to:**

- Explain the Christian beliefs, values and principles that shape the civic identities of different communities.

**Performance Indicator: By the end of the topic, the students can:**

- Identify and list the ways Christian beliefs, values and principles shape the civic identities of different Christian Community Groups.

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

##### Values

- Demonstrate Christian principles and values through advocacy activities.
- Godly and civic determination

##### Attitudes

- Confidence - Demonstrate confidence and trust in upholding Christian and civic principles, values and agendas.
- Clarity - Practice transparency and honesty for views/opinions and in the process of maintaining Christian and civic principles, values and agendas .
- Influential - Examine with care and empathy to deal with situations whilst upholding Christian and civic principles, values and agendas.

##### Skills

- Compare Christian and civic principles, values and agendas.
- Investigate Christian and civic agendas affecting/influencing their principles and values.
- Evaluate Christian and civic principles, values and agendas.

## Knowledge

- Different Civil Societies
- Christian Principles & values
- Civic principles
- Christian and civic agendas

## Content Background

### What are civil societies?

According to the World Bank: “Civil society ... refers to many groups and organisations like community groups, non-governmental organisations [NGOs], labour unions, indigenous groups, charitable organisations, faith-based organisations, professional associations, and foundations.”

### Role of civil societies

There are many groups of civil societies in our communities, districts, provinces, regions, countries and the world. These groups of civil societies have different values and principles to guide their roles and functions. These are mostly non-government organisations that provide services to serve people.

- Civil societies play an important role in the development dialogue as it provides opportunities to bring communities together for collective action, mobilising society to articulate demands and voice concerns at local, national, regional and international levels (AfDB, 2012, p. 10). Civil society groups also provide services such as education and healthcare.
- Debates about the role and value of civil society are likely to continue. However, it is important to remember the contribution that civil society makes to improving the lives of some of the world’s poorest people and advocating/campaigning for positive change around the world.
- Promote human rights issues in relation to employment conditions and welfare.
- Building citizenship with active engagement in community services in local districts, provinces and the country.
- Advocacy and awareness groups for environment conservation and protection.
- The table below shows some examples of civil societies, their civic duties with their mission and goals as common agendas. These are underpinned by civic principles and values that are directly related to Christian values and principles.
- Different civil societies in PNG are researched and identified and categorised into major common purposes and duties.
- The civic duties are briefly stated in bullet points in column three which can be further elaborated to give more meaning and clarity. The civic duties are performed with visions, missions and goals to achieve in the end.
- The fourth column indicates the mission, vision and goals that show the common agendas. These are the civic values and principles that influence the civic duties.
- The civic society’s principles and values can be compared and evaluated with Christian values and principles with reference to the biblical texts to show relationship.



Then it will be identified that the Christian values and principles do influence civic values and principles whilst performing civic roles.

**Table 1 showing civil societies, their duties and agendas.**

<b>Unit.1</b> How they are constructed and represented in societies(community)		<b>Unit.2</b> How they influence different societies	
<b>Categories of civic societies</b>	<b>Civil societies</b>	<b>Civic duties</b>	<b>Civic agendas, Values and principles (mission, goals)</b>
Faith Based	Christian Churches	<ul style="list-style-type: none"> <li>Promote Christian Values.</li> <li>Promote and share the word of GOD</li> </ul>	<ul style="list-style-type: none"> <li>Live as Christians according to biblical values; love, respect, humility, peace, trustworthy,</li> </ul>
	Church Health Services	<ul style="list-style-type: none"> <li>Provide healthcare for those in need of health services.</li> <li>Help save lives and promote good health services.</li> </ul>	<ul style="list-style-type: none"> <li>Give care, hope and save lives to those who need health services.</li> </ul>
	Church Education Services	<ul style="list-style-type: none"> <li>Provide good and better education for others to grow in knowledge and wisdom.</li> <li>Help manage and educate children to grow spiritually, socially, physically and intellectually.</li> </ul>	<ul style="list-style-type: none"> <li>Educate many to grow in knowledge and wisdom.</li> <li>Education is provided equally for all and everyone.</li> </ul>
	Christian Youths	<ul style="list-style-type: none"> <li>Build a young Christian community and strengthen their faith.</li> <li>Share GOD's message through youth activities such as music concerts, prayer gatherings and social games.</li> </ul>	<ul style="list-style-type: none"> <li>Building and strengthen Christian community</li> <li>Strengthen Christian faith and relationship with GOD.</li> </ul>
Workers unions (public & private )	Public Sector Workers Union (Government)	<ul style="list-style-type: none"> <li>Check to see government workers are paid well.</li> <li>Fight for working conditions like pay, accommodation and risks allowances while working.</li> </ul>	<ul style="list-style-type: none"> <li>Fair treatment of workers.</li> <li>Right to favourable conditions of work</li> </ul>
	Private Sector Workers Union (Company )	<ul style="list-style-type: none"> <li>Ensure workers are paid and looked after well by their employers.</li> </ul>	<ul style="list-style-type: none"> <li>Freedom of slavery.</li> <li>Right to work and paid for services provided.</li> </ul>

Youth groups	Community Youth Groups,	<ul style="list-style-type: none"> <li>• Work together in communities</li> <li>• Self -help employment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Working together and supporting each other</li> </ul>
Women's Group	PNG Council Women,	<ul style="list-style-type: none"> <li>• Promote women's rights and issues</li> <li>• Encourage and promote leaders</li> <li>• Promote self-help employment</li> </ul>	<ul style="list-style-type: none"> <li>• Equal rights and opportunities for all</li> <li>• Equal participation and respect for women and others.</li> </ul>
Health Awareness Group	HIV/AIDs awareness group	<ul style="list-style-type: none"> <li>• Create awareness on health issues</li> <li>• Create awareness and provide health care for those affected by HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Help and care for those who need it.</li> <li>• Counsel and give hope for a better life.</li> </ul>
	Anglicare PNG,	<ul style="list-style-type: none"> <li>• Make awareness, educating, counselling and testing those who are infected with HIV/AIDS</li> <li>• Offer care, support and treatment of those infected and affected due to stigma and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Love and care for those infected with HIV/AIDS.</li> <li>• Counsel and give hope in life to those who are infected and affected.</li> </ul>
Disaster and Emergency	PNG Red Cross society	<ul style="list-style-type: none"> <li>• Non-profit organisation.</li> <li>• Collect blood to help sick people who need blood.</li> <li>• Disaster relief- help people during disasters and emergencies.</li> <li>• Save and prevent loss of lives in disasters and emergencies.</li> <li>• Help and save lives of those who are affected in war.</li> <li>• Look after and educate people in poor communities</li> </ul>	<ul style="list-style-type: none"> <li>• . Red Cross principles;</li> <li>• Humanity, impartiality, voluntary services, unity, universality</li> </ul>
	St John Ambulance,	<ul style="list-style-type: none"> <li>• Non-profit organisation</li> <li>• Provide first aid assistance to people who are in danger, suffer in distress and sickness.</li> <li>• Provide an effective ambulance system.</li> <li>• Provide easy and equitable access to the health system.</li> </ul>	<ul style="list-style-type: none"> <li>• Serve humanity and build resilient communities, through relief and prevention sickness, distress, suffering and danger.</li> </ul>

PNG Scouts	PNG boy's scouts and girl guides.	<ul style="list-style-type: none"> <li>• Develop young people in achieving their physical, social, spiritual and intellectual potentials as individuals.</li> <li>• Develop individuals as responsible citizens.</li> <li>• Educational character formation of an individual</li> </ul>	<ul style="list-style-type: none"> <li>• Duty to GOD – spiritual principles - loyalty</li> <li>• Duty to others – promotion of peace, cooperation, understanding and respect for the dignity of fellow humans.</li> <li>• Duty to self -</li> </ul>
Social Welfare Services	Callan Service for Disabled	<ul style="list-style-type: none"> <li>• Identify children and youth with visual and hearing impairment and assist for medical support.</li> <li>• Help care and educate children with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Love, care and educate children who are disabled with visual and hearing.</li> <li>• Help to educate and find hope in life.</li> </ul>
	Cheshire PNG	<ul style="list-style-type: none"> <li>• Non-government organisation</li> <li>• Services providers of children and people with disability and those at risk of developing disability.</li> <li>• Love and care for those children and people with disabilities.</li> <li>• Make a positive difference in the lives of children and people living with disabilities by creating opportunities for social inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Mission - Empower persons with disability for an inclusive and productive community.</li> <li>• Values – accountability; being responsible for our actions and transactions, Professionalism; providing quality services based on ethics; Commitment; determination and trust.</li> </ul>

### Supporting Bible Texts

#### Acts 2:44

And all that believed were together, and had all things common;

#### Acts 4:34-35

Neither was there any among them that lacked: for as many as were possessors of lands or houses sold them, and brought the prices of the things that were sold, And laid them down at the apostles' feet: and distribution was made unto every man according as he had need.

#### Joshua 24:15

And if it seems evil unto you to serve the LORD, choose you this day whom ye will serve; whether the gods which your fathers served that were on the other side of the flood, or the gods of the Amorites, in whose land ye dwell: but as for me and my house, we will serve the LORD.

**Genesis 35:2**

Then Jacob said unto his household, and to all that were with him, put away the strange gods that are among you, and be clean, and change your garments:

**Note:** let's not forget what happened in the earlier Church! Now the Apostles and the Believers came together as a Community and to participate in one common thing, according to the leading of the Holy Spirit. They found their identities as one and Common in the Lord. The impact on Christian beliefs, values, and principles in the formation of civil society groups' civic identities in the community, community maintain, build and uphold the identities.

The challenged of the Lord proceeded through His servant Joshua, to the 12 tribes of Israel to uphold the Ethics of their True God and even the Jacob said "Then Jacob said unto his household, and to all that were with him, put away the strange gods that are among you, and be clean, and change your garments:" it is to keep the real Christian Identities.

**Teaching and Learning strategies**

Teachers are encouraged to facilitate student centred learning activities to enable them to develop fundamental civic and Christian values, positive attitudes, apply knowledge and skills to solve problems. The teaching and learning strategies include hands-on practices, researching, guided discovery to help students understand the role of civil society.

**Suggested Lessons**

Lesson 1: Ways Christians shape the civic identities community groups

**Resources:**

- <https://www.modernreformation.org/resources/essays/part-1-christianity-as-civil-society-s-adornment>
- <http://assets.press.princeton.edu/chapters/s8572.pdf>
- <https://www.eauk.org/news-and-views/civil-society-and-the-church-have-your-say>

## STRAND: 2 Christian Civic Identities and Principles

### Unit 2: Civic Principles

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

**Benchmark 9.2.2.2** Investigate and explain how Christian principles and values influence civic principles, values and agenda of different civil societies.

**Learning Objectives:** Students will be able to;

- Explore the formation of different civil society groups
- Evaluate the civil society group's civic and Christian principles, values and agendas

**Topic 2.1.** Christians influencing different civil societies

#### Essential Questions:

1. What are the practices of different civil society group's civic and Christian principles, values and agendas?
2. How do their civic and Christian principles impact the community?

**Performance Standard: By the end of the topic, the students will be able to:**

- Explain how the Christian principles and values influence civic principles, values and agenda of different civil societies.

**Performance Indicator: By the end of the topic, the students can:**

- List and describe the influences of Christian principles, values on civic principles, values and agenda in different civil societies.

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

##### Values

- Showing consideration

##### Attitudes

- Being appreciative and considerate

##### Skills

- Exploring and evaluating civil society groups' civic and Christian principles, values and agendas.

##### Knowledge

- Civil society groups' civic and Christian principles, values and agendas

## Content Background

What is the important role of civil society in the development of society?

They are an **important** source of information for both citizens and government. They monitor government policies and actions and hold the government accountable. They engage in advocacy and offer alternative policies for government, the private sector, and other institutions

What is the role of civil society in development?

**Civil society** fulfils its socialisation **function** by providing citizens with opportunities to form and seek membership in organisations that work for their interests. The formation of these organisations engenders a stronger associational life which in turn fosters social cohesion and inclusion

What are the important elements of civil society and their roles?

**Civil society** is based on individuals' freedom of choice. People organise activities and services for themselves according to **their** own hopes and needs. **Civil society** is characterised by participation and doing. Central features of activity are spontaneity and activeness, autonomy and voluntariness

What is the positive impact of civil society?

Empowering communities. **Civil society** organisations give voice to the disorganised, voiceless segments of **society**. They raise awareness of social issues and advocate for change, empowering local communities to develop new programs to meet their own needs. Ensuring good governance.

What is a civil society and what is its role and significance today?

It is the sphere of active citizenship, in which individuals take up social issues, try to influence the state or make a demand on it, pursue their collective interests or seek support for a variety of causes. Institutions like political parties, media, trade unions, NGOs, religious movements, etc.

Civil society is an essential building block of development and national cohesion. In a country blessed with peace and stability, civil society fills the space untouched by the government and the private sector. In a fragile and conflict-ridden country, it plays an even more important role of providing services normally the responsibility of the state and business and can lay the foundation for reconciliation.

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

## **The essential characteristics of civil society**

Civil society is based on individuals' freedom of choice. People organise activities and services for themselves according to their own hopes and needs.

Civil society is characterised by participation and doing. Central features of activity are spontaneity and activeness, autonomy and voluntariness. In civil society, laymanship and professionalism work side by side for the common goal.

The essence of civil society is, thus, different from the two other main sectors of society, public and private. The public sector is characterised by the concepts of power, authority, legitimacy and democracy, whereas concepts typical of the private sector are markets, competition, profits, customership and consumerism.

### **Freedom of choice**

Civil society is based on an individual's freedom of choice. In the public and the private sectors, there is no voluntary work, but for the civil society, voluntariness is a central characteristic and strength. The willingness to help and to use one's free time in a productive manner motivates citizens to participate in voluntary activities.

In civil society, citizens organise activities and services for themselves and other people out of their own hopes and premises. Fundamentally, civil society has no requirements from the outside, as is the case with the private sector.

### **Freedom from profit making**

Civil society is able to adjust to the hopes, needs and desires of people as well as the changes of the surrounding environment. The lack of official duties and responsibilities eases adjustment and makes room for reactions. Neither can the heavy investments or the profit responsibilities of shareholders dictate the activities of civil society. There is room for creativity and new innovations.

*There is room for creativity and new innovations.*

Many ways of action have in fact emerged in the sphere of civil society and have consequently become general working practices or responsibilities of the public sector. In Finland, civil society has also had a role in patching up the gaps between the public and private sector. Ultimately the actors of civil society can decide for themselves whether to act, to what end, and how.

### **Freedom from administrative regulations**

In civil society, activities are provided and services produced for members and customers in a non-profit making ethos. One ideological cornerstone of civil society is the charitable nature of its activities.

The actors of civil society decide for themselves what kind of activities they engage in, although the financiers have begun to participate in the defining process more in the last decades. Project and targeted funding have become more popular, and outsourcing services have increased.

*One ideological cornerstone is the charitable nature of activities.*

These developments have tightened the grip of the public administration and financial quarters on civil society, and thus the traditional autonomy and independence of civil society have narrowed.

The government has regulated the operations of Finnish civil society in a reasonable manner. Organisations have received their funding as general grants, which has left room for their own deliberation and decision-making power.

Also non-formal adult education has been moderately regulated. In the last few years, however, there has been a change in this practice. Project specific grants have increased, and the authorities have more control over the sphere of non-formal adult education. Despite all this, autonomy remains as an essential characteristic of civil society.

### **Laypersons and professionals join forces**

Another special feature of civil society is in the combination of laypersons and professionals. The peer support of those with similar life experiences forms an important part of the activities in organisations.

The know-how of the members and volunteers is at use alongside the know-how of paid professionals. The soft and hard knowledge, the empirical and professional knowledge complement one another. Laypersons and professionals, voluntariness and paid work coexist in civil society.

### **Action at a local and grassroots level**

Civil society operates in a communal context. The activity can take place in status-based, operational, or mental (symbolic) communities. The erosion of the traditional communality which was based on qualities such as status and descent, has not served to diminish the communal essence of civil society, because a new kind of symbolic communality has emerged alongside the status-based communality.

Most of the activities of civil society take place locally and at grass roots. Locality characterises civil society, not only its activities but its essence, too.

### **Chance to make a difference**

In civil society, people are at the same time actors and objects of the action. The members use decision-making power in defining the domain of civil society. Civil society is not stamped by customership or consumerism.

Participation offers the opportunity and ability to have an influence. Ethics and solidarity are an important aspect of civil society, although the goodness of civil society should not be overemphasised. Like in any human activity, problems exist in civil society, too. Nevertheless, the starting point is the equality between individuals and the goal is the public good.



## Substance and quality to people's lives

The spontaneity and activeness of citizens stem first and foremost from the willingness to participate and act. People are motivated by an interest in some subject matter. The willingness to participate, to take part and to obtain experiences brings substance to people's lives.

Spontaneous activity acts as a good counterbalance to work and brings variety to one's life. Through participation a person can make new friends and break the circle of loneliness. The desire to learn but also to help others encourages many people to be active and participate in the activities of civil society.

## Civil society infuses prevailing wisdom into the community

Civil society is the ecosystem that influences social change outside of the family, market or government. Often referred to as the space where we act for the common good, civil society aims to connect poor or marginalised people with groups that can mobilise support to help.

Examples of civil society organisations include:

- Churches and other faith-based organisations
- Online groups and social media communities
- Nongovernmental organisations (NGOs) and other nonprofits
- Unions and other collective-bargaining groups
- Innovators, entrepreneurs and activists
- Cooperatives and collectives
- Grassroots organisations

At various points throughout history, civil society has taken on the role of leading great movements of change, including civil rights, gender equality and other parity movements. Civil society is at its best when people at all levels of society adopt an idea. Over time, this fosters changes in power structures and infuses the new prevailing wisdom into family, society, courts and businesses.

## The role of civil society

Societies are always changing. They're shaped by world events, struggles, and creative, technological and economic advances. Civil society provides a way to engage productively in this process—to keep tabs on new developments and partner with other organisations working for the common good.

Some of the most critical jobs involve:

- **Social accountability.** Hold corporations, faith-based and other organisations accountable for their actions (or inactions). Social accountability prizes transparency and honesty and makes sure everyone — from government officials to local school children — follows the same rules.

- **Empowering communities.** Civil society organisations give voice to the disorganised, voiceless segments of society. They raise awareness of social issues and advocate for change, empowering local communities to develop new programs to meet their own needs.
- **Ensuring good governance.** Civil society works hand-in-hand with the government, striving to develop policy and implement new strategies. Beyond that, civil society builds so-called social capital by providing a way for participants to build relationships and make connections based on their values, behaviours and beliefs.

### Getting involved in civil society

Civil society organisations have a long history of advocating for social change. There are many ways to get involved in social change efforts. Think about ways that you or your organisation may become an:

- **Expert.** Study, research and develop deep knowledge in a field you care about. Experts can be either single people, groups or entire organisations, and in those capacities they straddle work across fields—serving as research councils, consultants and members of think tanks. In addition to providing knowledge, they may train, advocate for education, teach or build new communication networks in their areas of expertise.
- **Ambassador.** An ambassador is a liaison to the people, functioning as a voice for under-represented communities. Like experts, ambassadors can be either single people or large groups connected by a shared purpose. They often take on the role of delivering services and aren't afraid to get their hands dirty working on huge social issues such as disaster management, security or hunger.
- **Innovator.** Innovators trust their instincts. They are energised by the idea of developing new solutions to intractable social issues. Part of their role is to serve as society's idea incubator, keeping faith for causes that may take a long time to resolve. Innovators may work on practical solutions (such as a new way of working) or they may devote their creative energy to technology (such as creating a new social media platform).

### Teaching and Learning strategies

Teachers are encouraged to facilitate student centred learning activities to enable them to develop fundamental civic and Christian values, positive attitudes, apply knowledge and skills to solve problems. The teaching and learning strategies may include case studies, conducting practical activities, researching, or enquiry based approach to help students understand the impact in the formation of civil society groups.

## Suggested Lessons

Lesson 1: Civil society and its essential characteristics

Lesson 2: The role of civil society

### Resources:

- <https://www.brookings.edu/blog/up-front/2020/04/06/civil-society-an-essential-ingredient-of-development/>
- <https://www.linkedin.com/pulse/christianity-nation-building-emmanuel-jesuyon-dansu>
- <https://newsroom.churchofjesuschrist.org/article/civil-society-church>
- <https://faithineurope.org.uk/2012/10/01/civil-society-and-christian-social-thought/>
- <http://assets.press.princeton.edu/chapters/s8572.pdf>



**Strand  
3**

**Christian Citizenship  
and Society**



## STRAND 3: Christian Citizenship and Society

### Unit 1: Christian Citizenship

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

**Benchmark: 9.3.1.1.** Identify and explain the roles and functions of different Christian civil human rights organisations.

**Learning Objectives:** The students will be able to;

- Identify the roles and functions of Christian and civil human rights organisations.
- Discuss how Christian and civil human rights organisations can support and promote the rights of citizens

**Topic 1.1.** Roles and functions of Christian and civil human rights organisations

#### Essential Question

1. What are the roles and functions of Christian and civil human rights organisations?
2. How can Christian and civil human rights organisations support and promote the rights of citizens?

**Performance Standard: By the end of the topic, the students will be able to:**

- Examine the roles and functions of Christian and civil human rights organisations.

**Performance Indicator: By the end of the topic, the students can:**

- List and describe the roles and functions of Christian and civil human rights organisations.
- List the Christian and civil human rights organisations that support and promote the rights of citizens

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

##### Values

- dignity, fairness, equality,

##### Attitudes

- Appreciate roles of members
- Being responsible
- Being respectful
- Skills
- Identify and explain the roles and functions of civil human rights organisations.

##### Knowledge

- Roles and functions of Christian and civil human rights organisations
- Christian and civil human rights organisations
- Strategies to support and promote the rights of citizens

## Content Background

### The roles and functions of the Christians

The book of 1 Peter was written by the Apostle Peter to the Christians who had been spread around the world due to persecution. Though they had all suffered great persecution, as had Peter, he encouraged them to live godly before men so that they could see God revealed in their lives (1 Peter 2:12).

In **verse 17 of 1 Peter 2** we are given a succinct description of what a **Christian's role in society** is to be. There are many other points that Peter makes in this book and chapter, but these 4 roles sum up nicely how we are to relate to those around us.

**1 Peter 2:17 “Honour all men. Love the brotherhood. Fear God. Honour the king.”**

### Teaching Strategies and Learning Strategies

Types of strategies used will depend on the type of teaching and learning styles. Listed below are some of the many you can use.

- Use field trips or excursions
- Invite an expert or civic society representative to give a talk on how CSO's promote and support Human Rights
- Use multimedia to present research findings.
- Use the library to read and research
- Concept mapping
- The students can be organised to;
- Observe and creatively report on an excursion or a field trip.
- Video review
- Participate with CSO's that promote Human Rights
- Book review
- Audio review
- Debates
- Oral presentations

### Suggested Lessons:

Lesson 1: Roles of Christian and civil human rights organisations.

Lesson 2: Functions of Christian and civil human rights organisations.

### Resources

- [https://opseu.org/wp-content/uploads/2018/12/30\\_basic\\_human\\_rights\\_list\\_english.pdf](https://opseu.org/wp-content/uploads/2018/12/30_basic_human_rights_list_english.pdf)
- <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- <https://www.equalityhumanrights.com/en/what-are-human-rights/what-universal-declaration-human-rights>
- [https://www.theadvocatesforhumanrights.org/human\\_rights\\_basics](https://www.theadvocatesforhumanrights.org/human_rights_basics)

## STRAND 3: Christian Citizenship and Society

### Unit 1: Christian Citizenship

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

**Benchmark: 9.3.1.2.** Analyse the Christian values and principles leveraged by Christians and civic organisations to promote and safeguard the rights of the marginalised, under represented and oppressed people.

**Learning Objectives:** The students will be able to:

- Examine and explain the types of Christian values and principles that influence the Christians and civic organisations to promote and safeguard the rights of marginalised, under represented and oppressed people.
- Identify ways to promote and protect the rights of the marginalised, under represented and oppressed people.

#### Related Bible Texts:

**Topic 2.1.** The rights of the marginalised, under represented and oppressed people

#### Essential Questions

1. What are the common Christian values and principles that Christian and civic organisations promote and safeguard marginalised, under represented and oppressed people?
2. In what ways can you promote and protect the rights of marginalised, under-represented and oppressed people?

**Performance Standard:** By the end of the topic, the students will be able to:

#### Performance Indicator: By the end of the topic, the students can:

- Identify and describe the types of Christian values and principles that influence the Christian and civic organisations to promote and safeguard the rights of marginalised, under represented and oppressed people.
- List and discuss the ways that promote and protect the rights of the marginalised, under represented and oppressed people.

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

##### Values

- Love, care, forgiving, compassion, justice, peace, respect, honesty, service, thankfulness, wisdom, kindness.

