

# Citizenship & Christian Values Education

**Teacher Guide**

**Preparatory**

**Standards Based**



Papua New Guinea  
Department of Education

**'FREE ISSUE  
NOT FOR SALE'**



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

*First Edition*

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## **Acknowledgements**

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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 CCVE for Preparatory. 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. CCVE is a required subject for all Preparatory 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 CCVE is based on family, classroom and school contexts. Therefore teachers and respective stakeholders are encouraged to engage the involvement of the parents, the school and the community at large. Utilize the resources at the community setting to help students become active learners, acquire citizenship knowledge and behaviour in preparation for life, and to progress into Grade 1.

The Citizenship Christian Values Education Strands 2 is supported by a Christian Religious Education period, which is given a separate timing respective to each level. The Christian Religious Education (CRE) 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 Preparatory to grade 12.

The Citizenship and Christian Values Education Teachers teaching Preparatory are instructed to use the Preparatory 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 Preparatory 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, citizenship education, 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 behaviours and attitudes towards themselves, their communities and societies, and the environment as good citizens.

The Preparatory Teacher Guide provides information and guidelines to assist Preparatory teachers to interpret, translate and deliver the prescribed Citizenship and Christian Values Education content in the Preparatory 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 their programmes.

The Teacher Guide consists of suggested lesson titles with essential values, attitudes, knowledge and skills, and guided lessons to assist teachers to plan their lessons. This guide also contains samples of assessment tasks in the affective domain to help teachers to create assessment tasks for the intended content standard. The teacher guide provides teachers with the opportunity to prepare learning activities that will motivate students to think critically and communicate ideas freely with others. Therefore, teachers are encouraged to use the guide to innovate more interesting and challenging learning activities to suit the needs of their children.

Citizenship and Christian Values subject content is linked to all the other subjects taught in Preparatory, which includes English, Language, Mathematics and Culture and Community. It also links to subjects taught in the high school level as well. These are English, Mathematics, Science, Social Science, Arts, Health, Physical Education, History, Geography, Business Studies and Economics.

The Preparatory 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 time tables or programs according to their students' needs.

Teachers must note that the Preparatory 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 Citizenship and Christian Values Education 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 children's learning needs.

## 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 (CCVE) content of learning given in the Preparatory 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 Preparatory 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 Preparatory 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 should assist teachers how to effectively;

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



## How to use the Teacher Guide

The Preparatory Teacher Guide is an expansion of the content in the Citizenship and Christian Values Education Preparatory Syllabus and must be used in conjunction 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 assessments in Citizenship and Christian Values Education for the school year.

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

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

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

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

# Key Features

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

The CCVE 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, teamwork, respect for the rule of law, good decision making skills, and being a productive citizen of Papua New Guinea.

Citizenship and Christian Values (CCV) 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 always try to maintain a moral and ethical life as possible to encourage students to see and model from.

Assessment in Citizenship and Christian Values Education (CCVE) 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 Preparatory CCVE Syllabus which assess each Content Standard

## Social Inclusion

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

## Introductory section of a lesson

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

# 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 and so forth;
- 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?

The teacher can encourage students by:

- Praising or appreciating students for good efforts.
- Being very thoughtful and considerate of their expressions.
- Asking questions/point out flaws in look (facial expression).
- Asking for clarification for unclear thinking.
- Thanking students for trying.

- Asking 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

<b>Question and Answers (Q&amp;A)</b>
Answering questions about personal feelings, attitudes, values and opinions.
<b>Open Ended Questions</b>
Open-ended Questionnaires about students' personal views, feelings opinions and values etc.
<b>Stem Sentences</b>
Stem sentences/ Sentence completion on opinions or situations.
<b>Drawing</b>
Drawing pictures to express views.
<b>Reading and Story Telling</b>
Reading stories and case studies with emotional content/ story telling.
<b>Group discussions</b>
Group-centred discussions about personal reflections to or feelings about a shared experience or about shared opinions.
<b>Groups Activities</b>
Dyads, triads, quadruples etc. activities of sharing feelings, ideas, values, opinions etc.
<b>Video Shows/Dramas/Movies</b>
<b>Imagery</b>
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.
<b>Forced choice continuums</b>
<ul style="list-style-type: none"> <li>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.</li> <li>The strategy is used to help in changing student's mindsets about certain misconceptions, certain beliefs and practices that may be one holds. For example, discriminatory or gender biased practices.</li> </ul>

## Teaching Strategies

### 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.

### Role Play/Acting/Drama/Dramatization

Role play – Subjective.

### 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, 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.

### Groups 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.

## Learning Strategies

### Anonymous statements

- listen to audio piece of anonymous statements or being read out by the teacher about certain issues, experiences so forth. 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. For example, 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, so forth.

### Personalized Q&As

Open-ended questions that allow students to express themselves. For example, why would he/she like to be a policeman? (open-ended question that requires students to express their own opinions 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/Drama/Dramatization

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?...what do you think I am thinking about?
- 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 teachable lessons for delivery in the classroom for the teacher. The content is organized into yearly, termly and weekly, to assist the teachers to easily planning their programs.

Teachers are encouraged to begin with the Content Overview, which is organized into strands units with teachable concepts in Preparatory. 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 Preparatory 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	Units	Teachable Concept
<b>Civic Identities, Principles and Systems</b>	Civic Identities	<ul style="list-style-type: none"> <li>• Personal Identity</li> <li>• National Identity</li> <li>• Symbols of Identity</li> <li>• Civic Self Image</li> <li>• Civic Connectedness</li> </ul>
	Civic Principles	<ul style="list-style-type: none"> <li>• Guiding Morals and Basic Principles</li> </ul>
	Civic Systems	<ul style="list-style-type: none"> <li>• State and Civil Institutions</li> </ul>
<b>Christian Values and Principles</b>	Christian Values and Practices.	<ul style="list-style-type: none"> <li>• Christian Living and the Bible</li> <li>• Basic Christian Values and Practices</li> <li>• Christian identity and Character</li> </ul>
	Christian Institutions and Principles.	<ul style="list-style-type: none"> <li>• Christian Institutions</li> <li>• Christian Conduct, Ethics and Morals</li> <li>• Christian Laws, Statutes and Precepts</li> </ul>
<b>Citizenship and Society</b>	Citizens and Citizenship.	<ul style="list-style-type: none"> <li>• Roles and Responsibilities</li> <li>• Opportunities, Abilities and Potentials of Citizens</li> </ul>
	Active Citizenship and Participation.	<ul style="list-style-type: none"> <li>• Actions influencing Decision Making</li> <li>• Community Participation</li> </ul>
<b>Governance and Leadership</b>	Good Governance.	Principles of Good Governance. Rule of Law.
	Leadership.	Good Leadership. Effective Communication in Governance and Leadership.

# Yearly Lesson Overview

Strand & Unit	Sub Units	Lesson #	Lesson Title
<b>1.1. Civic Identities</b>	Self and group identity	1	Who am I?
		2	How am I related to my family?
		3	Who am I to my community?
	Building Good Relationship	4	Building good family.
		5	Building good community.
	Characteristics of Group Identity	6	Different Languages.
		7	Different Ethics and Cultural Groups.
		8	Ways of Living.
	Symbols of Identity	9	Symbols of self – identity.
		10	The National and Provincial Flags.
		11	The Bird of Paradise.
<b>1.2. Civics Principle</b>	Vital civic principles that govern our lives	12	Respect for Parents and Family Members.
		13	Sharing and Caring.
		14	Good Manners.
	School and family expectations	15	Respect for adults and elders in the community.
		16	Respect for rules
		17	Peace and harmony in relationships.
	Values of Kindness, Joyfulness and Friendliness	18	Good Manners.
		19	Being kind.
		20	Being joyful.
	Unkindness, Unpleasantness and unfriendliness	21	Being friendly.
		22	Being unkind.
		23	Being unpleasant?
		24	Being unfriendly?
<b>1.3. Civic Systems – State &amp; Civil</b>	State institutions in the community	25	My school.
		26	My Police station.
		27	My Aid Post/Health Centre.
		28	Caring for my school.
		29	Caring for my Aid Post/Health Centres.
	Civil institutions in the community	30	My family home.
		31	My Church.
		32	My Clan/Tribe group.
		33	My family home.
		34	My Church.
		35	My Clan/tribe group.

<b>2.1. Believers values and practices</b>	Christian Living and Bible	36	Elohim God's Love.
		37	Sharing Elohim God's love.
		38	Help and Respect.
		39	The First Commandment.
		40	Elohim God the almighty - Exodus 20:4).
	Basic Christian Values and Practices	41	Goodness and Dignity
		42	Discipline
		43	The Holy Spirit (Ruach Hacodesh)
		44	The fruits of the Holy Spirit (Ruach Hacodesh)
		45	Sense of self-worth
	Christian Identify and character	46	Responsible Believer
		47	Godly Men
		48	Godly Women
<b>2.2. Christian Institution &amp; Principle</b>	christian Institution	49	Christian Family
		50	Community Church
	Christian Conduct, Ethics and Morals	51	Elohim-Gods Commands for holy Living
		52	Christian Character
		53	Creation from the Beginning
	Christian Laws, Statutes and Precepts	54	The Christian precepts (rules)
		55	Elohim - God and Family
		56	Christian Conduct in the Family
		57	Elohim - God Raising Moses to do His will
		58	Israel Leaving Egypt
		59	The journey of the Israelites
		60	Crossing the River Jordan
<b>1. Citizen &amp; Active Citizenship</b>	Roles and Responsibilities	61	What my family members do
		62	Good Things I do at Home
		63	Good things other family members do
		64	Roles of parents
		65	Responsibilities children
	Opportunities, Abilities and Potentials of Citizens	66	Good manners
		67	Bad manners
		68	Caring for properties
		69	Respecting others
		70	Littering
		71	Fighting
		72	Cheating
	Actions Influencing Decision making	73	Laws in my society
		74	A good Neighbourhood
		75	Who is in charge in my family?

<b>3.2. Active Citizenship &amp; Civic Participation</b>	Community Participation	76	Let's sing songs about peace and harmony
		77	What happens when rules are not followed?
		78	My rubbish and I
		79	Our natural environment is our responsibility
		80	How to manage our classroom rubbish.
		81	My healthy and peaceful home
		82	Helping my community
		83	Our community project
<b>4.1 Good Governance</b>	Principles of Good Governance	84	I am honest
		85	Learning about People
		86	Learning about the Environment
		87	Importance of people and the environment
		88	Taking care of People
		89	Taking care of the Environment
	Rule of Law	90	House Rules
		91	Family Rules
		92	School Rules
		93	Purpose of House Rules
		94	Purpose of Family rules
		95	Purpose of School rules
<b>4.2 Leadership</b>	Good Leadership	96	Choosing a leader
		97	Leaders in the community
		98	Leaders in the Home
		99	Leaders in Church
		100	Leaders in the school
	Effective Communication Governance and leadership	101	Manners when talking to your parents
		102	Manners when talking to a teacher
		103	Manners when talking to elders
		104	Good manners in conversations
		105	Bad manners in conversation



## Time Table

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

The 120 minutes for CCVE consists of a 30 minute period for Christian Religious Education (CRE) or Spiritual Religious Education (SRE) and 90 minutes for CCVE per week. The allocated and time break ups for Preparatory 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 Preparatory 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 instills into the students official clocking in time in and punctuality to the official business starting time which is 08:00am

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

## Sample Time Table for a Preparatory Class

The sample timetable is provided for teachers to use to draw their own timetables depending on the school's program. Teachers are encouraged to study the time analysis to plan all the subjects in Junior Primary.

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	Movement and Preparation - 5 minutes				
8:40 - 9:10	English	English	English	English	English
9:10 - 9:15	Movement and Preparation - 5 minutes				
9:15 - 9:45	Maths	Maths	Maths	Maths	Maths
9:45 - 10:25	<b>Recess Break</b>				
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 Preparation - 5 minutes				
11:05 - 11:35	English	English	English	English	English
11:35 - 12:05	Language	Language	Language	Language	Language
12:05 - 1:05	<b>Lunch Break</b>				
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 Preparation - 5 minutes				
1:45 - 2:35	Language	Language	Language	Language	Language

## Time Analysis - Preparatory

This time analysis has all the subjects to be taught in Preparatory Schools. It gives the total number of minutes, the number of lessons and the number of periods allocated to each subject per week. This will help teachers to plan Citizenship and Christian Values Education lessons according to the time given.

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	Religious Instruction	60	1 x 60	60
7	Assembly	75	5 x 15	75
8	Sports / Community Service	??		??
9	Block Time	90		90
<b>Total</b>		<b>1500</b>		<b>1500</b>

## 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 Attitudes, Skills and Knowledge.

### Lesson Objectives

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

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

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

## The Suggested Guided Lesson Template

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

**Sample Guided Lesson:**

**Lesson #.....**



**Strand:** \_\_\_\_\_

**Unit:** \_\_\_\_\_

**Content Standard:** \_\_\_\_\_

**Performance Standard:** \_\_\_\_\_  
\_\_\_\_\_

**Lesson Title:** \_\_\_\_\_

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

a) **Affective objective:** \_\_\_\_\_

b) **Psychomotor objective:** \_\_\_\_\_

c) **Cognitive objective:** \_\_\_\_\_

**Prescribed Assessment #/ Specific Assessment Task #:** \_\_\_\_\_

**Resources:** \_\_\_\_\_

**References:** \_\_\_\_\_

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

Attitudes/ Values	Skills	Knowledge

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

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

### Teacher Lesson Notes

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
<b>Introduction</b>  <i>(plan for 5 minutes)</i>	Moral Activity Opinionative Activity Bias/ Belief /View Point Activity	
<b>Body</b>  <i>(Plan for 20 minutes)</i>  <i>All activities in the body to be limited to two different Activities. Three lessons will be acceptable only if content allows</i>	Activity 1:	
	Activity 2	
<b>Conclusion</b>  <i>(plan for 5 minutes)</i>		

### Teacher Reflection/Evaluation:

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## 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 ???, an old tale that tells of Pride and humility.



