

Citizenship & Christian Values Education

Teacher Guide

Primary
Grade 5



Standards-Based



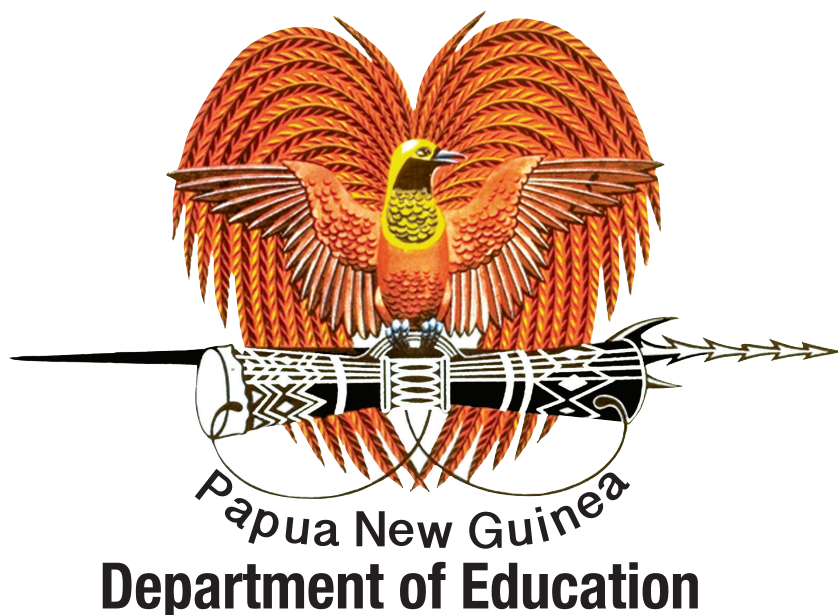
**'FREE ISSUE
NOT FOR SALE'**

Papua New Guinea
Department of Education

Citizenship & Christian Values Education Teacher Guide

**Junior Primary
Grade 5**

Standards-Based



Issued free to schools by the Department of Education

Published in 2020 by the Department of Education, Papua New Guinea

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Graphic Design & Layout by Vitus Witnes Kanua

ISBN: 978-9980-905-86-4

Contents

| | |
|--|-----|
| Acknowledgements..... | iv |
| Acronyms..... | v |
| Secretary’s Message..... | v |
| Introduction..... | 1 |
| Purpose of the Teacher Guide..... | 3 |
| Structure of the Teacher Guide..... | 4 |
| How to use the Teacher Guide..... | 8 |
| Syllabus and Teacher Guide Alignment..... | 9 |
| Content Standards, Benchmarks and Performance Standards..... | 11 |
| Core Curriculum..... | 15 |
| Teaching and Learning..... | 16 |
| Science Technology Engineering Arts Mathematics (STEAM) and Citizenship..... | 24 |
| Integrated Curriculum..... | 37 |
| Essential Values, Attitudes, Skills and Knowledge..... | 42 |
| Guided Lesson Layout..... | 50 |
| Planning & Programming..... | 54 |
| Content Expansion (Unit of Work)..... | 65 |
| Strand 1: Civic Identities, Principles and Systems..... | 66 |
| Strand 2: Christian Values and Principles..... | 99 |
| Strand 3: Citizenship and Society..... | 114 |
| Strand 4: Governance and Leadership..... | 127 |
| Assessment, Monitoring & Reporting..... | 145 |
| Glossary of Terms..... | 151 |
| References..... | 152 |
| Appendices..... | 153 |

Acknowledgements

Citizenship and Christian Values Education Teacher Guide for Grade 5 was developed by the Curriculum Development Division of the Department of Education and was coordinated by Elizabeth Moli with assistance from the Subject Curriculum Group (SCG).

Teachers, QUISE ME Text Book Writers, School Inspectors, Guidance Officers, Measurement and Assessment officers, Teacher College Lecturers, Church and Community representatives, the National Parliament, Transparency International PNG (TIPNG), NEC and Prime Ministers Department, National Youth Development Authority and other stakeholders from other Government and Non-Government Organizations (NGOs), assisted in the development of this Teacher Guide through workshops, meetings, and consultations. They are all acknowledged for their support and contributions.

Acronyms

| | |
|-------|---|
| AAL | Assessment As Learning |
| AFL | Assessment For Learning |
| AOL | Assessment Of Learning |
| BEBoS | Basic Education Board of Studies |
| CCVE | Citizenship and Christian Values Education |
| CDD | Curriculum Development Division |
| CP | Curriculum Panel |
| EfSD | Education for Sustainable Development |
| IHD | Integral Human Development |
| NDoE | National Department of Education |
| OBC | Outcomes-Based Curriculum |
| OBE | Outcomes-Based Education |
| SAC | Syllabus Advisory Committee |
| SBC | Standards-Based Curriculum |
| SBE | Standards-Based Education |
| SCG | Subject Curriculum Group |
| STEAM | Science Technology Engineering Arts and Mathematics |

Secretary's Message

The Citizenship and Christian Values Education (CCVE) Teacher Guide was developed as a support document for the implementation of the Citizenship and Christian Values Education for Grade 5. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessment tasks with suggested teaching and learning strategies that teachers can use to work towards achievements of content standards in the syllabus.

The CCVE Citizenship and Christian Values Education is a new subject from Preparatory to Grade 12. The subject consists of elements of Civics, Citizenship and Christian Values. Citizenship and Christian Values Education is a required subject for all Grade 5 students in Papua New Guinea Schools.

Citizenship and Christian 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 Citizenship and Christian Values Education is based on family, classroom and school contexts and therefore teachers and respective stakeholders are encouraged to engage the involvement of parents, the school and the community and its resources, to be able to help students to be active learners, acquire citizenship knowledge and behavior in preparation for and to progress into Grade 6.

The Citizenship Christian Values Education Strand 4 subject is supported by a Christian Religious Education which is given a separate timing respective to each level. The Christian Religious Education content and lessons can be derived from the Christian Religious Education implementation Guide which is a supporting document to Citizenship and Christian Values Education.

Teachers are encouraged to read and understand the Subject content standards of both Citizenship and Christian Values Education and Christian Religious Education so that appropriate teaching programs are designed to help the students learn citizenship values from Grade 2 to grade 12.

The Citizenship and Christian Values Education Teachers teaching Grade 5 are instructed to use the Grade 5 Citizenship and Christian Values Education Teacher Guide.

I commend and approve this Grade 5 Teacher Guide for Citizenship and Christian Values Education subject to be used in all schools throughout Papua New Guinea.



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

Introduction

The Citizenship and Christian 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 Citizenship and Christian Values Education.

The course is organised into 4 strands. These are Civic Identities, Principles and Systems, Christian Values and Practices, Citizenship and Society, and 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 5 Teacher Guide provides information and guidelines to assist Grade 6 teachers interpret, translate and deliver the prescribed Citizenship and Christian Values Education content in the Grade 4-6 syllabus into teachable activities. With emphasis on the Affective Domain, samples of affective teaching and learning strategies have been provided for teachers to use when planning and programming.

The Teacher Guide consist suggested lesson titles with essential values, attitudes knowledge and skills, and guided lessons to assist teachers to plan their lessons. This guide also contains samples of assessment tasks in the affective domain to help teachers to create assessment tasks for the intended content standard. The teacher guide provides teachers with the opportunity to prepare learning activities that will motivate students to think critically and communicate ideas freely with others, and therefore, teachers are encouraged to use the guide to innovate more interesting and challenging learning activities to suit different students' needs. Citizenship and Christian Values subject content is linked to all the other subjects taught in Grade 5 which includes English, Language, Mathematics and Culture and Community. It also links to subjects taught in 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 5 Citizenship and Christian Values Education is timetabled for 120 minutes per week. One thirty (30) minute lesson is to be used by Christian Religious Education while ninety (90) minutes will be used for Citizenship and Christian 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 5 Citizenship and Christian 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 CCVE Citizenship and Christian Values Education has accommodated for two other pathways: the Spiritual Education Conceptual Framework and the Christian Religious Education Framework to enable teachers to develop subject content that is relevant and appropriate to their practice.

Purpose of the Teacher Guide

The Teachers Guide is purposely written to set guidelines and provide information and directions for teachers to effectively plan and program the Citizenship and Christian Values Education content of learning given in the grade 4-6 syllabuses.

The teacher guide provides detailed information that can assist the teacher to interpret and translate the prescribed content in the syllabus into teachable instructional programs for a school year. The teacher guide provides the scope of curriculum content, specific timeframe to teach each unit and topic, in the yearly overview. The overview helps you to implement the content outline in the Grade 4, 5 and 6 Syllabus.

Teachers are encouraged to read carefully the contents of the teacher guide to enable them to implement the Citizenship and Christian Values Education for Grade 2 students.

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

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

Structure of the Teacher Guide

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

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

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

Values-based education

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

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

- Formative assessment is 'Specific' and it assesses Performance Standards
- Summative assessment is the 'Prescribed Assessment' from the Grades 4-6 CCVE Syllabus which assess each Content Standard

Social Inclusion

Teachers are encouraged to take into account different physical and mental abilities and disabilities of students to socially include all students. Basic rules and guidelines must be provided for students to feel wanted

and loved, to respect different cultures and to relate to other people freely and with confidence.

Introductory and Conclusion section of a lesson

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

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

Features of the CCVE Introductory and Conclusion Sections of a Lesson

Teaching and Learning Activities

Introductory Section - Sample 1: Moral Activity - Questions

| Lesson part | Teacher Teaching Activities | Students Learning Activities |
|--------------------------------------|--|---|
| Introduction - (5 minutes) | Sample Introductory questions in the Affective Domain Ask Students <ul style="list-style-type: none"> • “How do you feel about yourself” • What is something you like about your family? | <ul style="list-style-type: none"> • Orally respond to the questions asked by the teacher. • Asks teacher or other students questions about what they think the moral is in the story/song etc. |
| Body - (20 minutes) | | |
| Conclusion - (5 minutes) | | |

Teacher Reflection/Evaluation:

Teaching and Learning Activities

Introductory Section - Sample 2: Belief/View Point Activity – Questions

| Lesson part | Teacher Teaching Activities | Students Learning Activities |
|--------------------------------------|---|--|
| Introduction – (5 minutes) | Sample Introductory questions in the Affective Domain <ul style="list-style-type: none"> • What family activity do you enjoy and like to do most with your family? • What would you prefer eating on a sunny hot day with your family? | <ul style="list-style-type: none"> • Orally respond to the questions asked by the teacher. • Asks teacher or other students questions about their belief/point of view about the story/song etc. |
| Body - (20 minutes) | | |
| Conclusion - (5 minutes) | | |

Teacher Reflection/Evaluation:

Teaching and Learning Activities

Introductory Section - Sample 3: Opinionative Activity – Questions

| Lesson part | Teacher Teaching Activities | Students Learning Activities |
|--------------------------------------|---|--|
| Introduction – (5 minutes) | Sample Introductory questions in the Affective Domain <ul style="list-style-type: none"> • What do you think is the best thing to do when you are angry? • What do you think makes a person beautiful? | <ul style="list-style-type: none"> • Orally respond to the questions asked by the teacher. • Asks teacher or other students questions about their bias/opinion about the story/song etc. |
| Body - (20 minutes) | | |
| Conclusion - (5 minutes) | | |

Teacher Reflection/Evaluation:

Teaching and Learning Activities

Conclusion Section - Sample 1: Conclusion Activity – Questions

| Lesson part | Teacher Teaching Activities | Students Learning Activities |
|--|---|---|
| <p>Introduction – (5 minutes)</p> | <p>Sample Introductory questions in the Affective Domain</p> <ul style="list-style-type: none"> • What did you discover about yourself that you were not aware of? • How do you feel learning about your family? • What would you like to learn in our next lesson? • What do you think was the best thing that you learnt in this lesson? | <ul style="list-style-type: none"> • Orally respond. • Asks any question to peers or teacher. |
| <p>Body - (20 minutes)</p> | | |
| <p>Conclusion - (5 minutes)</p> | | |

Teacher Reflection/Evaluation:

How to use the Teacher Guide

The Grade 5 Teacher Guide is an expansion of the content in the Citizenship and Christian Values Education Grades 4, 5 and 6 Syllabus and must be used in conjunction with the syllabus. The syllabus contains the content standards and benchmarks which are expanded into teaching and learning activities in the teacher guide.

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

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

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

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

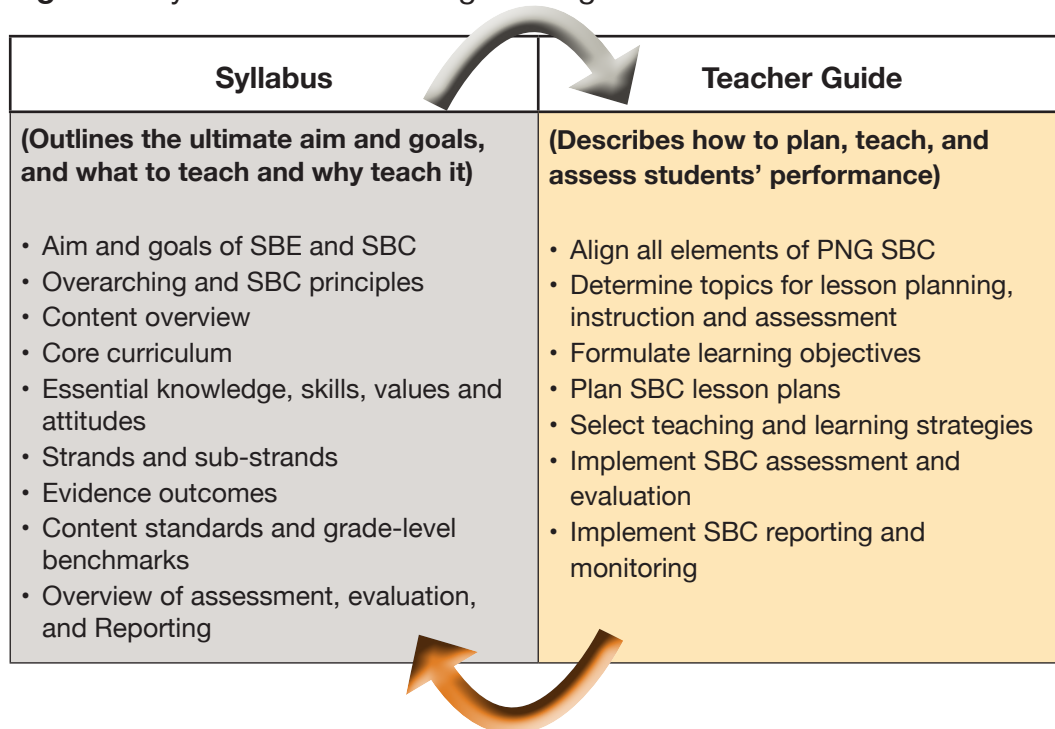
- Lesson titles in the teacher guide were drawn out from the performance standards. One or more lessons were created from one performance standard. From the lesson titles outlined in the planning and programming section, the attitude, the skills and the knowledge is identified.
- Different benchmarks are linked to the content standards, the performance standards and the lesson titles. When planning a lesson, it is important that, the attitude, skills and knowledge of the lesson come out clearly in the teaching and learning activities as displayed in the sample guided lessons.
- Teachers should be able to differentiate between Specific Assessment Task and a Prescribed Assessment Task. A Prescribed Assessment Task assesses the content standard, while the Specific Assessment Task assesses a performance standard of a content standard.
- Samples of assessment tasks are provided to assist teachers in preparing the two different types of assessments and most importantly in the affective domain. A sample yearly assessment overview is also provided for their guide.

The sections of the teacher guide clearly explain and direct teachers as to how the Grade5 content in Citizenship and Christian Values Education subject should be taught and assessed.

Syllabus and Teacher Guide Alignment

A teacher guide is a framework that describes how to translate the content standards and benchmarks (learning standards) outlined in the syllabus into units and topics, learning objectives, lesson plans, teaching and learning strategies, performance assessment, and measures for measuring students’ performance (performance standards). It expands the content overview and describes how this content - identified in the content standards and their components (essential knowledge, skills, values or attitudes) – can be translated into meaningful and evidence-based teaching topics and learning objectives for lesson planning, instruction and assessment. Grade 5 Citizenship and Christian Values Education comprises of the Grades 4, 5 and 6 Syllabus and the Grade 5 Teacher Guide. These two documents are closely aligned, complimentary and mutually beneficial. They should be used together to plan lessons, teach relevant content, and assess the levels of students’ proficiency. They are essential focal points for teaching and learning the essential CCVE values, attitudes, skills and knowledge.

Figure 1: Syllabus and teacher guide alignment.



Teacher guide should be used in conjunction with the syllabus. These two documents are closely aligned and complimentary. Teachers should use both documents when planning, teaching and assessing grade 5 Citizenship and Christian Values Education content. 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. It also describes and provide 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. Teachers will extract information from the syllabus (e.g., content standards and grade-level benchmarks) for lesson planning, instruction and assessment.

Learning and Performance Standards

Standards-Based Education (SBE) and SBE 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 attain 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 intend 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, Benchmarks, and Performance Standards

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 contextualized 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;
- provides 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.

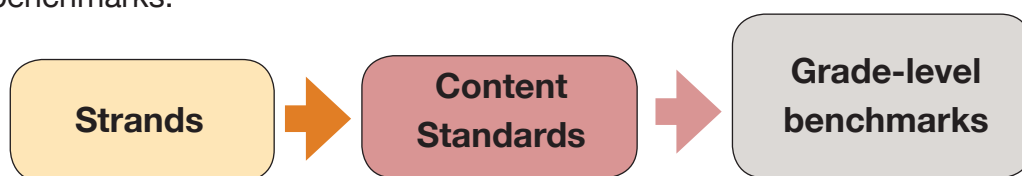
Benchmarks

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 and 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 students in other countries.

Figure 2: Approach for setting national content standards and grade-level benchmarks.



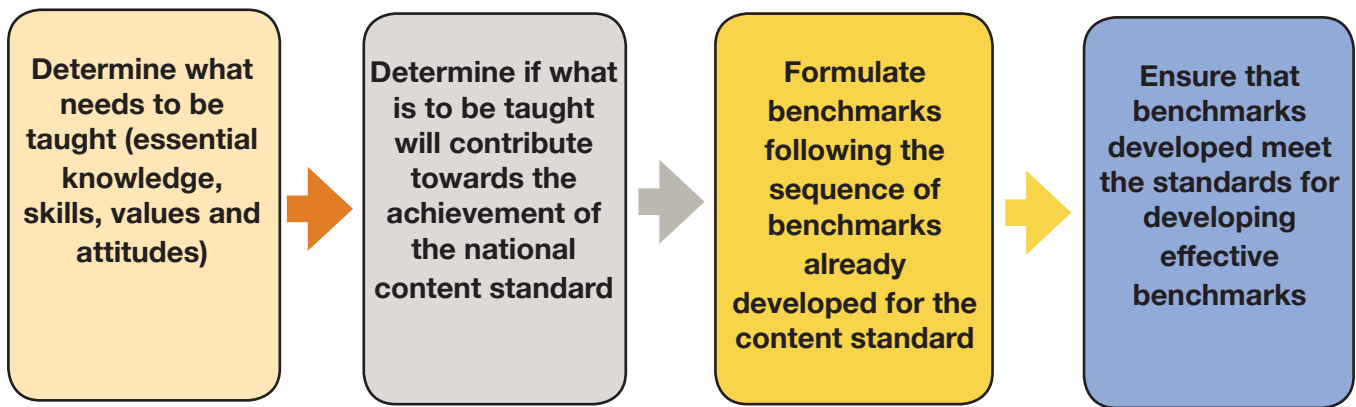
Development of Additional Benchmarks

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, reflect, 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.

Figure 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 a measurable and observable student behaviour. For example, students will be able to identify all the main routes 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**” or “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.

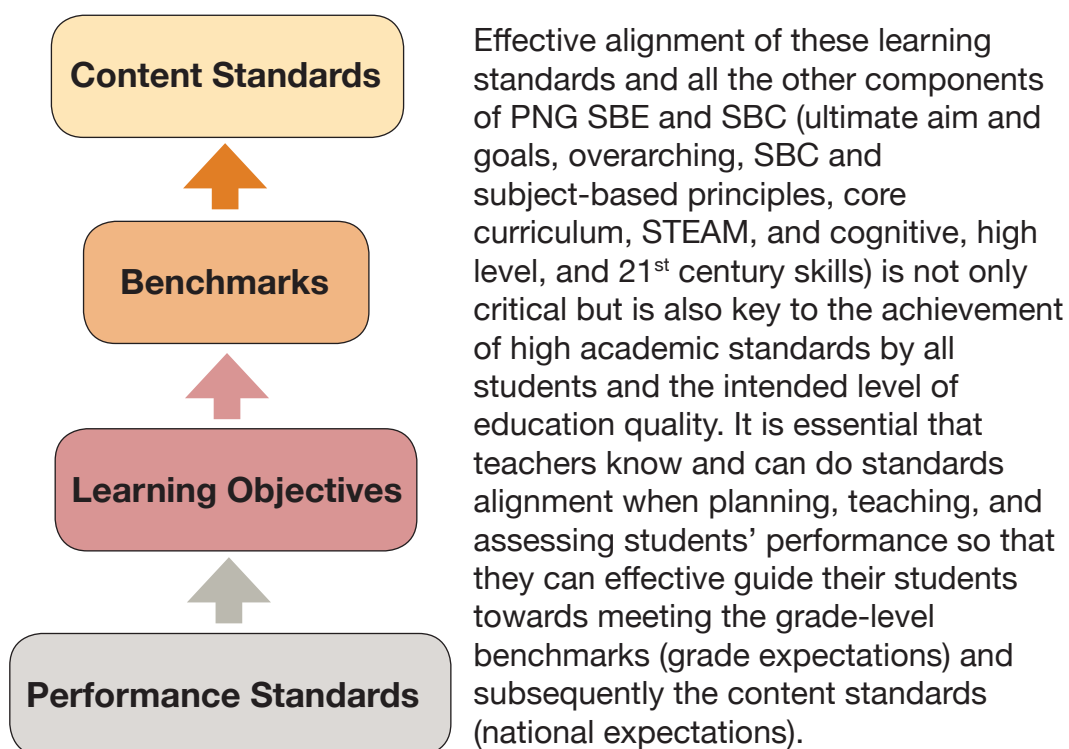
Proficiency Standards

Proficiency standards describe what all students in a particular grade or school level can do at the end of a strand, sub-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 categorized 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.



Core Curriculum

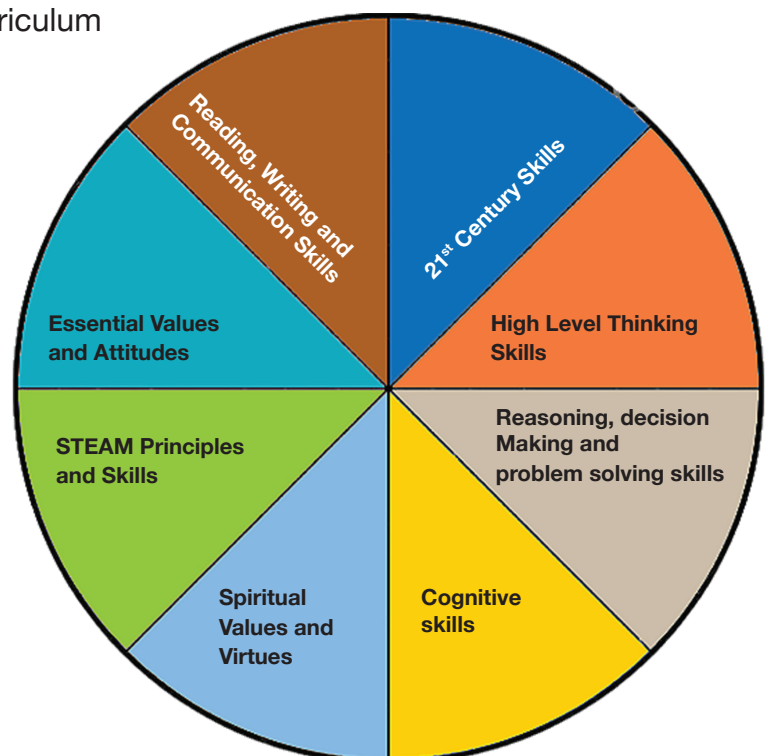
A core set of common learning's (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills and dispositions, they will need to be successful in modern and postmodern work places, higher-education programs and to be productive, responsible, considerate, and harmonious citizens. Common set of learning's are spirally sequenced from prep - grade 12 to deepen the scope and increase the level of difficulty in the learning activities so that what is learned is reinforced at different grade-levels.

The core curriculum includes:

- cognitive (thinking) skills (Refer to the syllabus for a list of these skills);
- reasoning, decision-making and problem-solving skills
- high level thinking skills (Analysis, Synthesis and Evaluation Skills);
- 21st century skills (Refer to illustrative list in the Appendix);
- reading, writing and communication Skills;
- STEAM principles and skills;
- essential values and attitudes (Core personal and social values, and sustaining values), and
- spiritual values and virtues.

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

Figure 5: Core curriculum



Teaching and Learning

Features of the CCVE Introductory and Conclusion Sections of a Lesson.

Introductory Section - Sample 1: Moral Activity - Questions

| Lesson part | Teacher Teaching Activities | Students Learning Activities |
|---------------------------------|--|---|
| Introduction – 5 mins | Sample Introductory questions in the Affective Domain Ask Students <ul style="list-style-type: none"> • “How do you feel about yourself?” • What is something you like about your family? | <ul style="list-style-type: none"> • Orally respond to the questions asked by the teacher. • Asks teacher or other students questions about what they think the moral is in the story/song etc. |
| Body - 20 mins | | |
| Conclusion - 5 mins | | |

Teacher Reflection/Evaluation:

Introductory Section - Sample 2: Belief/View Point Activity – Questions

| Lesson part | Teacher Teaching Activities | Students Learning Activities |
|---------------------------------|--|--|
| Introduction – 5 mins | Sample Introductory questions in the Affective Domain <ul style="list-style-type: none"> • What family activity do you enjoy and like to do most with your family? • What would you prefer eating on a sunny hot day with your family? | <ul style="list-style-type: none"> • Orally respond to the questions asked by the teacher. • Asks teacher or other students questions about their belief/point of view about the story/song etc. |
| Body - 20 mins | | |
| Conclusion - 5 mins | | |

Teacher Reflection/Evaluation:

Introductory Section - Sample 3: Sample Opinionative Activity – Questions.

| Lesson part | Teacher Teaching Activities | Students Learning Activities |
|---------------------------------|---|--|
| Introduction – 5 mins | Sample Introductory questions in the Affective Domain. <ul style="list-style-type: none"> • What do you think is the best thing to do when you are angry? • What do you think makes a person beautiful? | <ul style="list-style-type: none"> • Orally respond to the questions asked by the teacher. • Asks teacher or other students questions about their Bias/opinion about the story/song etc? |
| Body - 20 mins | | |
| Conclusion - 5 mins | | |

Teacher Reflection/Evaluation:

Conclusion Section - Sample 4: Conclusion Questions

| Lesson part | Teacher Teaching Activities | Students Learning Activities |
|---------------------------------|---|--|
| Introduction – 5 mins | | |
| Body - 20 mins | | |
| Conclusion - 5 mins | Sample Concluding Questions in the Affective Domain <ul style="list-style-type: none"> • What did you discover about yourself that you were not aware of? • How do you feel learning about your family? • What would like us to learn about in our next lesson? • What do you think was the best thing you learnt in this lesson? | <ul style="list-style-type: none"> • Orally respond. • Ask any questions to peers or Teachers. |

Teacher Reflection/Evaluation:

IMPORTANT: STUDENTS MUST NOT BE REQUIRED TO RESPOND TO “WRITING QUESTIONS” IN THE CONCLUSION. CONCLUSION MUST ONLY CONSIST CONCLUDING REFLECTIVE QUESTIONS THAT MUST BE ORALLY RESPONDED TO BY THE STUDENTS. REM: YOU ONLY HAVE 5 MINUTES TO GET MOST OF THE STUDENTS TO REFLECT ON THEIR LEARNING IN THE LESSON (ASSESSMENT AS LEARNING).

Features of CCVE Lesson Objectives

The CCVE Lesson Objectives is featured with three objectives for the one lesson: An Affective Objective, a Psychomotor Objective and a Cognitive Objective. This means all the three (3) lesson objectives must be achieved in the one lesson. Note that the Affective Objective is stated first and emphasis must be placed on it.

Sample Lesson Objectives

Lesson Objectives: Students will be able to:

- **Affective Objective:** Express their feelings about the importance of valuing a family name.
- **Psychomotor Objective:** Identify and list ways they can show they value their family name.
- **Cognitive Objective:** What is important about having a family name? List ways they can show they value their family name.

When a lesson is planned in CCVE, activities must be planned around for all three lesson objectives and as much as possible, teachers must aim to achieve them all in that one lesson.

Features of the Key Concepts in a CCVE Lesson

The CCVE Key Concepts are organized in the manner of acronyms “**ASK**” meaning “**Attitudes (A)**” concepts are listed first, followed by “**Skills (S)**” and the “**Knowledge (K)**”. The teaching of CCVE is placing emphasis on the Affective Domain and therefore, the concepts of attitudes are of great importance in teaching and learning of the CCVE content. The lesson must start with an attitude concept.

Important Note:

The Table of key concepts consist a number of concepts. However, the teacher is required to use at least one of them in a lesson. For example; one table of key concepts may have 3 attitudes, 4 skills and 3 knowledge concepts. It doesn't mean all 3 attitudes and 4 skills or 3 knowledge concepts must be taught in this one lesson.

The table of key concepts has more than one concept listed to give the teachers the opportunity to utilize a concept that will aid them in achieving either one of the Lesson Objectives.

Remember that a lesson is only 30-40 minutes in which all three objectives must be achieved. Therefore **no more than one attitude concept, one skill concept, and one knowledge concept must be used in a lesson for Phase 1 level of learning (Preparatory).**

Sample Key Concepts for one CCVE Lesson:

| Attitudes/ Values | Skills | Knowledge |
|---|---|--|
| <ul style="list-style-type: none"> • Value family name. • Respect for family. • Respect and Resilience for other people's family names that may sound offensive or funny in another person's language. | <ul style="list-style-type: none"> • How can we show we respect and value our family name? • How can we correct our classmates who are disrespectful to others and their family names? • Evaluate the consequences of making fun of or intimidating others and their family names. | <ul style="list-style-type: none"> • What it means to have value for family name? • Ways we can show value and respect for our family name. • Ways we can show comfort for those who have been made fun of or are intimidated because of their family name. • Ways we can correct our classmates who are disrespectful to others and their family names. |

The Role of the Teacher in the Teaching & Learning of Citizenship and Christian Values Education

Teaching and Learning for early learners can be challenging for teachers. It is important that the teachers must fully understand their students learning needs in order to deliver the subject content for learning in the classrooms despite students' abilities, age gender or originality.

The teachers are encouraged to identify and use affective teaching and learning strategies and methods to deliver the Citizenship and Christian Values Education lessons. The learning activities at this stage must be focused in founding values such as respect, honesty, truthfulness, trustworthy, kindness and being humble.

Citizenship and Christian Values Education emphasizes the use of the cognitive and affective domains to teach children to appreciate nature and diversity in relation to their cultural, regional, religious, and socio-economic and gender with respect for themselves, others and their environment.

Role of the Teacher in the Affective Domain

Through the different levels of learning, the role of the Teacher in teaching in the Affective Domain is to facilitate Exploration, Analysis, Reflections, Evaluations, Clarification and Synthesis;

- of students beliefs, values, feelings, desires, opinions, attitudes, perceptions etc.;
- to help learners discover/get in touch with their feelings;
- to motivate students;
- to help students see relevance (to their own lives).

The teacher also performs the role of;

- building student to student and student to teacher relationships;
- scaffolding students learning;
- planning students learning;
- making learning appropriate and explicit;
- creating a conducive learning environment.

How does the Teacher give feedback to students in the Affective Domain? In other words, if there is no Right or wrong, what should the teacher do then?

- Praise or appreciate students for good efforts.
- Being very thoughtful and considerate of their expressions.
- Ask questions/point out flaws in look (facial expression).
- Ask for clarification for unclear thinking.
- Thank students for trying.
- Ask students to think more deeply.
- Be vigilant and respectful.

What could the students be asked to do in an affective lesson?

- Identify own attitudes.
- Explore what they have learned.
- Discover related issues.

