

Citizenship & Christian Values Education

Teacher Guide

Primary
Grade 6



Standards-Based



**'FREE ISSUE
NOT FOR SALE'**

Papua New Guinea
Department of Education

Citizenship & Christian Values Education

Teacher Guide

**Primary
Grade 6**

Standards-Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

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

First Edition

© Copyright 2020, Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means of electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

Graphic Design & Layout by Vitus Witnes Kanua

ISBN: 978-9980-905-86-4

Contents

Acknowledgements.....	IV
Acronyms.....	V
Secretary's Message.....	VI
Introduction.....	1
Purpose of the Teacher Guide.....	3
Structure of the Teacher Guide.....	4
How to use the Teacher Guide.....	6
Syllabus and Teacher Guide Alignment.....	7
Content Standards, Benchmarks, Performance Standards.....	9
Core Curriculum.....	14
Teaching and Learning.....	16
Science Technology Engineering Arts Mathematics (STEAM) and Citizenship.....	24
Integrated Curriculum.....	37
Essential Values, Attitudes, Skills and Knowledge.....	41
Guided Lesson Layout.....	49
Planning & Programming.....	53
Content Expansion (Unit of Work).....	69
Strand 1: Civic Identities, Principles and Systems.....	70
Strand 2: Christian Values and Principles.....	109
Strand 3: Citizenship and Society.....	141
Strand 4: Governance and Leadership.....	183
Assessment Monitoring & Reporting.....	212
Glossary of Terms.....	218
References.....	221
Appendices.....	223

Acknowledgements

This Citizenship and Christian Values Education Teacher Guide for Grade 6 was developed by the Curriculum Development Division of the Department of Education and was coordinated by Betty Zeldah Bannah and assisted by Fredrick Soni Kanau with support from the Subject Curriculum Group (SCG).

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

Secretary's Message

The Citizenship and Christian Values Education (CCVE) Teacher Guide was developed as a support document for the implementation of the Citizenship and Christian Values Education for Grade 6. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessment tasks with suggested teaching and learning strategies that teachers can use to work towards achievements of content standards in the syllabus.

The CCVE Citizenship and Christian Values Education is a new subject from Preparatory to Grade 12. The subject consists of elements of Civics, Citizenship and Christian Values. Citizenship and Christian Values Education is a required subject for all Grade 6 students in Papua New Guinea Schools.


Citizenship and Christian Values Education presented in the syllabus are expanded in this teacher guide. The content is presented in the standards-based curriculum perspective and contains standard statements. The content of the Citizenship and Christian Values Education is based on family, classroom and school contexts and therefore teachers and respective stakeholders are encouraged to engage the involvement of parents, the school and the community and its resources, to be able to help students to be active learners, acquire citizenship knowledge and behaviour in preparation for and to progress into Grade 6.

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

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

The Citizenship and Christian Values Education Teachers teaching Grade 6 are instructed to use the Grade 6 Citizenship and Christian Values Education Teacher Guide.

I commend and approve this Grade 6 Teacher Guide for Citizenship and Christian Values Education subject to be used by teachers in all Primary Schools throughout Papua New Guinea.



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

Introduction

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

The course is organised into 4 strands. These are Civic Identities, Principles and Systems, Christian Values and Practices, Citizenship and Society, and Governance and Leadership. The subject focuses on developing the moral well-being of our students by helping them acquire and live by the values that guide them to make appropriate choices and determine their behaviour and attitudes towards themselves, their communities and societies and the environment as good citizens.

The Grade 6 Teacher Guide provides information and guidelines to assist Grade 6 teachers interpret, translate and deliver the prescribed Citizenship and Christian Values Education content in the Grade 4-6 syllabus into teachable activities. With emphasis on the Affective Domain, samples of affective teaching and learning strategies have been provided for teachers to use when planning and programming.

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

Citizenship and Christian Values subject content is linked to all the other subjects taught in Grade 6, which includes English, Language, Mathematics and Culture and Community. It also links to subjects taught in in the high school level such as English, Mathematics, Science, Social Science, Arts, Health, and Physical Education, Making a Living, Legal Studies, Geography, Business Studies and Economics.

The Grade 6 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), while ninety (90) minutes will be used for Citizenship and Christian Values Education. Teachers can use the time allocated to do their time table or program according to their school needs.

Teachers must note that the Grade 6 Citizenship and Christian Values Education (CCVE) Teacher Guide does not contain Christian Religious Education content. The Christian Religious Education content is in a

separate implementation Guide, which is designed to complement the teaching of Christian Values and Principles.

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

Purpose of the Teacher Guide

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

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

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

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

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

Structure of the Teacher Guide

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

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

Values based education

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

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

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

Social Inclusion

Teachers are encouraged to take into account different physical and mental abilities and disabilities of students to socially include all students.

Basic rules and guidelines must be provided for students to feel wanted and loved, to respect different cultures and to relate to other people freely and with confidence. The CCVE subject caters for diversities, marginalised individuals, and addresses multiple sensitive issues.

Introductory and Conclusion section of a lesson

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

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

How to use the Teacher Guide

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

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

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

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

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

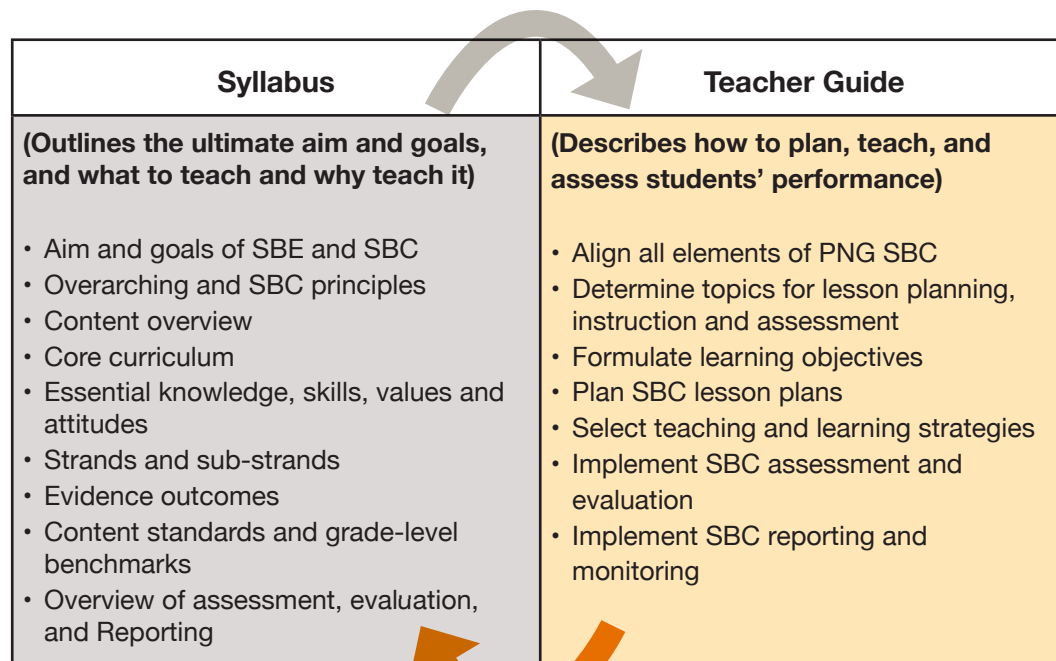
- Lesson titles in the teacher guide were drawn out from the benchmarks. From the lesson titles outlined in the planning and programming section, the attitude, the skills and the knowledge is identified.
- When planning a lesson, it is important that, the values, attitudes, skills and knowledge of the lesson come out clearly in the teaching and learning activities as displayed in the sample guided lessons.
- At least one value, one attitude, one skill and one knowledge must be captured in a topic.

Syllabus and Teacher Guide Alignment

What Teachers Should Know

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

Figure 1: Syllabus and teacher guide alignment



Syllabus	Teacher Guide
(Outlines the ultimate aim and goals, and what to teach and why teach it) <ul style="list-style-type: none"> • Aim and goals of SBE and SBC • Overarching and SBC principles • Content overview • Core curriculum • Essential knowledge, skills, values and attitudes • Strands and sub-strands • Evidence outcomes • Content standards and grade-level benchmarks • Overview of assessment, evaluation, and Reporting 	(Describes how to plan, teach, and assess students' performance) <ul style="list-style-type: none"> • Align all elements of PNG SBC • Determine topics for lesson planning, instruction and assessment • Formulate learning objectives • Plan SBC lesson plans • Select teaching and learning strategies • Implement SBC assessment and evaluation • Implement SBC reporting and monitoring

What Teachers Should Do

Teacher guide should be used in conjunction with the syllabus. These two documents are closely aligned and complimentary. Teachers should use both documents when planning, teaching and assessing grade 6 Citizenship and Christian Values Education content. Syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what is outlined in the syllabus by describing the approaches or the how of planning, teaching, learning, and assessing the content so that the intended learning outcomes are achieved. It also describes and provide examples of how to evaluate and report on students' attainment of the learning standards, and use evidence from the assessment of students' performance to develop evidence-based interventions to assist students who are making slow progress towards meeting the expected proficiency levels to improve their performance. Teachers will extract information from the syllabus (e.g., content standards and grade-level benchmarks) for lesson planning, instruction and assessment.

