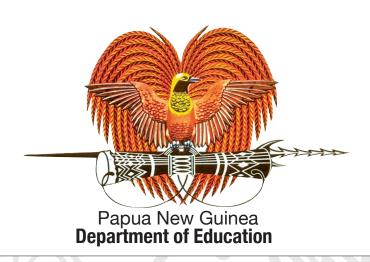


# Citizenship and Christian Value Education

Teacher Guide

Grade 2

# **Standards Based**



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

First Edition

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# **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 2. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessment tasks, with suggested teaching and learning strategies that teachers can use to work towards achievements of content standards in the syllabus.

The Citizenship and Christian Values Education is a new subject from Preparatory to Grade 12. The subject consists of elements of Civics, Citizenship and Christian Values. Citizenship and Christian Values Education (CCVE) is a required subject for all Grade 2 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 behaviour in preparation for and to progress into Grade 3.

The Citizenship Christian Values Education Strand 2 subject is supported by a Christian Religious Education (CRE) period, 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 2 are instructed to use the Grade 2 Citizenship and Christian Values Education Teacher Guide.

I commend and approve this Teacher Guide for Citizenship and Christian Values Education subject to be used in all Grade 2 schools throughout Papua New Guinea.

DR. UKE W. KOMBRA, PhD Secretary for Education

# Introduction

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

The course is organised into 4 strands. These are Civics 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 2 Teacher Guide provides information and guidelines to assist Grade 2 teachers interpret, translate and deliver the prescribed CCVE content in the Grades 1-3 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 (CCV) subject content is linked to all the other subjects taught in Grade 2, 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, Physical Education, Legal Studies, Geography, Business Studies and Economics.

The Grade 2 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 (CRE) or Spiritual Religious Education (SRE), while ninety (90) minutes will be used for Citizenship and Christian Values Education (CCVE). Teachers can use the time allocated to do their timetable or program according to their school needs.

Teachers must note that the Grade 2 Citizenship and Christian Values Education 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 has accommodated for two other pathways: the Spiritual Education Conceptual Framework (SECF) and the Christian Religious Education Framework (CREF) to enable teachers to develop subject content that is relevant and appropriate to their practice.

# **Purpose**

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 1 - 3 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 time-frame to teach each unit and topic, and yearly overview to help you implement the content outline in the Grade 2 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 and deliver quality Citizenship & Christian Values Education lessons.
- use the provided sample guided lessons to write lessons of their need.
- utilize the Lesson Titles, Values, Attitudes, skills and knowledge concepts provided in the Teacher Guides to develop their lessons.
- prepare active and interactive teaching and learning environment.
- decide when , where and how to use benchmarks in relation to attainment of standards.
- prepare and write learning activities that will motivate students to think critically, analyse issues, solve problems, probe questions, and communicate citizenship ideas freely with others through debates, meetings, social opportunities in gatherings and in different contexts.
- create and write assessment tasks in the Affective Domain and how to plan them to achieve identified content standards (make reference to cognitive and psychomotor domains).
- use relevant assessment recording and reporting strategies or methods.

# **How to use the Teacher Guide**

The Grade 2 Teacher Guide is an expansion of the content in the Citizenship and Christian Values Education Grades 1- 3 Syllabus and must be used together with the syllabus. The syllabus contains the benchmarks and standards 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;

- The sections of the teacher guide clearly explain and direct teachers as to how the Grade 2 content in Citizenship and Christian Values Education subject should be taught and assessed.
- 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 values, attitude, the skills and the knowledge (VASK) 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 values, 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 (CS), 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 program planning ideas can be used to conduct school-based in-services and also assist in school -based community activities for both out of the school children (OOSCHI) and the local communities.

# **Key Features**

The 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 be 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 1, 2 and 3 CCVE Syllabus which assess each Content Standard

# **Integral Human Development**

Integral development for a child begins with recognizing and practicing the most basic and simple values in the cognitive and affective domains. In terms of Citizenship & Christian Values curriculum, **knowledge and skills** are in the **cognitive and psychomotor domains**, whilst values and attitudes are in the **affective domain**. These two domains are inter-linked, therefore completes the characteristic make up of a whole person. Values and attitudes influence a person's behaviour and action regardless of their age, ability or gender. The individual must appreciate and value himself or her as an integral being and live by the core values of being a member of the society one belongs to.

## **Social Inclusion**

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

## **Affective Teaching and Learning.**

The delivery of this subject content promotes teaching in the affective domain. Its strategies for teaching and learning situations, assessment tasks—and lesson objectives are the stepping stones for developing, creating, planning and designing meaningful lessons. These principles are drawn around attitudes and behaviours experienced in various contexts that surrounds the learner and the daily interactions between peoples.

This lesson sets the foundations of helping and instilling in individuals at an early age, the importance of valuing one another, living and practicing biblical values and principles. Being a civil citizen, individuals have roles and responsibilities in family, school, community and church institutions. Understanding the responsibilities at higher levels such as taking part in the nations development and the knowledge on the functions of the government, its governance and leadership in the highest national post to the most common community affairs, are introduced in this subject to the growing population preparing them for today and the future.

#### Introduction and conclusion sections of a CCVE lesson

The introductory and conclusion sections 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.

# **Teaching and Learning**

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**

#### Question and Answers (Q&A)

Answering questions about personal feelings, attitudes, values, opinions.

#### **Open Ended Questions**

Open-ended Questionnaires about students' personal views, feelings opinions, values etc.

#### **Stem Sentences**

Stem sentences/ Sentence completion on opinions or situations.

#### **Drawing**

Drawing pictures to express views.

#### **Reading and Story Telling**

Reading stories and case studies with emotional content/ story telling.

## **Teaching Strategies**

#### **Group discussions**

Group-centred discussions about personal reflections to or feelings about a shared experience or about shared opinions.

#### **Groups Activities**

Dyads, triads, quadruples etc. activities of sharing feelings, ideas, values, opinions etc.

#### Video Shows/Dramas/Movies

#### **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.

#### 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.
- The strategy is used to help in changing student's mindsets about certain misconceptions, certain beliefs and practices that may be for example discriminatory.

#### Anonymous statements

- a. Audio= for Prep-Grade 3.
- b. Written for Grade 3-12.

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

#### **Stimulus**

Responding to pictures (stimulus).

#### Journal writing

#### Interviews & Research

Interviews and research must be guided for lower levels.

#### Personalized Q&As

- · Q&As depends on questions being asked.
- · Ask or asking students open-ended questions.

#### Guided

Guide or guiding students.

## **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 responds 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

# **Planning and 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 2. The Yearly, Termly and Weekly Overviews in this teacher guide are compiled for the teachers' convenience.

#### **Content Overview**

The Content Overview presents the teachable concepts scoped for Grade 2 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 Concept	
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	
<b>Christian Values</b>	Christian Values and	Christian Living and the Bible	
and Principles	Practices	Basic Christian Values and Practices	
		Christian identity and Character	
	Christian Institutions and Principles	Christian Institutions	
		Christian Conduct, Ethics and Morals.	
		Christian Laws, Statutes and Precepts	
Citizenship and	Citizens and Citizenship	Roles and Responsibilities.	
Society		Opportunities, Abilities and Potentials of Citizens	
	Active Citizenship	Actions influencing Decision Making	
	and Participation	Community Participation in Media	
Governance and	Good Governance	Principles of Good Governance	
Leadership		Rule of Law	
	Leadership	Good Leadership	
		Effective Communication in Governance and Leadership	

## **Table 1: Grade 2 Yearly Content**

The Grade 2 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 2 in a year.

It shows a summary of the total number of lessons that a Grade 2 Teacher is required to teach in a Grade 2 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.

	Strand	Unit	Content Standard	Performance Standard	No. of Lessons	Terms
1.	Civic	1. Civic Identities	2	4	12	One
	Identities, Principles	2. Civic Principles	2	4	12	
	and Systems	Civic Systems- State and Civil Institutions.	2	4	12	
2.	Christian	1. Christian Values & Practices	2	8	12	Two
	Values and Principles	2. Christian Institutions and Principles	2	8	12	
3.	Citizenship	1. Citizens and Citizenship	2	4	12	Three
	and Society	2. Active Citizenship and Participation	2	4	12	
4.	Govern-	1. Good Governance	2	4	12	Four
	ance & Leadership	2. Leadership	2	4	12	

# **Yearly suggested Lesson Titles**

This are Grade 2 suggested lesson titles for the whole year. Teachers can modify these lessons and develop their own lesson titles.

Strand	Unit	Lesson #	Lesson Titles
	Civic	1	Where am I?
Civic Identities, Principles and	Identities	2	Why I belong to a group?
Systems		3	Count me in.
		4	My helpful group.
		5	Positive Self Image.
		6	Negative Self Image.
		7	Ideal parents.
		8	What Parents should not do.
	Civic	9	What makes a person?
	Principles	10	Just say NO!
		11	Common social problems.
		12	My community's big problem.
		13	Good social influences.
		14	Keep up the positive influences.
		15	Avoiding bad social influences.
		16	Keep out the negative influences.
	Civic Sytems-State and Civil Institutions	17	I like state institutions.
		18	I like civil institutions.
		19	No state services.
		20	No civil services.
		21	Things that a family owns.
		22	Care for things a family owns.
		23	Ways of caring for state and civil institutions.
		24	Keep out of trouble.
	Christian	25	The Bible.
Christian Values and Principles	Values and Practice	26	Creation of Man.
and i inicipies		27	Man in God's Image.
		28	Goodness and Dignity of God (John 3:16).
		29	Discipline of God.
		30	Role and Responsibility of man towards God.
		31	Negative and positive attitudes.
		32	Good Values and behaviours.
		33	Values in personal life.
		34	God's plan and purpose in life.
		35	Value of Discipline and commitment.
		36	The Law of the Day of Rest and Worship.

Strand	Units	Lesson #	Lesson Titles
	Christian	37	God and Family.
	Institutions and	38	Family Rules to value respect and love.
	Principles	39	Church Education.
		40	Roles of Church Education.
		41	Family Education.
		42	Responsibilities of Church Schools.
		43	God and his Names in the Bible.
		44	Bible stories of love, honour and respect.
		45	Books of the Bible.
		46	The 10 Commandments and Christian Living.
		47	Values of love, honour and respect.
		48	Conducts of love, honour and respect
Citizenship and	Citizen and	49	What it means to be a good citizen.
Society	Citizenship.	50	What you can do to be a good citizen.
		51	Being a good leader at school.
		52	My job as a student at school.
		53	What are my duties at school?
		54	Jobs and duties of a class captain.
		55	Making friends with others.
		56	Being good to others.
		57	Values of good relationships.
		58	What I am good at
		59	What you can do
		60	How I can help others
	Citizens and	61	Problems faced in school.
	Active Citizenship	62	Need to have rules.
	Citizonomp	63	How to settle problems
		64	Listen when someone is talking.
		65	Respecting others ideas.
		66	Talk to others about your problems.
		67	Doing the right thing.
		68	Acceptable behaviour at school.
		69	Respecting school property.
		70	Good manners.
		71	Praising someone.
		72	Accepting corrections.

Strand	Units	Lesson #	Lesson Titles
Governance and Leadership		73	Being Honest and Responsible in the classroom.
		74	Be answerable to assigned tasks.
		75	Review Lesson 72.
Governance and	Good	76	Being honest and responsible in the school.
Leadership	Governance	77	Display attitude of being answerable.
		78	Review Lesson 74.
		79	Enforce classroom and school rules.
		80	Practice classroom and school rules.
		81	Review Lesson 79.
		82	Discipline for breaking classroom and school rules.
		83	Enforcing penalties in classrooms and school.
		84	Review Lesson 82 & Lesson 83.
	Leadership	85	A good leader.
		86	Good leaders of different groups.
		87	Reasons for having good leaders of different groups.
		88	Challenges of good leaders in different groups.
		89	Qualities of a good leader.
		90	Qualities of good leaders of different groups.
		91	What is listening carefully?
		92	Why listen carefully?
		93	Review Lesson 91 & Lesson 92.
		94	Display good listening skills.
		95	Where and when to display good listening skills.
		96	Review Lesson 94 & Lesson 95.

# **Yearly Lesson Overviews**

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

and: Civ	vics Identities	s, Principles and Systems		
Unit	Lesson #	Lesson Titles	Performance Standard	Content Standard
	1	Where am I?	2.1.1.1a Describe how it	2.1.1.1 Recognize the
ities	2	Why I belong to a group?	feels to be connected to certain group of people e.g. family, community or society	importance of having an identity and being connected to a family, community or society
ent	3	Count me in	2.1.1.1b Identify and	
Civic Identities	4	My helpful group	describe situations that can make it difficult to feel connected to a certain group of people.	
	5	Positive Self Image	2.1.1.2a Describe certain	<b>2.1.1.2</b> Develop an
	6	Negative Self Image	qualities that contribute to their positive self-image.	understanding of how their identities affect
	7		, ,	their self-image.
	8	What Parents must not do	that they admire in their parents, which are important for positive self-image.	
	9	What makes a person?	2.1.2.1a Discuss and	<b>2.1.2.1</b> Develop the
S	10	Just say NO!	list the good things of social influences and their consequences on one's life in the community.	understanding of benefits of social influences and the negative influences the
iple	11	Common social problems	<b>2.1.2.1b.</b> Explore	have on their lives in the community.
Civic Principles	12	My community's big problem	and identify common social problems in the community.	Community.
<u>i</u>	13	Good social influences.	2.1.2.2a Identify and	<b>2.1.2.2</b> Know the
O	14	Keep up the positive influences.	describe social influences that have a positive impact in their life.	benefits of social influences and the impacts they have
	15	Avoiding bad social influences.	2.1.2.2b Identify and describe social influences	on their lives in the community.
	16	Keep out the negative influences.	that have a negative impact in their life.	

Term: One (	1)			
Strand: Civi	cs Identities	s, Principles and Systems	I	
Unit	Lesson #	Lesson Titles	Performance Standard	Content Standard
_	17 18	I like state institution I like civil institutions	<b>2.1.3.1a</b> Describe the work of these institutions and identify the services they provide in the community.	2.1.3.1 Understand the benefits of state and civil institutions found in their community and
anc	19	No state services	2.1.3.1b Identify the	those not found in their community.
-State autions	20	No civil services	importance of services provided by state and civil institutions.	oonmusy.
ms	21	Things that a family owns	2.1.3.2a Identify and	<b>2.1.3.2</b> Develop an
Civic Systems-State and Civic Institutions	22	Care for things a family owns	describe ways to care for things that is used by everyone in the family for example eating utensils, cooking utensils, furniture.	understanding of their responsibility to care for state and civil institutions.
	23	Ways of caring for state and civil institutions	2.1.3.2b Identify and describe ways to care for state and civil institutions.	
	24	Keep out of trouble	State and civil institutions.	
Term: Two	(2)			
Strand: Chr	ristian Value	s and Principles	I	
Unit	Lesson #	Lesson Titles	Performance Standard	Content Standard
	25	The Bible	<b>2.2.1.1a</b> Use the Bible to find out how God created mankind	<b>2.2.1.1</b> Understand that an individual is fearfully and wonderfully ma
	26	Creation of Man	2.2.1.1b	de, in the likeness of God to fulfil His
90	27	Man in God's Image	Discuss how man was created by God fearfully and wonderfully (Refer to Psalms 139)	plans and purposes
and Pract	28	Goodness and Dignity of God (John 3:16)	2.2.1.1cldentify and discuss the goodness, dignity and discipline of God in their lives	
Ser	29	Discipline of God	2.2.1.1d Discuss the	
Christian Values and Practice	30	Role and Responsibility of man towards God	responsibilities that God gave to man and His plan for their lives (Refer to Jeremiah 29:11	
Chr	31	Negative and positive attitudes	2.2.1.2a Explore the bad values and good values	2.2.1.2 Recognize and interpret Gods plan for
	32	Good Values and behaviours	of individuals and match to their attitudes and behaviours.	their lives to develop good Christian discipline and commitment to various responsibilities first to themselves then to others.