##### Attitudes

- Considerate, respectful, caring, forgiving, loving, honesty, kindness

##### Skills

- Researching of the Christian values and principles,
- Analyse the Christian values and principles to help marginalised, under represented and oppressed people

##### Knowledge

- Marginalised, under represented and oppressed people
- Common Christian values and principles



## Content Background

What are human beings that you think about them; what are human beings that you pay attention to? You've made them only slightly less than divine, crowning them with glory and grandeur. – Psalm 8: 4 – 5.

Human rights are what make us human. They are the principles by which we create the sacred home for human dignity. Human rights are what reason requires and conscience commands – Kofi Annan, United Nations Secretary- General.

In an age of globalisation, the recognition of human dignity and the struggle to protect human rights has become even more complex and challenging. While protection for human rights are increasingly enacted by governments and international bodies like the United Nations, grave threats to and gross violations of human rights are also on the rise.

Our Christian tradition shows us an alternative to globalisation. It is a “counter-globalisation” that empowers God’s people to “do justice, embrace faithful love, and walk humbly with your God (Micah6: 8b). What must be globalised is a culture of peace that institutes peace with justice in ways that are visible and tangible in the lives of peoples and communities. We are challenged to a globalised ethos that respects and protects human life with human rights so that all “could have life – indeed, Live life to the fullest; (John 10:10b) as God intends.

Human dignity is the foundation of all human rights. It is inherent and inborn. We do not legislate human dignity; we only need to recognise and affirm each human being who bears it. Human dignity is the sum total of all human rights. We protect human dignity with human rights. Human rights are the building blocks of human dignity. They are indivisible and interdependent. It is God’s gift of love for everyone. Human rights, being the expression of the wholeness and fullness of human dignity, are indivisible and interdependent.

Human rights, expressed in affirmation and declarations, treaties and conventions, laws and statues, are products of struggles to affirm and full the wholeness and fullness of life. As peoples and governments increase the catalogue of rights that are recognised and protected, protections not only increase, but so do our approximation of and striving for human dignity. To be engaged in the human rights struggle is to accept God’s gift of love in Jesus Christ who has come to affirm all God’s people as they are: as individuals and people in community together.

But human rights do not affect humanity alone. The integrity of God’s creation is possible only with the affirmation of both the dignity of all persons and the integrity of the whole ecological order.

Human dignity is the common bond that affirms the individuality of each human being while celebrating the plurality and variety of communities to which each belongs, including the diverse social economic, civic, political, religious, ideological, racial, class, gender, and ethnic identities each represents.

## Teaching Strategies and Learning Strategies

The following can be use as teaching strategies to teach this topic;

- Use field trips or excursions
- Invite an expert or civic society representative to give a talk on how CSO's promote and support Human Rights
- Use multimedia to present research findings.
- Use the library to read and research
- Concept mapping
- The students can be guides to participate in the below activities with prepared worksheets;
- Observe and creatively report on an excursion or a field trip.
- Video review
- Participate with CSO's that promote Human Rights
- Book review
- Audio review
- Debates
- Oral presentations

### Suggested Lessons:

**Lesson 1:** Christians promoting rights of marginalised people civic organisations

**Lesson 2:** Christians promoting rights of underrepresented people civic organisations

**Lesson 3:** Christians promoting rights of oppressed people civic organisations

### Resources:

- [https://opseu.org/wp-content/uploads/2018/12/30\\_basic\\_human\\_rights\\_list\\_english.pdf](https://opseu.org/wp-content/uploads/2018/12/30_basic_human_rights_list_english.pdf)
- <https://www.equalityhumanrights.com/en/human-rights/what-are-human-rights>
- <https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-16-30.html>
- <https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>

## STRAND 3: Christian Citizenship

### 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: 9.3.2.1.** Evaluate the roles and responsibilities of Christian citizens in building and sustaining Socialist Societies.

**Learning Objectives:** Students will be able to:

- Analyse the roles and responsibilities of Christian citizens in building socialist societies.
- Investigate the roles and responsibilities of Christian citizens in sustaining socialist societies.

**Bible Text:** (Luke 6:3-11)

**Topic 1.1.** Roles and responsibilities of Christian citizens in building socialist societies and sustaining socialist societies

#### Essential Questions

1. What are the roles and responsibilities of Christians in socialist societies?
2. How can Christians and the churches contribute to sustaining socialist societies?

**Performance Standard: By the end of the topic, the students will be able to:**

- Ascertain the roles and responsibilities of Christian citizens in building and sustaining Socialist Societies.

**Performance Indicator: By the end of the topic, the students can:**

- Describe the roles and responsibilities of Christian citizens in building socialist societies.
- List the roles and responsibilities of Christian citizens in sustaining socialist societies.

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

##### Values

- Appreciate the roles and responsibilities of Christian citizens in building socialist societies.
- Appreciate the importance of the roles of Christian citizens in sustaining socialist societies.

##### Attitudes

- Being cooperative, show eagerness to learn about the roles and responsibilities of Christian Citizens building socialist societies.

##### Skills

- Research and identify the pros and cons of socialist societies.

##### Knowledge

- Roles and responsibilities of Christian citizens in building socialist societies.
- Roles and responsibilities of Christian citizens in sustaining socialist societies.

## Content Background

Socialism is practical Christianity and it on the basis of the following Bible texts and key concepts:

Brotherhood (Mathew 23:8; Mathew 7:12; Luke 3:11; Luke 6:30; Luke 6:38); Equality; Justice; Being for people and against their oppressors, ( Luke 4:18); Opposition to the greedy rich (Luke 6:24; Mathew 6:24; Matthew 19:23); Christian concern for social problems; A solution; An end to capital injustice; People own their own country & resources; Does not mean what its enemies say it does; Is coming with your help to bring Christianity in the contemporary world. The duty of introspection, devotion, diligence and the duty of moderation come at play in the context of Christianity in a Socialist society.

## Teaching and Learning Strategies

This unit of work focuses on the roles and responsibilities of Christian citizens to sustain socialist societies. These are communist societies in which the concept requires the students to explore the appropriate information about these concepts.

Although there are various teaching and learning strategies, the teacher has used the one that provides a student-centred learning and will eventually have students' presentations at the end of the topic.

The learning strategies should focus on students working together and learning together. This will work out better if there were proper prior planning and adequate directions for the students to accomplish their tasks.

## Suggested Lessons:

**Lesson 1:** Christian citizens' roles and responsibilities in building socialist societies

**Lesson 2:** Christian citizens' roles and responsibilities in sustaining socialist societies

## Resources:

- Kimberly Amadeo (2020) Socialism and Its Characteristics: Pros, Cons, Examples, and Types. Available at <https://www.thebalance.com/socialism-types-pros-cons-examples-3305592>
- Sabry M. I (2017). The Development of Socialism, Social democracy and Communism: Historical, Political and Socio-Economic Perspectives. Emerald Publishing, UK.

## **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 9.3.2.2.** Examine the level of influence and participation of Christian organisations in different socialist systems.

#### **Learning Objectives: Students will be able to:**

- Assess the level of influence of Christian organisations in different socialist systems.
- Analyse the level of participation of Christian organisations in different socialist systems.

**Bible Text:** (Psalm 34:8-9)

**Topic 2.1.** Influence and participation level of Christian organisations in socialist systems

#### **Essential Questions**

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

**Performance Standard: By the end of the topic, the students will be able to:**

- Assess the level of influence and participation of Christian organisations in different socialist systems.

**Performance Indicator: By the end of the topic, the students can:**

- Describe the level of influence of Christian organisations in different socialist systems.
- List the level of participation of Christian organisations in different socialist systems.

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

##### **Values**

- Appreciate with interest the Level of participation of Christian organisations in different socialist systems.

##### **Attitudes**

- Demonstrate the eagerness to learn the level of influence and participation of Christian organisations in different socialist systems.

##### **Skills**

- Research and discuss the impact of Christianity and socialism in society.

##### **Knowledge**

- Influence and participation level of Christian organisations in socialist society

## Content Background

Christianity and teachings of the Gospel have risen and will continue to rise and influence the lives of many around the world. In a socialist society the character of the political and the economic system influences the roles of the churches. However there is no reason to believe that the activities of the churches and religious groups will cease to exist in the contemporary world. The socialist societies will continue to improve their economies and intensify their political life with a view to ensuring an efficient socialist society.

With few exceptions, in all modern societies Christians are called upon in the name of the common good to cooperate closely with non-believers. They may accept or refuse cooperation, depending on the circumstances, without causing serious consequences or problems of conscience. Christianity in a socialist society is not just collaboration in events or occasions but of becoming involved in the life of a new society, in the construction of peace and socio-economic prosperity consistent with the teaching of the Bible.

Christian NGOs are active in virtually every country in the world. While Jewish and Islamic NGOs primarily serve members of their own religious communities, Christian organisations tend to have a more global outreach: to assist those in need regardless of their religious affiliation. Within the world of Christian organisations, there are sharp differences between those – primarily with Catholic and mainstream Protestant traditions – which separate assistance and evangelization and those which, as primarily evangelical groups, see their humanitarian work as an integral part of their missionary activities.

While studies can be done to investigate the distribution of Christians around the world there are indications of the rapid growth of Christianity in the developing countries of the “Global South ” – especially Africa, Asia and Latin America. According to Serby (2017) more than 1.3 billion Christians live in the Global South (61%), compared with about 860 million in the Global North (39%). These figures will continue to change and increase as the work of Christianity continues to spread across the Globe.

## Teaching and Learning Strategies

This unit of work may be taught as a new concept to the students. It comes in two main contents which are mostly new to students. This should encourage students to explore options from certain websites which have information on the level of influence and participation of Christian organisations in different socialist systems.

The students should be directed on how to approach this with a clear detailed outline worksheet that should be drawn up by the teacher.

Covering this topic, students should be encouraged to work in groups as they are most likely to be assisting each other in the process and learning together.

**Suggested Lessons:**

- Lesson 1: Christian organisations level of influence in different socialist systems.
- Lesson 2: Christian organisations level of participation in different socialist systems

**Resources:**

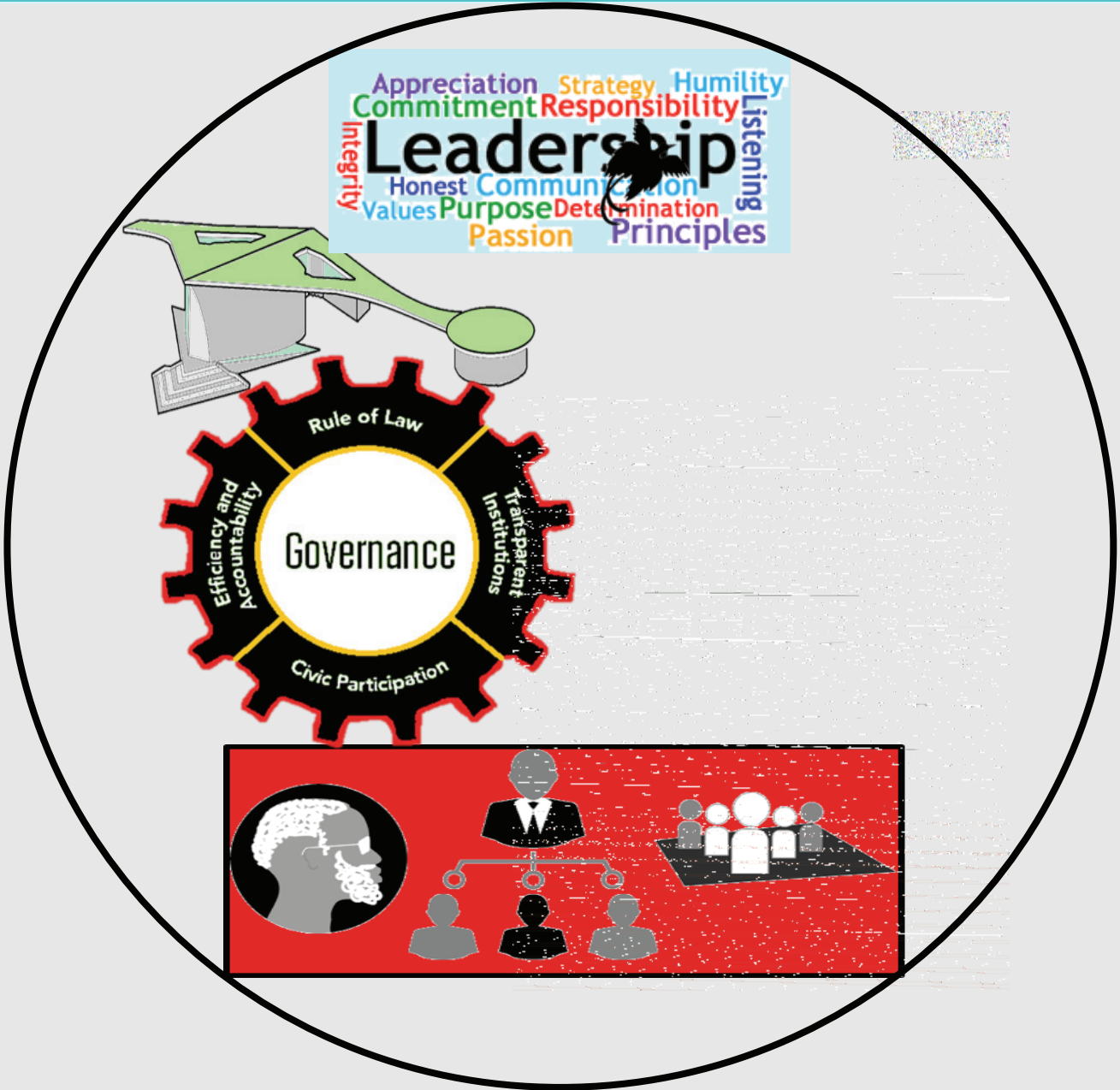
- Kimberly Amadeo (2020) Socialism and Its Characteristics: Pros, Cons, Examples, and Types. Available at <https://www.thebalance.com/socialism-types-pros-cons-examples-3305592>
- Sabry M. I (2017). The Development of Socialism, Social democracy and Communism: Historical, Political and Socio-economic Perspectives. Emerald Publishing, UK.





# Strand 4

## Christian Leadership and Governance



## STRAND 4: Christian Leadership and Governance

### Unit 1: Christian Leadership

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

**Benchmark 9.4.1.1** Investigate and explain the essence of Steward Leadership and relate it to the behaviours and practices of leaders in different contexts.

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

- Conduct a research into the essence of Steward Leadership style and present a report.
- Select a leader at the school or National Level and identify the positive and negative behaviours and practices.
- Relate the behaviours and practices of that school or National leader to Steward Leadership style.

**Bible Text:** 1 Corinthians 4:2 and Genesis 2:26 and 28

**Topic 1.1.** Essence of Steward Leadership

**Essential Questions:**

1. What are the essences of Steward Leadership?
2. What are the behaviours and practices of Steward Leadership that relate to leaders in different contexts?

**Performance Standard: By the end of the topic, the students will be able to:**

- Explain the essence of Steward Leadership and the behaviours and practices of leaders in different contexts.

**Performance Indicator: By the end of the topic, the students can:**

- Plan and develop charts, pamphlets, posters, dramas and role-plays with the Steward Leadership style to improve the negative behaviours and practices of leaders in the school and conduct awareness in the school.

**Essential Values, Attitudes, Skills Knowledge**

**Values**

- Love, kindness, generosity, common good, self-discipline & Integrity

**Attitudes**

- Appreciate and concern, participatory, positive, empathetic

**Skills**

- Investigate and explain

**Knowledge**

- Essence of Steward Leadership in relation to behaviours and practices of leaders in different context.

## Content Background

### What are the essences of Steward Leadership?

The Steward Leadership came into use in 1987 by Dr. Robert Clinton, and functions as a more complete model for biblical leadership. From the beginning, God gave man the task of “having dominion” over the earth (Gen 1:26) God tasked Adam and Eve with the duty of caring for His creation. Man has the innate responsibility of managing what has been given by God. A steward may obtain the right of managing his or her owner’s possession with accountability, loyalty and transparency. The steward accomplishes tasks and assists the others to gain more responsibility and authority to make decisions concerning the belongings of the owner

The New Testament also expounds on the idea of Steward Leadership. In Matthew 25:14-30 Jesus tells the parable of the talents. Two men are put in charge of a portion of their owner’s talents. One turns around and hides the money, afraid of his master, while the other invests and doubles the money. In this parable, we have the perfect example of Steward Leadership. Both men had the responsibility of managing the owner’s possessions. They had authority on how to use those talents, a privilege that a servant does not necessarily have. The good steward led by taking charge of his position and, by that, doubling the possessions of the master. By telling this parable, Jesus showed the value of leading as a steward.

### What are the behaviours and practices of Steward Leadership that relate to leaders in different contexts?

These are some of the behaviours and practices of Steward Leadership that relate to leaders in different contexts.

Traits	Behaviours	Practices
Management	Be wise and take responsibility over tasks being entrusted to you	Manage what has been entrusted to you as a Steward Leader
Decision-making	Make firm decisions that are beneficial to the owner, organisation and others	Uphold the decisions
Transparency	Being honest and trustworthy in all your conduct	Uphold accountability and transparency in managing any asset entrusted to you
Accountability	Being responsible and answerable to authorities	
Loyalty	Being reliable and loyal to assign to given tasks	Serve the owner and organisation with unconditional love and care of duty as a Steward Leader

## Teaching and Learning

In this unit of work, the teachers are required to let the students explore and research the essences of steward leadership and explain the practices of steward leadership. The students research over the internet on the unit in the groups and present their findings in a chart to their class.

### Suggested Lesson:

Lesson 1: The Essences of Steward Leadership

Lesson 2: Behaviours and practices of Steward Leadership relating to leaders in different contexts

### Resources:

- <https://www.amandaboardwine.com/post/2017/12/11/servant-leader-vs-steward-leader>

## STRAND 4: Christian Leadership and Governance

### Unit 1: Christian Leadership

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

**Benchmark 9.4.1.2** Analyse the traits of Steward Leaders and justify their importance in leading people and organisations.

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

- Research and report on the traits and importance of Steward Leaders.
- Select a trait of Steward Leaders and design a poster promoting its importance.
- Plan, organise and conduct an awareness program on one of the traits of steward leadership for their communities.

**Bible Text:** Psalms 24:1 and 50:10 and Haggai 2:8

#### Topic 2.1. Traits of Steward Leaders

##### Essential Questions:

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

**Performance Standard: By the end of the topic, the students will be able to:**

- Examine the traits of Steward Leaders and justify their importance in leading people and organisations.

**Performance Indicator: By the end of the topic, the students can:**

- Advocate using media the traits of Steward Leaders and their importance in leading people and organisations.

#### Essential Values, Attitudes, Skills Knowledge

##### Values

- Integrity, Loyalty, Dignity

##### Attitudes

- Appreciate, Caring and concern, Responsible, Diligent

##### Skills

- Analyse and justify

##### Knowledge

- Traits of Steward Leaders and their importance in leading people and organisations

## Content Background

### What are the traits of Steward Leaders?

These are some of the traits/characteristics of Steward Leaders: Steward Leaders

- are committed to selfless service; They have no desire for power. They do not need to be in charge or exert control over others. They are responsible and accountable without any prompting or prodding.
- believe in sustainability; They understand that they are building value not for themselves but for their people and the organisation.
- practice inclusiveness; They welcome all into the organisation. No one is turned away. They always find a way to bring new innovations into the organisation.
- embrace innovation and change; They understand that while the organisation's principles are unchanging, the means to achieve them are not. They welcome new ideas and fresh perspectives.
- are team players; They are quick to give others credit. They work together to reach goals.
- believe in communication; And being transparent. They gladly seek advice and feedback from their stakeholders.
- always acknowledge and thank the master they serve.

### What are the importance of Steward Leadership traits?

Every organisation has its stewards. They volunteer their time and talent for the betterment of the organisation. They uphold the institution's values, carry on its traditions, preserve its history and instil its culture. They are the teachers, the doers, the fixers, the organisers, the counsellors and the peacekeepers.

### Teaching and Learning

In this unit of work, the teachers are required to focus their students to research and write a report on the traits and importance of Steward Leaders. The students must be guided with the assistance from their teachers to identify and select a trait of Steward Leaders, and design a poster promoting its importance. They have to plan, organise and conduct an awareness program on one of the traits of steward leadership for their communities.

### Suggested Lesson:

Lesson 1: The traits of Steward Leaders

Lesson 2: The importance of Steward Leadership traits

### Resources:

- Jay Morris, *The Wayward Journey Communication\* Leadership\* Change*

## STRAND 4: Christian Leadership and Governance

### Unit 1: Christian Leadership

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

**Benchmark 9.4.1.3** Inquire and evaluate the principles and values of Steward Leadership.

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

- Examine the principles and values of Steward Leadership,
- Conduct an inquiry and explain how steward leaders lead,
- Create and design awareness packages to promote the principles and values of Steward Leadership,
- Conduct awareness on the principles and values of Steward Leadership in their schools, communities and the province using mass media (social media, radio, newspapers, TV etc).

**Bible Text:** Genesis 1:26, 27 and 28

**Topic 3.1.** Principles and values of Steward Leadership

**Essential Questions:**

1. What are Steward Leadership Principles and Values?
2. How do Steward Leaders lead?

**Performance Standard: By the end of the topic, the students will be able to:**

- Evaluate the principles and values of Steward Leadership.

**Performance Indicator: By the end of the topic, the students can:**

- Demonstrate the principles and values of steward leadership.
- Describe the ways steward leaders lead.

**Essential Values, Attitudes, Skills Knowledge**

**Values**

- Transparent, Open, Humanity

**Attitudes**

- Appreciate, Openness, Caring and concern, Adaptable to change

**Skills**

- Inquire and evaluate

**Knowledge**

- Principles and Values of Steward Leadership

## Content Background

### What are Steward Leadership Principles and Values?

Steward Leadership simply means to provide leadership to someone else's property by upholding good principles and values at all times. It is the behaviour of responsibly managing another person's or organisation's assets that have been entrusted to one's care. Since the steward is entrusted with this responsibility, the following are examples of commonly held principles and values of steward leadership; responsibility, accountability, wisdom, trustworthy, and faithfulness. The actions of a Steward Leader affect other people more than the actions of other people affect the leader. This being the case, it seems reasonable to assume that if the leader is moral then his actions will be moral relative to his standards of moral behaviour. The ethical character portraying the values of the leader, therefore, is a key factor in promoting Steward Leadership among organisation members.

### How do steward leaders lead?

The concept of steward is; one who is entrusted with responsibility to manage and lead what is not his own, and he leads knowing that he will give an account to the owner. For a Christian leader, as Scripture proclaims that the whole creation including the human race belongs to God and a leader who is managing the property represents the Steward Leadership principles and values in the way they lead.

Leaders who represent Steward Leadership principles and values act more responsibly with concern and care-of-duty at all times since they are answerable for the running of the entrusted property. They have the ability to inspire and encourage action to overcome challenges for the advancement of the organisation, hence confirming that they are reliable, supportive, and honest. In their administration, they remain loyal to the authority or owner, putting that loyalty into consistent practice regardless of justifying circumstances

### Teaching and Learning

According to this unit of work, the teachers are required to encourage the students to examine the principles and values of Steward Leadership by getting the students to conduct an inquiry into the various ways of leadership used by steward leaders and explain how steward leaders lead. Organise the students to conduct awareness on the principles and values of Steward Leadership in their schools, communities and the province using mass media (social media, radio, newspapers, TV etc).

### Suggested Lesson:

Lesson 1: Steward Leadership Principles and Values

Lesson 2: The ways steward leaders lead

### Resources:

- Accountability - Wikipedia <https://en.wikipedia.org/wiki/Accountability>
- Andrew J. Marsiglia, PhD, June 2009, Servant Leadership and Stewardship
- Developed by the Department of Personnel Management.... National Public Service, Ethics and Values – Based Executive Leadership & Management Capability Framework, PNG, May 2013
- Understanding Stewardship <https://www.churchleadership.org> Values and Principles: A Forgotten Life Compass <https://thriveglobal.com/stories/values-and-principles-a-forgotten-life-compass>



## **STRAND 4: Christian Leadership and Governance**

### **Unit 1: Christian Leadership**

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

**Benchmark 9.4.1.4** Identify and analyse the core principles and values of stewardship of a Christian leader.

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

- Observe and identify core principles and values of stewardship.

**Bible Text:** 1 Corinthian 3:16 & 17 and 3 John 2

**Topic 4.1.** Core principles and values of stewardship

#### **Essential Questions:**

1. What is stewardship?
2. What are the Christian principles and values in stewardship?
3. How do Christian principles and values apply in stewardship practices?

**Performance Standard: By the end of the topic, the students will be able to:**

- Analyse the core principles and values of stewardship of a Christian leader.

**Performance Indicator: By the end of the topic, the students can:**

- Identify the core principles and values of the steward leader in PNG and write the positive impacts of his or her leadership.
- Describe situations where the core principles and values are the steward leader in PNG and write the positive impacts of his or her leadership.

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

##### **Values**

- Respect for people and property

##### **Attitudes**

- Being responsible

##### **Skills**

- Analyse the responsibilities of a steward leader

##### **Knowledge**

- Principles and values of steward leadership

#### **Content Background**

**What are the core principles and values in steward leadership?**

1. The principle of ownership

In the beginning of Genesis, God creates everything and puts Adam in the Garden to work it and to take care of it. It is clear that man was created to work and that work is the stewardship of all of the creation that God has given him.