## 2. Opinionative/ Bias/ View Point and Belief Activity

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

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

## 3. Sample introductory Questions in a Lesson (Affective Domain)

### **Sample Moral Activity- Questions**

*Ask Students*

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

### **Sample Bias/ Belief /View Point Activity – Questions**

- What family activity do you enjoy and like to do most with your family?
- What do you like/dislike most about Zacheus the Tax Collector?
- 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/Bible verse ”
- “What is the meaning of the song/poem/rhyme/Bible verse”
- “What is one important lesson/ moral/ value can you pick out from the song/ poem/rhyme Bible Verse”

**Sample Concluding Questions in the Affective Domain**

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

**Sample Guided Lesson:****Lesson No. 2****Strand 1: Civic Identity, Principles and Systems****Unit 1: Civic Identities****Topic:** Self and how they relate to other people.**Lesson Title :** Who am I?

<b>Content Standards</b>	<b>P. 1.1.1.</b> Recognize the importance of who they are and how they are related to their family.
<b>Performance Standards</b>	<b>P.1.1.1a.</b> Discuss and draw an image or picture of themselves.

**Lesson Objective:** Students will be able to describe their personal characteristics to others with appreciation.

**a) Affective Objective:** Appreciate and value who they are as an individual.

**b) Psychomotor Objective:** Describe who they are to others.

**c) Cognitive Objective:** Understand their personal characteristics.

**Assessment:** To be given after lesson # 2

**Resources:** Crayons, colour pencils, blank drawing papers, pictures/ photographs.

**References:** Preparatory CCVE Syllabus.

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>Express love for their family.</li> <li>Cooperate as a family member.</li> <li>Demonstrate respect for their family members.</li> <li>Show appreciation of being a member of a family.</li> </ul>	<ul style="list-style-type: none"> <li>Communicating with family members.</li> <li>Interacting with family members.</li> <li>Draw images of their family.</li> </ul>	<ul style="list-style-type: none"> <li>Personal Characteristics.</li> </ul>

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	<ul style="list-style-type: none"> <li>Show children pictures of the teacher's family and write the family name.</li> <li>Explain in simple terms the characteristics and composition of a family.</li> </ul>	<ul style="list-style-type: none"> <li>Ask children to describe the details contained in the photograph.</li> </ul>
	<ul style="list-style-type: none"> <li>Discuss how the family is linked to a family name. Explain that the family name is the family's identity. Display the words FAMILY and IDENTITY on a chart.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss why most families use the father's surname as family name.</li> <li>Students give their family name.</li> </ul>
<b>Body</b> (20 mins)	<ul style="list-style-type: none"> <li>Explain that each family is equally important to the other family members.</li> <li>Teacher displays family tree comprising of his/her family.</li> </ul>	<ul style="list-style-type: none"> <li>Students draw a sketch of their family and identify their position in the family.</li> <li>Children describe how they address or call their parents.</li> </ul>
	<ul style="list-style-type: none"> <li>Ask the students to discuss position in their family from their drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Children display their drawings and discuss position in their family from their drawings.</li> </ul>
<b>Conclusion</b> (5 mins)	<ul style="list-style-type: none"> <li>Ask students to describe the difference between given names and family name (Surname).</li> </ul>	<ul style="list-style-type: none"> <li>Students respond to teacher's questions.</li> </ul>

## Teacher Reflection

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## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge ( VASK)

### VASK For Lessons to Plan

Content Standards	P.1.1.1. Know who they are and how they relate to the family and community.		
Performance Standards	P.1.1.1a. Discuss and draw an image or picture of themselves.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
2. How am I related to my family	<ul style="list-style-type: none"> <li>Honestly tell something about themselves to others.</li> <li>Appreciate and value themselves as individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Draw picture or image of themselves</li> <li>Describe one common action that they can be easily identified.</li> </ul>	Individuals characteristics.
Performance Standards	P.1.1.1b. Describe various things that make them who they are in their family.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
3. Who am I to my family	<ul style="list-style-type: none"> <li>Show respect for their family</li> <li>Cooperate as a family member.</li> </ul>	<ul style="list-style-type: none"> <li>Interact with their family members</li> <li>Identify position in their family.</li> </ul>	<ul style="list-style-type: none"> <li>Relationship in their family.</li> </ul>
Performance Standards	P.1.1.1c. Discuss the good things that make them to contribute to building a good family.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
4. Building good family (1)	<ul style="list-style-type: none"> <li>Show respect to family members.</li> <li>Be responsible in family duties.</li> </ul>	<ul style="list-style-type: none"> <li>Active participant in their family duties.</li> </ul>	<ul style="list-style-type: none"> <li>Good things to build good family.</li> </ul>
5. Building good family (2)	<ul style="list-style-type: none"> <li>Show respect to extended family members.</li> <li>Be responsible in an extended family duties</li> <li>Cooperate as an extended family member.</li> </ul>	<ul style="list-style-type: none"> <li>Active participant in their extended family duties</li> <li>Communicate with their extended family members.</li> </ul>	Good things to build good extended family
Prescribed Assessment	Use a checklist to compile students verbal report about who they are in their family and extended family		

## VASK For Lessons to Plan

Content Standards	P.1.1.2. Recognize the importance of how they identify themselves as different individuals.		
Performance Standards	P.1.1.2a. Identify and discuss a special traditional event they have been involved in or observed.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
6. Different Languages.	<ul style="list-style-type: none"> <li>Appreciate and Show respect for local language.</li> <li>Speak in their language without feeling shame.</li> <li>Appreciate languages used in different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Speak local language</li> <li>Use appropriate communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Different languages.</li> <li>Why speaking in local language is important?</li> </ul>
7. Different Ethics and Cultural Groups.	<ul style="list-style-type: none"> <li>Relate well with people from different cultural and ethnic groups.</li> <li>Show appreciation for one's culture.</li> <li>Respect cultural practices.</li> <li>Appreciate belonging to a culture.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate different cultures.</li> <li>Use pictures to relate people to different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Difference between ethnicity and cultures.</li> <li>Different cultural groups</li> <li>Composition of mixed culture in the family, and school</li> </ul>
8. Ways of Living.	<ul style="list-style-type: none"> <li>Develop respect having a family and home.</li> <li>Appreciate special events.</li> <li>Accept the type of food they eat</li> <li>Respect their home environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different types of houses.</li> <li>List common food they eat.</li> <li>Draw pictures and sketches.</li> </ul>	<ul style="list-style-type: none"> <li>Places where different people live.</li> <li>Type of food people eat and the types of clothes people wear</li> </ul>
<b>SAT</b>	Name certain objects using common languages they know and describe different traditional artefacts and costumes.		
Performance Standards	P.1.1.2b. Describe the importance of traditional symbols that are related to our cultural origin and identity.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
9. My Identity	<ul style="list-style-type: none"> <li>Respect and appreciate symbols as forms of identity.</li> </ul>	<ul style="list-style-type: none"> <li>Draw known symbols from the local community.</li> <li>Explain the meaning of known symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Symbols are things that represent something.</li> <li>Different cultures have different symbols, which are very important to them.</li> </ul>
10. My Provincial Identity	<ul style="list-style-type: none"> <li>Take pride to learn about their province.</li> <li>Respect other people's identity.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize their provincial flags.</li> <li>Identify and list their provincial symbols or anything as a form of identify in their province.</li> </ul>	<ul style="list-style-type: none"> <li>The meanings of symbols and colours in the provincial flags.</li> <li>Importance and uniqueness of symbols or anything as a form of identify.</li> </ul>
11. My National Identity	<ul style="list-style-type: none"> <li>Take pride to learn about the National Identity our of country.</li> <li>Appreciate and show respect to National flag every time it raised and lowered</li> <li>Show pride in singing National Anthem and saying National pledge.</li> <li>Show respect to the National flag every time it is raised by stopping all forms of movement</li> </ul>	<ul style="list-style-type: none"> <li>Identify and list symbols or anything as a form of National identify.</li> </ul>	<ul style="list-style-type: none"> <li>The symbols and colours in the national flag are important for the people of PNG.</li> <li>Know the Importance of the National Identifies.</li> </ul>
<b>SAT</b>	Practice and Recite National Anthem and National pledge confidently.		

### Teachers Notes

Specific Assessment Task for Lesson.11,



## 1.2. Civic Principles

**Topic:** Vital civic principles that govern our lives

**Lesson # 12 - Respect for Parents and Family Members**



<b>Content Standards</b>	<b>P. 1.2.1.</b> Develop the understanding of the values of respect, love, care and apply them in daily life.
<b>Performance Standards</b>	<b>P.1.2.1a.</b> Discuss the good things they do as a result of showing respect, love, care in the home and school.

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

- a) Affective Objective:** Develop positive interaction with parents and family members.
- b) Psychomotor Objective:** Identify different ways to show their respect towards their parents.
- c) Cognitive Objective:** Understand respect, love and care for parents and family members.

**Resources:** Pictures and Posters.

**References:** Preparatory CCVE Syllabus.

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

Values /Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>Develop positive attitudes towards parents and other family members.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways to show respect, love and care for parents and family members.</li> </ul>	<ul style="list-style-type: none"> <li>Respect, love and care for family members are good traits of a happy family.</li> </ul>

### Lesson Background

In this lesson students should be given the opportunity to express the way they behave towards their parents and other family members. Teachers are expected to guide the students throughout the lesson.

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	<p>Begin the lesson by greeting children in a pleasant and cheerful manner.</p> <p>Ask the following questions</p> <ol style="list-style-type: none"> <li>1. When do you exchange greetings with your family?</li> <li>2. How do you address your parents?</li> </ol> <p>Introduce the lesson title and objective of the lesson.</p>	<p>Students return the teachers' greetings collectively in a loud clear voice.</p> <p>Children respond to the teacher's question.</p>
<b>Body</b> (20 mins)	<p>Introduce the word 'respect' We must respect our parents and other family members because they are the people who are usually kind to us, care about us, protect us, and provide us good guidance.</p> <p><b>Activity 1:</b> Divide children into groups and ask them to identify different ways that they can show their parents and other family that they love and respect them.</p> <p>Randomly selected students to share their experiences in class. Use student's responses to explain how they should display respectful manners and behaviour towards parents and family members.</p>	<p>Listen attentively.</p> <p>Get into small groups and discuss ways in which they can show their love for their parents and other family members.</p> <p>Listen attentively to individual responses.</p>
<b>Conclusion</b> (5 mins)	<p>Summarize the lesson and explain that when children obey their parents they will do well at school and other people will respect them.</p>	<p><b>Homework</b> Students to ask their parents to list situations where their children show respect at home.</p>

## Teacher Reflection/ Evaluation

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## VASK For Lessons to Plan

Content Standards	P.1.2.1. Develop the understanding of the values of respect, love, care and apply them in daily life		
Performance Standards	P.1.2.1a. Discuss the good things they do as a result of showing respect, love, care in the home and school.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
13. Sharing and Caring.	<ul style="list-style-type: none"> <li>Develop an attitude of sharing and caring for people.</li> </ul>	<ul style="list-style-type: none"> <li>Identify people who need help.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing is the attitude of unselfishly willing to share.</li> <li>Caring is the attitude of showing concern for others.</li> </ul>
14. Good Manners.	<ul style="list-style-type: none"> <li>Use good manners when talking to their parents and family members.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to use good manners when talking to adults.</li> </ul>	<ul style="list-style-type: none"> <li>Good manners are good ways of behaving towards others.</li> </ul>
<b>SAT</b>	1. Make a chart showing pictures of people sharing and caring for each other. 2. Role play how to show respect and love to members of their family.		
Performance Standards	P.1.2.1b. Identify and describe the situations that contribute to showing lack of respect, love and care in the home and school.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
15. Respect for adults and elders in the community.	<ul style="list-style-type: none"> <li>Learn to respond to adults in appropriate manners.</li> </ul>	<ul style="list-style-type: none"> <li>List situations that contribute to lack of respect for adults and elders.</li> </ul>	<ul style="list-style-type: none"> <li>In every community, there are certain attitudes that are acceptable to the public.</li> </ul>
16. Respect for rules.	<ul style="list-style-type: none"> <li>Develop attitudes that respect rules.</li> </ul>	<ul style="list-style-type: none"> <li>Identify penalties for breaking rules.</li> </ul>	<ul style="list-style-type: none"> <li>Rules are set of guidelines set for people to follow.</li> </ul>
17. Peace and harmony in relationships.	<ul style="list-style-type: none"> <li>Respect others views in order to leave in peace and harmony.</li> </ul>	<ul style="list-style-type: none"> <li>Identify situations that cause disharmony and peace in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Peace is freeing from disturbances.</li> <li>Harmony is when people are getting along together.</li> </ul>
<b>SAT</b>	1. Interview individual children to establish what they do to meet parent's expectations at home. 2. Discuss family rules, which discourage disrespectful behaviour. 3. Discuss some expectation at school, which encourages peace and harmony.		

## VASK For Lessons to Plan

Content Standards	P.1.2.2. Develop an understanding of the values of being kind, being joyful and being friendly to other people		
Performance Standards	Discuss and identify the good things they do to their family members as a result of being kind, being joyful and being friendly.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
18. Being kind.	• Be kind to others.	• Develop the ability to be kind to others by displaying kind gestures.	• Gestures that demonstrate kindness at home and in School.
19. Being joyful.	• Be pleasant to other people.	• Identify and list actions that display joyfulness.	• Actions and behaviours that display joyfulness.
20. Being friendly.		• Develop the ability to be friendly to others by practicing friendly gestures.	• Gestures that demonstrate friendliness.
<b>SAT</b>	1. Identify and list gestures that demonstrate kindness and friendliness at home. 2. Discuss virtues that display joyfulness.		
Performance Standards	P.1.2.2b. List things that may cause them to be unkind, unpleasant and unfriendly to their classmates.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
21. Being unkind	• Be kind to others	• Develop the ability to be kind to others by displaying kind gestures.	• Unkind gestures or behaviours at home
22. Being unpleasant?	• Be pleasant to other people.	• Identify and list actions that are pleasant and unpleasant to others.	• Unpleasant gestures or behaviours at home.
23. Being unfriendly?	• Be friendly to other people.	• Identify and list unfriendly behaviours and avoid practicing them.	• Unfriendly behaviour at home.
<b>SAT</b>	1. Identify and discuss unpleasant, unfriendly by behaviours at home and ways to improve them.  2. Discuss unkind gestures at home.		