Teaching in the affective domain is very important because it has a major impact on the behaviour of an individual student. Their beliefs, attitudes, opinions and biases affect how they treat other people. Teaching in the affective domain helps students to;

- Identify, articulate and speak about their attitudes.
- Understand and analyse their feelings, values and attitudes.
- Encourage group and individual analysis of aspects of attitudes.
- Encourage personal reflection on own values, attitudes.
- Encourage questioning of values, attitudes.
- Affect and change unhealthy attitudes.
- Motivate students to act in ways that are healthy/acceptable/ sociable and reflect their attitudes.
- Build respect and tolerance for others' different values, ideas etc.
- Personalize information provided (e.g. risk prevention, social skills).
- See the relevance of information to themselves.
- Challenge biases and prejudices.
- Build Christian Values, Morals and Ethics in individuals as citizens.

Teaching and Learning Strategies in the Affective Domain

The teaching and learning strategies provided in the table are especially for the affective domain. Teachers are encouraged to use whichever method or strategy is suitable for each lesson so students will participate and interact meaningfully while learning.

Teaching Strategies

| |
|--|
| <p>Question and Answers (Q&A) Answering questions about personal feelings, attitudes, values and opinions.</p> |
| <p>Open Ended Questions Open-ended Questionnaires about students' personal views, feelings opinions, values etc.</p> |
| <p>Stem Sentences Stem sentences/sentence completion on opinions or situations.</p> |
| <p>Drawing Drawing pictures to express views.</p> |
| <p>Reading and Story Telling Reading stories and case studies with emotional content/ story telling.</p> |
| <p>Group discussions Group-centred discussions about personal reflections to or feelings about a shared experience or about shared opinions.</p> |
| <p>Groups Activities Dyads, triads, quadruples etc. activities of sharing feelings, ideas, values, opinions etc.</p> |
| <p>Video Shows/Dramas/Movies</p> |
| <p>Imagery Imagery or memory for example "show an image related to the content of learning for a certain lesson to provoke thinking and/or discussions or cause recall of something.</p> |
| <p>Forced choice continuums Forced choice continuums for example, when teaching about "sharing responsibilities by working together" the students may be given a certain situation that allows them to come to a conclusion that they need to work together with students from the opposite sex even if they didn't liked to do so, in the beginning.</p> <p>The strategy is used to help in changing student's mindsets about certain misconceptions, certain beliefs and practices that may be for example discriminatory.</p> |
| <p>Anonymous statements Audio for Prep-Grade 3. Written for Grade 3-12.</p> <p>For example where students listen to a statement presented in audio and then give their opinions or where students read a written statement and give their opinions.</p> |
| <p>Stimulus Responding to pictures (stimulus).</p> |
| <p>Journal writing</p> |
| <p>Interviews & Research Interviews and research must be guided for lower levels.</p> |
| <p>Personalized Q&As Q&As – depends on questions being asked. Ask or asking students open-ended questions.</p> |
| <p>Guided Guide or guiding students.</p> |
| <p>Role Play/Acting/Drama/Dramatization Role play - Subjective.</p> |

Facilitating Debates/Discussions

Debating facts and Opinions.

Case studies/Stories.

Guest Speaker.

Use of Tips/Cues/Clues

Give Tips (to encourage the skill of analysing things and giving educated or intelligent conclusions and guesses).

Reviews

Films/Books

Learning Strategies

Question and answers (Q&A)

Students ask teachers or presenters about their personal feelings, attitudes, values and opinions about certain situations, experiences, issues etc. after being introduced to a topic or after listening to the speaker.

Open Ended Questions

Students express their personal views, feelings opinions, values etc.

Use of black board for drawing, writing their responses for presentations.

Stem Sentences

- I wish I had.....
- I think
- This game/show/movies is.....
- My favourite.....
- I like.....

Drawing

- Drawing of pictures to show any of the aspects of the Affective.
- Using black board management for this activity.

Reading and Story Telling

- Listening to stories from a reading source for reflections and reviews.
- Listening to stories from an experience being retold for reflections and reviews.

Group discussions

Participating in round-robin, round table, or random picks discussions.

Group Activities

Dyads, Triads, Quadruples activities.

Video Shows/Dramas/Movies

Watching and viewing videos with emotional content and characters displaying desired good behaviour, positive attitudes and values e.g. "The Lion King", "Three little Pigs", "Moses", "King David", "The Three Wise Men."

Imagery

Guided imagery or memory where children try to recall and reflect on an image presented before them.

Forced choice continuums

- Participate in a variety of forced Choice continuums to help in changing students mindsets about certain misconception, certain beliefs and practices that may be for example discriminatory.

Anonymous statements

- Listen to audio piece of anonymous statements or being read out by the teacher about certain issues, experiences etc. to be able to respond to stimulus items and take part in discussions.
- Read anonymous stimulus materials to prompt responses and discussions.

Stimulus

Responding to pictures with stimulus.

Journal writing

My Diary Approach e.g. for a Preparatory of Grade 1 student- to describe their feeling of being Happy - they draw a sun, for feeling Sad – they draw a stone (use colours).

Interviews & Research

Interview their colleagues, classmates, friends, etc.

Personalized Q&As

Open ended questions that allows students to express themselves e.g. Why would like to be a policeman? (Open ended question that requires students to express their own opinion with no right or wrong answer) Or how can you help someone in your class who is in need?

Guided

Following guides given by the teacher.

Role Play/Acting

Voluntarily choose persons or roles they play in role plays.

Drama/Dramatization

Take up roles of different personalities and roles of different characteristics in a play or drama.

Debates

Group debates based on facts and opinions or open forums.

Case Studies

View, read about or listen to a case study/stories with stimulus materials to respond to individually or group work.

Guest Speaker

- Listen to an invited guest speak to them or listen to an audio recording of a particular person.
- View a speech delivered by a person.

Discussions

Discussion of proposed topics... e.g., “pineapples are fruits, how many different ways can pineapple be useful?” (Then ask related questions to expand the discussion).

Use of Tips/Cues/Clues

I am thinking about something.....?

I spy with my two little eyes and.....what do I see?

Reviews

View a film, read a book or listen to a story being told and do a film/book/story review.

Science Technology Engineering Arts Mathematics (STEAM) and Citizenship

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

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

Objectives

Students will be able to:

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

Content Overview

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

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

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

STEAM focuses on the skills and processes of problem solving. These skills and processes are at the heart of the STEAM movement and approach to not only problem solving and providing evidence-based

solutions but also the development and use of other essential cognitive, high level and 21st century skills. These skills are intertwined and used simultaneously to gain a broader understanding of the problems to enable creative, innovative, contextually relevant, and best solutions to be developed and implemented to solve the problems and attain the desired outcomes. It is assumed that by teaching students STEAM-based problem-solving skills and providing learning opportunities inside and outside the classroom will motivate more of them to pursue careers and academic programs in STEAM related fields thus, closing the skills gaps and providing a pool of cadre of workers required by technology, engineering, science, and mathematics-oriented industries.

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

STEAM Problem-solving Methods and Approaches

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

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

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

Engineering and Technology Problem-solving Methods and Approaches

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

Parts Substitution

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

Diagnostics

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

Troubleshooting

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

Reverse Engineering

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

Divide and Conquer

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

Extreme Cases

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

Trial and Error

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

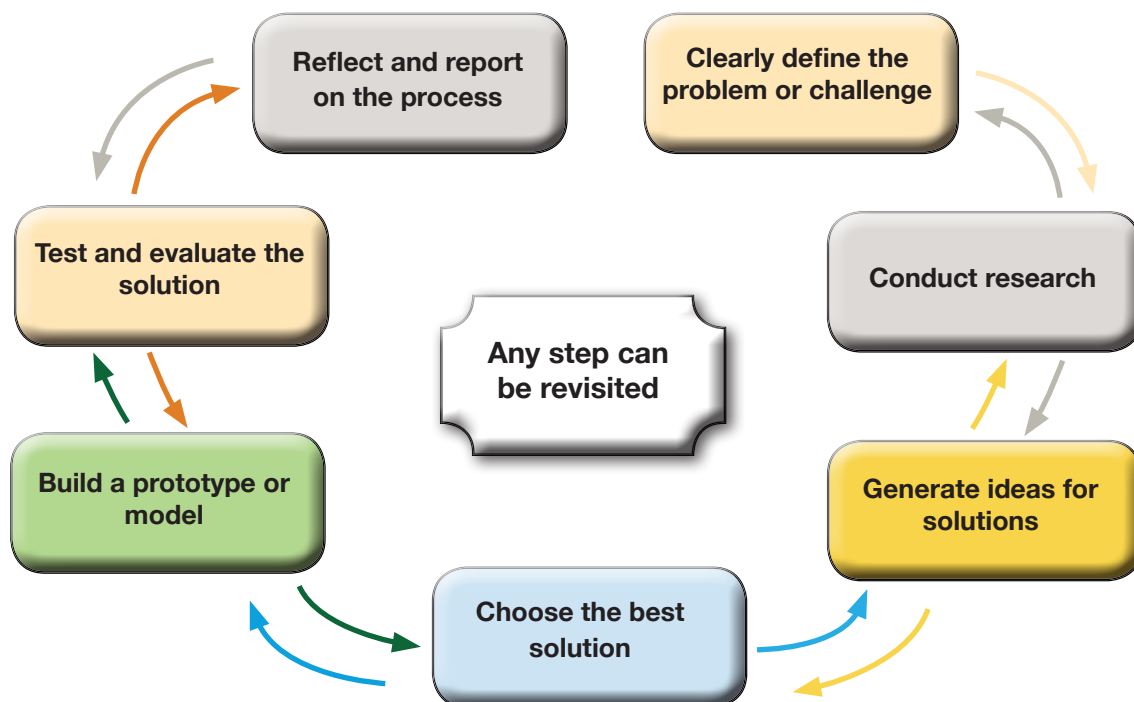
Engineering Design Process

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

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

These steps are shown in figure 6.

Figure 6: Engineering design process



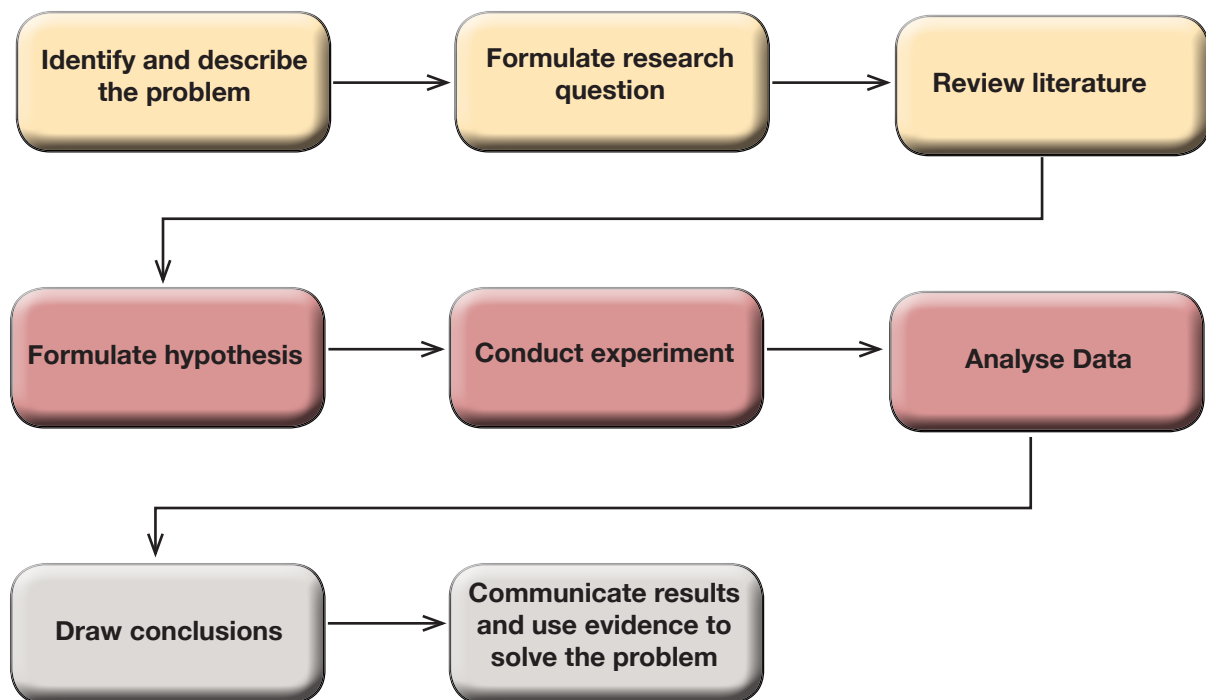
The Scientific Method and Approach to Problem-solving

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

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

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

Figure 7: The process of scientific inquiry



The above steps 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 practice 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 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 comes out of a flash light when I turn it on?

Step 3: Review literature

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

Example: Literature review

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

Step 4: Formulate hypothesis

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

Example: Hypothesis

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

Step 5: Conduct experiment

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

Example: Experimental Procedure

1. Remove the batteries from the flashlight, and try to turn it on using the on/off switch.
Result: The flashlight does not produce light.
2. Reinsert the batteries into the flashlight, and try to turn it on using the on/off switch.
Result: The flashlight does produce light.
3. Write down these results.

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

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

Step 6: Analyse data

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

Example: Analysis

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

Step 7: Draw conclusions

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

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

Example: Valid Hypothesis

- The flashlight did not produce light without batteries. The flashlight did produce light when batteries were inserted. Therefore, the

hypothesis that batteries give the flashlight energy to produce light is valid, given that no changes are made to the flashlight during the experiment.

Example: Invalid Hypothesis

- The flashlight did NOT produce light when the batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is invalid. In this case, the hypothesis would have to be modified to say something like, “The batteries inside a flashlight give it energy to produce light when the batteries are in the correct order and when the flashlight is turned on.” Then, another experiment would be conducted to test the new hypothesis.

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

Step 8: Communicate findings

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

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

Example: Communication of findings

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

Artistic Design

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

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

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

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

STEAM-based Lesson planning

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

Developing STEAM-based Lesson Plans

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

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

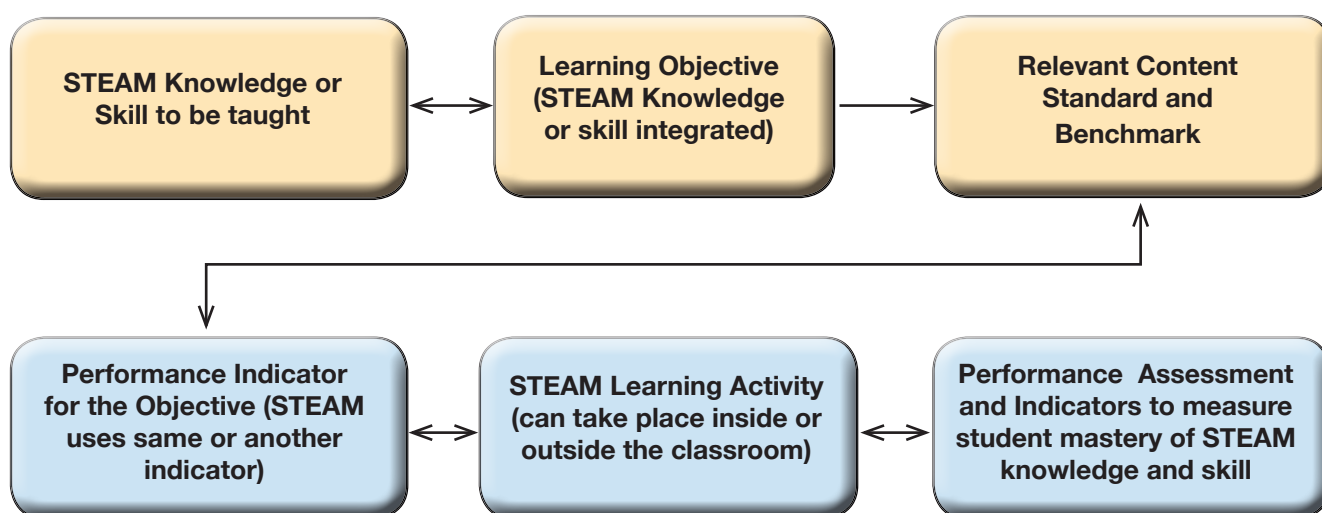
Knowing how to integrate STEAM problem-solving skills, principles, values and attitudes as well as STEAM teaching, learning, and

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

STEAM principles and problem-solving skills are integrated into the content standards and grade-level benchmarks. A list of these skills, including 21st century skills, is provided in the Grades 4, 5 and 6 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 5 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 8: Process for integrating STEAM principles and problem-solving skills into standards-based lessons.



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

Step 1: Identify the STEAM knowledge or skill to be taught (From the table of KSVAs for each content standard and benchmark). This is could already be captured in the learning objective stated in the standards-based lesson plan.

Step 2: Develop and include a performance standard or indicator for measuring student mastery of the STEAM knowledge or skill (e.g. level of acceptable competency or proficiency) if this is different from the one already stated in the lesson plan.

Step 3: Develop a student learning activity, (An activity that will provide students the opportunity to apply the STEAM knowledge or skill specified by the learning objective and appropriate statement of the standards). Activity can take place inside or outside of the classroom, and during or after school hours.

Step 4: Develop and use performance descriptors (standards or indicators) to analyse students' STEAM related behaviours and products (results or outcomes), which provide evidence that the student has acquired and mastered the knowledge or skill of the learning objective specified by the indicator(s) of the standard(s).

STEAM Teaching Strategies

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

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

- Inquiry-Based Learning.
- Problem-Based Learning.
- Project-based learning.
- Collaborative Learning.

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

Teachers should plan to provide students opportunities to work in collaboration and partnership with experts and practitioners engaged

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

- Participatory Learning.
- Group-Based Learning.
- Task Oriented Learning.
- Action Learning.
- Experiential Learning.
- Modelling.
- 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 Assessment is no different to any other assessment except that STEAM assessment is focused on problem solving and is project-based. Project work challenges students to think beyond the boundaries of the classroom, helping them develop the skills, behaviors, and confidence necessary for success in the 21st-century.

STEAM assessments are authentic. The term “authentic assessment” is used to describe assessment that evaluates content knowledge as well as additional skills like creativity, collaboration, problem-solving, and innovation. Authentic assessment documents the learning that occurs during the project-building process and considers the real-world skills of collaboration, problem solving, decision making, and communication. Since project work requires students to apply knowledge and skills throughout the project-building process, the teacher will have many opportunities to assess work quality, understanding, and participation from the moment students begin working.

Integrated Curriculum

What is integrated curriculum?

An integrated curriculum is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life.

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

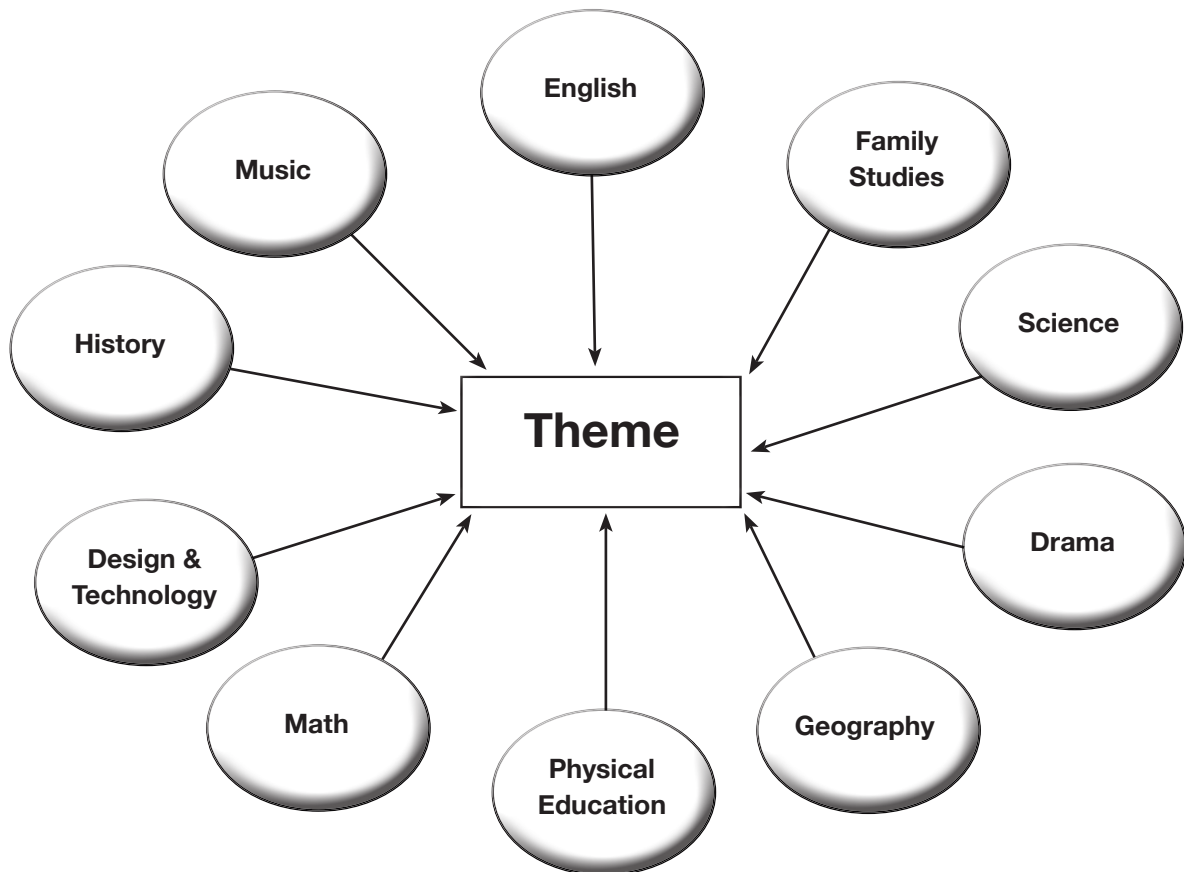
There are three approaches that PNG SBC will engage to foster conducive learning for all its children whereby they all can demonstrate proficiency at any point of exit. Adapting these approaches will have an immense impact on the lives of these children thus they can be able to see themselves as catalyst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

(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 global warming. 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.

Figure 9. The Multidisciplinary Approach

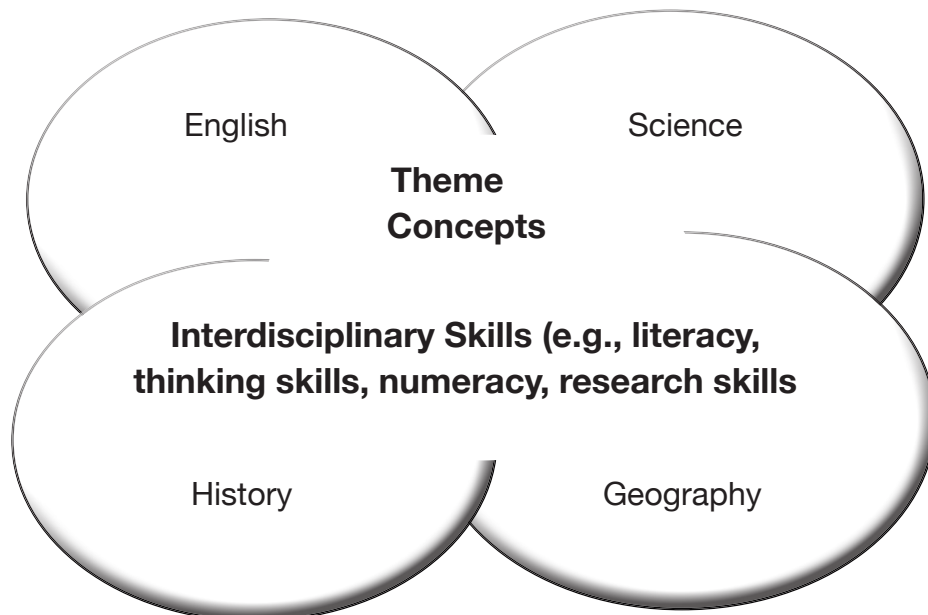


(ii) Interdisciplinary Approach

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.

Figure 10. The Interdisciplinary Approach



(iii) 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.

(iv) Transdisciplinary Approach

In this approach learning goes beyond the subject area of study. Learning is organized 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 Transdisciplinary approach addresses real-life situations thus gives the opportunity to students to attain real life skills. This learning approach is more to do with Project-Based Learning also referred to as problem-based learning or place-based learning.

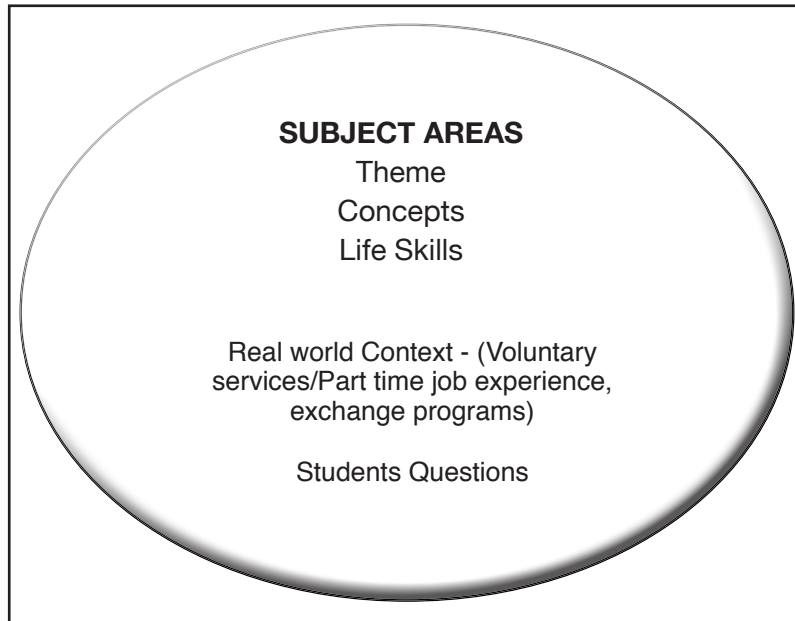
The three steps to planning project based curriculum (Chard 1998).

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

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

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

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



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

Essential Values, Attitudes, Skills and Knowledge

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

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

Types of Knowledge

There are different types of knowledge. These include:

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

Types of Processes

There are different types of processes. These include:

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

Types of Skills

There are different types of skills. These include:

Cognitive (Thinking) Skills

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

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.

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

Reasoning Skills

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

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.

Problem-Solving Skills

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

High Level Thinking Skills

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

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.

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.

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.

Types of Values

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

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

Types of Attitudes

| | |
|---|---|
| <p>Attitudes (Ways of thinking and behaving, points of view).</p> <ul style="list-style-type: none"> • Optimistic • Participatory • Critical • Creative • Appreciative • Empathetic • Caring and concern • Positive • Confident • Cooperative. | <ul style="list-style-type: none"> • Responsible • Adaptable to change • Open-minded • Diligent • With a desire to learn • With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment. |
|---|---|

Affective Domain - The Domain Of Values And Attitudes

Where does Attitude come from?

Attitude comes from the Affective Domain of Learning, one of the three learning domains. Aspects of the AFFECTIVE DOMAIN HAVE A MAJOR IMPACT ON BEHAVIOUR/HUMAN LIFE - PERHAPS THE STRONGEST IMPACT OF ALL DOMAINS OF LEARNING.

Domains of Learning

Benjamin Bloom (1956) identified three domains of learning (educational) activities. A domain is a scope of the subject or the sphere of influence that something/somebody has over a certain area/activity. In learning, these domains are often referred to as skills.

The three domains are the *cognitive domain*, *affective domain* and the *psychomotor domain*.

Components of the three (3) domains

| Cognitive Domain | Affective Domain | Psychomotor Domain |
|---|--|--|
| Domain of knowledge; Objective in nature (Brain). | Domain of attitude; Subjective in nature (Heart). | Domain of doing; Action in nature (Five senses). |
| Data Facts Information Results of experiments Results of Research Statistics | Self-esteem Beliefs Biases/Opinions Desires Emotions/Feelings Values/Morals | Abilities Actions Experiences People skills Relationship skills Technology skills |

1. The Affective Domain (Attitudes)

The affective domain consists of emotional developmental and interpersonal developmental skills. It is the domain of attitudes that consist personal factors and is associated with the heart. The contents of the affective domain are subjective, have no right or wrong and depend on the person in nature. D.R. Krathwohl's hierarchical taxonomy for the affective domain contains 5 educational objectives.

Affective Learning Levels

| Educational Objective Level | State of Mind | Sample activity for level Students are require to: |
|------------------------------------|--------------------------------|--|
| 1. Receiving | Willingness to pay attention | Explore and discover (have exposure) to aspects of attitudes around them. |
| 2. Responding | Reacts voluntarily or complies | State their opinion on a subject, viewpoint. Do group discussions about personal reflections or feelings or share an experience. |
| 3. Valuing | Acceptance | Acknowledge and express their feeling/belief/opinion about something or an idea and accepting those of others. |
| 4. Organization | Rearrangement of Value system | Adopting and rearranging their aspects of attitude to be universal (same everywhere). |
| 5. Charcterisation | Incorporates values into life | Displaying applications of all aspect of attitude and high levels of maturity in expressing original and intelligent views while debating an issue or topic of discussion. |

Aspects of Affective Domain

| Area or Aspect of Attitude | Example of Aspect | Initial Development Stage |
|-----------------------------------|--|----------------------------------|
| Self-esteem | Self-concept or self-image (overall picture of self), self-awareness (learning process of self through self-knowledge: understanding of self, self-attribution: awareness and acceptance of abilities, potentials and aptitudes within self, self-perception: impression of self, and self-disclosure: ability to discover things about yourself that you are not aware of and finding the courage to deal with things that you know are within you but you don't like to accept or acknowledge them as part of you), self-conscious, self-confidence, courage, self-respect, etc. | 1 (0-8yrs) |
| Emotions Feelings | Contentment, joy, eagerness, being keen, concern, love, peacefulness, aggressiveness, authenticity, enthusiasm, empathy, sensitivity, etc. | 1 |
| Beliefs | Doctrine, principle, statement, belief in democracy, faith, idea, perceptions, etc. | 1 |
| Biases Opinions | Like, dislike, preference for something/somebody, opinion, disagreements, critique, criticism, etc. | 1 |
| Desires | Wish, crave, longing, feel want to have, must have, envy, etc. | 1 |
| Values Morals Virtues | Respect, understanding, courtesy, honesty, love, concern, confidence, forbearance (patience), obedience, generosity, tolerance, sober, consideration, punctuality, respect assertive, attentiveness, sacrifice,, silence, sincerity, observant, courage, thoughtfulness, discipline, friendliness, appreciation, vigilant, hopeful, endurance, etc. | 1 |

NOTE:

To help you remember the aspects of Attitude, learn this Statement: “My Self-esteem deals with my Emotions, Believing that my Biases and Desires result in my Values.”

2. The Psychomotor Domain (Skills)

The psychomotor domain consists of physical skills. This is the domain of doing actions, activities and skills and is associated with the five senses. It requires step-by-step instructions and practice with feedback to develop. E.J. Simpson’s hierarchical taxonomy for the psychomotor domains contains 7 educational objectives.

Psychomotor Learning Levels

| Educational objective level | Skill level | Sample activity for level Students are require to: |
|------------------------------------|--|---|
| 1. Perception | Awareness of sensory stimulus | Use a skill to do the activity? E.g. Kick a ball, Prune the flowers. |
| 2. Set | Relates cues (signs/hints/clues) knows | Do something based on their experience? |
| 3. Guided Response | Performs as demonstrated. | Follows rules and processes to accurately do the activity. |
| 4. Mechanism | Performs simple acts well | Use any part of their body to the best of their ability or potential. Example; Ask students to observe closely what happens when an ice cube is heated. |
| 5. Complex Avert Response | Skilful performance of complex acts | Produce/Write/Make/Build/Design something and present an argument to convince. |
| 6. Adaptation | Modifies for special problems | Uses the right processes or methods learned (content and experience) to rectify a problem or provide a solution. |
| 7. Origination | New movements, patterns and creativity | Design a new model or modify an original model with new features. |

3. The Cognitive Domain (Knowledge)

The cognitive domain or the mental skills, consists thinking processes and problem solving. It is the domain of knowledge and is associated with the brain.

The contents of the cognitive domain are objectives, provable, has a right and wrong, have a true and a false. It is evidence based which means - the same for everyone. Blooms hierarchical taxonomy for the cognitive domain (knowledge) includes 6 educational/learning objectives.