Term: Two (	Term: Two (2)					
Strand: Christian Values and Principles						
Unit	Lesson #	Lesson Titles	Performance Standard	Content Standard		
O	33	Values in personal life	<b>2.2.1.2b</b> Describe the			
ractio	34	God's plan and purpose in life	values in their lives and explore Gods 34 God's plan and plan in their lives			
ues and F	35	Value of Discipline and commitment	2.2.1.2c Apply values of discipline and commitment to their lives and others			
Christian Values and Practice	36	The Law of the Day of Rest and Worship	2.2.1.2d Discuss the laws that signify the 7th day of creation as a discipline to observe as a day of rest and worship (refer to Exodus 20:8-8, Isaiah 58:13-14)			
	37	God and Family	in a family that shows different roles a respect and love responsibilities	2.2.2.1 Recognise the		
	38	Family Rules to value respect and love		different roles and responsibilities christian families and church		
	39	Church Education	2.2.2.1b Identify the roles	education schools		
S	40	Roles of Church Education	of church education such as shabbat school rules for christian living	undertake to enforce christian discipline when and wherever		
l di	41	Family Education	2.2.2.1c Identify the	appropriate.		
ns and Principles	42	Responsibilities of Church Schools	responsibilities of family and church schools			
s and	43	God and his Names in the Bible	2.2.2.2a Recognise who God is and the value	2.2.2.2 Discover the good and acceptable		
tution	44	Bible stories of love, honour and respect	of love,honor and respect	behaviours that are found in the ten commandments for		
stir	45	Books of the Bible	<b>2.2.2.2b</b> The 10 Recite the	Christian living		
ian In	46	The 10 Commandments and Christian Living	ten commandments			
Christian Institutio	47	Values of love, honour and respect	2.2.2.2c Conducts of love, Relate to the values of			
	48	Conducts of love, honour and respect	love, honor, respect and the conduct of what is good and acceptable			

Term: Three (3)						
Strand:	Citizenship	and Society				
Unit	Lesson #	Lesson Titles	Performance Standard	Content Standard		
	49	What it means to be a good citizen	2.3.1.1a Identify good citizen	2.3.1.1 Demonstrate an understanding of the		
	50	What you can do to be a good citizen	characteristics in their school setting.	characteristics of a good citizen and the roles, and responsibilities		
	51	Being a good leader at school.		that promote good citizenship,		
	52	My job as a student at school	<b>2.3.1.1b</b> Identify and describe specific roles			
<u>.c</u>	53	What are my duties at school?	and responsibilities that students perform in the school			
ensh	54	Jobs and duties of a class captain.	3611001			
);tiz	55	Making friends with others.	2.3.1.2a Understand and	2.3.1.2 Identify and		
P	56	Being good to others.	describe personal qualities of being good citizens	utilize abilities and talents of individuals as good citizens in their school.		
Citizen and Citizenship	57	Values of good relationships.	and their relationship with other members of the school			
	58	What I am good at	2.3.1.2b Apply individual			
	59	What you can do	talents and abilities to help others improve their			
	60	How I can help others	behaviour.			
	61	Problems faced in school	2.3.2.1a Describe how problems occur and propose strategies to resolve problems in different situations at school.	2.3.2.1. Identify and describe ways in which responsible citizens of a school can work together to help teachers resolve existing problems and conflicts.		
	62	Need to have rules				
	63	How to settle problems				
nship	64	Listen when someone is talking.	<b>2.3.2.1b</b> Demonstrate an understanding of good			
tize	65	Respecting others ideas.	listening skills as a means of settling conflicts that			
ive Ci	66	Talk to others about your problems.	eventuate within the school context.			
Act	67	Doing the right thing	2.3.2.2a Discuss and	2.3.2.2 Identify various		
and	68	Acceptable behaviour at school	identify positive attitudes towards others.	actions and situations, which require them to actively participate		
Citizens and Active Citizenship	69	Respecting school property		in to enhance good relationships within the		
<u> </u>	70	Good manners	2.3.2.2b Explain ways	school.		
	71	Praising someone	of establishing good relationship with others in			
	72	Accepting corrections	the school.			

Term: Four	(4)			
Strand: 0	overnance	and Leadership		
Unit	Lesson #	Lesson Titles	Performance Standard	Content Standard
	73	Being Honest and Responsible in the classroom	2.4.1.1a Discover being honest, being responsible and answerable when	<b>2.4.1.1</b> Demonstrate and appreciate the principles of being honest, being
	74	Be answerable to assigned tasks	governing people and the environment.	responsible and being answerable when governing people and
	75	Review Lesson 73		the environment.
	76	Being honest and responsible in the school	2.4.1.1b Discover and display the attitude of	
	77	Display attitude of being answerable.	being honest, being responsible and being answerable to assigned	
nance	78	Review Lesson 75.	tasks when governing people and the environment.	
Gover	79	Enforce classroom and school rules	<b>2.4.1.2a</b> Discover and apply the attitude of being	<b>2.4.1.2</b> Develop the understanding of
Good Governance	80	Practice classroom and school rules	obedient to enforce rules in different places.	positive attitudes in enforcing rules and apply discipline to rule
	81	Review Lesson 79		offenders' in different
	82	Discipline for breaking classroom and school rules	2.4.1.2b Develop the understanding that rule offenders should be disciplined for breaking rules in different places.	places
	83	Enforcing penalties in classrooms and school		
	84	Review Lesson 82 & Lesson 83	Tales in american places.	
	85	A good leader	2.4.2.1a Identify good leaders, the reasons for having them and the challenges they encounter in the community	2.4.2.1. Understanding
	86	Good leaders of different groups		
	87	Reasons for having good leaders of different groups		
Leadership	88	Challenges of good leaders in different groups		
ade	89	Qualities of a good leader	<b>2.4.2.1b</b> Describe	
Pe	90	Qualities of good leaders of different groups	qualities of good leaders of different groups in the community	
	91	What is listening carefully?	2.4.2.2a Learn about the	2.4.2.2. Develop a basic
	92	Why listening carefully?	importance of listening carefully	understanding of the skill
	93	Review Lesson 91 & Lesson 92	carefully	of listening carefully
	94	Display good listening skill	2.4.2.2b Display listening	
	95	Where and when to display good listening skill	skill when communicating with different people.	
	96	Review Lesson 94 & Lesson 95		

# **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 Lesson Overviews** 

Strand	Unit	Content Standard	Performance Standard	Lesson No.	Lesson Title	Weel
Veek one (1) F	Planning and P	reparation - Ori				
		2.1.1.1	2.1.1.1a	1	Where am I?	2
	Civic Identities			2	Why I belong to a group?	1
			2.1.1.1b	3	Count me in.	1
			2.1.1.1b	4	My helpful group.	3
	<u>q</u>	2.1.1.2	2.1.1.2a	5	Positive Self Image.	
su:	<u>×</u> ic		2.1.1.2a	6	Negative Self Image.	
/ste	Ö		2.1.1.2b	7	Ideal parents.	4
5			2.1.1.2b	8	What Parents must not do?	]
anc		2.1.2.1	2.1.2.1a	9	What makes a person?	
es			2.1.2.1a	10	Just say NO!	5
ldic	S		2.1.2.1b	11	Common social problems.	
Civic Identities, Principles and Systems	Civic Principles		2.1.2.1b	12	My community's big problem.	
es,		2.1.2.2	2.1.2.2a	13	Good social influences.	6
lentit			2.1.2.2a	14	Keep up the positive influences.	
vic lo			2.1.2.2b	15	Avoiding bad social influences.	
Ö			2.1.2.2b	16	Keep out the negative influences.	8
		2.1.3.1	2.1.3.1a	17	I like state institutions.	
	te and		2.1.3.1a	18	I like civil institutions.	
		2.1.3.1	2.1.3.1b	19	No state services.	9
	Sta		2.1.3.1b	20	No civil services.	
	ıs titu	2.1.3.2	2.1.3.2a	21	Things that a family owns.	
	Systems-State Civil Institutions		2.1.3.2a	22	Care for things a family owns.	10
	Civic Systems-State Civil Institutions		2.1.3.2b	23	Ways of caring for state and civil institutions.	
	Ö		2.1.3.2b	24	Keep out of trouble.	

## **Term Two Lesson Overviews**

Strand	Unit	Content	Performance	Lesson	Lesson Title	Wee
		Standard	Standard	No.		
leek One (1)	Planning	T		T	T	
		2.2.1.1	2.2.1.1a	25	The Bible.	2
			2.2.1.1b	26	Creation of Man.	
	Ce			27	Man in God's Image.	
	Christian Values and Practice		2.2.1.1c	28	Goodness and Dignity of God (John 3:16).	3
	l pu		2.2.1.1d	29	Discipline of God.	
	ues aı			30	Role and Responsibility of man towards God.	
S	n Valı	2.2.1.2	2.2.1.2a	31	Negative and positive attitudes.	4
Christian Values and Principles	ıristia		2.2.1.2a	32	Good Values and behaviours.	
Pri	ភ		2.2.1.2b	33	Values in personal life.	
s and			2.2.1.2b	34	God's plan and purpose in life.	5
/alue			2.2.1.2c	35	Value of Discipline and commitment.	
tian ∖			2.2.1.2d	36	The Law of the Day of Rest and Worship.	
ıris		2.2.2.1	2.2.2.1a	37	God and Family	6
Ö	nciples		2.2.2.1a	38	Family Rules to value respect and love.	
			2.2.2.1b	39	Church Education.	
			2.2.2.1b	40	Roles of Church Education.	7
	Christian Institutions and Pr		2.2.2.1c	41	Family Education.	
			2.2.2.1c	42	Responsibilities of Church Schools.	
	tutio	2.2.2.2	2.2.2.2a	43	God and his Names in the Bible.	8
	l Insti		2.2.2.2a	44	Bible stories of love, honour and respect.	
	tian		2.2.2.2b	45	Books of the Bible.	
	Christ		2.2.2.2b	46	The 10 Commandments and Christian Living.	9
			2.2.2.2c	47	Values of love, honour and respect.	
			2.2.2.2c	48	Conducts of love, honour and respect.	

# **Term Three Lesson Overviews**

Strand	Unit	Content Standard	Performance Standard	Lesson No.	Lesson Title	Week
eek One (1)	Planning					
		2.3.1.1	2.3.1.1a	49	What it means to be a good citizen	2
				50	What you can do to be a good citizen	
	Citizen and Citizenship.			51	Being a good leader at school.	
	Citize		2.3.1.1b	52	My job as a student at school.	3
	and (			53	What are my duties at school?	
	tizen			54	Jobs and duties of a class captain.	
	Ö	2.3.1.2	2.3.1.2a	55	Making friends with others.	4
Citizenship and Society.				56	Being good to others.	
				57	Values of good relationships.	
			2.3.1.2b	58	What I am good at	5
				59	What you can do	
פי				60	How I can help others	
a o		2.3.2.1	2.3.2.1a	61	Problems faced in school.	6
ship				62	Need to having rules.	
ens	ċ			63	How to settle problems.	
Citiz	enship.		2.3.2.1b	64	Listen when someone is talking.	7
	ize			65	Respecting others ideas.	
	ve Cit			66	Talk to others about your problems.	
	cti	2.3.2.2	2.3.2.2a	67	Doing the right thing.	8
	Citizens and Active Citiz			68	Acceptable behaviour at school.	
	us (			69	Respecting school property.	
	Zei		2.3.2.2b	70	Good manners.	9
	Cit			71	Praising someone.	
				72	Accepting corrections.	

# **Term Four Lesson Overviews**

erm: Four (4) Strand	Unit	Content	Performance	Lesson	Lesson Title	Wee
Strand	Unit	Standard	Standard	Lesson No.	Lesson Title	vvee
eek One (1)	Planning					
		2.4.1.1	2.4.1.1a	73	Being Honest and Responsible in the classroom.	2
				74	Be answerable to assigned tasks.	_
				75	Review Lesson 73.	
			2.4.1.1b	76	Being honest and responsible in the school.	3
				77	Display attitude of being answerable.	
	Jce			78	Review Lesson 75.	
	Good Governance	2.4.1.2	2.4.1.2a	79	Enforce classroom and school rules.	4
	d Gov			80	Practice classroom and school rules.	
	рооб			81	Review Lesson 79.	
Governance and Leadership.			2.4.1.2b	82	Discipline for breaking classroom and school rules.	5
ader				83	Enforcing penalties in classrooms and school.	
and L				84	Review Lesson 82 & Lesson 83.	
9		2.4.2.1	2.4.2.1a	85	A good leader.	6
rnan				86	Good leaders of different groups.	
Gove				87	Reasons for having good leaders of different groups.	
			2.4.2.1a	88	Challenges of good leaders in different groups.	7
			2.4.2.1b	89	Qualities of a good leader.	
				90	Qualities of good leaders of different groups.	
		2.4.2.2	2.4.2.2a	91	What is listening carefully?	8
				92	Why listening carefully?	
	Leadership			93	Review Lesson 91 & Lesson 92.	
	ade		2.4.2.2b	94	Display good listening skill.	9
	Fe			95	Where and when to display good listening skill.	
				96	Review Lesson 94 & Lesson 95.	

#### **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 minutes period for Christian Religious Education (CRE) and 90 minutes for CCVE per week. The allocated and time break ups for Grade 2 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 2 is 1500 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 instils into the students official clocking in time 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 instil in students the importance of time and the essentials of time management.