### Teachers Notes

### 1.3 Civic Systems-State and Civil

**Topic:** State Institutions in community

**Lesson # 24 - My school**



<b>Content Standards</b>	<b>P. 1.3.1.</b> Develop the understanding of benefit of state institutions such as school, health centre and police station in the community and appreciate their existence.
<b>Performance Standards</b>	<b>P.1.3.1a.</b> Identify and discuss good things about the basic state institutions in the community.

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

- a) Affective Objective:** Appreciate the Value of their School as an institution that they can benefit from.
- b) Psychomotor Objective:** Express verbally the good things that they can get from their school.
- c) Cognitive Objective:** Understand that there are many good things that they can get from their school.

**Resources:** Pictures of school environment.

**References:** Preparatory CCVE Syllabus.

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

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>Appreciate the Value of your School as state institution.</li> </ul>	<ul style="list-style-type: none"> <li>Describe good things about their School</li> </ul>	<ul style="list-style-type: none"> <li>Good things that they can benefit from school such as reading, writing, speaking English, making friends, etc.</li> </ul>

#### Lesson Background

For the (3) lesson for P.1.3.1a use a picture or poster of the School, should be used during the lessons for student to acquire the expected VASK orally together in class.

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	Introduce the purpose of lesson. Show children a variety of pictures of a family and home, and at school.	Children listen attentively and study the pictures.
<b>Body</b> (20 mins)	<p>Ask children to study the pictures and identify a 'school' from a 'home' environment.</p> <p>List differences and similarities between home and school environment on chart/chalkboard.</p> <p>Emphasize that the things children learn at school are as important as what they learn at home. Children should know that teachers and parents play similar roles in the lives of children.</p>	<p>Study pictures, and answer teacher's questions. <i>i.e.</i> identify and describe some key features in the pictures]</p> <p>Children describe:</p> <ul style="list-style-type: none"> <li>• What they learn at home?</li> <li>• What they learn at school?</li> <li>• Who they listen most at home?</li> <li>• Who they listen to most at school?</li> </ul>
<b>Conclusion</b> (5 mins)	Conduct a quiz on key characteristics of the school as an alternate home for children.	Children equally participate in the quiz.

## Teacher Reflection / Evaluation

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## VASK For Lessons to Plan

Content Standards	P.1.3.1. Develop the understanding of benefit of state institutions such as school, health centre and police station in the community and appreciate their existence.		
Performance Standards	P.1.3.1a. Identify and discuss good things about the basic state institutions in the community.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
25. My Police station.	<ul style="list-style-type: none"> <li>Appreciate the Value of your Police station</li> </ul>	<ul style="list-style-type: none"> <li>Describe good things about their Police station</li> </ul>	<ul style="list-style-type: none"> <li>Good things that they can benefit from Police station such as arresting law breakers, catching thieves, keeping community at peace, etc.</li> </ul>
26. My Aid Post/Health centre.	<ul style="list-style-type: none"> <li>Appreciate the Value of your Aid Post.</li> </ul>	<ul style="list-style-type: none"> <li>Describe good things about their Aid Post.</li> </ul>	<ul style="list-style-type: none"> <li>Good things that they can benefit from Aid Post/Health centres such as treating the sick, helping the sick, etc.</li> </ul>
<b>SAT</b>	Verbally describe two good things that state institutions do in their community.		
Performance Standards	P.1.3.1b. Discuss ways to care for the basic state institutions in the community.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
27. Caring for my school.	<ul style="list-style-type: none"> <li>Show respect for your School.</li> </ul>	<ul style="list-style-type: none"> <li>Describe ways to care for your school.</li> </ul>	<ul style="list-style-type: none"> <li>Good ways to care for my school such as cleaning the school, caring for the buildings, picking rubbish, etc.</li> </ul>
28. Caring for my Aid Post/Health Centres.	<ul style="list-style-type: none"> <li>Show respect for your Aid Post.</li> </ul>	<ul style="list-style-type: none"> <li>Describe ways to care for your health centres or Aid Posts.</li> </ul>	<ul style="list-style-type: none"> <li>Good ways to care for my Aid Post/Health Centres such as cleaning and cutting grass.</li> </ul>
<b>SAT</b>	1. Verbally describe two good ways to care for your school and health centres or Aid Posts		

### Teachers Notes

For the (3) lesson for P.1.3.1a Use a picture or poster of the School, Police station and Aid Post/Health centre should be used during the lessons for student to acquire the expected ASK orally together in class.

For the (2) lessons for P.1.3.1b;

Draw a simple picture showing how to respect the institution. As beginners student are unable to write down various ways to care for these institutions, but can be able to express through drawing and by verbal/oral to acquire expected VASK



## VASK For Lessons to Plan

Content Standards	P.1.3.2. Develop the understanding of benefits of various types civil institutions such family home, church the community and appreciate their existence.		
Performance Standards	P.1.3.2a. Identify and discuss good things about the basic civil institutions in the community.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
29. Good things about my family home	• Appreciate the Value of your home.	• Describe good things about their home.	Teaching and Learning Activities
30. Good things about my Church.	• Appreciate the Value of your church.	Teaching and Learning Activities	Teaching and Learning Activities
<b>SAT</b>	Verbally describe two good things that state instructions do in their community.		
Performance Standards	P.1.3.1b. Discuss ways to care for the basic state institutions in the community.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
31. Good things about my Clan or tribe.	• Appreciate the Value of your clan group.	• Describe good things about their clan group.	• Good things that they can benefit from my clan or tribe; such as building house, going fishing, gardening, contribution for death, etc.
<b>SAT</b>	Verbally describe two good things that civil institutions do benefit them		
Performance Standards	P.1.3.2b. Discuss ways to care for the basic civil institutions in the community.		
32. Caring for my family home.	• Show respect for the family home.	• Describe ways to care for the family and my home.	• Good ways to care for my family and my home are things like obeying elders/ parents, brothers and sisters, helping in the home, cleaning the home, etc.
33. Caring for my Church	• Show respect for your church.	• Describe ways to care for your church.	• Good ways to care for my church such as cutting grass or cleaning, obeying church rules, attending church programs.
34. Caring for my Clan/ tribe group.	• Show respect for your clan/tribe group.	• Describe ways to care for your clan/tribe.	• Good ways to care for my clan/tribe such as listening to clan or tribe members, cooperating with clan or tribe members, being honest and kind, etc.
<b>SAT</b>	Verbally describe two good ways to care for the family home, church and health centres or Aid.		

### Teachers Notes

For the (3) lesson for **P.1.3.2a** Use a picture or poster of the School, Police station and Aid Post/Health centre should be used during the lessons for student to acquire the expected VASK orally together in class.

For the (3) lessons for **P.1.3.2b**;

Draw a simple picture showing how to respect the institution. As beginners student are unable to write down various ways to care for these institutions, but can be able to express through drawing and by verbal/oral to acquire expected VASK

## 2.1. Christian Values and Practices

**Topic: My Christian Values and Practices.**  
**Lesson # 35 - Bible and You**



<b>Content Standards</b>	<b>P. 2.1.1.</b> Develop an understanding of the natural values that produce goodness, dignity and discipline for a person's life existence.
<b>Performance Standards</b>	<b>P.2.1.1a.</b> Discuss attitudes and behaviours that help to practice the values in their daily living as believers of the Word and Elohim God

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

- a) Affective Objective:** appreciate and valued who they are in the love of God for self and others.
- b) Psychomotor Objective:** Identify the love of God in their lives and of others in the Bible.
- c) Cognitive Objective:** learn about who they are in the love of God and others in the Bible

**Resources:** Bible and other stories related to love or love of God, Picture cards of father, mother and varieties that children may love to look at and enjoy, phrases of I LOVE MUM... ETC.

**References:** Preparatory CCVE Syllabus.

<b>Key Concepts:</b>		
<b>Values /Attitudes</b>	<b>Skills</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>Value love that you were born with and the love of God.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the importance of the value of love in yourself and in the bible, the love of God for you.</li> </ul>	<ul style="list-style-type: none"> <li>Natural love that flows to give, help and being kind to others etc and the love of God for all in the Bible.</li> </ul>

### Lesson Background

This lesson places an emphasis of 'natural love" that everyone is born with and can be linked to the love of God mentioned in the Bible. In other words we were made by God to love ourselves, our parents and others and even love the environment and other created beings and things; we are born to love and this flows out naturally from everyone. You as a teacher carefully study the 3 areas of the objectives above and create a lesson that will help children acquire the knowledge of this love and the love of God mentioned in the Bible for the 5/6 or 7 year old. Below is the suggested lesson that you may use or improve to use. Prepare the necessary teaching materials well to help you teach the lesson and get the message across to the children.

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)		
<b>Body</b> (20 mins)		
<b>Conclusion</b> (5 mins)		

**Teacher Reflection/ Evaluation**

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## VASK For Lessons to Plan

Content Standards	P.2.1.1. Develop an understanding of the natural values that produce goodness, dignity and discipline for a person's life existence.		
Performance Standards	P.2.1.1a. Discuss attitudes and behaviours that help to practice the values in their daily living as believers of the Word and Elohim God.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
36 Elohim God's Love	<ul style="list-style-type: none"> <li>Thankfully appreciate and value the love of Elohim God.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and describe the love of Elohim God, e.g. Singing praises in the church.</li> </ul>	<ul style="list-style-type: none"> <li>Love of Elohim God for all people and His creation.</li> </ul>
PAT	1. Identify the values that Adam and Eve had and used in the Garden of Eden 2. Express the actions that portray the love of Elohim God in self and others		
SAT	1. Tell one thing you do to show that you love for your mother.		
Performance Standards	P.2.1.1b. Apply Godly values through the attitudes and behaviours in their lives and others.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
37. Sharing Elohim God's love	<ul style="list-style-type: none"> <li>Appreciate Elohim God's love and share with others joyfully.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the love of God with others joyfully.</li> </ul>	<ul style="list-style-type: none"> <li>God loves me and I love Him and others (John 3:16).</li> </ul>
38 Help and Respect	<ul style="list-style-type: none"> <li>Appreciate being helpful and respectful to family and others happily.</li> </ul>	<ul style="list-style-type: none"> <li>Identify one way of helping the sick and disabled person.</li> <li>Talk about and express how to respect friends and older persons.</li> </ul>	<ul style="list-style-type: none"> <li>Everyone must be respected and they need help at different times.</li> <li>Care, help and respect for everyone.</li> </ul>
SAT	Study a picture of a disabled person and say one thing you can do to care for him or her.		
Performance Standards	P.2.1.1b. Apply Godly values through the attitudes and behaviours in their lives and others.		
39. The First Commandment	<ul style="list-style-type: none"> <li>Appreciate and value the 1st commandment of the love of God.</li> </ul>	<ul style="list-style-type: none"> <li>Recite the 1st Commandment, "thou shall love the lord your God with all thy heart, and with all thy soul and with thy mind."</li> </ul>	<ul style="list-style-type: none"> <li>The 1st commandment of the 10 commandments (Exodus <b>20:1-3</b>), Mathew <b>22:37 – 38</b>.</li> </ul>
40. Elohim God the almighty - Exodus <b>20:4</b>	<ul style="list-style-type: none"> <li>Appreciate, know and value that there is no other god besides Elohim God the almighty.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the miracles that Elohim God did in the book of Genesis chapter 2.</li> </ul>	<ul style="list-style-type: none"> <li>Only Elohim God made the earth and heavens, you and me, animals etc.</li> </ul>
SAT	Recite with respect the first commandment of the ten (10) commandments. (Exodus <b>20: 3</b> ).		

Performance Standards	P.2.1.1d. Identify and demonstrate the values that an individual is born with.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
41. Goodness and Dignity.	<ul style="list-style-type: none"> <li>Value the qualities of goodness and dignity that they were born with.</li> </ul>	<ul style="list-style-type: none"> <li>Practice the qualities of goodness and dignity in their lives, <i>for example</i> sharing food with a friend, or inviting a disabled person to play with.</li> </ul>	<ul style="list-style-type: none"> <li>Goodness and dignity – quality of being good and kind with self-respect and proper sense of pride, worthy of respect, self-esteem and honour.</li> </ul>
42. Discipline.	<ul style="list-style-type: none"> <li>Value sharing of experiences of obeying and disobeying parents and others willingly.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate some good disciplinary actions in the classroom and school. For example; following classroom and school rules.</li> </ul>	<ul style="list-style-type: none"> <li>Discipline – Godly discipline – proper behaviour with order and control – calm controlled behaviour.</li> </ul>
SAT	Express how your parents feel when you obey the home rules at all times.		