This is the fundamental principle of biblical stewardship. God owns everything; we are simply managers or administrators acting on his behalf.

Therefore, stewardship expresses our obedience regarding the administration of everything God has placed under our control, which is all encompassing. Stewardship is the commitment of one's self and possessions to God's service, recognizing that we do not have the right of control over our property or ourselves.

## 2. The principle of responsibility

In explaining responsibility, *Peel writes,*

*Although God gives us "all things richly to enjoy," nothing is ours. Nothing really belongs to us. God owns everything; we're responsible for how we treat it and what we do with it. While we complain about our rights here on earth, the Bible constantly asks, What about your responsibilities? Owners have rights; stewards have responsibilities.*

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

## 3. The principle of accountability

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

This is the maxim taught by the Parable of the Talents. God has entrusted authority over the creation to us and we are not allowed to rule over it as we see fit. We are called to exercise our dominion under the watchful eye of the Creator managing his creation in accord with the principles he has established.

Like the servants in the Parable of the Talents, we will be called to give an account of how we have administered everything we have been given, including our time, money, abilities, information, wisdom, relationships, and authority. We will all give account to the rightful owner as to how well we managed the things he has entrusted to us.

## 4. The principle of reward

*In Colossians 3:23-24 Paul writes:*

*Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.*

The Bible shows us in the parables of the Kingdom that faithful stewards who do the master's will with the master's resources can expect to be rewarded incompletely in this life, but fully in the next.

*We all should long to hear the master say what he exclaims in Matthew 25:21:*

*Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things. Come and share your master's happiness!*

As Christians in the 21<sup>st</sup> Century, we need to embrace this larger biblical view of stewardship, which goes beyond church budgets or building projects, though important; it connects everything we do with what God is doing in the world. We need to be faithful stewards of all God has given us within the opportunities presented through his providence to glorify him, serve the common good and further his Kingdom.

## Teaching and Learning

In this unit of work, the teachers are required to allow their students to do research and explain core principles and values of stewardship. To guide the students, the teachers need to prepare a worksheet for the research.

### Suggested Lesson:

Lesson 1: The core principles and values in steward leadership

### Resources:

- C. S. Lewis, *Mere Christianity, Four Principles of Biblical Stewardship*, viewed on 22<sup>nd</sup> October, 2020, Retrieved from: <https://tifwe.org/four-principles-of-biblical-stewardship/>
- Wikipedia, Stewardship (theology), viewed on 22<sup>nd</sup> October, 2020
- Retrieved from: <https://en.wikipedia.org/wiki/>

## STRAND 4: Christian Leadership and Governance

### Unit 2: Good Governance

**Content Standard 4.2:** Students will be able to explore and evaluate the characteristics and principles of good governance, and examine how these are represented in governance behaviour and practice in different contexts.

**Benchmark 9.4.2.1:** Examine the principles of accountability and transparency and their importance to political governance.

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

- Discuss political governance.
- Distinguish between the principles of accountability and transparency in governance.
- Explain the importance of accountability and transparency to political governance.

**Bible Text:** Luke 2:1-4

**Topic 1.1** Importance of accountability and transparency to political governance

#### Essential Questions:

1. What is political governance?
2. What is the difference between accountability and transparency?
3. Why is accountability and transparency important in political governance?

**Performance Standard: By the end of the topic, the students will be able to:**  
Outline the importance of accountability and transparency in political governance.

**Performance Indicator: By the end of the topic, the students can:**

- Critique on the practicality of transparency and accountability in Papua New Guinea's political system.
- Describe scenario of practicality of transparency and accountability in Papua New Guinea's political system.

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

##### Values

- Determined and persistent effort to achieve success in discussions

##### Attitudes

- Tolerance – accepting people you don't get along with in discussion

##### Skills

- Discuss the difference between transparency and accountability and identify their differences and similarities.

##### Knowledge

- Importance of transparency and accountability

## Content Background

### What is political governance?

Politics deals with people with different ideas working together to create an agreement about what to do and governance is doing what politics decided needed to be done.

Political governance is the exercise of power and making decisions by political leaders for the well-being of their country's citizens or subjects. Governance is the proper functioning of institutions and their acceptance by the public.

Furthermore, governance is the exercise of political, economic and administrative authority to manage a nation's affairs. It is the complex mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights and obligations and mediate their differences (*UN Development Program 1997*).

### What is the difference between accountability and transparency?

Accountability is answerability, blameworthiness, liability and expectation of account giving whereas transparency is the quality of doing things with honesty and openness.

Good governance arises from transparent processes (*so people can see what is in the budget and how it is spent*) and accountability such that the activities of governments are closely watched and evaluated by the parliament, media and civil society (*Standish; 2013*).

### Why is accountability and transparency important in political governance?

Accountability and transparency is important because government institutional workers need to perform their activities in the best interest of the public and that institutional officials should take responsibility for the activities performed. These activities are performed in an open way without any secrets held behind so that the public can believe and trust that these organisations are honest and fair.

## Teaching and Learning

In this unit of work, the teachers are required to organise the students into groups with some guidelines on research into political governance, the difference between accountability and transparency, and the importance of accountability and transparency in political governance.

### Suggested Lesson:

Lesson 1: What is political governance?

Lesson 2: The difference between accountability and transparency

Lesson 3: The importance of accountability and transparency in political governance

### Resources:

- Bill Standish. (2013). *Governance is Political in Papua New Guinea*. Institute of Business Studies, Port Moresby. Retrieved from <https://www.apb.gov.au/Simple.m.wikipedia.org>.
- Liveauthentically.wordpress.org

## STRAND 4: Christian Leadership and Governance

### Unit 2: Good Governance

**Content Standard 4.2:** Students will be able to explore and evaluate the characteristics and principles of good governance, and examine how these are represented in governance behaviour and practice in different contexts.

**Benchmark 9.4.2.2:** Investigate and compare Christian and secular views on transparency and accountability to political leaders.

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

- Examine Christian views about transparency and accountability to political leaders.
- Discuss secular views about transparency and accountability to political leaders.
- Analyse the similarities and differences of Christian and secular views on transparency.

**Bible Text:** Matthew 22:21

**Topic 2.1.** Christian and secular views on transparency and accountability to political leaders

#### Essential Questions:

1. What is the Christian view on accountability and transparency to political leaders?
2. What is the secular view on accountability and transparency to political leaders?
3. What are the similarities of Christian and secular views on accountability and transparency?
4. How is Christian view on accountability and transparency different from the secular view?

**Performance Standard: By the end of the topic, the students will be able to:**

- Discuss the Christian and secular views on transparency and accountability to political leaders.

**Performance Indicator: By the end of the topic, the students can:**

- Present a chart of newspaper cuttings of Christian and secular views on transparency and accountability to political leaders.
- Record a scenario, in short video (using technology) where leaders display Christian and secular views of transparency and accountability.
- Present the recorded act of transparency and accountability displayed.

## Essential Values, Attitudes, Skills and Knowledge

### Values

- Truthful, Integrity, Patience, Perseverance

### Attitudes

- Reliable, Fair and justice, Tolerance, innovative

### Skills

- Investigate and compare – analytical

### Knowledge

- Christian and secular views on transparency and accountability to political leaders

## Content Background

### What is the Christian view on accountability and transparency on political leaders?

The Christians' view on accountability and transparency is that the leader needs to be rooted in the stability of a relationship with GOD and the simplicity of a life that is straightforward and open. This rootedness in a GOD centred life of righteousness can enable them to face the confusion and conflicts that arise as a result of morally wrong motives, relationship, actions and the need to be peacemakers. For example, this may relate to a church priest or pastor.

### What is the secular view on accountability and transparency on political leaders?

It requires the government institutional workers to perform their activities in the best interest of the public and that institutional officials should take responsibility for their activities performed. Government has accountability for laws and decisions affecting the public while a citizen has accountability for his or her behaviour and actions.

### What are the similarities of Christian and secular views on accountability and transparency?

The similarities of Christian and secular views on accountability is that they both require honesty, trustworthy, being responsible for actions taken and reliability.

It also requires being able to be answerable to authority, in the Christian perspective, GOD is the one in authority and the secular perspective, it is the leader of the institution or the organisation is the authority.

### How is Christian view on accountability and transparency different from the secular view?

Christian view on accountability is one submitting to the Christ centred admonition of another Christian in one or more areas of life. It carries a personal humility towards Christ. Hand in hand with accountability is an attitude of grace and forgiveness, and the taking of one another's burdens (Romans 12:16, Colossians 3:13, Galatians 6:2). Hebrews 4:13 states that everyone is accountable to GOD and he is the creator of all things and there is no creature hidden from his sight, but all things are open and lay bare to the eyes of him with whom we have to do.

The principle of accountability runs throughout the Bible. In scriptural terms, accountability means giving an account of how well we steward the gifts and

resources that God gives us. The Parable of the Talents is an example of how God holds us accountable for our stewardship (Matthew 25:14-30). Additionally, as described in the Book of Revelation, each person will stand before God and give an individual accounting of their lives on the Day of Judgment (Revelation 20:11-15; see also Romans 14:12).

Paul even addresses the accountability of his work in his letter to the Corinthian church. He wrote: “We want to avoid any criticism of the way we administer this liberal gift. For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of man” (2 Corinthians 8:20-21). (*Rollie Dimos*).

In the secular view of accountability, it is not religious and its interests are not pertaining to or connected with GOD; however, their view requires organisations, institutions and the government to be accountable to whom they are responsible. The authorities and the public officials of the government are answerable to the citizens.

Formal and informal mechanisms of transparency and accountability encourage officials to act in the public interest, or in the case of companies, in the interests of their shareholders. Without public access to records of governance and other information, scarce resources may be squandered or mismanaged.

Transparency and accountability are central to the concept of good governance. Disclosure of information and transparent decision-making processes enable citizens and other stakeholders to scrutinise actions and hold governments or companies to account.

### Teaching and Learning

In this unit of work, the teachers are required to organise students’ groups research the following:

- Christian views about transparency and accountability to political leaders.
- Secular views about transparency and accountability to political leaders.
- Similarities and differences of Christian and secular views on transparency.
- Ways in which Christian view on accountability and transparency different from the secular view

The students are required to present and display their findings.

### Suggested Lesson:

Lesson 1: Christian view on accountability and transparency on political leaders

Lesson 2: Secular view on accountability and transparency on political leaders

Lesson 3: similarities of Christian and secular views on accountability and transparency

Lesson 4: Ways in which Christian view on accountability and transparency different from the secular view

### Resources:

- A Brief Theological Reflection on Improved Accountability at World Vision
- Retrieved from <https://www.worldvision.com.au/>
- Rollie Dimos. Why Accountability Matters. Retrieved from <https://www.ecfa.church/>



## STRAND 4: Christian Leadership and Governance

### Unit 2: Good Governance

**Content Standard 4.2:** Students will be able to explore and evaluate the characteristics and principles of good governance, and examine how these are represented in governance behaviour and practice in different contexts

**Benchmark 9.4.2.3:** Examine how transparency and accountability in decision-making and implementation can eliminate corruption and bring about positive change.

**Bible Text:** Luke 16:1-12

**Topic 3.1.** Transparency and accountability in decision-making and implementation.

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

- Explain the importance of decision-making in political governance.
- Discuss the decision-making process in political governance.
- Summarise how transparency influences decision-making to reduce corruption and bring about positive changes to societies.
- Explain the strategies used to contribute to making informed decisions to combat corruption and bring about positive change.

#### Essential Questions:

1. Why is decision-making important in political governance?
2. Why is accountability and transparency important in decision-making and implementation?
3. How can accountability and transparency contribute to making informed decisions to combat corruption and bring about positive changes?
4. What strategies are appropriate to be used in the decision-making process to reduce corruption and bring about change?

**Performance Standard:** By the end of the topic, the students will be able to:

- Examine transparency and accountability in decision-making and implementation.

**Performance Indicator:** By the end of the topic, the students can:

- Research, identify and present the process of political decision making (decision-making in the Parliament).
- Role-play a decision-making scenario/record decision-making scenarios in short videos and play in class.
- Analyse the role plays or short videos and discuss how transparency and accountability are captured.

## Essential Values, Attitudes, Skills and Knowledge

### Values

- Integrity, Truthful, Assertive, Loyalty

### Attitudes

- Confidence, Decisive, Considerate, Transparent, Common good

### Skills

- Examine – analytical

### Knowledge

- Transparency and accountability in decision-making and implementation to combat corruption

## Content Background

### Why is decision-making important?

Decision making is important to achieve the organisational goals/objectives within a given time and budget. It searches for the best alternative, utilises the resources properly and satisfies the employees at the workplace. As a result, organisational goals or objectives can be achieved as per the desired result.

Therefore, decision-making in political governance is all about governing the people and the resources of a nation. Citizens elect representatives to make laws and oversee governance on their behalf. Decision-making is central to any government.

### Decision-making process in political governance

In political decision-making, there is a decision-making process where all parties involved feel confident to make an input into an issue without fear or favour but inclusive. The final decision made will certainly be what the majority of the concerned parties feel is required. The process is open, inclusive and all members should feel part of the process.

### Importance of transparency and accountability in decision-making

Transparency in a person means that someone is transparent. A person who is transparent has no secrets and tells no lies or has nothing to hide. So, transparency in decision-making must be open and carried out publicly. That is, draft documents, all arguments for and against a proposal, all final decisions, and the decision-making process itself are made public and remain publicly archived.

Organisations are transparent when they enable others to see and understand how they operate in an honest way. To achieve transparency, an organisation must provide information about its activities and governance to stakeholders that is accurate, complete and made available in a timely way.

In political decision-making, transparency promotes accountability and provides information for citizens about what their government is doing.

Policymakers and researchers often cite the importance of government transparency for strengthening accountability, reducing corruption, and enhancing good governance.

Furthermore, accountability is also one of the main pillars of decision-making in government. Accountability is the capacity of electors, shareholders and organisational members to call decision-makers to account for their actions.

It is about providing information and justification by actors of their performances and actions. Accountability in political governance is about being answerable to the public by the government, its agencies and the public officials and to perform their activities to the best interest of the citizens and take responsibility for their actions.

### **Need of accountability and transparency in governance**

- Building of trust and impact of schemes can be enhanced with participative governance.
- Major changes can take place in work culture by adopting transparency and accountability in governance which leads to greater concern towards society.
- By adopting accountability and transparency, it brings out a new way of providing real-time information in an online dashboard. This not only solves the people's problems but also service quality can be improved.
- The relationship between government and people can be enhanced and make citizens feel more connected.
- A two-way information channel is created which helps to understand exactly what people want. By the concepts of "listen, ask, act, interact and inform".

### **Some important steps to achieve transparency and accountability**

- Job functions and responsibilities should not be kept secret with people.
- Government schemes and institutional outcomes should be shared with people, even if the results are not satisfactory.
- Transparency is about making sure everyone has the right to information to do their jobs effectively.
- People with appropriate principles and vision towards their organisation must be hired or selected to maintain the culture of accountability and transparency in government and other institutions.
- Sharing of information, announcements and messages with people should be made easier with the help of an open system of communication.

In conclusion, accountability and transparency are two important elements of good governance. Transparency is a powerful force that, when consistently applied, can help fight corruption, improve governance and promote accountability.

Transparency and accountability leads to the stability of the country's economy and brings positive changes to society.

### **Teaching and Learning**

In this unit of work, the teachers are required to allow students to work in groups. The students should research the importance of decision-making in political governance.

The students should ensure that they explain influences decision-making to reduce corruption and bring about positive changes to societies. They should also identify the strategies used to contribute to making informed decisions to combat corruption and bring about positive change.

**Suggested Lesson:**

Lesson 1: The importance of decision-making in political governance

Lesson 2: Decision-making process in political governance

Lesson 3: Importance of transparency and accountability in decision-making

Lesson 4: Need and steps of accountability and transparency in governance

**Resources:**

- Decision-making. Retrieved from <https://thatsdemocracy.com/>
- Decision-making in government. Retrieved from <https://www.historylearningsite.co.uk>
- Governance models, accountability and stakeholder engagement Retrieved from <https://cdn.ymaws.com/www.iap2.org>.
- <https://link.springer.com/article>
- Principles of accountability and transparency. Retrieved from (<https://static1.squarespace.com>).
- Combating Corruption <https://www.worldbank.org/en/topic/governance/brief/anti-corruption>

## **STRAND 4: Christian Leadership and Governance**

### **Unit 2: Good Governance**

**Content Standard 4.2:** Students will be able to explore and evaluate the characteristics and principles of good governance, and examine how these are represented in governance behaviour and practice in different contexts.

**Benchmark 9.4.2.4:** Examine what the bible says about participation of citizens in decision-making and explain how this is represented.

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

- Explain what the bible says about citizens' participation in decision-making.
- Describe how citizens' participation is represented in the bible.
- Correlate bible texts to citizens' participation in decision-making.

**Bible Text:** 1 Peter 2:9-14

**Topic 4.1.** Bible's declaration and representation of citizens' participation in decision- making

#### **Essential Questions**

1. What is the Bible's view on citizens' participation in decision-making?
2. How is citizens' participation represented/symbolised in the bible?
3. Which bible texts correlate citizens' participation in decision-making?

**Performance Standard: By the end of the topic, the students will be able to:**

- Discuss the Bible's declaration and representation of citizens' participation in decision-making.

**Performance Indicator: By the end of the topic, the students can:**

- Utilise the Bible to identify and discuss scriptures that describe citizens' participation in decision-making.

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

##### **Values**

- Assertive, Authenticity, Integrity, Empathy, Devout/sincere

##### **Attitudes**

- Open-minded, Participatory, Common good, Collaborative, Communicative

##### **Skills**

- Examine –analytical

##### **Knowledge**

- Participation of citizens in decision-making

## Content Background

As believers we often rely upon the Lord and seek His wisdom to make the right decision. The Bible has a great deal of advice on decision-making and some Christians have written and said memorable things about making decisions.

Solid decision-making begins by discerning the will of God. God delights in revealing His will to those who are eager to follow His precepts (Psalm 33:18; Psalm 35:27; Psalm 147:11). Our attitude towards decision-making should be that of Jesus Himself who affirmed, “Not My will, but Yours be done” (Luke 22:42; Matthew 6:10).

God reveals His will to us primarily in two ways. First, through His Spirit: “When the Spirit of truth comes, he will guide you into all the truth, for he will not speak on his own authority, but whatever he hears he will speak, and he will declare to you the things that are to come” (John 16:13; see also 1 John 2:20, 27). And, second, God reveals His will through His Word: “Your word is a lamp to my feet and a light to my path” (Psalm 119:105; see also Psalm 19:7-9; 2 Peter 1:19).

The process of decision-making includes making a judgement about an attitude or action. Decisions are an act of the will, and they are always influenced by the mind, the emotions, or both. The decisions we make actually reflect the desires of our heart (Psalm 119:30). Therefore, a key question before making a decision is “do I choose to please myself, or do I choose to please the Lord?” Joshua set the standard: “If serving the Lord seems undesirable to you, then choose for yourselves this day whom you will serve... But as for me and my household, we will serve the Lord” (Joshua 24:15; cf. Romans 12:2).

God sees the whole picture—the past, present, and future of our lives. He teaches and counsels us as He reveals Himself to us through His Word and Spirit. God has made this promise to us: “I will instruct you and teach you in the way you should go; I will counsel you with My eye upon you” (Psalm 32:8; cf. Psalm 25:12). There will be times when God’s will may seem undesirable or unpleasant, when our heart follows our own desires instead of trusting God. But we will eventually learn that God’s will is always for our benefit (Psalm 119:67; Hebrews 12:10-11).

Again, the chief key to solid decision-making is knowing God’s will and not following the desires of our own hearts: “There is a way that seems right to a man, but its end is the way to death” (Proverbs 14:12; cf. Proverbs 12:15; Proverbs 21:2). As we put our trust in God, rather than ourselves, we soon discover what decisions are pleasing to Him.

First, God blesses those decisions that He initiates and that line up with His Word: “I have taught you the way of wisdom; I have led you in the paths of uprightness” (Proverbs 4:11; see also Psalm 119:33). Second, God blesses decisions that accomplish His purpose and depend on His strength: “It is God who works in you to will and to act according to His good purpose” (Philippians 2:13; see also Philippians 4:13).

Additionally, God blesses those decisions that result in His glory: “Whether you eat or drink or whatever you do, do it all for the glory of God” (1 Corinthians 10:31). He blesses decisions that reflect His character, that promote justice, kindness and humility: “He has showed you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God” (Micah 6:8; see also 1 Corinthians 10:31; 1 Timothy 4:12). And He blesses those decisions that come from faith: “Without faith it is impossible to please God, because anyone who comes to Him must believe that He exists and that He rewards those who earnestly seek Him” (Hebrews 11:6).

We must not forget God's promise to give His children wisdom when they ask: "If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him" (James 1:5; cf. 1 Thessalonians 5:17). And when we pray for wisdom, we must trust God to answer our prayer: "When he asks, he must believe and not doubt, because he who doubts is like a wave of the sea, blown and tossed by the wind. That man should not think he will receive anything from the Lord (James 1:6-7). Patience is important, too, as we wait for God's timing: "After waiting patiently, Abraham received what was promised" (Hebrews 6:15).

Decision-making is more difficult when it involves a painful choice. Sometimes, the right course of action will also hurt us in some way. This is where we need grace the most. Are we really willing to suffer for the glory of Christ? "Since therefore Christ suffered in the flesh, arm yourselves with the same way of thinking, for whoever has suffered in the flesh has ceased from sin, so as to live for the rest of the time in the flesh no longer for human passions but for the will of God" (1 Peter 4:1-2).

Making a decision today? Look to God's Word for direction. Take comfort in the peace which only He can provide (Philippians 4:7). Ask for wisdom, trust His promises, and He will guide your path: "Trust in the LORD with all your heart, and do not lean on your own understanding. In all your ways acknowledge Him, and He will make straight your paths" (Proverbs 3:5-6; see also Isaiah 58:11; John 8:12).

## What does the bible say about decision making? Bible verses

### **Proverbs 15:22 ESV**

Without counsel plans fail, but with many advisers they succeed.

### **1 Corinthians 10:31 ESV**

So, whether you eat or drink, or whatever you do, do all to the glory of God.

### **Jeremiah 33:3 ESV**

Call to me and I will answer you, and will tell you great and hidden things that you have not known.

### **Psalms 32:8 ESV**

I will instruct you and teach you in the way you should go; I will counsel you with my eye upon you.

### **Isaiah 41:10 ESV**

Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

### **Proverbs 16:33 ESV**

The lot is cast into the lap, but its every decision is from the LORD.

### **Proverbs 12:15 ESV**

The way of a fool is right in his own eyes, but a wise man listens to advice.

### **Psalms 119:105 ESV**

Your word is a lamp to my feet and a light to my path.

### **John 1:8**

Watch out that you do not lose what we have worked for, but that you may be rewarded fully.

### **2 Peter 3:17**

Therefore, dear friends, since you have been forewarned, be on your guard so that you may not be carried away by the error of the lawless and fall from your secure position.

### **2 Timothy 3:14**

But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it.

### **Proverbs 4:5**

Get wisdom, get understanding; do not forget my words or turn away from them.

### **Psalms 86:11**

Teach me your way, LORD, that I may rely on your faithfulness; give me an undivided heart, that I may fear your name.

### **Proverbs 3:5-6**

Trust in the LORD with all your heart and lean not on your own understanding; 6 in all your ways submit to him, and he will make your paths straight.

### **Colossians 2:6-7**

So then, just as you received Christ Jesus as Lord, continue to live your lives in him, 7 rooted and built up in him, strengthened in the faith as you were taught, and overflowing with thankfulness

## Teaching and Learning

In this unit of work, the teachers are required to encourage the students to research the Bible for the Christian citizens' participation and their supporting texts that underpin decision making and to explain the basis of the decisions made.



**Suggested Lesson:**

Lesson 1: Bible sayings about citizens' participation in decision-making

Lesson 2: Bible texts correlating citizens' participation in decision-making

**Resources:**

- Jesse Rojo, 2015, Should Christians be involved in Politics? *Retrieved from:* <https://www.christianpost.com>

## STRAND 4: Christian Leadership and Governance

### Unit 2: Good Governance

**Content Standard 4.2:** Students will be able to explore and evaluate the characteristics and principles of good governance, and examine how these are represented in governance behaviour and practice in different contexts.

**Benchmark 9.4.2.5:** Investigate and explain how Whistle Blowers' Laws and other criminal and civil laws can improve transparency and accountability.

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

- Discuss Whistle Blowers' laws.
- Explain how Whistle Blowers' laws influence transparency and accountability.
- Analyse criminal and civil laws.
- Summarise how criminal and civil laws influence transparency and accountability.

**Bible Text:** Matthew 25:14-30

**Topic 5.1.** Laws to improve transparency and accountability

#### Essential Questions:

1. What is the difference between whistle blower's laws, criminal and civil laws?
2. How can these laws influence and improve transparency and accountability?