Cognitive Learning Levels

| Educational Objective Level | State of Mind | Sample activity for level Students are require to: |
|---|---|---|
| 1. Knowledge | Recall and recognition | Give a correct answer based on general or prior knowledge, which means there is a wrong answer as well. |
| 2. Comprehension | Translate, interpret and extrapolate | Answer questions based on information provided. |
| 3. Application | Use of generalisation in specific instances | Provide evidence as a result of observation. |
| 4. Analysis | Determine relationships | Provide a right answer/statement based on facts, data or information from a text or a resource. |
| 5. Evaluation (Synthesis - original) | Exercise of learned judgement | Give an answer as a result of an experiment or research providing and argument of true and false based on the information discovered. |
| 6. Creation | Create new relationships | Provide an intelligent guess after analysing and evaluating an idea/result. |

Guided Lesson Layout

Features of a CCVE Guided Lesson Sample

The guided lesson samples in CCVE promote teaching and learning in the Affective Domain. The guided lesson samples provided in this guide are aimed at helping teachers to plan a lesson in the Affective Teaching Approaches.

It is important that teachers introduce and conclude the lesson with an activity in the Affective Domain. The Guided statements in each of the section must be used as it is designed especially to encourage affective teaching and learning. Using the guided sample guided statements, teachers can develop their affective introductory and concluding statements suitable for each lesson.

Each strand has 1 guided lesson per unit. Strand 1 has 3 units and therefore has three sample guided lessons. Strand 2, 3 and 4 all have 2 units and so have 2 guided lessons each. The guided lessons are developed from Performance Standards, which are derived from the Content Standards. Teachers are given the opportunity to follow this guided lesson or use it as a guide to plan their own lessons.

Teachers are also encouraged to refer to this sample guided lessons when planning their other lessons that have only key concepts provided in the form of Attitudes, Skills and Knowledge.

Lesson Objectives

The CCVE guided lesson sample use mixed objectives and it is required that all lessons must consist a;

1. Affective Objective
2. Psychomotor Objective
3. Cognitive objective

CCVE is moving away from the traditional Psychomotor and Cognitive objectives in learning as the sample guided lessons promote the Affective Teaching and Learning Strategies.

The Suggested Guided Lesson Template

The Guided lesson template provided below is used in all CCVE teacher guides across grades. The template can be used to develop lessons that have the key concepts provided in the form of Attitudes, Skills and Knowledge. Teacher can modify the template for their convenience and to suit their needs but still enforcing the practice of Affective Teaching and Learning.

Sample Guided Lesson:

Lesson No:

Strand: _____

Unit: _____

Content Standard: _____

Evidence Outcome: _____

Benchmark: _____

Topic: _____

Lesson Title: _____

Lesson Objectives: Students will be able to and can:

- _____
- _____

Affective Objective: _____

Psychomotor Objective: _____

Cognitive Objective: _____

Resources: _____

References: _____

Table of Key Concepts: (key concepts must be in the table form below)

| Values | Attitudes | Skills | Knowledge |
|--------|-----------|--------|-----------|
| | | | |

Background Notes: Key Concepts must be complete statements.

E.g.: Respect for school authority/identifying authorities in their community/Types of leaders in the community.

Teaching and Learning Activities

| Lesson Part | Teacher Teaching Activities | Student Learning Activities |
|--|---|-----------------------------|
| Introduction (Plan for 5 minutes) | Moral Activity. Opinionative Activity. Bias/Belief/View Point Activity. | |
| Body (Plan for 20 minutes) All activities in the body to be limited to two different Activities. Three lessons will be acceptable only if content allows. | Activity 1. | |
| | Activity 2. | |
| Conclusion (Plan for 5 minutes) | | |

Teacher Reflection/ Evaluation: _____

Explanation for the Introduction in Teaching and Learning Activities

The teachers are required to introduce and conclude all CCVE lessons with activities that promote affective teaching and learning such as the use of a moral activity, an opinionative activity, bias, belief or view point activities in Grade 6.

1. A moral activity

A moral activity may include a story of good morals and character to help students get tuned into the lesson. It may also include stories of bad behavior and character and their consequences to help discourage the students practicing the bad behaviors. The use of stories with bad morals and their consequences gives the students the opportunity to make decisions about sticking to good morals and behaviors. For example; *“The Story of the Good Samaritan”* in the Bible that tells of Kindness and Love.

Other examples would be the use of quotes, tales or fables and famous sayings from their locality and also universal ones that carry within it a moral, as in the story of *“the tortoise and the hare”*, an old tale that tells of Pride and Humility.

2. Opinionative/ Bias/ View Point and Belief Activity

An opinionative, bias, view point and belief activity may include children expressing their opinions, biases, viewpoints and beliefs about certain things. Students at this level must be given the opportunity to express themselves in these activities. The teacher must only facilitate and guide the students learning in these types of activities.

For example, the students may be asked to express their view point about a certain character in a story such as ‘What do you think about the Tortoise in the story?’ This kind of question provides the students the challenge to analyse the story and gives them the opportunity to express themselves. This would not be possible if the question asked was a cognitive question for example, “who is the fastest between the tortoise and the??.” This question expects a factual answer and does not allow the student to explore their potential of using higher order affective, psychomotor and cognitive levels of learning. This type of questions limits the students’ capability of exploring the extents to which they can discover and learn for themselves.

3. Sample Introductory Questions in a Lesson (Affective Domain)

Sample Moral Activity - Questions

Ask Students:

- “How do you feel about yourself?”
- “What is something you like about your family, your place, the food, your school etc?”

Sample Bias/ Belief /View Point Activity – Questions

- What family activity do you enjoy and like to do most with your family?
- What do you like/dislike most about ...?
- What would you prefer eating/drinking on a sunny hot day?

Sample Opinionative Activity – Questions

- What do you think is the best thing to do when you are angry?
- What do you think makes a person beautiful?
- What do you think should be done to law and rule breakers?

The use of songs, poems and rhymes in the introduction

If students are asked to sing a song or recite a rhyme or a poem, ask students such questions after singing or reciting:

- “What they like and dislike about the song/poem/rhyme?”
- “What is the meaning of the song/poem/rhyme?”
- “What is one important lesson/ moral/ value can you pick out from the song/poem/rhyme?”

Sample Concluding Questions in the Affective Domain

- “What did you discover about yourself that you were not aware of?”
- “How do you feel learning about your friend?”
- “What would you like us to learn about in our next lesson?”
- “What do you think was the best thing you learnt in this lesson?”
- “How would have preferred the lesson to have been presented to you?”
- “What would be one area you would like us to improve in the next lesson?”

Planning & Programming

Planning and Programming is the organizing of the content into a teachable plan for delivery in the classroom for the teacher. The content is organized into yearly, termly and weekly to assist the teachers in easily planning their programs.

Teachers are encouraged to begin with the Content Overview which is organized into strands and units with teachable concepts in Grade 5. The Yearly, Termly and Weekly Overviews in this teacher guide are compiled for the teachers' convenience when doing the planning and programming;

Time Table

Planning a time table is the prerogative of the teacher. However, these guidelines are provided to make teachers aware of the number of minutes each CCVE lesson will be taught and the number of lessons in a week.

The 120 minutes for CCVE consists of a 30 minute period for Christian Religious Education (CRE) and 90 minutes for CCVE per week. The allocated and time break ups for Grade 5 include;

English – 300 minutes
 Mathematics - 240 minutes
 Language - 300 minutes
 Culture and Community – 360 minutes
 Citizenship and Christian Values Education – 120 minutes
 Religious Instruction – 60 minutes
 Assembly – 75 minutes
 Block time – 90 minutes

The total time for a school year in Grade 5 is 1650 minutes. The subject time allocations can be used by teachers to do a time table for their classes. Note that the timing starts at 7:45 am. It is aimed that this starting time be observed as it instills into the students official clocking in time in and punctuality to the official business starting time which is 08:00am.

Note also that there is 5 minutes interval between lesson times to allow for teachers to get over the previous lesson and get prepared for the next lesson. The times must be strictly observed to instill in students the importance of time and the essential s of time management.

Content Overview

The Content Overview presents the teachable concepts scoped for Grades 4, 5 & 6 content given in the Citizenship and Christian Values Education Syllabus. The broad learning concepts form the strands. Units and Teachable concepts are drawn from these Strands as shown in the table below:

| Strand | Unit | Teachable Concepts |
|--|---------------------------------------|--|
| Civic Identities, Principles and Systems | Civic Identities | Personal Identity National Identity Symbols of Identity Civic Self Image Civic Connectedness |
| | Civic Principles | Guiding Morals and Basic Principles |
| | Civic Systems | State and Civil Institutions |
| Christian Values and Principles | Christian Values and Practices | Christian Living and the Bible Basic Christian Values and Practices Christian identity and Character |
| | Christian Institutions and Principles | Christian Institutions Christian Conduct, Ethics and Morals Christian Laws, Statues and Precepts |
| Citizenship and Society | Citizens and Citizenship | Roles and Responsibilities Opportunities, Abilities and Potentials of Citizens. |
| | Active Citizenship and Participation | Actions influencing Decision-Making Community Participation in Media |
| Governance and Leadership | Good Governance | Principles of Good Governance Rule of Law |
| | Leadership | Good Leadership Effective Communication in Governance and Leadership |

Table 1: Grade 5 Yearly Content

The Grade 5 Yearly Content table shows the total number of Content Standards, total number of Performance Standards and the total number of lessons per strand for Grade 5 in a year.

It shows a summary of the total number of lessons that a Grade 5 Teacher is required to teach in a Grade 5 school year.

This table is aimed at informing the teacher of the total number of lessons so they are aware of the yearly content in a glimpse without having to go through the yearly outline.

Table 1: Grade 5 Yearly Content

| Strand | Unit | No of Content Standard | No of Benchmarks | No of Topics | No of Lessons |
|---|---|------------------------|------------------|--------------|---------------|
| 1. Civic Identities, Principles and Systems | 1. Civic Identities | 1 | 2 | 1 | 8 |
| | 2. Civic Principles | 1 | 2 | 1 | 8 |
| | 3. Civic Systems - State and Civil Institutions | 1 | 2 | 1 | 8 |
| 2. Christian Values and Principles | 1. Christian Values & Practices | 1 | 5 | 5 | 12 |
| | 2. Christian Institutions and Principles | 1 | 5 | 5 | 13 |
| 3. Citizenship and Society | 1. Citizens and Citizenship | 1 | 3 | 3 | 10 |
| | 2. Active Citizenship and Participation | 1 | 2 | 2 | 14 |
| 4. Governance & Leadership | 1. Good Governance | 1 | 2 | 4 | 16 |
| | 2. Leadership | 1 | 2 | 2 | 7 |
| | Total | 9 | 25 | 25 | 96 |

Termly Lesson Overviews

The Termly Lesson Overviews contain lesson titles for each term. Teachers can modify lessons or readjust the organization to suit their teaching programs.

| TERM ONE (1) | | | | | | | | | |
|--|---|------------------|--|--|----------------|--|-----------|------------------------------------|----------|
| Strand | Unit | Content Standard | Benchmark | Topic | Lsn No | Lesson Titles | Wk | | |
| Week one (1) Planning and Preparation - Orientation | | | | | | | 1 | | |
| Civic Identities, Principles and Systems | Civic Identities | 5.1.1 | 5.1.1.1 | My Symbols, My Identity | 1 | My Culture My Symbol | 2 | | |
| | | | | | 2 | Importance of My Culture | | | |
| | | | | | 3 | My Friends, Culture and Symbols | | | |
| | | | | | 4 | I Value My Friends Symbolic Culture | 3 | | |
| | | 5 | Symbol of My Faith | | | | | | |
| | | 6 | Representation of others Faith | | | | | | |
| | | 7 | My National Symbol | | 4 | | | | |
| | | 8 | The Importance of My National Symbol | | | | | | |
| | Civic Principles | 5.1.2 | 5.1.2.1 | Civic values of My Country | 9 | My Country's Good Reputation | 5 | | |
| | | | | | 10 | My Country's Bad Reputation | | | |
| | | | | | 11 | Changing My Behavior in My Country | | | |
| | | | | | 12 | How can I not Contribute to My Country (1) | | | |
| | | 5.1.2.2 | Civic Values of My Country | | 13 | How can I Contribute to My Country (2) | 6 | | |
| | | | | | 14 | Working Towards Promoting Good Values and Morals in My Country | | | |
| | | | | | 15 | I Love My Country | | | |
| | | | | | 16 | My Dream Country | | | |
| | Civic Systems - State and Civil Institutions | 5.1.3 | 5.1.3.1 | Civic and State Institutions In the Pacific Islands | 17 | Civic Institutions in PNG. | 7 | | |
| | | | | | 18 | State Institutions in PNG. | | | |
| | | | | | 5.1.3.2 | Civic and State Institutions in the PNG | 19 | Roles of Civic Institutions in PNG | 8 |
| | | | | | | | 20 | Roles of State Institutions in PNG | |
| | | 21 | Benefits and Influences of Civic Institutions in PNG | 9 | | | | | |
| | | 22 | Benefits and Influences of State institutions in PNG | | | | | | |
| | | 23 | Responsibilities Towards Civic Institutions | | | | | | |
| | | 24 | Responsibilities Towards State Institutions | | | | | | |
| Week Ten (10) Revision/Assessment | | | | | | | 10 | | |

| TERM TWO (2) | | | | | | | | | |
|--|--|--|--|-------------------------------|---|--|------------------------------|-----------|--------------------------|
| Strand | Unit | Content Standard | Benchmark | Topic | Lsn No | Lesson Titles | Wk | | |
| Week one (1) Planning and Preparation | | | | | | | 1 | | |
| Christian Values and Principles | Christian Values and Practices | 5.2.1 | 5.2.1.1 | Importance of Biblical Values | 25 | What are the Biblical Values | 2 | | |
| | | | | | 26 | Importance of Biblical Values | | | |
| | | | 5.2.1.2 | Godly Characters | 27 | Godly Living | 3 | | |
| | | | | | 5.2.1.2 | Godly Values, Characters and Practices | | 28 | Natural Values |
| | | | | | | | | 29 | Fruit of the Holy Spirit |
| | | | 30 | Virtues | | | | | |
| | | | 5.2.1.3 | The Bible History | 31 | Origin of the Bible | 4 | | |
| | | | | | 32 | Division of the Bible | | | |
| | | | | | 33 | Books of the Bible and what they are | | | |
| | | | 5.2.1.4 | Appreciating Value of Values | 34 | The Value of Values | 5 | | |
| | | | | | 35 | Practice and Appreciate Values | | | |
| | | | Christian Institutions and Principles | 5.2.2.1 | Roles and Responsibilities of Church Workers and those in the Bible | 36 | What are the Biblical Values | 6 | |
| | | | | | | 37 | Men of God in the Bible | | |
| | | | | | | 38 | Women of God in the Bible | | |
| | 39 | Church Workers Roles and Responsibilities | | | | | | | |
| | 5.2.2.2 | Serving God in Ministries | | 40 | Local Church Ministries | 7 | | | |
| | | | | 41 | Principles of Church Ministries | | | | |
| | | | | 42 | Nurturing Youth | | | | |
| | 5.2.2.3 | Conducts, and Ethics of Godly Families, Communities and Institutions | | 43 | Godly Families | 8 | | | |
| | | | | 44 | Godly Communities | | | | |
| | | | | 45 | Conduct and Ethics of Godly Families | | | | |
| | 5.2.2.4 | Good Morals for Living in Christ | | 46 | Conduct and Ethics of Godly Institutions | 9 | | | |
| | | | | 47 | A New Creation in Christ | | | | |
| | | | | 48 | Good Morals in Schools | | | | |
| | Week Ten (10) Revision/Assessment | | | | | | | 10 | |

| TERM THREE (3) | | | | | | | | |
|--|-------------------------------------|------------------|---|--------------------------------|--------|---|---------------------------------------|---|
| Strand | Unit | Content Standard | Benchmark | Topic | Lsn No | Lesson Titles | Wk | |
| Week one (1) Planning and Preparation | | | | | | | 1 | |
| Citizenship and society | Citizen and Citizenship | 5.3.1 | 5.3.1.1 | Potentials and Abilities | 49 | My Potentials and Abilities | 2 | |
| | | | | | 50 | What am I Good at? | | |
| | | | | | 51 | Personality Traits | | |
| | | | 5.3.1.2 | Rules and Regulations | 52 | Role Model using their abilities to Promote Good Citizenship | 3 | |
| | | | | | 53 | A Safe Community | | |
| | | | | | 54 | Importance of Community Rules and Regulations | | |
| | | | 5.3.1.3 | Rules and Consequences | 55 | What are Community Rules? | 4 | |
| | | | | | 56 | Consequences for Breaking Rules | | |
| | | | | | 57 | Strategies to Protect and Safeguard the Community | | |
| | | | 5.3.1.4 | Factors Influencing Behaviours | 58 | Factors Influencing Good or Bad Citizenship | 5 | |
| | | | | | 59 | What are some issues that needs to be addressed in Bad Citizenships | | |
| | | | | | 60 | How can I Contribute as a Good Citizen in the Community? | | |
| | Citizens and Active Citizenship | 5.3.2 | 5.3.2.1 | Civic Participation | 61 | Knowing Civic Skills | 6 | |
| | | | | | 62 | Civic skills – Personal Communication Skills | | |
| | | | | | 63 | Knowing My Political Systems | | |
| | | | | 5.3.2.1 | | 64 | What is Civic Life? | 7 |
| | | | | | | 65 | What is Political Life? | |
| | | | | | | 66 | Using Civic Skills in Problem-Solving | |
| | | | 5.3.2.2 | | 67 | Using Civic Skills in Mediation | 8 | |
| | | | | | 68 | Using Civic Skills in Awareness | | |
| | | | | | 69 | Knowing Civic Values | | |
| 5.3.2.3 | Responsible use of Media Technology | 70 | Promoting Good Citizenship through Media Technology | 9 | | | | |
| | | 71 | Digital Citizen | | | | | |
| | | 72 | Responsible Digital Citizen | | | | | |
| Week Ten (10) Revision/Assessment | | | | | | | 10 | |

| TERM FOUR (4) | | | | | | | |
|--|----------------------------|--------------------------------|--|--|--|--|-----------|
| Strand | Unit | Content Standard | Benchmark | Topic | Lsn No | Lesson Titles | Wk |
| Week one (1) Planning and Preparation | | | | | | | 1 |
| Governance and Leadership | Good Governance | 5.4.1 | 5.4.1.1 | Governing Oneself | 73 | How well do I know the Principles of Good Governance? | 2 |
| | | | | | 74 | Importance of Good Governance on Oneself | |
| | | | | | 75 | Factors that Prevent Individuals from Practicing Good Governance | |
| | | | 5.4.1.2 | Applying good governance in my community | 76 | How do you Display Good Governance in your Local Community? | 3 |
| | | | | | 77 | Role-play Good Governance | |
| | | | | | 78 | Set Rules of the Local Community | |
| | | | | Rules in the Local Community | 79 | Penalties of Breaking Set Rules | 4 |
| | | | | | 80 | Better ways of Penalising Rule Offenders | |
| | 81 | Impacts of Following Set Rules | | | | | |
| | Impact of Having Set Rules | 82 | Impacts of not following set rules | 5 | | | |
| | | 83 | Awareness Song or Poem on Impact of Set Rules in the Local Community | | | | |
| | | 84 | Set Rules of the Local Community | | | | |
| | Leadership | 5.4.2 | 5.4.2.1 | Leadership in the Local Community | 85 | What is Leadership? | 6 |
| | | | | | 86 | Importance of Leadership | |
| | | | | | 87 | Roles and Responsibilities of Leaders in the Local Community | |
| | | | | | 88 | Qualities of Local Community Leaders | |
| 5.4.2.2 | | | Modes of Effective Communication in Leadership | 89 | Participating in Community Activities | 7 | |
| | | | | 90 | Modes of Effective Communication | | |
| | | | | 91 | Importance of the use of Different Modes for Effective Communication | 8 | |
| | | | | 92 | How to use Different Modes of Communication to Deliver Information (1) | | |
| Week Ten (10) Revision/Assessment | | | | | | | 10 |

Yearly Overviews

This yearly lesson overviews contains lesson against a particular content standard and the Benchmarks. As suggested it is according to the total number of lessons per week, per term in a year.

| Term: One | | | | |
|--|--------|--|---|---|
| Strand 1: Civics Identities, Principles and Identities | | | | |
| Unit | Lsn No | Lesson Titles | Benchmark | Content Standard |
| Civic Identities | 1 | My culture my symbol | 5 1.1.1 Express the uniqueness of different rituals, cultural and religious symbols and practices, and the influences of these beliefs. | 5.1.1 Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and the world. |
| | 2 | Importance of my culture | | |
| | 3 | My friends culture and symbols | | |
| | 4 | I value my friends symbolic culture | | |
| | 5 | Symbol of my faith | 5 1.1.2 Distinguish symbolic identities that make one group different from the other within the nation and develop understanding and respect for each identity. | |
| | 6 | Representation of others faith | | |
| | 7 | My national symbol | | |
| | 8 | The importance of my national symbol | | |
| Civic Principles | 9 | My country's good reputation | 5 1.2.1 Demonstrate common positive values and negative behaviors practiced within the nation. | 5.1.2 Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies. |
| | 10 | My country's bad reputation | | |
| | 11 | Changing my behavior in my country | | |
| | 12 | How can I not contribute to my country (1) | | |
| | 13 | How can I contribute to my country (2) | | |
| | 14 | Working towards promoting good values and morals in my country | 5 1.2.2 Make informed decisions on situations relating to common morals and values identified within the nation. | |
| | 15 | I love my country | | |
| | 16 | My dream country | | |
| Civic Systems - State and Civil Institutions | 17 | Civic institutions in PNG. | 5.1.3 Students will be able to analyze various civic systems, their function and benefits, the influences on the livelihood of the civic they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies. | |
| | 18 | State institutions in PNG. | | |
| | 19 | Roles of civic institutions in PNG | | |
| | 20 | Roles of state institutions in PNG | | |
| | 21 | Benefits and influences of civic institutions in PNG | | |
| | 22 | Benefits and Influences of State institutions in PNG | | |
| | 23 | Responsibilities towards civic institutions | | |
| | 24 | Responsibilities towards state institutions. | | |

Term: Two

Strand 2: Christian Values and Principles

| Unit | Lsn No | Lesson Titles | Benchmark | Content Standard |
|---------------------------------------|--------|---|---|--|
| Christian Values and Practice | 25 | What are the Biblical Values | 5.2.1.1 Describe the importance of biblical values that build and shape characters. | 5.2.1 Explore, examine and appreciate biblical values and communicate the practices in and for life. |
| | 26 | Importance of Biblical Values | | |
| | 27 | Godly Living | | |
| | 28 | Natural Values | 5.2.1.2 Identify and demonstrate Godly values, characters and practices in the Bible. | |
| | 29 | Fruit of the Holy Spirit | | |
| | 30 | Virtues | | |
| | 31 | Origin of the Bible | 5.2.1.3 Study bible history and discover the true origin of the bible and division of the Bible into the old and new testaments. | |
| | 32 | Division of the Bible | | |
| | 33 | The Books of the Bible | | |
| | 34 | The Value of Values | 5.2.1.4 Observe and describe different ways people show appreciation of joy, peace, hope, faith grace, justice, mercy, and service to the needy. | |
| | 35 | Practice and Appreciate Values | | |
| Christian Institutions and Principles | 36 | Men of God in the Bible | 5.2.2.1 Examine and appreciate the roles and responsibilities of church workers in comparison to the men and women of God in the Bible. | 5.2.2 Evaluate existing/ established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens. |
| | 37 | Women of God in the Bible | | |
| | 38 | Church Workers Roles and Responsibilities | | |
| | 39 | Local Church Ministries | 5.2.2.2 Appraise local church ministries and the principles they impart in nurturing youths. | |
| | 40 | Principles of Church Ministries | | |
| | 41 | Nurturing Youth | | |
| | 42 | Godly Families Godly Communities | 5.2.2.3 Explore and describe conducts and ethics of Godly families, communities and Institutions. | |
| | 43 | Godly Families Godly Communities | | |
| | 44 | Conduct and Ethics of Godly Families | | |
| | 45 | Conduct and Ethics of Godly Communities | | |
| | 46 | Conduct and Ethics of Godly Institutions | 5.2.2.4 Identify the creation in Christ for good morals to live in Christ and apply it in schools (with others). | |
| | 47 | A New Creation in Christ | | |
| | 48 | Good Morals in Schools | | |

Term: Three

Strand 3: Citizenship and Society

| Unit | Lsn No | Lesson Titles | Benchmark | Content Standard |
|---------------------------------|--------|---|---|--|
| Citizen and Citizenship | 49 | My Potentials and Abilities | 5.3.1.1 Explore potentials and abilities that enhance good citizenship. | 5.3.1 Students will be able to analyse civic rights and privileges, potentials, roles and responsibilities that promote good citizenship. |
| | 50 | What am I Good at? | | |
| | 51 | Personality Traits | | |
| | 52 | Role Model using their Abilities to Promote Good Citizenship | | |
| | 53 | A Safe Community | 5.3.1.2 Explore appropriate rules and regulations for a safer community. | |
| | 54 | Importance of Community Rules and Regulations | | |
| | 55 | What are Community Rules? | | |
| | 56 | Consequences for Breaking Rules | 5.3.1.3 Examine behaviors that influence positive and negative actions in citizens and evaluate how these behaviors impact other citizens around them. | |
| | 57 | Strategies to Protect and Safeguard the Community | | |
| | 58 | Factors influencing Good or Bad Citizenship. | | |
| | 59 | What are some Issues that needs to be Addressed in Bad Citizenships | | |
| | 60 | How can I Contribute as a Good Citizen in the Community? | | |
| Citizens and Active Citizenship | 61 | Knowing Civic Skills | 5.3.2.1 Explore and apply civic skills and values to actively participate in community activities and issues. | 5.3.2 Analyse and demonstrate civic skills (communication skills to undertake roles, manage conflicts, and solve problems and to make decision) and values in everyday forms of participation in society. |
| | 62 | Civic skills – Personal Communication Skills | | |
| | 63 | Knowing My Political Systems | | |
| | 64 | What is Civic Life? | | |
| | 65 | What is Political Life? | | |
| | 66 | Using Civic Skills in Problem-Solving | | |
| | 67 | Using Civic Skills in Mediation | | |
| | 68 | Using Civic Skills in Awareness | | |
| | 69 | Knowing Civic Values | | |
| | 70 | Promoting Good Citizenship through Media Technology | 5.3.2.2 Explore the Use of media technology to promote good citizenship through community participation. | |
| | 71 | Digital Citizen | | |
| | 72 | Responsible Digital Citizen | | |

Term: Four

Strand 4: Governance and Leadership

| Unit | Lsn No | Lesson Titles | Benchmark | Content Standard |
|-----------------|------------|--|---|--|
| Good Governance | 73 | How well do I know the principles of good governance? | 5.4.1.1 Students will be able to investigate and appraise principles of good governance of oneself. | 5.4.1 Students will be able to explore and evaluate good governance and its application in different contexts. |
| | 74 | Importance of good governance on oneself | | |
| | 75 | Factors that prevent individuals from practicing good governance | | |
| | 76 | How do you display good governance in your local community? | | |
| | 77 | Role-play good governance | | |
| | 78 | Set rules of the local community | | |
| | 79 | Penalties of breaking set rules | 5.4.1.2 Students will be able to analyse and evaluate the impacts of having set rules. | |
| | 80 | Better ways of penalizing rule offenders | | |
| | 81 | Impacts of following set rules | | |
| | 82 | Impacts of not following set rules | | |
| | 83 | Awareness song or poem on impact of set rules in the local community | | |
| | 84 | Set rules of the local community | | |
| | Leadership | 85 | What is leadership? | |
| 86 | | Importance of leadership | | |
| 87 | | Roles and responsibilities of leaders in the local community | | |
| 88 | | Qualities of local community leaders | | |
| 89 | | Participating in community activities | | |
| 90 | | Modes of effective communication | | |
| 91 | | Importance of the use of different modes for effective communication | 5.4.2.2 Students will be able to examine effective communication skills in leadership using different modes of communication. | |
| 92 | | How to use different modes of communication to deliver information | | |

Content Expansion (Unit of Work)



CCVE TEACHING CONTENT Grade 5

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

A unit of work helps the teacher:

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

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

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

Strand 1: Civic Identities, Principles and Systems

Unit 1: Civic Identities

Content Standard 5.1.1: Students will be able to recognise oneself as a citizen with a national and individual Identity belonging to a community, nation, region and world, they will appreciate symbols that represent them as a Papua New Guinean citizen, and will be able to communicate and relate with other community and the world.

Benchmark 5.1.1.1: Express the uniqueness of different symbols, rituals, cultural and religious practices and the influences of those beliefs and values on their lives.

Benchmark 5.1.1.2: Distinguish symbolic identity that make one group different from the other within the nation and develop understanding and respect for each identity.

Topic1: My group, my roles and responsibilities in my province.

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

- Distinguish and explain the uniqueness of the national symbols of identity and how they influence their lives.

| Essential VASK (for the topic) | |
|--------------------------------|---|
| Values | <ul style="list-style-type: none"> • Respect, Tolerance, Responsibility, Care, Kindness, Consideration, Patience, Cooperate, Unity, Tolerate and Friendship |
| Attitudes | <ul style="list-style-type: none"> • Respect for cultural symbols • Being united and loyal to their cultural diversity • Being united, loyal and tolerant • Appreciate and tolerate other cultures • Being courteous and considerate • Being united and tolerant for cultural diversity • Respect for symbols of faith and united in faith • Respect for symbols of faith • Being tolerant and courteous towards other churches and religions • Respect for national symbols • Being united as a nation and being loyal to our nation • Being responsible for maintaining and protecting the prestige of national symbols |

| | |
|---|--|
| <p style="text-align: center;">Skills</p> | <ul style="list-style-type: none"> • Determine ways to respect cultural symbols and religious symbols • Promote cultural unity and loyalty Strategies ways of protecting, preserving and showing value for all cultural symbols • Define value of different cultures that makes PNG a nation • Identify ways that they can uphold and support PNG culture • Determine different cultural values and symbols of PNG • Examine and contrast the significant of religious symbols • Examine practical ways to express religious values and contrast the significant of religious symbols • Explain the different national symbols and determine the significance of PNG's National symbols • Examine practical ways to express national identity and compare the significant of national symbols with others • Design practical ways of protecting preserving the prestige of PNG's national symbols |
| <p style="text-align: center;">Knowledge</p> | <ul style="list-style-type: none"> • Culture & symbols • Significance of their cultural symbols • Ways of protecting, preserving and showing value for all cultural symbols • The value of different cultures that makes PNG a nation • Similarities and differences between cultural symbols from various cultures • Ways that they can uphold and support PNG culture Ways to express appreciation and show value for all cultural symbols • Different cultural symbols of PNGS symbols of their religions or churches • The significance of their religious symbols • Similarities and differences between religious symbols from various religions and churches • Practical ways to express appreciation and show value for all religious symbols • PNG's national symbols • Practical ways of promoting national identity, unity and loyalty through PNG's national symbols • The importance of PNG's National symbols • Practical ways of protecting preserving the prestige of PNG's national symbols |

Content Background Notes (for the topic)

Symbols

A symbol is a representation, sign, emblem, figure, mark or icon etc. People use symbols to represent their cultures, their beliefs, their values and ideals. For many people symbols are also a source or representation of their identity.

Cultural symbols

Cultural symbols represent aspects of our culture. They were often aligned with the beliefs and values of our people.

Some examples of cultural symbols are;

- Land
- Languages
- Animals and plants
- Traditional attire (design of traditional costumes)
- Face painting
- Wooden carvings
- Tattoos and body art etc
- Traditional stories
- Names of people and places



Traditional dancers and their attire from different parts of PNG. (Source: Wikipedia)

Many of the values behind our cultural symbols are unique because no other people on earth have these same symbols in their culture. It is our responsibility to learn and embrace our cultural symbols, to protect and preserve them for future generations.

Below are some ways that we can protect and preserve our cultural symbols.

- Learn about them and share this knowledge with other members of your cultural or family group. This part of being proud of your cultural heritage.
- Preserve the knowledge of your cultural values and symbols by recording the purposes, origins and meanings of these cultural symbols. You can record these in writing, by using audio recording and visual recording such as cameras or videos.

- Show respect and courtesy for the culture of other people so that they may also show respect for your culture.
- Correct other people if they disrespect or do not give courtesy to your culture or other cultures.