### Teachers Notes

Teachers background notes must be provided together with the VASKs. This background note are provided if the VASKs do not provide enough clarity of content...this may include steps to do something example: decision making steps....a definition..... Classification of something

## VASK For Lessons to Plan

Content Standards	P.2.1.2. Develop and understanding that the holy scriptures have the values to develop character and spiritual growth for a Believer.		
Performance Standards	P.2.1.2a. Identify ways to learn and memorize scriptures that have the values to develop character and spiritual growth in a person.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
43. The Holy Spirit (Ruach Hacodesh)	<ul style="list-style-type: none"> <li>Appreciate and share with others who the Holy Spirit (Ruach Hacodesh) is in Elohim God.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the identity of the Holy Spirit (Ruach Hacodesh).</li> </ul>	<ul style="list-style-type: none"> <li>Holy Spirit (Ruach Hacodesh) is our helper and comforter.</li> <li>(Matt 3: 16 &amp; 17, John 1:39).</li> </ul>
44. The fruits of the Holy Spirit (Ruach Hacodesh)	<ul style="list-style-type: none"> <li>Value love, joy and peace displayed in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Practice and model the love, joy and peace in their lives as believers in Elohim - God.</li> </ul>	<ul style="list-style-type: none"> <li>Growth in love, joy and peace of God in the Holy Spirit (Gal 5:22).</li> </ul>
PAT	1. Express the identities of the Holy Spirit ((Ruach Hacodesh). 2. Identify fruits of love, joy, and peace that produced a good person such as kind hearted person		
SAT	Tell the identity of the Holy Spirit (Ruach Hacodesh) descending like a dove when Yeshua (Jesus) was baptised in river Jordan by John the Baptist (Matt 3:16-17)		
Performance Standards	P.2.1.2b. Role-play and dramatize the values.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
45. Sense of self-worth.	<ul style="list-style-type: none"> <li>Value sense of self-worth - being worthy of self, respect, self-esteem, honour and joyfully.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the attributes of self – worth in their lives and role play with others e.g. Keeping clean and using manners.</li> </ul>	<ul style="list-style-type: none"> <li>The value of being self-worth - being worthy of respect, esteem and honour.</li> </ul>
46. Responsible Believer	<ul style="list-style-type: none"> <li>Value praying, fellow shipping and reading the Word thankfully and joyfully.</li> </ul>	<ul style="list-style-type: none"> <li>Feel responsible to help self and others e.g. playing tambourine in church.</li> </ul>	<ul style="list-style-type: none"> <li>Responsible believer to self and others.</li> </ul>
SAT	Name a good character that you see and like in a believer (Mathew 20 : 28 ).		
Performance Standards	P.2.1.2c. Listen to stories of Men and Women with good values and Godly character.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
47. Godly Men.	<ul style="list-style-type: none"> <li>Value man of good character in the Bible.</li> </ul>	<ul style="list-style-type: none"> <li>Name man of good character in the Bible and list their values.</li> </ul>	<ul style="list-style-type: none"> <li>Man of good character in the Bible.</li> </ul>
48. Godly Women.	<ul style="list-style-type: none"> <li>Value woman of good character in the Bible.</li> </ul>	<ul style="list-style-type: none"> <li>Name woman of good character in the Bible and list their values.</li> </ul>	<ul style="list-style-type: none"> <li>Woman of good Character in the Bible.</li> </ul>
SAT	Select a man or woman from a known bible story and demonstrate his/ her Godly character e.g. Moses, Ruth, Esther, Joshua etc..		

## 2.2. Christian Institutions and Principles

**Topic: Christian Institutions**  
**Lesson # 39 - Christian Family**



<b>Content Standards</b>	<b>P. 2.2.1.</b> Outline the types of institutions and their functions of instilling Christian values, laws, statutes and precepts for character growth in their daily living.
<b>Performance Standards</b>	<b>P.2.2.1a.</b> Discover the family and church as institutions that will teach the value of respect and love.

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

- a) Affective Objective:** Appreciate the value of the family as an institution to teach the foundations of respect and love by displaying good manners of speaking to someone older and of the same age.
- b) Psychomotor Objective:** Draw a picture of family sitting down together to have a family meal.
- c) Cognitive Objective:** Define how respect and love is practiced in the family.

**Resources:** Bible

**References:** Preparatory CCVE Syllabus.

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

Attitudes/ Values	Skills	Knowledge
<ul style="list-style-type: none"> <li>Respect for authority, self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Speak in respectable manners, to teachers, parents, siblings.</li> </ul>	<ul style="list-style-type: none"> <li>Role of family in building godly character.</li> <li>Respect and awareness of order in the family.</li> </ul>

### Lesson Background

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

Authority in the family- father is the head of the family

Respect is shown through humility and obedience

#### Respect

Respect means treating others fairly, honestly and keeping their dignity intact.

Respect means using good manners and listening attentively.

Love is shown through forgiveness, humility, tolerance, respect, and compassion.

#### Love

For Christians, the expression of love is a response to God's love. It is a way of being that leads to inner peace. Love flows from the heart and shows itself in caring, kind and respectful thoughts, words and actions.



## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	<ol style="list-style-type: none"> <li>1. Sing the song “Welcome to the Family.”</li> <li>2. Ask students to say what they like about the song.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing the song together with teacher.</li> <li>2. Say what they like about the song.</li> </ol>
<b>Body</b> (20 mins)		<ol style="list-style-type: none"> <li>1. Observe as teacher demonstrates the family structure using pictures.</li> </ol> <p><b>Activity 1.</b> Speak about one day in one’s family.</p> <p><b>Activity 2.</b> Share how they feel about the activities in their own family.</p>
<b>Conclusion</b> (5 mins)	<ol style="list-style-type: none"> <li>1. Teacher go through the lyrics of the song “<b>Welcome to the family</b>” - and ask what they think about the song and how they feel when they sing the song.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say what they think and feel about the song.</li> </ol>

## Teacher Reflection/ Evaluation

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## VASK For Lessons to Plan

Content Standards	P.2.2.1. Outline the types of institutions and their functions of instilling Christian values, laws, statutes and precepts for character growth in their daily living.		
Performance Standards	P.2.2.1a. Discover the family and church as institutions that will teach the value of respect and love.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
50. Community Church	<ul style="list-style-type: none"> <li>Value and respect of church workers.</li> <li>Value and respect the teachings for holy living in church.</li> </ul>	<ul style="list-style-type: none"> <li>Speak about what the church teaches in prayer, worship.</li> <li>Learn and sing a song about the books of the Bible with joy.</li> </ul>	<ul style="list-style-type: none"> <li>Church teachings about Elohim-God and holy living.</li> <li>Books of the Bible.</li> </ul>
PAT	Retell the story of the first man and woman.		
Performance Standards	P.2.2.1b. Using the Bible, discover the Ten Commandments as Elohim - Gods commands for holy living.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
51. Elohim - God's Commands for holy living	<ul style="list-style-type: none"> <li>Value and honour of Elohim-God's rules for holy living.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and relate Elohim-God's rules to be obeyed to live holy lives.</li> </ul>	<ul style="list-style-type: none"> <li>Obedience as a form of respect.</li> <li>Elohim-God's precepts command total obedience.</li> </ul>
52. Christian Character	<ul style="list-style-type: none"> <li>Value and appreciate influence of Christian morals on self.</li> <li>Value and respect godly character.</li> </ul>	<ul style="list-style-type: none"> <li>Display respect of self in manners and dressing.</li> <li>Speak with respect and humility.</li> </ul>	<ul style="list-style-type: none"> <li>Self and character (attitudes and behaviour) that will make self and others happy.</li> </ul>
SAT	Role-play the values that develop character and spiritual development for Christian living.		
Performance Standards	P.2.2.1c. Understand that Elohim-God created the world and He commands all men to live by his rules		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
53. Creation from the Beginning.	<ul style="list-style-type: none"> <li>Value and appreciate the creation of the world by Elohim-God.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss verbally how the world was created in 6 days.</li> <li>Identify the favourite part of the creation story.</li> </ul>	<ul style="list-style-type: none"> <li>The world is Elohim-God's creation.</li> </ul>
54. The Christian precepts (rules).	<ul style="list-style-type: none"> <li>Value and appreciate diligent keeping of Elohim-God's precepts.</li> </ul>	<ul style="list-style-type: none"> <li>Discover the Books of Law – Torah</li> <li>Listen to <i>Psalms 119:4</i> Thou hast commanded us to keep thy precepts diligently.</li> </ul>	<ul style="list-style-type: none"> <li>PRECEPT as “an authoritarian rule” prescribing a particular kind of conduct or action; a standard or guide to morals; a maxim (that having greatest authority).</li> <li>The 5 Books of Law-Genesis, Exodus, Leviticus, Numbers, Deuteronomy.</li> </ul>
SAT	Role-play how the world was created.		

## VASK For Lessons to Plan

Content Standards	P.2.2.2. Develop an awareness of the significance of the Christian conducts, ethics, laws and precepts that build the character and positive behaviours and uphold Christian principles.		
Performance Standards	P.2.2.2a Relate to family attitudes and an awareness of love, respect and honour		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
55. Elohim -God and Family	<ul style="list-style-type: none"> <li>Appreciate and value family unit.</li> <li>Value of morals.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct self in respect to parents, siblings.</li> <li>Honour Elohim-God.</li> </ul>	
56. Christian Conduct in the Family.	<ul style="list-style-type: none"> <li>Value love, respect, honour of family as to God.</li> </ul>	<ul style="list-style-type: none"> <li>Show reverence (honour) to Elohim-God in prayer.</li> <li>Speak with respect about parents.</li> </ul>	<ul style="list-style-type: none"> <li>Honour the highest respect</li> <li>Authority in the family.</li> </ul> <p>Ref: Commandment 1 and Commandment 5 Exodus 20.</p>
SAT	Draw picture of a their family members and list a sentence about the word 'LOVE'.		
Performance Standards	P.2.2.2b. Learn the story of Moses leading the Israelites out of Egypt.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
57. Elohim-God Raising Moses to do His will	<ul style="list-style-type: none"> <li>Appreciate and value Elohim-God raising Moses to lead the Israelites out of Egypt</li> <li>Value that Elohim-God will raise</li> </ul>	<ul style="list-style-type: none"> <li>Listen and understand the story of Moses, a Jew raised in the Palace of Pharaoh.</li> <li>Discuss Elohim-God planning the life of Moses from the day he was born.</li> </ul>	<ul style="list-style-type: none"> <li>Elohim-God raised Moses to do His will by leading the Israelites out of Egypt.</li> </ul>
58. Israel Leaving Egypt	<ul style="list-style-type: none"> <li>Value and appreciate the Israelites cries to Elohim-God.</li> <li>Value and appreciate Elohim-God answering their cries through Moses.</li> </ul>	<ul style="list-style-type: none"> <li>Relate the story of the treatment of the Israelites in Egypt.</li> <li>Speak about the Israelites leaving Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>Prayer /cries to Elohim-God.</li> <li>Elohim-God answers prayers</li> </ul>
SAT	Draw pictures of Moses leading the Israelites out of Egypt.		
Performance Standards	P.2.2.2c. Discover the value in the story of the Israelites crossing the River Jordan.		
59. The journey of the Israelites.	<ul style="list-style-type: none"> <li>Appreciate the journey of the Israelites in the wilderness.</li> <li>Appreciate and value God's provisions.</li> </ul>	<ul style="list-style-type: none"> <li>Relate the number of years in the wilderness and God's provisions.</li> </ul>	<ul style="list-style-type: none"> <li>Elohim-God's provisions.               <ul style="list-style-type: none"> <li>- Pillar of Cloud by day.</li> <li>- Fire by night.</li> <li>- manna and quail for food.</li> </ul> </li> </ul>
60. Crossing the River Jordan.	<ul style="list-style-type: none"> <li>Honour and value of the power of Elohim-God in stopping the Jordan River for the Israelites to cross over.</li> </ul>	<ul style="list-style-type: none"> <li>Speak with joy at the power of Elohim-God doing the impossible.</li> </ul>	<ul style="list-style-type: none"> <li>Crossing the River Jordan into the Promised Land (Canaan).</li> </ul>
SAT	Draw Moses and Israelites crossing the river Jordan.		

### 3.1. Citizenship and Active Citizenship

**Topic: Roles and Responsibility**

**Lesson # 61- What my family members do?**



<b>Content Standards</b>	<b>P. 3.1.1.</b> Develop an understanding of and the importance of responsibilities that members of a family can perform to become a responsible person.
<b>Performance Standards</b>	<b>P.3.1.1a.</b> Recognize the importance of the different roles and responsibilities of each family.

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

- a) Affective Objective:** Appreciate roles and responsibilities of each family member.
- b) Psychomotor Objective:** Discuss about what each family members does at home
- c) Cognitive Objective:** Identify each family members roles and responsibilities in the home.

**Resources:** Bible

**References:** Preparatory CCVE Syllabus.

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

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>Appreciate roles and responsibilities of each family members</li> <li>Respect for each family member.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to each family members roles and responsibilities at home</li> </ul>	<ul style="list-style-type: none"> <li>Individual roles and responsibility of individual family members</li> </ul>

#### Lesson Background

For this lesson the students will talk about the things each family dose at home. They are expected to recognize roles and responsibilities of each family member such as buying food, making garden, going haunting, sweeping house, washing clothes, paying school fees, fetching water, building house.

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	<b>Moral Activity</b> Ask students think about the first thing they did when they got up in the morning or go home in the afternoon.	Tell a friend. Tell the class
<b>Body</b> (20 mins)	<b>Activity 1</b> Write the following on the board:  “What my family members do?” • Put children into groups. • Discuss with students some of the things their parents expect them to do at home.	Students draw some good things they do at home.
	<b>Activity 2</b> • Put children into groups. • Select someone to tell the class of what their family members do? • Thank and appreciate children for their effort.	Students tell their friends what their member do in their own their family. I am a good child when I. Pick up the rubbish. Put my things neatly away. a. Help my mother. b. Help my small brother.
<b>Conclusion</b> (5 mins)	Select someone to tell the class what their family members do in their family.	Listen attentively to the speaker.

## Teacher Reflection/ Evaluation

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## VASK For Lessons to Plan

Content Standards	P.3.1.1. Develop an understanding of and the importance of responsibilities that members of a family can perform to become a responsible person.		
Performance Standards	P.3.1.1a. Recognize the importance of the different roles and responsibilities of each family.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
62. Good Things I do at home	• I as the responsible family member	• Ability to describe and draw the good things they do at home	• Good things I do
63. Good things other family members do	• Appreciation of good things others family members do	• Ability to recognize what other family members do in their family	• Good things other family members do for the family
<b>SAT</b>	1. Draw certain action showing them being responsible.		
Performance Standards	P.3.1.1b. Analyse the roles and responsibilities of each member of the family		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
64. Roles of parents	• Appreciation of parents roles	• Ability to distinguish the roles of parents	• Important role of their parents play
65. Responsibilities children	• Appreciation and acceptance of responsibilities as a child in the family	• Ability to perform responsibilities cheerfully.	• Basic responsibilities of children in the family
66. Good manners	• Appreciation of good manners at home	• Ability to demonstrate good manners.	• Good manners at home
67. Bad manners	• Despising of bad manners	• Ability to identify bad manners at home	• Bad manners and their consequences at home
<b>PAT</b>	Draw your parent's role and your responsibility in your family.		

## Teachers Notes

For lessons 67 & 68 Students need to understand that living together in a family show respect and help each other so that we could be happy.