**Performance Standard: By the end of the topic, the students will be able to:**

- Explain how Whistle Blowers' Laws and other criminal and civil laws can improve transparency and accountability.

**Performance Indicator: By the end of the topic, the students can:**

- Identify scenarios of reported corrupt practices in your school, community and at the national level.
- Select a scenario of reported corrupt practices in your school, community and at the national level.
- Explain how this scenario has been addressed and give your point of views in line with the criminal or civil laws.

### Essential Values, Attitudes, Skills and Knowledge

#### Values

- Service, Serenity /tranquillity/peace, Justice, Sensitivity, Boldness, Visionary

**Attitudes**

- Strategic, Fair, Thoughtful, Patriotic, Support, Vision

**Skills**

- Investigate and explain – analytical

**Knowledge**

- Laws to improve transparency and accountability

**Content Background**

WHISTLE-BLOWING is action taken by current or former members of an organisation to reveal illegal, immoral or illegitimate practices to people or organisations that might be able to take corrective measures.

The whistle-blower is expected to initially use internal organisational mechanisms to report wrong-doing. This may include the immediate superior, more distant superiors or a designated integrity officer.

If the issues raised are swept under the carpet and not acted upon, then the whistle-blower can report to external integrity agencies such as Task Force Sweep, the Ombudsman Commission, the Public Service Commission or the Auditor General.

**PNG passes historic whistleblower law**

Papua New Guinea's parliament passed historic whistleblower protection legislation on Tuesday, 22 of February 2020, following a commitment made by Prime Minister James Marape. Every MP in the house on Tuesday voted in support of the 2020 Whistle Blowers Bill.

The Bill, introduced by Justice Minister and Attorney-General Davis Steven, aims to provide protection for those in the public sector to report corrupt practices.

The passing of the Whistle Blower Act coincided with the tabling of enabling legislation for the creation of an Independent Commission Against Corruption (ICAC).

**What Is the Whistleblower Law?**

When a whistleblower steps forward, filing a claim against a government agency where they are employed, they will have to publicly share the evidence they have of illegal activity in their workplace. As you can imagine, their employer may become angry and may try to retaliate against the employee.

The Whistleblower law is a federal law put in place to protect whistleblowers who are working for government agencies from retaliation at the hands of their employer.

**Who Does the Whistle blower Law Benefit?**

The Whistleblower law protects government employees who have exposed their employer's illegal or dangerous activities. Therefore, this law allows employees to file a lawsuit if they have proof their employer is misusing government funds, ignoring and purposefully ignoring policies, or endangering the general public, without fear of suffering retaliation at the hands of their employer. This law makes it illegal, and punishable, to terminate, demote, or act in any discriminative fashion towards an employee who has reported illegal activity in a government agency.

Examples of retaliation can include:

- Terminating an employee after an employer discovers their whistleblower activity.
- Employees are demoted or experience a dock in pay after their employer discovers their whistleblower activity.

- Employers discipline or transfer employees shortly after discovering their whistleblower activity.
- Employers begin to treat an employee poorly.
- Finally, spreading malicious information about them after discovering their whistleblower activity.

Do you have proof of illegal activity in your workplace? You can file a claim against your employer under the Whistleblower Law. The law will protect you from retaliation. Also, there may be a financial reward for disclosing your knowledge of illegal activity.

Criminal Law	Civil Law
What we call criminal law broadly refers to federal and state laws that make certain behaviour illegal and punishable by imprisonment and/or fines.	The system of law concerned with private relations between members of a community rather than criminal, military, or religious affairs. Contrasted with criminal law.

### Teaching and Learning

In this unit of work, the teachers are required to organise students into groups. They are required to identify a scenario of a corrupt practice where it could infer the whistle blowers' laws and it also influences criminal and civil laws. They are also supposed to come up with a strategy to address this issue.

### Suggested Lesson:

Lesson 1: The Whistle Blowers' laws

Lesson 2: Whistle Blowers' laws influencing transparency and accountability

Lesson 3: Criminal and civil laws influence transparency and accountability

### Resource:

- Find Law, 2019, Whistleblower Protections. Retrieved from: <https://employment.findlaw.com>

## STRAND 4: Christian Leadership and Governance

### Unit 2: Good Governance

**Content Standard 4.2:** Students will be able to explore and evaluate the characteristics and principles of good governance, and examine how these are represented in governance behaviour and practice in different contexts.

**Benchmark 9.4.2.6:** Investigate and evaluate the effectiveness of participatory and inclusive decision-making enabling laws.

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

- Identify and describe the enabling laws (Human Rights & Civil Laws, Organic Law on Provincial and Local Level Governments) on participation and inclusive decision-making.
- Assess the effectiveness of enabling laws in citizens' participation and inclusive decision-making.

**Bible Text:** Deuteronomy 32:46-47

**Topic 6.1.** Enabling laws on participation and inclusive decision-making

#### Essential Questions:

1. What are the enabling laws on participation and inclusive decision-making in political governance?
2. How effective is the application of the enabling laws in regard to citizens' participation and inclusive decision-making in political governance?
3. What is some evidence of citizens participating actively in making decisions in the political process?

**Performance Standard:** By the end of the topic, the students will be able to:

- Explain the effectiveness of participatory and inclusive decision-making enabling laws.

**Performance Indicator:** By the end of the topic, the students can:

- Identify and describe the effectiveness of participatory enabling laws in PNG.
- Identify and describe the effectiveness of inclusive decision-making enabling laws in PNG.

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

##### Values

- Decisive, Devout, Justice, Consistent, Sensitive

##### Attitudes

- Strategic, Collaborative, Commitment, Selflessness, Fairness

##### Skills

- Analytical

##### Knowledge

- Enabling laws on participation and inclusive decision-making

## Content Background

Papua New Guinea does have laws in place to protect the rights of all its citizens in accordance with international human rights laws. These laws are derived from the universal laws enshrined in the United Nations laws on human rights, 'The Universal Declaration of Human Rights'. Therefore, all people of Papua New Guinea have the right to;

- access basic goods and services,
- participate in any way possible in decision-making or conflict resolution for nation building.

Papua New Guinea known for its male chauvinist culture is now being monitored and guided closely by these international laws to ensure that all people especially women including youths and children are given prominence to voice their concerns in decision-making for development free, fair and safer voting. Human Rights Commission.

The establishment of the following organisation and Act shows Papua New Guinea's support for promoting humanity values through ratifying these laws. Through;

### National Human Rights Commission

In 1997, the government 'approved in principle' the establishment of a Human Rights Commission for PNG with the minimum standards set by the Paris Principles. This commitment was reaffirmed in 2007 with the presentation of the 2007 Final Option Paper on the establishment of the PNG Human Rights Commission; and in 2008 a draft organic law on the establishment of a Human Rights Commission was prepared.

### Civil and political rights

The Constitution provides for the rights of citizens to change their government peacefully which is exercised in practice through periodic elections. All citizens possess the 'right to vote' and political parties are able to operate free from restriction and outside influence. However, in the most recent elections violence was common in the Highlands which compromised free and fair voting.

The right to 'freedom of speech' and 'freedom of press' as provided for in the Constitution are generally respected. There is no evidence of officially sanctioned government censorship, however, newspaper owners have complained about intimidation tactics being used in an attempt to influence coverage.

The right to 'freedom of assembly' is also present in the constitution, however, is often limited in practice. Public demonstrations require 14 days' notice as well as police approval which is rarely granted.

### Organic Law on Provincial and Local Level Governments

Legal matters concerning the operation of the provincial and local level governments are guarded and stipulated under the Constitution, Section 187, PART VI and the reviewed Organic Law on Provincial Governments and Local-Level Government, No. 29 of 1998. The purpose being that any persons given the mandate and powers who should intend to do otherwise will be charged accordingly.

As put forward by Dr Bill Standish, in his submission 25, 'Governance is Politics in Papua New Guinea', p.11, he states that. The intention of the organic law is to;

- ensure greater levels of cooperation between politicians at all levels of government,
- strengthen linkages between local, provincial and national governments,
- facilitate the pooling of resources through integrated planning and budgeting to achieve common development goals.

But the reformed provincial government system is clearly not working, as politicians compete for *kudos* in other words admiration in disbursement of development grants. (Ketan, n.d.)” Hence, the misappropriated funds and underachieved goals of the governments through the local level and provincial government grants affecting the very lives of people who gave mandate to this politician at elections.

### **Evidence of citizens participating actively in making decisions in the political process**

Gender Equality and Women Empowerment Programme in PNG

According to the United Nation Development Partner Report (2020), in the last few years, the Government of Papua New Guinea made significant progress through its commitments and actions to advance gender equality and women’s rights. This showed promising moves towards realisation of its commitments for equality for all its citizens as enshrined by its National Constitution and international standards and norms.

These commitments have been operationalised through the *National Policy for Gender Equality and Women’s Empowerment 2011-2015*, which focuses on the 3 main components;

1. Women Equality and Representation;
2. Women Economic Empowerment; and
3. Gender Based Violence and Vulnerability.

UNDP and other UN agencies, with financial assistance from AusAID have been playing a significant role in supporting the government on various fronts to further these efforts. These agencies have been working closely with the three women machineries i.e. Office for the Development of Women (ODW), DFCD Gender Unit, and National Council of Women (NCD).

UNDP’s Gender portfolio covers two major areas: 1) Support to Women participation and representation in decision making at national and sub national levels and; 2) Support to initiatives addressing Gender Based Violence.

### **Women in Leadership/Politics**

In this area, UNDP’s support is focused primarily on promoting initiatives where women, men, boys and girls have equal opportunities to access resources, rights and decision-making processes through equal participation and benefits from the economic, social and political development of PNG.

UNDP’s support to advancing women representation in decision making processes in Papua New Guinea generated significant outcomes over the past years. With the Equality and Participation Bill (where UNDP particularly played a critical role in terms of drafting) yet to pass through reading on the floor of Parliament, women machineries, networks, relevant government departments (Office for the Development of Women) accelerated initiatives to prepare women to run for open seats. These initiatives ranged from high-level dialogues and consultations with Ministers, Members of Parliament, to targeted and tailored training (such as Practice Parliament Training for Women Candidates), media engagement and support; etc.

As a result of these initiatives, PNG has (for the first time since early 1980s) experienced:

1. a 300% increase of elected women in the national Parliament (3 women elected compared to 1 in the 8<sup>th</sup> Parliament);
2. an increased level of awareness on the capacity of women candidates throughout PNG, including the local level;
3. increased level of engagement of political parties with women after the parties got 'awakened' to the increased value women could add into parties, and at least 10 parties nominated women candidates to run for the national elections.

Following the national elections, the national momentum gained from above initiatives extended to upcoming subnational/ local level elections in June 2013, in that regard, the government, political parties, and development partners agreed to further support women representation in future local level government elections.

### Teaching and Learning

In this unit of work, the teachers are required to get students' into groups. They would be guided to identify and locate a law in the National Human Rights Commission where the citizens are encouraged to participate actively making decisions in the political process. They would be also required to present and display their findings.

### Suggested Lesson:

Lesson 1: National Human Rights Commission

Lesson 2: Organic Law on Provincial and Local Level Governments

Lesson 3: Evidence of citizens participating actively in making decisions in the political process

Lesson 4: Women in Leadership/Politics

### Resources

- Ombudsman Commission, 2020, Organic Laws on Provincial Governments and LLGs. Retrieved on 1/12/20 at <https://www.ombudsman.gov.pg/>
- Standish Bill, 2013, The delivery and effectiveness of Australia's bilateral aid program in Papua New Guinea Submission 25 - Attachment 1, Port Moresby, PNG.
- United Nations, 2020, Universal Declaration of Human Rights, United Nations Development. Retrieved on 1/12/20 at <https://www.un.org/en/>
- Wikipedia, 2020, Human Rights in PNG. Retrieved on 1/12/20 at <https://en.wikipedia.org/wiki/>



## STRAND 4: Christian Leadership and Governance

### Unit 2: Good Governance

**Content Standard 4.2:** Students will be able to explore and evaluate the characteristics and principles of good governance, and examine how these are represented in governance behaviour and practice in different contexts.

**Benchmark 9.4.2.7:** Investigate and develop a technology solution that would enable vulnerable and underrepresented citizens to participate in decision-making.

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

- Explain how technology may enable vulnerable and underrepresented citizens to participate in decision-making.

**Bible Text:** Nehemiah 2:18

**Core Concept:** Good governance

**Topic 7.1.** Technology solution and citizens' participation in decision-making

#### Essential Questions:

1. How can technology enable vulnerable and underrepresented citizens to participate in decision making?

**Performance Standard: By the end of the topic, the students will be able to:**

- Outline various technological solutions that may enable vulnerable and underrepresented citizens to participate in decision-making.

**Performance Indicator: By the end of the topic, the students can:**

- Research and compile a report on the other marginalised and underrepresented groups of the population.
- Design/suggest/propose/create technological tools to enable marginalised groups to participate in making decisions.

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

##### Values

- Creative, Diligence, Integrity, Loyalty /devotion

##### Attitudes

- Strategic, Determination, Ambitious, Confidence, Open-minded

##### Skills

- Analytical

##### Knowledge

- Technology solution and citizens' participation in decision-making

## Content Background

As studied in the previous topic (benchmark 9.4.2.6) it is the right of all persons as human beings to have full access to life and to contribute to the fullest in meaningful ways. Papua New Guinea through ratifying international human rights laws has made it possible for the sector of the population regarded or termed as vulnerable and underrepresented citizens to participate in decision-making. This includes women, girls, youths, children and people living with disabilities (PLWD). Having their rights and voices recognized is promoting a core value of humanity; inclusion. This group of the population must be part and partial of any form of development be it economic, social, cultural or technological. How can they be part of technological advancement? Given, is an example of having this group of people's rights - women being exposed at an international level in harnessing technological advancement adapted from.

'Seizing opportunities for women and girls to advance in the digital age' forum held in Port Moresby, 2018.

### 2018 APEC WOMEN AND THE ECONOMY FORUM STATEMENT

#### **"Seizing Opportunities for Women and Girls to Advance in the Digital Age"**

1. The Asia-Pacific Region is a vibrant region that continues to experience robust economic growth. APEC recognises the importance of harnessing this growth in a period of rapid economic transformation and the emergence of the digital era to ensure that no one is left behind. APEC remains fully cognizant of the need to realise the full potential of women and girls to participate in, contribute to, and benefit from economic growth.
2. Under the overarching 2018 APEC theme of "Harnessing Inclusive Opportunities, Embracing the Digital Future", we the APEC Ministers and Heads of Delegation gathered in Port Moresby, Papua New Guinea from 5 - 7 September 2018 for the APEC Women and the Economy Forum (WEF) chaired by the Minister for Community Development, Youth and Religion for Papua New Guinea. We welcomed the participation of the APEC Business Advisory Council (ABAC), the private sector and official observers.
3. We met under the 2018 WEF theme of **"Seizing Opportunities for Women and Girls to Advance in the Digital Age"** which draws focus on the new digital frontier and the opportunities and challenges it presents for women and girls. We seek to explore practical and meaningful ways in which APEC can respond to these challenges, while realising and harnessing the many associated opportunities. Our deliberations and efforts in 2018 were focused on four main priority areas: (1) Empowering Women to participate in the Digital Economy; (2) Gender Inclusion and Empowerment: a catalyst for growth in all sectors; (3) Leadership; and (4) Forging Partnerships, Narrowing the Gap.
4. At a time when APEC seeks to review its outlook and explore ways to carry its work beyond 2020, we remind ourselves of the significant progress that our region has made in ensuring the greater integration and empowerment of women in the region since the first APEC High-Level Policy Dialogue held in San Francisco in 2011. We are reminded of APEC Leaders' encouragement to economies and the private sector to implement initiatives that enhance women's economic empowerment, improve women's access to capital, assets and markets, increase women's high growth and high wage sectors, and promote women's

leadership, entrepreneurs, skills and competencies. We therefore seek to promote the inclusion and economic empowerment of women and girls through policies and measures across the five pillars. We recognise that women, including indigenous women and women in remote and rural areas, make vital contributions to economic and social development and prosperity of the Asia-Pacific region, and commit to take concrete actions to further promote the full advancement of women as a means of realising sustainable and inclusive economic growth.

5. We commend the extensive work that the Policy Partnership on Women and the Economy (PPWE) continues to pursue, and its unwavering efforts to mainstream women's economic empowerment perspectives into all of APEC's work streams. We encourage the PPWE to advance its work in view of emerging challenges and opportunities, and to collaborate and coordinate the appropriate responses by generating knowledge, learning and experiences on gender issues, unconscious bias, women's economic empowerment and the collection of relevant data.

### **Empowering Women to Participate in the Digital Economy**

6. We reiterate that women are important contributors to economic growth, and we therefore continue to explore ways to unleash the potential of women in the economy. Building on efforts in APEC in various areas, we urge economies to work towards creating opportunities for women to participate in the global economy including through; fostering conducive environments for women to start and run businesses; promoting women-owned MSMEs and women entrepreneurship in the digital economy; improving access to quality employment; advancing skills and resources, such as digital literacy and identity protection so that women can safely benefit from digital access to the fullest extent; and developing policies to improve access to finance, markets, start-up capital, and capacity building.
7. We recognise the role that trade promotion organisations can play to equip women entrepreneurs with the skills to build their businesses' export capacity and strengthen MSMEs competitiveness and ability to participate in global markets and value chains.
8. We welcome the application of innovative and smart business models that meet the diverse needs of women to bridge the digital divide. As the region draws closer through greater connectivity, we commit to ensuring that women and girls are equipped with the skills required to respond to the shifting demands of the workforce.
9. We recognise that the digital economy provides increased opportunities for women to participate in the global economy. To harness these opportunities, we must invest in the development of women and girls in the Science, Technology, Engineering, Arts and Mathematics (STEAM) fields.
10. With the many opportunities that information and communication technology (ICT) has on offer to improve the livelihood of women and girls, including the way they transact and interact, we encourage economies, and especially the private sector, to continue efforts to narrow the digital divide and to harness opportunities, and respond to challenges associated with digitisation. We encourage the sharing of best practices and experiences of APEC women entrepreneurs in utilising ICT to advance gender equality and support women's access to ICT and encourage women's income growth, including through e-commerce.

11. We note that the third APEC Business Efficiency and Success Target Award (APEC BEST Award) gives women entrepreneurs opportunities to present their projects and business models, share best practices and useful experiences, attract potential investors and partners, and increase their potential to enter new markets.
12. We share APEC's commitment to the digital economy, including through the APEC Internet and Digital Economy Roadmap. In particular, we seek to explore ways to encourage the participation of women and girls in the digital economy, regardless of socio-economic status. This can be realised through building and strengthening the appropriate infrastructure, ensuring full access for women and girls to this infrastructure, building skills and capacity for women and girls to take equal advantage of and benefit from these advancements. As the region draws closer through greater connectivity, we encourage women and girls' training in technology-enabled skills to be able to respond to shifting demands of the workforce.
13. We call for collective action to ensure that the digital economy is a useful tool for unleashing the economic potential of women and girls, and to take advantage of the opportunities that transformative technology provides. Efforts to achieve digital inclusion should consider the protection of women and girls from online harassment and predatory behaviour.

### **Gender Inclusion and Empowerment: A Catalyst for Growth in Sectors**

14. We recognise the importance of regulatory and structural reform to remove behind the border barriers affecting businesses across the region in order to enhance the functioning of markets and institutions that support their effective functioning; increase productivity; and support inclusive growth and women's economic empowerment, in line with broader APEC efforts on structural reform.
15. Economies are encouraged to address gender disparities hindering women from taking full advantage of economic opportunities in rural and urban settings or areas, and in resource sectors, including energy, fisheries, agriculture, tourism and mining.
16. We stress the importance of decent work, education and health as enablers in empowering women and girls. We encourage APEC and relevant stakeholders to promote, as applicable, laws and policies for decent work, creating conducive work environments for women, and social protection. We will work together to ensure full and non-discriminatory access for women and girls to quality education and skills development, and welcome the progress in the implementation of the APEC Education Strategy and Action Plan. We support improved women's economic participation through better health and nutrition. We are committed to promoting these efforts, emphasising the impact of women's economic participation on poverty reduction.
17. We acknowledge that while it is important to encourage a holistic approach towards promoting gender inclusion and empowering women in the region, we also recognise that women may face sector-specific challenges that prevent their full and non-discriminatory participation in the workforce. To this end, we commend APEC's existing work and encourage efforts to promote sectoral approaches to exploring opportunities and addressing challenges faced by women working in STEAM, transportation and infrastructure, MSMEs, and health, and for advancing discussions in 2018 on tourism, agriculture and fisheries, mining and the extractives, and energy. We acknowledge the important contribution of women to achieving inclusive and sustainable growth, and encourage collaboration between government and the private

sector to empower women to contribute in all sectors. We note the discussions at the APEC Women in Tourism Dialogue and the Women in Agriculture and Fisheries Dialogue in 2018. We recognise the benefits of promoting female participation in all industries given the economic and social benefits of greater diversity.

18. We recognise the importance of accessing capital and credit for women. We will work to promote access to financial products and services appropriate for unserved and underserved women to promote sustainable development and inclusive economic growth.
19. We re-emphasise our call to eliminate all forms of violence and discrimination against women and girls and recognise that these forms of violence are significant impediments to the achievement of women's economic empowerment and economic growth, and that every effort to achieve digital inclusion should ensure that women and girls are free from violence to promote their safety in all private and public spaces.

### **Leadership**

20. We are pleased at the increasing number of women in key leadership positions in government, business and at the community-levels. However, we recognise that more can be done to achieve gender parity. Therefore, we endeavour to empower women to take on more leadership roles for balanced decision making, and continue to inspire other women and girls to aspire to become leaders.
21. We recognise the importance of women's representation and voice for balanced decision-making at the highest levels of politics and government. Similarly, we encourage women's increased involvement in decision making as business leaders and entrepreneurs. Economies are encouraged to enhance the ratio of women's representation in leadership and enhance gender diversity management. We acknowledge the outcomes of the APEC Top Management Forum on Diversity Management for Women's Empowerment.
22. We recognise that the APEC narrative on leadership should extend beyond the idea of women as leaders. We should also focus on educating and encouraging men in leadership and decision making roles to aspire to achieving gender equality in all areas.

### **Forging partnerships, bridging the gap**

23. We welcome the outcomes of the Symposium on Promoting Champions to Drive Gender Inclusion and Empower Women held on 5 September 2018. These outcomes emphasise the important roles that men and boys play in the full realisation of women as equal contributors to economic growth and gender equality. We encourage efforts to ensure gender mainstreaming and ensuring that men and boys strategically engage in leadership, management and decision-making levels to drive efforts in the APEC region on gender equality and women's economic empowerment.
24. We are delighted with the increased engagement of the relevant APEC fora, and the integration of gender into their activities. We recognise the importance of engaging with relevant stakeholders.
25. We welcome the participation of the private sector through the Public Private Dialogue on Women and the Economy, and underscore the importance of ensuring private sector engagement and partnership, as appropriate. We agree that the PPWE should increase engagement with the private sector and the relevant APEC fora to strengthen efforts to promote gender inclusion at all levels and in all sectors. We recognise the immense potential that well-

coordinated and consistent partnership with the private sector has to catapult progress towards the full realisation of the potential of women in the economy. We encourage continued collaboration with ABAC, and welcome ABACs efforts to connect business women and promote women's entrepreneurship through digital solutions

### **Moving forward**

26. We suggest continued exchanges and cooperation in the APEC region on women's economic empowerment, and the building of diversified platforms and networks of cooperation and practical cooperation in areas such as capacity building, information exchange, and best-practice sharing.
27. We welcome updates on the Women and the Economy Dashboard, and recognise the Dashboard as being an important source of data to allow for informed decision making in APEC on women's economic empowerment. We acknowledge the Policy Support Unit, and specific support and resources for initiatives to promote women's economic empowerment.
28. We welcome the operation of the Women and the Economy Sub-Fund in 2018, and encourage contributions and applications to utilise the fund.
29. We commit to further promote women's full advancement as a means of achieving sustainable and inclusive economic growth and foster a conducive environment for women's economic empowerment.
30. We seek APEC Leaders' consideration to recommit to women's economic empowerment and gender equality in the APEC region amidst a rapidly changing economic landscape.

### **Women and the Economy Forum 2019**

31. We look forward to progressing our efforts in 2019, and the WEF and related activities in Chile.

### **Teaching and Learning**

In this unit of work, the teachers are required to prepare a criteria sheet as guidelines for students to use when critiquing an article on a selected marginalised and underrepresented groups of the population; for example; the case-study on 'Seizing Opportunities for Women and Girls to Advance in the Digital Age (2018 APEC WOMEN AND THE ECONOMY FORUM STATEMENT)' or any other similar cases.