# Sample Time Table for a Grade 2 Class

Time	Monday	Tuesday	Wednesday	Thursday	Friday		
7:45 - 8:00	Assembly	Assembly	Assembly	Assembly	Assembly		
8:00 - 8:05	Movement and Preparation- 5 minutes						
8:05 - 8:35	CRE	CCVE	CCVE	CCVE	C&C		
8:35 - 8:40		Movem	ent and Preparation	- 5 minutes			
8:40 - 9:10	English	English	English	English	English		
9:10 - 9:15		Movem	ent and Preparation	- 5 minutes			
9:15 - 9:45	Maths	Maths	Maths	Maths	Maths		
9:45 - 10:25	Recess Break						
10:25 - 10:30	Movement and Preparation- 5 minutes						
10:30 - 11:00	C&C	C&C	C&C	C&C	C&C		
11:00 - 11:05	Movement and Pr	reparation- 5 minute	es				
11:05 - 11:35	English	English	English	English	English		
11:35 - 12:05	Language	Language	Language	Language	Language		
12:05 - 1:05	Lunch Break						
1:05 - 1:10	Movement and Preparation- 5 minutes						
1:10 - 1:40	C&C	C&C	C&C	C&C	Maths		
1:40 - 1:45	Movement and P	reparation- 5 minute	es				
1:45 - 2:35	Language	Language	Language	Language	Language		

# Time Analysis- Grade 2

No	Subject/Activity	Allocated Time	No Lessons per Week	Suggested Total Minutes Per week
1	English	300	10 x 30	300
2	Language	300	10 x 30	300
3	Culture & Community	360	12 x 30	360
4	Mathematics	240	6 x 40	240
5	Citizenship & Christian Values Education	120	4 x 30	120
6	Christian Religious Instructions	60	1 x 60	60
7	Assembly	75	5 x 15	75
8	Sports / Community Service	??		??
9	Block Time	90		90
	Total	1500		1500

# **Guided Lesson Samples**

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 Values, 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

It is important that all three (3) objectives must be achieved in one lesson. 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 #
Strand:
Unit:
0
Content Standard:
Performance Standard:
Lesson Title:
Lesson Objective: Students will be able to and can:
a) Affective objective:
b) Psychomotor objective:
S) i Sycholiteter objective:
c) Cognitive objective:
Prescribed Assessment #/ Specific Assessment Task #:
Resources
References:
Key Concepts: (key concepts must be in the table form below)
Values/Attitudes Skills Knowledge
Note: Key Concepts must be complete statements
E.g.: Respect for school authority / identifying authorities in their community /

**Teachers Lesson Notes:** 

Types of leaders in the community

Notes for teachers for the lesson. All lessons must have Teacher's notes

## **Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction (plan for 5 minutes)	Moral Activity Opinionative Activity Bias/ Belief /View Point Activity	
Body	Activity 1:	
(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 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 2.

#### 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 behaviour and character and their consequences to help discourage the students practicing the bad behaviours. The use of stories with bad morals and their consequences gives the students the opportunity to make decisions about sticking to good morals and behaviours. 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 have an old tale that tells of Pride, humility and persistance."

## 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 won the race? who lost the race?

### 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 or your school etc?

### Sample Bias/ Belief /View Point Activity - Questions

- What family activity do you enjoy and like to do most with your family etc?
- What do you like/dislike most about school...etc?
- 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 the meaning of the song/poem/rhyme is"
- "What was one important lesson/ moral/ value can you pick out from the song/poem/rhyme"

#### 4. 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 you be one area you would like us to improve in the next lesson?"

### **Sample Guided Lesson:**

Lesson # 2

**Strand 1 :** Civic Identities, Principles and Systems.

Unit 1: Civic Identities.



**Content Standard: 2.1.1.1** Recognize the importance of having an identity and being connected to a family, community or society

**Performance Standard: a)** Describe how it feels to connected to certain groups of people *e.g.* family, community or society

**Lesson Title:** Why I belong to a groups?

**Lesson Objective:** Students will be able to and can:

**a. Affective objective:** Appreciate the importance of belonging to a group.

**b. Psychomotor objective:** Identify and describe different groups in the community.

c. Cognitive objective: Describe the importance of belonging in a group and why

they are part of that group.

**Prescribe Assessment Task:** Identify and describe activities that enable one to feel part of a group.

Specific Assessment Task: (Refer to Teacher's Notes)

**Resources:** Pictures of different groups in the community, drawing papers, crayons, color pencils/pens.

References: CCVE Grade 1, 2 and 3 Syllabus, DoE, Waigani.

#### **Key Concepts:**

Values /Attitudes	Skills	Knowledge
Appreciate the importance of belonging to a group.	Identify and describe different groups in the community.	The importance of belonging in a group such as family, community or society and explain why they are part of that group.

#### **Note to the Teacher**

This lesson requires students to discuss their views freely with respect to their peers. Ensure that prior preparation of pictures of different groups is available for this lesson. You are encouraged to develop and conduct Assessment As or Assessment In where necessary in this lesson depending on your class need. However, the prescribed assessment is conducted as summative assessment after teaching sets of lessons. Refer to the table of Attitudes, Skills, Knowledge (ASK), to guide you to administer the assessment task.

# **Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction (5mins)	Ask student to recap on the previous lesson.  Show a picture of a scenario where people are doing a common thing together in a group example Sunday school group, sports group etc.	Express how they feel of being part by of the group
Body (20 mins)	Organize students in groups and explain the lesson activity.  Supervise and guide students' discussions.  Facilitate their discussions.	In groups of 3discuss and describe the importance of belonging in a group and why they are part of that group in their communities.  Present their discussions,
Conclusion (5 mins)	Summarize the lesson.	Reflect on their learning

### **Teacher Reflection/Evaluation:**

(List down your own observations of the lesson and maintain the strengths while improving on the challenges).

**Strand 1:** Civics Identities, Principles and Systems

Unit 1: Civic Identities

Content Standards	<b>2.1.1.1.</b> Recognise the importance of having an identity and being connected to a family, community or society.		
Performance Standards	<b>2.1.1.1a</b> Describe how it feels to connect to certain groups of people. For example, family, community or the society.		
Lesson No. & Title	Values/Attitude Skills Knowledge		
1. Where am I?	Respect and appreciation of themselves as members of different groups in their Society.	Demonstrate with pride and self-respect when describing how they feel as members of different groups.	Sense of belonging in the society.
2. Why I belong to a group?	Appreciate the importance of belonging to a group.	Identify and describe different groups in the community.	Importance of belonging in a group and why they are part of that group.
Performance Standards	<b>2.1.1.1b</b> Identify and describe situations that can make it difficult to feel connected to certain groups of people.		
Lesson# & Title	Values/Attitude	Skills	Knowledge
3. Count me in.	Respect and value their membership to a group.	Identify and discuss unacceptable behaviours they must not practice to make them not part of a group.	Unacceptable behaviours such as prejudice, selfishness, self-interest and the results such as insecurity, isolation and rejection that may follow if they practice them.
4. My helpful group.	Being grateful for the group's undivided support.	Identify challenges that may cause disharmony to the group and discuss ways to correct them.	Accept that the group can provide positive assistance such as, good advice, helpful correction, helping hand and comfort when faced with challenges or situations.
Prescribed Assessment Task	<ol> <li>Identify and describe activities that enable one to feel part of a group.</li> <li>Describe the importance of belonging to a group and appreciate the group's existence.</li> </ol>		

**Strand 1:** Civics Identities, Principles and Systems

Unit 1: Civic Identities

Content Standards	2.1.1.2. Develop an und	erstanding of how their identities affe	ect their self-image.	
Performance Standards	2.1.1.2a Describe certain qualities that contribute to their positive self-image			
Lesson No. & Title	Values/Attitude Skills Knowled			
5. Positive Self Image.	Value and appreciate qualities that display positive self-image.	Identify qualities that display positive self-image.	Qualities that display positive self-image such as up-bringing, nurture, self-confidence, self-discipline.	
6. Negative Self Image	Value and appreciate qualities to correct negative self-image.	Identify qualities that display negative self-image and discuss ways to improve.	Qualities that display negative self-image and find ways to address them.	
Performance Standards	<b>2.1.1.2b</b> Identify qualities self-image.	es that they admire in their parents, w	hich are important for positive	
Lesson# & Title	Values/Attitude	Skills	Knowledge	
7. Ideal parents	Appreciate and value qualities that display positive self-image from their parents (guardians).	Identify and apply qualities that display positive self-image from their parents (guardians).	Qualities in the parents that display positive self-image such as Loving and caring, trustworthy, bold, frank, reliable cheerful, responsible, sociable, helpful, firm but friendly, generous, kind, and be a role model.	
8. What Parents should not do.	Value and appreciate qualities to correct their parents negative self-image confidently.	Identify and avoid qualities that lead to negative self-image from their parents (guardians).	Correct bad practices such as swearing, smoking, drinking alcohol, domestic fighting by parents that leads to negative self-image.	
Prescribed Assessment Task	Identify and describe a	situation that they encouraged a frier	nd feel good about themselves.	

### **Sample Guided Lesson:**

Lesson # 10

**Strand 1 :** Civic Identities, Principles and Systems.

Unit 1: Civic Identities.



Content Standard: 2.1.2.1 Develop the understanding of benefits of social influences and the negative influences they have on their lives in the community

Performance Standard: : a) Discuss and list the good things of social influences

and their consequences on one's life in the

community.

Lesson Title: Just Say NO

**Lesson Objective:** Students will be able to and can:

a. Affective objective: Accept that social influences have an effect on an

individual's life

**b. Psychomotor objective:** Develop the ability to avoid negative influences in the

community.

c. Cognitive objective: Discuss some advantages and disadvantages of social

influences and how they affect an individual in the

community.

Prescribe Assessment Task: Students in groups or pairs make a poster about managing themselves when given a situation such

as fighting, swearing etc.

**Specific Assessment Task:** (Refer to Teacher's Notes)

**Resources:** Picture charts, colour pencils/crayons, charts, drawing papers.

References: CCVE Grade 1, 2 and 3 Syllabus, DoE, Waigani.

### **Key Concepts:**

Values/ Attitudes	Skills	Knowledge
Accept that social influences have an effect on an individual's life	Develop the ability to avoid negative influences in the community.	Advantages and disadvantages of social influences and how they affect an individual in the community.

#### **Teacher's Notes:**

This lesson requires prior preparation of picture cards to illustrate the negative and positive social influences that occur in the community. Students are encouraged to discuss their views freely with respect to their peers. You are encouraged to develop and conduct assessment as or in where necessary in this lesson depending on your class need. However, the prescribed assessment is conducted as summative assessment after teaching a number of lessons for the Content Standard or the Unit. Refer to the table of Attitudes, Skills, Knowledge (ASK) to guide you to administer the assessment task.

# **Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction (5mins)	Ask student to recap on the previous lesson.  Ask students to name a negative influence in their community.	Give an example of the positive social influences in their community.
Body (20 mins)	Using a picture chart, show examples of advantages and disadvantages of social influences in the community.  Ask students to list the main advantage and the disadvantage of social influences.  Facilitate their discussions.	Look at the pictures on the chart and give their views of the social influences.  Discuss and list some advantages and disadvantages of social influences and how they affect an individual in the community in text or pictorial forms.  Present their discussions.
Conclusion (5 mins)	Summarize the lesson.	Reflect on their learning

### **Teacher Reflection/Evaluation:**

(List down your own observations of the lesson and maintain the strengths while improving on the challenges).

Strand 1: Civics Identities, Principles and Systems

Unit 2: Civic Principles

Content Standards	<b>2.1.2.1</b> Develop the understanding of benefits of social influences and the negative influences they have on their lives in the community.			
Performance Standards	<b>2.1.2.1a</b> Discuss and list the good things of social influences and their consequences on one's life in the community.			
Lesson No. & Title	Values/Attitude	Skills	Knowledge	
9. What makes a person	Accept that social influences have an effect on an individual's life.	Demonstrate the understanding of social influences by gathering information and sharing with their peers.	Some positive examples of social influences such as modern technology, religious practices, cultural beliefs, safe environment and happy families in your community.	
10. Just say NO!	Accept that social influences have an effect on an individual's life.	Develop the ability to avoid negative influences in the community.	Advantages and disadvantages of social influences and how they affect an individual in the community.	
Specific Assessment Task		Students in groups or pairs make a poster about managing themselves when given a situation such as fighting, swearing etc.		
Performance Standards	2.1.2.1b Explore and ide	entify common social problems in the	community.	
Lesson # & Title	Values/Attitude	Skills	Knowledge	
11. Common social problems	Accept that social problems have an effect on an individual's life and avoid getting involved.	Identify common social problems in their communities and find ways to solve, avoid or minimize them.	Common social problems that occur regularly in your community.	
12. My community's big problem.	Accept that social problems have an effect on an individual's life and avoid getting involved.	Identify and list the most frequently occurring social problem in your community and find ways to solve, avoid or minimize them.	The most frequently occurring social problem in your community.	
Prescribed Assessment Task	<ol> <li>Use a checklist to compile student's poster presentation on managing themselves to handle problems in the home or at school.</li> <li>Recognize the advantages and disadvantages of social influences and develop the ability to avoid these negative influences.</li> </ol>			

**Strand 1:** Civics Identities, Principles and Systems

Unit 2: Civic Principles

Content Standards	<b>2.1.2.2</b> Know the benefits of social influences and the impacts they have on their lives in the community.		
Performance Standards	2.1.2.2a Identify and describe social influences that have a positive impact in their life.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
13. Good social influences.	Accept and appreciate that social influences have an effect on an individual's life.	Identify and describe social influences in their lives by gathering information and sharing with their peers.	Examples of social influences such as sports, church activities, scouts & guides and recreational activities that have a positive impact in their life.
14. Keep up the positive influences.	Accept that positive social influences if maintained, will have an effect on an individual's life.	Develop the ability to follow and maintain simple rules when involved in activities such as sports, church activities that will have a positive impact in their life.	Ideas in which positive social influence can be maintained by an individual.
Performance Standards	2.1.2.2b Identify and de	scribe social influences that have a n	egative impact in their life
Lesson# & Title	Values/Attitude	Skills	Knowledge
15. Avoiding bad social influences.	Accept and appreciate that social influences have an effect on an individual's life.	Identify social influences that will have negative influence in their lives and develop the ability to avoid them.	Examples of social influences that will have a negative impact in their life.
16. Keep out the negative influences.	Accept that positive social influences if maintained. How these will have an effect on an individual's life.	Develop the ability to follow and maintain positive attitude when involved in activities that might have a negative impact in their life.	Ideas in which negative social influence can be overcome by maintaining positive attitude.
Prescribed Assessment Task	Describe a benefit of a social influence in their life.		

Strand 1: Civics Identities, Principles and Systems
Unit 2: Civic Systems- State and Civil Institutions

Content Standards	<b>2.1.3.1.</b> Develop the understanding of how a state and civil institution works by visiting a state institution such as a school, health centre or police station in their Community.			
Performance Standards	<b>2.1.3.1a.</b> Describe the work community.	vork of these institutions and identify	the services they provide in the	
Lesson No. & Title	Values/Attitude	Skills	Knowledge	
17. I like state institutions.	Appreciate and care for the institutions.	Differentiate between the state institutions in the community.	State institution in their community.	
18. I like civil institutions.	Appreciate and care for the civil institutions.	Differentiate between the civil institutions in the community.	Civil institution in their community.	
Specific Assessment Task	Role play on the services states institutions provide in the community.			
Performance Standards	2.1.2.1b Explore and ide	2.1.2.1b Explore and identify common social problems in the community.		
Lesson# & Title	Values/Attitude	Skills	Knowledge	
19. No state situations	Respect and care for the State institutions.	Identify what happens when there are no state institutions in the community	Type of service provided by the state institutions in your community - roles of state institutions	
20. No civil institutions.	Respect and care for the civil institutions.	Identify what happens when there are no civil institutions in the community	Type of service provided by the civil institution in your community- roles of Civil institution	
Prescribed Assessment Task	Draw or collect pictures	of state and civil institutions and des	scribe their importance.	