## VASK For Lessons to Plan

Content Standards	P.3.1.2. Recognize the characteristic of a good citizen.		
Performance Standards	P.3.1.2a. Display right ways to solve problems at home		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
68. Caring for properties	<ul style="list-style-type: none"> <li>Respect for properties owned by ourselves, and others at home.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to respect for property in the house.</li> </ul>	<ul style="list-style-type: none"> <li>How to care and respect the properties.</li> </ul>
69. Respecting others	<ul style="list-style-type: none"> <li>Consideration for others</li> </ul>	<ul style="list-style-type: none"> <li>Ability to be considerate of others around them at home</li> </ul>	<ul style="list-style-type: none"> <li>Consideration as a trait of good citizenship</li> </ul>
<b>SAT</b>	1. Identify ways of caring for properties and showing respect for others		
Performance Standards	P.3.1.2b. Demonstrate correct ways of solving problems in various situations.		
Lesson No # & Title	Values/Attitude	Skills	Knowledge
70. Littering	<ul style="list-style-type: none"> <li>Admiration and appreciation of a clean healthy home.</li> </ul>	<ul style="list-style-type: none"> <li>Make a declaration to avoid littering.</li> </ul>	<ul style="list-style-type: none"> <li>Littering at home</li> <li>Consequences of littering.</li> </ul>
71. Fighting	<ul style="list-style-type: none"> <li>Tolerance and self-control when angry</li> </ul>	<ul style="list-style-type: none"> <li>Ability to control the urge to fight in the heat of anger of the moment</li> </ul>	<ul style="list-style-type: none"> <li>Ways to avoid fighting when angry.</li> </ul>
72. Cheating	<ul style="list-style-type: none"> <li>High esteem of honesty.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to value honesty for what it is and as a result display honesty.</li> </ul>	<ul style="list-style-type: none"> <li>Cheating is a bad thing/behaviour.</li> </ul>
<b>SAT</b>	1. Draw a poster on stopping litter. 2. Mime or act out what to in an argument or fight. 3. Role play to show honesty.		

## Teachers Notes



## 3.2. Active Citizenship and Civic Participants

**Topic: Laws in Society**

**Lesson # 73 - Laws in my society**



<b>Content Standards</b>	<b>P. 3.2.1</b> Demonstrate understanding of various laws in the society and the consequences of breaking them.
<b>Performance Standards</b>	<b>P.3.2.1a.</b> Describe common laws and the consequences of breaking them.

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

- a) Affective Objective:** Show practices of good law abiding citizens in society.
- b) Psychomotor Objective:** Demonstrate understanding of what it means to be a good law abiding citizens in society.
- c) Cognitive Objective:** Understand of what it means to be a good law abiding citizens in society.

**Prescribed Assessment Task:** Identify how to maintain laws in a society.

**Resources:**

**References:** Preparatory CCVE syllabus

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

- Identify certain laws in the society.
- Identify those in the society who deal with the law.
- Describe consequences of breaking these laws.
- Identify citizens in the community who are responsible maintaining law and order.
- Identify good values to maintain in order to uphold the laws.

Values /Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Appreciate working with other people</li> <li>• Demonstrate respect for self and others</li> <li>• Demonstrate good practices to maintain peace.</li> <li>• Cooperate with the society to get rid of illegal activities</li> <li>• Respect leaders of the law</li> </ul>	<ul style="list-style-type: none"> <li>• Identify protocols to reporting law breakers</li> <li>• Describe how to communicate effectively</li> <li>• Discuss how to maintain laws in the society</li> <li>• Express through drawings</li> <li>• Identify how to work together with good leaders in the community</li> <li>• List laws in a community and their penalties</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how to maintain peace and unity in a family</li> <li>• Discuss how children can help to maintain laws of a society</li> <li>• Identify good values that demonstrate a good citizen in a society.</li> <li>• Describe how a law breaker contributes to dis harmony in a family unit.</li> </ul>

### Lesson Background

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	<ol style="list-style-type: none"> <li>1. Ask student to discuss jobs of their parents.</li> <li>2. Asks “what the job of a police man is?”</li> <li>3. Ask students to define in their own words what law means.</li> </ol>	<ol style="list-style-type: none"> <li>1. Voluntary describe the job of their parents.</li> <li>2. Discuss the job of a Policeman in the society.</li> <li>3. Provide individual definitions of the word law.</li> </ol>
<b>Body</b> (20 mins)	<ol style="list-style-type: none"> <li>4. Ask students to describe some laws familiar to them.</li> <li>5. Tabulate the laws identified by the students, their consequences and penalties.</li> <li>6. Ask students to discuss in groups who the law leaders in the society are and their roles.</li> <li>7. Ask students to describe how to assist the community maintain peace and harmony.</li> </ol>	<ol style="list-style-type: none"> <li>4. Students to describe laws they are familiar with.</li> <li>5. Contribute to completing the table containing three columns of laws, their consequences.</li> <li>6. List leaders who maintain law and order in the society.</li> <li>7. Student describe how to assist the community maintain peace and harmony.</li> </ol>
<b>Conclusion</b> (5 mins)	Summarize points discussed earlier and ask students how to be a good law abiding citizen in the society.	Describe how to be good law abiding citizens,

## Teacher Reflection/ Evaluation

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## VASK For Lessons to Plan

<b>Content Standards</b>	<b>P.3.2.1.</b> Demonstrate understanding of various rules in the society and the consequences of breaking them.		
<b>Performance Standards</b>	<b>P.3.2.1a.</b> Describe common laws and the consequences of breaking them.		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
74. A good Neighbourhood	<ul style="list-style-type: none"> <li>Appreciation of the use of good manners with neighbours</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe signs of danger neighbour</li> </ul>	<ul style="list-style-type: none"> <li>Qualities of a good neighbour.</li> <li>How to maintain a good relationship with neighbourhoods.</li> </ul>
75. Who is in charge in my family	<ul style="list-style-type: none"> <li>Appreciation of jobs done by those who are in charge.</li> </ul>	<ul style="list-style-type: none"> <li>Talk with friend about work done by those who are in charge in the family.</li> </ul>	<ul style="list-style-type: none"> <li>Rules set by those who are in charge in the family unit.</li> </ul>
<b>SAT</b>	1. Identify ways on how to maintain rules in their family for peace and harmony.		
<b>Performance Standards</b>	<b>P.3.2.1b.</b> Demonstrate their understanding of promoting peace and harmony in the family unit through singing songs		
<b>Lesson No # &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
76. Let's sing songs about peace and harmony	<ul style="list-style-type: none"> <li>Appreciation of and maintain peace and harmony in the family.</li> </ul>	<ul style="list-style-type: none"> <li>Using good manners when communicating with other family members</li> </ul>	<ul style="list-style-type: none"> <li>Benefits of living with peace and harmony in the family.</li> </ul>
77. What happens when rules are not followed?	<ul style="list-style-type: none"> <li>Acceptance of punishment as a means of correction.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what happens to those who follow family rules.</li> </ul>	<ul style="list-style-type: none"> <li>Consequence of no following family rules.</li> </ul>
<b>SAT</b>	Sing songs that promote peace and harmony such as "We are one big happy family."		

### Teachers Notes

Teachers can create other songs in place of the suggested song to promote peace and harmony in the family

## VASK For Lessons to Plan

Content Standards	P.3.2.2. Identify ways to minimize waste management in their homes and societies.		
Performance Standards	P.3.2.2a. Demonstrate practices to minimize waste management in their homes and communities.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
78. My rubbish and I	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Loyalty</li> <li>• Authenticity</li> <li>• Reliability</li> <li>• Courage</li> <li>• Honesty</li> <li>• Accountability</li> <li>• Integrity</li> <li>• Awareness of how to properly manage waste</li> <li>• Identify how to manage various forms of waste from bottles, paper, tins, plastic and many more</li> </ul>	<ul style="list-style-type: none"> <li>• Practice safe and healthy ways how to dispose rubbish</li> <li>• Depict safe and healthy practices of how to manage waste through illustrations, poems or songs</li> <li>• Categories different forms of rubbish to dispose them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what rubbish is?</li> <li>• List different forms of rubbish?</li> <li>• Describe various forms of rubbish and their characteristics?</li> <li>• Understand the importance of disposing waste in the right place</li> <li>• Identify safe ways to dispose rubbish</li> <li>• Identify appropriate places to dispose rubbish</li> <li>• Understand the importance of a healthy and clean environment</li> <li>• Identify common sickness and diseases associated with an unhealthy environment</li> </ul>
79. Our natural environment is our responsibility	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Loyalty</li> <li>• Authenticity</li> <li>• Reliability</li> <li>• Courage</li> <li>• Honesty</li> <li>• Accountability</li> <li>• Integrity</li> <li>• Awareness of how we can destroy the natural environment if we do not dispose waste properly</li> <li>• Appreciate the natural environment and its association to living things on earth</li> <li>• Appreciate recycled materials and their uses</li> </ul>	<ul style="list-style-type: none"> <li>• Create a compost of dry leaves, bird droppings and vegetable peelings</li> <li>• Retell the cycle of water or of a living thing</li> <li>• Classify rubbish appropriately for correct disposal</li> <li>• In pairs discuss observations about water, land or air pollution if waste is not managed correctly</li> <li>• Identify recycled materials found in the society</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of proper waste management</li> <li>• The natural environment and its importance to human life.</li> <li>• Incorrect disposal of waste and how it contributes to land, air and water pollution.</li> <li>• Classify decomposable and non-decomposable rubbish?</li> <li>• How to create a compost? What is recycling?</li> <li>• Examples of recycled materials</li> </ul>

80. How to manage our classroom rubbish	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Loyalty</li> <li>• Authenticity</li> <li>• Reliability</li> <li>• Courage</li> <li>• Honesty</li> <li>• Accountability</li> <li>• Integrity</li> <li>• Awareness of where to dispose certain rubbish in the school</li> <li>• Appreciate and abide by school rules which link to waste management</li> </ul>	<ul style="list-style-type: none"> <li>• Create two models of a clean classroom and of a filthy classroom</li> <li>• Discuss various ways to manage classroom rubbish</li> <li>• Classify decomposable and non-decomposable rubbish</li> </ul>	<ul style="list-style-type: none"> <li>• How to recycle some classroom rubbish/waste for example; paper</li> <li>• Revisiting the job of classroom monitors in relation to waste management</li> <li>• Decomposable and non-decomposable rubbish/waste in places in the school area to dispose different forms of waste/rubbish</li> </ul>
<b>SAT</b>	<ol style="list-style-type: none"> <li>1. Design by drawing a simple waste management plan for your home.</li> <li>2. Create a picture depicting how in correct disposal of waste/rubbish can affect the environment. Classify decomposable and non-decomposable rubbish/waste.</li> <li>3. Do a picture talk comparing a clean school to a dirty school.</li> </ol>		
<b>Performance Standards</b>	<b>P.3.2.2b.</b> Participate in community activities to for a healthy and peaceful society		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
81. My healthy and peaceful home	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Loyalty</li> <li>• Authenticity</li> <li>• Reliability</li> <li>• Courage</li> <li>• Honesty</li> <li>• Accountability</li> <li>• Integrity</li> <li>• Empathy</li> <li>• Appreciate the uniqueness of individual homes</li> <li>• Appreciate the responsibilities of family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Clean towels and beddings</li> <li>• Dispose rubbish in correct places</li> <li>• Clean inside and outside homes</li> <li>• Create appropriate places to throw certain rubbish</li> <li>• Create short sayings about proper rubbish disposal in the home</li> </ul>	<ul style="list-style-type: none"> <li>• How to actively participate in the home to create a healthy and peaceful environment.</li> <li>• The importance of a healthy and peaceful home. What makes a healthy and peaceful home?</li> <li>• Disadvantages of having an unhealthy home?</li> </ul>
82 Helping my community	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Loyalty</li> <li>• Authenticity</li> <li>• Reliability</li> <li>• Courage</li> <li>• Honesty</li> <li>• Accountability</li> <li>• Integrity</li> <li>• Empathy</li> <li>• Appreciate various societies and their uniqueness.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways to improve the community/ society</li> <li>• Describe ways the school can contribute to a healthy and peaceful society</li> <li>• Use local experts to discuss the importance of a healthy and peaceful society</li> </ul>	<ul style="list-style-type: none"> <li>• Identify leaders in the society.</li> <li>• Establish a plan with the community on how to assist to clean and create a peaceful community</li> <li>• The purpose of a healthy and peaceful society</li> <li>• Waste management issues in the community and various people in the community who have jobs related to this issue</li> <li>• How to effectively participate in community building</li> </ul>

82 Helping my community	<ul style="list-style-type: none"> <li>• Respect.</li> <li>• Loyalty.</li> <li>• Authenticity.</li> <li>• Reliability.</li> <li>• Courage.</li> <li>• Honesty.</li> <li>• Accountability.</li> <li>• Integrity.</li> <li>• Empathy.</li> <li>• Appreciate various societies and their uniqueness.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways to improve the community/ society.</li> <li>• Describe ways the school can contribute to a healthy and peaceful society.</li> <li>• Use local experts to discuss the importance of a healthy and peaceful society.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify leaders in the society.</li> <li>• Establish a plan with the community on how to assist to clean and create a peaceful community.</li> <li>• The purpose of a healthy and peaceful society.</li> <li>• Waste management issues in the community and various people in the community who have jobs related to this issue.</li> <li>• How to effectively participate in community building.</li> </ul>
83. Our community project	<ul style="list-style-type: none"> <li>• Respect.</li> <li>• Loyalty.</li> <li>• Authenticity.</li> <li>• Reliability.</li> <li>• Courage.</li> <li>• Honesty.</li> <li>• Accountability.</li> <li>• Integrity.</li> <li>• Empathy.</li> <li>• Appreciate working together with the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Working in partnership with the community to establish healthy and peaceful practices.</li> <li>• Plan and participate in a project to establish a healthy and peaceful practice.</li> </ul>	<ul style="list-style-type: none"> <li>• A community based project on healthy and peaceful society.</li> <li>• Identify ways to assist the community</li> <li>• Actively participate in a community based project.</li> </ul>
<b>SAT</b>	<ol style="list-style-type: none"> <li>1. Describe what makes a healthy and peaceful home?</li> <li>2. Participating with the community to establish a healthy and peaceful society.</li> <li>3. Participate in a community based project to keep a healthy and peaceful society.</li> </ol>		

## 4.1. Good Governance

**Topic: Governance of People and Environment**

**Lesson # 84 - I am honest.**



<b>Content Standards</b>	<b>P. 4.1.1.</b> Develop basic understanding of being honest and being responsible when governing people and the environment.
<b>Performance Standards</b>	<b>P.4.1.1a.</b> Engage in basic playful activities of being honest and being responsible.