Learning and Performance Standards

What Teachers Should Know

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

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

Content Standards, Benchmarks, Performance Standards

Content Standards

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

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

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

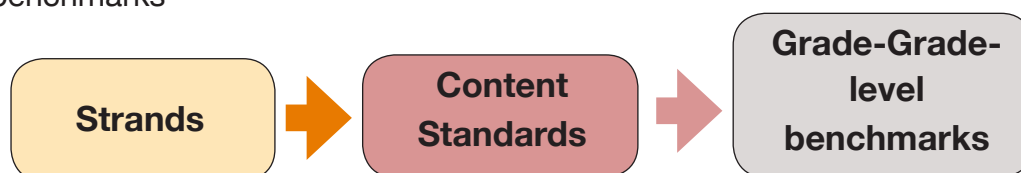
Benchmarks

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

- are evidenced-based;
- are rigorous and comparable to regional and global standards;

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

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

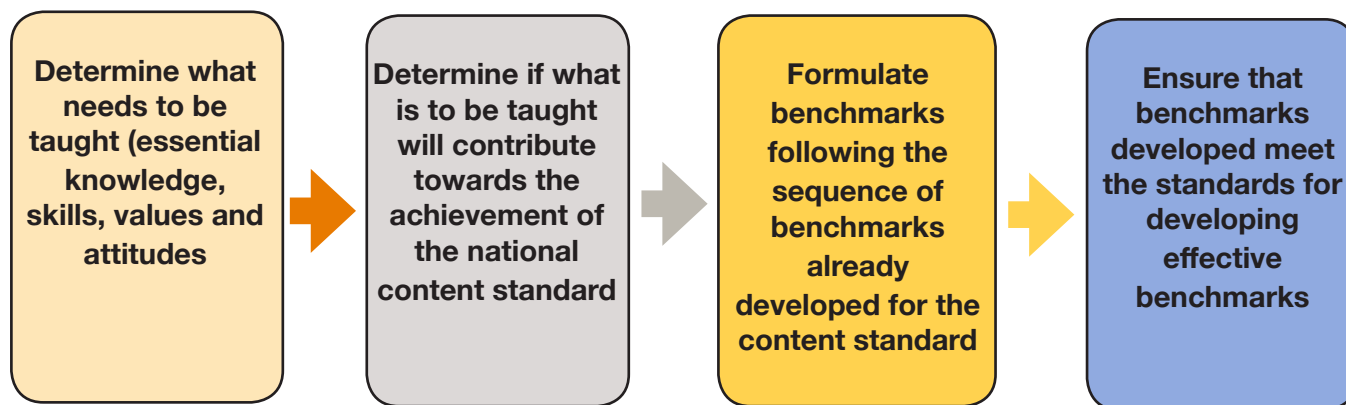


What Teachers Should Do

Development of Additional Benchmarks

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

Figure 3: Benchmark development process



Learning Objectives

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

Performance Standards

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

Performance standards:

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

Proficiency Standards

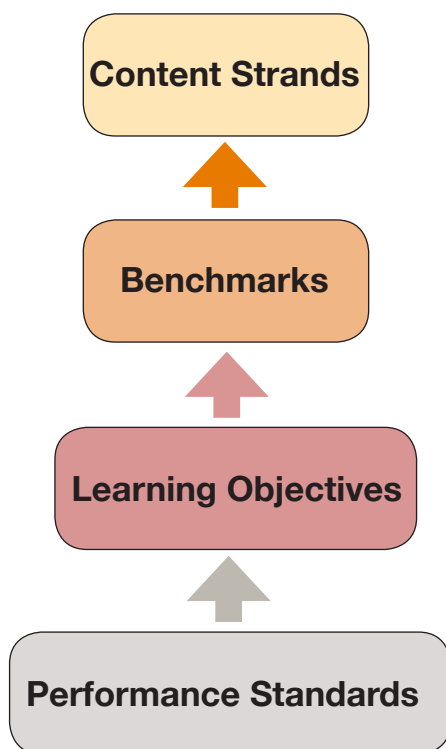
Proficiency standards describe what all students in a particular grade or school level can do at the end of a strand, sub-strand or unit. These standards are sometimes called evidence outcomes because they indicate if students can actually apply or use what they have learnt in real life or similar situations.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

Learning and Performance Standards Alignment

What Teachers Should Know?

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

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



What Teachers Should Do

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

Core Curriculum

What Teachers Should Know

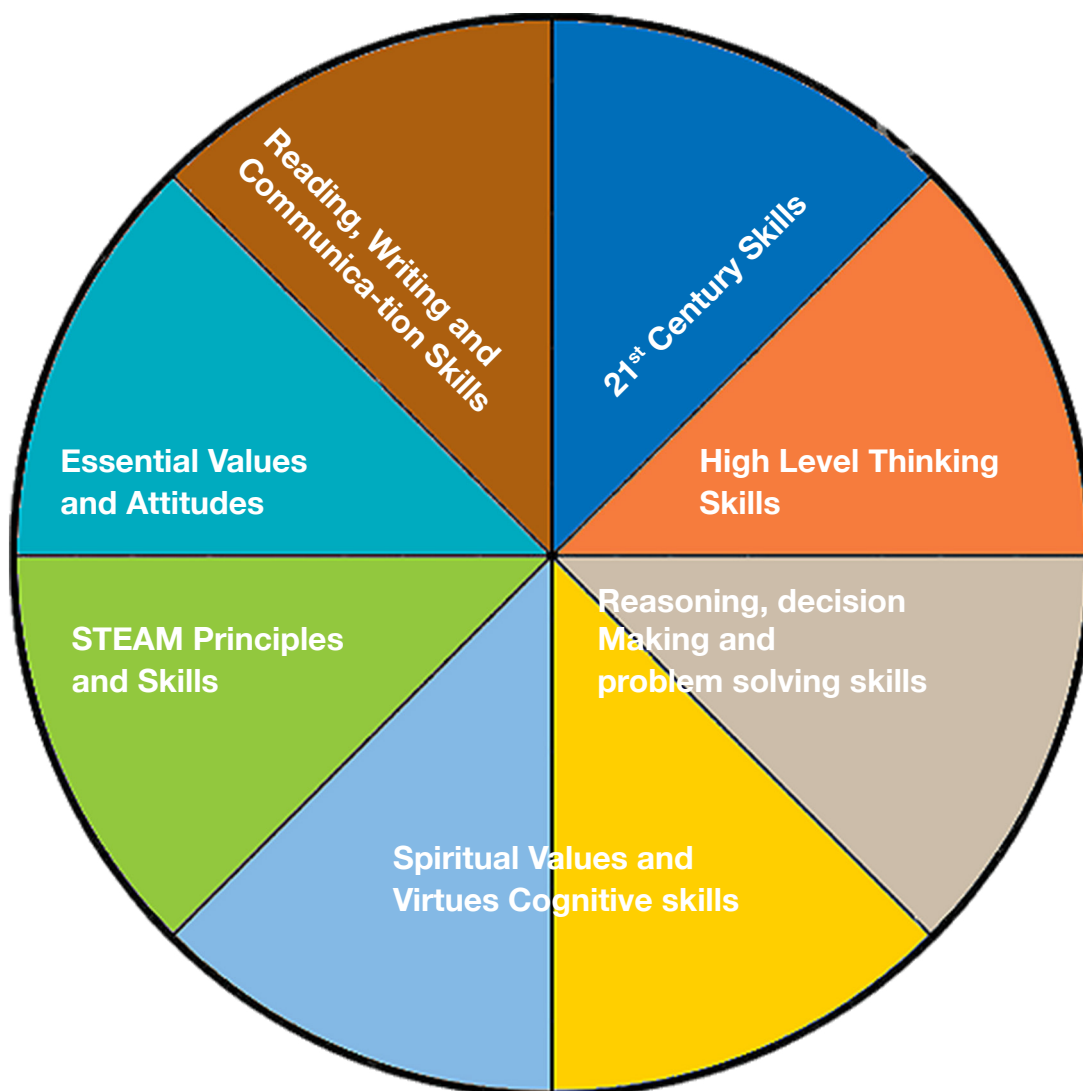
A core set of common learning's (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills and dispositions, they will need to be successful in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

The core curriculum includes:

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

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

Figure 5: Core curriculum



Teaching and Learning

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

Introductory Section - Sample 1: Moral Activity- Questions.

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

Teacher Reflection/Evaluation:

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

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

Teacher Reflection/Evaluation:

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

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

Teacher Reflection/Evaluation:

Conclusion Section - Sample 4: Conclusion Questions

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

Teacher Reflection/Evaluation:

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

Features of CCVE Lesson Objectives.