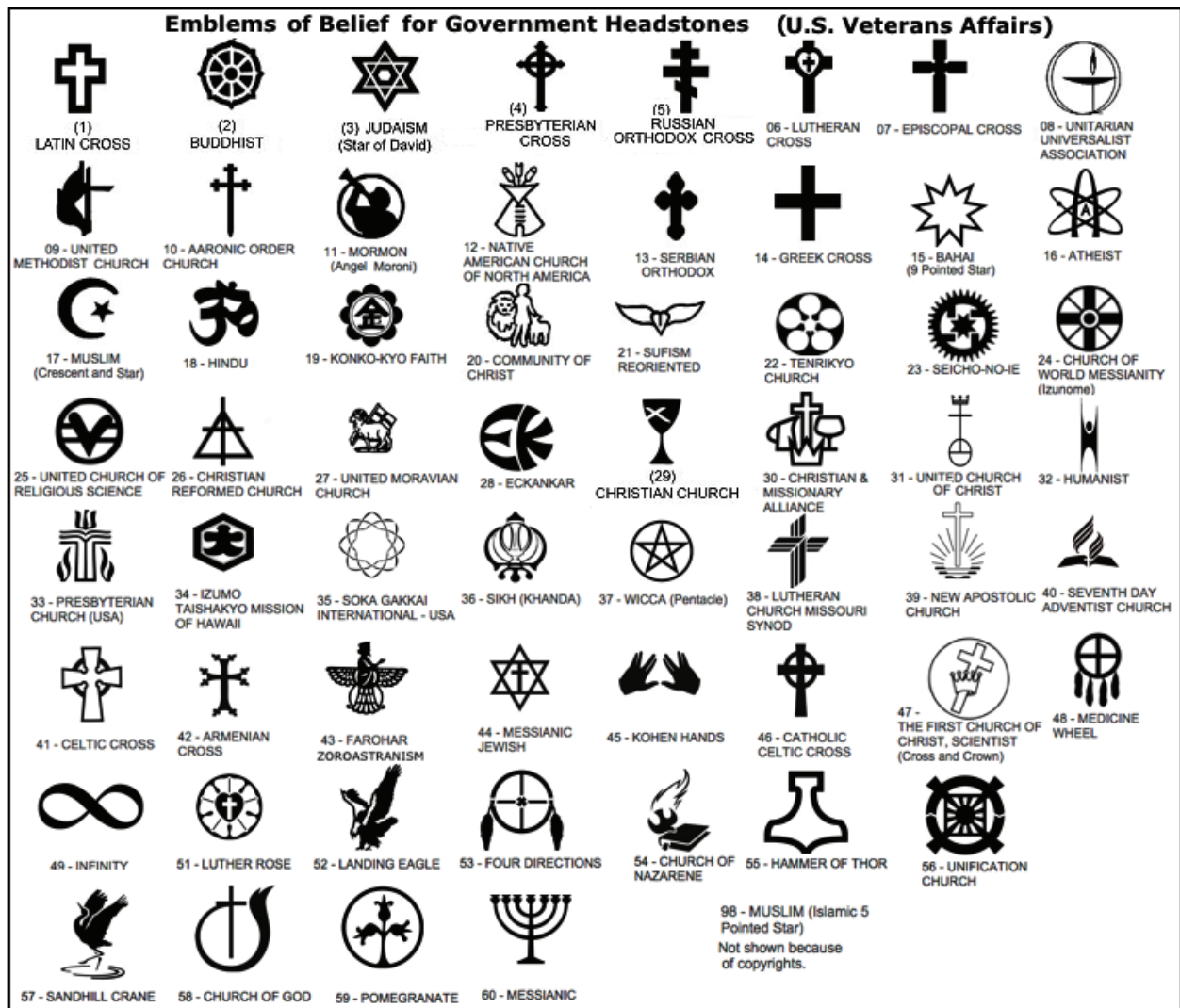
Religious symbols

In churches and religions, signs and symbols play an important role as objects upon which thoughts and prayers can be focused. They point a way through the spiritual world, act as marks of faith, teaching tools, and aids on the journey towards understanding complex philosophies.



Examples of Church logos in PNG. Church symbols for United Church of Papua New Guinea (left), Anglican diocese of Port Moresby (middle), Lutheran Church (right)

Below are some symbols and logos of different churches and religions.



Symbols of different faiths used on gravestones of soldiers of United States Army. Most symbols are for Christians, but there are some symbols of other religions as well because the United States of America is a multicultural society.

Different symbols have meanings that are associated with beliefs and values. It is important to learn from your elders and leaders in your church or religion about the meaning of the symbols that are used.

National symbols

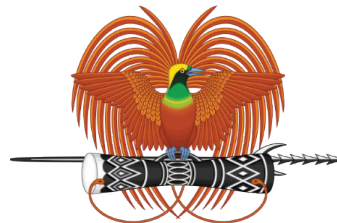
National symbols are symbols that represent Papua New Guinea. They are the source of our identity as a nation.

Some examples of our national symbols are given below.

PNG's National Flag



PNG's National Emblem (Coat of Arms)



PNG's National Parliament Building



PNG's National Coinage (Coins)



O Arise all You Sons

O arise all you sons of this land,
 Let us sing of our joy to be free,
 Praising God and rejoicing to be
 Papua New Guinea.
 Shout our name from the mountains to the seas
 Papua New Guinea;
 Let us raise our voices and proclaim
 Papua New Guinea.

Now give thanks to the good Lord above
 For His kindness, His wisdom and love
 For this land of our fathers so free,
 Papua New Guinea.
 Shout again for the whole world to hear
 Papua New Guinea;
 We are independent and we're free
 Papua New Guinea.

It is our responsibility as citizens of Papua New Guinea to find out about the different symbols of our country. Some of the things that we must be able to understand and explain are:

- what each symbol is made up of
- why each symbol contains different
- shapes, figures etc
- how significant the figures are to PNG as a nation.

Sample Guided Lesson

Sample 1

Strand 1: Civic Identities, Principles and Systems

Unit 1: Civic Identities

Content Standards 5.1.1: Students will be able to recognize oneself as a citizen with a national and individual Identity belonging to a community, nation, region and world, they will appreciate symbols that represent them as a Papua New Guinean citizen, and will be able to communicate and relate with other community and the world.

Benchmark 5.1.1.1: Express the uniqueness of different symbols, rituals, cultural and religious practices and the influences of those beliefs and values on their lives.

Topic: My role and responsibility as a member in my group

Lesson 1: My culture my symbol

Lesson Objective: By the end of the lesson, students will be able to;

- **Affective Objective:** Express their feelings and devotedness about the uniqueness of their culture and symbols and that of others.
- **Psychomotor Objective:** Compare and describe the uniqueness of diverse cultural symbols within the nation.
- **Cognitive Objective:** Distinguish and explain symbols of their culture and of others and its significance as a nation and demonstrate cultural symbols through performance.

Resource: Images of cultural symbols/symbolic objects from your province

Reference: Grade 4 – 6 Syllabus

Key Concepts

| Values | Attitudes | Skills | Knowledge |
|---|--|---|---|
| <ul style="list-style-type: none"> • Respect • Unity • Loyalty | <ul style="list-style-type: none"> • Respect for cultural symbols • Being united and loyal to their cultural diversity | <ul style="list-style-type: none"> • Discuss ways to show respect for cultural symbols • Express ways to promote cultural unity and loyalty | <ul style="list-style-type: none"> • Role and responsibility as a member in my group |

Teachers Lesson Notes


This is only a sample image of symbols. Have a variety of images and cultural symbols for students to use in your activities. It can be either in pictorial or of image.

Below are images of various cultural symbols used in performances to choose from. However, you are free to choose anything of reach.



It can be images or objects of symbols such as; Hiri Motu clay pot, famous Tolai Duk Duk, Sepik Haus Tambaran, etc.

- Invite elders in the community to tell students the significations of their cultural and symbols in PNG as a nation and the world.

| Teaching and Learning Activities | | |
|--|---|---|
| Lesson Part | Teacher Teaching Activity | Student Learning Activity |
| <p>Introduction (5 minutes) Item (Pictorial) or of others</p>  | <ul style="list-style-type: none"> – Recap last lesson with students – Teacher recaps on the last Independence day celebrations at school – Ask students of different performances by cultural groups – Share their feelings towards own or observed cultural symbols – Introduce the lesson: My Culture my symbol | <ul style="list-style-type: none"> – Recall and describe performances by different cultural groups – Identify cultural symbols and its performances of Hela Wigman image <p>Show their feelings and appreciate cultural symbols of others</p> |
| <p>Body (20 minutes) My culture my symbol</p> | <p>Activity 1: Teacher asks students</p> <ol style="list-style-type: none"> 1. Ask students to Highlight on various cultural symbols 2. How they feel of their own cultural symbols and of others' | <p>Students in groups</p> <ol style="list-style-type: none"> 1. In groups discuss and distinguish its representation and significance of cultural own cultural symbols and of others 2. Show their feelings and appreciation of own cultural symbols and of others' |
| <p>Conclusion (5 minutes) Selected cultural symbol used for reporting</p> | <p>Facilitate the discussion Invite groups to present their discussions</p> | <ol style="list-style-type: none"> 1. Show cultural symbols or images and present it's discussions. |

Teachers Reflection and Evaluation

Assessment

Performance Assessment: To assess student's interpersonal skills in group discussions

Task 1: Discuss interpersonal skills

Resources: Checklist for group evaluation

Instruction: Use the self-assessment checklist against the criteria

Performance Assessment Criteria

Students Self-Assessment Checklist: Group Evaluation on all Domains

| Areas Observed | | Rating Checklist | | | | |
|----------------------|---|------------------|------|--------------|-----|-------------|
| Interpersonal Skills | | Very High | High | Satisfactory | Low | Not evident |
| 1 | Eager to share information of own cultural symbols | | | | | |
| 2 | Highly Involved and contributes to the discussion | | | | | |
| 3 | Active and interested to know cultural symbols of others' | | | | | |
| 4 | Listens attentively while others are talking | | | | | |
| 5 | Demonstrates good knowledge of own cultural symbols | | | | | |
| 6 | Able to accept negative comments | | | | | |

Evaluation (Reporting)

Topic: My group, my roles and my responsibilities in my province

Task: Use checklist for interpersonal skills

Student Name: _____ **Class:** _____ **Date:** _____ **Term:** _____ **Year:** _____

| Areas Observed | | Rating Checklist | | | | |
|----------------------|---|------------------|------|--------------|-----|-------------|
| Interpersonal Skills | | Very High | High | Satisfactory | Low | Not evident |
| 1 | Eager to share information of own cultural symbols | | | | | |
| 2 | Highly Involved and contributes to the discussion | | | | | |
| 3 | Active and interested to know cultural symbols of others' | | | | | |
| 4 | Listens attentively while others are talking | | | | | |
| 5 | Demonstrates good knowledge of own cultural symbols | | | | | |
| 6 | Able to accept negative comments | | | | | |

Teacher's Comments

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Suggested Lesson titles and VASK for Lesson Planning

| Lesson # | Lesson Titles | Values | Attitudes | Skills | Knowledge |
|----------|-------------------------------------|--|---|---|--|
| 01 | My culture my symbol | <ul style="list-style-type: none"> • Unity • Respect • Loyalty | <ul style="list-style-type: none"> • Respect for cultural symbols • Being united and loyal to their cultural diversity | <ul style="list-style-type: none"> • Determine ways to respect cultural symbols • Promote cultural unity and loyalty | <ul style="list-style-type: none"> • Culture & symbols |
| 02 | Importance of my culture | <ul style="list-style-type: none"> • Unity • Respect • Loyalty • Tolerance | <ul style="list-style-type: none"> • Respect for cultural symbols • Being united and loyal • Appreciate and tolerate other cultures | <ul style="list-style-type: none"> • Strategies ways of protecting, preserving and showing value for all cultural symbols • Define value of different cultures that makes PNG a nation | <ul style="list-style-type: none"> • Significance of their cultural symbols • Ways of protecting, preserving and showing value for all cultural symbols • The value of different cultures that makes PNG a nation |
| 03 | My friends culture and symbols | <ul style="list-style-type: none"> • Unity • Respect • Tolerance • Courteous | <ul style="list-style-type: none"> • Respect for cultural symbols • Being courteous and considerate • Being united and tolerant for cultural diversity | <ul style="list-style-type: none"> • Determine various ways to respect cultural symbols • Ways that they can uphold and support PNG culture | <ul style="list-style-type: none"> • Similarities and differences between cultural symbols from various cultures • Ways that they can uphold and support PNG culture |
| 04 | I value my friends symbolic culture | <ul style="list-style-type: none"> • Tolerance • Respect • Courteous | <ul style="list-style-type: none"> • Respect for cultural symbols • Being tolerant • Being courteous | <ul style="list-style-type: none"> • Determine different cultural values and symbols of PNG • Determine ways to respect cultural symbols | <ul style="list-style-type: none"> • Ways to express appreciation and show value for all cultural symbols • Different cultural symbols of PNG |
| 05 | Symbol of my faith | <ul style="list-style-type: none"> • Unity • Respect | <ul style="list-style-type: none"> • Respect for symbols of faith • Being united in faith | <ul style="list-style-type: none"> • Determine ways to respect religious symbols • Examine and contrast the significant of religious symbols | <ul style="list-style-type: none"> • Symbols of their religions or churches • The significance of their religious symbols |
| 06 | Representation of others faith | <ul style="list-style-type: none"> • Tolerance • Respect • Courteous | <ul style="list-style-type: none"> • Respect for symbols of faith • Being tolerant and courteous towards other churches and religions | <ul style="list-style-type: none"> • Determine ways to respect religious symbols • Examine practical ways to express religious values and contrast the significant of religious symbols | <ul style="list-style-type: none"> • Similarities and differences between religious symbols from various religions and churches • Practical ways to express appreciation and show value for all religious symbols |

| | | | | | |
|----|--------------------------------------|---|--|---|--|
| 07 | My national symbol | <ul style="list-style-type: none"> • Unity • Respect • Loyalty | <ul style="list-style-type: none"> • Respect for national symbols • Being united as a nation • Being loyal to our nation | <ul style="list-style-type: none"> • Explain the different national symbols • Examine practical ways to express national identity and compare the significant of national symbols with others | <ul style="list-style-type: none"> • PNG's national symbols • Practical ways of promoting national identity, unity and loyalty through PNG's national symbols |
| 08 | The importance of my national symbol | <ul style="list-style-type: none"> • Unity • Respect • Loyalty | <ul style="list-style-type: none"> • Respect for national symbols • Being united as a nation • Being loyal to our nation • Being responsible for maintaining and protecting the prestige of national symbols | <ul style="list-style-type: none"> • Determine the significance of PNG's National symbols • Design practical ways of protecting preserving the prestige of PNG's national symbols | <ul style="list-style-type: none"> • The importance of PNG's National symbols • Practical ways of protecting preserving the prestige of PNG's national symbols |

Proficiency Assessment

| | |
|---|---|
| Strand: Civic Identities, Principles and Systems | |
| Unit | Civic Identity |
| Performance Standards | To assess student's demonstration on the steps to flag raising and their respect to the flag. |
| Performance Indicators | The students will be able to recite the pledge and the national anthem correctly. |

Proficiency Assessment: To assess students' values and attitudes towards the flag and reciting the National Anthem as symbols of our nation

Task: Flag Raising Activity/Reciting the pledge and the National Anthem

Task Description

This activity is to assess their practical demonstration. The other assessment of lowering the flag can be assessed before going home in the afternoon at 3:00 pm, if you wish to. Having the community police to involving in this activity would be another possibility, etc.

Instruction

The teacher can divide the class into groups of four students each. Each of the groups is responsible for either flag raising or flag lowering. The students are to be assessed on their values and attitudes demonstrated during the flag raising or flag lowering

Steps to raising and lowering of PNG National flag

1. Prior to flag rising, the flag must be folded neatly and kept in a safe and respectable place.
2. The flag must be carried with respect. There are two ways to do this:
 - a. One way is to place the flag is on both open palms.
 - b. Another way is to place the flag on one open palm and place the other open palm over the flag with care.
3. The flag bearer respectfully walks to the flagpole where the flag raising person is; under the flagpole. (During this proceeding all students stand still at assembly facing the flag pole)
4. The flag bearer and the flag raiser carefully unfold the flag.
5. After the flag is unfolded, the flag bearer must be holding the end of the flag. Then the flag raiser holds the part of the flag that is to be tied to the flagpole.
6. The flag raiser ties the flag to the flagpole.
7. The flag raiser begins to raise the flag slowly as the class sings the National Anthem. (All students pay respect and do nothing but to stand still).
8. Straight after the National Anthem, recite the National Pledge.
9. After that the flag raiser slowly lowers the flag as the class stand still.

10. The flag raiser and the bearer carefully with respect holding two ends of the flag folds the flag carefully and neatly.
11. The flag carrier carefully carries the flag on both of his palms to the safe storage place to be stored away safely.

Resources: Area of Flag raising site, PNG Flag, students groups, community police (option)

Assessment Criteria

| Assessed on Values and Attitudes | | Never | Sometimes | Always |
|----------------------------------|--|-------|-----------|--------|
| 1 | Carry the National flag with respect | | | |
| 2 | Unfold the flag carefully before tying the flag to the pole | | | |
| 3 | Tie the flag to the flag pole correctly | | | |
| 4 | Gently raising the flag | | | |
| 5 | Stand with respect during the flag raising and flag lowering | | | |
| 6 | Sing the National Anthem with pride | | | |
| 7 | Recite the National Pledge with respect and honour | | | |
| 8 | Pay attention during the flag raising and flag lowering | | | |
| 9 | Gently lowering the flag | | | |
| 10 | Untie the flag from the flag pole correctly | | | |
| 11 | Fold the flag carefully and neatly | | | |
| 12 | Place the flag carefully in a safe storage place | | | |
| 13 | Pronounce the words of the National Anthem and National Pledge clearly and correctly | | | |

Evaluation (Reporting)

Grade 5

Strand 1: Civic Identities, Principles and Systems

Unit 1: Civic Identity

Task: Flag Raising Activity/ Reciting the pledge and the National Anthem

Student Name: _____ **Class** _____ **Date:** _____ **Term:** ____ **Year:** _____

CHECK LIST

Place a tick (✓) in the appropriate box when assessing a student

| Assessed on Values and Attitudes | | Never | Sometimes | Always |
|----------------------------------|--|-------|-----------|--------|
| 1 | Carry the National flag with respect | | | |
| 2 | Unfold the flag carefully before tying the flag to the pole | | | |
| 3 | Tie the flag to the flag pole correctly | | | |
| 4 | Gently raising the flag | | | |
| 5 | Stand with respect during the flag raising and flag lowering | | | |
| 6 | Sing the National Anthem with pride | | | |
| 7 | Recite the National Pledge with respect and honour | | | |
| 8 | Pay attention during the flag raising and flag lowering | | | |
| 9 | Gently lowering the flag | | | |
| 10 | Untie the flag from the flag pole correctly | | | |
| 11 | Fold the flag carefully and neatly | | | |
| 12 | Place the flag carefully in a safe storage place | | | |
| 13 | Pronounce the words of the National Anthem and National Pledge clearly and correctly | | | |

Teacher Comments

Unit 2: Civic Principles

Content Standard 5.1.2: Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.

Benchmark 5.1.2.1: Demonstrate common positive and negative values practiced within the nation.

Benchmark 5.1.2.2: Make informed decisions on situations relating to common morals and values identified within the nation.

Topic: Civic values of my country

Learning Objective: By the end of the topic students will be able to; Describe behaviors that determine an individual to behave and communicate responsibly as citizens of the country.

| Essential VASK (for the topic) | |
|--------------------------------|--|
| Values | <ul style="list-style-type: none"> • Care, Respect, tolerance, Honest, Trustworthy, Love, Loyal, self-discipline, Self-respect, Obedience, Consideration, Service, Pride and Assertiveness |
| Attitudes | <ul style="list-style-type: none"> • Think of thoughtful things to do for the country and respect the Country in which they live in. • Responsibility to control ones behavior by taking into account how others feel. • Being disrespectful and impolite, and dishonest to others. • Not open to differences to provinces, situations and conditions. • Being respectful, polite, truthful, diligent, responsible and considerate of others. • Being open-minded to differences, focused on changing yourself. • Being disrespectful and impolite. • Being irresponsible, not being productive and industrious. • Not open minded to differences, not focused on changing yourself, not accepting different conditions and situations. Complaining in uncomfortable conditions. • Learn the rules of your country and do what is right even when no one is watching. • Observe and participate in giving simple services to the country and demonstrate positive behaviors that can influence and affect others. • Learn to love and appreciate your province and country. • Being responsible of your actions and the effects they have on others. • Being patriotic about the country, trustworthy, faithful caring and responsible. • Share your unique point of view, feelings and creativity to others with self-respect and being open to differences. |

| | |
|------------------|---|
| Skills | <ul style="list-style-type: none"> • Look for opportunities to be of service and to advocate positive behavior. • Identify ways in controlling ones behavior and taking ownership by caring for the country they live in. • Discuss simple positive communication, how to tell the truth without hurting others. • List ways to be responsible for own behavior or adapting positively to different conditions and situations. • Discuss positive interaction and cooperation with others. • Practice self-control and how to consider others feelings without hurting them. • Discuss how to interact and promote positive values and morals. • Practice how to care for one another and to correct others without offending others. • Use imaginative skills and problem-solving skills. |
| Knowledge | <ul style="list-style-type: none"> • Know the rules of the country. • Simple services that can be provided. • Being responsible in caring for their country and its resources. • Disrespect, disobedience, intolerance inconsideration, not industrious, dependence and lack of self-discipline in the country. • Positive behaviors of respecting, tolerance, honesty, responsible, love and care. • Obedience, loyalty, tolerance, consideration, good values, morals and self-discipline in the country. |

Content Background Notes (for the topic)

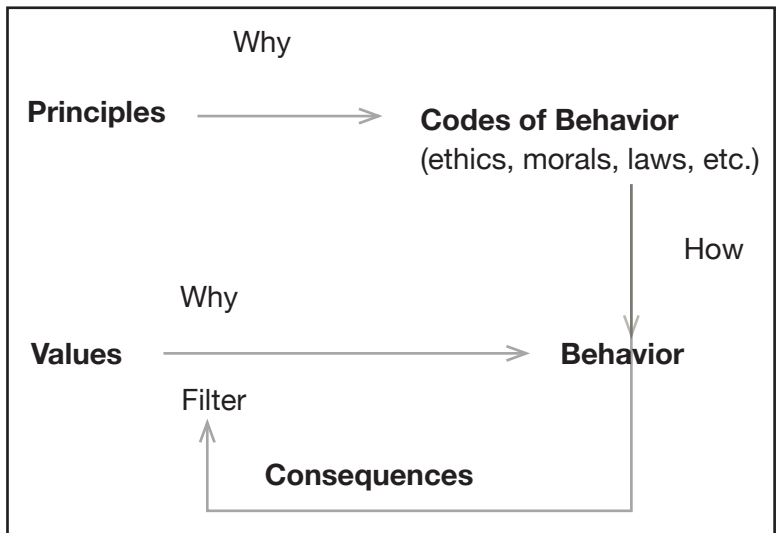
Civic Values of my country

In grade 4 the students learned about the positive values, morals and behavior of the province.

Of how they can be good citizens and contribute meaningfully to the province they live in. They also identified the negative behaviors and looked at the consequences of such behaviors when put in any negative situation.

In grade 5 students will have the opportunity to learn about civic values. Civic values are the values that are there in a certain group, community or country. They will learn about how these values can be practice or upheld as responsible citizen. They will learn about what makes a country have a good or bad reputation and how they as citizens can contribute to its development of the country.

Values are life-style priorities. Since values lie behind the all the choices we make, it follows they lie at the very core of the life we've created for ourselves through the choices we've made. Thus, through values we express what is important in our life and, when we are true to our values, the life-style we live is our expression of these values. The diagram below describes the links between, values, morals, ethics and principles.



Refer to detailed notes in the appendices.

Sample Guided Lesson

Sample 2

Strand 1: Civic Identities, Principles and Systems

Unit 2: Civic Principles

Content Standards 5.1.2: Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.

Benchmark 5.1.2.1: Demonstrate common positive and negative values practiced within the nation.

Topic: Civic values of my country

Lesson 9: My country’s good reputation

| |
|--|
| Lesson Objective: By the end of the lesson, students will be able to; |
| • Affective Objective: Value and respect simple rules of the country. |
| • Psychomotor Objective: Develop and display positive behavior of the country. |
| • Cognitive Objective: Identify and classify positive traditional laws from modern laws of the country. |

Resource: The Bible, guest speaker, picture charts, charts, markers, crayons

Reference: The Bible Exodus 20: 3-17, Grades 4, 5 and 6 Syllabus Pages _____, Grade 5 Teachers Guide Pages _____

Key Concepts

| Values | Attitudes | Skills | Knowledge |
|--|---|--|--|
| <ul style="list-style-type: none"> • Respect • Tolerant • Honesty • Trustful • Care | <ul style="list-style-type: none"> • Responsibility to control ones behavior by taking into account how others feel. • Respect the laws of the country in which they live in. | <ul style="list-style-type: none"> • Identify positive things to do for the good of the country. • Look for opportunities to advocate positive behavior. • Controlling ones behavior by obeying the laws of the country they live in. | <ul style="list-style-type: none"> • Know the simple rules, traditional and modern laws of the country. |

Teacher's Lesson Notes

This lesson is about teaching good reputation of a good citizen of a country. The teacher will guide students by inviting an elder or a policeman to come and talk to students about positive traditional laws and modern laws that can build a good reputation of a person and country.

Teacher will guide students to identify and categorize positive traditional laws from modern laws. Teacher should allow students to discuss why it is important to have laws in our communities and country.

| Teaching and Learning Activities | | |
|---|--|--|
| Lesson Part | Teacher Teaching Activity | Student Learning Activity |
| Introduction (5mins) Must always consist a Moral/Opinionative/ Bias/ View Point Activity | Briefly tell the story of the Ten Commandments. | Students identify the Ten commandments from the Bible. |
| Body (20mins) | Activity 1: Invite a village elder or a policeman to talk about positive traditional and modern laws. | Students will be able to take notes of positive traditional and modern laws to build a good reputation of a person and country. |
| | Activity 2: Teachers will ask students to analyze and categorise positive traditional laws from modern laws. | Students will get into group and categorise positive tradition laws from modern laws. |
| Conclusion (5mins) | Teacher will ask students why it is important to have positive laws in the country. | Students will display their work and relate their activity to the moral of the story earlier and how it can build good reputation of a person and the country. |

Teachers Reflection and Evaluation

Assessment Purpose: To observe the students behavior in different settings.

Task: Observing different behaviors using the checklist.

Resources: Work sheets provided

Assessment Criteria

| Checklist | | | |
|---|---|----------|--------------|
| Place a tick (✓) in one of the boxes where applicable | | Achieved | Not Achieved |
| 1 | Student can name a positive manner practiced at home. | | |
| 2 | Student can Identify a positive attitude practiced at school. | | |
| 3 | Student can name a positive behavior they have observed in their village. | | |
| 4 | Students can identify a positive moral observed at their district. | | |
| 5 | Student can be able to identify a positive behavior observed in their district. | | |
| 6 | Student is able to identify a positive value that addresses good morals in a province. | | |
| 7 | Student is able to identify a positive value that addresses good morals in the country. | | |
| 8 | Student can describe a consequence of a negative behavior practiced in the province. | | |

Evaluation (Reporting)

Topic: Civic values of my country

Task: Peer Assessment using checklist

Assessment Tool

Complete the following Questions

- Name a positive manner practiced at home.
Response _____
- Identify a positive attitude practiced at school.
Response _____
- Name a positive behavior they have observed in their village.
Response _____
- Identify a positive moral observed at their district.
Response _____
- Identify a positive behavior observed in their district.

- Response _____
6. Identify a positive value that addresses good morals in a province.
Response _____
7. Identify a positive value that addresses good morals in the country.
Response _____
8. Describe a consequence of a negative behavior practiced in the province.
Response _____

Suggested Lesson titles and VASK for Lesson Planning

| Lesson # | Lesson Titles | Values | Attitudes | Skills | Knowledge |
|----------|---|---|---|---|--|
| 9 | My country's good reputation | <ul style="list-style-type: none"> Duty to care Respect Tolerance Honest Trustworthy | <ul style="list-style-type: none"> Think of thoughtful things to do for the country PNG. Responsibility to control ones behavior by taking into account how others feel. Respect the country in which they live in. | <ul style="list-style-type: none"> Look for opportunities to be of service/look for opportunity to advocate positive behavior. Controlling ones behavior. Taking ownership by caring for the country they live in. | <ul style="list-style-type: none"> Know the rules of the country. Knowledge of simple services that can be provided. Care and responsibility. Being responsible in caring for their country and its resources. |
| 10 | My country's bad reputation | <ul style="list-style-type: none"> Respect Tolerance Honesty Duty of care Love | <ul style="list-style-type: none"> Being disrespectful and impolite. Not open to differences to provinces, situations and conditions. Being dishonest to others. | <ul style="list-style-type: none"> Simple communication. How to tell the truth without hurting others. Being considerate of other people's feelings and opinions. | <ul style="list-style-type: none"> Knowledge of disrespect, disobedience, intolerance inconsideration and lack of self-discipline in the country. |
| 11 | Changing my behavior in my country | <ul style="list-style-type: none"> Respect Tolerance Honesty Loyal Self-discipline | <ul style="list-style-type: none"> Being respectful and polite Being open-minded to differences, focused on changing yourself, Being truthful, diligent Being responsible | <ul style="list-style-type: none"> Simple and positive communication. How to tell the truth without hurting others. | <ul style="list-style-type: none"> Knowledge of the positive behaviors of respecting, tolerance, honesty, responsible. |
| 12 | How am I not contributing to my country | <ul style="list-style-type: none"> Self-respect Tolerance Honesty Duty of care Tolerance | <ul style="list-style-type: none"> Being disrespectful and impolite Being irresponsible Not open minded to differences, not focused on changing yourself, not accepting different conditions and situations. Complaining in uncomfortable conditions Not being productive. Not being industrious. | <ul style="list-style-type: none"> Simple and positive communication. Responsible for own behavior/Adapting positively to different conditions and situations. Being productive and self-sustaining. | <ul style="list-style-type: none"> Knowledge of disrespect, intolerance, dishonesty, unproductive, not industrious, dependence, disobedience, inconsideration and lack of self-discipline in the country. |

| | | | | | |
|----|--|--|--|---|--|
| 13 | How can I contribute to my country | <ul style="list-style-type: none"> • Obedience • Consideration • Self-discipline • Trustworthy • Service • Tolerance | <ul style="list-style-type: none"> • Learn the rules of your country and do what is right even when no one is watching. • Observe and participate in giving simple services to the country. | <ul style="list-style-type: none"> • Simple communication. • Positive interaction and cooperation with others. • Practice self-control. | <ul style="list-style-type: none"> • Knowledge of obedience, loyalty, tolerance, consideration and self-discipline in the country. |
| 14 | Working towards promoting good values and morals in my country | <ul style="list-style-type: none"> • Obedience • Consideration • Self-discipline • Loyal • Trustworthy • Tolerance | <ul style="list-style-type: none"> • Learn the rules of your country and do what is right even when no one is watching. • Observe and demonstrate positive behaviors that can influence and affect others. • Being considerate of others. | <ul style="list-style-type: none"> • Simple communication. • How to consider others feelings without hurting them. • How to interact and promote positive values and morals. | <ul style="list-style-type: none"> • Knowledge of good values and morals in my country. |
| 15 | I love my country | <ul style="list-style-type: none"> • Love • Care • Loyal • Pride | <ul style="list-style-type: none"> • Learn to love and appreciate your province and country. • Being responsible of your actions and the effects they have on others. • Being patriotic about the country. • Being trustworthy and faithful. | <ul style="list-style-type: none"> • Simple communication. • How to care for one another. • How to correct others without offending others. | <ul style="list-style-type: none"> • Know the rules of the country. • Knowledge of simple services that can be provided. • Care and responsibility. |
| 16 | My dream country | <ul style="list-style-type: none"> • Assertiveness • Love • Care • Pride | <ul style="list-style-type: none"> • Share your unique point of view, feelings and creativity to others with self-respect and being open to differences. • Care and responsibility. | <ul style="list-style-type: none"> • Simple communication. • Imaginative skills. • Problem-solving skills. | <ul style="list-style-type: none"> • Knowledge of the positive behaviors of respect, tolerance, love, care and honesty. |

Unit 3: Civic Systems

Content Standard 5.1.3: Students will be able to analyze various civic systems, their function and benefits, the influences on the livelihood of the civic they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies.