### **Suggested Lesson:**

Lesson 1: Case-Study: Seizing Opportunities for Women and Girls to Advance in the Digital Age (2018 APEC WOMEN AND THE ECONOMY FORUM STATEMENT)

### **Resources:**

- Asia Pacific Economic Cooperation, 2018, 2018 APEC Women and the Economy; High level Policy Dialogue on women and the economy. Forum- Seizing opportunities for women and girls to advance in the digital age. 2018, Port Moresby PNG. Retrieved on .01.12.20 at <https://www.apec.org/>
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# Planning and Programming

## The 8 steps in Planning and Programming Process

1. Identify the number of Strands and Units in the subject Syllabus
2. Identify the total number of Content Standards, Benchmarks and Number of Topics (Syllabus and Teacher Guide)
3. Consider the Facts and Considerations in the Planning and Programming Process (subject related)
4. Distribute the Content evenly across the 4 school terms in a Matrix (Proposed Template)
5. Expand and plot the distributed content into the complete Yearly Content Overview for the subject for the grade (Proposed Template)
6. Develop the Termly Programs (Proposed Template)
7. Develop the Weekly Teaching Program (Proposed Template) Daily Lesson Plan (SBC Template)
8. Review, Evaluate and Re-plan the yearly, termly, weekly Programs

The Planning and Programming Process involves 8 steps. The steps are outlined and described with samples provided to assist and guide you.

It is important to first identify the strand and unit names for familiarisation and also the number of strands and units in the Grade 9 Christian Citizenship and Values Education (CCVE) subject.

Christian Citizenship and Values Education has 4 strands and 8 Units.

## Table of Strands and Units

The table below outlines the strands and units for grade 9 Christian Citizenship and Values Education subject. This helps teachers understand how to deal with units per strand when they are expanded into evidence outcomes and benchmarks at each grade.

The strands and units of content standards explain the progression from Grade 7 to Grade 9, linking to senior high school CCVE content. The order and linkage of units signifies what the students will achieve from one grade to the next.

Christian Citizenship and Values Education is organised around four strands – Biblical Values And Principles, Christian Identities and Civic Principles, Christian Citizenship and Society, Christian Leadership and Good Governance. These strands are comparable with the strands used internationally. The Content Standard of each Strand is based on units. The Strands, Units and Content Standards are outlined in the table below:

**Step 1: Identify the number of Strands and Units in the subject Syllabus**

(Grade 9 CCVE Syllabus Page #)

Strands	Units
Biblical and Values Principles	Biblical Values and Practices
	The Ten Commandments: God's Core Principles
Christian Identities and Civic Principles	Christian Identities
	Civic Principles
Christian Citizenship and Society	Christian Citizenship
	Christian Citizens and Active Participation
Christian Leadership and Governance	Christian Leadership
	Good Governance

**Step 2: Identify the total number of Content Standards, Benchmarks and Number of Topics (Syllabus and Teacher Guide)**

- Use the Syllabus to derive the total number of Content Standards and total number of Benchmarks
- Use the unpacking tool to derive your topics and the total number of topics
- Place or slot them in a matrix as in the sample shown below so you are knowledgeable and made aware of the total number of content standards, benchmarks and topics that you will be working with in the planning and programming of teaching and learning for the subject in a school year for that grade.

**Grade 9 Christian and Citizenship Values Education Content Matrix**

Consult the Grade 9 CCVE Benchmarks and topics to be covered in Grade 9.

Total Number Of Strands	Total Number Of Units	Total Number of Content Standards	Total Number Of Benchmarks	Total Number Of Topics
1	2	2	7	14
2	2	2	4	4
3	2	2	4	4
4	2	2	11	11
<b>Totals</b>	<b>8</b>	<b>8</b>	<b>26</b>	<b>33</b>

**Step 3: Consider the Facts and Considerations in the Planning and Programming Process (subject related)**

It is important to consider and analyse facts that are worth considering if these facts will help or if these facts will pose a challenge to the planning and programming process.



## Facts and Considerations

1. As per the Matrix, there are a total of **26** Benchmarks and Topics which must be programmed and taught in a school year.
2. **26** Benchmarks divided by the **4** Terms in a year gives **6.5** Benchmarks/ topics which is approximately **6-7** Benchmarks/ **6-7** Topics in a Term.
3. Time Allocation for Grade 9 CCVE is **200** minutes per week which means it has **5** periods/**5** lessons a week.
4. In a term, there are about **8** weeks of actual teaching weeks which gives us **40** periods/**40** lessons of actual teaching in a term (**5** periods a week x **8** actual teaching weeks in a term).
5. Teachers have the liberty to use their discretion to plan and program a Unit of Work according to the number of weeks per time.
6. The teaching content outweighs the teaching weeks and therefore considerations must be made on teaching and learning approaches for example; integration, project-based learning, etc.

### Step 4: Distribute the Content evenly across the 4 school terms in a Matrix (Proposed Template)

Using these facts and considerations, we have provided a sample Christian Citizenship and Values Education Grade 9 Sample Yearly

#### Content Overview

#### Grade 9 Christian Citizenship and Values Education Term 1- 4 Content distribution

Term (Text)	Strands (Text)	Units (Text)	Content Standards (Coding)	Benchmarks (Coding)	No of Benchmarks per Term
1	1. Biblical Values and Principles	1. Biblical Values and Practices 2. The Ten Commandments: God's Core Principles	CS:1.1.	9.1.1.1, 9.1.1.2, 9.1.1.3,	7
			CS:1.2.	9.1.2.1, 9.1.2.2, 9.1.2.3, 9.1.2.4	
2	2. Christian Identities and Civic Principles	1. Christian Identities 2. Civic Principles	CS:2.1.	9.2.1.1, 9.2.1.2	7
	3. Christian Citizenship and Society		CS:2.2.	9.2.2.1, 9.2.2.2	
3		3. Christian Citizenship and Society	2. Christian Citizens and Active Participation	CS:3.1.	
	CS:3.2.			9.3.2.1	
4	4. Christian Leadership and Governance	2. Good Governance	CS:4.1.	9.4.1.1, 9.4.1.2, 9.4.1.3, 9.4.1.4	6
	4. Christian Leadership and Governance		CS:4.2.	9.4.2.1,	
4	4. Christian Leadership and Governance	2. Good Governance	CS:4.2.	9.4.2.2, 9.4.2.3, 9.4.2.4, 9.4.2.5, 9.4.2.6, 9.4.2.7	6

## Step 5: Expand and plot the distributed content into the complete Yearly Content Overview for the subject for the grade (Proposed Template)

### Grade 9 Sample Yearly Content Overview

The Yearly overview outlines the Strands, Units, Content Standards, Benchmarks and Topics to be taught in a year.

The Benchmarks were distributed evenly across 4 terms for an equal number of content being taught.

TERM ONE (1)				
Strands	Units	Content Standards	Benchmarks	Topics
1. Biblical Values and Principles	1. Biblical Values and Practices	CS:1.1. Students will be able to explore and make sense of the biblical values and principles, and explain how they were represented, promoted, modeled, validated, and practised in biblical times.	9.1.1.1 Investigate and explain the concept of the Oneness of God and analyse its essence and core pillars.	<ul style="list-style-type: none"> <li>The Oneness of God</li> <li>Essence and Core Pillars of God in One</li> </ul>
			9.1.1.2 Compare and contrast the works of construction, representation, circulation, utilisation and reposition the "Oneness of God" in the biblical times.	<ul style="list-style-type: none"> <li>Construction and Representation of the Oneness of God</li> <li>Circulation, Utilisation and Reposition of Oneness of God</li> </ul>
			9.1.1.3 Investigate and explain the intensity of how believers and different religions and church ministries value, interpret, represent and utilise the concept of the Ones of God.	<ul style="list-style-type: none"> <li>The Value and Interpretation of the Concept of the Oneness of God</li> <li>Utilisation of the Oneness of God</li> </ul>
	2. The Ten Commandments: God's Core Principles		CS:1.2 Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behaviour and practices in different contexts.	9.1.2.1 Explain the meaning, purpose and relevance of the 3 <sup>rd</sup> Commandment and analyse its values and principles and its influence on people.
9.1.2.2 Explain the meaning, purpose and relevance of the 4 <sup>th</sup> Commandment and analyse its values and principles and its influence on people.				<ul style="list-style-type: none"> <li>The 4<sup>th</sup> Commandment</li> <li>The Values and Principles of Sabbath Day</li> </ul>

			<p><b>9.1.2.3</b> Identify and correlate God's attributes to the 3<sup>rd</sup> and 4<sup>th</sup> Commandments and explain the reasons for God regulating these attributes.</p>	<ul style="list-style-type: none"> <li>God's Attributes of The 3<sup>rd</sup> And 4<sup>th</sup> Commandments</li> <li>Reasons for God Regulating These Attributes</li> </ul>
			<p><b>9.1.2.4</b> Analyse God's expression of attitude and character towards the disobedience of the 3<sup>rd</sup> and 4<sup>th</sup> Commandments and His discipline for people.</p>	<p>God's Attitude and Character Towards the Disobedience of The 3<sup>rd</sup> And 4<sup>th</sup> Commandments Discipline of The Disobedience to the 3<sup>rd</sup> and 4<sup>th</sup> Commandments</p>
<b>TERM TWO (2)</b>				
<b>2. Christian Identities and Civic</b>	<b>1. Christian Identities</b>	<p><b>CS:2.1</b> Students will be able to analyse Christian identities and explain how they are constructed, represented, utilised, and regulated in different contexts and evaluate their characteristics.</p>	<p><b>9.2.1.1</b> Investigate and analyse how Christian identities are constructed and represented in different Christian community groups.</p>	<p>Christian Community Groups</p>
			<p><b>9.2.1.2</b> Investigate the Christian values and principles underlying the e-construction or construction, and representation of community groups' Christian identities</p>	<ul style="list-style-type: none"> <li>Construction and representation of Christian Community Groups</li> </ul>
		<p><b>CS:2.2.</b> Students will be able to examine and analyse Christian principles that shape Christian identities and influence civic principles, values, behaviours, and practices in different contexts.</p>	<p><b>9.2.2.1</b> Evaluate how Christian beliefs, values and principles shape the civic identities of different community groups.</p>	<ul style="list-style-type: none"> <li>Christians shaping Civil groups</li> </ul>
			<p><b>9.2.2.2</b> Investigate and explain how Christian principles and values influence civic principles, values and agenda of different civil societies.</p>	<ul style="list-style-type: none"> <li>Christians influencing different civil societies</li> </ul>

<b>3. Christian Citizenship and Society</b>	<b>1. Christian Citizenship</b>	<b>CS:3.1.</b> Students will be able to investigate various Christian and Civic systems and examine how they influence citizens' perceptions, values, behaviours and civic responsibilities and engagement.	<b>9.3.1.1.</b> Identify and explain the roles and functions of different Christian civil human rights organisations.	<ul style="list-style-type: none"> <li>• Roles and functions of Christian and civil human rights organisations</li> </ul>
			<b>9.3.1.2.</b> Analyse the Christian values and principles leveraged by Christians and civic organisations to promote and safeguard the rights of the marginalised, under represented and oppressed people.	<ul style="list-style-type: none"> <li>• The rights of the marginalised, under represented and oppressed people</li> </ul>
	<b>2. Christian Citizens and Active Participation</b>	<b>CS:3.2.</b> 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.	<b>9.3.2.1.</b> Evaluate the roles and responsibilities of Christian citizens in building and sustaining Socialist Societies.	<ul style="list-style-type: none"> <li>• Roles and responsibilities of Christian citizens in building socialist societies and sustaining socialist societies</li> </ul>
<b>TERM THREE (3)</b>				
<b>3. Christian Citizenship and Society</b>	<b>2. Christian Citizens and Active Participation</b>	<b>CS:3.2.</b> 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.	<b>9.3.2.2.</b> Examine the level of influence and participation of Christian organisations in different socialist systems.	<ul style="list-style-type: none"> <li>• Influence and participation level of Christian organisations in socialist systems</li> </ul>

4. Christian Leadership and Governance	1. Christian Leadership	CS:4.1. Students will be able to investigate and analyse the principles, values, behaviours, characteristics and practices of Christian Leadership.	9.4.1.1 Investigate and explain the essence of Steward Leadership and relate it to the behaviours and practices of leaders in different contexts.	• Essence of Steward Leadership
			9.4.1.2 Analyse the traits of Steward Leaders and justify their importance in leading people and organisations.	• Traits of Steward Leaders
			9.4.1.3 Inquire and evaluate the principles and values of Steward Leadership.	• Principles and values of Steward Leadership
			9.4.1.4 Identify and analyse the core principles and values of stewardship of a Christian leader.	• Core principles and values of stewardship
	2. Good Governance	CS: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	9.4.2.1: Examine the principles of accountability and transparency and their importance to political governance.	• Importance of accountability and transparency to political governance
			<b>TERM FOUR (4)</b>	
4. Christian Leadership and Governance	2. Good Governance	CS: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	9.4.2.2: Investigate and compare Christian and secular views on transparency and accountability to political leaders.	• Christian and secular views on transparency and accountability to political leaders
			9.4.2.3: Examine how transparency and accountability in decision-making and implementation can eliminate corruption and bring about positive change.	• Transparency and accountability in decision-making and implementation
			9.4.2.4: Examine what the bible says about participation of citizens in decision-making and explain how this is represented.	• Bible's declaration and representation of citizens' participation in decision-making
			9.4.2.5: Investigate and explain how Whistle Blowers' Laws and other criminal and civil laws can improve transparency and accountability.	• Laws to improve transparency and accountability
			9.4.2.6: Investigate and evaluate the effectiveness of participatory and inclusive decision-making enabling laws.	Enabling laws on participation and inclusive decision-making
			9.4.2.7: Investigate and develop a technology solution that would enable vulnerable and underrepresented citizens to participate in decision-making.	Technology solution and citizens' participation in decision-making

**Step 6: Develop the Termly Programs (Proposed Template)**

Use the **Number Identification** for the **Strands, Units, Content Standards, Benchmarks** and the **Topics** to do your termly programs. From your **Benchmarks** unpack your **Learning Objectives, Knowledge, Skills, Attitudes** and **Values** for the term program. Below is a sample template that you can use as a guide to do your termly programs.

**Christian Citizenship and Values Education Teaching Program**

**Term:** One    **Year:** 2024    **Grade:** 9

Weeks	Strands	Units	Content Standards	Benchmarks	Topics	VASKs				Assessments
						Knowledge	Skills	Attitudes	Values	
<b>ONE</b>		1. Biblical Values and Practices	<b>CS:1.1.</b> 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.	<b>9.1.1.1</b> Investigate and explain the concept of the Oneness of God and analyse its essence and core pillars.	The Oneness of God Essence and core pillars of God in One	Oneness of God Gods essence, Pillars of God	Convey	Pas-sionate	Under-standing	Assessment For Learning could be done on the two topics of this benchmark. 10 questions with a checklist may be developed for the assessment.
<b>TWO</b>				<b>9.1.1.2</b> Compare and contrast the works of construction, representation, circulation, utilisation and reposition of Oneness of God biblical times.	Construction and representation of the Oneness of God Circulation, utilisation and reposition of Oneness of God	Construc-tion & representation of God Construc-tion & representation of God	Articulate	Critical	Willing-ness	Assessment For Learning could be done on the two topics of this benchmark. 10 questions with a checklist may be developed for the assessment.

Weeks	Strands	Units	Content Standards	Benchmarks	Topics	VASKS				Assessments
						Knowledge	Skills	Attitudes	Values	
<b>THREE &amp; FOUR</b>				<b>9.1.1.3</b> Investigate and explain the intensity of how believers and different religions and church ministries value, interpret, represent and utilise the concept of the Ones of God.	The value and interpretation of the concept of the Oneness of God Utilisation of the Oneness of God	Value & interpretation of God Utilisation of God	Conceptualise	Reflective	Keeness	A project may be developed after this benchmark has been taught. A Test out of 20 marks will be given to the students to do in 40 minutes.
			<b>CS:1.2</b> Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behaviour and practices in different contexts.	<b>9.1.2.1</b> Explain the meaning, purpose and relevance of the 3 <sup>rd</sup> Commandment and analyse its values and principles and its influence on people.	The 3 <sup>rd</sup> Commandment The values and principles of the Name of the Lord	3 <sup>rd</sup> Commandment Values and principles of Lords Name	Illustrate	Sensible	Decisiveness	Assessment For Learning could be done on the two topics of this benchmark. 10 questions with a checklist may be developed for the assessment
<b>FIVE</b>		2. The Ten Commandments: God's Core Principles								

Weeks	Strands	Units	Content Standards	Benchmarks	Topics	VASKs				Assessments
						Knowledge	Skills	Attitudes	Values	
<b>SIX</b>				<b>9.1.2.2</b> Explain the meaning, purpose and relevance of the 4 <sup>th</sup> Commandment and analyse its values and principles and its influence on people.	The 4th Commandment The values and principles of Sabbath Day	4th Commandment Values and principles of Sabbath	Communicate	Conscientious	Thoroughness	Assessment For Learning could be done on the two topics of this benchmark. 10 questions with a checklist may be developed for the assessment
<b>SEVEN</b>			<b>9.1.2.3</b> Identify and correlate God's attributes to the 3 <sup>rd</sup> and 4 <sup>th</sup> Commandments and explain the reasons for God regulating these attributes.	God's attributes of The 3rd and 4th Commandments Reasons for God regulating these attributes	Attributes of 3rd and 4 <sup>th</sup> Commandments Reasons God regulates attributes		Summarise	Diligent	Sincerity	The project given in week 3 will be due and collected. A test out of 20 marks will be given to the students to do in 40 minutes.
<b>EIGHT</b>			<b>9.1.2.4</b> Analyse God's expression of attitude and character towards the disobedience of the 3 <sup>rd</sup> and 4 <sup>th</sup> Commandments and His discipline for people.	God's attitude and character towards the disobedience of the 3rd and 4th Commandments Discipline of the disobedience to the 3rd and 4th Commandments	God's attitude and character to disobedience to Commandments 3 & 4 Discipline of disobedience to 3 <sup>rd</sup> & 4 <sup>th</sup> Comm.		Analyse	Pro-Active	Thoughtfulness	Assessment For Learning could be done on the two topics of this benchmark. 10 questions with a checklist may be developed for the assessment



## Step 7: Develop the Weekly Teaching Program (Proposed Template) Daily Lesson Plan (SBC Template)

### 1. How to plan a Week's Lessons from the Term Program.

1.1 According to the above Termly Program, a **Week's Lessons Outline** can be extracted and laid out in a sample **Weekly Lessons Outline** as the one in the table below.

1.2 Each week's lessons can be either drawn out of the **Learning Objectives** or the **Knowledge** of the **Topics** listed for each week.

1.3 The sample below shows the following;

- The **Weekly Lessons Outline** is introduced by its reference **Term** of the year, the **Week** in the term, the **Subject**, the **Grade**, **Strand** number and name, the **Unit** number and name, the **Content standard** number and its description and **Benchmark** number and description.
- **Lesson Titles** are unpack from the **Learning Objectives** to be learnt by the students from each **Topics** with the
- **Lesson Objectives** that *guide what the students are expected to do in the lesson's*
- **Activities (Teaching/Learning)** and *determine what is expected to be learnt by the students at the end of the lesson.*
- The **Assessment** briefly describes how the **Knowledge**, **Skills**, **Attitudes** and **Values** will be assessed during or *as or for learning.*

Term: One	Week: One	Grade: 9	Class: 9A		
<b>Strand:</b> 1. Biblical Principles and Values		<b>Units:</b> 1. Biblical Values and Practices			
<b>Content Standards:</b> 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					
<b>Benchmarks: 9.1.1.1</b> Investigate and explain the concept of the Oneness of God and analyse its essence and core pillars					
<b>Learning Objectives:</b> By the end of the topic, the students should be able to; <ul style="list-style-type: none"> <li>• Investigate and explain the concept of the Oneness of God, its essence and core pillars.</li> </ul>					
Topic	Value/Attitude	Skills	Knowledge	Lessons	Assessment
<ul style="list-style-type: none"> <li>• The concept of the Oneness of God</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance</li> <li>• Gestures of curiosity</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of the Oneness of God</li> </ul>	<b>Lesson. 1.</b> <ul style="list-style-type: none"> <li>• Oneness of God</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment for learning based on a knowledge checklist</li> </ul>
	<ul style="list-style-type: none"> <li>• Commitment</li> <li>• Considerate</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of the Oneness of God</li> </ul>	<b>Lesson. 2.</b> <ul style="list-style-type: none"> <li>• Essence of God</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment for learning based on a knowledge checklist</li> </ul>
	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Hard-Working</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of the Oneness of God</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson. 3.</li> <li>• Core pillars of God</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment for learning based on attitudes/ values checklist</li> </ul>

(\* Note: This weekly programming process will be followed for the rest of the weeks of the term if it's required to.)

## 8.Review, Evaluate and Re-plan the yearly, termly, weekly Programs

# Standards-Based Lesson Planning

## What are Standards-Based Lessons?

In a Standards-Based Lesson, the most important or key distinction is that a student is expected to meet a defined standard for proficiency. When planning a lesson, the teacher ensures that the content and the methods of teaching the content enable students to learn both the skills and the concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

Planning lessons that are built on standards and creating aligned assessments that measure student progress towards standards is the first step teachers must take to help their students reach success. A lesson plan is a step-by-step guide that provides a structure for essential learning.

When planning a standards-based lesson, teacher instructions are very crucial for your lessons. How teachers instruct the students is what really points out an innovative teacher to an ordinary teacher. Teachers must engage and prepare motivating instructional activities that will provide the students with opportunities to demonstrate the benchmarks. For instance, teachers should at least identify 3-5 teaching strategies in a lesson; teacher lectures, ask questions, put students into groups for discussion and role play what was discussed.

## Why is Standards-Based Lesson Planning Important?

There are many important benefits of having a clear and organised set of lesson plans. Good planning allows for more effective teaching and learning. The lesson plan is a guide and map for organising the materials and the teacher for the purpose of helping the students achieve the standards. Lesson plans also provide a record that allows good, reflective teachers to go back, analyse their own teaching (what went well, what didn't), and then improve on it in the future.

Standards-based lesson planning is vital because the content standards and benchmarks must be comparable, rigorous, and measurable and of course evidence based and be applicable in real life that we expect students to achieve. Therefore, teachers must plan effective lessons to teach students to meet these standards. As schools implement new standards, there will be much more evidence that teachers will use to support student learning to help them reach the highest levels of cognitive complexity. That is, students will be developing high-level cognitive skills.

## Components of a Standards-Based Lesson Plan

An effective lesson plan has three basic components;

- aims and objectives of the course;
- teaching and learning activities;
- assessments to check student understanding of the topic.

Effective teaching demonstrates deep subject knowledge, including key concepts, current and relevant research, methodologies, tools and techniques, and meaningful applications.

## Planning for under-achievers

Who are underachieving students?

Under achievers are students who fail or do not perform as expected. Underachievement may be caused by emotions (low self-esteem) and the environment (cultural influences, unsupportive family)

How can we help underachievement?

Underachievement varies between students. Not all students are in the same category of underachievement.

Given below are some suggested strategies teachers may adopt to assist underachievers in the classroom.

- Examine the Problem Individually

It is important that underachieving students are addressed individually by focusing on the student's strengths.

- Create a Teacher-Parent Collaboration

Teachers and parents need to work together and pool their information and experience regarding the child. Teachers and parents begin by asking questions such as;

- In what areas has the child shown exceptional ability?
  - What is the child's preferred learning style?
  - What insights do parents and teachers have about the child's strengths and problem areas?
- Help student to plan every activity in the classroom
  - Help students set realistic expectations
  - Encourage and promote the student's interests and passions.
  - Help children set short and long-term academic goals
  - Talk with them about possible goals.
  - Ensure that all students are challenged (but not frustrated) by classroom activities
  - Always reinforce students

## Standards-Based Lesson Planning

- To help teachers plan effective lessons, there are sample lessons from the five strands provided. Teachers are encouraged to study the layout of the different components of these lessons and follow this design in their preparation and teaching of each lesson. Planning a good lesson helps the teacher in maintaining a standard teaching pattern and does not let the class deviate from the topic.

## Examples of Standards-Based Lesson Plans

To help teachers plan effective lessons, there are five (5) sample lessons from the four strands provided here. Teachers are encouraged to study the layout of the different components of these lessons and follow this design in their preparation and teaching of each lesson. Planning a good lesson helps the teacher in maintaining a standard teaching pattern and does not let the class deviate from the topic.

### Sample of Standards-Based Lesson Planning

The following sample lesson can help teachers to plan effective lessons. Teachers are encouraged to study the layout of the different components of these lessons and follow this design in their preparation and teaching of each lesson. Planning a good lesson helps the teacher in maintaining a standard teaching pattern which should not deviate students' learning of the concept from the topic.

### Sample Lesson Plan

#### STRAND 3: Christian Citizenship and Society

##### Unit 1: Christian Citizenship

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

**Benchmark: 9.3.1.1.** Identify and explain the roles and functions of different Christian civil human rights organisations.

**Learning Objectives:** The students will be able to;

- Identify the roles and functions of Christian and civil human rights organisations.
- Discuss how Christian and civil human rights organisations can support and promote the rights of citizens.