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

Sample Lesson Objectives

Lesson Objectives: Students will be able to:

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

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

Features of the Key Concepts in a CCVE Lesson

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

Important Note:

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

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

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

Sample Key Concepts for one CCVE Lesson:

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

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

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

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

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

Role of the Teacher in the Affective Domain

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

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

The teacher also performs the role of;

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

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

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

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

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

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

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

Teaching and Learning Strategies in the Affective Domain

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

Teaching Strategies

Question and Answers (Q&A)

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

Open Ended Questions

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

Stem Sentences

Stem sentences/sentence completion on opinions or situations.

Drawing

Drawing pictures to express views.

Reading and Story Telling

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

Group discussions

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

Groups Activities

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

Video Shows/Dramas/Movies**Imagery**

Imagery or memory for example “show an image related to the content of learning for a certain lesson to provoke thinking and/or discussions or cause recall of something.

Forced choice continuums

Forced choice continuums for example, when teaching about “sharing responsibilities by working together” the students may be given a certain situation that allows them to come to a conclusion that they need to work together with students from the opposite sex even if they didn’t liked to do so, in the beginning.

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

Anonymous statements

Audio for Prep-Grade 3.

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 etc. after being introduced to a topic or after listening to the speaker.

Open Ended Questions

Students express their personal views, feelings opinions, values etc.
Use of black board for drawing, writing their responses for presentations.

Stem Sentences

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

Drawing

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

Reading and Story Telling

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

Group discussions

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

Group Activities

Dyads, Triads, Quadruples activities.

Video Shows/Dramas/Movies

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

Imagery

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

Forced choice continuums

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

Anonymous statements

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

Stimulus

Responding to pictures with stimulus.

Journal writing

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

Interviews & Research

Interview their colleagues, classmates, friends, etc.

Personalized Q&As

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

Guided

Following guides given by the teacher.

Role Play/Acting

Voluntarily choose persons or roles they play in role plays.

Drama/Dramatization

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

Debates

Group debates based on facts and opinions or open forums.

Case Studies

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

Guest Speaker

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

Discussions

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

Use of Tips/Cues/Clues

I am thinking about something.....?

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

Reviews

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

Science Technology Engineering Arts Mathematics (STEAM) and Citizenship

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

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

Objectives

Students will be able to:

- I. Examine and use evidence to draw conclusions about how STEAM has and continues to change the social, political, economic, cultural and environmental contexts.
- II. Investigate and draw conclusions on the impact of STEAM solutions to problems on the social, political, economic, cultural and environmental contexts.
- III. Identify and solve problems using STEAM principles, skills, concepts, ideas and process.
- IV. Identify, analyse and select the best solution to address a problem.
- V. Build prototypes or models of solutions to problems.
- VI. Replicate a problem solution by building models and explaining how the problem was or could be solved.
- VII. Test and reflect on the best solution chosen to solve a problem.
- VIII. Collaborate with others on a problem and provide a report on the process of problem solving used to solve the problem.
- IX. Use skills and processes learnt from lessons to work on and complete STEAM projects.
- X. Demonstrate STEAM principles, skills, processes, concepts and ideas through simulation and modelling.
- XI. Explain the significance of values and attitudes in problem-solving.

Content Overview

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

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

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

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

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

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

STEAM Problem-Solving Methods and Approaches

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

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

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

Engineering and Technology Problem Solving Methods and Approaches

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

Parts Substitution

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

Diagnostics

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

Troubleshooting

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

Reverse Engineering

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

Divide and Conquer

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

Extreme Cases

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

Trial and Error

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

Engineering Design Process

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

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

These steps are shown in figure 6.

Figure 6: Engineering design process



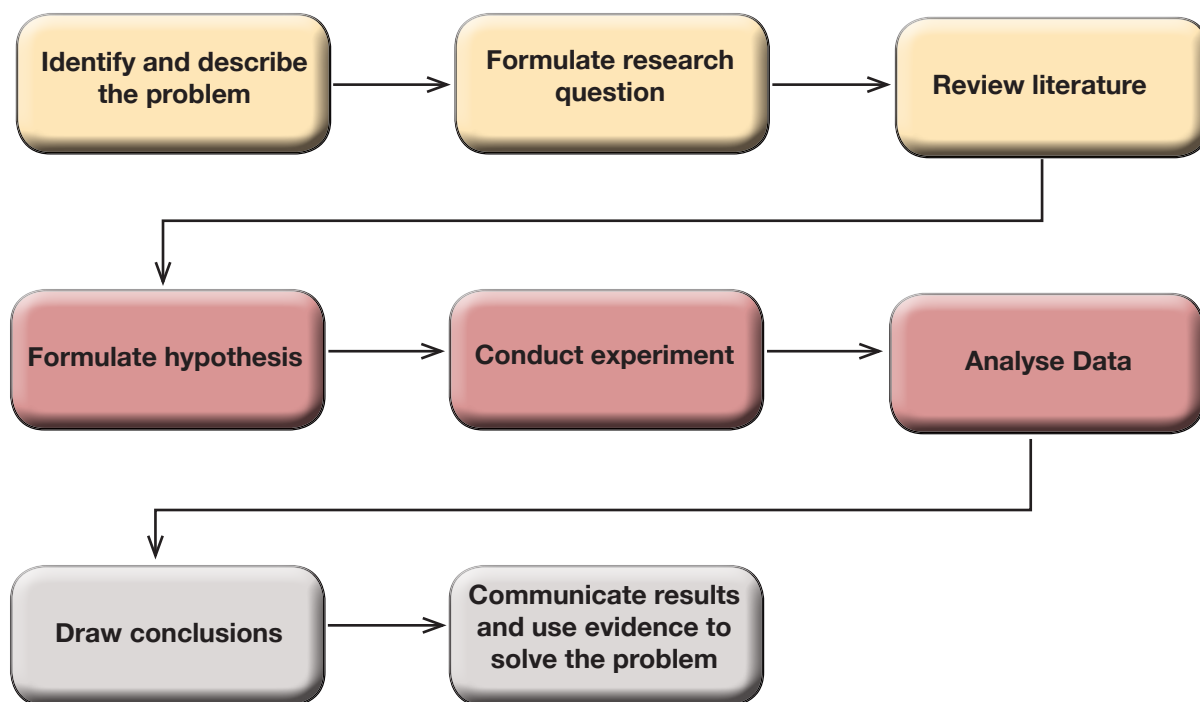
The Scientific Method and Approach to Problem-Solving

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

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

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

Figure 7: The process of scientific inquiry



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

Step 1: Identify and describe the problem

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

Example: Observation

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

Step 2: Formulate research question

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

Example: Question

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

Step 3: Review literature

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

Example: Literature review

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

Step 4: Formulate hypothesis

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

Example: Hypothesis

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

Step 5: Conduct experiment

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

Example: Experimental Procedure

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

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

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

Step 6: Analyse data

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

Example: Analysis

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

Step 7: Draw conclusions

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

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

Example: Valid Hypothesis

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

Example: Invalid Hypothesis

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

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

Step 8: Communicate findings

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

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

Example: Communication of findings

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

Artistic Design

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

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

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

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

What Teachers Should Do

STEAM-Based Lesson planning

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

Developing STEAM-based Lesson Plans

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

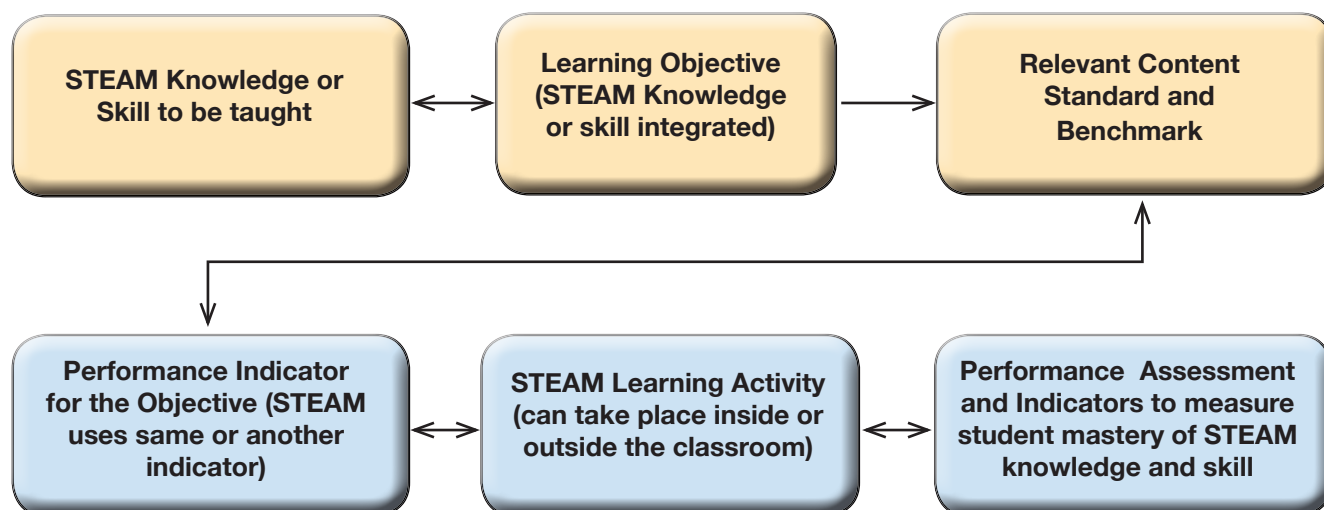
Integration of STEAM problem-solving skills into standards-based lesson plans.