Benchmark 5.1.3.1: Recognised national civic institutions and explain their functions, benefits and the influences on the livelihood.

Benchmark 5.1.3.2: Recognised national state institutions and explain their functions, benefits and the influences on the livelihood.

Topic 3: Civic and state institutions in PNG

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

- Investigate recognised national civic and state institutions and matters related to their benefits and roles.
- Investigate responsibilities of the recognised civic system as citizens and practice effective dialogue with respect to other communities and societies.

| Essential VASK (for the topic) | |
|--------------------------------|---|
| Values | Care, Respect, Appreciation, tolerance, Honesty and trustworthy, Integrity, Responsibility, Resilience, Obedience, Consideration, Self-discipline, Love, Loyal, Assertiveness |
| Attitudes | <ul style="list-style-type: none"> • Responsibility to control ones behavior by taking into account how others feel • Think of thoughtful things to do for the country • Respect people of different cultural diversity and races • Respect established civil institution in the country • Respect the environment in which they live in, but doesn't necessarily belong to them • Taking care and being polite, trustworthy and faithful • Tell the truth no matter what, admit your mistakes. • Being disrespectful and impolite • Speak and act roughly when you are hurt or angry • Speak and act calmly when you are hurt or angry • Learn to love and appreciate your country • Being responsible of your actions and the effects they have on others • Being patriotic about the country • Share your unique point of view, feelings and creativity to others with self-respect and being open to differences. |
| Skills | <ul style="list-style-type: none"> • Imaginative skills • Problem-solving skills • Look for opportunities to be of service • Controlling ones behavior • Communicating using appropriate languages to avoid cultural discrimination • Make judgments about the value of ideas or materials • How to tell the truth without hurting others • Look for opportunities to be of service. |

Knowledge

- The rules of the province.
- Roles of civic institutions in the country
- Simple services that can be provided
- Services of every civic institution
- Positive behaviors of respect, tolerance and honesty love and care
- Negative behaviors of disrespecting, intolerance and dishonesty.

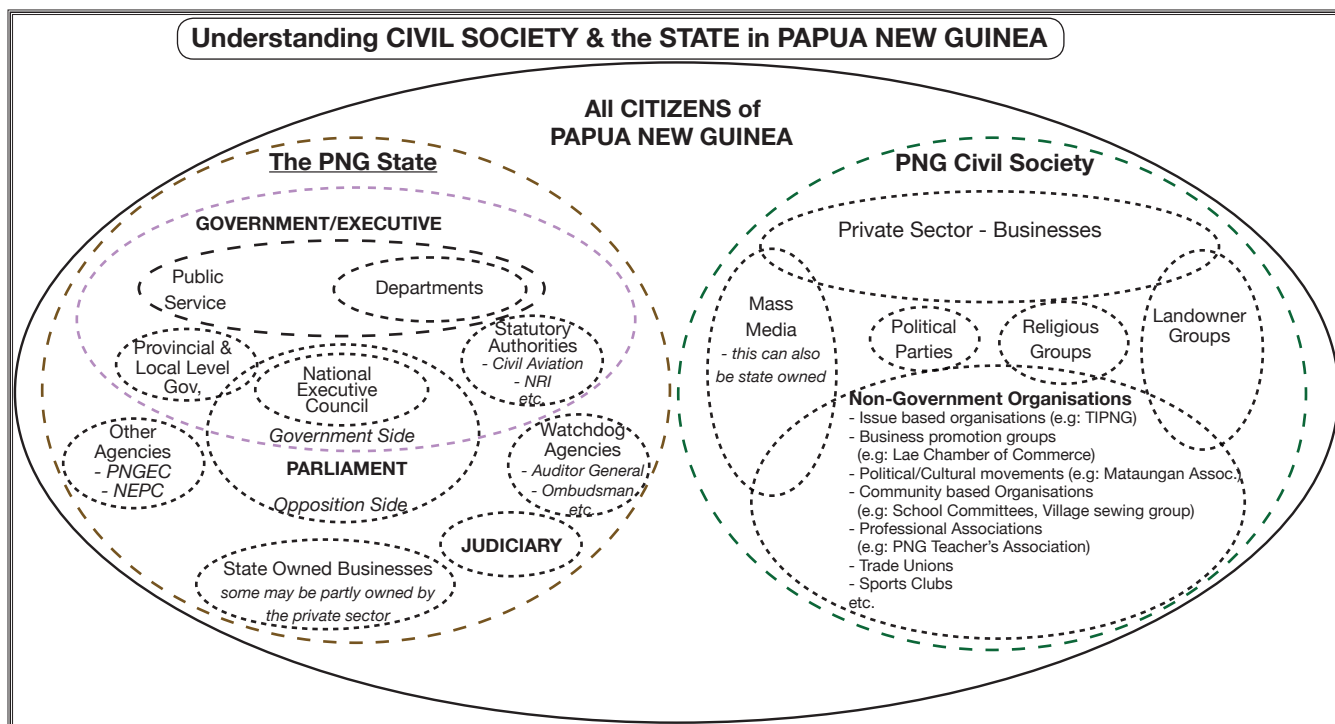
Content Background Notes (for the topic)

Civic systems - state and civil institutions

This unit of Civic Systems focuses on the state and Civil Institutions. It focuses on institutions that are central to the processes and endorsing of civic governance and legislation in the common interest of the people they represent and serve. It also focuses institutions that can mediate citizen’s contact with their state institutions and allow citizens to actively pursue many of their roles and responsibilities in their societies.

Civic system focuses on the state institution and civil institutions. The institutions focus on nurturing citizens with good morals and values. **State institution** focuses on institutions that are central to the processes and enacting of civic governance and legislation in the common interest of the people they represent and serve. **Civil institution** focuses on institutions that can mediate citizens contact with the state institution and allow citizens to actively pursue many of their roles and responsibilities in their society

Civil and state institutions



Examples of civic institutions

- Companies/Corporations
- Trade Unions
- Political parties
- Non-governmental organizations (NGOs)
- Advocacy groups, e.g. pressure, lobby, campaign, special interest groups
- Traditional media, e.g. newspaper, television and radio

Examples of state institutions

| Sector | Institutions |
|-----------------------|--|
| Economic | Conservation and Environment Protection Authority; Department of Agriculture; Department of Lands and Physical Planning; Department of Mineral Policy and Geohazards Management; Department of Petroleum and Energy; Department of Commerce and Industry |
| Infrastructure | Department of Public Enterprise; Department of Information and Communication; Department of Transport; Department of Transport; Department of Works and Implementation; National Broadcasting Commission |
| Administration | National Parliament; Governor General; Treasury; Fire Service; Auditor General |
| Social | Office of Censorship; Education Department; University of Technology; National Youth Development Authority; Morobe PHA (Provincial Headquarters Administration) |
| Law and Order | Public Prosecutor; Correctional Services; Police; Ombudsman Commission; Constitutional & Law Reform Commission |

Case study (Civil institution)

Rosa Parks

In 1955, Rosa Parks was arrested for refusing to give up her seat on a bus to a white person. Her bold action helped energize the civil rights movement, which sought equal rights for African Americans.

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Rosa Parks was tired. She'd had a long day at work, and all she wanted to do was sit down and rest her aching feet. But the bus driver on the way home ordered her to get up. The driver wanted to give her seat to a white man who had just gotten on the bus. Parks was black, and black people were expected to move to the back of the bus or even stand up so that white people could sit.

Sample Guided Lesson

Sample 3

Strand 1: Civic Identities, Principles and Systems

Unit 3: Civic Systems

Content Standards 5.1.3: Students will be able to analyse various civic systems, their function and benefits, the influences on the livelihood of the civic they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies.

Benchmark 5.1.3.1: Recognised national civic institutions and explain their functions, benefits and the influences on the livelihood.

Topic 1: Civic and state institutions in PNG

Lesson 17: Civic and state institutions in PNG

| |
|---|
| Lesson Objective: By the end of the lesson, students will be able to; |
| <ul style="list-style-type: none"> • Affective Objective: Appreciate the existence of civil institutions in the country and understand the roles. |
| <ul style="list-style-type: none"> • Psychomotor Objective: Respect established civil institution in the country, tolerate and respect their roles. |
| <ul style="list-style-type: none"> • Cognitive Objective: Understand services of every civic institution and be responsible citizen in the community. |

Resource: Civic Education in PNG Teacher Resource book (page 327,) Appendices - Civil an State institutions

Reference: CCVE Grades 1, 2 and 3 Syllabus, DoE, Waigani, Grades 4, 5 and 6 Syllabus,

Key Concepts

| Values | Attitudes | Skills | Knowledge |
|---|---|---|--|
| <ul style="list-style-type: none"> • Appreciate • Honesty • Respect • Tolerance • Responsibility | <ul style="list-style-type: none"> • Responsible to control ones behavior by taking into account how others feel • Think of thoughtful things to do for the country • Respect people of different cultural diversity, races and inclusive • Respect established civil institution in the country • Respect for environment in which they live in, but doesn't necessarily belong to them | <ul style="list-style-type: none"> • Looking for opportunities to be of service • Controlling ones behavior • Communicating using appropriate languages to avoid cultural discrimination | <ul style="list-style-type: none"> • The roles of civic institutions in the country • Simple services that can be provided |

Teachers Lesson Notes

Children nowadays have little to no knowledge of the importance of civic institutions and the roles they play. This result in the unpleasant encounters with the fundamental fabrics of civic principle of safe and harmonious communities and societies in the country.

The unit introduces students in grade 5 to various civic and state institutions in the country and the roles they play. Students proficient understanding of the civic and state institutions and roles in the country will improve their daily decision making for better communities and societies in the country.

The story of Rose Parker introduces students to values, attitude, skills and knowledge they can utilize to improve their relationships as of citizen of the country.

Rosa Parks was tired. She'd had a long day at work, and all she wanted to do was sit down and rest her aching feet. But the bus driver was on the way home ordered her to get up. The driver wanted to give her seat to a white man who had just gotten on the bus. Parks was black, and black people were expected to move to the back of the bus or even stand up so that white people could sit.

On that particular day, December 1, 1955, Parks decided she'd had enough. She refused to give up her seat, and the police in Montgomery, Alabama, arrested her for it! Parks did not start the civil rights movement. But her arrest played an important role in the struggle for equal black rights in the United States. Students will identify the civic institutions whilst understanding and valuing the importance of the functions, roles, benefits and how the influences of these institutions impact the lives of a civil society.

| Teaching and Learning Activities | | |
|--|--|---|
| Lesson Part | Teacher Teaching Activity | Student Learning Activity |
| Introduction (5 minutes) Story of Rose Parker | Tell students the story of Rose Parker/ Students read the story of Rose Parker | Define the morale of the story by express their thoughts about the actions of Rose Parker |
| Body (20 minutes) Civic institutions in PNG. | Activity 1: In groups ask students to discuss and list civil institutions in PNG and their roles. <ol style="list-style-type: none"> What institutions are involved in Rose Parkers case? Which civic institutions in PNG will help to solve issues like Rose Parker? How do you feel about protecting your rights? | Students in small groups list various civic institutions and their roles in the country <ol style="list-style-type: none"> Classify the civic institutions under the 5 sectors, Economic, Infrastructure, Administration, social and Law and Order and discuss their roles. Describe the roles of each sector and justify their unique roles. Discuss what civic institution deal with Rose Parkers case and establishes harmony and peace in the community. |
| | Activity 2: School Awareness Topics: Civil institutions in PNG and their functions roles | Students in groups research activist groups in PNG and the civic rights they stand for; <ol style="list-style-type: none"> Prepare notes and posters on: <ol style="list-style-type: none"> Civic intuitions in PNG Functions and Roles of Civil Institutions in PNG Benefits of Civil institutions in PNG Display on School notice boards. |
| Conclusion (5 minutes) | The story of Rose Parker teaches students to identify issues in the community which suppresses individual rights to express themselves socially and economically to live a sustainable life. | Students identify issues that suppress individual that can be contested for good harmonious living. |

Teachers Reflection and Evaluation

Assessment Purpose: Find out if students can Identify civic institutions in PNG and explain their functions and roles

Task:

Task Description

Sak has an issue with people who settle on his traditional land without his approval. He does not know why these people come to settle on his land. The land has potential for good economic development.

Instructions: You are to help Sak identify civil institution in the country that can assist to stop these new comers from settling on his land.

Assessment criteria

Checklist

| Criteria Place a tick (✓) in the following box | YES | NO |
|---|-----|----|
| 1. Presentation of work. | | |
| 2. Correct answers. | | |
| 3. Good contents of work. | | |
| 4. Contents of work relevant to the case. | | |
| 5. Overall work is convincing. | | |
| 6. Due date | | |

Student Name: _____ **Class:** _____ **Date:** _____ **Term:** _____ **Year:** _____

| Criteria Place a tick (✓) in the following box | YES | NO |
|---|-----|----|
| Presentation of work. | | |
| Correct answers. | | |
| Good contents of work. | | |
| Contents of work relevant to the case. | | |
| Overall work is convincing. | | |
| Due date | | |

Assessment Tool

The following questions will be given to the students to guide them to give their responses

Guide Questions

1. Identify civic institutions in the country that can help mediate for Sak's land.
2. Explain to Sak the functions and roles of these institution.
3. Suggest to Sak the benefit of taking back his land.
4. Write to a civic institution that can assist Sak take back his land from new settlers.

Key Questions

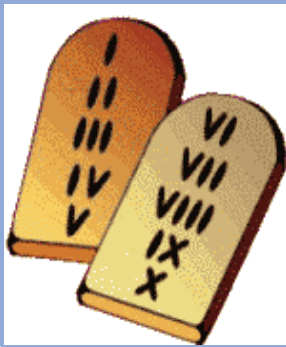
1. Which institution deal with land issues?
2. What are their roles?
3. Are there rights for traditional landowners?
4. Do I know the economic benefit of my land?

Suggested Lesson titles and VASK for Lesson Planning

| Lesson # | Lesson Titles | Values | Attitudes | Skills | Knowledge |
|----------|---|---|---|--|---|
| 18 | Civic institutions in my province | <ul style="list-style-type: none"> • Appreciate • Care • Respect | <ul style="list-style-type: none"> • Appreciate, show respect and care for civic institutions. | <ul style="list-style-type: none"> • Distinguish the different civic institutions. • Propose possible ways to care for these institutions. | <ul style="list-style-type: none"> • Civic institutions in my province. |
| 19 | State institutions in my province | <ul style="list-style-type: none"> • Appreciate • Care • Respect | <ul style="list-style-type: none"> • Appreciate, show respect and care for state institutions. | <ul style="list-style-type: none"> • Distinguish the different state institutions. • Propose possible ways to care for these institutions. | <ul style="list-style-type: none"> • State institutions in my province. |
| 20 | Functions and Roles of civic institutions in my province | <ul style="list-style-type: none"> • Appreciate • Care • Respect | <ul style="list-style-type: none"> • Value and appreciate the function and roles of civic institutions. • Show respect and care for civic institutions. | <ul style="list-style-type: none"> • Compare roles of different civic institutions. • Advocate for the roles of civic institutions. | <ul style="list-style-type: none"> • Basic roles of civic institutions in my province. |
| 21 | Benefits and influences of civic institutions in my province. | <ul style="list-style-type: none"> • Respect • Tolerance • Appreciative • Care | <ul style="list-style-type: none"> • Being considerate and embrace the benefits and influences of civic institutions. • Appreciate and being responsible of the services provided by my civic institutions. | <ul style="list-style-type: none"> • Distinguish the benefits and influences of civic institutions. | <ul style="list-style-type: none"> • Benefits and influences of civic institutions my province. |
| 22 | Responsibilities to the civic institutions my province | <ul style="list-style-type: none"> • Care • Consideration • Self-discipline • Responsible | <ul style="list-style-type: none"> • Being grateful and aware of the importance of civic institutions. • Being considerate of what people do and think about how your actions will affect others. | <ul style="list-style-type: none"> • Engage in organised activities to promote responsible actions towards caring for civic institutions. | <ul style="list-style-type: none"> • Responsibilities to the civic institutions my province. |
| 23 | Functions and Roles of State institutions in my province | <ul style="list-style-type: none"> • Appreciate • Care • Respect | <ul style="list-style-type: none"> • Value and appreciate the roles of state institutions. • Show respect and care for state institutions. | <ul style="list-style-type: none"> • Compare roles of different state institutions. • Advocate for the roles of state institutions. | <ul style="list-style-type: none"> • Basic functions and roles of state institutions in my province. |

| | | | | | |
|----|--|---|---|---|--|
| 23 | Benefits and Influences of State institutions in my province | <ul style="list-style-type: none"> • Respect • Tolerance • Appreciative • Care | <ul style="list-style-type: none"> • Being considerate and embrace the benefits and influences of state institutions. • Appreciate and being responsible of the services provided by the state institutions. | <ul style="list-style-type: none"> • Distinguish the benefits and influences of state institutions in my province. | <ul style="list-style-type: none"> • Benefits and influences of state institutions my province. |
| 24 | Responsibilities to the state institutions as citizens | <ul style="list-style-type: none"> • Care • Consideration • Self-discipline • Responsible | <ul style="list-style-type: none"> • Being grateful and aware of the importance of state institutions in my province. • Taking responsible actions to provide care and ownership of state institutions. • Being considerate of what people do and think about how your actions will affect others. | <ul style="list-style-type: none"> • Engage in organised activities to promote responsible actions towards caring for state institutions in my province. | <ul style="list-style-type: none"> • Responsibilities to the state institutions my province. |

Strand 2: Christian Values and Principles



Unit 1: Christian Values and Practices

Content Standard 5.2.1: Evaluating existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.

Benchmark 5 2.1.1: Describe the importance of biblical values that build and shape characters.

Topic1: Importance of Biblical Values

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

- Discover and categorise positive and negative behaviors in their living, according to the values of the Bible.

| Essential VASKS (for Topic) | |
|-----------------------------|---|
| Values | <ul style="list-style-type: none"> • Obedience and believing in God and living by values • Values of love and care of siblings, sharing, helping, kindness towards each other. • Being honest, supporting each other and listening to one another. |
| Attitudes | <ul style="list-style-type: none"> • Appreciate quality of character • Appreciating each other, sharing, understanding, forgiving, rejoicing , togetherness, enjoying one another's company and tasks given. |
| Skills | <ul style="list-style-type: none"> • Relate and demonstrate biblical vales in situations that require tolerance with others. • Reading, inferring, relate with scripture references, understanding, discussing presenting feedback of questions. |
| Knowledge | <ul style="list-style-type: none"> • Biblical values that produce quality character. • Joseph's story, definitions of the values and vices, related stories. |

Content Background Notes (for the topic)

A: Story of Joseph – Colored Coat (Gen: 37:1-36)

Jacob lived in the land where his father had settled, in the land of Canaan. This is the history of Jacob's family. Joseph, a young man of seventeen, was shepherding the flock with his brothers, the sons of Bilhah and the sons of Zilpah, his father's wives. Joseph informed his father of the bad reputation they had. Now Israel loved Joseph more than any of his other children, for he was the son of his old age and he had a coat with long sleeves made for him. His brothers who saw that their father love him more that he loved them, hated him and could no longer speak to him in a friendly way. Joseph had a dream which, when he told it to his brothers, made them hate him the more. Listen to the dream I had. We were binding sheaves in the field when my sheaf rose and stood up and your sheaves gathered round and bowed down to my sheaf. His brothers said to him, "So you want to rule us or lord it over us." They hated him even more because of his dreams and what he said.

Joseph had another dream which he told to his brothers, I saw the sun,

the moon and seven stars bowing down before me. When he told this to his father and brothers his father rebuked him, What is this dream of yours? Are all of us, myself, your mother and your brothers to bow to the ground before you? His brothers were jealous of him but his father kept in mind what he had said.

Joseph sold by his brothers

His brothers had gone to pasture their father's flock at Shechem, and Israel said to Joseph, Your brothers are pasturing the flock at Shechem; come along, I'll send you to them. Joseph replied, 'Here I am. Then his father said, 'Go and see if all is well with your brothers and with the flock; then come back and tell me'. Jacob sent him from the valley of Bebron and Joseph arrive at Shechem.

A man met him as he was wandering through the country side and said to him 'What are you looking for?' He replied, 'I am looking for my brothers, please tell me where they are pasturing the flock.' The man replied, They have gone from here, for I heard them say; Let's go to Dothan!'. They saw him in the distance and before he reached them, they plotted to kill him. They said to one another, 'Here comes the specialist in dreams! Now's the time! Let's kill him and throw him into a well. We'll say a wild animal devoured him. Then we'll what his entire dream were all about! "But Reuben heard this and tried to save him from their hands saying, 'Let us not kill; shed no blood! Throw him in this well in the wilderness, but do him no violence.' This he said to save him form them and take him back to his father.

So as soon as Joseph arrives, they stripped him of his long-sleeved coat that he wore and then took him and threw him in the well. Now the well was empty, without water.

They were sitting for a meal when they looked up and saw a caravan of Ishmaelite's coming from Gilead, their camels laden with spices, balm and myrrh, which they were taking down to Egypt. Judah then said to his brothers, 'What do we gain by killing our brother and hiding his blood? Come! We'll sell him to the Ishmaelites and not lay our hands on him, for he is our brother and our own flesh!' His brothers agreed to this.

So when the Indianite merchants came along they pulled Joseph up and lifted him out of the well. For twenty pieces of silver they sold Joseph to the Midianites, who took him with them to Egypt. When Reuben went back to the well, Joseph was no longer there. He tore his clothes and returned to his brothers and said, 'The boy had disappeared, and what am I to do?' They took Joseph's coat, killed a goat and dipped the coat in its blood. They sent the long- sleeved coat and had it taken to their father, saying, 'This we have found; see if it is your son's coat or not.' He recognised it and said, 'It is my son's coat. Joseph has been attacked by a wild animal and torn to pieces. Jacob then tore his garments, put on sackcloth and mourned his son for a long time. All his sons and daughters came to comfort him but he refused to be consoled saying, 'No, I shall go down to the land of Shadows, mourning for my son. 'Thus his father wept for him.

Meanwhile the Midianites sold Joseph in Egypt to Pontiphar, an officer of Pharaoh and the commander of the guard.

B: A Similar Situation in today's context:

A New Version of Bible:

In a remote school, a grade five teacher loved a certain student by the name of Tami, very much and often offered small gifts to him. He called him to do any small jobs he wanted done. The teacher even went to the extreme of allowing him to live with him in his own residence. One day the class teacher brought in a brand new version of "Parallel Study Bible" and gave it to Tami to use for his religion lessons. There were murmuring here and there, giggling and small noises from his class mates. The very next day, the Bible was nowhere to be seen when the religion lesson was on. Big tears like raindrops ran down the cheeks of Tami. Everyone searched everywhere for the bible but it was nowhere to be seen. Later, it was found at the back of the room filled with mud and thrown into the rubbish bin.

Sample Guided Lesson

Sample 4

Strand 2: Christian Values and Principles

Unit 1: Christian Values and Practices

Content Standard 5.2.1: Evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.

Benchmark 5.2.1.1: Describe the importance of biblical values that build and shape characters.

Topic: Importance of Biblical values

Lesson Titles: Godly living

| |
|--|
| Lesson Objective: By the end of the lesson, students will be able to; |
| • Affective Objective: Value, appreciate and apply the biblical values of brotherly love, truthfulness, meekness and discourage the use of their vices. |
| • Psychomotor Objective: Communicate with the parents, teachers and those responsible to remedy the vices. |
| • Cognitive Objective: Reflect and be helped through the process of counseling to find ways to change their negative ways. |

Key Concepts: Definition of the values of; brotherly love, truth, meek,

Vice: lies, jealousy, hatred (anger)

| Values | Attitudes | Skills | Knowledge |
|---|---|--|---|
| <ul style="list-style-type: none"> • Values of love and care of Siblings, • Sharing, • Helping, • Kindness towards each other, • Being honest, • Supporting each other and • Listening to one another. | <ul style="list-style-type: none"> • Appreciating each other, • Sharing, • Understanding, • Forgiving, • Rejoicing, • Togetherness, • Enjoying one another's company and • Tasks given. | <ul style="list-style-type: none"> • Reading, • Inferring, • Relate with scripture, • References, • Understanding, • Discussing, • Presenting and • Feedback of questions. | <ul style="list-style-type: none"> • Joseph's story, • Definitions of the values and vices, • Related stories. |

Materials: Joseph's Story, Current day related story, guest speaker, papers, pencils, Bibles.

| Teaching and Learning Activities | | |
|------------------------------------|---|---|
| Lesson Part | Teacher Teaching Activities | Student Learning Activities |
| Introduction (5 minutes) | <ul style="list-style-type: none"> • Explain what students will learn and how it will be useful. • Connect what they will learn to prior learning or experience. | <ul style="list-style-type: none"> • Listen to the teacher. |
| Body (20 minutes) | <p>Modelling</p> <ul style="list-style-type: none"> • Identify and discuss the values / vices found in the story of Joseph and other related stories. <p>Guided Practice</p> <ul style="list-style-type: none"> • Ask students to read the bible character of church worker and identify one reason given for serving God in Ministries. • Ask students to stop and give a reason given in for serving God in ministries, and its importance. • Ascertain if students understand what they are supposed to do. <p>Independent Practice</p> <ul style="list-style-type: none"> • Ask students to read the bible and identify all the reasons given to serve God in Ministries. • Ask students to suggest and defend one other reason for serving God in ministries. | <ul style="list-style-type: none"> • Listen and respond when prompted by the teacher. • Read the environmental policy and identify one reason given for protecting the natural environment. • Give one reason given in the bible for serving God and its importance. • Let teacher know if they Read the bible and identify the reasons given to serve God in Ministries. • Suggest and defend one other reason for Serving God in ministries understand what to do. |
| Conclusion (5 minutes) | <ul style="list-style-type: none"> • Emphasise the values/vices identified in Joseph's story. • Ask students to name their particular values and reason of holding them high. • Students to say the vices they do not like and the reasons for disliking them. | <ul style="list-style-type: none"> • Listen to the teacher. • Give biblical reasons for the values they want to practice and also the vices they wish to discourage the practice in their day to day living. • Students to come up with practical reminders of values to put around the classroom as ALERTS.(REMINDERS) |

Teachers Reflection/Evaluation

Sample Assessment Checklist for this lesson

Assessment Purpose:

Students will read the story of Joseph and choose two values and two vices:

1. Give your reasons for choosing these two values and two vices.
2. Explore some ways to encourage the practices of the values you chose.
3. Demonstrate some ways to discourage the practices of the vices you choose from the story of Joseph.
4. To be a God fearing and good citizen of Papua New Guinea which of these values should you practice daily and make it a habit.

Assessment Task: Self Report/Written Report

Rubrics: Choose two vices from these list: dishonest, jealousy, hatred (anger)

Write in two paragraphs (5 lines) how you would correct these vices so that they will follow in line with the bible values that you have learnt.

| Descriptor Indicator | Advanced | Proficient | Average | Beginning |
|--|--|--|---|--|
| Paragraphs: Two paragraphs: five lines for each paragraph. | Correct paragraphs used - Five lines | Few mistakes in paragraph use | Less correct use of paragraphs | Poor usage of paragraph |
| Relevant content description of vice remedies. | Relevant content discussion | Some sentence mistakes. | Less sentences structure | Poor content discussions. |
| Grammar - Correct tenses, spelling words, vocabulary use. | - Used correct tenses - No spelling errors - Excellent vocabulary use. | - Used correct tenses - Used spelling - Some missed vocabulary | - Less correct tenses - Less correct spelling errors - Less vocabulary used | - Poor tense usage - Poor spelling usage - Poor vocabulary usage |
| Due Date: Handed in on due date. | Due date met | Due date met | Handed in a day after due date. | Handed in two days after due date. |

Suggested Lesson titles and VASK for Lesson Planning

Content Standard 5.2.1: Explore, examine and appreciate biblical values and communicate the practices in and for life.

Benchmark 5.2.1.1: Describe the importance of biblical values that build and shape characters.

| Lesson # | Lesson Titles | Values | Attitudes | Skills | Knowledge |
|---|--------------------------------------|--|--|--|---|
| 25 | What are the biblical values? | • Obedience and believing in God and living by the values. | • Appreciate quality of character | • Relate and demonstrate biblical values in situations that require tolerance with others. | • Biblical values that produce quality character. |
| 26 | Importance of biblical values | • Obedience and believing in God and living by the values. | • Appreciate quality of character. | • Relate and demonstrate biblical values in situations that require tolerance with others. | • Biblical values that produce quality character. |
| 27 | Impact of Godly living | • Obedience and believing in God and living by the values. | • Appreciate quality of character. | • Relate and demonstrate biblical values in situations that require tolerance with others. | • Biblical values that produce quality character. |
| Benchmark 5.2.1.2 Identify and demonstrate Godly values, character and practices in the Bible. | | | | | |
| 28 | Natural Values | • Embrace Godly living. | • Respect the fruits of the Holy Spirit and virtues. | • Discuss the goodness of Godly living. | • Godly values and characteristics and practices. |
| 29 | Fruits of the Holy Spirit | • Embrace Godly living. | • Respect the fruits of the Holy Spirit and virtues. | • Discuss the goodness of Godly living. | • Godly values and characteristics and practices. |
| 30 | Virtues | • Embrace Godly living. | • Respect the fruits of the Holy Spirit and virtues. | • Discuss the goodness of Godly living. | • Godly values and characteristics and practices. |
| Benchmark 5.2.1.3 Study bible history and discover the true origin of the Bible and the division of the Bible into the Old and New Testament. | | | | | |
| 31 | Origin of the Bible | • Love the Bible. | • Diligently read the Bible. | • Study and note taking of the scriptures. | • History of the Bible. |
| 32 | Division of the Bible | • Love the Bible. | • Diligently read the Bible. | • Study and note taking of the scriptures. | • History of the Bible. |
| 33 | Books of the Bible and what they are | • Love the Bible. | • Diligently read the Bible. | • Study and note taking of the scriptures. | • History of the Bible. |
| Benchmark 5.2.1.4 Observe and describe different ways people show appreciation of joy, peace, hope, faith, grace, justice, mercy and service to the needy. | | | | | |
| 34 | The Value of values | • Believing in the value of values. | • Accepting and respecting values. | • Observing, describing and identifying the values. | • Value of values. |
| 35 | Values, ethics and morals | • Believing in the value of values. | • Accepting and respecting values. | • Observing, describing and identifying the values. | • Value of values. |
| 36 | Practice and appreciate values | • Believing in the value of values. | • Accepting and respecting values. | • Observing, describing and identifying the values. | • Value of values. |

Strand 2: Christian Values and Principle

Unit 2: Christian Values and Practices

Content Standard 5.2.2: Evaluating existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.

Benchmark 5 2.2.1: Describe the importance of biblical values that build and shape characters.

Topic1: Godly values, characters and practices

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

- Discover and categorise positive and negative behaviors in their living, according to the values of the Bible.

| Essential VASKS (for Topic) | |
|-----------------------------|--|
| Values | • Embrace Godly living. |
| Attitudes | • Respect the fruits of the Holy Spirit and virtues. |
| Skills | • Discuss the goodness of Godly living. |
| Knowledge | • Godly values and characteristics and practices. |

Content Background Notes (for Topic)

Bible Reference:

Genesis Chapters 38-40

Acts: 2:1 - 47 Coming of the Holy Spirit

Story of Joseph continues: {Teacher reads from the Bible or retells the story stressing the Biblical values of; **Knowledge, wisdom, Interpreter, forgiveness, courageous, goodness, repent, drunkenness, unforgiving.**

Stories from temporary situation of life in PNG.

A certain preacher was preaching on a certain Sunday morning, when a drunkard suddenly came in shouting at the top of his voice. ' Shut up! Shut up!' he shouted, all eyes turned to him and soon the congregation was shouting at him to stop. A small boy crept up closely to him and said, 'Daddy, all eyes are you.' The soft tone of the small boy's voice soon echoed in the ears of the drunkard and he stopped. Then the drunkard listened very carefully to the preacher. Soon, he was in tears. The preacher soon crept quietly to his side and pattered him. My son, courage!, he said do not worry, God loves sinners, when they turn from their sins. On the following Sunday, the man was a different man, he got dressed and was the first to come into the church for service. He greeted the preacher and said, God is good" he has changed my thinking. "Today a bright light has illumined my path!" he exclaimed.