### **Sample Guided Lesson:**

Lesson # 23

**Strand 1 :** Civic Identities, Principles and Systems. **Unit 1 :** Civil systems – State and Civil Institutions



**Content Standard: 2.1.3.2** Develop an understanding of their responsibility to care for state and civil institutions

**Performance Standard: b.)** Identify and describe ways to care for state and civil institutions.

Lesson Title: Ways of caring for state and civil institutions.

**Lesson Objective:** Students will be able to and can:

**a. Affective objective:** Respect and appreciate the care of state and civil institutions.

**b. Psychomotor objective:** Demonstrate through activities by describing ways of taking care of civil and state institutions.

**c. Cognitive objective:** Identify ways of caring of institutions such as no graffiti, damage of property, maintaining cleanliness, or respect of institutions.

Prescribe Assessment Task: Choose any state or civil institution and describe how to care for it.

**Specific Assessment Task:** (Refer to Teacher's Notes)

**Resources:** Name cards, drawing papers, crayons, colour pencils or pens.

References: CCVE Grade 1, 2 and 3 Syllabus, DoE, Waigani.

#### **Key Concepts:**

Values / Attitudes	Skills	Knowledge
Respect and appreciate the care of state and civil institutions.	Demonstrate through activities by describing ways of taking care of civil and state institutions.	Ways of caring of institutions such as no graffiti, damage of property, maintaining cleanliness, or respect of institutions.

#### Note to the Teacher:

This lesson requires prior preparation of name cards to illustrate the negative and positive examples of taking care of state and civil institutions. Students are encouraged to discuss their views freely with respect to their peers. You are encouraged to develop and conduct assessment as or in where necessary in this lesson depending on your class need. However, the prescribed assessment is conducted as summative assessment after teaching a number of lessons. Refer to the table of Values, Attitudes, Skills & Knowledge (VASK) to guide you to administer the task.

# **Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction (5mins)	Ask student to recap on the previous lesson.	Give an example of caring attitude towards their personal and family belongings.
	Ask students to think of ways in which they can demonstrate care of civil and state institutions in their community.	Identify ways of caring for institutions such as no graffiti, damage of property, maintaining cleanliness, or respect of institutions.
Body (20 mins)	Using name cards, that describe negative attitudes towards state and civil property.  Ask students to discuss ways in which these behaviour or attitude can be corrected.  Facilitate their discussions.	Look at the names on the flash cards and discuss ways in which these behaviour or attitude can be corrected in their working groups.  Present their discussions.
Conclusion (5 mins)	Summarize the lesson.	Reflect on their learning

### **Teacher Reflection/Evaluation:**

(List down your own observations of the lesson and maintain the strengths while improving on the challenges).

Strand 1: Civics Identities, Principles and Systems
Unit 3: Civic Systems- State and Civil Institutions.

Content Standards	<b>2.1.3.2.</b> Develop an understanding of their responsibility to care for state and civil institutions.			
Performance Standards	<b>2.1.3.2a</b> Identify and describe ways to care for things that is used by everyone in the family for example eating utensils, cooking utensils, furniture.			
Lesson No. & Title	Values/Attitude	Values/Attitude Skills Knowledge		
21. Things that a family owns.	Value and appreciate family belongings.	Demonstrate through activities that identify things or properties that a family owns.	Things such as utensils, furniture, clothes, phones or car that belong to the family.	
22. Care for things a family owns	Respect and appreciate the care of family belongings.	Demonstrate through activities that describe examples of situations that things or properties of a family should be taken care of and respected.	Situations such as taking care of utensils, furniture, clothes, phones or car that belong to the family.	
Performance Standards	2.1.3.2 b Identify and describe ways to care for state and civil institutions			
Lesson No. & Title	Values/Attitude	Skills	Knowledge	
23. Ways of caring for state and civil institutions.	Respect and appreciate the care of state and civil institutions.	Demonstrate through activities by describing ways of taking care of civil and state institutions.	Ways of caring of institutions such as no graffiti, damage of property, maintaining cleanliness, or respect of institutions.	
24. Keep out of trouble.	Respect, value and appreciate state and civil institutions.	Describe the examples of situations that may result in not caring for state and civil institutions.	Situations such as facing the law or being punished that may result in not taking caring of state and civil institutions.	
Prescribed Assessment Task	<ol> <li>Choose any state or civil institution and describe how to care for it.</li> <li>Develop respect and appreciation of state and civil institutions by identifying ways of taking care of them in the community.</li> </ol>			

### **Sample Guided Lesson:**

Lesson # 25

**Strand 2:** Christian Values and Principles **Unit 1:** Christian Values and Practices



**Content Standard: 2.2.1.1** Understand that an individual is fearfully and wonderfully made, in the likeness of God to fulfil His plans and purpose.

Performance Standard: a) Use the Bible to find out how God created mankind.

Lesson Title: The Bible

**Lesson Objective:** Students will be able to and can:

a) Affective objective: Value and respect the Bibleb) Psychomotor objective: Explain what is Bible

c) Cognitive objective: The Bible is the inspired word of God

Prescribe Assessment Task: List down words that mean the same as fearfully

and wonderfully made

**Specific Assessment Task:** (Refer to Teacher's Notes)

**Resources:** Name cards, drawing papers, crayons, colour pencils or pens.

References: CCVE Grade 1, 2 and 3 Syllabus, DoE, Waigani.

### **Key Concepts:**

Values/Attitudes	Skills	Knowledge
Value and respect the     Bible	Value and respect the Bible	The Bible is the inspired word of God
Willing to own a Bible	Willing to own a Bible	The old and the new     Testament
Obey the Word	Obey the Word	
		The books of the Bible
Have faith in God	<ul> <li>Have faith in God</li> </ul>	
		Obedience of the Word of God

# **Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction (5mins)	<ol> <li>Ask the students to write down one word mean the same as fearfully and wonderfully.</li> <li>Select students to give their answers.</li> </ol>	<ol> <li>Write a word that means the same as fearfully and meaningfully.</li> <li>Show their answers to the class.</li> </ol>
Body (20 mins)	<ol> <li>Read the Bible story of the creation to the students with lead up questions.</li> <li>Explain how God created man fearfully and wonderfully.</li> <li>Ask students to list down words mean the same as fearfully and wonderfully.</li> </ol>	1. Respond to Questions on creation  2. List down words means the same as fearfully and wonderfully.  3. Create a man using clay with all body parts.
Conclusion (5 mins)	1. Conclude the lesson	1. Reflect on their learning

Teacher Reflection/Evaluation:

**Strand 2:** Christian Values and Principles. **Unit 1:** Christian Values and Practices.

Content Standards	2.2.1.1 Understand that to fulfil His plans and pu	t an individual is fearfully and wonder rposes.	fully made, in the likeness of God
Performance Standards	<b>2.2.1.1b.</b> Discuss how n (refer to Psalms 139).	nan was created by God fearfully and	wonderfully,
Lesson No. & Title	Values/Attitude	Skills	Knowledge
26. Creation of man	Appreciate from deep within that God fearfully created man.  Deeper understanding of God lovingly giving life to man.  Accept and respect creation as honouring God.  Love and care for creation.	Listen to the Bible story of creation.  Draw pictures of creation.  Retell the story of creation.  Model a man of clay and plasticine.  Plan skilfully and put body parts of modelled man together.  Develop reverence for creator-God.	Creation in the beginning.  Creation of man as formed by God.  God breathed life into man.  Creation as spoken by God.
27. Man in God's image.  Performance	Blessing from God.  Faithful in Him.  2.2.1.1c Identify and dis	Compare the characteristics of identical twins.	God formed man and woman in his own likeness.  The uniqueness of creation of the creation of man and woman in the image of God.  pline of God in their lives.
Standards Lesson No. & Title	Values/Attitude	Skills	
28. Goodness and dignity of God, (John 3:16).	Joyful singing of praise and thanksgiving.  Honour and glorify our God.  Bless one another in love and peace.  Being good to others.	Sing songs of praise with love and joy.  Meditate on memory verse with prayer and thanksgiving.  Talk about the memory verse.  Recite the Lord's prayer.  Put into practice good and acceptable conduct.	Fellowship with God. Fellowship with others. God the Almighty.
30. Discipline of God.	Faith in God and adore God.	Obey God's Law - the Ten Commandments.  Say sorry when you do something wrong.	Sovereign God.  The holiness and righteousness of God.

Strand 2: Christian Values and Principles.
Unit 1: Christian Values and Practices.

Content Standards	<b>2.2.1.1</b> Understand that an individual is fearfully and wonderfully made, in the likeness of God to fulfil His plans and purposes.			
Performance Standards	<b>2.2.1.1d.</b> Discuss the rest to Jeremiah 29:11).	<b>2.2.1.1d.</b> Discuss the responsibilities that God gave to men and his plans for their lives, (Refer to Jeremiah 29:11).		
Lesson No. & Title	Values/Attitude	Skills	Knowledge	
30. Role and responsibility	Accept God as Father.	Pray to seek God as a child.	Man as a child of God.	
of man towards God.	Appreciate with deeper understanding	Proclaim God's promises.	Man to seek God.	
	of seeking God and proclaiming his promises.	Apply authority as man, class captain or leader.	Claim God's plan for man to have authority over all creation.	
	Love and accept his	Speak with authority.	Working and sweat for a living.	
	word.	Provide needs for family members.	Looking after family members.	
	Trust in God.	Skilful in making in the community.	Duties to live in the community.	
	Wisdom and understanding of leading and managing God's creation.			
Prescribed Assessment Task (PAT)		ngs of fearfully and wonderfully made ues and match them to the meanings		

# **Strand 2:** Christian Values and Principles. **Unit 1:** Christian Values and Practices.

Content Standards	<b>2.2.1.2</b> Recognize and interpret God's plan for their lives to develop good Christian discipline and commitment to various responsibilities first to themselves then others.		
Performance Standards	<b>2.2.1.2a</b> Explore the bad values and good values of individuals to match their attitudes and behaviours.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
31. Negative and positive attitudes.	Help children with negative attitudes.  Encourage children to perform positive attitudes.  Praise children who do well.	Identify and name good behaviours.  Identify and name bad behaviours.  Create rules and consequences of bad behaviours.	Positive and negative values.  Positive and negative behaviours in children.
32. Good values and behaviours.	Respect parents by obedience.  Kindness to parents and others.  Godly conduct.	Demonstrate polite manners.  Speak about good characters and good behaviours in the classroom.  Praise those who behave and do well	Good practice and character in children.  Good values and good behaviours.

# **Strand 2:** Christian Values and Principles. **Unit 1:** Christian Values and Practices.

Content Standards	<ul> <li>2.2.1.2 Recognize and interpret God's plan for their lives to develop good Christian discipline and commitment to various responsibilities first to themselves then others.</li> <li>2.2.1.2b. Describe the values in their lives and explore God's plan in their lives</li> </ul>		
Performance Standards			
Lesson No. & Title	Values/Attitude	Skills	Knowledge
33. Values in Personal life.	Love and respect of parents.	Speak about values that one is born with.	Values influenced by birth.  Values influenced by
	Respect teachers and pastors.	Speak about values influenced by the environment such as family, church, community and school.	environment.
	Respect community elders.		
34. God's plan and purpose in life.	Trust in God for His plans.	Listen to the Bible being read	God's purpose and plan in life.
	Honour God for His purpose.	Scripture: Matt 6:33.	God's unchanging purpose and plans for ones' life.

**Strand 2:** Christian Values and Principles. **Unit 1:** Christian Values and Practices.

Content Standards	<b>2.2.1.2</b> Recognize and interpret God's plan for their lives to develop good Christian discipline and commitment to various responsibilities first to themselves then others.		
Performance Standards	2.2.1.2c Apply values of discipline and commitment to their lives and others.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
35. Value of discipline and commitment.	Love a child through light discipline.	Create rules in the homes and school.	Upbringing of children in the home.
	Be kind to others when things go wrong.	Develop plans for discipline.	Christian discipline.
	Obedience to rules.	Describe personal commitment to self and parents.	Commitment to doing good.  Personal relationship with God
	Respect authority.	Speak about commitment to God.	and others.
	Love God and others.		

# Strand 2: Christian Values and Principles. Unit 1: Christian Values and Practices.

Content Standards	<b>2.2.1.2</b> Recognize and interpret God's plan for their lives to develop good Christian discipline and commitment to various responsibilities first to themselves then others.		
Performance Standards	2.2.1.2d Discuss the laws that signify the 7th day creation as a discipline to observe as a day of rest and worship, (refer to Exodus 20:8-8, Isaiah 58: 13 – 14).		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
36. The Law of the Day of rest and	Respect the day of worship	Keep the Sabbath Day holy.	The day of rest and worship.
worship.	Honour God's word.	Speak about the Sacredness of God's day of worship.	7 <sup>th</sup> day of Creation.
	Deep respect for the	Recite the 4 <sup>th</sup> Commandment.	The holiness of God.
	Day of God.	Prepare for the day of rest and	Honouring God's Day.
	Honour God.	worship.	
		Sing Praise and worship songs.	
Prescribed Assessment Task (PAT)	2. Talk about the good	vrong deeds that make people behave values that make people behave in gome of their responsibilities to/in their	ood and positive ways.

### **Sample Guided Lesson:**

Lesson # 37

Strand 2: Christian Values and Principles

Unit 2:

Content Standard: 2.2.1.1

Performance Standard: 2.2.2.1 a

**Lesson Title:** God and Family

Lesson Objective: Students will be able to and can:

a) Affective Objective: Appreciate the value of the family structure and the Holy

Trinity by demonstrating ways of honour, respect and

worship

b) Psychomotor Objective: Draw a basic family tree and a triangle to show God

the Father, God the Son and God the Holy Spirit

c) Cognitive Objective: Define a family structure and who The Holy Trinity God is

Prescribe Assessment Task: Relate the role of a family in showing love and

respect

**Resources:** The Holy Bible.

References Bible reading: Bible Questions Answered, Happiness Digest Series,

1990, Old Columbia, USA.