**Topic 1.1.** Roles and functions of Christian and civil human rights organisations

#### Essential Question

1. What are the roles and functions of Christian and civil human rights organisations?
2. How can Christian and civil human rights organisations support and promote the rights of citizens?

#### Performance Indicator

By the end of the topic, the students can:

- Describe the roles and functions of Christian and civil human rights organisations.

- Outline the Christian and civil human rights organisations that support and promote the rights of citizens

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

#### **Values**

- dignity, fairness, equality,

#### **Attitudes**

- Appreciate roles of members
- Being responsible
- Being respectful

#### **Skills**

- Identify and explain the roles and functions of civil human rights organisations

#### **Knowledge**

- Roles and functions of Christian and civil human rights organisations
- Christian and civil human rights organisations
- Strategies to support and promote the rights of citizens

## Lesson Procedures- Teaching and Learning

Teaching Strategies	Learning Strategies
<b>(a) Lesson Introduction</b>	
<ul style="list-style-type: none"> <li>• Ask questions from previous lesson</li> <li>• Ask students how Christians and civic organisation get involved in human rights situation</li> <li>• How do Christians and civics in human right organisations perform their duties and Introduce the lesson topic</li> </ul>	<ul style="list-style-type: none"> <li>• Students answer questions on previous lesson</li> <li>• Answer questions on concept on how Christians and civic organisation get involved in human rights situation</li> <li>• Students gauge their views on the ways Christians and civic human right organisations perform their duties.</li> </ul>
<b>(b) Lesson Body</b>	
<b>Modeling</b>	
<ul style="list-style-type: none"> <li>• Instruct students to work in pairs or groups identify the roles and functions of the Christians and civic human right organisations</li> <li>• Students work in groups to discuss their findings on the roles and functions of the Christians and civic human right organisations</li> <li>• Provide worksheets for students to record findings on the roles and functions of the Christians and civic human right organisations</li> </ul>	<p><b>Activity 1:</b> Students work in pairs or mix groups, using discussing and critiquing their findings on the roles and functions of the Christians and civic human right organisations</p> <p><b>Activity 2:</b> Students use the worksheet provided by the teacher to record their agreed findings</p>
<b>(b) Lesson Body</b>	
<b>Independent Practice</b>	
<ul style="list-style-type: none"> <li>• Ask students to share group work with the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students explain and share answers to their findings</li> </ul>
<b>(c) Lesson conclusion/summary</b>	
<ul style="list-style-type: none"> <li>• Summarise by collecting answers from the findings presentation from the groups.</li> <li>• Mention the significance findings from different findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Students share their work with the rest of the class.</li> </ul>
<b>(d) Lesson Assessment/Lesson Evaluation</b>	
<ul style="list-style-type: none"> <li>• Ask questions to conclude lesson (formative assessment).</li> <li>• Highlight key roles and functions of the Christians and civic human right organisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Students answer questions based on lesson taught.</li> <li>• Students take note of important points on the roles and functions of the Christians and civic human right organisations.</li> </ul>

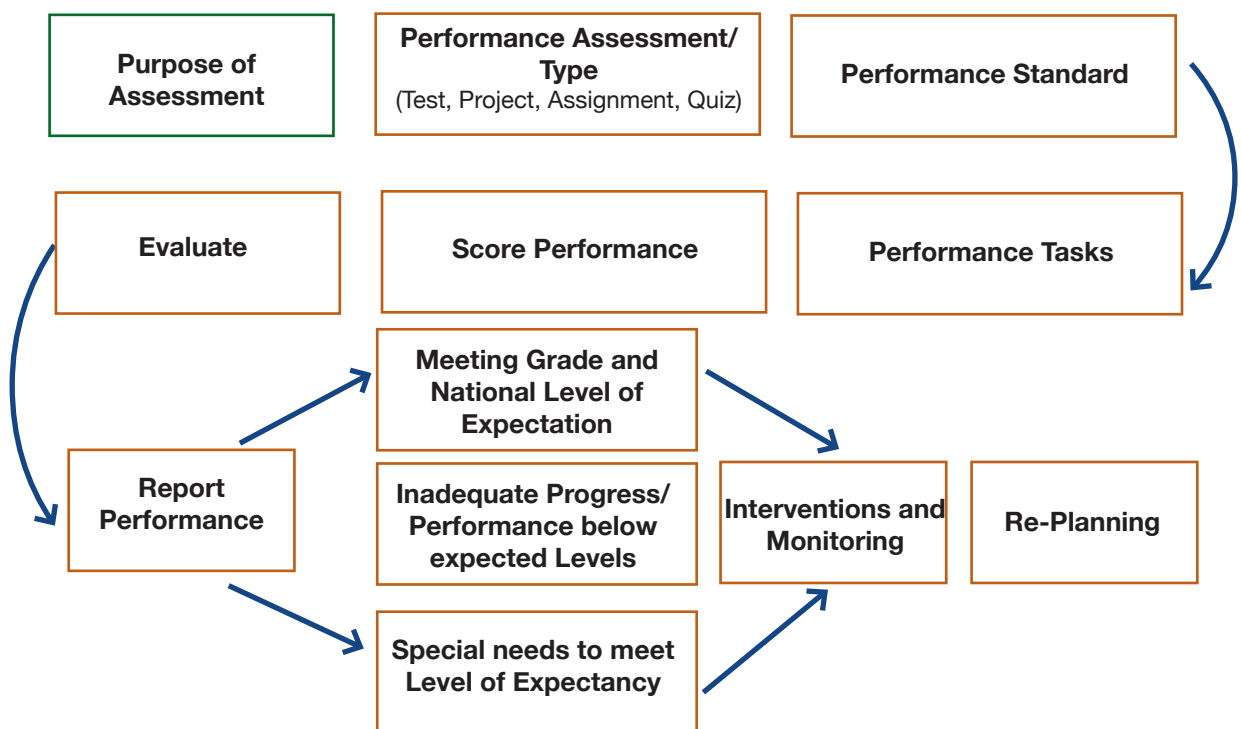
# Standards Based Assessment, Reporting and Monitoring

## What is Standards-Based Assessment (SBA)?

Standards-Based Assessment is an on-going and a systematic process of **assessing, evaluating, reporting** and **monitoring** students' performance and progression towards meeting grade and national level expectations. It is the measurement of students' proficiency on a learning objective of a content standard and progression towards the attainment of that content standard and benchmark.

## Standards-Based Assessment Cycle

The Standards-Based Assessment Cycle begins with the purpose to assess learning. Teachers must always clearly define the purpose and expectations of the assessment tasks or activities before starting the assessment. The cycle consists the delivery of the assessment, scoring of performance, monitoring or learning, evaluating learning and performance, reporting of achievement and underachievement, developing interventions for underachievers and advance learners and replanning assessment as demonstrated below;



## Purpose of Standards-Based Assessment

Standards-Based Assessment (SBA) serves different purposes. These include instruction and learning purposes. The primary purpose of SBA is to improve student learning so that all students can attain the expected level of proficiency or quality of learning.

Enabling purposes of SBA is to:

- measure students' proficiency on well-defined content standards, benchmarks and learning objectives;

- ascertain students' attainment or progress towards the attainment of specific component of a content standard;
- ascertain what each student knows and can do and what each student needs to learn to reach the expected level of proficiency;
- enable teachers to make informed decisions and plans about how and what they would do to assist weak students to make adequate progress towards meeting the expected level of proficiency;
- enable students to know what they can do and help them to develop and implement strategies to improve their learning and proficiency level;
- communicate to parents, guardians, and relevant stakeholders the performance and progress towards the attainment of content standards or its components;
- compare students' performances and the performances of other students.

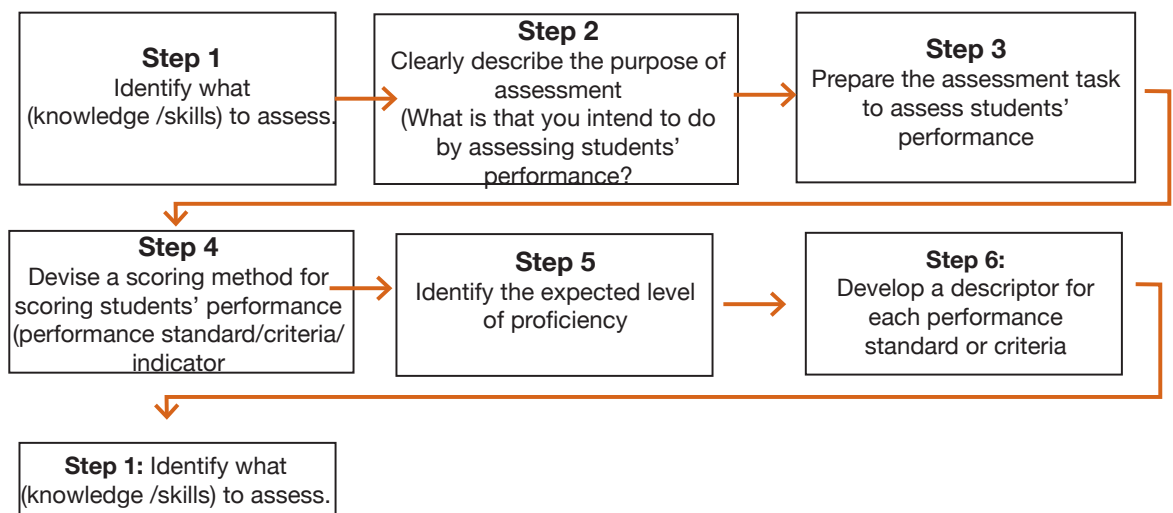
### Principles of Standards-Based Assessment

The principle of SBA is for assessment to be;

- emphasising on tasks that should encourage deeper learning,
- be an integral component of a course, unit or topic and not something to add on afterwards,
- a good assessment requires clarity of purpose, goals, standards and criteria,
- of practices that should use a range of measures allowing students to demonstrate what they know and can do,
- based on an understanding of how students learn,
- of practices that promote deeper understanding of learning processes by developing students' capacity for self-assessment,
- improving performance that involves feedback and reflection,
- on-going rather than episodic,
- given the required attention to outcomes and processes,
- be closely aligned and linked to learning objectives, benchmarks and content standards.

### Standards-Based Assessment Process

Teachers are required to use the steps outlined below when planning assessment. These steps will guide you to develop effective assessments to improve student's learning as well as evaluating their progress towards meeting national and grade – level expectations.





## 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 goals

### 2. Summative Assessment

Summative assessment focuses on ‘assessment of learning’ and is conducted after or at the conclusion of teaching and learning of activities or a topic.

Purposes of assessment of Learning

- Help teachers to determine what each student has achieved and how much progress he/she has made towards meeting national and grade-level expectations
- Help teachers to determine what each student has achieved at the end of a learning sequence or a unit.
- Enable teachers to ascertain each student’s development against the unit or topic objectives and to set future directions for learning.
- Help students to evaluate, reflect on, and prepare for next stage of learning

### 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

### *A Comparison of Authentic and Traditional Assessment*

Authentic Assessments	Traditional Assessments
<ul style="list-style-type: none"> <li>• Portfolios, demonstrations, field work, case studies, assignments, lab reports</li> <li>• Students take an active role in process</li> <li>• Qualitative</li> <li>• Interpretive</li> <li>• Focuses on performance, process and product</li> <li>• High level thinking</li> <li>• Use of rubric</li> <li>• Use of criterion levels evaluation</li> <li>• Part of teaching and learning Process</li> <li>• Shows mastery and learning performance</li> <li>• Generally extends over time</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice tests, true-false, fill in the blanks, sentence completion, matching, diagram completions</li> <li>• External –(teacher driven – assessing performance of teacher rather than the student)</li> <li>• Teacher-centred (what is appropriate and convenient for the teacher and what teacher thinks is good for students and decides what should be and should not be learnt)</li> <li>• Quantitative (driven to collect marks)</li> <li>• Objective</li> <li>• End product (only looking for the end product and not concerned about the performance and process)</li> <li>• Standardised or norm referenced</li> <li>• Isolated facts</li> <li>• Low level content</li> <li>• Generally occurs in “one setting</li> </ul>

## 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 sports person,
- Write a review of a dance performance,
- Essays,
- Projects.

### ii. Process Focused Tasks

It shows the thinking processes and learning strategies students use as they work such as;

- Survival scenarios,
- Problem solving initiative/adventure/ activities,
- Decision making such as scenarios related to health issues,
- Event tasks such as creating a game, choreographing a dance/ gymnastics routine, creating an obstacle course,
- Game play analysis,
- Peer assessment of skills or performances,
- Self-assessment activities,
- Goal setting, deciding a strategy and monitoring progress towards achievement.

### iii. Portfolio

This refers to a collection of student work and additional information gathered over a period of time that demonstrates learning progress.

### iv. Performances

It deals with observable affective or psycho-motor behaviours put into action such as;

- Skills check during game play
- Role plays
- Officiating a game
- Debates
- Performing dance/gymnastics routines
- Teaching a skill/game/dance to peers

## Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “be able to do” of “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a students’ demonstration or performance must be. They include explanations of how well students must demonstrate the content, explaining how good is good enough.

### Performance standards:

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

## Assessment Strategies

It is important for teachers to know that assessment is administered in different ways. Assessment does not mean a test only. There are many different ways to find out about a student's strengths and weaknesses. Relying on only one method of assessing will not reflect a student's achievement.

Provided in the appendices is a list of suggested strategies you can use to assess student’s performances. These strategies are applicable in all the standards-based assessment types. Please refer to the Appendices to see the suggested strategies.

## Scoring Methods for Performance Assessment

Assessment can be scored during or after the students have completed the assessment task. However, it is best done during a lesson- using a checklist, rating scales & rubrics.

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. Rubrics have two major aspects: coherent sets of criteria and descriptions of levels of performance. Rubrics include;

- (1) Descriptions of the of task
- (2) The scales to be used
- (3) The dimensions of the task
- (4) The description of each dimension on the scale

## A Rubric

- is a scoring guide that helps teachers evaluate student performance, based on a range of criteria.
- A rubric lists the criteria, or characteristics, that student work should exhibit and describes specific quality levels for those criteria.
- Rubrics are a great way to improve communication, learning, and grading fairness.
- Knowing how to create and use rubrics gives you a better understanding of assessment and another option for assessing student performance.
- are descriptive and not evaluative.
- Of course, rubrics can be used to evaluate, but the operating principle is to match the performance to the description rather than "judge" it.
- Thus rubrics are as good or bad as the criteria selected and the descriptions of the levels of performance under each.
- Effective rubrics have appropriate criteria and well-written descriptions of performance

## Purpose of Rubrics

Like any other evaluation tool, rubrics are useful for certain purposes and not for others. *The main purpose of rubrics is to assess performances.* For some performances, you observe the student in the process of doing something, like using an electric drill or discussing an issue. For other performances, you observe the product that is the result of the student's work, like a finished bookshelf or a written report.

### 1. Support authentic assessment

While traditional tests measure how well students recall content, rubrics measure how well students can apply knowledge to authentic contexts or real-world tasks.

### 2. Clearly communicate expectations

Because rubrics define student "quality" in terms of objective criteria and standards, they clearly communicate how instructors will evaluate student performance.

### 3. Improve performance

Rubrics lead to better student performance. When students understand assignments and expectations before they begin, they are more likely to fulfil them. They know what specific criteria and standards of excellence will be used to rate their performance.

### 4. To inspire fairness

Because rubrics have detailed assessment information, students don't feel that grades are assigned subjectively or arbitrarily. Also, when you have more than one grader, a rubric allows all graders to apply the same criteria in the same way.

**Although rubrics have many benefits--and make grading faster and easier--a good rubric takes time, effort and patience to construct.** You'll probably need to change (change, not add to) your grading and assessment methods, based on what you believe about learning assessment. Rubrics are best for critical assessments, major projects, and other assignments that require a multi-dimensional performance evaluation. The trick is to know what type of rubric to create for your situation.

### Reasons for Creating Rubrics/Marking schemes

Rubrics or marking schemes are created for;

1. Categories to assess-different components or elements that will assess
  - Factual information
  - Analysis
  - Writing Skills
  
2. Criterion for assessment
  - Accuracy
  - Completeness
  - Length or number of examples
  - Supported with research
  - Range of answer
  - Description and support
  
3. Levels or points 3-5 levels
  - Exemplary. Proficient, acceptable, not acceptable
  - Excellent, good, fair, poor
  - 10 points, 5 points, 1 point

### Parts of a Rubric

- A rubric is a matrix of criteria and their descriptors.
- The left side of a rubric matrix lists the **criteria (performance standards)** for the expected product or performance.
- Across the top of the rubric matrix is the **rating scale** that provides a set of values for rating the quality of performance for each criterion.
- **Descriptors** under the rating scale provide examples or concrete indicators for each level of performance.
- The dimensions of the task that **qualifies** the achievement.

Below is a sample showing parts of a rubric.

Performance Standard/ Criteria	Advanced	Proficient	Progressing	Not Yet
Identify reasons for developing caring relationships	Identify and explain <b>all</b> the reasons for developing caring relationships	Identify <b>all</b> the reasons for developing caring relationships	Identify only <b>a few</b> of the reasons for developing caring relationships	Identify only <b>one</b> reason for developing caring relationships
Explain the reasons for developing caring relationships	Explain all the reasons for developing caring relationships and provide an in-depth justification for some of the reasons	Explain all the reasons for developing caring relationships	Explain only a few of the reasons for developing caring relationships	Explain only one reason for developing caring relationships

## Types of Rubrics

### 1. Analytical Rubric

Analytic rubrics describe work on each criterion separately. For most classroom purposes, analytic rubrics are best. Focusing on the criteria one at a time is better for instruction and better for formative assessment because students can see what aspects of their work need what kind of attention. Focusing on the criteria one at a time is good for any summative assessment (grading) that will also be used to make decisions about the future—for example, decisions about how to follow up on a unit or decisions about how to teach something next year.

#### Template for Analytic Rubrics

Criteria	Beginning	Developing	Accomplished	Exemplary	Score
<b>Criteria 1</b>	Description reflecting beginning	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	
<b>Criteria 2</b>	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	
<b>Criteria 3</b>	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	
<b>Criteria 4</b>	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	

### Sample Holistic Rubrics

Holistic rubrics describe the work by applying all the criteria at the same time and enabling an overall judgement about the quality of the work. Holistic rubrics are based on criteria for good work and on observation of how the work meets those criteria.

One classroom purpose for which holistic rubrics are better than analytic rubrics is the situation in which students will not see the results of a final summative assessment and you will not really use the information for anything except a grade. Some high school final examinations fall into this category. Grading with rubrics is faster when there is only one decision to make, rather than a separate decision for each criterion.



## Decide on type of rubric to be used (Holistic or Analytic)

### 1. When to use Holistic Rubric

- There is no single correct answer/response to a task
- The focus has no overall quality, proficiency, or understanding of a specific content or skills.
- You are assessing large numbers (eg. 150 portfolios)

Holistic Rubric						
Score	5	4	3	2	1	0
Description	Demonstrate <b>complete</b> understanding of the problem. <b>All</b> requirements of task are <b>included in response</b> .	Demonstrate <b>considerate</b> understanding of the problem. <b>All</b> requirements of task are <b>included</b> .	Demonstrate <b>partial</b> understanding of the problem. <b>Most</b> requirements of task are <b>included</b> .	Demonstrate <b>little</b> understanding of the problem. <b>Many</b> requirements of task are <b>missing</b> .	Demonstrate <b>no</b> understanding of the problem.	<b>No</b> response/ <b>not</b> attempted task

### 2. When to use Analytic Rubric

- Several subjects are assessing the student work.
- Descriptions promote consistent scoring.
- Stakeholders will be examining the rubric scores.
- Substantial feedback to students or the subjects is desired.
- Outlines of specific strengths/weaknesses are anticipated.

### Sample Analytic Rubric

Analytic Rubric				
Criteria	4	3	2	1
Criteria # 1	Description reflecting <b>highest</b> level of performance.	Description reflecting <b>mastery</b> level of performance.	Description reflecting <b>movement towards</b> mastery level of performance.	Description reflecting <b>beginning</b> level of performance.
Criteria # 2	Description reflecting <b>highest</b> level of performance.	Description reflecting <b>mastery</b> level of performance.	Description reflecting <b>movement towards</b> mastery level of performance.	Description reflecting <b>beginning</b> level of performance.
Criteria # 3	Description reflecting <b>highest</b> level of performance.	Description reflecting <b>mastery</b> level of performance.	Description reflecting <b>movement towards</b> mastery level of performance.	Description reflecting <b>beginning</b> level of performance.
Criteria # 4	Description reflecting <b>highest</b> level of performance.	Description reflecting <b>mastery</b> level of performance.	Description reflecting <b>movement towards</b> mastery level of performance.	Description reflecting <b>beginning</b> level of performance.

## General Rubric Matrix

This is a sample of a general rubric matrix that can be used for projects or other assessments. The table presents information that you can use or choose from to develop your own rubrics.

Criteria	Performance Standards (Descriptors)
<b>BEYOND</b>	<b>Beyond Standard (s) -Advanced in Performance and Understanding</b>
	Consistently demonstrates advanced conceptual CCVE understandings Consistently generates tasks that make connections between and among CCVE ideas Consistently applies strategies to unique situations Consistently demonstrated confidence to approach tasks beyond the proficiency level for grade Consistently initiates CCVE investigations
<b>CONSISTENT</b>	<b>Meet Standard (s)-Proficient in Performance and Understanding</b>
	Consistently demonstrates understanding of CCVE standards and cluster at the grade level Consistently demonstrated conceptual understanding Consistently applies multiple strategies flexibly in various situations Understands and fluently applies procedures with understanding Consistently demonstrates perseverance and precision Constructs logical CCVE arguments of thinking and reasoning Uses CCVE language correctly and appropriately
<b>INCONSISTENT</b>	<b>Progressing-Not Yet Proficient in Performance and Understanding</b>
	Inconsistently uses tools appropriately and strategically Demonstrates inconsistent understanding of key CCVE ideas at grade level Demonstrates inconsistent conceptual understanding of key CCVE ideas at grade level Inconsistent in understanding and application of grade level appropriate strategies Depends upon assistance of teacher and/or peers to understand and complete tasks Needs additional time to complete tasks Applies models of CCVE ideas inconsistently
<b>SELDOM</b>	<b>Not Yet -Limited Performance and Understanding</b>
	Exhibits minimal understanding of key CCVE ideas at grade level Rarely demonstrates conceptual understanding Seldom provides precise response Seldom use appropriate strategies Consistently requires assistance and alternative instruction Use tools inappropriately to model CCVE

## Steps to use the general matrix to develop rubrics

Here is a description of the process on how to use the above table and develop the rubric for an assessment.

1. Organise the criteria and qualifier in a four (4) pointer scale as shown below:

Criteria	Beyond	Consistent	Inconsistent	Seldom

- **Note:** The qualifiers Beyond, Consistent, Inconsistent and Seldom are taken from the general matrix.

2. Refer to the general matrix and select an appropriate descriptor under each of the qualifiers to suit your assessment and place it in the table as shown below.

Criteria	Beyond	Consistent	Inconsistent	Seldom
1	Consistently demonstrates advanced conceptual CCVE understandings	Consistently demonstrates understanding of CCVE standards and cluster at the grade level	Inconsistently uses tools appropriately and strategically	Exhibits minimal understanding of key CCVE ideas at grade level

- **Note:** The descriptors are taken from the general matrix. The descriptors do not have to be in the order as they appear in the general matrix.

If the assessment tasks consist more than one criteria (performance tasks) the appropriate descriptors from the general matrix can be used in the rubrics

Criteria	Beyond	Consistent	Inconsistent	Seldom
1	Consistently demonstrates advanced conceptual mathematical understandings	Consistently demonstrates understanding of mathematical standards and cluster at the grade level	Inconsistently uses tools appropriately and strategically	Exhibits minimal understanding of key mathematic ideas at grade level
2	Consistently generates tasks that make connections between and among mathematical ideas.	Consistently demonstrated conceptual understanding	Demonstrates inconsistent conceptual understanding of key mathematical ideas at grade level	Rarely demonstrates conceptual understanding
3	Constructs logical mathematical arguments of thinking and reasoning	Constructs logical mathematical arguments of thinking and reasoning	Depends upon assistance of teacher and/ or peers to understand and complete tasks	Consistently requires assistance and alternative instruction

- **Note:** Ensure that the descriptors must not be repeated.

4. The general matrix can be used for three (3) pointer scale as shown below:

Criteria	Consistent	Inconsistent	Seldom
1	Consistently demonstrates understanding of mathematical standards and cluster at the grade level	Inconsistently uses tools appropriately and strategically	Exhibits minimal understanding of key mathematical ideas at grade level

- **Note:** The steps two and three can be used also for the three (3) pointer scale.

## Scoring of Performance for Formative Assessment

(Assessment as/while learning and Assessment for learning)

### 1. Scoring Assessment using Rating Scale

Rating Scales are a type of checklists that judge the degree to which a criteria is met. They generally have a scale of between 1-6 options.