Resources: Bible, A4 papers, colors, crayons

Sample Guided Lesson

Sample 5

Content Standard 5.2.2: Evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.

Benchmark 5.2.2.1: Identify and demonstrate Godly values, characters and practices in the Bible.

Topic: Godly values, characters and practices

Lesson 1: Fruits of the Holy Spirit

Lesson Objective: State Godly values and features of their characteristics and practices.

Key Concepts

| | |
|------------------|--|
| Values | • Appreciate and value the values of God and the fruit of the Holy Spirit. |
| Attitudes | • Recognise and accept the bible values and fruits of the Holy Spirit in their lives. |
| Skills | • Read and relate with scripture references of Godly values and fruits of the Holy Spirit. |
| Knowledge | • Study the values in the continuation story of Joseph and the Acts of the apostles for the fruits of the Holy Spirit. |

Materials: A4 papers, colours, markers, bible.

Teachers Lesson Notes

What are the fruits of the Holy Spirit for children?

The Fruit of the Spirit are love, joy, peace, patience, kindness, goodness, gentleness, faithfulness and self-control.

If the fruit of the spirit were actual fruit

Love, if it was a fruit, would be a strawberry – and not just because the color red is typically associated with love.

Joy, in fruit form, is a watermelon....

Peace is equivalent to a cherry, because it's a proven fact (according to the internet) that cherries help calm your nervous system.

The seven gifts of the Holy Spirit are wisdom, understanding, counsel, fortitude, knowledge, piety, and fear of the Lord. While some Christians accept these as a definitive list of specific attributes, others understand them merely as examples of the Holy Spirit's work through the faithful.

Why is it called the Fruit of the Spirit and not fruits?

“Fruit of the Spirit” Not “Fruits.” ... So this means that when we begin to read what the fruit of the Spirit is, Paul is not naming different kinds of fruit that the Spirit gives, instead he is describing the different characteristics of the grace that the Spirit is working in you.

What is the meaning of *Galatians 5*?

But the fruit of the Spirit is love, joy, peace, long-suffering, kindness, goodness, faithfulness, gentleness, self-control. Against such there is no law. — *Galatians 5:22–23 NKJV*.

| Teaching and Learning Activities | | |
|----------------------------------|---|---|
| Lesson Part | Teacher Teaching Activity | Student Learning Activity |
| Introduction 5 minutes | Explain the Godly values (Knowledge, wisdom, Interpreter, forgiveness, courageous, goodness, repent, drunkenness, unforgiving) and their characteristics and practices in daily living. Connect what they will learn to prior learning or experience. | <ul style="list-style-type: none"> Listen to the teacher. |
| Body 20 minutes | <p>Modelling</p> <p>Read and choose the Godly values and practices from the Story of Joseph and Acts of the Apostles for the fruits of the spirit and discuss how and when they are applied in daily living.</p> <p>Guided Practice</p> <ul style="list-style-type: none"> Ask an individual student to read the story of Joseph. Students will listen carefully and pick out the values in the story. List these values on the blackboard. Role play: each group will pick one value and discuss its positive and negative impacts when they are practised. Students will present and say their own conclusions. <p>Independent Practice</p> <ul style="list-style-type: none"> Ask students to read the bible and identify and pick out all the values given in the text. Ask students to find many examples that they know of people who practice these values or even themselves. | <p>Listen and respond when prompted by the teacher.</p> <p>Students will read or share in their groups related stories and then come up with ways to encourage the good values in their own classroom setting and in the communities in which they live.</p> <ul style="list-style-type: none"> Read the bible and identify the Godly values and their features. Suggest ways to practising these values in the classroom or at home. |
| Conclusion 5 minutes | <ul style="list-style-type: none"> Stress the importance of living these Godly values and fruits of the Holy Spirit in their daily living. Ask students to discover different ways of living these Godly values for serving. Identify some people who practice these values and imitate them. | <p>Listen to the teacher. Give some supplementary comments if they wish.</p> |

Teachers Reflection and Evaluation

Proficiency Assessment

1. In groups of four students will get a seed of a fruit and make a garden and plant the fruit and name it after a fruit of the holy spirit.
E.g. Water melon - Wisdom.

Sample Assessment

Instructions:

1. In groups of six select one of the values or fruits of the Holy Spirit.
2. Discuss and come up with a role play displaying the virtue/or the fruit of the Holy Spirit.
3. Dress in appropriate attire
4. Dramatize on the due date:

Rating Scales: Tick () According to your own judgement.

| Descriptors | Poor | Good | Better | Best |
|--------------------------------|------|------|--------|------|
| Attire - dressed appropriately | | | | |
| Group Cooperation | | | | |
| Drama - Performance | | | | |
| Due date | | | | |

Steam Sample Assessment Task –

Steps to follow

Get the following seeds (corn, beans, water melons, peanuts, cucumbers, pumpkins)

1. In groups of four get a fruit seed plant for planting.
2. Name the fruit one of the names of the fruits of the Holy Spirit.
3. Choose a site for your garden and prepare it for planting on the selected day.
4. Plant, water and care for your fruit until it bears fruit.
5. Harvest and share with your class first.
6. Was it a good harvest?
7. Say if you really had good fruits because you cared for it.

Can you say the seeds from which the fruits came are similar to the fruits of the Holy Spirit, if we care for them in us they will help us to be like them; good if not we will be like the bad ones too.

Likert Scales

| Descriptive / Indicators | Agree | Disagree | Strongly Agree | Strongly Disagree |
|---|--------------|-----------------|-----------------------|--------------------------|
| Formed group and picked fruit | | | | |
| Named a gift for the groups fruit | | | | |
| Cleaned site for planting - cooperated well | | | | |
| Watered and cared for your fruit | | | | |
| Harvested and shared with class mates | | | | |
| All good or some bad | | | | |
| Good fruits | | | | |

Suggested Lesson Titles and VASK for Lesson Planning

Content Standard 5.2.2: Evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.

Benchmark 5.2.2.1: Examine and appreciate the roles and responsibilities of church workers in comparison to the men and women of God in the Bible.

| Lesson # | Lesson Titles | Values | Attitudes | Skills | Knowledge |
|--|---|--|--|---|--|
| 37 | Men and women of God in the Bible | <ul style="list-style-type: none"> Respect and appreciate men and women of God in the Bible and church workers. | <ul style="list-style-type: none"> Appreciate roles and responsibilities of church workers. | <ul style="list-style-type: none"> Read, relate with scripture references. | <ul style="list-style-type: none"> Men and women of God in the Bible. Roles and responsibilities of church workers. |
| 38 | Church workers roles and responsibilities | <ul style="list-style-type: none"> Respect and appreciate men and women of God in the Bible and church workers. | <ul style="list-style-type: none"> Appreciate roles and responsibilities of church workers. | <ul style="list-style-type: none"> Read, relate with scripture references. | <ul style="list-style-type: none"> Men and women of God in the Bible. Roles and responsibilities of church workers. |
| 39 | Our roles and responsibilities to God | <ul style="list-style-type: none"> Respect and appreciate men and women of God in the Bible and church workers. | <ul style="list-style-type: none"> Appreciate roles and responsibilities of church workers. | <ul style="list-style-type: none"> Read, relate with scripture references. | <ul style="list-style-type: none"> Men and women of God in the Bible. Roles and responsibilities of church workers. |
| Benchmark: 5.2.2.2 Appraise local church ministries and the principles they impart in nurturing youths. | | | | | |
| 40 | Local church ministries | <ul style="list-style-type: none"> Value local church ministries in what they do. | <ul style="list-style-type: none"> Appreciate local church ministries and their principles. | <ul style="list-style-type: none"> Discuss the church ministries and principles. | <ul style="list-style-type: none"> Local church ministries and their principles The importance of youths in church ministries. |
| 41 | Principles of church ministries | <ul style="list-style-type: none"> Value local church ministries in what they do. | <ul style="list-style-type: none"> Appreciate local church ministries and their principles. | <ul style="list-style-type: none"> Discuss the church ministries and principles. | <ul style="list-style-type: none"> Local church ministries and their principles The importance of youths in church ministries. |

| | | | | | |
|--|--|---|---|---|---|
| 42 | Nurturing youth | <ul style="list-style-type: none"> Value local church ministries in what they do. | <ul style="list-style-type: none"> Appreciate local church ministries and their principles. | <ul style="list-style-type: none"> Discuss the church ministries and principles. | <ul style="list-style-type: none"> Local church ministries and their principles the importance of youths in church ministries. |
| Benchmark 5.2.2.3: Explore and describe conducts and ethics of Godly families, communities and Institutions. | | | | | |
| 43 | Godly Conduct and ethics In the Families | <ul style="list-style-type: none"> Value the conducts and ethics of families, Respect families. | <ul style="list-style-type: none"> Appreciate the conducts and ethics of godly families. | <ul style="list-style-type: none"> Describe and appreciate godly families. | <ul style="list-style-type: none"> The conducts and ethics of godly families. |
| 44 | Godly Conduct and ethics in the Communities | <ul style="list-style-type: none"> Value the conducts and ethics in the communities. Respect for communities members. | <ul style="list-style-type: none"> Appreciate the conducts and ethics of godly, communities. | <ul style="list-style-type: none"> Describe and appreciate godly communities. | <ul style="list-style-type: none"> The conducts and ethics of godly communities. |
| 45 | Godly Conduct and ethics in the institutions | <ul style="list-style-type: none"> Value the conducts and ethics of families, institution. Respect for institutions. | <ul style="list-style-type: none"> Appreciate the conducts and ethics of godly institutions. | <ul style="list-style-type: none"> Describe and appreciate godly institutions. | <ul style="list-style-type: none"> The conducts and ethics of godly institutions. |
| Benchmark 5.2.2.4: Identify the creation in Christ for good morals to live in Christ and apply it in schools (with others). | | | | | |
| 46 | A new creation in Christ | <ul style="list-style-type: none"> Morality | <ul style="list-style-type: none"> Reflect good behaviours and morals to others. | <ul style="list-style-type: none"> Distinguish between good and evil. | <ul style="list-style-type: none"> Christ's creation, Christian morals. |
| 47 | Morals for living in Christ | <ul style="list-style-type: none"> Morality | <ul style="list-style-type: none"> Reflect good behaviours and morals to others. | <ul style="list-style-type: none"> Distinguish between good and evil. | <ul style="list-style-type: none"> Christ's creation, Christian morals. |
| 48 | Good morals in schools | <ul style="list-style-type: none"> Morality | <ul style="list-style-type: none"> Reflect good behaviours and morals to others. | <ul style="list-style-type: none"> Distinguish between good and evil. | <ul style="list-style-type: none"> Christ's creation, Christian morals. |

Strand 3: Citizenship and Society

Unit 1: Citizen and Citizenship

Content Standard 5.3.1: Analyse civic rights and privileges, potentials, roles and responsibilities, that promote good citizenship.

Benchmark 5.3.1.1: Explore potentials and abilities that enhance good citizenship.

Topic: Potentials and abilities

Learning Objective: By the end of the topic students will be able to discover their individual potentials and abilities.

| Essential VASKS (for Topic) | |
|-----------------------------|--|
| Values | <ul style="list-style-type: none"> • Acceptance, Respect, self-esteem, empowerment • Discipline, obedience, Acceptance, Respect, empowerment, Responsiveness, orderliness, Incorporating, Peace and harmony, Ownership, fairness, justice • Sanctity of Life • Respect • Mindfulness, Appreciative, Caring and Concern • Considerate |
| Attitudes | <ul style="list-style-type: none"> • To Appreciate ones potentials and abilities that contribute to good citizenship. • To foster self-discipline, obedience and respect for rules and regulations for safe and healthy community. • To foster open-mindedness and respect and be considerate for others who are similar to themselves. |
| Skills | <ul style="list-style-type: none"> • Identify and examine ones potentials and abilities. • Identify rules and regulations and their importance • Discuss the causes and effects of behaviour change and evaluate whether it is positive or negative behaviour. |
| Knowledge | <ul style="list-style-type: none"> • The Inventory of potentials and abilities. • Rules and regulations. • The importance of rules and regulations. • Causes of behaviour change. • Positive and negative behaviour. • Effects of behavior change. |

Content Background notes

My Potentials and Abilities

Changes You Can Make to Reach Your Full Potential

1. Write down your goals. You set these goals. Don't let anybody else tell you what your goal should
2. Choose things just out of reach. Don't just think about what is "realistic." ...
3. Take massive action. Never do anything normal. ...
4. Stay persistent. How do you get a nail in a wall

Steps to Reaching Your Maximum Potential

1. Learn to love yourself. ...
2. Be willing to be wrong. ...
3. Decide what you stand for, and stand for it.
4. Find a mentor. ...
5. Develop patience. ...
6. Stay well groomed. ...
7. Compliment others. ...
8. Always be respectful to those around you

Ways You Can Reach Your Highest Potential

1. Identifying your potential is the key.
2. Commitment is the compulsory factor.
3. Take small steps toward your potential.
4. Accept failures as learning experiences.
5. Be confident in your ability to reach your highest potential.
6. There is no shame in getting support.
7. Listen to your intuition.

Having a Best friend

A story tells that two friends were walking through the desert. During some point of the journey they had an argument, and one friend slapped the other one in the face.

The one who got slapped was hurt, but without saying anything, wrote in the sand; "Today my best friend slapped me in the face."

They kept on walking until they found a retreat, where they decided to take a bath. The one who had been slapped got stuck in the mire and started drowning, but the friend saved him. After he recovered from the near drowning, he wrote on a stone;

"Today my best friend saved my life."

The friend who had slapped and saved his best friend asked him; "After I hurt you, you wrote in the sand and now, you write on a stone, why?"

The other friend replied;

"When someone hurts us we should write it down in sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it."

Moral

Don't value the things you have in your life. But value who you have in your life

Sample Guided Lesson

Sample 6

Strand 3: Citizenship and Society

Unit 1: Citizen and Citizenship

Content Standard 5.3.1: Analyse civics rights, responsibilities, potentials, roles and responsibilities that promote good citizenship.

Benchmark 5.3.1.1: Students will be able to explore potentials and abilities that enhance good citizenship.

Topic 1: Potentials and Abilities

Learning Objectives: The students will be able to discover their individual potentials and abilities.

Lesson Title: My Potentials and Abilities

| |
|--|
| Lesson Objective: By the end of the lesson, students will be able to; |
| <ul style="list-style-type: none"> • Affective Objective: Appreciate ones potentials and abilities that contribute to good citizenship. |
| <ul style="list-style-type: none"> • Psychomotor Objective: Create and demonstrate individual's potentials and abilities. |
| <ul style="list-style-type: none"> • Cognitive Objective: Identify and examine how ones potentials and abilities contribute to help others in the community. |

Key Concepts:

| Values | Attitudes | Skills | Knowledge |
|---|---|--|--|
| <ul style="list-style-type: none"> • Acceptance, • Respect, • Self-esteem, • Empowerment. | <ul style="list-style-type: none"> • To Appreciate ones potentials and abilities that contributes to good citizenship. | <ul style="list-style-type: none"> • Identify and examine one's potentials and abilities. | <ul style="list-style-type: none"> • The Inventory of potentials and abilities. |

Teachers Lesson Notes

We must all appreciate the fact that God has created and bestowed in each one of us his abundant goodness. Potentials and abilities are some of his goodness. Each one of us is good at doing something. When we identify our potentials and abilities, we can contribute meaningfully to the society and be responsible citizens.

Potential: someone's or something's ability to develop, achieve or succeed. Eg: You have the potential to become a singer.

Ability: the physical or mental power or skill needed to do something. Eg: You have the ability to run faster than others

Resources/Materials: CCVE Teacher Guide, Grade 4, 5 & 6 Syllabus.

| Teaching and Learning Activities | | |
|------------------------------------|---|---|
| Lesson Part | Teacher Teaching Activities | Student Learning Activities |
| Introduction (5 minutes) | <ul style="list-style-type: none"> • Prior learning experiences of potentials and abilities. • Opportunities/scenarios where potentials and abilities can be displayed. | <ul style="list-style-type: none"> • Recall learning experiences of situations where students have potential to demonstrate their abilities. • Describe the situations. |
| Body (20 minutes) | <ul style="list-style-type: none"> • What are potentials and abilities? • Situations where potentials and abilities can be displayed. | <ul style="list-style-type: none"> • Potentials are capabilities that you can develop using your gifts and talents. • Role playing situations using potentials and abilities. |
| Conclusion (5 minutes) | <ul style="list-style-type: none"> • Generalizing what the students need to think about when they come across situations where they can demonstrate potentials and abilities. • Encourage students to be conscious of situations and apply their potentials and abilities where applicable. | <ul style="list-style-type: none"> • Summarise the main ideas in a group role play by using the stem statement, "I am good at..... ." |

Teachers Evaluation/Reflection:

Suggested Lesson Titles and VASK for Lesson Planning

Content Standards 5.3.1: Students will be able to analyse civic rights and privileges, potentials, roles and responsibilities that promote good citizenship.

Benchmark 5.3.1.1:

Learning Objective: Students will be able to;

- Explore potentials and abilities that enhance good citizenship.

| Lesson # | Lesson Titles | Values | Attitudes | Skills | Knowledge |
|----------|--|--|--|--|--|
| 49 | My Potentials and Abilities | <ul style="list-style-type: none"> • Acceptance, • Respect, • Self-esteem, • Empowerment | <ul style="list-style-type: none"> • To appreciate ones potentials and abilities which contribute to good citizenship. | <ul style="list-style-type: none"> • Identify and examine ones potentials and abilities. | <ul style="list-style-type: none"> • The Inventory of potentials and abilities. |
| 50 | I can help teachers in the school | <ul style="list-style-type: none"> • Respect, • Empowerment, • Caring, • Volunteering, • Self-confident | <ul style="list-style-type: none"> • To foster in students self-confidence and volunteering in assisting teachers and others. | <ul style="list-style-type: none"> • Portraying potentials and abilities. | <ul style="list-style-type: none"> • Potentials and abilities. |
| 51 | How I can help my friends in their school work | <ul style="list-style-type: none"> • empowerment, • Caring, • Volunteering. | <ul style="list-style-type: none"> • To encourage in students to willingly empower and volunteer in caring for others. | <ul style="list-style-type: none"> • Discuss possible ways students can use to help others by using their abilities and potentials. | <ul style="list-style-type: none"> • Potentials and abilities to help. |
| 52 | What am I Good at? Personality Traits | <ul style="list-style-type: none"> • Responsiveness, • Incorporating, • Acceptance • Self-esteem. | <ul style="list-style-type: none"> • To encourage and motivate students to be focused, motivated, co-operative, innovative, and tolerant and • Modeling for a common good. | <ul style="list-style-type: none"> • Apply innovative skills using ones gifts and talents for a common good. | <ul style="list-style-type: none"> • The personal gifts and talents which complement the common good. |

Benchmark 5.3.1.2: Explore appropriate rules and regulations for a safer community.

| | | | | | |
|----|--|--|--|--|---|
| 53 | Community Rules and Regulations | <ul style="list-style-type: none"> • Discipline • Obedience • Respect • Orderliness, • Peace and • Harmony. | <ul style="list-style-type: none"> • To foster self-discipline, obedience and respect for rules and regulations for safe and healthy community. | <ul style="list-style-type: none"> • Define the concepts of rules and regulations in various groups in the community. | <ul style="list-style-type: none"> • Definition of rules and regulations. Concepts of rules. |
| 54 | Importance of Community Rules and Regulation | <ul style="list-style-type: none"> • Self-discipline, • Rationality, • Democracy, • Empowerment, • Betterment of Human Kind and • Common Good. | <ul style="list-style-type: none"> • Tolerance, • Responsible, • Respect for Rule of Law and • Be God fearing to validate importance of community rules and regulations. | <ul style="list-style-type: none"> • Explain the importance of having rules and regulations in the community. | <ul style="list-style-type: none"> • The importance of rules and regulations. |

| | | | | | |
|--|---|--|--|---|---|
| 55 | The common community rules and regulations | <ul style="list-style-type: none"> • Peace and orderliness, • Self-Discipline, • Respect. | <ul style="list-style-type: none"> • To foster peace, order, self-discipline and respect in the community. | <ul style="list-style-type: none"> • Identify essential and suitable rules for use in the community. | <ul style="list-style-type: none"> • Common essential community rules • Consequences for breaking rules. |
| 55 | The common community rules and regulations | <ul style="list-style-type: none"> • Peace and orderliness, • Self-Discipline, • Respect. | <ul style="list-style-type: none"> • To foster peace, order, self-discipline and respect in the community. | <ul style="list-style-type: none"> • Identify essential and suitable rules for use in the community. | <ul style="list-style-type: none"> • Common essential community rules. • Consequences for breaking rules. |
| 56 | Strategies to protect and safeguard the community | <ul style="list-style-type: none"> • Engagement, • Ownership, • Appreciation for a safe community. | <ul style="list-style-type: none"> • To foster a sense of obligation, engagement, ownership and appreciation for the community. | <ul style="list-style-type: none"> • Identify strategies that will help to protect the community. | <ul style="list-style-type: none"> • Strategies that protect the community. |
| Benchmark 5.3.1.3: Examine behaviors that influence positive and negative actions in citizens and evaluate how these behaviors impact other citizens around them. | | | | | |
| 57 | Factors influencing good or bad citizenship | <ul style="list-style-type: none"> • Sanctity of Life, • Respect • Mindfulness • Appreciative, • Caring and • Concern. | <ul style="list-style-type: none"> • To foster open-mindedness and respect for others who are similar to themselves. | <ul style="list-style-type: none"> • Discuss the causes and effects of behaviour change and evaluate whether it is positive or negative behaviour. | <ul style="list-style-type: none"> • Causes of behavior change • Positive and negative behavior. • Impact of behavior change on others |
| 58 | Impact of Behaviour Change | <ul style="list-style-type: none"> • Respect, • Mindfulness, • Empathy. | <ul style="list-style-type: none"> • To foster open-mindedness and respect for others who are similar to themselves. | <ul style="list-style-type: none"> • Discuss the effects of behaviour change and take action to control the behaviour. | <ul style="list-style-type: none"> • Effects of behavior change |
| 59 | How I can change my friend to be a good person | <ul style="list-style-type: none"> • Caring, • Respect, • Considerate. | <ul style="list-style-type: none"> • To encourage in students the ability to identify with and understand somebody else's feelings or difficulties and help them. | <ul style="list-style-type: none"> • Identify strategies and people that are needed to change a person. | <ul style="list-style-type: none"> • Ways that can change a person • People that can change a person |
| 60 | The value of behaviour change | <ul style="list-style-type: none"> • Caring, • Respect, • Considerate. | <ul style="list-style-type: none"> • To foster in students the understanding of why valuing the change in behaviour of an individual. | <ul style="list-style-type: none"> • Identify the values of behaviour change, strategies that are needed to change a person. | <ul style="list-style-type: none"> • Values of behavior change. • Ways that can change a person. • People that can change a person. |

Strand 3: Citizenship and Society

Unit 2: Citizens and Citizenship

Content Standard 5.3.2: Analyse and demonstrate civic skills (communication skills to undertake roles, manage conflicts, solve problems and to make decision) and values in everyday forms of participation in society.

Benchmark 5.3.2.1: Explore and apply civic skills and values to actively participate in community activities and issues.

Topic1: Civics Participation

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

- Identify various civics skills.
- Apply civics skills and values when participating in various community activities and crisis.
- Identify and use media technology to promote good citizenship using social media such as *face book*.

| Essential VASKS (for Topic) | |
|-----------------------------|---|
| Values | <ul style="list-style-type: none"> • Sanctity of Life. • Respect. • Mindfulness, Appreciative, Caring and Concern. • Considerate. |
| Attitudes | <ul style="list-style-type: none"> • To foster open-mindedness and respect and be considerate for others who are similar to themselves. |
| Skills | <ul style="list-style-type: none"> • Discuss the causes and effects of behaviour change and evaluate whether it is positive or negative behaviour. |
| Knowledge | <ul style="list-style-type: none"> • Causes of behaviour change. • Positive and negative behaviour. • Effects of behaviour change. |

Content Background Notes (for the topic)

Civic engagement or civic participation is any individual or group activity addressing issues of public concern. Citizens acting alone or together to protect public values or make a change or difference in the community are common types of civic engagement.

What are examples of civic participation?

Civic participation encompasses a wide range of formal and informal activities. Examples include voting, volunteering, participating in group activities, and community gardening.

Why is civic participation important?

The Importance of Civic Engagement.... Civic participation covers a wide array of activities in which citizens participate in the formal and informal political processes that address community needs and seek to improve the quality of life for individuals, groups and entire communities.

What are the benefits of civic participation?

Volunteering also helps people develop skills and confidence. A recent report by the National Conference on Citizenship found that “participation in civil society (such as volunteerism) can develop habits that make individuals employable and strengthen the networks that help them.

What is the impact of civic participation on society?

Civic participation affects not just individuals, but entire societies. Neighborhoods with higher levels of civic participation have a greater sense of community, lower levels of crime, and citizens who are healthier and happier.

Why is people’s participation necessary?

People’s participation and involvement is an important factor for the successful implementation of any rural development activities. Specially, in decision making, implementation, monitoring, evaluation and sharing the benefits of the development programs, people’s participation and involvement is necessary.

What are examples of civic activities?

Examples are paying your taxes, voting, or signing a petition for a new law. Non-political involvement is participation in activities that help others in our community. Examples include cleaning up a neighborhood park, volunteering in your child’s school, or organizing a community garden.

What are the civic duties?

- Doing your Citizen Responsibilities are necessary for the survival of the PNG.
- Citizen Responsibilities include, paying taxes, obeying laws, serving as a witness, jury duty, voting, and volunteering.

What are active civic learning methods?

Active citizenship is a way of development greater young citizen responsibility. It is a combination of obligations and responsibilities through involvement in civic issues.

Employing methods of active learning in citizenship education has some obstacles but the advantages are greater than passive ways of learning.

Sample Guided Lesson

Sample 5

Strand 3: Citizenship and society

Unit 2: Active and Civic Participation

Content Standard 5.3.2: Analyse and demonstrate civic skills (communication skills to undertake roles, manage conflicts, solve problems and to make decision) and values in everyday forms of participation in society.

Benchmark 5.3.2.2: Explore and apply civic skills and values to actively participate in community activities and issues.

Topic 1: Civic Participation

Lesson 1: Using Civic Skills in problem-solving

| |
|--|
| Lesson Objective: By the end of the lesson, students will be able to; |
| • Affective Objective: Appreciate the knowledge of effective problem-solving process and respect the decisions made as resolutions to the problems. |
| • Psychomotor Objective: Solve simple common problems in the classroom. |
| • Cognitive Objective: Identify good problem solving strategies and analyse which strategy would be most appropriate to use to solve a given problem. |

Reference: Grade 5 CCVE Teacher Guide.

Key Concepts:

| Values | Attitudes | Skills | Knowledge |
|--|--|---|---|
| <ul style="list-style-type: none"> Appreciate the knowledge of effective problem-solving process for self-empowerment and betterment. | <ul style="list-style-type: none"> Embrace steps in effective problem solving process to resolve issues amicably and effectively. Respect the decisions made by the authority. Take ownership of their actions. | <ul style="list-style-type: none"> Compare and contrast information to identify where the problem is in the issue/situation. Analyse evidence and witness statements to make an informed decision/conclusion. | <ul style="list-style-type: none"> Steps for an effective problem-solving process. |

Teachers Lesson Notes

Problem Solving Strategies

Problem – an issue that brings disharmony amongst two parties or more.

Problem-solving – an action that is taken to bring peace unto two parties who are in disagreement.

Students must have good problem-solving strategies and must take ownership of the outcome. When solving a problem:

1. Identify the issue(s). Be clear about what it is.
2. Understand everyone’s interests.
3. Listen to both sides of the story..
4. Ask questions to both parties accordingly to get more information on the issue.
5. Take note of their responses.
6. Ask for evidences and witness statements if need be.
7. Take note of evidences produced and witness statements.
8. Analyze the evidences, witness statements and responses.
9. List possible solutions/options.
10. Evaluate the options.
11. Select the best possible option. Make a fair and just decision
12. Decisions should be made in a way that both parties will agree.

Teaching and Learning Activities

| Teaching and Learning Activities | | |
|------------------------------------|--|--|
| Lesson Part | Teacher Teaching Activity | Student Learning Activity |
| Introduction (5 minutes) | <p>Open the lesson with a word of pray.</p> <p>Present a scenario of a simple common problem/issue and get the students to provide solutions to solve the problem</p> <p>Ask questions on how the problem in the scenario could have been solved or even prevented from occurring in the first place</p> <p>Evaluate students’ responses.</p> <p>Introduce the lesson topic.</p> | <ul style="list-style-type: none"> • Close their eyes in reverence to the Lord. • Respond/answer accordingly. • Take note of the topic. |

| | | |
|--|--|--|
| <p>Body (20 minutes)</p> | <p>Explain notes with relevant examples. Allow for questions. Give out activity 1 and move around to supervise and assist accordingly.</p> <p>Activity 1: Explain in your own words what problems are. Provide a simple problem-solving strategy that you commonly face in the classroom. Correct activity 1. Definition for: Problem and Problem-solving. Problem-solving strategies.</p> <p>Activity 2 Apply a simple problem-solving strategy to solve the problem provided below.</p> <p>Case study 1: John stole Mathew's pencil during the lunch time while he was out for lunch. Mathew found out that his pencil was stolen by John. He surprisingly got up and punched John and John had a black eye. John responded to Mathew's punch and both had black eyes</p> | <ul style="list-style-type: none"> • Copy the notes. • Pay attention and note important details. • Ask questions. • Work on Activity 1 and ask for assistance if not too sure. • Make corrections. • In groups of 6 discuss and lay out the simple problem-solving strategies to solve the given problem. • Do a role play about the story given and solve the problem using simple problem-solving strategies. • Ask questions for clarifications. • Do presentations. |
| <p>Conclusion (5 minutes)</p> | <p>Stress the important points.</p> <ul style="list-style-type: none"> • Listen and critique students' reflections. • What is one important thing that you've learnt from this lesson? • If you were Mathew, what would you do to John? | <ul style="list-style-type: none"> • Make reflections about the presentations they made. They also evaluate the important things that they have discussed and presented. • Answer the questions. |

Teachers Reflection and Evaluation

Suggested Lesson titles and VASK for Lesson Planning

| Lesson # | Lesson Titles | Values | Attitudes | Skills | Knowledge |
|----------|--|--|---|--|--|
| 61 | Knowing Civic Skills | <ul style="list-style-type: none"> Value self-cultivation and empowerment through discovery of new knowledge. | <ul style="list-style-type: none"> Embrace the desire to learn more for self-empowerment and betterment. | <ul style="list-style-type: none"> Group, classify and explain the different civic skills. | <ul style="list-style-type: none"> The 3 different civic skills |
| 62 | Civic skills – Personal Communication Skills | <ul style="list-style-type: none"> Value self-cultivation and empowerment through discovery of new knowledge. | <ul style="list-style-type: none"> Adapt effective communication skills for personal growth | <ul style="list-style-type: none"> Communicate effectively | <ul style="list-style-type: none"> Civic skills – Personal Communication Skills |
| 63 | Knowing my Political Systems | <ul style="list-style-type: none"> Value knowledge of political system for self-cultivation and empowerment | <ul style="list-style-type: none"> Be optimistic with a desire to learn. | <ul style="list-style-type: none"> Think critically while speaking for your rights as a citizen of the nation | <ul style="list-style-type: none"> Civic Skills – Political System |
| 64 | What is Civic Life? | <ul style="list-style-type: none"> Value self-cultivation and empowerment through discovery of new knowledge. | <ul style="list-style-type: none"> Be optimistic with a desire to learn. | <ul style="list-style-type: none"> Make informed choices/decisions/conclusions. | <ul style="list-style-type: none"> Civic Skills – Civic life |
| 65 | What is Political Life? | <ul style="list-style-type: none"> Value self-cultivation and empowerment through discovery of new knowledge. | <ul style="list-style-type: none"> Be optimistic with a desire to learn. | <ul style="list-style-type: none"> Visualise PNG without a political system. | <ul style="list-style-type: none"> Civic Skills – Political Life |
| 66 | Knowing Civic Skills | <ul style="list-style-type: none"> Value self-cultivation and empowerment through discovery of new knowledge. | <ul style="list-style-type: none"> Embrace the desire to learn more for self-empowerment and betterment. | <ul style="list-style-type: none"> Group, classify and explain the different civic skills. | <ul style="list-style-type: none"> The 3 different civic skills |

Benchmark 5.3.2.2: Explore the Use of media technology to promote good citizenship through community participation.

| | | | | | |
|----|---|--|--|---|--|
| 67 | Using Civic Skills in Mediation | <ul style="list-style-type: none"> Hold in high regard equality, justice, common good and betterment of human kind. | <ul style="list-style-type: none"> Corporate with the authority in place. Respect laws in place, fair play and others' opinions. | <ul style="list-style-type: none"> Mediate to restore friendship between two friends. | <ul style="list-style-type: none"> Effective Mediation. |
| 68 | Using Civic Skills in Awareness | <ul style="list-style-type: none"> Hold in high regard equality, justice, common good and betterment of human kind. | <ul style="list-style-type: none"> Have care and concern for other people. | <ul style="list-style-type: none"> Make awareness on a killer disease. | <ul style="list-style-type: none"> Effective Awareness. |
| 69 | Knowing Civic Values | <ul style="list-style-type: none"> Empowerment of self through knowledge. | <ul style="list-style-type: none"> Be optimistic with a desire to learn. | <ul style="list-style-type: none"> Identify civic values. | <ul style="list-style-type: none"> Civic Values. |
| 70 | Promoting good Citizenship through Media Technology | <ul style="list-style-type: none"> Appreciate the good things media technology can do. | <ul style="list-style-type: none"> Embrace good citizenship. | <ul style="list-style-type: none"> Compare and contrast ways to Promoting good Citizenship through Media Technology. | <ul style="list-style-type: none"> Ways to promote good citizenship through media technology. |
| 71 | Digital Citizen | <ul style="list-style-type: none"> Appreciate good digital citizens. | <ul style="list-style-type: none"> Embrace good digital citizenship. | <ul style="list-style-type: none"> Identify good digital citizens in the community/country. | <ul style="list-style-type: none"> Digital Citizen. |
| 72 | Responsible Digital Citizen | <ul style="list-style-type: none"> Up hold responsible digital use. | <ul style="list-style-type: none"> Embrace responsible digital use. | <ul style="list-style-type: none"> Use digital media responsibly in addressing public issues. | <ul style="list-style-type: none"> Responsible Digital Citizen Responsible use of digital technology. |

Strand 4: Good Governance and Leadership

Unit 1: Good Governance

Content Standard 5.4.1: Explore and evaluate good governance and its application in different contexts.