**Key Concepts:** (key concepts must be in the table form below).

Values/ Attitudes/	Skills	Knowledge
<ul> <li>Honour father and mother.</li> <li>Respect family members.</li> <li>Appreciation of family.</li> <li>Honour God in obedience to his Word.</li> <li>Reverence for God.</li> <li>Humility before God.</li> </ul>	<ul> <li>Obeying parents.</li> <li>Learning to live in harmony with family members.</li> <li>Learning to respect family members.</li> <li>Praying to God.</li> <li>Worshipping God.</li> </ul>	<ul> <li>Structure of a family.</li> <li>God, Almighty.</li> <li>Who is God in the family?</li> </ul>

**Note:** Key Concepts must be complete statements...

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

#### **Teachers Notes:**

The Structure of a family – Father, mother and children, grandparents, aunties, uncles ,nieces and nephews

The Holy Trinity - God the Father, God the Son, God the Holy Spirit Respect is shown through humility and obedience

# **Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction (5mins)	Ask students to share with class about their own family.	Describe the family they come from.
	Encourage students to listen     without comparing each other's     families.	Listen attentively to classmates as they each describe their own family.
Body (20 mins)	Explain the structure of family using pictorial teaching aid.      Ask students to draw their own	Observe as teacher demonstrates the family structure using pictures.
	family structure.	2. Draw their own family structure.
	3. Relate family to the Godhead of Father, Son and Holy Spirit using pictorial teaching aids.	Display their own family tree on the display wall.
Conclusion (5 mins)	Review and Conclude the lesson	Reflect on their learning

Teacher Reflection/Evaluation:	

Strand 2: Christian Values and Principles.
Unit 2: Christian Institutions and Principles

Content Standards	2.2.2.1 Recognise the different roles and responsibilities that Christian-families and Church Education schools undertake to enforce Christian discipline when and wherever appropriate		
Performance Standards	2.2.2.1a Identify rules in	the family that show respect and lov	e
Lesson No. & Title	Values/Attitude	Skills	Knowledge
37. God and Family	Honour God for God.  Reverence for God.  Humility before God.  Honour father and mother.  Appreciate and respect other family members.	Praise, pray and worship God.  Obeying parents.  Learning to respect family members and living a harmonious life.  Leading family devotions.	God the Father, God the Son, God the Spirit.  Who is God in the family?  Structure of a family.  Family fellowship.
38. Family rules to value respect and love	Respect rules.  Accept consequences of breaking rules.  Enthusiasm to set and follow rules.  Treating others with dignity and consideration.	Discuss the benefits of consequences of breaking rules.  Creating rules and laws in the family.  Demonstrate respect and love in their conduct.  Demonstrate knowledge of God's Laws.	Rules, its benefits and consequences.  Types of family that has rules to value respect and love.

Strand 2: Christian Values and Principles.
Unit 2: Christian Institutions and Principles

Content Standards	<b>2.2.2.1</b> Recognise the different roles and responsibilities that Christian-families and Church Education schools undertake to enforce Christian discipline when and wherever appropriate		
Performance Standards	<b>2.2.2.1b.</b> Identify the rol Living.	es of Church Education such as Sabb	oath school rules for Christian
Lesson No. & Title	Values/Attitude	Skills	Knowledge
Education education benefits.	Respect for church education and its benefits.  Honour God.	Define Church Education.  Identify and explain church education.	What is church education?  Foundation of church education.
	Develop reverence for God.  Humility in accepting that everyone need Godly discipline.	Identify and name features of church education.  Speak about the foundation of church education.	Features and strengths of church education.
40. Roles of church education	Respect for Sabbath school and its role.  Accept and appreciate Sabbath school rules.  Humility to accept Sabbath school rules to build Christian living.  Discerning right from wrong and accepting the consequences of doing wrong.	Identify and explain Sabbath schools as church education institutions.  Discover roles of church education institutions.  Discover rules taught in church education institutions.  Define Christian living.  Explain how church education institutional rules develop good Christian Living?  Develop discernment of right and wrong.	Church education institutions.  Roles of Church education Institutions.  Rules of Church education institutions for Christian living.  Right and Wrong discipline.

Strand 2: Christian Values and Principles.
Unit 2: Christian Institutions and Principles

Content Standards	<b>2.2.2.1</b> Recognise the different roles and responsibilities that Christian-families and Church Education schools undertake to enforce Christian discipline when and wherever appropriate		
Performance Standards	2.2.2.1c. Identify the respon	nsibilities of family and church sch	nools
Lesson No. & Title	Values/Attitude	Skills	Knowledge
41. Family Education.	Respect and accept the family as an avenue to lay the foundation for respect, honour and love.  Respect and accept church schools to lay the foundation for respect, honour and love.  Appreciate family and church schools.	Discover family as a foundation for education of respect, love and honour.  Discover church schools.	Family as first education.  Feature and roles of church schools.
42. Responsibilities of Church Schools.	Respect and accept church schools and what they do.  Accept and appreciate conducts of Christian living.	Discover church schools and their responsibilities to teach about God, the Bible and Christian living.  Discover and name Christian conduct as a way of life.  Demonstrate Christian love, respect and honour.	Responsibilities of church schools.  Practices of Christian living.
Prescribed Assessment Task (PAT)	Relate the role of a family in	showing love and respect.	I

**Strand 2:** Christian Values and Principles. **Unit 2:** Christian Institutions and Principles

Content Standards	<b>2.2.2.2.</b> Discover the good and acceptable behaviours that are found in the ten commandments for Christian Living.			
Performance Standards	2.2.2.2a Recognise who Go	2.2.2.2a Recognise who God is and the value of love, honour and respect.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge	
43. God and his names in the Bible.	Honour God in act of worship.  Honour God's names.  Love God.	Discover God and His names.  Learn and appreciate the meanings of the names of God.	God!  The names of God.  Meanings of the names of God.  Significance of each name in relation to who is God.	
44. Bible stories of love, honour and respect.	Be enthusiastic to read and enjoy Bible stories.  Appreciate bible stories.  Appreciate the meanings and lessons learnt from Bible stories.	Understand the Bible and where to find the stories (Books of the Bible).  Read and listen to Bible stories and discover bible characters (men, women).	Bible stories.  The purpose of Bible stories on love, honour and respect.	
Prescribed Assessment Task (PAT)	Relate the role of a family in	showing love and respect.		

**Strand 2:** Christian Values and Principles. **Unit 2:** Christian Institutions and Principles

Content Standards	2.2.2.2 Discover the good and acceptable behaviours that are found in the ten commandments for Christian Living.		
Performance Standards	2.2.2.2b Recite the ten commandments.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
45. Books of the Bible.	Respect the Bible as the written word of God.  Fear of God in His word.	Discover the Bible and how it is organized.  Discover the Books of the old Testament.  Discover the Books of the New Testament.	The Bible! The old and new Testament. Books of the old Testament. Books of the new Testament.
46. The 10 Commandments and Christian Living.	Respect the ten commandments.  Appreciate the Bible as the written book for Christian living.	Discover the ten commandments.  Discover the importance of the ten commandments for Christian Living.	The ten Commandments.
Prescribed Assess- ment Task (PAT)	Relate the role of a family in	showing love and respect.	

# **Strand 2:** Christian Values and Principles. **Unit 2:** Christian Institutions and Principles

Content Standards	<b>2.2.2.2</b> Discover the good and acceptable behaviours that are found in the ten commandments for Christian Living.		
Performance Standards	2.2.2.2c Relate to the values of love, honour, respect and the conduct of what is good and acceptable.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
47. Values of love, honour and respect.	Accept and appreciate love, honour and respect.  Appreciate goo and acceptable conduct.	Define love, honour and respect in different situations with examples.  Discover and explain good and acceptable conduct	Definitions of love, honour and respect.  Good and acceptable conduct.
48. Conducts of love, honour and respect.	Appreciate love, honour and respect that are good and acceptable.  Appreciate of being givers of love, honour and respect.  Appreciate the development of values.	Develop self to love. Honour and respect oneself, elders, parents, teachers, friends and God above all.  Demonstrate acts of love, honour and respect.	Conducts of love, honour and respect.
Prescribed Assessment Task (PAT)	Name the prophets and the great men and women of the Bible.     Match Values to the prophets.		

**Strand 3:** Citizenship and Society **Unit 1:** Citizens and Citizenship

Content Standar	ds	<b>2.3.1.1.</b> Demonstrate an understanding of the characteristics of a good citizen and the roles, and responsibilities that promote good citizenship.		
Performance Standards		2.3.1.1a. Identify good citizen characteristics in their school setting.		
Lesson No. & Ti	itle	Values/Attitude	Skills	Knowledge
49. What it mean to be a good citizen?	S	Appreciate good citizens.	The Ability to embrace the idea of being a good citizen in school.	What it means to be a good citizen in school as a student
50. What you car do to be a go citizen		Admire the characters of a good citizen in school.	The Ability to embrace and adopt the good characters of a good citizen in school	The characters of a good citizen in school.
51. Being a good leader at scho		Embrace the thought of being a good student leader at school one day.	The ability to recognise the characters of a good student leader in school.	The importance of having good student leaders in schools to assist teachers.
Specific assessment task				

Strand 3: Citizenship and SocietyUnit 1: Citizens and Citizenship

Content Standards	<b>2.3.1.1.</b> Demonstrate an understanding of the characteristics of a good citizen and the roles, and responsibilities that promote good citizenship.		
Performance Standards	<b>2.3.1.1b.</b> Identify and describe specific roles and responsibilities that students perform in the school.		
Lesson No. & Title	Attitude	Skills	Knowledge
52. My job as a student at school.	Appreciate the importance of team-work and shared jobs both in the classroom and in the school as a whole.	Identify and recognise their specific roles both in class and in school.	Their specific roles in the classroom as a member of the grade two class as well as a student of the school they attend.
53. What are my duties at school?	Accept shared duties in the classroom as well as the school as a whole.	Ability to be obedient, patient and respectful.	Their Jobs and duties as a member of their class and as a student of the school.  Being a student requires team work.
54. Jobs and duties of a class captain.	Embrace courage, confidence and desire to be a student leader one day this early.	Ability to perform jobs and duties without fear or favour in the classroom.	The basic jobs and duties of a class captain and the vice class captain in the classroom.
Prescribed Assessment Task (PAT)	List the roles and responsib	ilities of a good student.	

Strand 3: Citizenship and Society Unit 1: Citizens and Citizenship

Content Standards	2.3.1.2 Identify and utilize abilities and talents of individuals as good citizens in their school.		
Performance Standards	2.3.1.2a Understand and describe personal qualities of being good citizens and their relationship with other members of the school		
Lesson No. & Titles	Values/Attitude	Skills	Knowledge
55. Making friends with others.	Appreciate and embrace the desire of being a friend to everyone in class and the school.	Ability to make friends with others in the classroom and in the school.	How to make friends in school.
56. Being good to others.	Embrace the attitude of being friendly and open to everyone in the classroom and the school as a whole.	Ability to be friendly to everyone and approachable by everyone both in the classroom and the school as a whole.	How to keep a friendship in school.
57. Values of good relationships.	Appreciate and treasure good relationships in class and in school.	Demonstrate their capability to recognise the qualities of good relationships in class and school.	The importance of having good relationships in school.
Prescribed Assessment Task	, , , , , , , , , , , , , , , , , , ,		

Strand 3: Citizenship and Society
Unit 1: Citizens and Citizenship

Content Standards	2.3.1.2 Identify and utilize a	2.3.1.2 Identify and utilize abilities and talents of individuals as good citizens in their school.		
Performance Standards	2.3.1.2b Apply individual ta	2.3.1.2b Apply individual talents and abilities to help others improve their behaviour.		
Lesson No. & Titles	Values/Attitude	Skills	Knowledge	
58. What I am good at?	Appreciating their individual talents and gifts as an individual.	Demonstrate the ability to recognise their individual talents and gifts and develop them to help improve the behaviours of other members of the school.	Individual talents and gifts.	
59. What you can do?	Embrace their individual abilities as individuals with the desire to enhance these abilities.	Identify and recognise their individual abilities and apply these abilities to help improve the behaviours of other members of the school.	Their individual abilities as individuals.	
60. How I can help others?	Embrace kindness and friendliness as an individual.	Demonstrate being kind, friendly and generous to others in school.	Ways of helping others with the aim of helping them improve their own behaviours.	
Prescribed Assessment Task	Describe how talents and al	bilities can be used to improve be	haviours.	

### **Sample Guided Lesson:**

Lesson # 65

Strand 3: Citizenship and Society

Unit 2: Active Citizenship and Participation



Content Standard: 2.3.2.1 Identify and describe ways in which responsible citizens of a school can work together to help teachers resolve existing problems and conflicts.

**Performance Standard: 2.3.2.1b** Demonstrate an understanding of good listening skills as a means of settling conflicts arise within the school context.

Lesson Title: Respecting others ideas

**Lesson Objective:** Students will be able to and can:

a) Affective Objective: Treat their peers, teachers and others with respect.

**b) Psychomotor Objective:** Role play respectful and disrespectful situations and discuss different scenarios and their effects on others.

c) Cognitive Objective: Identify that we all want to be treated with respect. As we act responsibly and treat others with respect, they begin to trust and respect us

Resources: Chalkboard, cartridge paper, marking pen, role playing cut out strips

of paper.

**References:** NDOE, CCVE syllabus for Grade 1-3.

**Key Concepts:** (key concepts must be in the table form below).

Values /Attitudes	Skills	Knowledge
Act responsibly and treat their peers, teachers and others with respect.	Demonstrate respect for their peers, teachers and other students through their daily actions.	We all want to be treated with respect, As we act responsibly and treat others with respect, they begin to trust and respect us.

#### **Teachers Notes:**

Role playing Respect Scenario' Divide a cartridge paper into five days of the week to make a 'Character Affirmation Chart'. Cut apart the role play descriptions from the cartridge paper with one role-play on each slip of paper ready before the lesson to distribute to each group. You need enough strips so when your class is divided into eight groups, each group will have at least two role-plays.

Instructions for the sample role plays: (see below) Sample Role playing scenarios

#### Scenario 1:

You are playing soccer and accidentally kicked the ball through your neighbour's window. what do you do?

#### Scenario 2:

Your mum's friend comes over to visit her and brings her daughter. You don't enjoy spending your time with this girl, but your mum wants you to entertain her.

#### Scenario 3.

You are on the bus when you noticed that an old woman carrying a baby isn't able to find a seat.

#### Scenario 4.

Someone at lunch time spills water on you and does not apologies.

#### Scenario 5.

You are in the classroom; a disabled boy who is not popular sits beside you. You noticed that other kids are laughing when they see you both talking and sharing a can of drink.

Teacher can create other school scenarios for students to role play to enhance respect for each other

#### Instruction to students:

- 1. Choose a Scenerio to Role Play
- 2. Role play what they would do in each scenerio to show "respect"

# **Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction – (5mins)	Tell students that, today we going to discuss a very important character trait-	<ul><li>Pay attention to the teacher.</li><li>Answer lead up questions.</li></ul>
	<ul> <li>Respect.</li> <li>Q. When you think of the word respect what other words come into your mind?</li> <li>Q. When someone is respectful, how does he or she treat people?</li> <li>Thank students for responding and affirm their thoughts.</li> <li>Introduce the activity for the lesson.</li> </ul>	
Body - (20 mins)	<ul> <li>Teacher role play a scenario on an example of a respectful or disrespectful scenario to avoid confusion.</li> <li>Divide class into 6 groups.</li> <li>Distribute 2 strips of paper with scenarios to each group.,</li> <li>After each role play concludes, have that group explain why the response was respectful or disrespectful in one sentence.</li> <li>Teacher sum up by telling the students we all want to be treated with respect, we tend to trust people who act responsible way and we feel comfortable around people who respect us.</li> </ul>	<ul> <li>Group leader assigned parts of the role play.</li> <li>Act out the scenarios in groups with a response that is respectful or disrespectful.</li> <li>Then the other group will act out the opposite response.</li> <li>Continue until complete.</li> <li>Students answer questions.</li> </ul>
Conclusion - (5 mins)	Concluding Question in the Affective Domain	Reflect on learning

Teacher Reflection/Evaluation:	

**Strand 3:** Citizenship and Society.

Unit 2: Active Citizenship and participation.