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

STEAM principles and problem-solving skills are integrated into the content standards and grade-level benchmarks. A list of these skills, including 21st century skills, is provided in the grade 6 syllabus. Teachers should ensure that these skills are integrated in their standards-based lesson plans, taught and assessed to determine students' level of proficiency on each skill or specific components of the skill. Teachers should use the following process as guide to integrate STEAM principles and problem-solving skills into the standards-based lesson plans.

Teachers are expected to integrate the essential STEAM principles, processes, skills, values and attitudes described in the grade 6 benchmarks when formulating their standards-based lesson plans. Opportunities should be provided inside and outside of the classroom for students to learn, explore, model and apply what they learn in real life or related situations. These learning experiences will enable students to develop a deeper understanding of STEAM principles, processes, skills, values and attitudes and appreciate their application in real life to solve problems.

Figure 8: Process for integrating STEAM principles and problem-solving skills into standards-based lessons.



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

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

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

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

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

STEAM Teaching Strategies

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

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

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

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

Teachers should plan to provide students opportunities to work in

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

- Participatory Learning.
- Group-Based Learning.
- Task Oriented Learning.
- Action Learning.
- Experiential Learning.
- Modelling.
- Simulation.

STEAM Learning Strategies

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

STEAM-BASED Assessment

Integrated Curriculum

What is integrated curriculum?

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

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

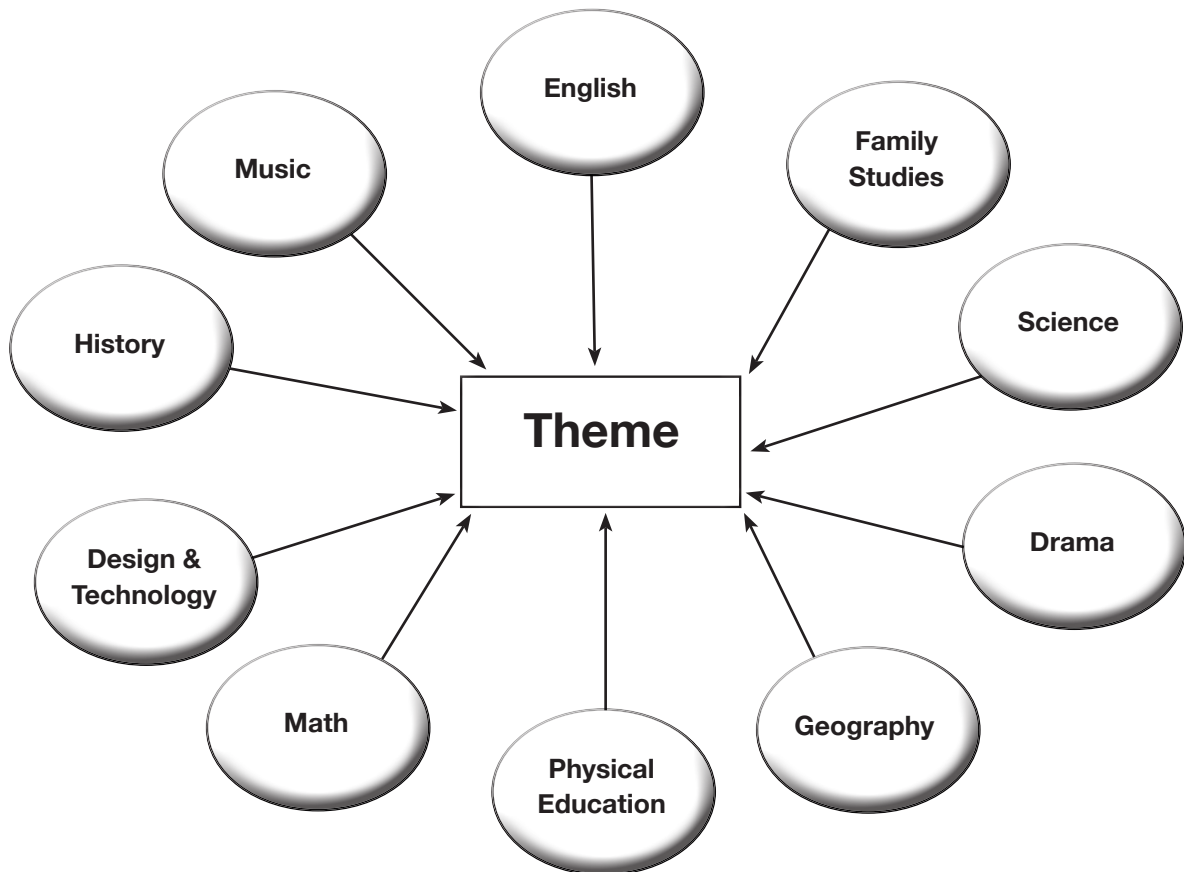
There are three approaches that PNG SBC will engage to foster conducive learning for all its children whereby they all can demonstrate proficiency at any point of exit. Adapting these approaches will have an immense impact on the lives of these children thus they can be able to see themselves as catalyst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

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

(i) Multidisciplinary Approach

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

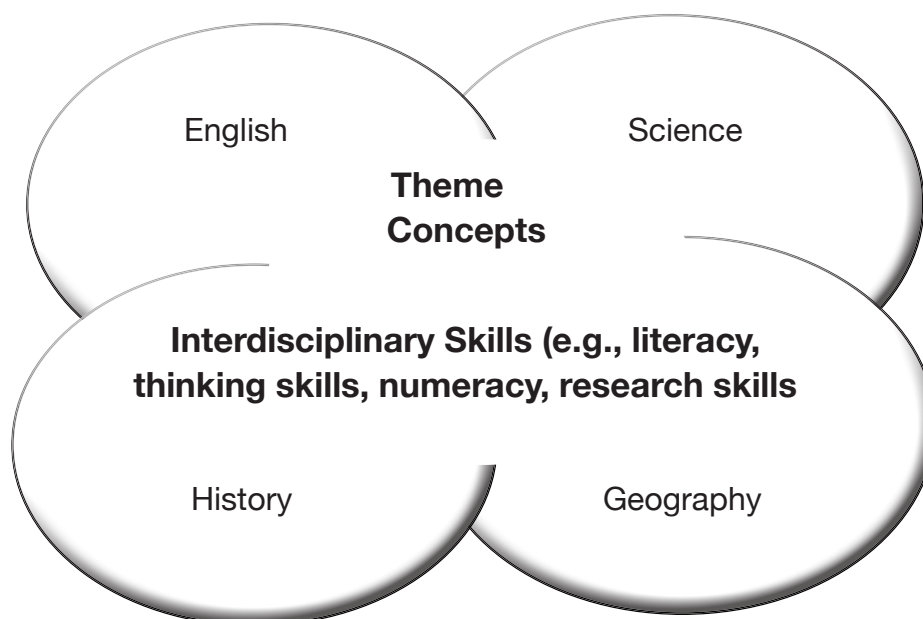
Figure 9. The Multidisciplinary Approach



(ii) Interdisciplinary Approach

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

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

Figure 10. The Interdisciplinary Approach**(iii) Intradisciplinary approach**

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

(iv) Transdisciplinary Approach

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

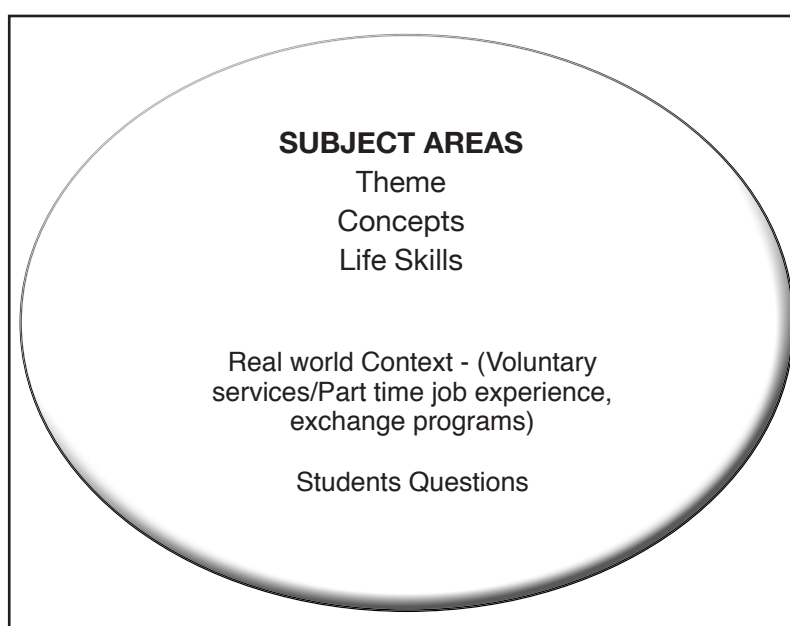
The three steps to planning project based curriculum (Chard 1998).