Benchmark 5.4.1.1: Students will be able to investigate and appraise principles of good governance of oneself.

Topic 1: Governing Oneself

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

| Essential VASKS (for Topic) | |
|-----------------------------|--|
| Values | <ul style="list-style-type: none"> • Being obedient and trustworthy leads to self-discipline • Promote importance or significance of the principles of good governance • Honesty, commitment and dedication practiced by individuals prevent practices of bad governance • Promote honesty, commitment and fairness as being part of good governance • Being honest, just and fair promotes good governance • Being aware that bad governance (dishonest, unjust and unfairness) hinders progress and development |
| Attitudes | <ul style="list-style-type: none"> • Being responsible by correcting behaviors associated with bad governance • Adapt positive practices of good governance • Change of mindset (thoughts) and actions can prevent bad or corrupt practices • Appreciate fairness and positive ways of good governance • Portray different beliefs and opinions of good governance • Create critical beliefs and opinions against practices of bad governance |
| Skills | <ul style="list-style-type: none"> • Summarize and analyze practices of good governance • Identify and categorize examples of good governance • Evaluate and justify examples of factors that stop or hinder practice of good governance • Summarize and construct ways that promote fairness and good governance • Plan and organize role play different situations being highlighted as being part of good governance • Critique challenges or situations being identified as examples of bad governance and recommend alternative solutions |
| Knowledge | <ul style="list-style-type: none"> • Individuals must know and practice good governance • Being aware of the importance of good governance • Negative beliefs or opinions can hinder or slow progress of good governance • Good governance maintains balance in a society • Good governance is vital for progress and development in a society or local community • Practices of bad governance is a hindrance to progress and development within the local community |

Content Background Notes (for the topic)

Governing oneself

Principles of good governance relate to the rules and beliefs that govern the way people believe and their actions are also controlled and influenced by them.

School governance is about creating, implementing, supervising and evaluating policies and rules, which guide and govern the actions of the school and its members. In other words, school governance is concerned with the creation of policies for the school and making sure that the school is run according to the set policies (*School Governing Bodies. Rights and Responsibilities. pg. 2*)

In a local community context, it would basically relate to the rules and traditional or cultural beliefs that also influence the way people act or behave and carry on or out their daily activities.

What is Good Governance and Why Do Schools Need It?

Good governance is a set of responsibilities, practices, policies, and procedures exercised by an institution to provide strategic direction to ensure objectives are achieved and resources are used responsibly and with accountability. Good governance practices support schools by helping them manage their resources so they can deliver quality education.

How Can Good Governance Benefit Schools?

- A more democratic and responsive system of school management, including more efficient utilization of resources
- Greater participation of all stakeholders (teachers, students, parents and school management) in the development of school policies, rules, plans, and code of conduct
- Greater transparency in all school activities, including increased flow of information among all stakeholders about school plans, finances, rules and regulations, and programs
- Strengthened accountability among stakeholders to improve school management
- Coordination among various levels of formal governance (e.g. the District Education Office, Resource Centre, or other educational institution)
- More open communication among stakeholders about how to manage schools

What are some of the Basic Aspects of School Good Governance?

1. Participatory Organizations
 - 1.1 Formation of the School Management Committee through an election process
 - 1.2 Formation of the Parent–Teacher Association through an election process

- 1.3 Formation of a Children's Club in the school
- 1.4 Formation of Children's Club in school through an election process
- 1.5 Formation of sub-committees as needed (such as a Physical Construction or a Teachers Selection Committee) through inclusive parent meetings

Strand 4: Governance and Leadership

Unit 1: Good Governance

Content Standard 5.4.1: Explore and evaluate good governance and its application in different contexts.

Benchmark 5.4.1.2: Students will be able to analyse and evaluate the impacts of having set rules.

Topic 2: Rule of Law

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

| Essential VASKS (for Topic) | |
|-----------------------------|--|
| Values | <ul style="list-style-type: none"> • Promote the importance of having set rules within the local community • Accept penalties for breaking sets of rules • Promote and advocate the appropriate and relevant ways to penalizing rule offenders • Promote positive impacts of following set rules • Discourage practices that have negative impacts of not following set rules • Advocate on the importance of following set rules through songs/ poems |
| Attitudes | <ul style="list-style-type: none"> • Appreciate the importance of set rules of the local community • Enforce penalties set by the local community for the rule breakers • Being aware that there are better ways of penalizing rule offenders • Being critical of the impacts of following set rules • Appreciate the importance of following set rules • Appreciate the importance of following set rules |
| Skills | <ul style="list-style-type: none"> • Compare and critique examples of set rules within a local community • Categorize and justify examples of penalties imposed for rules breakers • Construct appropriate ways to penalize rule offenders • Observe and assess the impacts of following set rules • Identify and interpret impacts of not following set rules • Compose songs and write poems on the impacts of not following set rules |
| Knowledge | <ul style="list-style-type: none"> • Community rules keep the community safe • There are consequences of breaking rules • Appropriate and relevant ways to penalize rule offenders in the local community • Following set rules maintains peace and order in the community • Have an understanding on the impacts of not following set rules • Following set of rules is vitally important for example; safe and peaceful communities |

Content Background Notes (for the topic)

What Are Rules?

- Rules help people get along.
- Rules help people keep safe.
- Rules tell people what they can and cannot do.
- Rules make games more fun.
- Rules help people control themselves.

Penalties of breaking set rules

- When rules are broken, there are consequences.

Better ways of penalizing rule offenders

- Help people to realize what they have done wrong and guide them in correcting the wrongs.

Impacts of following set rules

These set of rules would influence and at the same time perhaps guide students to be able to practice the set rules to become useful members of the family, school and community at large

The following are just some examples we (teachers) can emphasis and help guide and encourage students to carry out.

1. Family/home rule - Simple or basic rules such as for example:

- Help to prepare meals – scraping coconut, fetching water (especially village/rural and sub urban setting) , chopping firewood, setting the dinner table; washing utensils
- Help with household tasks e.g. Cleaning the bedroom (fold bed sheets and sweep the room)
- Beautification – flower garden (plant flowers and care or maintain by weeding, watering)
- Care of environments at home – clean around the house; grass cutting, picking up rubbish and dispose in the correct places – rubbish bins/pit.

2. School Rules

- Class (Student contribute and write simple set rules to be followed}

Sample Guided Lesson

Sample 8

Strand 4: Governance and Leadership**Unit 1:** Good Governance

Content Standard 5.4.1: Explore and evaluate good governance and its application in different contexts.

Benchmark 5.4.1.1: Students will be able to investigate and appraise principles of good governance of oneself.

Topic 1: Governing Oneself**Learning Objectives:**

Lesson1: How well do I know the principles of good governance?

Lesson Objectives: By the end of this lesson students should be able to;

| |
|---|
| Lesson Objective: By the end of the lesson, students will be able to; |
| • Affective Objective: Develop a sense of self-respect and trust by demonstrating the principles of good governance |
| • Psychomotor Objective: Practice the principles of good governance |
| • Cognitive Objective: List the principles of good governance that should be practiced by individuals. State examples of the principles of good governance |

Reference: Grade 5 CCVE Teacher Guide.

Key Concepts:

| Values | Attitudes | Skills | Knowledge |
|-------------------------|--|-----------------------------|--------------------------|
| -Self-respect -Trust | Being responsible by upholding good governance and correcting behaviors associated with bad governance | Good decision-making skills | Good governance practice |

Teachers Lesson Notes

Good governance is very important in any society to maintain order. For example; the cleanliness of the city in terms of hygiene and sanitation, construction of new road routes to ease traffic congestion for the motorist etc... Governance means the persons (or committee or department) who make up the body for the purpose of something for instance to take care of the welfare of the people in an area. Persons who are part of a governing body are seen as influential individuals who uphold and demonstrate principles of good governance which are instilled and embedded within them as part of their character.

The principles of good governance that an individual must display to gain confidence of those around them?

1. Being Transparent: That is spending of monies or any other activities must be made known to all members and must be documented and filed.
2. Being accountable: Report correctly the use of public monies or any activities conducted by the members of the committee.
3. Maintain integrity: Before an action is taken or a report is made individuals must ensure that what is presented is a true record
4. Being responsible and reliable: They must carry out their expected duties and must perform it well.
5. Being responsive: They must be readily available and act quickly to matters that need their attention
6. Being efficient and effective: To govern people in an area, individuals should be able to create strategies that should be effective (well-organized) and efficient (productive) to achieve results.
7. Being able to perform: They must show that they are capable of carrying out their tasks.
8. The work of the members of the governing body is to create, implement and evaluate policies and rules.

| Teaching and Learning Activities | | |
|------------------------------------|--|---|
| Lesson Parts | Teacher Teaching Activities | Student Learning Activities |
| Introduction (5 minutes) | <ul style="list-style-type: none"> • Greet students • Show two cartoons of; <ul style="list-style-type: none"> - Cartoon 1: A school with dirty environment - Cartoon 2: A school with clean environment • Ask students questions in relation to the cartoons; <ul style="list-style-type: none"> - Which cartoon do you like? - Why do you like that cartoon? - Which cartoon do you disagree of? - What action will you take to improve that school yard? • Build on the answers given by students to ask more relating questions about good governance. • Tell the students the importance of studying this topic. | <ul style="list-style-type: none"> • Listen carefully and answer questions (possible answers) <ul style="list-style-type: none"> - Cartoon 1 - Because it is clean - Cartoon 2 - Before all students go home class teachers must organize these students to collect rubbish around their classrooms and throw them in the bins as they go out the school gate/employ a cleaner/increase the number of rubbish bins/Level the uneven parts of the ground/plant more trees and flowers. |

| <p>Body (20 minutes)</p> | <ul style="list-style-type: none"> • Make enough copies of the teachers background notes for the students for this activity. • Ask students to do this task or exercise using the handout. <p>1. Write down the seven principles of good governance and give an example of each of these principles (Students will have to draw a table with two columns to present this information in a table)</p> | <ul style="list-style-type: none"> • Use handouts to do the set activity. <p>1. Draw a table with two columns. Column 1 titled Principles of good governance and column 2 examples</p> <p>2. In that table;</p> <ol style="list-style-type: none"> write down the seven principles of good governance and give an example of how you have demonstrated these principles daily. <p>(Sample)</p> <table border="1" data-bbox="1050 651 1471 1173"> <thead> <tr> <th data-bbox="1050 651 1225 757">Principles of good governance</th> <th data-bbox="1230 651 1471 757">Example</th> </tr> </thead> <tbody> <tr> <td data-bbox="1050 763 1225 1173">(i) Transparent</td> <td data-bbox="1230 763 1471 1173">My mother sent me to the store with a K10 note to buy a packet of 1kg rice for K5.00 and a small tinned fish for K3.50. A friend asked for 50t but I told him/her that my mother said I should bring the full change back to her which I did. The change was K1.50.</td> </tr> </tbody> </table> | Principles of good governance | Example | (i) Transparent | My mother sent me to the store with a K10 note to buy a packet of 1kg rice for K5.00 and a small tinned fish for K3.50. A friend asked for 50t but I told him/her that my mother said I should bring the full change back to her which I did. The change was K1.50. |
|--|--|--|-------------------------------|---------|-----------------|---|
| Principles of good governance | Example | | | | | |
| (i) Transparent | My mother sent me to the store with a K10 note to buy a packet of 1kg rice for K5.00 and a small tinned fish for K3.50. A friend asked for 50t but I told him/her that my mother said I should bring the full change back to her which I did. The change was K1.50. | | | | | |
| <p>Conclusion (5 minutes)</p> | <p>Teacher to recap on the lesson by asking the following questions;</p> <ol style="list-style-type: none"> Name one principle of good governance and give an example What have you learnt from this lesson? | <p>Listen carefully and answer.</p> <ol style="list-style-type: none"> Answer accordingly When we practice good governance it becomes part of us and we will help our country in the future to fight corruption and other negative practices. | | | | |
| <p>Recommended Resource Motimele Mphela, 'School Governing Bodies: Rights and Responsibilities'</p> | | | | | | |

Lesson content

A dirty school environment

Having a dark, dirty and poorly ventilated school does more than make for a bad first impression for potential students and parents.

How dirty classrooms could be negatively affecting your students and teachers

- Increased absenteeism and sickness. ...
- Reduced morale and productivity. ...
- Lower test scores.

Proficient Assessment

Assessment – Formative (Assessment for)

Performance Assessment

Display the principles of good governance in class for a week.

What is to be assessed? - (KSAVs)

| Values | Attitudes | Skills | Knowledge |
|---------------------------|--|-----------------------------|--------------------------|
| - Self-respect - Trust | Being responsible by upholding good governance and correcting behaviors associated with bad governance | Good decision making skills | Good governance practice |

Purpose of the assessment

To measure students' proficiency on the achievement of the benchmark and learning objectives.

Expected level of proficiency

Display the principles of good governance in class for a week.

EXAMPLE OF CHECKLIST

Name: _____

Class: _____

Each student will be assessed each day for a week. Observe their behavior to see if they are displaying these following principles of good governance. If the child displays all these three then give a tick to each

Example:

Displayed all three

Did not display all three

| Principle of good governance | Days | | | | | Score |
|------------------------------|--------|---------|-----------|----------|--------|-------|
| | Monday | Tuesday | Wednesday | Thursday | Friday | |
| Respect | | | | | | ___/3 |
| Obedient | | | | | | ___/3 |
| Responsible | | | | | | ___/3 |
| Total | | | | | | ___/9 |

Assessment – Summative (Assessment of)

Purpose of the assessment

Performance Assessment

Write a test out of 20 marks on the topics learnt in this unit.

To measure students' proficiency on the achievement of the benchmark and learning objectives.

Expected level of proficiency

Write a test out of 20 on the topics learnt in this unit.

EXAMPLE OF RUBRIC

| Analytical Rubrics | | | | |
|--|---|--|---|--|
| Performance Standard/Criteria | Advanced A | Proficient B | Progressing C | Not Yet D |
| i. Explain the meaning of leadership | Explain in full the meaning of leadership and state example | Can explain in full the meaning of leadership | Part explanation of the meaning of leadership | Poor explanation of the meaning of leadership |
| ii. List the importance of leadership | List and explain all the importance of leadership | List all the importance of leadership | List only a few importance of leadership | List only one importance of leadership |
| iii. Describe the roles and responsibilities of leaders in the local community | Describe all the roles and responsibilities of leaders in the local community | Describe some the roles and responsibilities of leaders in the local community | Describe few roles and responsibilities of leaders in the local community | Describe only one roles and responsibilities of leaders in the local community |
| iv. Identify and explain qualities of leaders in the local community | Identify and explain all qualities of leaders in the local community | Identify - honesty and fairness - reliable and dependable - responsible and trustworthy - considerate and caring - a wise decision maker who is firm and transparent. explain qualities of leaders in the local community | Identify some qualities of leaders in the local community | Identify few qualities of leaders in the local community |

Holistic rubrics

| Score Range (/20) | Percentage | Grading |
|-------------------|---------------|---------|
| 17-20 | 85-100% | A |
| 13-16 | 65-84% | B |
| 12-15 | 60-64% | C |
| 11 and below | 59% and below | D |

The information in the table gives the scores and percentages to the grading given in the analytical rubrics

Sample Test

Subject: CCVE **Grade:** 5 **Term:** 4 **Test No:** 1

Name: _____ **Class:** _____ **Mark:** ___/20

Question 1

Explain the meaning of leadership? (2marks)

Answer: Leadership is the act of taking a leading role to provide guidance and direction for others.

Question 2

List the importance of leadership (3 marks)

Answer: Leadership guides a community to function in an orderly manner that guarantees safety, protection and development.

Question 3

Describe the roles and responsibilities of leaders in the local community. (5 marks)

Answer: Their responsibility is to ensure that their respective communities are secured and safe by maintaining law and order.

Question 4

Identify and explain qualities of leaders in the local community. (10 marks)

Answer:

- *honesty and fairness: Being able to stand up for what is right and treat all people equally (2marks)*
- *reliable and dependable: The leader must always be present to attend to the people's welfare*
- *responsible and trustworthy: Uses his or initiative and can do job well*
- *considerate and caring: Shows concern for others*
- *a wise decision maker who is firm and transparent: Can make wise decision and is true to all his a people*

Suggested Lesson titles and VASK for Lesson Planning

| Lesson # | Lesson Titles | Values | Attitudes | Skills | Knowledge |
|---|--|---|---|--|---|
| Benchmark 5.4.1.1: Students will be able to investigate and appraise principles of good governance of oneself. | | | | | |
| 73 | How well do I know the principles of good governance? | <ul style="list-style-type: none"> Being obedient and trustworthy leads to self-discipline | <ul style="list-style-type: none"> Being responsible by correcting behaviors associated with bad governance | <ul style="list-style-type: none"> Summarize and analyze practices of good governance | <ul style="list-style-type: none"> Individuals must know and practice good governance |
| 74 | Importance of good governance on oneself | <ul style="list-style-type: none"> Promote importance or significance of the principles of good governance | <ul style="list-style-type: none"> Adapt positive practices of good governance | <ul style="list-style-type: none"> Identify and categorize examples of good governance | <ul style="list-style-type: none"> Being aware of the importance of good governance |
| 75 | Factors that prevent individuals from practicing good governance | <ul style="list-style-type: none"> Honesty, commitment and dedication practiced by individuals prevent practices of bad governance | <ul style="list-style-type: none"> Change of mindset (thoughts) and actions can prevent bad or corrupt practices | <ul style="list-style-type: none"> Evaluate and justify examples of factors that stop or hinder practice of good governance | <ul style="list-style-type: none"> Negative beliefs or opinions can hinder or slow progress of good governance |
| 76 | How do you display good governance in your local community? | <ul style="list-style-type: none"> Promote honesty, commitment and fairness as being part of good governance | <ul style="list-style-type: none"> Appreciate fairness and positive ways of good governance | <ul style="list-style-type: none"> Summarize and construct ways that promote fairness and good governance | <ul style="list-style-type: none"> Good governance maintains balance in a society |
| 77 | Role-play good governance | <ul style="list-style-type: none"> Being honest, just and fair promotes good governance | <ul style="list-style-type: none"> Portray different beliefs and opinions of good governance | <ul style="list-style-type: none"> Plan and organize role play different situations being highlighted as being part of good governance | <ul style="list-style-type: none"> Good governance is vital for progress and development in a society or local community |
| 78 | Role-play bad governance | <ul style="list-style-type: none"> Being aware that bad governance (dishonest, unjust and unfairness) hinders progress and development | <ul style="list-style-type: none"> Create critical beliefs and opinions against practices of bad governance | <ul style="list-style-type: none"> Critique challenges or situations being identified as examples of bad governance and recommend alternative solutions | <ul style="list-style-type: none"> Practices of bad governance is a hindrance to progress and development within the local community |

Benchmark 5.4.1.2: Students will be able to analyse and evaluate the impacts of having set rules

| | | | | | |
|----|--|---|---|---|--|
| 79 | Set rules of the local community | <ul style="list-style-type: none"> Promote the importance of having set rules within the local community | <ul style="list-style-type: none"> Appreciate the importance of set rules of the local community | <ul style="list-style-type: none"> Compare and critique examples of set rules within a local community | <ul style="list-style-type: none"> Community rules keep the community safe |
| 80 | Penalties of breaking set rules | <ul style="list-style-type: none"> Accept penalties for breaking sets of rules | <ul style="list-style-type: none"> Enforce penalties set by the local community for the rule breakers | <ul style="list-style-type: none"> Categorize and justify examples of penalties imposed for rules breakers | <ul style="list-style-type: none"> There are consequences of breaking rules |
| 81 | Better ways of penalizing rule offenders | <ul style="list-style-type: none"> Promote and advocate the appropriate and relevant ways to penalizing rule offenders | <ul style="list-style-type: none"> Being aware that there are better ways of penalizing rule offenders | <ul style="list-style-type: none"> Construct appropriate ways to penalize rule offenders | <ul style="list-style-type: none"> Appropriate and relevant ways to penalize rule offenders in the local community |
| 82 | Impacts of following set rules | <ul style="list-style-type: none"> Promote positive impacts of following set rules | <ul style="list-style-type: none"> Being critical of the impacts of following set rules | <ul style="list-style-type: none"> Observe and assess the impacts of following set rules | <ul style="list-style-type: none"> Following set rules maintains peace and order in the community |
| 83 | Impacts of not following set rules | <ul style="list-style-type: none"> Discourage practices that have negative impacts of not following set rules | <ul style="list-style-type: none"> Appreciate the importance of following set rules | <ul style="list-style-type: none"> Identify and interpret impacts of not following set rules | <ul style="list-style-type: none"> Have an understanding on the impacts of not following set rules |
| 84 | Awareness song or poem on impact of set rules in the local community | <ul style="list-style-type: none"> Advocate on the importance of following set rules through songs/poems | <ul style="list-style-type: none"> Appreciate the importance of following set rules | <ul style="list-style-type: none"> Compose songs and write poems on the impacts of not following set rules | <ul style="list-style-type: none"> Following set of rules is vitally important for example; safe and peaceful communities |

Strand 4: Good Governance and Leadership

Unit 2: Leadership

Content Standard 5.4.2: Analyse and evaluate the concepts of leadership and effective communication in leadership.

Benchmark 5.4.2.1: Students will be able to analyse and evaluate the impacts of having set rules.

Topic 1: Leadership in the Local Community

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

| ESSENTIAL VASKS (for Topic) | |
|-----------------------------|--|
| Values | <ul style="list-style-type: none"> • Promote trust and confidence in leadership in the local communities • Promote the importance of honest and reliable leadership in the local community • Accept roles and responsibilities of leaders • Believe and accept that positive leadership qualities are necessary for a better community • Being responsible and useful members of their communities and the society |
| Attitudes | <ul style="list-style-type: none"> • Encourage and display leadership qualities to promote peace and harmony within the community • Appreciate and encourage the importance of having a responsible and quality leader • Being considerate and display respect for leaders with roles and responsibilities in their communities • Be able to absorb positive qualities and avoid negative qualities of community leaders • Develop a sense of belongingness and contribute positively for the betterment of their communities |
| Skills | <ul style="list-style-type: none"> • Identify and Interpret leadership qualities in local communities • Analyze and assess the importance of different traits of leadership • Distinguish between roles and responsibilities of leaders in their communities • Differentiate between positive and negative leadership qualities of community leaders • Demonstrate leadership qualities by organizing and participating in community services |
| Knowledge | <ul style="list-style-type: none"> • Leadership is taking a leading role in providing guidance and direction for others • Know the importance of different traits of leadership • Leaders are mandated to carryout leadership roles in their community • Being aware of positive and negative approaches of leadership • Expose their leadership qualities through community participation |

Content Background Notes (for the topic)

Leadership

In every community and society a form of leadership is practiced so that there is some kind of order and guidance. Leadership is the act of taking a leading role to provide guidance and direction for others. It is displayed through doing of different things that people are able to notice. Leadership is challenging and demands quality, knowledge and skills which enables a leader to carry out his or her responsibilities. For instance, his or her tasks include organizing of community activities, planning programs, managing resources and providing guidance.

To be in a leadership position it requires certain qualities. Some of the good qualities a leader should have in order to take up a leadership position are as follows:

- honesty and fairness
- reliable and dependable
- responsible and trustworthy
- considerate and caring
- a wise decision maker who is firm and transparent

It is important to understand the importance of leadership in every community and society as it serves its purpose. Leadership guides a community to function in an orderly manner that guarantees safety, protection and development.

People in leadership positions play an important role in their communities. Their responsibility is to ensure that their respective communities are secured and safe by maintaining law and order. Some examples of responsibilities would be organizing of sporting activities and community cleanup program, entertaining of visitors such as tourists and other delegates.

Community leaders need to participate in community activities with the rest of the community so that their leadership qualities are seen or noticed by the people. Leaders' participation can cause people to have trust and believe in their leaders and speak highly of them as well.

Strand 4: Good Governance and Leadership

Unit 2: Leadership

Content Standard 5.4.2: Analyse and evaluate the concepts of leadership and effective communication in leadership.

Benchmark 5.4.2.1: Students will be able to analyse and evaluate the impacts of having set rules.

Topic 2: Modes of Effective Communication

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

| Essential VASKS (for Topic) | |
|-----------------------------|--|
| Values | <ul style="list-style-type: none"> • Develop reliable modes for effective communication in leadership • Achieve mutual understanding through the appropriate and relevant use of the modes of effective communication • Being responsible when using modes of effective communication |
| Attitudes | <ul style="list-style-type: none"> • Be mindful of the existing modes for effective communication in leadership • Being adaptable to different modes of effective communication • Show care for existing modes of communication |
| Skills | <ul style="list-style-type: none"> • Identify different modes of communication and debate on each modes effectiveness • Justify the importance of the use of different modes of communication • Formulate appropriate ways of using modes of communication to deliver information |
| Knowledge | <ul style="list-style-type: none"> • Different modes of communication enhances effective communication • Use of effective communication in leadership fosters common understanding in the community • Know and use the different modes of communication to deliver information |

Content Background Notes (for the topic)

Communication in Leadership

Communication in Leadership is important as it enables leaders to have a good understanding between their people and himself. The way a leader communicates with his people can either convince them to have a change of mind set or provoke them to retaliate become rebellious. Communication is the act of transmitting a message from a sender to a receiver.

The transmission of the message can only be effective when proper modes of communication are used. As such, the importance of use of different modes for effective communication enables leaders to carryout awareness programs and cause people to draw different conclusions. As the message is being transmitted it displays the leader's knowledge, con-

fidence and ability. Upon a leader’s presentation, people can be persuaded and convicted. And as a result they (leaders) are able to instill some kind of sense and a change of mind set can take place.

For effective communication to take place, it is important to use the correct mode of transmission so that the message is reached correctly, clearly and on time. In this way, it enables the receivers to comprehend well and be able to make a good interpretation. And the expected work is done correctly.

The two modes of communication that can be used to deliver information are verbal and non-verbal. In verbal mode, speaking, listening and comprehension is very effective. The application of non-verbal mode refers to the use of sign language, body gestures and facial expressions. It is important to use the correct mode of communication for the right group of audience so that the information is correctly delivered to the concerned audience.

Suggested Lesson titles and VASK for Lesson Planning

| Lesson # | Lesson Titles | Values | Attitudes | Skills | Knowledge |
|--|--|--|--|---|--|
| Benchmark 5.4.2.1: Students will be able to examine the concept of leadership in the local community. | | | | | |
| 85 | What is leadership? | <ul style="list-style-type: none"> Promote trust and confidence in leadership in the local communities | <ul style="list-style-type: none"> Encourage and display leadership qualities to promote peace and harmony within the community | <ul style="list-style-type: none"> Identify and Interpret leadership qualities in local communities | <ul style="list-style-type: none"> Leadership is taking a leading role in providing guidance and direction for others |
| 86 | Importance of leadership | <ul style="list-style-type: none"> Promote the importance of honest and reliable leadership in the local community | <ul style="list-style-type: none"> Appreciate and encourage the importance of having a responsible and quality leader | <ul style="list-style-type: none"> Analyze and assess the importance of different traits of leadership | <ul style="list-style-type: none"> Know the importance of different traits of leadership |
| 87 | Roles and responsibilities of leaders in the local community | <ul style="list-style-type: none"> Accept roles and responsibilities of leaders | <ul style="list-style-type: none"> Being considerate and display respect for leaders with roles and responsibilities in their communities | <ul style="list-style-type: none"> Distinguish between roles and responsibilities of leaders in their communities | <ul style="list-style-type: none"> Leaders are mandated to carryout leadership roles in their community |
| 88 | Qualities of local community leaders | <ul style="list-style-type: none"> Believe and accept that positive leadership qualities are necessary for a better community | <ul style="list-style-type: none"> Be able to absorb positive qualities and avoid negative qualities of community leaders | <ul style="list-style-type: none"> Differentiate between positive and negative leadership qualities of community leaders | <ul style="list-style-type: none"> Being aware of positive and negative approaches of leadership |

| | | | | | |
|----|---------------------------------------|---|--|--|---|
| 89 | Participating in community activities | <ul style="list-style-type: none"> Being responsible and useful members of their communities and the society | <ul style="list-style-type: none"> Develop a sense of belongingness and contribute positively for the betterment of their communities | <ul style="list-style-type: none"> Demonstrate leadership qualities by organizing and participating in community services | <ul style="list-style-type: none"> Expose their leadership qualities through community participation |
| 90 | Modes of effective communication | <ul style="list-style-type: none"> Develop reliable modes for effective communication in leadership | <ul style="list-style-type: none"> Be mindful of the existing modes for effective communication in leadership | <ul style="list-style-type: none"> Identify different modes of communication and debate on each modes effectiveness | <ul style="list-style-type: none"> Different modes of communication enhances effective communication |

Benchmark 5.4.2.2: Students will be able to examine effective communication skills in leadership using different modes of communication.

| | | | | | |
|----|--|---|---|---|--|
| 91 | Importance of the use of different modes for effective communication | <ul style="list-style-type: none"> Achieve mutual understanding through the appropriate and relevant use of the modes of effective communication | <ul style="list-style-type: none"> Being adaptable to different modes of effective communication | <ul style="list-style-type: none"> Justify the importance of the use of different modes of communication | <ul style="list-style-type: none"> Use of effective communication in leadership fosters common understanding in the community |
| 92 | How to use different modes of communication to deliver information | <ul style="list-style-type: none"> Being responsible when using modes of effective communication. | <ul style="list-style-type: none"> Show care for existing modes of communication | <ul style="list-style-type: none"> Formulate appropriate ways of using modes of communication to deliver information | <ul style="list-style-type: none"> Know and use the different modes of communication to deliver information |

Assessment, Monitoring & Reporting

The assessment of learning in the Affective domain can be very difficult. This section provides a guide on the processes, descriptions and information on good assessment practices that will assist teachers in assessing Grade 5 students in the affective domain.

Types of Assessments

Citizenship and Christian Values Education will use the following assessment types promoted by Standards Based Curriculum:

- Benchmark Assessment
- Formative Assessment
- Summative Assessment

Benchmark Assessment

Benchmark assessment is used as a measure of achievement of grade level content standards. Benchmark assessment can be done for a strand, unit, grade, or for each phase of schooling at Preparatory, Grades 3, 6, 10 and 12.