Content Standards	2.3.2.1. Identify and describe ways in which responsible citizens of a school can work together to resolve problems.			
Performance Standards	.3.2.1a Describe how problems occur and propose strategies to resolve problems in lifterent situations at school.			
Lesson No. & Title	Values Attitude	Skills	Knowledge	
61. Problems faced in school.	Respect and value other people's lives and properties.  Being careful in what we do and say so we will not get into problems.	Identify and list common problems and suggest ways to prevent them.	Common problems that are face by students at school: - bullying, fighting, teasing, grafting, disobeying school rules, stealing, name calling, picking on others, insult others, making fun of others.	
62. Need to having rules.	Appreciate that rules are there to protect and guide them from getting into trouble or hurting others	Discuss and list different types of rules and the importance of are having them.	<ul><li>Types of rules.</li><li>Classroom rules.</li><li>School rules.</li><li>Health rules.</li><li>Traffic rules.</li></ul>	
63. How to settle problems?	Being honest and fair to help settle a problem.	Identify reasons why problems occur and apply appropriate actions to settle the problems.	Different situations and ways to settle various problems that are faced in school.	
Specific Assessment Task	Role play common problem address them.	le play common problems that occur in schools and suggest possible strategies taken to dress them.		
PAT	Develop strategies to solve	evelop strategies to solve problems encountered at school.		

### **Strand 3:** Citizenship and Society

Unit 2: Active Citizenship and participation.

Content Standards	<b>2.3.2.1</b> Identify and describe ways in which responsible citizens of a school can work together to resolve problems.				
Performance Standards	2.3.2.1b Describe positive attitudes to help others solve their problems at school.				
Lesson No. & Titles	Values/Attitude	Skills	Knowledge		
64. Listen when someone is talking.	Willingness to listen to what other people have to say.	Display the ability to listen to other peoples point of view and practice settling problems fairly and peacefully.	Good listening is a skill for effective communication.		
Specific Assessment Task	Practice listening to what other students have to say.				
65. Respecting others ideas.	Appreciate other persons point of view  Being respectful to their teachers, peers and others.	Apply respect to their class mates, teachers and other students.	We all want to be treated with respect, As we act responsibly and treat others with respect, they begin to trust and respect us.		
66. Talk to others about your problems.  Being confident to express your opinions and accept advice.		Discuss why it is important to share their problems with others.	Sharing is caring as the GOLDEN RULE Others will assist you solve your problems when they know of your problems.		
Specific Assessment Task	When a person is respectful	how does he or she treat people	?		

Strand 3: Citizenship and Society.
Unit 2: Active Citizenship and participation.

Content Standards	<b>2.3.2.2</b> Identify various actions and situations which require them to actively participate in to enhance good relationships within the school.				
Performance Standards	2.3.2.2a Discuss and identify positive attitudes towards others.				
Lesson No. & Title	Values/Attitude	Skills	Knowledge		
67. Doing the right thing.	Being thoughtful of their actions to avoid getting into trouble,	Relate to experience and describe how they will react to certain tempting situations.	Importance of doing the right things at the right time in the right place.		
Specific Assessment Task	Do a self-assessment of positive behaviour displayed each day.				
68. Acceptable behaviour at school.	others as you would want citizens and apply good		Effective communication and self-discipline assist in improving bad behaviour in children.		
Specific Assessment Task	Keep a behavioural chart for students as checklist.				
69. Respecting school property.	Appreciate and care for school properties such as toilets, classrooms, blackboards, desks etc.	Describe ways to follow to look after school properties.	Being aware of the importance of taking care of school properties.		
Specific Assessment Task	Discuss importance of taking care of school property.				
Prescribed assessment task	Identify and discuss positive attitudes that promote good relationship				

**Strand 3:** Citizenship and Society.

Unit 2: Active Citizenship and participation.

Content Standards	<b>2.3.2.2</b> Identify various actions and situations which require them to actively participate in to enhance good relationships within the school.				
Performance Standards	2.3.2.2b. Explain ways of establishing good relationship with others in the school.				
Lesson No. & Title	Values/Attitude Skills Knowledge				
70. Good manners.	Be polite when dealing with their peers and teachers in the school.	Recognize the importance of having good manners and apply them in their daily lives at school.	Good manners development such as, saying thank you, saying sorry for hurting someone.		
Specific Assessment Task	Keep a weekly checklist of good habits displayed by individual students				
71. Praising someone.	Accept compliments graciously.	Practice praising their peers for doing something good such as, well done, good on you, great work, good wan, etc.	Know that praising someone promotes their self-esteem and make them feel good about themselves.		
Specific Assessment Task	Role playing scenarios relating to the Performance standard				
72. Accepting corrections	Be assertive and willingly accepts corrections				
Specific Assessment Task	Role playing scenarios relating to the Performance standard				

### **Teachers notes**

**Note:** Refer to any Civics and citizenship resource books that are available at your school to assist you deliver your lesson effectively.

### **Sample Guided Lesson:**

Lesson # 73

Strand 4: Governance and Leadership

Unit 1: Good Governance



**Content Standard: 2.4.1.1** Demonstrate and appreciate the principles of being honest, being responsible and being answerable when governing people and the environment.

**Performance Standard: (a)** Discover being honest, being responsible and answerable when governing people and the environment.

Lesson Title: Being Honest and Responsible in the classroom.

**Lesson Objective:** Students will be able to and can:

a) Affective Objective: Appreciate the application of being honest and responsible in the classroom.

**b) Psychomotor Objective:** Engage in activities to discover and apply honesty and responsibility in the classroom.

c) Cognitive Objective: Apply the concept of "being honest and being responsible" when governing oneself, classmates, class captains and class teacher.

### Specific Assessment Task (SAT)

Use a behavioural Chart to assess attitudes showing being responsible, being honest and being reliable.

#### Resources:

- 1. Butcher or cartridge paper.
- 2. Pictures and illustrations relevant to the lesson of being honest and being responsible.

#### References:

- Citizenship and Christian Values Education Syllabus grades 1-3.
- Civic Education in PNG Schools; A Teacher Resource Book 3.6, Rights and Responsibilities page 80.
- Citizenship and Christian Values Education; Teaching Guide Responsibility for grades K – 5.
- "How to be responsible person?"

### **Key Concepts:**

Values/ Attitudes	Skills	Knowledge
Appreciate the application of being honest and responsible in the classroom.	Engage in activities to discover and apply honesty and responsibility in the classroom.	The application of being honest and being responsible when governing oneself, classmates, class captains and class teacher

#### **Teachers Notes:**

### Preparation

1. Plan a role play about being honest and being responsible in the classroom.

### Characters of the role play one:

Student 1 - Drops the lunch money.

Student 2 - Finds the money and gives the money to the class teacher.

Teacher – Announces the lost money and the owner of the money goes and picks it up.

Teacher praises student (2) for being honest and responsible.

### Characters of the role play two:

Students 1, 2 and 3 – eating their lunch and leaving their rubbish behind.

Student 4 - Picks up their rubbish and drops it in the rubbish bin.

Teacher – Praises and appreciates student (4) for being responsible.

Student 1, 2 and 3 – are corrected by the teacher.

**2.** Draw up a behavioural chart of being honest and being responsible for students in the class and its making criteria.

No:	Students	Making Criteria / Use tick to tally					Comments
1		1	2	3	4	5	
2							
3							
4							
5							
6							

#### Key:

- 1. Never
- 2. Occasionally
- 3. Sometimes
- 4. Often
- 5. Always

# **Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction – (5mins)	Ask students questions such as who has found something that has been lost and has returned it to the owner etc. to see students understanding of being honest.	Students answer questions.
Body - (20 mins)	<ol> <li>Organize students to take up roles /characters in groups of three or four.</li> <li>Ask selected groups to perform the role play 1 on honesty and the others on role play 2 on being responsible.</li> <li>Teacher observes and assesses students performances.</li> </ol>	<ol> <li>Students get into their groups and select their roles / characters for the role play1 and 2.</li> <li>Students practice their roles in their groups before performing</li> <li>Each group performs their role play while other watch.</li> </ol>
Conclusion - (5 mins)	Select two groups to perform their role plays on being honest and being responsible.	Selected groups perform their plays.

# **Teacher Reflection/Evaluation:**

Teacher Self Reflection	Evaluation of student work
Check to see that;	Check to see that;
<ul> <li>the three types of objectives are achieved;</li> <li>teaching and learning strategies used in this lesson are relevant;</li> <li>the resources are appropriate in that lesson;</li> </ul>	<ul> <li>the three types of objectives were achieved by the students;</li> <li>students understood the concept and participated in the lesson;</li> </ul>
<ul> <li>the activities were relevant for the students;</li> <li>the assessment type used was appropriate for the lesson activities;</li> <li>If three types of objectives are not achieved than do corrections and re- plan the lesson;</li> <li>Reteach the lesson.</li> </ul>	<ul> <li>if the types of objectives have not been achieved by the students then they redo the activity by using another type of activity to achieve the set objectives.</li> </ul>

**Strand 4:** Governance and Leadership

**Unit 1:** Good Governance

Content Standards	<b>2.4.1.1</b> Demonstrate and appreciate the principles of being honest, being responsible and being answerable when governing people and the environment.		
Performance Standards	<b>2.4.1.1a.</b> Discover being honest, being responsible and answerable when governing people and the environment.		
Lesson No. & Title	Values/Attitude Skills Knowledge		
73. Being Honest and Responsible in the classroom.	Appreciate the application of being honest and responsible in the classroom.	Engage in activities to discover and apply honesty and responsibility in the classroom.	The application of being honest and being responsible when governing oneself, classmates, class captains and class teacher.
74. Be answerable to assigned tasks.	Accept the attitude of being responsible and answerable to assigned tasks.	Engage in activities to promote the attitude of being responsible and answerable to assigned tasks.	Take responsibility to be answerable in assigned tasks by oneself, classmates, class captains and class teacher.
Prescribed Assessment Tasks (PAT)	Use the Behavioural chart to assess attitudes over time on showing being responsible and answerable to assigned tasks		

# Strand 4: Governance and Leadership

Unit 1: Good Governance

Content Standards	<b>2.4.1.1</b> Demonstrate and appreciate the principles of being honest, being responsible and being answerable when governing people and the environment.		
Performance Standards	<b>2.4.1.1b.</b> Discover the attitude of being honest, being responsible and being answerable to assigned tasks when governing people and the environment.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
75. Review 72			
76. Being honest and responsible in the school.	Be humble to appreciate honesty and responsibility.	Engage in activities to discover the attitude of being honest and responsible with other students and teachers in the school.	The application of being honest and responsible with other students and teachers in the school.
77. Display attitude of being answerable.	Be humble to appreciate the attitude of being answerable	Engage in activities to display the attitude of being answerable to assigned tasks.	Relate to situations and display the attitude of being answerable to assigned tasks by oneself, other students, and teachers in the school
78. Review lesson 74			
Prescribed Assessment Tasks (PAT)	<ol> <li>Role plays about appreciation of being honest and responsible when working with other students and teachers in the school.</li> <li>Role Play by displaying the attitude to appreciate honesty and responsibilities.</li> <li>Use observation checklist to assess the attitude to appreciate honesty and responsibility in each student.</li> </ol>		

# **Strand 4:** Governance and Leadership

Good Governance Unit 1:

Content Standards	<b>2.4.1.2.</b> Develop the understanding of positive attitudes in enforcing rules and apply discipline to rule offenders' in different places		
Performance Standards	2.4.1.2a. Discover and apply the attitude of being obedient to enforce rules in different places.		
Lesson No. & Title	Values/Attitude Skills Knowledge		
79. Enforce classroom and school rules.	Be obedient and cooperate to enforce rules.	Engage in activities to promote the enforcement of classroom and school rules.	Classroom and school rules are being enforced by class teacher, class captain, classmates, oneself, and every individuals.
80. Practice classroom and school rules.	Being obedient and follow rules.	Engage in activities to practice classroom and the school rules.	Relate to situations and apply the attitude of being obedient to practice classroom and school rules.
81. Review Lesson 79			
Prescribed Assessment Tasks (PAT)	Use of oral test to assess students' knowledge about obeying and classroom and school rules.		

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

Content Standards	<b>2.4.1.2.</b> Develop the understanding of positive attitudes in enforcing rules and apply discipline to rule offenders' in different places.		
Performance Standards	<b>2.4.1.2b</b> Develop the unders rules in different places.	standing that rule offenders should	d be disciplined for breaking
Lesson No. & Title	Values/Attitude	Skills	Knowledge
82. Discipline for breaking classroom and school rules.	Be curious and develop the understanding that rule offenders should be disciplined.	Engage in activities to identify how rule offenders should be disciplined.	Discipline is correcting the behaviour and conduct of a rule offender. Rule offenders are disciplined by rule enforcers such as group leaders, class captains, class teachers and head teachers in the schools.
Prescribed Assessment Tasks (PAT)	<ol> <li>Oral Test on how rule offenders should be disciplined,</li> <li>Name two disciplinary actions on students who break classroom and school rules.</li> </ol>		
83. Enforcing penalties in classrooms and schools,	Recognise and appreciate how penalties are enforced,	Engage in activities to discover how penalties are enforced,	Penalties are punishments for breaking rules. Class teacher, teachers and head teachers enforce penalties on students who break rules,
84. Review Lesson 82 and 83			
Prescribed Assessment Task (PAT)	<ol> <li>Use observation checklist to assess the role play about how to enforce penalties,</li> <li>Develop role play about students demonstrating how penalties are enforced,</li> </ol>		

### **Sample Guided Lesson:**

Lesson # 85

Strand 4: Governance and Leadership

Unit 2: LeadershipTopic 1: Leadership



Content Standard: 2.4.2.1. Develop an understanding of leadership qualities and

the challenges experienced in different groups

**Performance Standard: (a)** Identify good leaders, the reasons for having them and the challenges they encounter in the community.

Lesson Title: A good leader.

Lesson Objective: Students will be able to and can:

a. Affective Objective: Embrace the idea of being a good leader.

**b. Psychomotor Objective:** Engage in activities to discover the idea of being a good leader in the classroom and the school.

c. Cognitive Objective: Understand that a good leader is a person who leads others with acceptable behaviour and conducts as expected.

#### Specific Assessment Task

Use assessment "of" Learning

#### Method:

Oral test- answer simple oral questions asked by teacher on challenges of good leaders

#### Sample:

Questions on challenges of good leaders

#### Resources:

Prepared chart with list of qualities of good leaders

Pictures and illustrations of leaders who have demonstrated good leadership roles.