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

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

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

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



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

Essential Values, Attitudes, Skills and Knowledge

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

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

Types of Knowledge

There are different types of knowledge. These include:

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

Types of Processes

There are different types of processes. These include:

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

Types of Skills

There are different types of skills. These include:

Cognitive (Thinking) Skills

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

Critical Thinking Skills

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

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

Creative Thinking Skills

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

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

Reasoning Skills

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

Decision-Making Skills

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

Problem Solving Skills

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

High Level Thinking Skills

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

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

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

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

Types of Values

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

Social Values

Core Values

- Equality.
- Kindness.
- Benevolence.
- Love.
- Freedom.
- Common good.
- Mutuality.
- Justice.
- Trust.
- Interdependence.
- Sustainability.
- Betterment of human kind.
- Empowerment.

Sustaining Values

- Plurality.
- Due process of law.
- Democracy.
- Freedom and liberty.
- Common will.
- Patriotism.
- Tolerance.
- Gender equity and social inclusion.
- Equal opportunities.
- Culture and civilisation.
- Heritage.
- Human rights and responsibilities.
- Rationality.
- Sense of belonging.
- Solidarity.
- Peace and harmony.
- Safe and peaceful communities.

Types of Attitudes

Attitudes (Ways of thinking and behaving, points of view).

- Optimistic.
- Participatory.
- Critical.
- Creative.
- Appreciative.
- Empathetic.
- Caring and concern.
- Positive.
- Confident.
- Cooperative.

- Responsible.
- Adaptable to change.
- Open-minded.
- Diligent.
- With a desire to learn.
- With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.

AFFECTIVE DOMAIN - THE DOMAIN OF VALUES AND ATTITUDES

Where does Attitude come from?

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

Domains of Learning

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

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

Components of the three (3) domains

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

1. The Affective Domain (Attitudes)

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

Affective Learning Levels

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

Aspects of Affective Domain

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

NOTE:

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

2. The Psychomotor Domain (Skills)

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

Psychomotor Learning Levels

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

3. The Cognitive Domain (Knowledge)

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

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

Cognitive Learning Levels

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

Guided Lesson Layout

Features of a CCVE Guided Lesson Sample

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

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

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

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

Lesson Objectives

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

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

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

The Suggested Guided Lesson Template

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

Sample Guided Lesson:

Lesson No:

Strand: _____

Unit: _____

Content Standard: _____

Evidence Outcome: _____

Benchmark _____

Topic: _____

Lesson Title: _____

Lesson Objectives: Students will be able to and can:

Affective Objective: _____

Psychomotor Objective: _____

Cognitive Objective: _____

Resources: _____

References: _____

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

Values	Attitudes	Skills	Knowledge

Background Notes: Key Concepts must be complete statements.

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

Teaching and Learning Activities

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

Teacher Reflection/ Evaluation: _____

Explanation for the Introduction in Teaching and Learning Activities

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

1. A moral activity

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

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

2. Opinionative/ Bias/ View Point and Belief Activity

An opinionative, bias, view point and belief activity may include children expressing their opinions, biases, viewpoints and beliefs about certain things. Students at this level must be given the opportunity to express

themselves in these activities. The teacher must only facilitate and guide the students learning in these types of activities.

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

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

Sample Moral Activity- Questions

Ask Students

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

Sample Bias/ Belief /View Point Activity –Questions

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

Sample Opinionative Activity – Questions

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

The use of songs, poems and rhymes in the introduction

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

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

Sample Concluding Questions in the Affective Domain

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

Planning & Programming

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

Teachers are encouraged to begin with the Content Overview, which is organized into strands units with teachable concepts in Grade 6. The Yearly, Termly and Weekly Overviews in this teacher guide are compiled for the teachers' convenience when doing the planning and programming.

Content Overview

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

Strand	Unit	Topic	Teachable Concepts
Civic Identities, Principles and Systems.	Civic Identities.	Pacific island identities.	Personal Identity. National Identity. Symbols of Identity. Civic Self Image. Civic Connectedness.
	Civic Principles.	Behaviours, morals and values in the Pacific Islands.	Guiding Morals and Basic Principles.
	Civic Systems	Civic and state institutions in the Pacific Islands.	State and Civil Institutions.
Christian Values and Principles.	Christian Values and Practices.	i. Moral character, sense of ii. self-worth and integrity. iii. Leaving as a believer. iv. Practices of a Believe. v. Fruit of the Spirit. vi. Value of Values and Virtues.	Christian Living and the Bible. Basic Christian Values and Practices. Christian identity and Character.
	Christian Institutions and Principles	i. Godly laws, principles, discipline and integrity ii. Delivery of God's services. iii. Ethics and morals of family, home and Church. iv. Teachings of laws, statutes and precepts. v. Principles of local church organisations.	Christian Institutions. Christian Conduct, Ethics and Morals. Christian Laws, Statues and Precepts.

Strand	Unit	Topic	Teachable Concepts
Citizenship and Society.	Citizens and Citizenship.	i. Laws that Protect Our Rights. ii. Social Obligations. iii. Promoting values of a good digital citizen.	Roles and Responsibilities. Opportunities, Abilities and Potentials of Citizens.
	Active Citizenship and Participation.	i. Social Obligations as a Citizen of PNG. ii. Organizations that Help mould Young Citizens.	Actions influencing Decision Making. Community Participation in Media.
Governance and Leadership.	Good Governance.		Principles of Good Governance. Rule of Law.
	Leadership.		Good Leadership. Effective Communication in Governance and Leadership.

Yearly Overview

The Grade 6 Yearly Content table shows the total number of Content Standards, the total number of Performance Standards, and the total number of lessons per strand for Grade 6 in a year.

It shows a summary of the total number of lessons that a Grade 6 Teacher is required to teach in a Grade 6 school year.

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

Table 1: Grade 6 Yearly Content

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

Sample of yearly plan

Here is a sample of yearly plan outlining the twenty-five (25) CCVE topics to teach throughout the school year. You can use this sample to plan and align the CCVE topics for grade 6 by terms and weeks.

Below is the sample outlining the topics.

Wk	Term 1	Wk	Term 2	Wk	Term 3	Wk	Term 4
1	Enrolment and Revision of Grade 5 CCVE.	1	Planning	1	Planning	1	Planning
2	Topic 1 PACIFIC ISLAND IDENTITIES. World Water Day.	2	Topic 4 MORAL CHARACTER, SENSE OF SELF- WORTH AND INTEGRITY. Topic 5 LIVING AS A BELIEVER.	2	Topic 14 PRINCIPLES OF LOCAL CHURCH ORGANISATIONS.	2	Topic 19 ORGANIZATIONS THAT HELP MOULD YOUNG CITIZENS.
3		3	Topic 6 PRACTICES OF A BELIEVER.	3	Topic 15 LAWS THAT PROTECT OUR RIGHTS.	3	Topic 20 GOVERNING PEOPLE AND RESOURCES. Education Week.
4	Topic 2 BEHAVIORS, MORALS AND VALUES IN THE PACIFIC.	4	Topic 7 VALUE OF VALUES AND VIRTUES.	4	Topic 16 SOCIAL OBLIGATIONS.	4	
5		5		5	National Book Week.	5	
6		6	Topic 8 FRUITS OF THE SPIRIT.	6	Topic 17 PROMOTING VALUES OF A GOOD DIGITAL CITIZEN.	6	
7	Topic 3 CIVIC AND STATE INSTITUTIONS IN THE PACIFIC ISLANDS. World Health Day.	7	Topic 10 GODLY LAWS, PRINCIPLES, DISCIPLINE AND INTEGRITY.	7		7	Topic 22 CUSTOM.
8		8	Topic 11 DELIVERY OF GOD'S SERVICES.	8	Literacy Week.	8	
			Topic 12 ETHICS AND MORALS OF FAMILY, HOME AND CHURCH.		Topic 18 SOCIAL OBLIGATIONS AS A CITIZEN OF PNG.		Topic 23 LAW.
9		9	Topic 13 TEACHINGS OF LAWS, STATUTES AND PRECEPTS.	9	Topic 19 ORGANIZATIONS THAT HELP MOULD YOUNG CITIZENS.	9	Topic 24 LEADERS IN THE COUNCIL WARDS.
			Topic 14 PRINCIPLES OF LOCAL CHURCH ORGANISATIONS.				Topic 25 IMPACTS OF EFFECTIVE COMMUNICATION IN LEADERSHIP.