Levels of Benchmarks

a. Strand Benchmarks

The Strand Benchmark is a measure to be used at the end of of Grade 12. It is intended to be a national benchmark and can be used to determine a national performance standard.

b. Unit Benchmarks

The Unit Benchmark is a measure to be used at the end of each level or cluster; at the end of Preparatory, Grade 3, Grade 6 and Grade 10.

A Preparatory and Grade 3 Benchmark can be determined by the school or community

A grade 6 Benchmark can be determined by the District.

A grade 10 Benchmark can be determined by the Province.

c. Grade Benchmark

The Grade Benchmark is a measure to be used at the end of each grade.

Formative Assessment

In formative assessment, the focus is on helping students to learn developmentally. This happens when the teacher gives consistent and specific feedback to students in the learning process or engages them in self-reflection. Some feedback tools include rubrics and checklists.

Formative assessment should be carried out in a continuous, day-to-day basis through various strategies that provide opportunities to involve and guide students in the discussions of complex and challenging issues. It will enhance the link between assessment and learning.

Formative Assessment: Assessment For Learning

Assessment for learning also known as classroom assessment is an ongoing process and interaction between teaching and learning.

- a. **“Assessments For Learning”** are intended for diagnosing or discovering students’ exposure to previous related knowledge or their level of cognition for the certain concept being introduced.

Sample “Assessments For Learning”

- **In the Introductory Part of a lesson –questions relating to a previous lesson**

If for instance, in Grade 2, a previous lesson for *Unit 1: Lesson Title: “Why I belong to a group?”* would have been about *“the importance of belonging to a group.”* A lesson Title introduced for this Lesson is titled: *“Count me in” would be about situations that make it difficult for and individual to feel connected to a certain group of people.*

- i. **Affective Question for the Introduction to the lesson (Introductory)**

- How do you feel to be part of a group of friends?
- How do you feel when you are not part of a group of friends?

Note:

Students reflections to these two questions should indicate to the teacher that they had understood the previous lesson and *will be able to and can* relate the content in the lesson being introduced to the previous lesson.

- ii. **Psychomotor and Cognitive Question for the Introduction to the lesson**

- Describe a group that you belong to
- Discuss why you prefer to belong to a group than to be alone?

- b. **“Assessments For Learning”** give an indication of the students’ current cognitive level and depth of knowledge. It is used to help learners improve their performance, skills or understand the tasks better.

In the Activities in the “Body” of a Lesson (Body)

If for instance, in one Activity of the Lesson (Body), the Teacher’s Instruction would have been something like: “Answer the following questions (in a short oral description - ref; the 4 questions in bullet points asked earlier).”

The following description by Grade 2 students show the different Cognitive Levels of student’s

Student A

I belong to my family group and my class. I like to be part of my family because it makes me feel happy. I am happy to be part of my class, my church, my village and my school.

Indications:

- Student A has a Low Cognitive level for this lesson as he/she lacks application and analysis of what was learnt in a previous lesson to a current lesson (Count me in)

Student B

I would like to be part of a group than to be alone as it makes me happy and feel connected to these groups. *I belong to different groups at one time.* I am part of my family, my class, my school, my church and my village.

Indications:

- Student B has a High Cognitive level for this lesson as he/she displays application and analysis of what was learnt in a previous lesson to a current lesson (Count me in) evident in the response *“I belong to different groups at one time.”*

(These analysis and application is derived from the attempt to respond to the two Psychomotor & Cognitive Questions combined with the Affective Questions)

- c. **“Assessments For Learning”** also helps both students and teachers to see the learning standards and where each learner’s performance is, in relation to the content standards

In the Conclusion Part of the lesson -Remarks/Questions/debriefs - (Conclusion)

- If for instance, in the concluding remarks of the Lesson (Conclusion), the Teacher’s Instruction would have been something like: “ If you learnt one important thing in this lesson, what would it be and how do you feel about it? Or “If there was one new thing you learnt in this learnt, what would it be and how do you feel about it?”

Note: The students' response to this concluding statement should help both the teacher and students assess whether expected learning (derived from the different Lesson Objectives- Affective, Psychomotor and Cognitive Objectives) took place with regard to the CS or the PS

- d. **“Assessments For Learning”** also helps both students and teachers to see where they need improvement and how to improve

In the Conclusion Part of the lesson - Remarks/Questions/debriefs - (Conclusion)

- If for instance, in the concluding remarks of the Lesson (Conclusion), the Teacher's concluding question would have been something like: “What would you have loved to learn about in this lesson that we didn't do to help you learn about it?” Or “How do you feel about this lesson and how would we have done it better?”
- If for instance, in the concluding remarks of the Lesson (Conclusion), the Teacher's concluding statement would have been something like: “in this lesson I was very happy to see you all express the importance of feeling connected to a group. However it would have been more interesting if you had questioned your friends during the lesson why they didn't feel that it was important to be connected to the groups you also belonged to? Was there something that I could have done to encourage you to do so?”

Note: The students' response to this concluding statement should help both the teacher and students see where they need improvement and how to improve in the next lessons.

Formative Assessment: Assessment As Learning/Assessment In Learning/Assessment While Learning

- a. **“Assessment As/In/While Learning”** is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. (same as above: in a lesson which includes class activities, homework, research)
- b. **“Assessments As/In/While Learning”** is intended for the student to be learning while doing the activities or the tasks. While an assessment task is being attempted by the student, learning is taking place. (same as above: in a lesson which includes class activities, homework, research)
- c. **Self and peer assessments** are types of **“Assessments As/In/While Learning”** that allow students to reflect on their own learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals and advocate for their own learning. (same as above: in a lesson which includes class activities, homework, research)

Summative Assessment: Assessment Of Learning

Assessment Of Learning is the **use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations.** "Assessments Of Learning" are intended to measure how much the student has achieved or understands and can articulate from a concept. These are often known as summative assessment methods and must also be used in the assessment of the Citizenship and Christian Values Education. **Benchmarks, Prescribed Assessment Tasks (PATs) and Specific Assessment Tasks (SATs) are forms of "Assessments of Learning"** which can be described as a measure of **"Total Sum of Learning."**

Assessment methods and strategies

Assessment methods or strategies are means and ways teachers use to assess a standard. Teachers may apply a range of assessment methods to gather evidence of students' learning through formal and informal assessment. Teachers are encouraged to ensure that assessment is fairly done by selecting the most suitable method to conduct a particular assessment task. Provided below are suggested methods to be used when assessing Grade 3 students in the affective domain;

- observations
- talking with students/conferencing
- work samples
- tests

Observations

The observation method of assessment is assessing students by listening and looking out for students' attitude, skills and knowledge when working as a group or as an individual to complete a task. It allows teachers to observe and record significant learning from individual students. When observing, teachers can use;

- checklists and note taking
- running record sheets
- watching working progress
- general observation

Observations can be managed very easily by observing selected students each day while they are participating in learning activities and assessment tasks. Unplanned observations are useful and can happen at any time during the day.

Conferencing

Conferencing is a method where the teacher meets with students to;

- talk to them
- ask open ended questions
- tell stories with fables, morals and ask open-ended questions based on the story
- listen to students' explanations and opinions

When conferencing, teachers find out what students know, can do and feel about their learning. Conferencing can be held with individual students or a small group of students. It requires good planning and organisation for a successful conferencing.

Work Samples

Another assessment method used often is the analysing samples of students' work. Teachers use assessment criteria from the assessment task to judge the quality of each child's work. Students' work samples may include;

- assignments
- projects

Tests

Tests are an important assessment method that should be integrated into regular classroom activities. They are useful for assessing students' attitude, skills and knowledge of CCVE subject content. Tests can be oral or written.

Glossary

| Terms | Definitions |
|----------------------------|---|
| Ability | Being able to perform or do something successfully. |
| Behave | The way a person acts in a particular way that expresses general character in response to situations or to other people. |
| Behaviour | The way individuals behave. |
| Character | The set of qualities that makes an individual unique. |
| Civic Participation | Working to make a difference in the communities and the country by promoting the quality of life through political and non-political processes. |
| Civic Principles | Fundamental truth that serves as the foundation for a system of belief or behaviour belonging to a community. |
| Civic Values | Civic Values are the values we learn to respect as citizens, as set forth in the Declaration of Independence and the Preamble to the Constitution. |
| Decision Making | The steps or process taken for one to choose between options and coming to a conclusion. |
| Leaders | Individuals who lead or command a group, an organisation or a country. |
| Nurture | To care and protect people and the environment. |
| Personality | A person's attitudes, interests, behavioral patterns, emotional responses, social roles, and other individual traits that endure over long periods of time. |
| Potentials | Person having or showing hidden qualities or abilities and capacity that may be developed and lead to future success or usefulness. |
| Promote | Encouraging individuals about being good citizens. |
| Psychomotor Domain | The area of learning about 'doing' and is concerned about the use of motor skills and physical movement. |
| Qualities | An individual's characteristic. |
| Roles | A prescribed or expected behavior associated with a particular position or status in a group or organization. |
| Role Model | A person with acceptable behaviour and good characters at all times. |
| Rule of Law | The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law. |
| Self-esteem | An individual's confidence in his or her own merit. |
| Self-image | The opinion that one has of his or her own worth, attractiveness or intelligence. |
| Sin | A person's act, thought or behaviour that is against the law or teachings of a religion. |
| Social Problem | A problem that affects societies. |
| Virtue | The quality of being morally good or righteous. |

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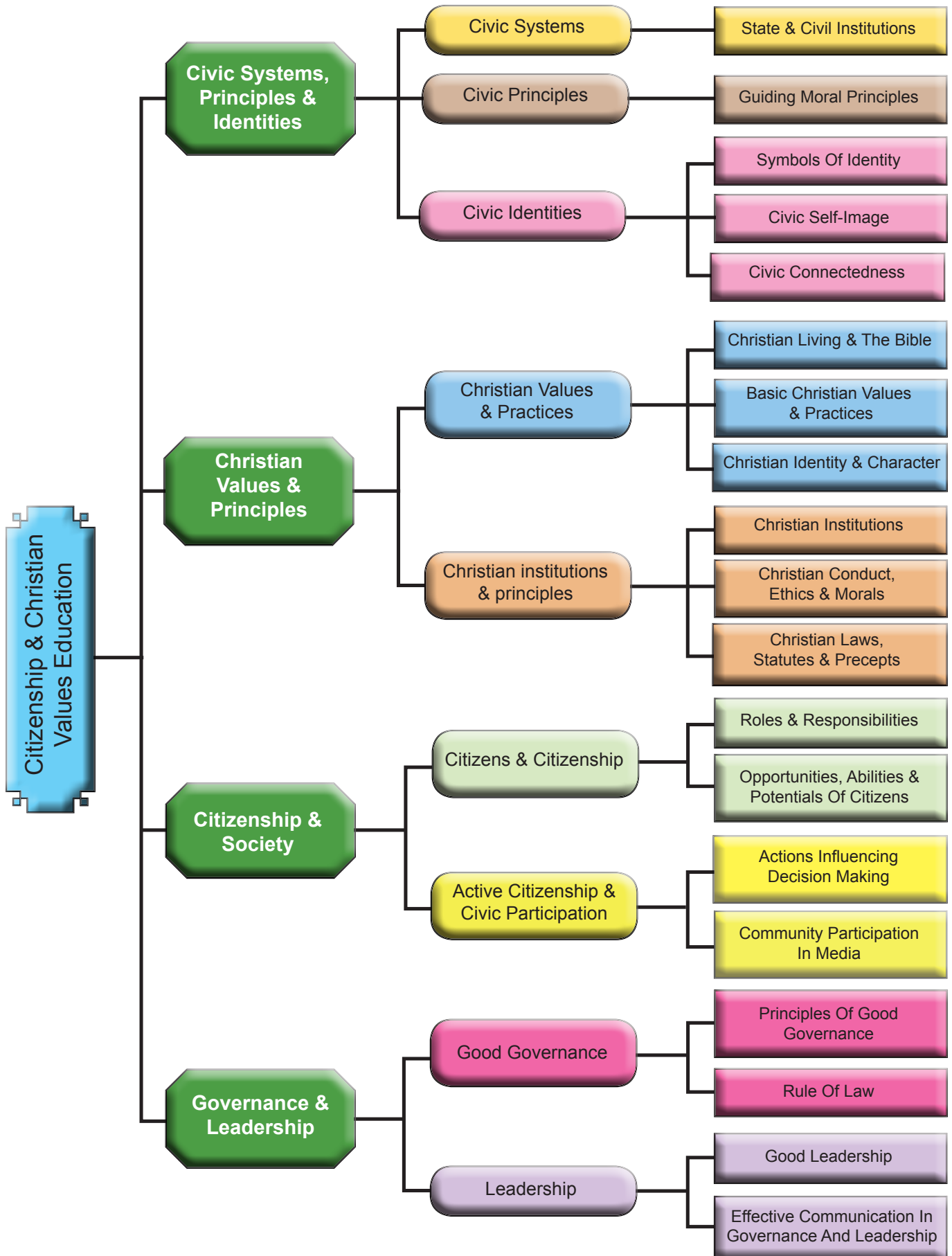
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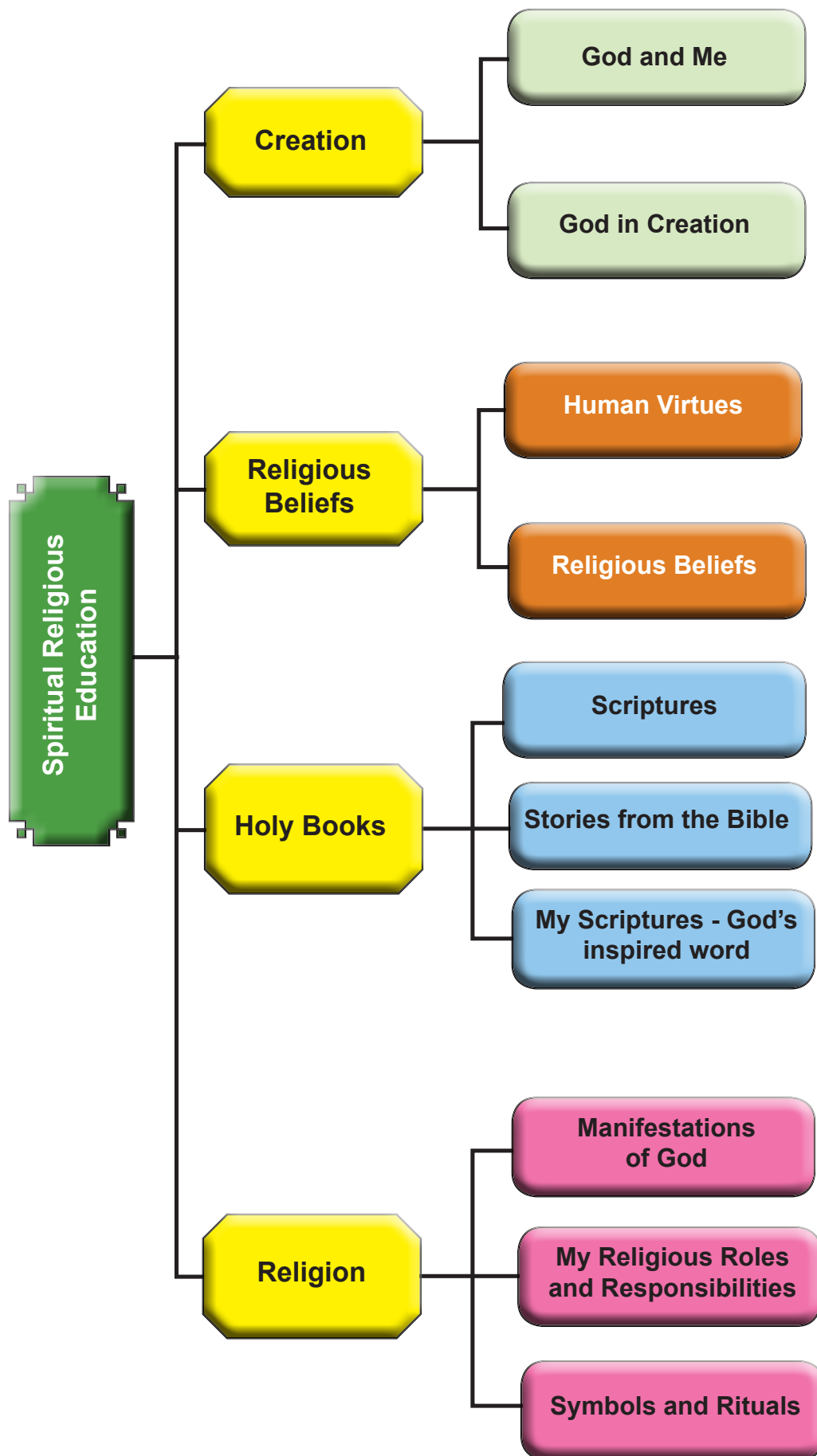
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Appendices

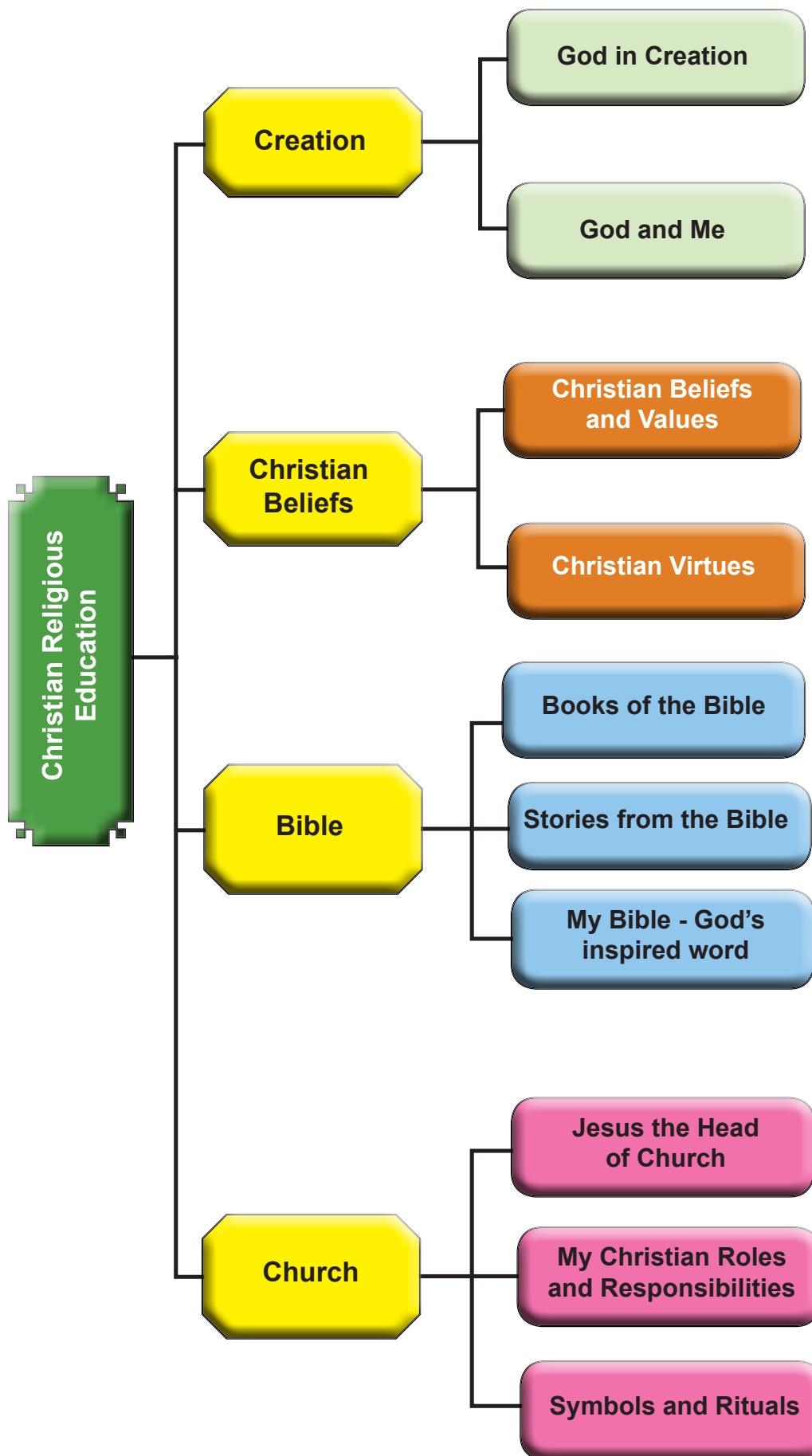
Appendix 1: Citizenship and Christian Values Education Conceptual Content Chart



Appendix 2: Spiritual Religious Education Conceptual Content Chart



Appendix 3: Christian Religious Education Conceptual Chart



Appendix 4: Content Expansion Template

(For Unit of Work, Guided Lesson, Sample Checklist, Sample Proficiency Assessment)

Strand:

Unit:

Benchmark:

Topic:

Learning Objectives: (For Topic)

| ESSENTIAL VASKS (for Topic) | |
|-----------------------------|---|
| Values | • |
| Attitudes | • |
| Skills | • |
| Knowledge | • |

Content Background (for Topic)

Appendix 5: Sample Guided Lesson Template

Strand:

Unit:

Content Standard:

Benchmark:

Topic:

Lesson # :

Lesson Objective:

Affective Objective:

Psychomotor Objective:

Cognitive Objective:

Resource: (for the Lesson)

Reference:

Key Concepts:

| Values | Attitudes | Skills | Knowledge |
|--------|-----------|--------|-----------|
| | | | |

Teacher's Lesson Notes

| Teaching and Learning Activities | | |
|------------------------------------|---------------------------|---------------------------|
| Lesson Part | Teacher Teaching Activity | Student Learning Activity |
| Introduction (5 minutes) | | |
| Body (20 minutes) | | |
| Conclusion (5 minutes) | | |

Teachers Reflection and Evaluation

Appendix 6: Sample Assessment Checklist for this lesson

This checklist is to be used in the lesson to assess the learning of students

Assessment: (state the purpose of the assessment)

Task:

Resources: (for the activity to be assessed in the lesson)

Instruction:

Performance Assessment Criteria

Checklist

Evaluation (Reporting)

Assessment Tool (Optional - Depending on the type of Task)

Suggested Lesson Titles and VASKs for Lesson Planning

| Lesson # | Lesson Titles | Values | Attitudes | Skills | Knowledge |
|----------|---------------|--------|-----------|--------|-----------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Appendix 7: Sample Proficiency Assessment Template

(End of Topics, Unit, Strand, Grade, Level)

Proficiency Assessment:

Strand:

Unit:

Benchmark:

Topic:

(Note: If you design an assessment task for the Unit, then you don't need to include the Topic)

Performance Standard:

Performance Indicators:

Assessment Task:

Task Descriptions: (What is the Task?)

Instruction: (How to do the Task)

Resources:

Assessment Criteria: (Provide a sample based on the task you have designed - which means only 1 of them)

1. Checklist
2. Rating Scale
3. Rubrics

Note: That the reporting will be catered for in the Criteria that you design. As agreed, the Rating or Grading will be place on the top of the table (horizontal) and the Criteria on the left side of the table (vertical).

See Strand 1 sample below for your information.

Strand 1: Civic Identities, Principles and Systems**Unit 1: Civic Identity****Assessment Task: Explaining the ideal Citizen in their Province****Student Name:** _____**Class:** _____**Performance Ability Level: A, B, C, D (Circle one)**

| Qualifiers: Sample Rating Sample Grading | Level 1 Beginning Student's response shows | Level 2 Developing Student's response shows | Level 3 Proficient Student's response shows | Level 4 Exemplar Student's response shows | Proficiency Level Each category |
|---|--|---|---|---|---|
| | <50 % | 51-69% | 70-84% | 85-100% | |
| | D | C | B | A | |
| Criteria | | | | | Mark |
| Responsibility in a Peer group | Fewer than half (less than 4) of the required attitudes or is unclear. | At least half (4) of the required attitudes. | All the required attitudes or has one or two missing (6-8) | All the required attitudes and more (more than 8) | 5 marks |
| Responsibility in a Cultural group | Fewer than half of the required attitudes or is unclear. (1) | At least half of the required attitudes. (2) | All the required attitudes or has one or two missing (3 or 4) | All the required attitudes and more. (more than 4) | 5 marks |
| Responsibility in a Church group | Fewer than half of the required attitudes or is unclear. (less than 3) | At least half of the required attitudes. (3 or 4) | All the required attitudes or has one or two missing (5 or 6) | All the required attitudes and more. (more than 6) | 5 marks |
| Responsibility in the Province | Fewer than half of the required attitudes or is unclear. (1) | At least half of the required attitudes. (2 or 3) | All the required attitudes or has one or two missing (4 or 5) | All the required attitudes and more. (more than 5) | 5 marks |
| Teacher Comments | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Note: This can be modified for a Group Assessment Rubric

Sample Students Worksheet (Optional depends on the task you design)**The ideal Citizen in my Province**

- a. What is your ideal citizen responsibilities in your peer group
 - Show respect for others
 - Be kind to others
 - Be patient and tolerant of others behavior
 - Be responsible to play my part
 - Be considerate of the strengths and weaknesses of others
 - Show care for the welfare of others and the group
 - Be friendly towards others
 - Cooperate (work together) with others
 - What is your ideal citizen responsibilities in your cultural group
 - Show respect for other members of the group
 - Be responsible to play my part to preserve my culture
 - Show care for the welfare and reputation of the cultural group
 - Cooperate (work together) with others in my cultural group

- b. What is your ideal citizen responsibilities in your church group
 - Show respect for others
 - Be committed to church activities
 - Be patient and tolerant of others behavior
 - Be faithful and responsible in practicing Christian values
 - Show care for the welfare of others and the group
 - Cooperate (work together) with other Church members

- c. What is your ideal citizen responsibilities in your Province
 - Show respect for others
 - Be responsible to play my part
 - Show care for the welfare and reputation of the province
 - Show willingness to work for provincial unity
 - Cooperate (work together) with others for the good of the province

Appendix 8: Affective Domain - The Domain of Values and Attitudes

Where does Attitude come from?

Attitude comes from the Affective Domain of Learning, one of the three learning domains. Aspects of the AFFECTIVE DOMAIN HAVE A MAJOR IMPACT ON BEHAVIOUR/HUMAN LIFE- PERHAPS THE STRONGEST IMPACT OF ALL DOMAINS OF LEARNING.

Domains of Learning

Benjamin Bloom (1956) identified three domains of learning (educational) activities. A domain is a scope of the subject or the sphere of influence that something/somebody has over a certain area/activity. In learning, these domains are often referred to as skills.

The three domains are the cognitive domain, affective domain and the psychomotor domain.

Components of the three (3) domains

| Cognitive Domain | Affective Domain | Psychomotor Domain |
|---|---|--|
| Domain of knowledge; Objective in nature (Brain) | Domain of attitude; Subjective in nature (Heart) | Domain of doing; Action in nature (Five senses) |
| Data Facts Information Results of experiments Results of Research Statistics | Self-esteem Beliefs Biases/Opinions Desires Emotions/Feelings Values /Morals | Abilities Actions Experiences People skills Relationship skills Technology skills |

1. The Affective Domain (Attitudes)

The affective domain consists of emotional developmental and interpersonal developmental skills. It is the domain of attitudes that consist personal factors and is associated with the heart. The contents of the affective domain are subjective, have no right or wrong and depend on the person in nature. D.R. Krathwohl's hierarchical taxonomy for the affective domain contains 5 educational objectives.

Affective Learning Levels

| Educational Objective Level | State of Mind | Sample activity for level Students are required to: |
|------------------------------------|--------------------------------|--|
| 1. Receiving | Willingness to pay attention | Explore and discover (have exposure) to aspects of attitudes around them. |
| 2. Responding | Reacts voluntarily or complies | State their opinion on a subject, viewpoint/ Do group discussions about personal reflections or feelings/Share an experience. |
| 3. Valuing | Acceptance | Acknowledge and express their feeling/belief/opinion about something or an idea and accepting those of others. |
| 4. Organization | Rearrangement of Value system | Adopting and rearranging their aspects of attitude to be universal (same everywhere). |
| 5. Characterisation | Incorporates values into life | Displaying applications of all aspect of attitude and high levels of maturity in expressing original and intelligent views while debating an issue or topic of discussion. |

Aspects of Affective Domain

| Area or Aspect of Attitude | Example of Aspect | Initial Development. Stage |
|-----------------------------------|--|-----------------------------------|
| Self-esteem | Self-concept or self-image (overall picture of self), self-awareness (learning process of self through self-knowledge: understanding of self, self-attribution: awareness and acceptance of abilities, potentials and aptitudes within self, self-perception: impression of self, and self-disclosure: ability to discover things about yourself that you are not aware of and finding the courage to deal with things that you know are within you but you don't like to accept or acknowledge them as part of you), self-conscious, self-confidence, courage, self-respect, etc. | 1 (0-8yrs) |
| Emotions Feelings | Contentment, joy, eagerness, being keen, concern, love, peacefulness, aggressiveness, authenticity, enthusiasm, empathy, sensitivity, etc. | 1 |
| Beliefs | Doctrine, principle, statement, belief in democracy, faith, idea, perceptions, etc. | 1 |
| Biases Opinions | Like, dislike, preference for something/somebody, opinion, disagreements, critique, criticism, etc. | 1 |
| Desires | Wish, crave, longing, feel want to have, must have, envy, etc. | 1 |
| Values Morals Virtues | Respect, understanding, courtesy, honesty, love, concern, confidence, forbearance (patience), obedience, generosity, tolerance, sober, consideration, punctuality, respect assertive, attentiveness, sacrifice, silence, sincerity, observant, courage, thoughtfulness, discipline, friendliness, appreciation, vigilant, hopeful, endurance, etc. | 1 |

NOTE:

To help you remember the aspects of Attitude, learn this Statement:
 “My Self-esteem deals with my Emotions, Believing that my Biases and Desires result in my Values.”

2. The Psychomotor Domain (Skills)

The psychomotor domain consists of physical skills. This is the domain of doing actions, activities and skills and is associated with the five senses. It requires step by step instructions and practice with feedback to develop. E.J. Simpson's hierarchical taxonomy for the psychomotor domains contains 7 educational objectives.

Psychomotor Learning Levels

| Educational objective level | Skill level | Sample activity for level Students are require to: |
|------------------------------------|--|---|
| 1. Perception | Awareness of sensory stimulus | Use a skill to do the activity? E.g. Kick a ball, Prune the flowers |
| 2. Set | Relates cues (signs/hints/clues) knows | Do something based on their experience? |
| 3. Guided Response | Performs as demonstrated | Follows rules and processes to accurately do the activity. |
| 4. Mechanism | Performs simple acts well | Use any part of their body to the best of their ability or potential. Example; Ask students to observe closely what happens when an ice cube is heated. |
| 5. Complex Avert Response | Skilful performance of complex acts | Produce/Write/Make/Build/Design something and present an argument to convince |
| 6. Adaptation | Modifies for special problems | Uses the right processes or methods learned (content and experience) to rectify a problem or provide a solution. |
| 7. Origination | New movements/patterns and creativity | Design a new model or modify an original model with new features |

3. The Cognitive Domain (Knowledge)

The cognitive domain or the mental skills, consists thinking processes and problem solving. It is the domain of knowledge and is associated with the brain.

The contents of the cognitive domain are objective, provable, has a right and wrong, have a true and a false. It is evidence-based which means - the same for everyone. Blooms hierarchical taxonomy for the cognitive domain (knowledge) includes 6 educational/learning objectives.

Cognitive Learning Levels

| Educational Objective Level | State of Mind | Sample activity for level Students are require to: |
|---------------------------------------|---|---|
| 1. Knowledge | Recall and recognition | Give a correct answer based on general or prior knowledge, which means there is a wrong answer as well. |
| 2. Comprehension | Translate, interpret and extrapolate | Answer questions based on information provided. |
| 3. Application | Use of generalisation in specific instances | Provide evidence as a result of observation. |
| 4. Analysis | Determine relationships | Provide a right answer/statement based on facts, data or information from a text or a resource. |
| 5. Evaluation (Synthesis-original) | Exercise of learned judgement | Give an answer as a result of an experiment or research providing and argument of true and false based on the information discovered. |
| 6. Creation | Create new relationships | Provide an intelligent guess after analysing and evaluating an idea/result. |

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