#### References:

- Citizenship and Christian Values Education Syllabus grades 1- 3.
- Civic Education in PNG Schools; A Teacher Resource Book 12.7 page 262.

#### **Key Concept**

Values/Attitudes	Skills	Knowledge
Embrace the idea of being a good leader.	Engage in activities to discover the idea of being a good leader.	A good leader is a person who leads others with acceptable behaviour and conducts as expected.  A good leader can be yourself, your classmate, your teacher or any other person in the school or community who is able to lead others with acceptable behaviour and conducts as
		expected

#### **Note to the Teacher:**

#### **Preparation**

- 1. Arrange for some leaders in the school and the community to talk to the class about their roles, responsibilities and challenges as leaders in different settings and situations.
- 2. Have a set of simple questions for students to answer based on the invited leaders speech
  - · What is the name of the leader?
  - · What does he do in the community?
  - Does he/she face any problems? If yes then what is this problem?

# **Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction – (5mins)	Motivate by asking the whole class to stand up. Then tell the rest of the class to sit down but allow the class captain and group leaders to keep standing.  Ask the class; who are these people and what do they do?	Students give responses either by saying these are leaders; Class captain is a leader, group leaders are leaders. They make sure class rules are followed etc. Class leaders have responsibilities.
Body - (20 mins)	<ol> <li>Introduce the leader to the class.</li> <li>Ask the leaders to talk about themselves, their roles, their responsibilities and the challenges they encounter.</li> <li>Ask students to answer the questions based on the leaders speech.</li> <li>Select few students to present their answers to the questions.</li> </ol>	<ol> <li>Listen to the introduction.</li> <li>Listen to the leaders speech.</li> <li>Answer the questions based on the leaders speech.</li> <li>Selected students present their answers to the questions on the leaders speech.</li> </ol>
Conclusion - (5 mins)	Review and Conclude the lesson	Reflect on learning

# Teacher Reflection/ Evaluation:

Teacher Self Reflection	Evaluation of student work
Check to see that;	Check to see that;
<ul> <li>the three types of objectives are achieved;</li> <li>teaching and learning strategies used in this lesson are relevant;</li> <li>the resources are appropriate in that lesson;</li> <li>the activities were relevant for the students;</li> <li>the assessment type used was appropriate for the lesson activities;</li> <li>If three types of objectives are not achieved than do corrections and re- plan the lesson;</li> <li>Reteach the lesson.</li> </ul>	<ul> <li>the three types of objectives were achieved by the students;</li> <li>students understood the concept and participated in the lesson;</li> <li>if the types of objectives have not been achieved by the students then they redo the activity by using another type of activity to achieve the set objectives.</li> </ul>

Strand 4: Governance and Leadership

Unit 2: Leadership

Content Standards	<b>2.4.2.1</b> Develop an unde in different groups.	erstanding of leadership qualitie	es and the challenges experienced
Performance Standards	<b>2.4.2.1a</b> Identify good leaders, the reasons for having them and the challenges they encounter in the community.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
85. A good leader	Embrace the idea of being a good leader.	Engage in activities to discover the idea of being a good leader.	A good leader is a person who leads others with acceptable behaviour and conducts as expected.  A good leader can be yourself, your classmate, your teacher or any other person in the school or community who is able to lead others with acceptable behaviour and conducts as expected.
86. Good leaders of different groups.	Appreciate and respect good leaders of different groups.	Engage in activities to discover good leaders for different groups.	Good leaders are people who lead others with acceptable behaviours and conducts as expected.  There are good leaders for different groups at home, in the school and in the community.
87. Reasons for having good leaders of different groups.	Value the reasons for having good leaders of different groups.	Engage in activities to discover the reasons for having good leaders of different groups.	The reasons for having good leaders of different groups is to lead and provide directions for duties in families, classrooms, schools and communities with acceptable behaviour and conducts as expected so that tasks and activities can be achieved well under their leadership.
88. Challenges of good leaders in different groups.	Encourage good leaders to overcome challenges.	Engage in activities to discover challenges of good leaders.	Good leaders of different groups have challenges.  Challenges of a group leader in an activity group.  Challenges of a class captain in the classroom.  Challenges of a sport captain in the school.
Prescribed Assessment Task	Oral test- answer simple Questions on challenges		ner on challenges of good leaders.

Strand 4: Governance and Leadership Unit 2: Leadership

Content Standards	<b>2.4.2.1</b> Develop an understanding of leadership qualities and the challenges experienced in different groups.		
Performance Standards	2.4.2.1a Identify good leaders, the reasons for having them and the challenges they encounter in the community.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
89. Qualities of a good leader.	Value qualities of a good leader.	Engage in activities to discover qualities of a good leader.	Qualities of a good leader are such as; listening attentively and responding well, respect for others, being honest and responsible in their duties, transparent and answerable in their duties of tasks.
90. Qualities of good leaders of different groups.	Appreciate qualities of good leaders of different groups.	Engage in activities to discover qualities of good leaders of different groups.	Qualities of a good leader in the family.  Qualities of a good leader in the classrooms.  Qualities of a good leader in the school.  Qualities of a good leader in the community.
Prescribed Assessment Task	_	•	qualities learnt from these leaders. nowledge on qualities of a good

Strand 4: Governance and Leadership

Unit 2: Leadership

Content Standards	2.4.2.2. Develop a basic understanding of the skill of listening carefully.		
Performance Standards	2.4.2.2b Learn about the importance of listening carefully		
Lesson No. & Title	Attitude	Skills	Knowledge
91. What is listening carefully?	Appreciate the discovering of how to listen carefully.	Engage in activities to identify the skill of listening carefully.	Listening carefully is hearing the information that is being spoken by another person without withdrawing your attention away.  Listening carefully involves a speaker and a listener. It can be at home, in the classroom, at the school or in the community.
92. Why listen carefully?	Appreciate the importance of listening carefully when someone is talking with you.	Engage in activities to learn the importance of listening carefully when someone is talking with you.	Listening carefully helps you to response well and to keep a smooth flow of information being spoken between you and the other person.
93. Review Lesson 91 and 92			
Prescribed Assessment Task	Oral test on what is liste	ning and why listening.	

# Strand 4: Governance and Leadership

Unit 2: Leadership

Offit 2: Leadership							
Content Standards	2.4.2.2 Develop a basic understanding of the skill of listening carefully.						
Performance Standards	2.4.2.2b Display listening skills when communicating with different people.						
Lesson No. & Titles	Values/Attitude	Skills	Knowledge				
94. Display good listening skills.	Appreciate and show good listening skill to the different groups of people.	Engage in activities to Discover how to display good listening skill to different groups of people.	Display good listening skill to the different groups of people such as parents, relatives, classmates, teachers, church members and other people in the community.				
95. Where and when to display good listening skills	Appreciate the knowledge of where and when to display good listening skills.	Engage in activities to discover where and when to display good listening skills.	Listening carefully to; parents at home, classmates in discussion groups; teachers in the classrooms and other leaders in the community.				
96. Review Lesson 94 and 95							
Prescribed Assessment Task							

# **Assessment, Recording and 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 2 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, Grade 3, 6, 10 and 12.

#### **Levels of Benchmarks**

#### a) Strand Benchmarks

The Strand Benchmark is a measure to be used at the end 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.

# **Grade 2 Benchmarks**

Strand 1: Civic Iden	tities, Principles and Systems
CCVE-G2. S1.B1	Recognize and develop a sense of belonging and connectedness within their society.
CCVE-G2. S1.B2	Develop the understanding of Civics principles in relation to other people and communities.
CCVE-G2. S1.B3	Develop an understanding of citizens benefits of State Institutions such as; Police, Army, Navy, Fire service, Warder, Hospital etc.
CCVE-G2. S1.B4	Recognize the benefits of civil institutions such as the Post Office, Telecommunication Centre and how to care for these institutions.
Strand 2: Christian	n Values and Principles
CCVE-G2. S2.B1	Develop an understanding of why Christian Values are important and explain what they are.
CCVE-G2. S2.B2	Understand that Christian living and practices of values and good conducts are personal attitudes.
CCVE-G2. S2.B3	Demonstrate how Christian values can be shown in good conducts and personal attitudes.
CCVE-G2. S2.B4	Identify ways Christian Values support and promote peaceful and harmonious living in a community.
Strand 3: Citizens	hip and Society.
CCVE-G2.S3.B1	Demonstrate an understanding that when they are born into a particular community they automatically become a native member or citizen of that particular community.
CCVE-G2.S3.B2	Recognizes and explain that living in a community and participating in the community activity is a way of demonstrating their citizenship.
CCVE-G2.S3.B3	Participate in different activities demonstrate their good citizenship knowledge and skills.
CCVE-G2.S3.B4	Demonstrate good citizenship skills to persons in authority or elderly persons.
Benchmarks for G	overnance and Leadership
CCVE-G2. S4.B1	Demonstrate an understanding of principles of good governance of people and the environment in their local community.
CCVE-G2. S4.B2	Demonstrate an understanding of the consequences of breaking rules in different places.
CCVE-G2. S4.B3	Demonstrate an understanding of good leadership qualities of a leader of different groups.
CCVE-G2. S4.B4	Demonstrate an understanding of communication skills applied to different groups.

#### **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 checklist.

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.

#### Assessment for Learning

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

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.

#### A Sample "Assessments for Learning"

An "Assessment for Learning" can be given in the "Introductory" part of the lesson, the "Body" or the "Conclusion."

In the Introductory part of a lesson – questions relating to a previous lesson can be asked. For instance, Lesson 2 in Grade 2 for Unit 1 is titled <u>"Why I belong to a group?"</u>. This lesson would have been about <u>"the importance of belonging to a group"</u>.

The lesson that follows this lesson is titled "Count me in." This lesson would be about situations that make it difficult for an individual to feel connected or belong to a certain group of people.

# What would Assessment for learning for this learning look like in the Introduction part of the Lesson?

- a. Assessment For learning Sample Oral Affective Questions asked in the Introductory part of the lesson
- 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 <u>will be able to and can</u> relate the content from the previous lesson to the lesson being introduced.

# b. Assessment for Learning- Sample Oral Psychomotor and Cognitive Questions asked in the Introductory part of the lesson

- · Identify two groups that you belong to
- Why do you want to be part of a group?

What would Assessment for learning for this learning look like in the Body part of the Lesson?

"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.

# a. Assessment for learning – Sample Oral Psychomotor and Cognitive Questions asked in the "Body" of the lesson

Examples of questions asked in the activity in the body of the lesson would have oral questions such as;

- Identify and describe a group that you belong to
- Identify and describe situations that make you uncomfortable to be part of a group
- Discuss why you prefer to belong to a group than to be alone?

These three sample questions, if assessed well should show the different Cognitive Levels of students. Look at the following descriptions by Grade 2 students.

#### 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 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. I don't like it when I go to gatherings where there are many new faces as it makes me uncomfortable and unsafe to belong to any of them. I feel safe with my family and friends that I know well.

#### 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."
- Student B also describes a situation that makes it difficult to easily belong to a group.

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

# What would Assessment *for* learning for this learning look like in the "Conclusion" part of the Lesson?

**a.** "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.

# Assessment *For* learning – Sample Affective and Cognitive Questions asked in the "Conclusion" part of the lesson

In the Conclusion Part of the lesson, it is important that concluding remarks or concluding questions are affective and psychomotor or affective and cognitive. Examples of questions asked in the "Conclusion" of the lesson would have oral questions such as;

- If you had learnt one important thing in this lesson, what would it be and how do you feel about it?
- If there was one new thing you learnt in this lesson, what would it be and how do you feel about it?

**Note:** The students' response to this concluding statement should help the 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 Content Standards (CS) or the Performance Standards

**b.** "Assessments for learning" also helps both students and teachers to see where they need improvement and how to improve.

# Assessment *For* Learning – Sample Affective and Cognitive Questions asked in the "Conclusion" part of the lesson

Examples of questions asked in the "Conclusion" of the lesson would have oral questions such as;

- What would you have loved to learn about in this lesson that we didn't do to help you learn about it?
- How do you feel about this lesson and how would we have done it better?"

An Example of an Affective concluding statement from the teacher that can help both the teacher and the student find out about where they need to improve;

- "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 improvements and how to improve in the next lessons.

#### Assessment as Learning

Assessment as Learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. "Assessments as 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 also taking place. Self and peer assessments 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.

- a. Assessment as Learning can also refer to assessment in learning or assessment while learning. "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. It can happen in a lesson which includes class activities, homework, research etc.
- 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 also taking place. It can happen in a lesson which includes class activities, homework, research etc.
- 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. It can happen in a lesson which includes class activities, homework, research etc.

#### Summative Assessment: Assessment of Learning

Assessment of learning is the <u>use of a task or an activity to measure, record and report on a student's level of achievement and competency in regards to specific learning expectations.</u> "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. 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 of learning for CCVE is a combination of both theory and practical that must be used to measure total sum of learning as indicated by a Benchmark and Content Standard.

#### Purpose of assessment of CCVE in the Affective Domain

The Assessment of CCVE in the Affective Domain is to;

- Develop students non-cognitive skills (soft skills, transferable skills, transversal skills and 21st century skills personal skills)
- Capture real situations and opportunities that can help students learn about values and attitudes
- Allow students to display the attitudes that are related to values learnt in the classroom setting in activities outside of the classroom.
- Improve affect of individuals in the hope of improving behaviour
- Make students understand that the decisions they make must be based on certain values
- Enable students to use values to guide the high level thinking skills and decision making skills

#### **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 2 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;

- · check-lists and note taking;
- · running record sheets;
- · watching working progress;
- General observation.
- Informing observations
- Systematic observations

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.

#### **On-going Records**

- Observations
- Conferencing
- Students profile
- · Check-lists
- Running record sheets.

#### **Questionnaires**

Oral

#### **Student Records**

- Students profile.
- Student journal.
- · Working in progress folder.

#### Assessment strategies

Assessment is an integral part of students learning and can be done using different ways. Below are some of these ways:

#### Student Self-Assessments

- Self-assessment.
- Group discussions.

#### **Talking with Students**

- Interview.
- Questioning individuals and groups.
- Telling stories with fables, morals.
- · Listening to student's explanations and opinions.
- · Informing observations.
- Systemic observation.

#### **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. However, test and examinations should not be the focus of assessment in CCVE. Instead practical assessments must be emphasised

# **Yearly and Termly Assessment Overview**

#### **Assessment Tasks**

The Prescribed Assessment Tasks for Grade 3 were identified from the Citizenship and Christian Values Education Grades 1, 2 and 3 Syllabus. These Prescribed Assessment Tasks assess each content standard in the syllabus. Each assessment task must have a criterion to report students' performance and should be planned well before conducting it. For instance, choosing the most appropriate assessment method for an assessment task, with the availability of resources and time.