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

- a) Affective Objective:** Develop behaviours that promote caring for the environment.
- b) Psychomotor Objective:** Make informed decision to take care of the environment.
- c) Cognitive Objective:** Identify the importance of people and the environment.

**Resources:** Posters of people caring for the environment.

**References:** Preparatory CCVE syllabus

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

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>Appreciate and Care for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways of caring for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>The environment provides everything that humans need in order to survive.</li> </ul>

### Lesson Background

This lesson will require students to be taken outside of the classroom after the lesson. Remind the students to bring some plants to plant after the lesson. By doing this small planting activity and emphasizing the importance of taking care of the environment, students can develop a positive attitude towards the environment.

**Teacher Reflection/ Evaluation** \_\_\_\_\_

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## VASK For Lessons to Plan

<b>Content Standards</b>	<b>P. 4.1.1.</b> Develop basic understanding of being honest and being responsible when governing people and the environment.		
<b>Performance Standards</b>	<b>P.4.1.1a.</b> Engage in basic playful activities of being honest and being responsible		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
85. Learning about People	<ul style="list-style-type: none"> <li>Show curiosity to learn about people and how they interact.</li> </ul>	<ul style="list-style-type: none"> <li>Make good decisions about the environment they live in.</li> </ul>	People are one of the most important resources.
86. Learning about the Environment	<ul style="list-style-type: none"> <li>Appreciate the importance of the environment to humans.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways to care for the environment</li> </ul>	The natural environment provides food, water, air, sunlight and shelter for human.
87. Importance of people and the environment	<ul style="list-style-type: none"> <li>Develop an attitude to care for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Making good decisions to take care of the environment.</li> </ul>	People depend on the environment for survival.
<b>SAT</b>	Give examples of how the environment provides for people.		
<b>Performance Standards</b>	<b>P.4.1.1b.</b> Role-play the basic understanding of being honest and being responsible when governing people and the environment		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
88. Taking care of People	<ul style="list-style-type: none"> <li>Develop positive attitudes and habits of taking care of people.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways of taking care of people-eating well, exercise, sleeping well.</li> </ul>	People are important resources that control the earth.
89. Taking care of the Environment	<ul style="list-style-type: none"> <li>Develop behaviours that promote caring for the</li> </ul>	<ul style="list-style-type: none"> <li>Role play simple habits that promote caring for the environment.</li> </ul>	Develop habits that promote caring for the environment.
<b>Prescribed Assessment</b>	Identify from given posters that show ways of how people and the environment are being taken care of.		

## VASK For Lessons to Plan

Content Standards	P.4.1.2. Develop basic understanding of simple rules and punishment for different people in different places.		
Performance Standards	P.4.1.2a. Engage in basic playful activities to understand simple rules and their purposes in different places.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
90. House Rules	<ul style="list-style-type: none"> <li>Appreciate the importance of having house rules.</li> </ul>	<ul style="list-style-type: none"> <li>Name some rules that are commonly practised in our houses.</li> </ul>	<ul style="list-style-type: none"> <li>House rules help us to follow what behaviour is expected when in the house.</li> </ul>
91. Family Rules	<ul style="list-style-type: none"> <li>Follow and adhere to rules set by their parents.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest some rules that families should practise in our families.</li> </ul>	<ul style="list-style-type: none"> <li>Family rules are guidelines for action that family members must follow.</li> </ul>
92. School Rules	<ul style="list-style-type: none"> <li>Develop an attitude to encourage their friends to follow school rules.</li> </ul>	<ul style="list-style-type: none"> <li>Report students who break school rules to teachers</li> <li>Be responsible of their actions.</li> </ul>	<ul style="list-style-type: none"> <li>School rules are guidelines set by school boards for students to follow.</li> </ul>
SAT	1. Suggest common house rules. 2. Suggest common family rules that are practiced by most families. 3. Suggest common school rules.		
Performance Standards	P.4.2.1b. Dramatize rule makers and how they enforce punishment for rule breakers in different places		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
93. Purpose of House Rules.	<ul style="list-style-type: none"> <li>Accept consequences/ results of not following house rules.</li> </ul>	<ul style="list-style-type: none"> <li>Identify consequences/ results of not following house rules.</li> </ul>	<ul style="list-style-type: none"> <li>House rules are developed for the purpose of assisting people to live up to the standards</li> </ul>
94. Purpose of Family rules.	<ul style="list-style-type: none"> <li>Accept consequences/ results of not following family rules.</li> </ul>	<ul style="list-style-type: none"> <li>Identify consequences/ results of not following family rules.</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of family rules is to set a standard of behaviour for all to follow</li> </ul>
95. Purpose of School rules	<ul style="list-style-type: none"> <li>Accept consequences/ results of not following school rules.</li> </ul>	<ul style="list-style-type: none"> <li>Identify consequences/ results of not following school rules.</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of school rules is to guide students to follow expected behaviours while in a school.</li> </ul>
SAT	1. State the meaning of rules. 2. State the purpose of having family rules.		

## Teachers Notes

## 4.2. Leadership

**Topic: Our Leaders**  
**Lesson # 96 - Choosing Leaders**



<b>Content Standards</b>	<b>P 4.2.1.</b> Develop basic understanding on the roles and responsibilities of leaders in their local community.
<b>Performance Standards</b>	<b>P.4.2.1a.</b> Engage in basic playful activities to discover the roles of leaders in their local community.

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

- a) **Affective Objective:** Show respect to their leaders in the family or home.
- b) **Psychomotor Objective:** Identify special skills that leaders should have
- c) **Cognitive Objective:** Know that Leaders are chosen because they have special skills.

**Resources: References:** Preparatory CCVE syllabus

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

Values /Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>Show respect to their leaders by obeying their leader</li> </ul>	<ul style="list-style-type: none"> <li>Leaders have certain skills that other people do not have.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders are chosen in various ways. Some inherit them from their families while others</li> </ul>

### Lesson Background

To make the lesson more interesting, the teacher can invite a community leader to talk to the students about good leadership practices. Make sure that the community leader invited should be known by the students.

**Teacher Reflection/ Evaluation** \_\_\_\_\_

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## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	<b>Moral Activity</b> Tell students a short story about Moses leading the Israelites to the promise land. (Insert bible reference here).	Students listen to the story
<b>Body</b> (20 mins)	<b>Activity 1:</b> Ask students to name some of the ways that leaders in their communities are chosen. - Passed from parents to children (Inherited leadership). - Elected leaders	Name some ways that leaders in their communities are chosen
<b>Conclusion</b> (5 mins)	Conclude the lesson by stressing on these points. • Leaders can be chosen by voting/ electing them or by inheriting them from their parents. Chosen leaders have certain skills that people see in them.	Students pay attention and respond where necessary.

## Teacher Reflection/ Evaluation

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## VASK For Lessons to Plan

<b>Content Standards</b>	<b>P.4.2.1.</b> Develop basic understanding on the roles and responsibilities of leaders in their local community		
<b>Performance Standards</b>	<b>P.4.2.1a.</b> Engage in basic playful activities to discover the roles of leaders in their local community		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
97. Leaders in the community	<ul style="list-style-type: none"> <li>Know that different leaders perform different jobs/roles.</li> </ul>	<ul style="list-style-type: none"> <li>Name the different leaders in your home.</li> </ul>	<ul style="list-style-type: none"> <li>In the community there are different leaders</li> </ul>
<b>SAT</b>	Name Leaders in their community		
<b>Performance Standards</b>	<b>P.4.2.1b.</b> Role-play the responsibilities of a leader in their local community		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
98. Leaders in the Home.	<ul style="list-style-type: none"> <li>Appreciate the role of leaders in the home.</li> </ul>	<ul style="list-style-type: none"> <li>Identify roles of leaders in the homes.</li> </ul>	<ul style="list-style-type: none"> <li>Our parents are our first leaders</li> </ul>
99. Leaders in Church.	<ul style="list-style-type: none"> <li>Appreciate the role of leaders in the church.</li> </ul>	<ul style="list-style-type: none"> <li>Identify names of their church leader.</li> </ul>	<ul style="list-style-type: none"> <li>A priest, pastor, are our leaders in church.</li> </ul>
100. Leaders in the school.	<ul style="list-style-type: none"> <li>Appreciate the role of leaders in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the name of their headmaster/ headmistress.</li> </ul>	<ul style="list-style-type: none"> <li>The headmaster /headmistress is the leader in the school</li> </ul>
<b>Prescribed Assessment</b>	Name leaders in their family and school.		

## Teachers Notes

## 4.2. Leadership

**Topic: Manners to others**

**Lesson # 101 - Manners when talking to your parents**



<b>Content Standards</b>	<b>P.4.2.2.</b> Develop basic understanding of good manners when communicating with different people in the community.
<b>Performance Standards</b>	<b>P.4.2.2. a.</b> Engage in basic playful activities to discover good and bad manners when communicating with different people in their community.

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

- a) Affective Objective:** Use appropriate manners when talking to parents.
- b) Psychomotor Objective:** Practice good manners when talking to their parents.
- c) Cognitive Objective:** Know that good manners in the family are key to a happy family.

**Prescribed Assessment Task:** Name three good manners when communicating with other people.

**Resources:** Posters of people caring for the environment.

**References:** Preparatory CCVE syllabus

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

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>Practice use of manners in their homes.</li> <li>Respect the views of other family members.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate manners when talking to their parents.</li> </ul>	<ul style="list-style-type: none"> <li>Know that good manners are key to positive behaviour.</li> <li>Manners make people feel appreciated and respected.</li> </ul>

### Lesson Background

This lesson will require students to be taken outside of the classroom to practice good manners conversation. Ensure that sample examples of asking and answering questions are made known to students before they go outside. Close supervision is needed.

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	<b>Moral Activity</b> Tell students a short story. The story should be about two children. One use to listen to his parents. The other does the opposite.	Students listen to the story
<b>Body</b> (20 mins)	<b>Activity 1:</b> Ask students to name some words that are used for good manners when talking to people. Use the words in simple sentence. Can I have some water please? May I go and play with my friends?	Name some words that are used for good manners when talking to people. In pairs, practice using the samples given by the teachers
	<b>Activity 2:</b> Practicing good manners Get the students in small groups to practice good manners when talking to parents.	Using the words in Activity 1. Practice good manners in their small groups
<b>Conclusion</b> (5 mins)	Conclude the lesson by stressing on these points. <ul style="list-style-type: none"> <li>• Good manners practiced in the family will minimize arguments.</li> <li>• Our parents are adults and we must talk to them in a good way.</li> <li>• Using good manners make people feel appreciated and respected</li> </ul>	Students pay attention and respond where necessary.

## Teacher Reflection/ Evaluation

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## VASK For Lessons to Plan

<b>Content Standards</b>	<b>P.4.2.2.</b> Develop basic understanding of good manners when communicating with different people in the community.		
<b>Performance Standards</b>	<b>P.4.2.2a.</b> Engage in basic playful activities to discover good and bad manners when communicating with different people in their community.		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
102. Manners when talking to a teacher	<ul style="list-style-type: none"> <li>Respect authority even if they do not agree.</li> </ul>	<ul style="list-style-type: none"> <li>Identify appropriate manners when talking to a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Well-mannered classroom will create conducive environment for effective learning</li> </ul>
103. Manners when talking to elders	<ul style="list-style-type: none"> <li>Respect authority even if they do not agree</li> <li>Treat elders with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Identify manners that are appropriate when talking to elders.</li> </ul>	<ul style="list-style-type: none"> <li>Good manners keep the society in good order</li> <li>Manners make people feel appreciated and respected</li> </ul>
<b>SAT</b>	Role play use of manners when talking to a teacher.		
<b>Performance Standards</b>	<b>P.4.2.2b.</b> Role play good manners when communicating with different people in the community		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
104. Good	<ul style="list-style-type: none"> <li>Appreciate good manners in. conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Good manners includes, communicating with other people and interacting face to face with them.</li> </ul>	<ul style="list-style-type: none"> <li>Good manners in communication encourage good relationship</li> </ul>
105. Bad manners in conversation	<ul style="list-style-type: none"> <li>Try to avoid manners when conversing.</li> </ul>	<ul style="list-style-type: none"> <li>Bad manners in conversation speaking loud, disregarding peoples view.</li> </ul>	<ul style="list-style-type: none"> <li>Bad manners in communications spoils relationship</li> </ul>
<b>Prescribed Assessment</b>	Name three good manners when communicating with other people.		



# Assessment, Recording and Reporting

Assessment and reporting practices described here are detailed further in the Assessment, Reporting, Monitoring and Certification Handbook for Citizenship and Christian Values Education Subject. The Assessment guide focuses on the Cognitive and Affective - behavioural teaching and learning of the content.

The main purpose of assessment is to improve student learning to be well informed and be better citizens. Assessment needs to be FOR LEARNING as well as OF LEARNING. It is used to evaluate and improve teaching and learning, report achievement and provide feedback to students on their progress. 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. Assessment 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.

## Types of assessment

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 Grades 3, 6, 9 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 end of each grade.