10	EASTER Period. Revision / Assessment.	10	Revision / Assessment.	10	Independence Day. Revision / Assessment.	10	Christmas Revision / Assessment.
-----------	---	-----------	------------------------	-----------	--	-----------	--

Note: Major school activities are also catered for in the sample below for the students to observe as part of their civic responsibility. Do add some more accordingly.

Yearly Suggested Lesson Titles

This are Grade 6 suggested lesson titles for the whole year. Teachers can modify these lessons and develop their own lesson titles.

Strand	Unit	Lsn#	Lesson Titles
Civic Identities, Principles and Systems	Civic Identities	1	I belong to the Pacific Region – (SAMPLE GUIDED LESSON attached).
		2	The Pacific Way.
		3	My Pacific Friend.
		4	We share the Pacific Ocean.
		5	We care for our Island.
		6	The importance of Pacific Symbols.
		7	My Pacific Icon.
		8	Our Diversity makes us who we are.
	Civic Principles	9	Life in the Pacific Region–viewpoint (SAMPLE GUIDED LESSON attached)
		10	Negative reputation of a Pacific Islander.
		11	Positive reputation of a Pacific Islander.
		12	Consequences of negative behaviour in the Pacific.
		13	Resolutions to better morals and values..
		14	Upholding positive morals and values.
		15	Working towards harmony in the Pacific.
		16	Friendship between PNG and other Pacific countries.
	Civic Systems-State and Civil Institutions	17	Common Civic Institutions in the Pacific Region – (SAMPLE GUIDED LESSON).
		18	Common State Institutions in the Pacific Region.
		19	Common functions of Civic institutions in the Pacific Region.
		20	Common functions of State institutions in the Pacific Region.
		21	Benefits and Influences of Civic institutions in Pacific Region.
		22	Benefits and Influences of State institutions in Pacific Region.
		23	Influence of Civic Institutions on communities and societies in the Pacific Region.
		24	Influence of State Institutions on communities and societies in the Pacific Region.

Strand	Unit	Lsn#	Lesson Titles
Christian Values and Principles	Christian Values and Practices	25	Developing moral character and integrity.
		26	Goodness and dignity.
		27	Bible and you.
		28	You and others as believers.
		29	Serving others – (SAMPLE GUIDED LESSON attached).
		30	Friendship with others.
		31	Giving to others.
		32	The triune God.
		33	The fruit of the Spirit.
		34	Living a life by the leading of the Holy spirit.
		35	The importance of values and virtues.
		36	Virtues and characteristics of an individual.
	Christian Institutions and Principles	37	God's Laws for all persons.
		38	The book of Deuteronomy.
		39	Integrity and discipline in Church.
		40	Godly precepts, statutes and principles of life.
		41	The Five offices of serving God.
		42	Roles and responsibilities of teachers, pastor, prophets, apostles, and evangelists.
		43	Conducts and ethics of God's family in the home.
		44	Conducts and ethics of God's family in the Church.
		45	Conducts and ethics of God's family in the community.
		46	Abraham's Faith.
		47	Roles and responsibilities of Godly family.
		48	Principles of Local Churches.
		49	Principles of faith organizations.

Strand	Unit	Lsn#	Lesson Titles
Citizenship and Society	Citizens and Citizenship	50	Laws Protecting Human Rights– (SAMPLE GUIDED LESSON attached).
		51	Factors affecting Human rights.
		52	Laws protecting Me.
		53	My Rights as a Child.
		54	My Democratic Rights.
		55	Morals, Ethics and Values.
		56	Social Obligation of a Citizen.
		57	How can I help my Community?
		58	Decision Making (issues in the society).
		59	Organizing Events
	Citizens and Active Citizenship	60	Create an Authentic Media Image Through Your Profile Page
		61	Know The Groups You Join in Social Media.
		62	My Freedom of Speech, Thought & Religion.
		63	My Right to Vote – (SAMPLE GUIDED LESSON attached).
		64	My Right to Education.
		65	My Right to own Property.
		66	Planting Mangroves or Other Trees.
		67	Community Awareness on Drug Abuse.
		68	Initiations into Adolescence, Manhood or Womanhood.
		69	Representing Your School, Community or Province in Sports.
		70	Significance of Girl Guides & Boy Scouts Associations of PNG.
		71	Positive Impact of PNG Hunters on its Players.
		72	Impact of Peer Educators in Schools.
		73	The Work of Youth Against Corruption Association (YACA).

Strand	Unit	Lsn#	Lesson Titles
Governance and Leadership	Good Governance	74	How do ward Councilors manage their people? – (SAMPLE GUIDED LESSON)
		75	How do ward councils manage their resources?
		76	A talk on managing people and resources by the Ward Councilor.
		77	Why is it important to manage people and resources?
		78	Ways of practicing good governance by individuals – (SAMPLE GUIDED LESSON).
		79	Approaches and attitudes of good governance by Ward Councilors.
		80	Presentations of research findings.
		81	Better practices of governing people and resources.
		82	What is custom?
		83	Importance of custom in people's life.
		84	Origin of laws.
		85	Presentation of research findings.
		86	What is law?
		87	The importance of law.
		88	Laws that govern the council ward.
		89	A speech on laws of the ward council.
	Leadership	90	Roles and responsibilities of Ward Councilors.
		91	Good and bad leaders.
		92	Charity Visit Plan and charity Visit.
		93	Impacts of effective communication in leadership.
		94	Factors affecting effective communication in leadership.
		95	Ways to enhance effective communication in leadership.
		96	Issues about effective communication.

Termly Overview

Termly Lesson Overviews

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

TERM ONE (1)							
Strand	Unit	Content Standard	Benchmark	Topic	Lsn No	Lesson Titles	Wk
Week one (1) Planning and Preparation - Orientation							
Civic Identities, Principles and Systems	Civic Identities	6.1.1.	6.1.1.1	Pacific island identities	01	I belong to the Pacific Region.	2
					02	The Pacific Way.	
					03	My Pacific Friend.	
					04	We share the Pacific Ocean.	3
					05	We care for our Island.	
					06	The importance of Pacific Symbols.	
					07	My Pacific Icon.	4
					08	Our Diversity makes us who we are.	
	Civic Principles	6.1.2.	6.1.2.1	Behaviors, morals and values in the Pacific Islands	09	Life in the Pacific Region–viewpoint.	5
					10	Negative reputation of a Pacific Islander.	
					11	Positive reputation of a Pacific Islander.	
					12	Consequences of negative behaviour in the Pacific.	6
					13	Resolutions to better morals and values.	
					14	Upholding positive morals and values.	
					15	Working towards harmony in the Pacific.	7
					16	Friendship between PNG and other Pacific countries.	
	Civic Systems-State and Civil Institutions	6.1.3.	6.1.3.1	Civic and state institutions in the Pacific Islands	17	Common Civic Institutions in the Pacific Region.	7
					18	Common State Institutions in the Pacific Region.	

TERM ONE (1)							
Strand	Unit	Content Standard	Benchmark	Topic	Lsn No	Lesson Titles	Wk
Week one (1) Planning and Preparation - Orientation							
Civic Identities, Principles and Systems	Civic Systems-State and Civil Institutions	6.1.3.	6.1.3.1	Civic and state institutions in the Pacific Islands	19	Common functions of Civic institutions in the Pacific Region.	8
					20	Common functions of State institutions in the Pacific Region.	
					21	Benefits and Influences of Civic institutions in Pacific Region.	
					22	Benefits and Influences of State institutions in Pacific Region.	9
					23	Influence of Civic Institutions on communities and societies in the Pacific Region.	
					24	Influence of State Institutions on communities and societies in the Pacific Region.	
Week Ten (10) Revision / Assessment							

TERM ONE (2)									
Strand	Unit	Content Standard	Benchmark	Topic	Lsn No	Lesson Titles	Wk		
Week one (1) Planning									
Christian Values and Principles	Christian Values and Practices	6.2.1.	6.2.1.1	Moral character, sense of self-worth and integrity.	25	Developing moral character and integrity.	2		
					26	Goodness and dignity.			
					27	Bible and you.			
			6.2.1.2	Living as a believer.	28	You and others as believers.	3		
					29	Serving others.			
			30	Friendship with others.					
			6.2.1.3	Practices of a Believer.	31	Giving to others.	4		
					32	The triune God.			
					33	The fruit of the Spirit.			
			6.2.1.4	Fruit of the Spirit.	34	Living a life by the leading of the Holy spirit.	5		
					35	The importance of values and virtues			
						Virtues and characteristics of an individual.			
			Christian Institutions and Principles	6.2.2.	6.2.2.1	Godly laws, principles, discipline and integrity.	37	Gods Laws for all persons.	6
							38	The book of Deuteronomy.	
							39	Integrity and discipline in Church	
	6.2.2.2	Delivery of God’s services.			40	Godly precepts, statutes and principles of life.	7		
					41	The Five officers of God.			
	42	Roles and responsibilities of teachers, pastor, prophets, apostles, and evangelists.			8				
	6.2.2.3	Ethics and morals of family, home and Church.				43	Conducts and ethics of God’s family in the home.		
						44	Conducts and ethics God’s family in the Church.		
					45	Conducts and ethics of God’s family in the community.			
	6.2.2.4	Teachings of laws, statutes and precepts.			46	Abraham’s Faith.	9		
			47	Roles and responsibilities of Godly family.					
	6.2.2.5	Principles of local Church organisations.	48	Principles of Local Churches.					
	Week Ten (10) Revision / Assessment								