#### Yearly assessment tasks

Term One (1)					
Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task	Week
JUS .	Civic Identities	2.1.1.1	2.1.1.1a 2.1.1.1b	Identify and describe activities that enable one to feel part of a group.	3
nd Syster		2.1.1.2	2.1.1.2a 2.1.1.2b	Identify and describe a situation that they encouraged a friend feel good about themselves.	4
Civic Identities, Principles and Systems	Civic Principles	2.1.2.1	2.1.2.1a 2.1.2.1b	Use a checklist to compile students poster presentation on managing themselves to handle problems in the home or at school.	5
entities,		2.1.2.2	2.1.2.2a 2.1.2.2b	Describe a benefit of a social influence in their life.	8
Civic Ide	Civic Systems	2.1.3.1	2.1.3.1a	Draw or collect pictures of state and civil institutions and describe their importance.	9
		2.1.3.2	2.1.3.2a 2.1.3.2b	Choose any state or civil institution and describe how to care for it.	10
Term Two (2)					
Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task	Week
n Values and	Christian Values and Practices	2.2.1.1	2.2.1.1a 2.2.1.1b 2.2.1.1c	<ol> <li>Talk about the meanings of fearfully and wonderfully made.</li> <li>List the Christian Values and match them to the meanings such as; Love = a good feeling for someone, friend.</li> </ol>	3
Christian Principles		2.2.1.2	2.2.1.2a 2.2.1.2b 2.2.1.2c 2.2.1.2d	<ol> <li>Talk about bad and wrong deeds that make people behave in negative ways.</li> <li>Talk about the good values that make people behave in good and positive ways.</li> <li>Discuss and name some of their responsibilities to/in their life.</li> </ol>	5

Term Two (2)					
Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task	Week
	Christian Institutions and Principles.	2.2.2.1	2.2.2.1a 2.2.2.1b 2.2.2.1c 2.2.2.1d	Relate the role of a family in showing love and respect.	7
		2.2.2.2	2.2.2.2a 2.2.2.2b	<ul><li>5. Name the prophets and the great men and women of the Bible.</li><li>6. Match Values to the prophets.</li></ul>	9

Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task	Week
	Citizens and Citizenship.	2.3.1.1	2.3.1.1a 2.3.1.1b	<ol> <li>Identify and list good character traits of a student.</li> <li>Name the basic jobs and duties of a student in class and describe a good thing about shared work and duties.</li> <li>List the roles and responsibilities of a good student.</li> </ol>	3
society.		2.3.1.2	2.3.1.2a 2.3.1.2b	<ol> <li>Identify personal qualities of good citizens and its effects on relationship with others.</li> <li>Describe how talents and abilities can be used to improve behaviours.</li> </ol>	5
Citizenship and Society.	Active Citizenship and Civic Participation	2.3.2.1	2.3.2.1a 2.3.2.1b	<ol> <li>Role play common problems that occur in schools and suggest possible strategies taken to address them.</li> <li>Develop strategies to solve problems encountered at school.</li> <li>Practice listening to what other students have to say.</li> <li>When a person is respectful how does he or she treat people?</li> </ol>	7
		2.3.2.2	2.3.2.2a 2.3.2.2b	<ol> <li>Do a self-assessment of positive behaviour displayed each day.</li> <li>Keep a behavioural chart for students as checklist</li> <li>Discuss importance of taking care of school property.</li> <li>Identify and discuss positive attitudes that promote good relationship.</li> <li>Keep a weekly checklist of good habits displayed by individual students.</li> <li>Role playing scenarios.</li> </ol>	9

Term Four (4)					
Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task	Week
Governance and Leadership	Good Governance	2.4.1.1	2.4.1.1a 2.4.1.1b	<ol> <li>Use the Behavioural chart to assess attitudes over time on showing being responsible and answerable to assigned tasks.</li> <li>Role plays about appreciation of being honest and responsible when working with other students and teachers in the school.</li> <li>Role Play by displaying the attitude to appreciate honesty and responsibilities.</li> <li>Use observation checklist to assess the attitude to appreciate honesty and responsibility in each student.</li> </ol>	3
Governance		2.4.1.2	2.4.1.2a 2.4.1.2b	<ol> <li>Use of oral test to assess students' knowledge about obeying and classroom and school rules.</li> <li>Oral Test on how rule offenders should be disciplined.</li> <li>Name two disciplinary actions on students who break classroom and school rules.</li> <li>Use observation checklist to assess the role play about how to enforce penalties.</li> <li>Develop role play about students demonstrating how penalties are enforced.</li> </ol>	5
	Leadership	2.4.2.1	2.4.2.1a 2.4.2.1b	<ol> <li>Oral test- answer simple oral questions asked by teacher on challenges of good leaders.</li> <li>Questions on challenges of good leaders.</li> <li>Name a good leader in the community and list two qualities learnt from these leaders.</li> <li>Use questionnaire checklist to diagnose students' knowledge on qualities of a good leader.</li> </ol>	7
		2.4.2.2	2.4.2.2a 2.4.2.2b	<ol> <li>Oral test on what is listening and why listening.</li> <li>Listen carefully to a story told by the teacher and answer related questions correctly.</li> <li>Group activity based on listening.</li> </ol>	9

#### **Assessment Task Samples**

This sample assessment tasks is provided to assist teachers to plan their assessment tasks. It is only a guide and can be amended.

#### **Sample Assessment 01:**

Strand: Civic Identities, Principles and Systems.

Unit 1: Civic Identities

**Content Standard: 2.1.1.1** Recognise the importance of having an identity and being connected to a family, community or society.

**Performance Standard: 2.1.1.1a** Describe how it feels to connected to certain group of people e.g. family, community or society.

**Lesson 1:** Where am I?

**Lesson 2:** Why I belong to a group?

**Lesson 3:** Count me in **Lesson 4:** My helpful group

Specific Assessment Task: (Specific Assessment Task, PS (a).

- 1. Identify and describe activities that enable one to feel part of a group.
- 2. Describe the importance of belonging to a group and appreciate the group's existence.

**Assessment tool/method:** Group Work Analysing student's work samples – Posters

**Assessment Criteria:** The criterion of any assessment task must be made known and given to the students prior to the assessment task being assigned so they work towards achieving it.

Your poster must show:

- 1. Two positive behaviours towards your school, church, aid post with illustration.
- 2. Two negative behaviour towards your school, church, aid post with illustration.
- 3. Good citizenship skills displayed to correct negative behaviour towards state and civil institutions.

#### **Recording Method:**

Checklist Date: 7 <sup>th</sup> August, 2018						
Student Name Criteria Comments						
Alphie	>	•	~	Displayed knowledge of good citizenship towards state and civil institutions.		
Kuri	×	•	~	Could not identify and illustrate positive behaviour towards state and civil institutions.		
Paraka	<b>&gt;</b>	×	×	Identified and illustrated positive behaviour towards state and civil institutions.		
Kipa	<b>~</b>	<b>~</b>	×	Displayed good citizenship skills to correct bad behaviour towards state and civil institutions.		

C2

СЗ

#### Sample Assessment Task 02: (Continued)

Strand: Governance and Leadership.

**Unit:** Leadership

**Content Standard: 2.1.1.1.** Recognise the importance of having an identity and being connected to a family, community or society.

**Performance Standard: 2.1.1.1.** Recognise the importance of having an identity and being connected to a family, community or society.

Lesson 1: Where am I?

**Lesson 2:** Why I belong to a group?

**Performance Standard: 2.1.1.1b.** Identify and describe situations that can make it difficult to feel connected to a certain group of people.

**Lesson 3:** Count me in **Lesson 4:** My helpful group

#### Assessment Task for the 4 Lessons:

Things to Note

- The Assessment Task must be assigned in the beginning of the Term that this lesson is going to be covered.
- Before these Lessons are being taught, the students must be reminded of the Assessment Task that must be done after the 4 lessons are taught.

#### **Prescribed Assessment Task (PAT):**

- 1. Identify and describe activities that enable one to feel part of a group.
- 2. Describe the importance of belonging to a group and appreciate the group's existence.

#### Instruction:

**Content Standards:** "Recognize the importance of having an identity and being connected to a family, community or society"

In your own words, provide a response for these questions in the form of an oral and chart presentation:

- 1. Identify one (one) activity that enables you to feel being part of the group.
- 2. Describe one of these activities.
- 3. State a reason why it is important to belong to a group.
- 4. Express how it feels to be part of a group and how it feels not to be part of a group.

### **Sample Assessment Task 02:**

#### **Assessment Method: Individual oral Presentation - Observation**

#### **Assessment Rubric**

• The Assessment Rubric must be given in the beginning of the Term that this lesson is going to be covered.

#### **Reasons for Rubrics**

- Students immediately know what is expected of them.
- Rubrics make judging more clear, consistent and equitable.
- Rubrics raise the quality of work produced.
- · Rubrics save time.
- Rubrics judges teaching and learning.

#### Assessment Rubric for Content Standards 2.1.1.1:

Recognize the importance of having an identity and being connected to a family, community or society."

No	Criteria	5 marks	4 marks	3 marks	2 marks	1 mark
1	Content	Answered all four questions very well.	Answered 3 questions only.	Struggled but Answered 2 questions only.	Struggle but Answered 1 question very.	Struggled to answer the questions.
2	Voice	Loud and very clear.	Loud and clear.	Clear but not loud enough.	Not clear and not loud enough.	Struggled to speak loud and clear.
3	Posture	Faced the audience.	Faced audience from time to time.	Faced audience briefly then turned away most of the time.	Faced down while speaking and turned away most of the time.	Struggled to face the audience most of the time.
4	Eye Contact	Looked at the audience when speaking.	Looked at the audience randomly.	Shied away.	Had his/her back to the audience.	Struggled to look at the audience and face them while speaking.
5	Confidence	Very confident.	Show some confidence.	Show little confidence.	Show very little confidence.	Struggled to be confident.

Student Name:_ Assessment No	and Ti	tle:					Class:
Criteria		Mark A	warded	Comn	nents		
1		/	5				
2		/	5				
3		/	5				
4		/	5				
5		/5					
Total Marks Awar for Assessment		/ :	25				
Checklist Date: 7th August,							
Student Name			Comn	nents			Comments
	C1	C2	C3	C4	<b>C</b> 5	C6	
Alphie							
Kuri							
Paraka							

Note: C1 means Criteria No.1 on the Rubrics

# **Glossary**

The section provides words and definitions that teachers would like to use in their teaching lessons and also help students to build up their vocabulary.

# **Table of Glossary**

Words and phrases	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, behavioural patterns, emotional responses, social roles, and other individual traits that endure over long periods of time
Potentials	Person having or showing hidden qualities or abilities and capacity that may be developed and lead to future success or usefulness.
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 behaviour 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.

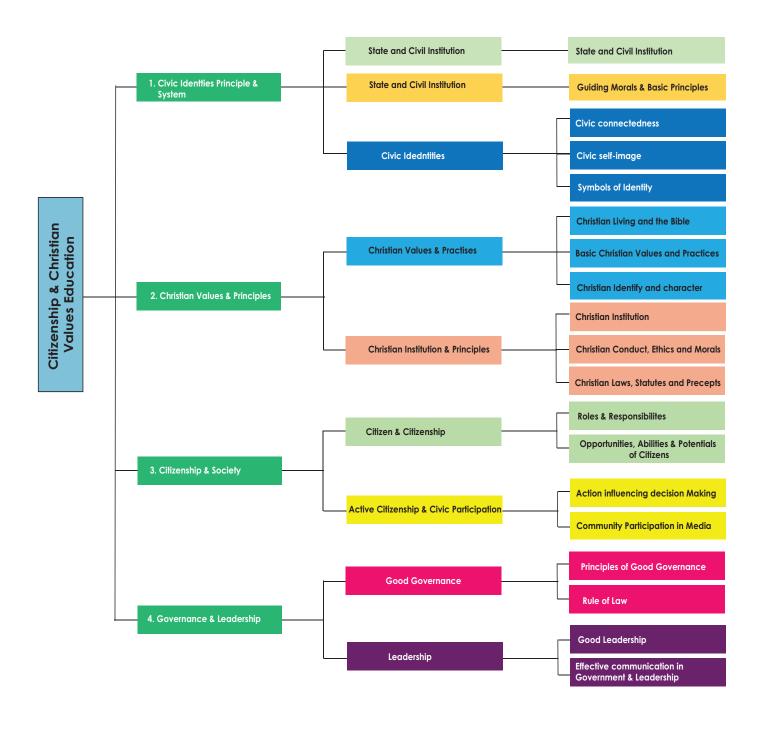
# **References**

Below is a list of books consulted during the development of this teacher guide.

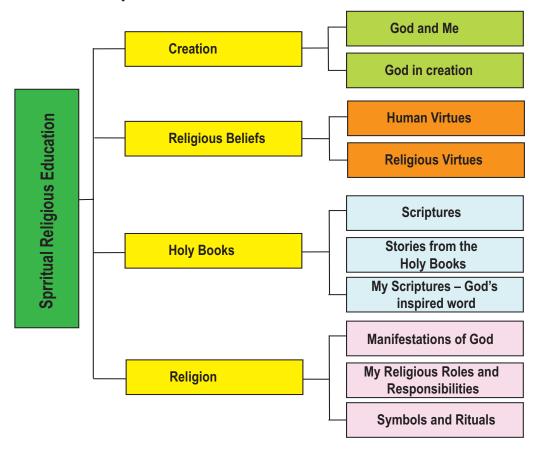
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# **Appendices**

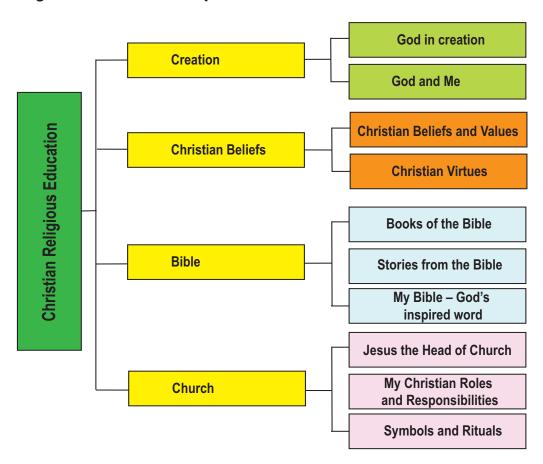
# **Appendix 1: Citizenship and Christian Values Education Conceptual Content Chart**



**Appendix 2: Spiritual Education Conceptual Content Chart** 



**Appendix 3: Christian Religious Education Conceptual Content Chart** 



# Appendix 4: 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/ 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	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. 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.

### **Appendix: 5 Ten Commandments**



- 1. You shall have no other "gods" before me
- 2. You shall not make for yourself and idol
- 3. You shall not take the name of God in vain
- 4. Remember the Sabbath Day to Keep it Holy
- 5. Honour your Father and your Mother
- 6. You shall not murder
- 7. You shall not commit adultery
- 8. You shall not steal
- 9. You shall not lie
- 10. You shall not covet

# **Appendix 6: Ten Commandments**



Our Father,
Who art in heaven,
Hallowed by the name.
Thy Kingdom come,
Thy will be done,
On earth as it is heaven
Give us this day our daily bread.
And forgive us our trespasses,
As we forgive those
Who trespass against us.
And lead us not into temptation,
But deliver us from evil.
For thine is the kingdom,
The power and the glory.
For ever and ever.

**Amen** 