## Preparatory Grade Benchmarks

<b>Strand 1: Civic Identities, Principles and Systems</b>	
<b>CCVE - GP. S1.B1</b>	Develop and understanding and the importance of having a name to be identified by
<b>CCVE - GP. S1.B2</b>	Understand the importance of belonging to a family
<b>CCVE - GP. S1.B3</b>	Recognize a hero in the family or the school who they think is unique and the characters that make them their heroes.
<b>CCVE - GP. S1.B4</b>	Identify a civil or state institute that has an influence on the livelihood of the community we live in.
<b>Strand 2: Christian Values and Principles</b>	
<b>CCVE - GP. S2.B1</b>	Describe different situations of helpful and kind behaviours from the Holy Scriptures.
<b>CCVE - GP. S2.B2</b>	Identify and describe ways they can be helpful to the old and aging, the sick and the ones in need.
<b>CCVE - GP. S2.B3</b>	Demonstrate an understanding of ways they can comfort a hurting friend just by providing comfort to them.
<b>CCVE - GP. S2.B4</b>	Describe situations in the Bible that tell of people who did bad things in life but become nice people again.
<b>Strand 3: Citizenship and Society.</b>	
<b>CCVE - GP.S3.B1</b>	Develop an understanding of their right to basic needs, e.g. food, water, shelter, care, love, a mother and father.
<b>CCVE - GP.S3.B2</b>	Understand that willingness to be part of a group discussion is an important aspect of participation.
<b>CCVE - GP.S3.B3</b>	Understand that when one speaks, one must learn to listen in order to be able to respond correctly
<b>CCVE - GP.S3.B4</b>	Demonstrate their potential to follow directions to reach a certain location.
<b>4. Governance and Leadership</b>	
<b>CCVE - GP. S4.B1</b>	Develop an understanding of keeping their belongings in order, e.g. keeping their cupboards neat and tidy, their rooms and beds at home.
<b>CCVE - GP. S4.B2</b>	Identify and describe a rule in their house that keeps them safe from harm e.g. Do not play with flames/ matches/ sharp objects.
<b>CCVE - GP. S4.B3</b>	Develop and understanding of who is the head of their family and the roles of everyone to keep the family happy.
<b>CCVE - GP. S4.B4</b>	Develop an understanding of good manners that are expected of them in their most immediate environments e.g. homes, classroom, church and the school etc.

## 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 also known as *classroom assessment* is an ongoing process and interaction between teaching and learning. “Assessments *for* Learning” are intended for diagnosing or discovering student’s exposure to previous related knowledge or their level of cognition for the certain concept being introduced. “Assessments *for* learning” give an indication of the student’s current cognitive level and depth of knowledge. It is used to help learners improve their performance, skills or understand the tasks better. It also helps both students and teachers to see:

- The learning standards and where each learner’s performance is, in relation to the content standards.
- Where they need improvement and how to improve.

### 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 in Grade 2 for Unit 1 is titled “Why I belong to a group?”. This lesson would have been about “the importance of belonging to a group”.

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 **will be able to and can** 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 two 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 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**

## 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.

## Summative Assessment: Assessment of Learning

Assessment of learning is the **use of a task or an activity to measure, record and report on a student’s level of achievement in regards to specific learning expectations.** “Assessments of Learning” are intended to measure how much the student has achieved or understands and can articulate from a concept. These are often known as summative assessment methods. 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 and social 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 3 students in the affective domain;

- Observations;
- talking with students/conferencing;
- work samples;
- tests.

### Assessment methods

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

#### 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.

and examinations should not be the focus of assessment in CCVE. Instead practical assessments must be emphasised

## 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



## Yearly and Termly Assessment Overview

Term One (1)					
Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task	Week
Civic Identities, Principles and Systems	Civic Identities	P.1.1.1	P.1.1.1a P.1.1.1b	Use a checklist to compile students verbal report about who they are in their family and extended family	3
		P.1.1.2	P.1.1.2a P.1.1.2b	1. Practice and sing the National anthem confidently 2. Memorise and recite the National Pledge correctly	4
	Civic Principles	P.1.2.1	P.1.2.1a P.1.2.1b	1. Interview individual children to establish what they do to meet parent's expectations at home. 2. Discuss family rules, which discourage disrespectful	5
		P.1.2.2	P.1.2.2a P.1.2.2b	1. Identify and list gestures that demonstrate kindness and friendliness at home. 2. Discuss virtues that display joyfulness. 3. Identify and discuss unpleasant and unfriendly behaviours at home and ways to improve them. 4. Discuss unkindness gestures at home.	8
	Civic Systems	P.1.3.1	P.1.3.1a P.1.3.1b	1. Verbally describe two good things that state instructions do in their community. 2. Verbally describe two good ways to care for your school and health centres or Aid Posts	9
		P.1.3.2	P.1.3.2a P.1.3.2b	1. Verbally describe two good things that civil institutions do benefit them 2. Verbally describe two good ways to care for the family home, church and health centres or Aid.	10

Term Two (2)					
Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task	Week
Christian Values and Principles	Christian Values & Practices	P.2.1.1	P.2.1.1a P.2.1.1b P.2.1.1c	1. Identify the values that Adam and Eve had and used in the Garden of Eden 2. Express the actions that portray the love of Elohim God in self and others 3. Tell one thing you do to show that you love for your mother 4. Study a picture of a disabled person and say one thing you can do to care for him or her 5. Recite with respect the first commandment of the ten (10) commandments. (Exodus 20: 3). 6. Express how your parents feel when you obey the home rules at all times	2
		P.2.1.2	P.2.1.2a P.2.1.2b P.2.1.2c	1. Express the identities of the Holy Spirit ((Ruach Hacodesh). 2. Identify fruits of love, joy, and peace that produced a good person such as kind hearted person 3. Tell the identity of the Holy Spirit (Ruach Hacodesh) descending like a dove when Yeshua (Jesus) was baptised in river Jordan by John the Baptist (Matt 3:16-17) 4. Name a good character that you see and like in a believer (Mathew 20:28). 5. Select a man or woman from a known bible story and demonstrate his/ her Godly character e.g. Moses, Ruth, Esther, Joshua etc.	4
	Christian Institutions and Principles	P.2.2.1	P.2.2.1a P.2.2.1b P.2.1.1c	1. Retell the story of the first man and woman. 2. Role-play the values that develop character and spiritual development for Christian living. 3. Role-play how the world was created	6
		P.2.2.2	P.2.2.2a P.2.2.2b P.2.2.2c	1. Draw picture of a their family members and list a sentence about the word 'LOVE'. 2. Draw pictures of Moses leading the Israelites out of Egypt 3. Draw Moses and Israelites crossing the Jordan River	8

Term Three (3)					
Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task	Week
Citizenship and Society	Citizens and Citizenship	P.3.1.1	P.3.1.1a P.3.1.1b	1. Draw certain action showing them being responsible 2. Draw your parent's role and your responsibility in your family.	3
		P.3.1.2	P.3.1.2a P.3.1.2b	1. Identify ways of caring for properties and showing respect for others Draw a poster on stopping litter. 2. Mime or act out what to in an argument or fight. 3. Role play to show honesty.	5
	Active Citizenship and Participation	P.3.2.1	P.3.2.1a P.3.2.1b	1. Identify ways on how to maintain rules in their family for peace and harmony. 2. Sing songs that promote peace and harmony such as We are one big happy family	7
		P.3.2.2	P.3.2.2a P.3.2.2b	1. Design by drawing a simple waste management plan for your home. 2. Create a picture depicting how in correct disposal of waste/rubbish can affect the environment. 3. Classify decomposable and non-decomposable rubbish/waste. 4. Do a picture talk comparing a clean school to a dirty school. 5. Describe what makes a healthy and peaceful home? 6. Participating with the community to establish a healthy and peaceful society. 7. Participate in a community based project to keep a healthy and peaceful society.	9

Term Four (4)					
Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task	Week
Governance and Leadership	Good Governance		P.4.1.1a P.4.1.1b	1. Give examples of how the environment provides for people 2. Identify from given posters that show ways of how people and the environment are being taken care of.	2
			P.4.1.2a P.4.1.2b	1. Suggest common house rules. 2. Suggest common family rules that are practiced by most families. 3. Suggest common school rules. 4. State the meaning of rules. 5. State the purpose of having family rules	4
	Leadership		P.4.2.1a P.4.2.1b	1. Name Leaders in their community 2. Name leaders in their family and school.	6
			P.4.2.2a P.4.2.2b	1. Role play use of manners when talking to a teacher 2. Name three good manners when communicating with other people.	8

## Sample Assessment Tasks

### 1. Prescribed Assessment Task (PAT)

**Strand:** \_\_\_\_\_

**Content Standard:** \_\_\_\_\_

**Performance Standard: 1.1.1.1a** \_\_\_\_\_

Lesson 1: \_\_\_\_\_

Lesson 2: \_\_\_\_\_

Lesson 3: \_\_\_\_\_

**Performance Standard: 1.1.1.1b** \_\_\_\_\_

Lesson 4: \_\_\_\_\_

Lesson 5: \_\_\_\_\_

Lesson 6: \_\_\_\_\_

**Prescribed Assessment Task (PAT):** \_\_\_\_\_

**Assessment Method/Tool:** \_\_\_\_\_

**Assessment Criteria:** (Precisely stated and described)

\_\_\_\_\_  
\_\_\_\_\_

**Recording Method:** (Precisely stated and described)

**Reporting Method:** (Precisely stated and described)

### 2. Sample of Specific Assessment Task (SAT)

**Strand:** \_\_\_\_\_

**Content Standard:** \_\_\_\_\_

**Performance Standard: 1.1.1.1a** \_\_\_\_\_

Lesson 1: \_\_\_\_\_

Lesson 2: \_\_\_\_\_

Lesson 3: \_\_\_\_\_

**Specific Assessment Task (SAT) :** \_\_\_\_\_

**Assessment Method/Tool:** \_\_\_\_\_

**Assessment Criteria:** (Precisely stated and described)

\_\_\_\_\_  
\_\_\_\_\_

**Recording Method:** (Precisely stated and described)

**Reporting Method:** (Precisely stated and described)

# 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
<b>Ability</b>	Being able to perform or do something successfully.
<b>Behave</b>	The way a person acts in a particular way that expresses general character in response to situations or to other people.
<b>Behaviour</b>	The way individuals behave.
<b>Character</b>	The set of qualities that makes an individual unique.
<b>Civic Participation</b>	Working to make a difference in the communities and the country by promoting the quality of life through political and non-political processes.
<b>Civic Principles</b>	Fundamental truth that serves as the foundation for a system of belief or behaviour belonging to a community.
<b>Civic Values</b>	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.
<b>Decision Making</b>	The steps or process taken for one to choose between options and coming to a conclusion.
<b>Leaders</b>	Individuals who lead or command a group, an organisation or a country.
<b>Nurture</b>	To care and protect people and the environment.
<b>Personality</b>	A person's attitudes, interests, behavioral patterns, emotional responses, social roles, and other individual traits that endure over long periods of time
<b>Potentials</b>	Person having or showing hidden qualities or abilities and capacity that may be developed and lead to future success or usefulness.
<b>Promote</b>	Encouraging individuals about being good citizens.
<b>Psychomotor Domain</b>	The area of learning about 'doing' and is concerned about the use of motor skills and physical movement.
<b>Qualities</b>	An individual's characteristic.
<b>Roles</b>	A prescribed or expected behaviour associated with a particular position or status in a group or organization.
<b>Role Model</b>	<i>A person with acceptable behaviour and good characters at all times.</i>
<b>Rule of Law</b>	1. 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.
<b>Self-esteem</b>	An individual's confidence in his or her own merit.
<b>Self-image</b>	The opinion that one has of his or her own worth, attractiveness or intelligence.
<b>Sin</b>	A person's act, thought or behaviour that is against the law or teachings of a religion.
<b>Social Problem</b>	A problem that affects societies.
<b>Virtue</b>	The quality of being morally good or righteous.

## References

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

- Department of Education (2018) *Citizenship and Christian Values Education Framework* (2018) Port Moresby.
- Department of Education (2018) *Draft Citizenship and Christian Values Education Grades 1, 2 and 3 Syllabus*. Port Moresby.
- Department of Education (2006) *Assessment and Reporting – Lower and Upper Primary*. Port Moresby.
- Jack Wellman (1988), *Mulvane Brethren Church*, Kansas, USA.
- King James Version Bible *Mini Pocket ed.*(2012) Holy Bible, Christian Art Publishers.
- Matane, P (1986), *A Philosophy of Education for Papua New Guinea, Ministerial Committee Report*, Education Print shop, Port Moresby.
- [www.dictionary.com/browse/rule-of-law](http://www.dictionary.com/browse/rule-of-law)
- PNG Transparency International Teacher Resource Book (2016) Civic Education in PNG Schools, Port Moresby.
- PNG Transparency International Book of Background Readings for Teachers (2016) Civic Education in PNG Schools, Port Moresby.
- TIPNG (year) , Civic Education in PNG Schools – Teacher Resource Book, Port Moresby
- United Nations Universal Declaration of Human Rights (1948). United Nations.

# Appendices

The section gives provide for student and teachers commended handouts picture and enrichment activity focussed on the content of CCVE subject. Teachers can choose from these reference materials to use in their teaching and learning at their discretion.