TERM ONE (3)								
Strand	Unit	Content Standard	Benchmark	Topic	Lsn No	Lesson Titles	Wk	
Week one (1) Planning								
Christian Values and Principles	Christian Institutions and Principles	6.2.2.	6.2.2.5	Principles of local Church organisations	49	Principles of faith organizations.	2	
Citizenship and society	Citizens and Citizenship	6.3.1.	6.3.1.1	Laws that Protect Our Rights.	50	Laws Protecting Human Rights.	3	
					51	Factors affecting Human rights.		
					52	Laws protecting Me (Citizens).		
					53	My Rights as a Child.		
					54	My Democratic Rights.		
			6.3.1.2	Social Obligations.	55	Morals, Ethics and Values.	4	
					56	Social Obligation of a Citizen.		
					57	How can I help my Community?		
					58	Decision Making (issues in the society).		
					59	Organizing Events.		
	Active Citizenship and Civic Participation	6.3.2.	6.3.1.3	Promoting values of a good digital citizen.	60	Create an Authentic Media Image Through Your Profile Page (Correct Use of Media Technology).	5	
					61	Know The Groups You Join in Social Media (Use of Media Technology – using face-book responsibly).		
			6.3.2.1	Social Obligations as a Citizen Of PNG.	62	My Freedom of Speech, Thought & Religion.	6	
					63	My Right to Vote.		
					64	My Right to Education.		7
					65	My Right to own Property.		
			6.3.2.2	Organizations that help mould young citizens.	66	Planting Mangroves or Other Trees.	8	
					67	Community Awareness on Drug Abuse		
					68	Initiations into Adolescence, Manhood or Womanhood.		
					69	Representing Your School, Community or Province in Sports.		
					70	Significance of Girl Guides & Boy Scouts Associations of PNG.		9
					71	Positive Impact of PNG Hunters on its Players.		
					72	Impact of Peer Educators in Schools		
Week Ten (10) Revision / Assessment								

TERM ONE (4)							
Strand	Unit	Content Standard	Benchmark	Topic	Lsn No	Lesson Titles	Wk
Week one (1) Planning							
Citizenship and society	Active Citizenship and Civic Participation	6.3.2	6.3.2.2	Organizations that help mould young citizens.	73	The Work of Youth Against Corruption Association (YACA).	2
Governance and Leadership	Good Governance	6.4.1.	6.4.1.1	Governing People and Resources.	74	How do ward councilors manage their people?	
					75	How do ward councils manage their resources?	
					76	A talk on managing people and resources by the Ward Councilor.	
					77	Why is it important to manage people and resources?	
			6.4.1.2	Approaches of Good Governance.	78	Ways of practicing good governance by individuals.	4
					79	Approaches and attitudes of good governance by Ward Councilor.	
					80	Presentations of research findings	
					81	Better practices of governing people and resources.	
			6.4.1.2	Custom.	82	What is custom?	5
					83	Importance of custom in people's life	
					84	Origin of laws.	
					85	Presentation of research findings.	
			6.4.1.2	Law.	86	What is law?	6
					87	The importance of law.	
					88	Laws that govern the council ward.	
					89	A speech on laws of the ward council.	
	Leadership	6.4.2.	6.4.2.1	Leaders in the Council Wards.	90	Roles and responsibilities of Ward Councilor.	8
					91	Good and bad leaders.	
					92	Charity Visit Plan and charity Visit.	
			6.4.2.2	Impacts of Effective Communication in Leadership.	93	Impacts of effective communication in leadership.	9
					94	Factors affecting effective communication in leadership.	
					95	Ways to enhance effective communication in leadership.	
					96	Issues about effective communication.	
Week Ten (10) Revision / Assessment							

Timetabling Samples

Time Table

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

The 120 minutes for CCVE consists of a 30 minute period for Christian Religious Education (CRE) and 90 minutes for CCVE per week. The allocated and time break ups for Grade 6 include;

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

The total time for a school year in Grade 6 is 1650 minutes. The subject time allocations can be used by teachers to do a time table for their classes. Note that the timing starts at 7:45 am. It is aimed that this starting time be observed as it instills into the students official clocking in time in and punctuality to the official business starting time, which is 08:00am

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

Sample Time Table for a Grade 6 Class

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Assembly	Assembly	Assembly	Assembly	Assembly
8:00-8:05	Movement and Preparation - 5 minutes				
8:05-8:35	CRE	CCVE	CCVE	CCVE	C&C
8:35-8:40	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	Recess Break				
10:25-10:30	Movement and Preparation - 5 minutes				
10:30-11:00	C&C	C&C	C&C	C&C	C&C
11:00- 11:05	Movement and 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	Lunch Break				
1:05-1:10	Movement and Preparation - 5 minutes				
1:10-1:40	C&C	C&C	C&C	C&C	Maths
1:40-1:45	Movement and Preparation - 5 minutes				
1:45-2:35	Language	Language	Language	Language	Language

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20	ASSEMBLY		ASSEMBLY		ASSEMBLY
8.20 -9.00		HPE (40 mins)	Social Science		
9:20 – 10:00	CCVE	ENGLISH	CCVE	ENGLISH	CCVE
10:00 – 10:30	Recess Break				
10:30 – 11:10	MATHS	MATHS	MATHS	MATHS	MATHS
11:10 – 11:50	Social Science	Arts	CRE (60 mins)	MAL	MATHS
11:50 – 12:30	Science	Science		Science	Science
12:30 1:00	Lunch Break				
1:00 – 1:40	HPE (40 mins)		HPE (40 mins)	ARTS	Social Science
1:40 – 2:20		Social Science		HPE (60 mins)	ARTS
2:20 – 3:00	MATHS	MAL	MAL		

Time Analysis - Grades 4, 5 & 6

No	Subject/Activity	Allocated Time	No Lessons per Week	Suggested Total Minutes Per week
1	English	510	10 x 30	510
2				
3	Social Science	360	12 x 30	360
4	Mathematics	240	6 x 40	240
5	Citizenship & Christian Values Education	120	4 x 30	120
6	Christian Religious Instruction	60	1 x 60	60
7	Assembly	75	5 x 15	75
8	Sports / Community Service	??		??
9	Block Time	90		90
Total		1500		

Content Expansion (Unit of Work)

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

A unit of work helps the teacher:

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

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

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

Strand 1: Civic Identities, Principles and Systems



Unit 1: Civic Identities

Content Standard: 1.1. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.

Topic: Pacific island identities

Benchmark

B6 1.1.1. Differentiate PNG culture, symbols and values through comparison with other pacific nations.

B6 1.1.2. Justify what makes my country's symbolic identity different from other pacific countries.

Learning Objective: By the end of the topic, students will be able to; Identify and articulate values that Pacific people have in common and the values that make PNG unique.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	<ul style="list-style-type: none"> • Respect. • Tolerance. • Care. • Kindness. • Consideration. • Patience. • Cooperate. • Responsibility. • Unity. • Friendship.
Attitudes	<ul style="list-style-type: none"> • Respect for those of other genders in the group, my culture and the culture of others • Tolerate behavior and attitudes of other genders, towards other cultures. • Being responsible to meet group expectations, for cultural preservation. • Caring for the welfare of others • Being kind, considerate and helpful, enthusiastic, optimistic and practical. • Being cooperative with and appreciative of members of my cultural group. • Being faithful and committed to Christian living principles and values. • Willingness to maintain and enhance provincial unity. • Contribute positively to make a better province in small ways.