#### *Types of Rating Scales*

There are three (3) commonly used types, these are as follow:

- A. Frequency Rating Scales
- B. Grade Rating Scales
- C. Number Rating Scales

#### **A. Frequency Rating Scales**

A frequency rating scale scores how often a task is done to meet criteria.

Here is an example of a frequency rating scale used to assess the skill “Collaboration”. This frequency rating scale can be used for assessing students during group activity. The collaboration focuses on students’ ability to be part of a group and work together displaying qualities such as leadership, patience, tolerance, consideration and guidance.

Criteria	Frequency			
	Always = 4	Sometimes = 3	Rarely = 2	Never - 1
1. Embraces abilities and encourages participation	Always embraces everyone’s abilities and encourages participation	Sometimes embraces everyone’s abilities and encourages participation	Rarely embraces everyone’s abilities and encourages participation	Never embraces everyone’s abilities and encourages participation
2. Ensures everyone is tasked to an activity	Always ensures everyone is tasked to an activity	Sometimes ensures everyone is tasked to an activity	Rarely ensures everyone is tasked to an activity	Never ensures everyone is tasked to an activity
3. Encourages everyone to achieve together	Always encourages everyone to achieve together	Sometimes encourages everyone to achieve together	Rarely encourages everyone to achieve together	Never encourages everyone to achieve together

## Sample Rating Scale Descriptive Words

1. Words that describe the skill of ***selecting 'the right' information*** at varying levels of quality

Excellent	Proficient	Adequate	Limited
Pertinent	relevant	suitable	trivial
Insightful	meaningful	appropriate	superficial
Significant	relevant	predictable	vague
Perceptive	thoughtful	basic	questionable
Precise	logical	partially correct	confusing
Purposeful	focused	appropriate	irrelevant

2. Words that describe the skill of ***selecting 'enough' information*** at varying levels of quality.

Excellent	Proficient	Adequate	Limited
comprehensive	thorough	cursory	superficial
in-depth	sufficient	partial	incomplete
rich & detailed	specific	simplistic	undeveloped
Extensive	substantial	partial	sketchy

3. Words that describe the skill of ***evaluating product or connecting insights to personal experience*** at varying levels of quality

Excellent	Proficient	Adequate	Limited
insightful	thoughtful	predictable	trivial
astute	relevant	appropriate	unfocused
perceptive	thoughtful	routine	trivial
intuitive	logical	rudimentary	unsubstantiated
innovative	credible	predictable	trite
compelling	meaningful	obvious	tenuous

4. Words that describe the skill of ***designing or constructing*** at varying levels of quality

Excellent	Proficient	Adequate	Limited
efficient	practical	viable	unworkable
innovative	effective	workable	ineffective

5. Words that describe the skill of ***organising or formatting information*** at varying levels of quality

Excellent	Proficient	Adequate	Limited
skillful	systematic	simplistic	haphazard
purposeful	logical	methodical	disorganised

6. Words that describe the skill of ***analysing information or data*** at varying levels of quality

Excellent	Proficient	Adequate	Limited
accurate	logical	partially accurate	flawed
insightful	logical	simplistic	unsupported
astute	credible	plausible	inaccurate
precise	relevant	basic	irrelevant

7. Words that describe the skill of ***presenting or communicating information or selecting appropriate visuals*** at varying levels of quality

Excellent	Proficient	Adequate	Limited
vivid	interesting	simplistic	lacks appeal
compelling	effective	predictable	does little to sustain interest
enhances	supports	partially supports	interferes with
engaging	interesting	straightforward	ineffective
skillful	effective	appropriate	inappropriate
intriguing	interesting	predictable	ineffective

## 2. Scoring assessment using a Checklist

Check lists are one of the easiest methods of scoring assessment tasks. The criteria i.e. skills, cues or tasks are considered separately according to whether they have been accomplished.

### Types of Checklists include

- Yes/No
- Tick/Cross
- Circling
- Narrow scale, e.g. Sometimes, rarely, never
- Colouring
- Symbols (signifiers), e.g. pictures, facials, artefacts, signs, drawings, concept maps)

### Sample Scoring using Yes/No Checklist Scale to assess “Collaboration”

No	Criteria	Write Yes (score 2) or No (score 1)
1	Embraces everyone’s’ abilities and encourages participation	
2	Ensures everyone is tasked to an activity	
3	Encourages everyone to achieve together	

### Sample Scoring using Tick/Cross Checklist Scale to assess “Collaboration”

No	Criteria	Place a tick(score 2) or and X (score 1)
1	<i>Embraces everyone’s’ abilities and encourages participation</i>	
2	<i>Ensures everyone is tasked to an activity</i>	
3	<i>Encourages everyone to achieve together</i>	

### Scoring of Performance for Summative Assessment

Grade rating scales are better scoring tools for summative assessment of students’ performance. They indicate students’ level of performance using such as; A, B, C, D etc.

A Grade is given after the accumulated total for a number of assessments has been completed either at the end of an assessment period, a topic, a term, a grade or year.

The subject assessment components, tasks and weightings should be able to guide the grading of achievements as demonstrated in a rubric designed for this purpose.

### Assessment Components and Task Weighting

The Assessment components and Task Weighting is intended for a Termly Assessment Schedule. It is anticipated that the assessment components with their weightings may be changed according to the Termly Teaching Programs. However, the total scores allocated for the THEORY ASSESSMENT COMPONENTS (TAC) of 40 Marks and PRACTICAL ASSESSMENT COMPONENTS (PAC) of 60 Marks should remain as it is the required 50:50 Moderation Components (i.e. 100 marks) for CCVE in a Termly Assessment Period.



## YEARLY ASSESSMENT OVERVIEW

The yearly assessment overview provides the assessment of CCVE over the year. It contains the assessment which is coded as shown below.

<b>Assessment Code:</b> <b>S1_U1_BM1_PS1</b>	<b>S1_U1_Test</b>
This means: S1=Strand 1 U1 =Unit 1 BM1= Benchmark 1 /9.1.1.1 PS1= Performance Standard 1	This means: S1=Strand 1 U1 =Unit 1 Test

### Grade 9 Assessment Overview

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				
3	S1_U1_BM1_PS1 (Project) S1_U1_Test	S2_U1_BM1_PS1 (Project) S2_U1_Test	S3_U1_BM2_PS1 (Project) S3_U1_Test	S4_U1_BM1_PS1 (Project) S4_U1_Test
4				
5				
6				
7	S1_U2_Test	S2_U2_Test	S3_U2_Test	S4_U1_Test
8	S1_U2_BM4_PS1 (Project)	S2_U2_BM2_PS1 (Project)	S3_U1_BM2_PS1 (Project)	S4_U1_BM1_PS1 (Project)
9				
10				

## 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.

### Sample 1

#### Performance Assessment - Project

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

**Unit: 2 Christian Civic Principles**

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

**Benchmark: 9.2.2.1** Evaluate how Christian beliefs, values and principles shape the civic identities of different Christian Community Groups.

#### Learning Objectives:

- Evaluate the different civil societies, Christian principles and values and civic principles, values and agendas.
- Explore the difference between civil societies, Christian principles and values and civic principles, values and agendas.
- Analyse various influences on how Christian principles and values have on civic principles, values and agendas of different civil societies.

**Topic:** The role of civic society groups

**Purpose of Assessment:** Is to help students explore, evaluate and analyse the influence of faith on Christian principles, values and agendas of different civil societies.

**Assessment Strategy:** Interview members of the civic society groups- Individual work.

**Duration:** 5 weeks

**Time/Date of Administration:** Week 3 – Week 8

**Due Date/Time:** Week 8

**Performance Standard:** By the end of the assessment students will:

- Explore and evaluate different civic society's Christian and civic principles, values and agendas on faith
- Analyse influence of faith on Christian principles, values and agendas of different civic societies.

**Performance Tasks:** Students will interview members of different civic society groups with a 10-questions questionnaire and produce individual reports.

**Performance Assessment Criteria:**

- Identify different civic societies, Christian and civic principles, values and agendas on faith
- Evaluate different civic societies, Christian and civic principles, values and agendas on faith
- Analyse influence of faith on Christian and civic principles, values and agendas of different civic societies
- Create 10 questions for the questionnaire on influence of faith on Christian and civic principles, values and agendas of different civic societies
- Collate and analyse finding of the influence of faith on Christian and civic principles, values and agendas of different civic societies
- Present the findings of the influence of faith on Christian and civic principles, values and agendas of different civic societies

**Performance Assessment Criteria: Analytic Rubric**

Performance Criteria	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
<b>Identify different civic societies Christian civic principles, values and agendas on faith with respect for different civic societies</b>	Identify <u>all</u> different civic societies, Christian and civic principles, values and agendas on faith with <u>a lot of respect</u> for different civic societies	Identify <u>some</u> different civic societies Christian and civic principles, values and agendas on faith with <u>some respect</u> for different civic societies	Identify a <u>few</u> different civic societies Christian and civic principles, values and agendas on faith with <u>less respect</u> for different civic societies	Identify <u>only one or no</u> different civic societies Christian and civic principles, values and agendas on faith with <u>no respect</u> for different civic societies	/4
Analyse and explain clearly the influence of faith on Christian and civic principles, values and agendas of different civic societies with understanding and tolerance.	Analyse and explain clearly <u>all</u> influence of faith on Christian and civic principles, values and agendas of different civic societies with <u>more understanding and more tolerance</u>	Analyse and explain clearly <u>some</u> influence of faith on Christian and civic principles, values and agendas of different civic societies with <u>some understanding and some tolerance</u>	Analyse and explain clearly <u>a few</u> influence of faith on Christian and civic principles, values and agendas of different civic societies with <u>less understanding and less tolerance</u>	Analyse and explain clearly <u>only one or no</u> influence of faith on Christian and civic principles, values and agendas of different civic societies with <u>no understanding no tolerance</u>	/4

<p>Create <b>10</b> questions for the questionnaire on influence of faith on Christian and civic principles, values and agendas of different civic societies that displayed respect and understanding.</p>	<p>Create <b>10</b> questions for the questionnaire on influence of faith on Christian and civic principles, values and agendas that <b><u>displayed so much respect and understanding</u></b> of different civic societies</p>	<p>Create <b>9 - 7</b> questions for the questionnaire on influence of faith on Christian and civic principles, values and agendas that <b><u>displayed some respect and understanding</u></b> of different civic societies</p>	<p>Create <b>6 - 4</b> questions for the questionnaire on influence of faith on Christian and civic principles, values and agendas that <b><u>displayed little respect and understanding</u></b> of different civic societies</p>	<p>Create <b>3 - 0</b> questions for the questionnaire on influence of faith on Christian and civic principles, values and agendas that <b><u>displayed no respect and understanding</u></b> of different civic societies</p>	/4
<p>Collate and analyse data findings of the influence of faith on Christian and civic principles, values and agendas of different civic societies that reflects the student's best efforts.</p>	<p>An <b><u>exceptional</u></b> collated and analysed data findings of the influence of faith on Christian and civic principles, values and agendas of different civic societies that <b><u>reflects the student's best efforts.</u></b></p>	<p>A <b><u>very good</u></b> collated and analysed data findings of the influence of faith on Christian and civic principles, values and agendas of different civic societies that <b><u>reflects an effort from the student.</u></b></p>	<p>A <b><u>fair</u></b> collated and analysed data findings of the influence of faith on Christian and civic principles, values and agendas of different civic societies that <b><u>reflects very little effort from the student.</u></b></p>	<p>A <b><u>little or no</u></b> collated and analysed data findings of the influence of faith on Christian and civic principles, values and agendas of different civic societies that <b><u>does not reflect any effort from the student.</u></b></p>	
<p>Present the data findings of the influence of faith with considerations of Christian and civic principles, values and agendas of different civic societies</p>	<p>Presented <b><u>all</u></b> information of collected data findings in a well-structured report with <b><u>a lot of considerations</u></b> for Christian and civic principles, values, agendas in different civic societies.</p>	<p>Presented <b><u>some</u></b> information of collected data findings in a structured report with <b><u>some of considerations</u></b> for Christian and civic principles, values, agendas in different civic societies.</p>	<p>Presented <b><u>few</u></b> information of collected data finding in the report with <b><u>fair considerations</u></b> for Christian and civic principles, values, agendas in different civic societies.</p>	<p>Presented <b><u>only one or no</u></b> information of collected data findings with <b><u>little or no considerations</u></b> for Christian and civic principles, values, agendas in different civic societies.</p>	/4
<b>TOTAL SCORE</b>					<b>/24</b>

## Sample 2

### Performance Assessment - Project

#### STRAND 3: Christian Citizenship and Society

##### Unit 1: Christian Citizenship

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

**Benchmark: 9.3.1.1.** Identify and explain the roles and functions of different Christian civil human rights organisations.

**Learning Objectives:** The students will be able to;

- Discuss how Christian and civil human rights organisations can support and promote the rights of citizens.

**Topic 1.1.** Roles and functions of Christian and civil human rights organisations

**Task:** A presentation chart on the ways a Christian or a civil human rights organisation supports and promotes the rights of citizens.

#### **Purpose of Assessment:**

To assess whether the students can be able to utilise the values, attitudes and knowledge learnt from benchmark 9.3.1.1 to research and create a presentation chart on how a Christian or a civil human rights organisations support and promote the rights of citizens.

**Assessment Strategy:** Group work

**Duration:** 5 weeks

**Time/Date of Administration:** Week 3 – Week 8

**Due Date/Time:** 8 weeks

**Performance Standard:** By the end of these project students should be able to:

- Research, select a Christian or a civil human rights organisation to support and promote the rights of citizens, create a presentation chart, present on the ways the human rights organisations support and promote the rights of citizens.

**Performance Tasks:**

1. Research and select a Christian or a civil human rights organisation to support and promote the rights of citizens.
2. Write up all the roles and functions of Christian or civil human rights organisations and the ways human rights organisations support and promote the rights of citizens.
3. Organisation and layout of the roles and functions of Christian or civil human rights organisations and the ways human rights organisations support and promote the rights of citizens on the chart
4. Present all the roles and functions of Christian or civil human rights organisations and the ways human rights organisations support and promote the rights of citizens
5. Completion and handing of the presentation of the chart on all the roles and functions of Christian or civil human rights organisations and the ways human rights organisations support and promote the rights of citizens.

**Performance Assessment Criteria: Analytic Rubric**

<b>CRITERIA</b>	<b>Accomplished 4</b>	<b>Competent 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Score</b>
<b>Gathers research and shares ideas for the selection of Christian or civil human rights organisations that support and promote the rights of citizens.</b>	<b><u>Routinely gathers research and shares useful ideas</u> with <i>a well selected</i> Christian or civil human rights organisations that support and promote the rights of citizens.</b>	<b><u>Usually provides useful research ideas</u> with <i>a reasonable selected</i> Christian or civil human rights organisations that support and promote the rights of citizens.</b>	<b><u>Sometimes provides useful research ideas</u> with <i>a somewhat selected</i> Christian or civil human rights organisations that support and promote the rights of citizens.</b>	<b><u>Rarely provides useful research ideas</u> with <i>a poor selected</i> Christian or civil human rights organisations that support and promote the rights of citizens.</b>	<b>/4</b>
<b>Follows through on assigned tasks when writing the roles and functions of Christian or civil human rights organisations and all the ways the human right organisation support and promote the rights of citizens</b>	<b><u>Follows through on assigned tasks</u> and wrote <i>all</i> roles and functions of Christian or civil human rights organisations and <i>all</i> the ways the human right organisation support and promote the rights of citizens</b>	<b><u>Follows through on most assigned tasks</u> and wrote <i>most</i> roles and functions of Christian or civil human rights organisations and <i>most</i> the ways the human right organisation support and promote the rights of citizens</b>	<b><u>Does not follow through on most assigned tasks</u> and wrote <i>few</i> roles and functions of Christian or civil human rights organisations and <i>few</i> the ways the human right organisation support and promote the rights of citizens</b>	<b><u>Seldom or never follows through on assigned tasks</u> and wrote <i>one - no</i> roles and functions of Christian or civil human rights organisations and <i>one - no</i> ways the human right organisation support and promote the rights of citizens</b>	<b>/4</b>

<p>Reflection of quality of organisation and layout of the roles and functions of Christian or civil human rights organisations and the ways human rights organisations support and promote the rights of citizens on the chart</p>	<p><b><u>Provides work of the highest quality reflected</u></b> in the organisation of a <b><u>well layout</u></b> of the roles and functions of Christian or civil human rights organisations and the ways human rights organisations support and promote the rights of citizens on the chart</p>	<p><b><u>Provides quality work reflected</u></b> in the organisation of a <b><u>fair layout</u></b> of the roles and functions of Christian or civil human rights organisations and the ways human rights organisations support and promote the rights of citizens on the chart</p>	<p><b><u>Work occasionally needs to be redone or does not reflect</u></b> in the organisation of the <b><u>layout</u></b> of the roles and functions of Christian or civil human rights organisations and the ways human rights organisations support and promote the rights of citizens on the chart</p>	<p><b><u>Provides unreadable work that reflected in very little or no organisation in the little or no layout</u></b> of the roles and functions of Christian or civil human rights organisations and the ways human rights organisations support and promote the rights of citizens on the chart</p>	/4
<p><b>Group members utilise appropriate skills and techniques for the presentation of the roles and functions of Christian or civil human rights organisations and the ways human rights organisations support and promote the rights of citizens</b></p>	<p><b><u>Regular/constant eye contact, the audience was engaged with appropriate speaking volume and body language.</u></b> An <b><u>outstanding</u></b> presentation of the roles and functions of Christian or civil human rights organisations and <b><u>all</u></b> ways human rights organisations support and promote the rights of citizens</p>	<p><b><u>Most members spoke to the majority of audience; steady eye contact and spoke at a suitable volume but with some fiddling around.</u></b> A <b><u>very good</u></b> presentation of the roles and functions of Christian or civil human rights organisations and <b><u>most</u></b> ways human rights organisations support and promote the rights of citizens</p>	<p><b><u>Members focused on only part of audience. Speakers could be heard by only half of the audience. Body language was distracting.</u></b> A <b><u>fair</u></b> presentation of the roles and functions of Christian or civil human rights organisations and <b><u>few</u></b> ways human rights organisations support and promote the rights of citizens</p>	<p><b><u>Minimal eye contact by more than one member focusing on small part of audience. Inappropriate body language and spoke too quickly or quietly making it difficult to understand.</u></b> A <b><u>poor</u></b> presentation of the roles and functions of Christian or civil human rights organisations and <b><u>one or no</u></b> ways human rights organisations support and promote the rights of citizens</p>	/4

<p>Uses time well to ensure things get done on time for the completion and handing-in of the presentation of the chart on all the roles and functions of Christian or civil human rights organisations and the ways human rights organisations support and promote the rights of citizens.</p>	<p><u>Routinely uses time well to ensure things get done on time.</u> A <u>well completed</u> presentation chart consisting of <u>all</u> roles and functions of Christian or civil human rights organisations with <u>all</u> of the ways human rights organisations support and promote the rights of citizens and was handed-in for marking <u>well-before</u> the due date</p>	<p><u>Usually uses time well, rarely misses deadlines.</u> A <u>partially completed</u> presentation chart consisting of <u>most</u> roles and functions of Christian or civil human rights organisations with <u>most</u> of the ways human rights organisations support and promote the rights of citizens and was handed-in for marking <u>just before</u> the due date</p>	<p><u>Tends to procrastinate, does not use school time or schedule provided to get work completed.</u> A <u>fairly completed</u> presentation chart consisting of <u>few</u> roles and functions of Christian or civil human rights organisations with <u>few</u> of the ways human rights organisations support and promote the rights of citizens and was handed-in for marking <u>on</u> the due date.</p>	<p><u>Rarely gets work done by deadlines, always asks for extensions or does not submit work despite time in school.</u> An <u>uncompleted</u> presentation chart consisting of <u>one - no</u> roles and functions of Christian or civil human rights organisations with <u>one - no</u> ways human rights organisations support and promote the rights of citizens and was handed-in for marking <u>after</u> the due date.</p>	<p>/4</p>
<p>/20</p>					



**Assessment Scoring:** \_\_\_\_\_

**Scoring Tool: Rubrics**  
**Sample Performance Assessment - Project**

**Strand 4: Christian Leadership and Governance**

**Unit 1: Leadership**

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

**Benchmark 9.4.1.1:** Investigate and explain the essence of Steward Leadership and relate it to the behaviours and practices of leaders in different contexts.

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

- Select a leader at the school or national level and identify the positive and negative behaviours and practices.

**Bible Text:** 1 Corinthians 4:2 and Genesis 2:26 and 28

**Topic.1.1** Essence of Steward Leadership

**Task:** An A2 Chart of daily newspapers cuttings of political situations and views on positive practices and better ways to correct bad practices

**Purpose of Assessment**

The purpose of the assessment is to ensure students have mastered the values, attitudes, skills and knowledge learnt in benchmark 9.4.1.1. It aims to encourage students to critically assess political situations, express their views on positive practices and suggest better ways to correct bad practices as well as improving their writing skills when producing a chart of related newspaper cuttings.

**Assessment Strategy:** Group work project

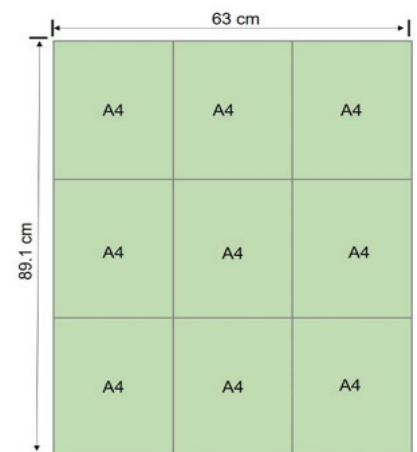
**Duration:** 5 weeks.

**Time/Date of Administration:** Week 3 – Week 8

**Due Date/Time:** Week 8

**Performance Standard: By the end of this project students will be able to:**

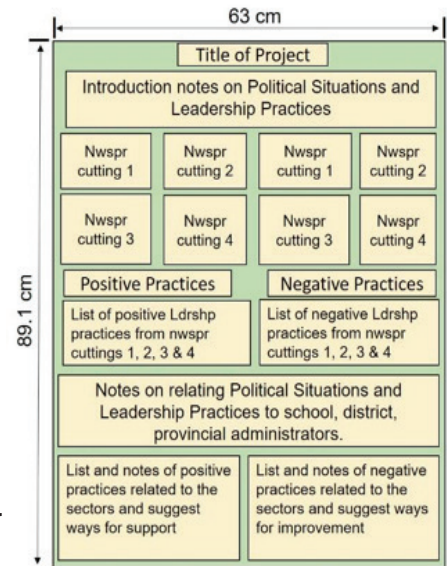
- Create a chart of daily newspaper cuttings of political situations relating to positive and negative practices of school administrators, district administrators and political leaders with appropriate suggested ways to support or improve these practices.



Layout of A4 sheets to create A2 Chart

### Specification of the A2 Chart of daily newspapers cuttings of political situations and views on positive practices and better ways to correct bad practices.

- Research, collect and cut-out newspaper articles of political situations relating to positive and negative practices of school administrators, district administrators and political leaders.
- An A2 size chart should be created using 9 sheets of A4 papers by glueing them together with a strip from the underneath. (see sample of A2 size chart from A4 papers)
- Check and make sure that measurements of the A2 chart are; 89.1 cm in length and 63 cm in width.
- Before the actual glueing of, plan and test the layout of the newspaper cuttings and the notes on the A2 chart. (see sample layout)
- Newspaper cuttings have to be glued and organise the and the notes on the A2 chart.



Organisation of Tasks on A2 Chart

### Performance Tasks:

1. Research, select and cut-out 4 positive and 4 negative political situations in relation to positive and bad practices of school administrators, district administrators and political leaders.
2. Glue nine (9) A4 sheets of papers together to create an A2 chart.
3. Measure the A2 chart to be 89.1 cm in length and 63 cm in width.
4. Write notes that suggest ways to support positive and improve the bad practices.
5. Glue and organise the newspaper cuttings and the notes on the A2 chart.