## • Table of teaching and learning strategies

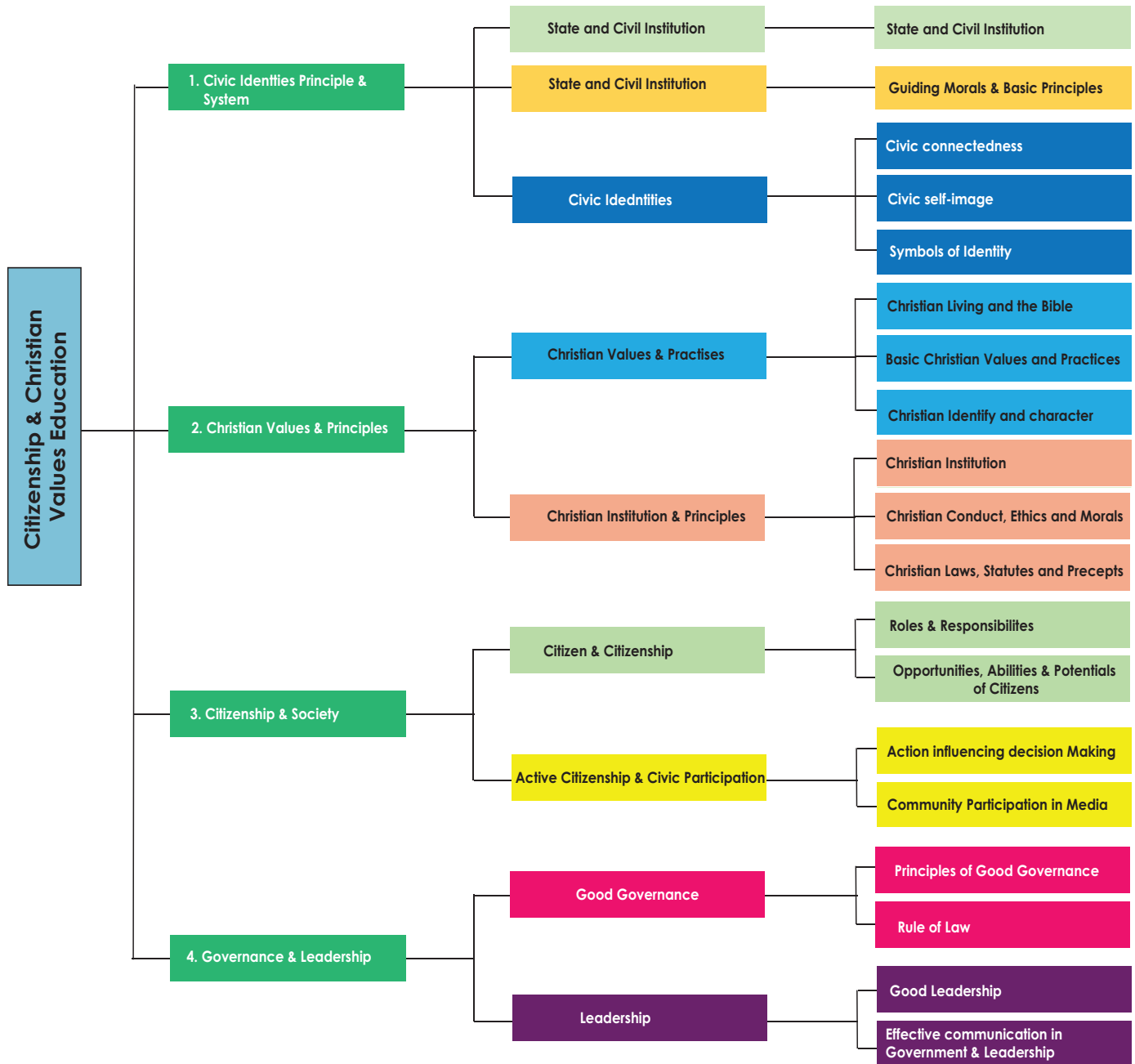
Teaching Strategies	Learning Strategies
<ul style="list-style-type: none"> <li>• Answering questions about personal feelings, attitudes, values, opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students ask teachers or presenters about their personal feelings, attitudes, values and opinions about certain situations, experiences, issues etc. after being introduced to a topic or after listening to the speaker.</li> </ul>
<ul style="list-style-type: none"> <li>• Open-ended Questionnaires about students' personal views, feelings opinions, values etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Students express their personal views, feelings opinions, values etc.</li> <li>• Use of black board for drawing, writing their responses for presentations.</li> </ul>
<ul style="list-style-type: none"> <li>• Stem sentences/ Sentence completion on opinions or situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I wish I had ...?</li> <li>• I think ... !</li> <li>• This game/show/movies is ...!</li> <li>• My favourite ...!</li> <li>• I like ...!</li> </ul>
<ul style="list-style-type: none"> <li>• Drawing pictures to express views.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing of pictures to show any of the six aspects of the Affective domain. Using black board management for this activity.</li> </ul>
<ul style="list-style-type: none"> <li>• Reading stories and case studies with emotional content/ story telling.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories from a reading source for reflections and reviews.</li> <li>• Listening to stories from an experience being retold for reflections and reviews.</li> </ul>
<ul style="list-style-type: none"> <li>• Group-centred discussions about personal reflections to or feelings about a shared experience or about shared opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in round-robin, round table, or random picks discussions.</li> </ul>
<ul style="list-style-type: none"> <li>• Dyads, triads, quadruples etc. activities of sharing feelings, ideas, values, opinions etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Dyads, Triads, Quadruples activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Video shows.</li> </ul>	<ul style="list-style-type: none"> <li>• 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."</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided imagery or memory where children try to recall and reflect on an image presented before them.</li> </ul>



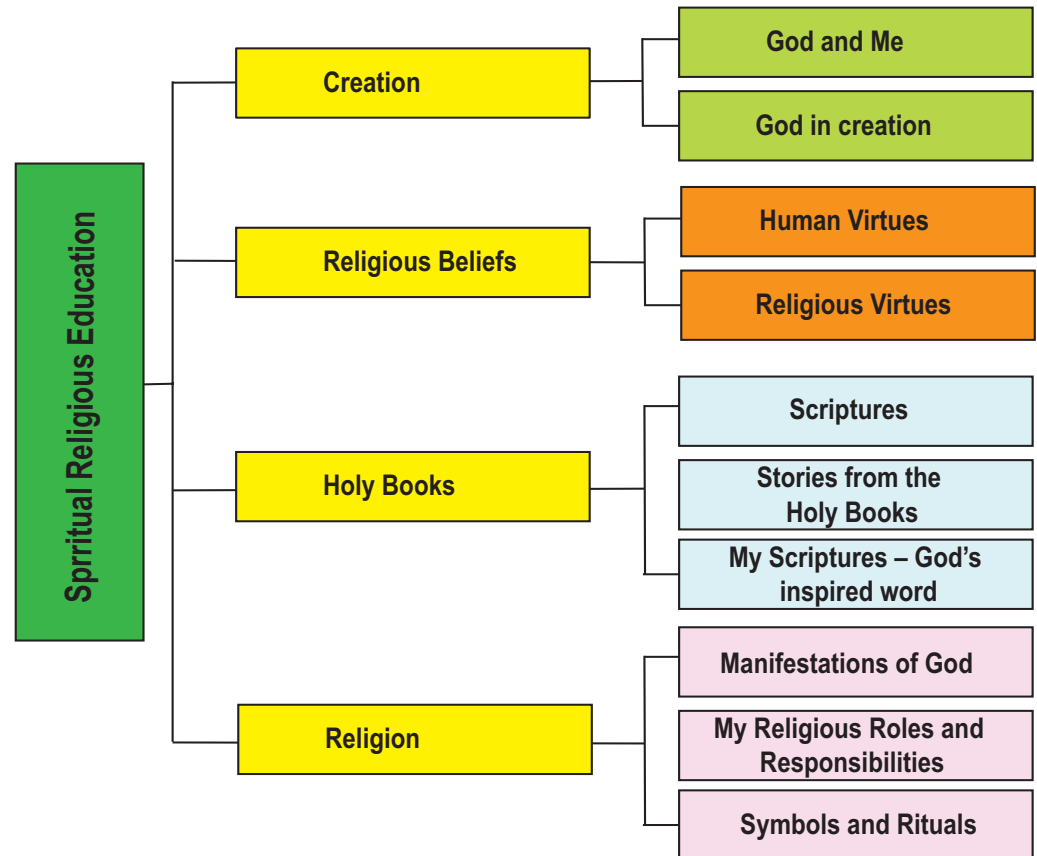
<ul style="list-style-type: none"> <li>Forced choice continuums for example, when teaching about “sharing responsibilities by working together” the students may be given a certain situation that allows them to come to a conclusion that they need to work together with students from the opposite sex even if they didn’t liked to do so, in the beginning.</li> <li>The strategy is used to help in changing students mindsets about certain misconceptions, certain beliefs and practices that may be for example discriminatory.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>Anonymous statements.</li> <li>Audio= for Prep - Grade 3.</li> <li>Written for Grade 3-12.</li> <li>o <i>For example;</i> 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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Read anonymous stimulus materials to prompt responses and discussions.</li> </ul>
<ul style="list-style-type: none"> <li>Responding to pictures (stimulus).</li> </ul>	<ul style="list-style-type: none"> <li>Responding to pictures with stimulus.</li> </ul>
<ul style="list-style-type: none"> <li>Journal writing.</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>
<ul style="list-style-type: none"> <li>Interviews (must be guided for lower levels).</li> </ul>	<ul style="list-style-type: none"> <li>Interview their colleagues, classmates, friends, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Q&amp;As – depends on questions being asked.</li> <li>Ask or asking students open-ended questions.</li> </ul>	<ul style="list-style-type: none"> <li>Open-ended questions that allow 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?</li> </ul>
<ul style="list-style-type: none"> <li>Guide or guiding students.</li> </ul>	<ul style="list-style-type: none"> <li>Following guides given by the teacher.</li> </ul>
<ul style="list-style-type: none"> <li>Role play- Subjective.</li> </ul>	<ul style="list-style-type: none"> <li>Voluntarily choose persons or roles they play in role plays.</li> </ul>
<ul style="list-style-type: none"> <li>Drama/Dramatization.</li> </ul>	<ul style="list-style-type: none"> <li>Take up roles of different personalities and roles of different characteristics in a play or drama.</li> </ul>
<ul style="list-style-type: none"> <li>Debates- facts and Opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Group debates based on facts and opinions.</li> </ul>
<ul style="list-style-type: none"> <li>Guest Speaker.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to an invited guest speak to them or listen to an audio recording of a particular person.</li> <li>View a speech delivered by a person.</li> </ul>
<ul style="list-style-type: none"> <li>Discussions.</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>
<ul style="list-style-type: none"> <li>Give Tips (to encourage the skill of analysing things and giving educated or intelligent conclusions and guesses).</li> </ul>	<ul style="list-style-type: none"> <li>I am thinking about something ...?</li> <li>I spy with my two little eyes and what do I see?</li> </ul>
<ul style="list-style-type: none"> <li>Reviews: Films/Books</li> </ul>	<ul style="list-style-type: none"> <li>View a film, read a book or listen to a story being told and do a film/book/story review.</li> </ul>

## 2. Scope of Citizenship and Christian Values Education

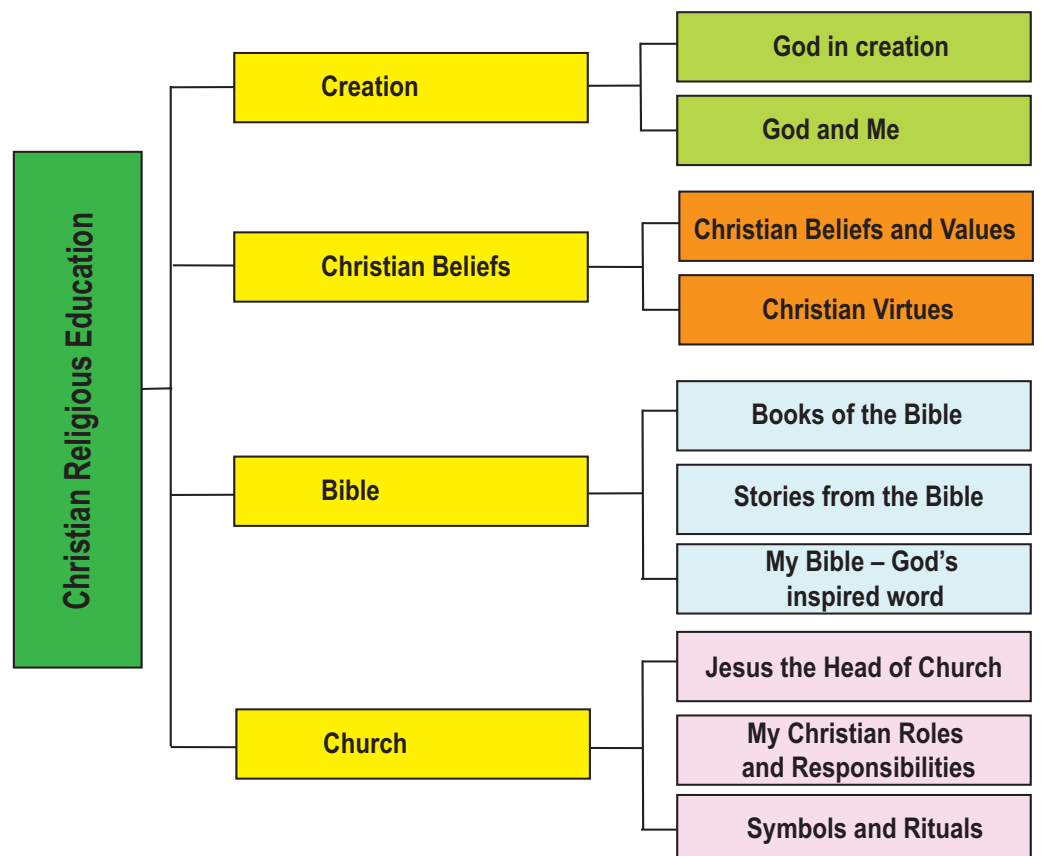
### CCVE Conceptual Content Chart



## 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 values and 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 and acceptable (same everywhere)
5.Characterisation	Incorporates values into life	Displaying applications of all aspect of attitude and high levels of maturity in expressing original and intelligent views while debating an issue or topic of discussion.

## Aspects of Affective Domain

Area or Aspect of Attitude	Example of Aspect	Initial Development. Stage
Self-esteem	Self-concept or self-image (overall picture of self), self- awareness (learning process of self through self-knowledge: understanding of self , self-attribution: awareness and acceptance of abilities, potentials and aptitudes within self, self-perception: impression of self, and self-disclosure: ability to discover things about yourself that you are not aware of and finding the courage to deal with things that you know are within you but you don't like to accept or acknowledge them as part of you ), self-conscious, self-confidence, courage, self- respect, etc.	<b>1 (0-8yrs)</b>
Emotions Feelings	Contentment, joy, eagerness, being keen, concern, love, peacefulness, aggressiveness, authenticity, enthusiasm, empathy, sensitivity, etc.	<b>1</b>
Beliefs	Doctrine, principle, statement, belief in democracy, faith, idea, perceptions, etc.	<b>1</b>
Biases Opinions	Like, dislike, preference for something/somebody, opinion, disagreements, critique, criticism, etc.	<b>1</b>
Desires	Wish, crave, longing, feel want to have, must have , envy, etc.	<b>1</b>
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.	<b>1</b>

### 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** resulting 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

<b>Educational Objective Level</b>	<b>State of Mind</b>	<b>Sample activity for level</b> 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.





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