## Performance Assessment Criteria: Analytic Rubric

CRITERIA	Exceptional 4	Effective 3	Acceptable 2	Developing 1	Score
Research, select and cut-out 4 positive and 4 negative political situations with the level of consideration of their relation to positive and bad practices of school administrators, district administrators and political leaders.	Research, select and cut-out <b>4</b> positive and <b>4</b> negative political situations that is <b><u>extremely applicable</u></b> to situations with <b><u>utmost consideration</u></b> of their relation to positive and bad practices of school administrators, district administrators and political leaders.	Research, select and cut-out <b>3</b> positive and <b>3</b> negative that is <b><u>very applicable</u></b> to political situations with <b><u>some consideration</u></b> of their relation to the positive and bad practices of school administrators, district administrators and political leaders.	Research, select and cut-out <b>2</b> positive and <b>2</b> negative that is <b><u>applicable</u></b> to political situations with <b><u>fair consideration</u></b> of their relation to the positive and bad practices of school administrators, district administrators and political leaders.	Research, select and cut-out <b>1-0</b> positive and <b>1-0</b> negative that is <b><u>little or not applicable</u></b> to political situations with <b><u>little or no consideration</u></b> of their relation to the positive and bad practices of school administrators, district administrators and political leaders.	/4
Quality of work when gluing 9 sheets of A4 of papers together creating an A2 chart for the political situations relating to positive and negative practices of school administrators, district administrators and political leaders with appropriate suggested ways to support or improve these practices.	<b><u>Provides work of the highest quality that reflects in the application the glue on the strips of papers</u></b> when gluing the underneath edges of A4 sheets of paper together creating an A2 chart.	<b><u>Provides quality work that reflects in the application the glue on the strips of papers</u></b> when gluing the underneath edges of A4 sheets of paper together creating an A2 chart.	<b><u>Work occasionally needs to be redone or does not reflect in the application the glue on the strips of papers</u></b> when gluing the underneath edges of A4 sheets of paper together creating an A2 chart.	<b><u>Provides messy work that reflects in the application the glue on the strips of papers</u></b> when gluing the underneath edges of A4 sheets of paper together creating an A2 chart.	/4

<p>Successfully performs the task without supervision when doing the measurement of the A2 chart as 89.1 cm in length and 63 cm in width for the political situations relating to positive and negative practices of school administrators, district administrators and political leaders with appropriate suggested ways to support or improve these practices.</p>	<p><u>Successfully completes the task procedures independently</u> to take the measurement of the A2 chart as <u>exactly</u> 89.1 cm in length and <u>exactly</u> 63 cm in width in <u>all four</u> sides of the A2 chart.</p>	<p><u>Successfully completes the task procedures with minimal supervision</u> to take the measurement of the A2 chart as <u>plus or minus 1mm</u> of 89.1 cm in length and <u>plus or minus 1mm</u> of 63 cm in width of <u>one of four</u> sides of the A2 chart.</p>	<p><u>Successfully completes the task procedure with moderate supervision</u> to take the measurement of the A2 chart as <u>plus or minus 1mm-2mm</u> of 89.1 cm in length and <u>plus or minus 1mm-2mm</u> of 63 cm in width of <u>two of four</u> sides of the A2 chart.</p>	<p><u>Cannot complete the tasks and procedures</u> to take the measurement of the A2 chart as <u>plus or minus 1mm-2mm</u> 89.1 cm in length and <u>plus or minus 1mm-2mm</u> of 63 cm in width of <u>three-four</u> sides of the A2 chart.</p>	/4
<p>Participation in writing notes suggesting ways of supporting positive and improving the bad practices.</p>	<p><u>A true team member who contributes a lot of effort</u> to produce <u>an outstandingly well</u> written notes suggesting ways of supporting positive and improving the bad practices.</p>	<p><u>A strong group member who tries hard</u> to produce <u>a well</u> written notes suggesting ways of supporting positive and improving the bad practices.</p>	<p><u>A satisfactory group member who does what is required to</u> produce <u>some</u> written notes suggesting ways of supporting positive and improving the bad practices.</p>	<p><u>Chooses not to participate and does not complete assigned tasks</u> to produce <u>little or no</u> written notes suggesting ways of supporting positive and improving the bad practices.</p>	/4
<p>Neatness and attractiveness of A2 chart when gluing, organising the newspaper cuttings and the written notes on the A2 chart and time-consciousness when handing-in of complete chart.</p>	<p>A <u>perfectly</u> glued and <u>well-organised</u> chart with <u>all of</u> the details outlined which is <u>exceptionally neat</u> and <u>extremely presentable well before</u> the due date.</p>	<p>A <u>mostly</u> glued and <u>organised</u> chart with <u>most</u> of the details outlined which is <u>very neat</u> and <u>very presentable just before</u> the due date.</p>	<p>A <u>satisfactorily</u> glued and <u>fair-organised</u> chart with all the details outlined which is <u>neat</u> and <u>presentable on</u> the due date.</p>	<p>A <u>poorly</u> glued and <u>poorly-organised</u> chart with <u>little or none</u> of the details outlined which is <u>untidy</u> and <u>unpresentable after</u> the due date.</p>	/4
					/20

## Sample Steam Activity

### STRAND 1: Biblical Values and Principles

#### UNIT 1: Biblical Values and Practices

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

**Benchmark 9.1.1.1** Investigate and explain the concept of the Oneness of God and analyse its essence and core pillars.

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

- Explore and explain the essence of God in One; God the Father, God the Son and God the Holy Spirit
- Explore and explain the Core pillars of God in One; God the Father, God the Son and God the Holy Spirit

#### TOPIC 1.2. Essence and Core Pillars of God in One

**Task:** A 3D-model of Oneness in God

#### **Purpose of Assessment:**

To assess whether the students can be able to utilise the values, attitudes, skills and knowledge learnt from benchmark 9.1.1.1 to research and create a 2D-model of the Oneness of God - God the Father, God the Son and God the Holy Spirit guided by the specification below.

**Assessment Strategy:** In the student groups, the group leader will allocate tasks to respective members to work on.

**Duration:** 5 weeks

**Time/Date of Administration:** Week 3 – Week 8

**Due Date/Time:** Week 8

**Performance Standard: By the end of these project students should be able to:**

- Idealise, sketch, design, prototype and create a full-size 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit.

#### **Authentic Situation:**

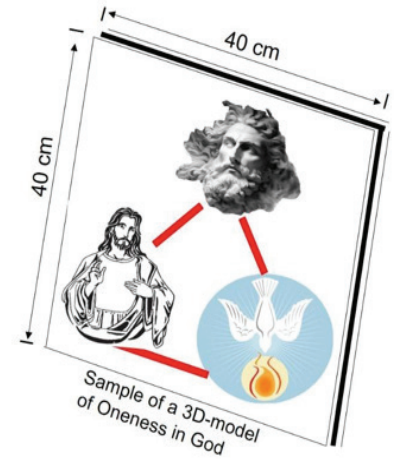
The HOD of CCVE of school, through the CCVE department staff meeting, asked the G9 CCVE subject teachers to inform their class that they will create an original 3D-model design of the Oneness in God as a term project.

The design of the project must address the three aspects of One in God, namely; God the Father, God the Son and God the Holy Spirit. They also must closely align and work on their 3D-model of the Oneness in God with the given specifications.

All projects will be collected towards the end of the term and marked. The best three d-model of the Oneness in Good will be awarded prizes as first, second and third placings.

### Specification of the full-size model of Ones in God

- A square board of 40cm x 40cm is needed as the flat surface of the 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit to be built on.
- Appropriate allocation and indication of the Oneness in God - God the Father, God the Son and God the Holy Spirit on the board.
- Select and use appropriate materials to shape representations (symbols, illustrations etc.) of Oneness in God - God the Father, God the Son and God the Holy Spirit.
- Select and use appropriate paint colour for God the Father, God the Son and God the Holy Spirit.



### Performance Tasks:

1. Research and idealise of a 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit
2. Sketch and design the 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit
3. Select materials and create a prototype of the 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit sticking out of a flat surface.
4. Create a full-size 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit sticking out of a flat surface.

## Performance Assessment Criteria: Analytic Rubric

CRITERIA	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Consideration of other group members' views in the research and idealisation of a 3D-model of Oneness in God	A <b><u>well-research</u></b> and <b><u>finest collection</u></b> of ideas for the 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit and <b><u>always being considerate of the group members' views.</u></b>	A <b><u>good research</u></b> and <b><u>good</u></b> collection of ideas for the 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit and <b><u>sometimes being considerate of the group members' views.</u></b>	<b><u>Research</u></b> and <b><u>collection</u></b> of ideas for the 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit and <b><u>slightly being considerate of the group members' views.</u></b>	A <b><u>little or no research</u></b> and <b><u>little or no collection</u></b> of ideas for the 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit and <b><u>not being considerate of the group members' views.</u></b>	/4
Participation in the class when sketching and designing the 3D-model of Oneness in God	<b><u>Engaged in class on a daily basis</u></b> to sketch and design a <b><u>detailed and well outlined</u></b> 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit	<b><u>Engaged in class nearly every day</u></b> to sketch and design a <b><u>detailed</u></b> 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit	<b><u>Engaged some of the time</u></b> to sketch and design a <b><u>slightly fair</u></b> 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit	<b><u>Not engaged or paying attention in class</u></b> to sketch and design <b><u>little or no</u></b> 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit	/4
Contribution to the group in materials selection and prototype creation of 3D-model of Oneness in God	Select <b><u>appropriate</u></b> materials and create an <b><u>excellent</u></b> prototype of the 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit and <b><u>routinely contributes to the group.</u></b>	Select <b><u>good</u></b> materials and create a <b><u>fairly good</u></b> prototype of the 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit and <b><u>usually contributes to the group.</u></b>	Select <b><u>materials</u></b> and create a <b><u>prototype</u></b> of the 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit and <b><u>sometimes contributes to the group.</u></b>	Select <b><u>little or no</u></b> materials and create <b><u>little or no</u></b> prototype of the 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit and <b><u>rarely contributes to the group.</u></b>	/4
Care and cautiousness in the creation of the full-size 3D-model of Oneness in God	Created an <b><u>outstanding</u></b> full-size 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit with <b><u>extreme care and extreme cautiousness</u></b> of colours used.	Create a <b><u>good</u></b> full-size 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit with <b><u>some care and some cautiousness</u></b> of colours used.	Create a <b><u>partially</u></b> full-size 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit with <b><u>care and cautiousness</u></b> of colours used.	Create a <b><u>little of no</u></b> full-size 3D-model of Oneness in God - God the Father, God the Son and God the Holy Spirit with <b><u>little or no care and little or no</u></b> of colours used.	/4
Completeness, tidiness and attractiveness of a full-size 3D-model of Oneness in God handed-in with consciousness of the due date.	Hand-in a <b><u>superbly-completed</u></b> full-sized 3D-model which is <b><u>exceptionally neat and extremely presentable well before</u></b> the due date.	Hand-in a <b><u>well-completed</u></b> full-sized 3D-model which is <b><u>very neat and very presentable just before</u></b> the due date.	Hand-in a <b><u>partially completed</u></b> full-sized 3D-model which is <b><u>neat and presentable on</u></b> the due date.	Hand-in a <b><u>uncompleted</u></b> full-sized 3D-model which is <b><u>untidy and unpresentable after</u></b> the due date.	/4
					/20

**Related concepts identified in the other subjects' areas and utilised in the STEAM project.**

Subjects	Benchmarks	Concepts/ Knowledge	Skills	Attitudes	Values	Products
<b>Mathematics</b>	9.2.2.1, 9.2.2.3, 9.2.2.4, 9.2.2.5	☐ ☐	☐ ☐			
<b>Science</b>	9.3.3.6	☐	☐			
<b>TIA</b>	9.3.1.2, 9.3.1.3, 9.3.5.4, 9.3.5.6, 9.3.5.7.	☐ ☐ ☐	☐ ☐ ☐			
<b>Arts</b>	9.3.4.2,	☐	☐			
<b>CCVE</b>	9.1.1.1	☐	☐	☐	☐	☐



# Glossary

Terms	Definition
<b>21<sup>st</sup> Century skills</b>	the skills that are required to enable an individual to face the challenges of the 21 <sup>st</sup> Century world that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes.
<b>Attributes of God</b>	is an enumeration of his <b>attributes</b> : " <b>God</b> is a Spirit, infinite, eternal, and unchangeable in his being, wisdom, power, holiness, justice, goodness, and truth." This answer has been criticised, however, as having "nothing specifically Christian about it."
<b>Christian Civic Organisation</b>	a civil society organisation that exists to promote human well-being through development activities, guided by its understanding and application of the Christian faith'. These are their societal and organisational positioning, their purpose, types of activities, faith character and the importance of mission and development history as well as partnerships.
<b>Christian Leadership</b>	a dynamic relational process in which people, under the influence of the Holy Spirit, partner to achieve a common goal - it is serving others by leading and leading others by serving
<b>Christian principles</b>	Living with Godly Morals, Values and Instruction. The Bible is inspired, inerrant, and gives us timeless teaching to build our lives upon. Most importantly, the Bible is God's revelation of Himself. Christians should read and meditate upon God's Word in order to learn what He is like, and to learn how to obey Him
<b>Citizenship</b>	the position or status of being a citizen of a particular country.
<b>Civic identities</b>	From informal community activities to formalised political processes and affairs of state, <b>civic identity</b> involves formation and negotiation of personal and group <b>identities</b> as they relate to presence, role, and participation in public life.
<b>Civic leadership</b>	embrace all leadership activity that serves a public purpose in the city region. Civic leaders are found in the public, private, and community/voluntary sectors and they operate at many geographical levels – from the street block to the entire city region and beyond.
<b>Collective Guilt</b>	Collective guilt refers to the sins of our fathers or ancestors but have been inherited to become the sins of the present generation. Guilt is calculated by blood or other affinity, not by individual choice. Collective guilt is a most dangerous idea. Its classic reference is found in Ezekiel 18. Sons are not to be punished for their father's sins; nor are fathers punished for the sins of their sons. Collective guilt "justifies" hatred and punishment of someone for something that he did not do. In the cultural PNG context, collective guilt is often passed down from one generation to another if there was a killing and the tribe or clan is found guilty of another person's death. From the year of killing, the sin of someone is remembered as the sin of the clan, tribe or family.
<b>Communication</b>	the imparting or exchanging of information by speaking, writing, or using some other medium.
<b>Fallen angels</b>	(in Christian, Jewish, and Muslim tradition) an angel who rebelled against God and was cast out of heaven
<b>Governance</b>	the action or manner of governing a state, organisation, rule; control.

<b>Leadership</b>	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.
<b>Monarchy</b>	political system based upon the undivided sovereignty or rule of a single person. The term applies to states in which supreme authority is vested in the <b>monarch</b> , an individual ruler who functions as the head of state and who achieves his or her position through heredity
<b>Practices</b>	actual application or use of an idea, belief, or method, as opposed to theories relating to it
<b>Principles</b>	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
<b>Private sector</b>	the part of the national economy that is not under direct state control
<b>Prosecuting Law</b>	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
<b>Public sector</b>	the part of an economy that is controlled by the state
<b>Servant Leadership</b>	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
<b>Sin Nature</b>	<i>Sin Nature</i> is a part of human being that compels individuals to commit sin. The Bible teaches that we have a sin nature. Not only do we commit sin but it is our nature to do so.
<b>Technology</b>	the application of scientific knowledge for practical purposes, especially in industry. "advances in computer technology" <ul style="list-style-type: none"> <li>• machinery and equipment developed from the application of scientific knowledge.</li> </ul> "it will reduce the industry's ability to spend money on new technology" <ul style="list-style-type: none"> <li>• the branch of knowledge dealing with engineering or applied sciences.</li> </ul>
<b>The Tanakh</b>	is the first Hebrew letter of each of the Masoretic Writings.
<b>The Ten Commandments</b>	the ethical <b>commandments</b> of God given according to biblical accounts to Moses by voice and by writing on stone tablets on Mount Sinai.
<b>Trait</b>	a distinguishing quality or characteristic, typically one belonging to a person.

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# 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: 21<sup>st</sup> CENTURY SKILLS

### WAYS OF THINKING Creativity and innovation

- Think creatively
- Work creatively with others
- Implement innovations

#### **Critical thinking, problem solving and decision making**

- Reason effectively and evaluate evidence
- Solve problems
- Articulate findings

#### **Learning to learn and meta-cognition**

- Self-motivation
- Positive appreciation of learning
- Adaptability and flexibility

### WAYS OF WORKING Communication

- Competency in written and oral language
- Open minded and preparedness to listen
- Sensitivity to cultural differences

#### **Collaboration and teamwork**

- Interact effectively with others
- Work effectively in diverse teams
- Prioritise, plan and manage projects

### TOOLS FOR WORKING Information literacy

- Access and evaluate information
- Use and manage information
- Apply technology effectively

#### **ICT literacy**

- Open to new ideas, information, tools and ways of thinking
- Use ICT accurately, creatively, ethically and legally
- Be aware of cultural and social differences
- Apply technology appropriately and effectively

#### **LIVING IN THE WORLD Citizenship – global and local**

- Awareness and understanding of rights and responsibilities as a global citizen
- Preparedness to participate in community activities
- Respect the values and privacy of others

#### **Personal and social responsibility**

- Communicate constructively in different social situations
- Understand different viewpoints and perspectives

#### **Life and career**

- Adapt to change
- Manage goals and time
- Be a self-directed learner
- Interact effectively with others



## Appendix 3: Teaching and Learning Strategies

### STRATEGY TEACHER STUDENTS

#### CASE STUDY

Used to extend students' understanding of real life issues. Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate. Study the case study and identify the problem addressed. They analyse the problem and suggest solutions supported by conceptual justifications and make presentations. This enriches the students' existing knowledge of the topic.

#### DEBATE

A method used to increase students' interest, involvement and participation. Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/standard to be achieved. Conduct research to gather supporting evidence about the selected topic and summarise the points.

They are engaged in collaborative learning by delegating and sharing tasks to group members.

When debating, they improve their communication skills.

#### DISCUSSION

The purpose of discussion is to educate students about the process of group thinking and collective decision

The teacher opens a discussion on a certain topic by asking essential questions.

During the discussion, the teacher reinforces and emphasises on important points from students' responses. Teachers guide the direction to motivate students to explore the topic in greater depth and the topic in more detail.

Use how and why follow-up questions to guide the discussion toward the objective of helping students understand the subject and summarise main ideas. Students ponder over the question and answer by providing ideas, experiences and examples.

Students participate in the discussion by exchanging ideas with others.

#### GAMES AND SIMULATIONS

Encourages motivation and creates a spirit of competition and challenge to enhance learning. Be creative and select appropriate games for the topic of the lesson. Give clear instructions and guidelines. The game selected must be fun and build a competitive spirit to score more than their peers to win small prizes.

Go into groups and organise.

Follow the instructions and play to win

### **OBSERVATION**

Method used to allow students to work independently to discover why and how things happen as they are. It builds curiosity. Give instructions and monitor every activity students do. Students possess an instinct of curiosity and are curious to see the things for themselves and particularly those things which exist around them. A thing observed and a fact discovered by the child for himself becomes a part of the mental life of the child. It is certainly more valuable to him than the same fact or facts learnt from the teacher or a book. Students

- Observe and ask essential questions
- Record
- Interpret

### **PEER TEACHING & LEARNING**

(powerpoint presentations, pair learning)

Students teach each other using different ways to learn from each other. It encourages; team work, develops confidence, feel free to ask questions, improves communication skills and most importantly develops the spirit of inquiry. Distribute topics to groups to research and teach others in the classroom. Go through the basics of how to present their peer teaching. 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.

### **PERFORMANCE-RELATED TASKS**

(dramatisation, song/lyrics, wall magazines)

Encourages creativity and take on the overarching ideas of the topic and are able to recall them at a later date

Students are given the opportunity to perform the using the main ideas of a topic.

Provide the guidelines, expectations and the set criteria. Go into their established working groups.

Being creative and creating dramas, songs/lyrics or wall magazines in line with the topic.

### **PROJECT**

**(individual/group)**

Helps students complete tasks individually or collectively. Teacher outline the steps and procedures of how to do and the criteria. Students are involved in investigations and finding solutions to problems to real life experiences. They carry out research to analyse the causes and effects of problems to provide achievable solutions. Students carefully utilise the problem-solving approach to complete projects.

**USE MEDIA & TECHNOLOGY** to teach and generate engagement depending on the age of the students 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 Viewing can provoke questions, debates, critical thinking, emotion and reaction.

After viewing, students engage in critical thinking and debate

## **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

reteaching and retesting.

### **QUESTIONNAIRES**

Questionnaires can be used for a variety of purposes. When used as a formative assessment strategy, they provide teachers with information on student learning that they can use to plan further instruction.

### **RESPONSE JOURNALS**

A response journal is a student's personal record containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. The response journal can be used as an assessment tool in all subject areas.

### **SELECTED RESPONSES**

Strictly speaking a part of quizzes, tests, and examinations, selected responses require students to identify the one correct answer. The strategy can take the form of multiple-choice or true/false formats. Selected response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.

### **STUDENT SELF-ASSESSMENTS**

Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning. It is the student's own assessment of personal progress in terms of knowledge, skills, processes, or attitudes. Self-assessment leads students to a greater awareness and understanding of themselves as learners.

## Appendix 5: Standard-Based Lesson Plan (STEAM integrated) Template

**TOPIC:**

**Lesson Topic:**

**Grade:**

**Length of Lesson:**

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**National Content Standard:**

**Grade-Level Benchmark**

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

**Knowledge**

**Skills:**

**Values:**

**Attitudes**

**STEAM Knowledge and Skill**

**Knowledge:**

**Skill:**

**Performance Indicator:**

**STEAM Performance Indicator:**

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**Materials:**

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**Lesson Objective:**

**Essential Questions:**

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**Lesson Procedure**

Teacher Activities Student Activities

**Introduction**

**Body**

**Modelling**

**Guided Practice**

**Independent Practice**

**Conclusion**

## Appendix 6: Sample Assessment

### Samples of multiple choice items designed in the affective domain examination

Designing multiple-choice questions in the affective domain for a Christian and Citizenship Values Education Curriculum examination involves crafting options that assess students' attitudes, values, and emotional responses.

#### 1. Attitudes Towards Service and Compassion:

**Question:** Which statement best reflects your attitude towards engaging in service activities influenced by Christian values?

- A. "Service activities are a duty, and I fulfil them without much emotional involvement."
- B. "Service activities bring a sense of joy and fulfilment, aligning with my Christian values."
- C. "Service activities are important, but I struggle to connect them with my personal beliefs."
- D. "Service activities are irrelevant to my understanding of Christian values."

#### 2. Commitment to Civic Responsibilities:

**Question:** When it comes to civic responsibilities, how do you see your role as a Christian?

- A. "Civic responsibilities have no connection to my Christian beliefs."
- B. "I see civic responsibilities as a fundamental part of living out my Christian faith."
- C. "Civic responsibilities are important, but I struggle to connect them with my faith."
- D. "I am indifferent to civic responsibilities."

#### 3. Reflection on Interfaith Dialogue:

**Question:** How has engaging in interfaith dialogue influenced your understanding of Christian values?

- A. "Interfaith dialogue has no impact on my understanding of Christian values."
- B. "Interfaith dialogue has deepened my appreciation for Christian values in a diverse context."
- C. "Interfaith dialogue is confusing, and I struggle to connect it with my Christian beliefs."
- D. "I avoid engaging in interfaith dialogue."

#### 4. Evaluation of Personal Leadership Style:

**Question:** How do you integrate Christian values into your leadership style?

- A. "Christian values have no influence on my leadership style."
- B. "I consciously incorporate Christian values into my leadership approach."
- C. "I struggle to align Christian values with my leadership style."
- D. "My leadership style is irrelevant to my Christian beliefs."

#### Appendix 7: Sample Assessment Rubrics, Rating Scale, Checklist

#### Appendix 8: Sample Assessment Recording and Reporting



## Additional Scriptures per 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.

**Psalms 19:1:** To the choirmaster. A Psalm of David. The heavens declare the glory of God, and the sky above proclaims his handiwork.

**Psalms 33:6:** By the word of the Lord the heavens were made, and by the breath of his mouth...

**Psalms 8:3:** When I look at your heavens, the work of your fingers, the moon and the stars, which you have set in place...

**Psalms 89:11:** The heavens are yours; the earth also is yours; the world and all that is in it, you have founded them.

**Psalms 136:5:** To him who by understanding made the heavens, for his steadfast love endures forever;

**Psalms 102:25:** Of old you laid the foundation of the earth, and the heavens are the work of your hands.

**Psalms 111:2:** Great are the works of the Lord, studied by all who delight in them.

**Psalms 115:15:** May you be blessed by the Lord, who made heaven and earth!

**Psalms 124:8:** Our help is in the name of the Lord, who made heaven and earth.

**Psalms 104:24-25:** O Lord, how manifold are your works! In wisdom have you made them all; the earth is full of your creatures. Here is the sea, great and wide, which teems with creatures innumerable, living things both small and great.

**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 host.

**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 and the power and the glory and the victory and the majesty, for all that is in the heavens and in the earth is yours. Yours is the kingdom, O Lord, and you are exalted as head above all.

**Amos 9:6:** Who builds his upper chambers in the heavens and founds his vault upon the earth; who calls for the waters of the sea and pours them out upon the surface of the earth— the Lord is his name.

**Isaiah 44:24** Thus says the Lord, your Redeemer, who formed you from the womb: “I am the Lord, who made all things, who alone stretched out the heavens...

**Isaiah 45:12:** I made the earth and created man on it; it was my hands that stretched out the heavens, and I commanded all their host.

**Zechariah 12:1:** The burden of the word of the Lord concerning Israel: Thus declares the Lord, who stretched out the heavens and founded the earth and formed the spirit of man within him:

## ***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***

But in these last days he has spoken to us by his Son, whom he appointed the heir of all things, through whom also he created the world.

### ***Colossians 1:16-17***

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. And he is before all things, and in him all things hold together.

***Colossians 1:15-16***

He is the image of the invisible God, the firstborn of all creation. 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.

***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 honor 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 judgment has come, and worship him who made heaven and earth, the sea and the springs of water.”



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