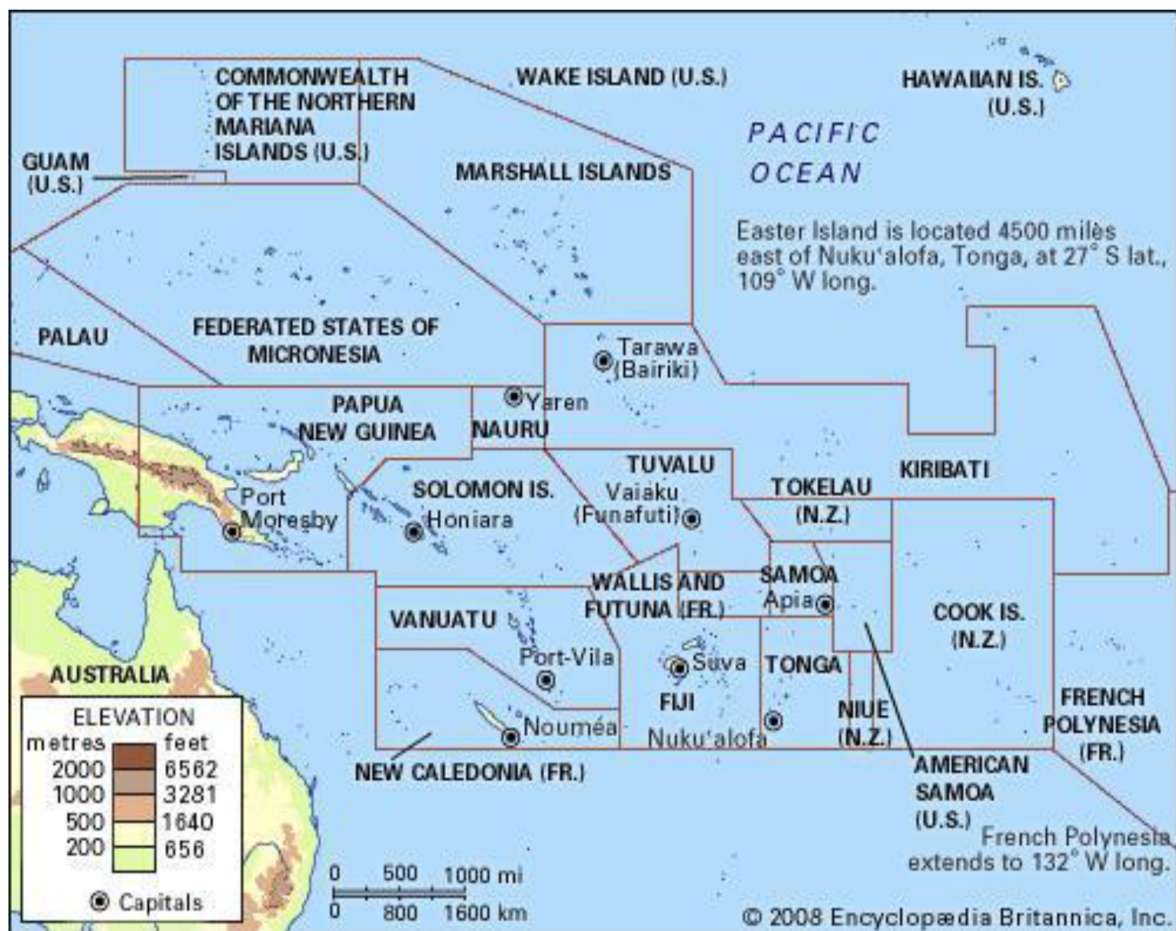
ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Skills	<ul style="list-style-type: none"> • Discuss common features of values and attitudes of roles and responsibilities as a member in my group. • Identify ways of earning respect within their peer groups and effective communication to earn respect. • Describe the roles and responsibilities that comes with group membership and reasons why you are significant to your peer group? • Explain the different roles and responsibilities in peer groups? • Make awareness on friendliness behaviours to minimize unfriendliness behaviours in peer groups. • Discuss the roles, benefits of members in their cultural groups. • Discuss the principles and values that is required of church members. • Distinguish different roles played by various prominent citizens within their province and identify ways of contributing positively to make your province better. • Identify ways of using their roles in contributing to make the group better.
Knowledge	<ul style="list-style-type: none"> • Name the common features of values and attitudes of roles and responsibilities as a member in my group. • Say the ways of earning respect within their peer groups and effective communication to earn respect. • Tell the roles and responsibilities that comes with group membership and state the reasons why they are significant to their peer group. • Describe the different roles and responsibilities in peer groups. • Explaining friendliness behaviours to minimize unfriendliness behaviours in peer groups. • Roles, benefits of members in their cultural groups. • Discuss the principles and values that are required of Church members. • State roles played by various prominent citizens within their province and identify ways of contributing positively to make your province better. • Ways of using their roles in contributing to make the group better.

Content Background - Pacific island identities

The following points can be used by the teacher to teach the students about the country or adapted when teaching about the other countries within the Pacific Islands region.

PNG and the Pacific

The Pacific Islands region is a very unique part of the world. It is located in a vast ocean and comprises some 20,000 to 30,000 islands. These islands are grouped into three categories: Melanesia, Micronesia, and Polynesia. The Islands are also classified according to two types; “high islands” or volcanic islands and “low islands” or reefs and atolls. The Pacific Islands region is also distinctive in its utter remoteness. Over 90 percent of the region is ocean with many geographically splintered nation states, physical realities that present significant communications and logistical challenges. The total population of the Pacific Islands region, including Australia and New Zealand, is over 37 million. Excluding Australia and New Zealand, the population is approximately 10 million. Papua New Guinea (PNG) is by far the largest Island country in the region with a national population of over 7 million people.



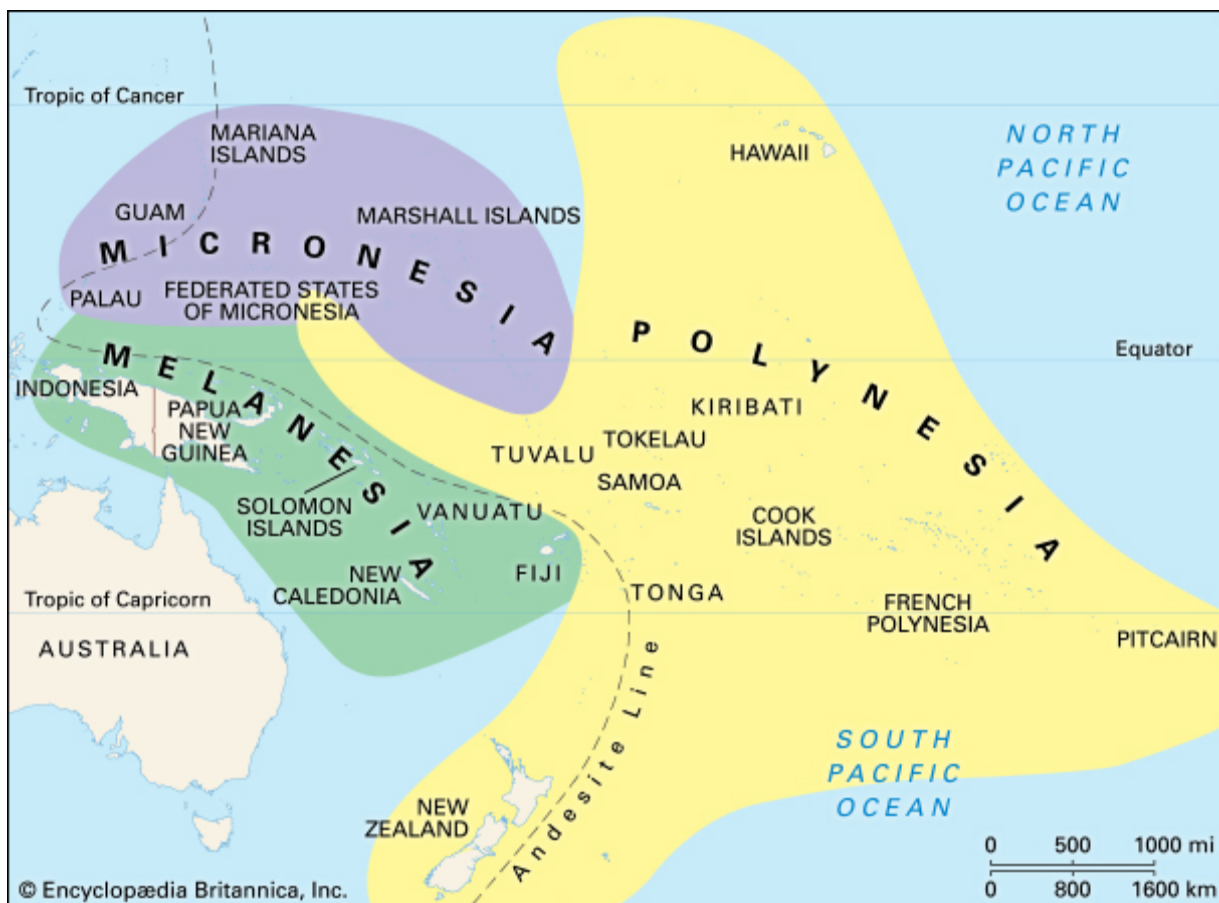
Source: Encyclopædia Britannica, Inc., 2008

PNG is one of many Pacific Island Nations. All Nations in the Pacific region share common characteristics. There also other characteristics that is unique for each Pacific Island country.

Some of the common characteristics shared by Pacific Island countries that make us different from other countries in the world are;

- All countries are islands found in the Pacific Ocean.
- We have similar land formations and vegetation such as mountains, rivers, islands and atolls, rainforests, swamps and grassland etc.
- We are located in the tropical regions, so we have similar climates.
- Because we have the similar climate and location, most Pacific Island countries grow and eat the similar types of foods, e.g. taro, yam.
- Some countries share similar cultures and values.
- Most Pacific Island countries have majority Christian populations.

Due to these and many other characteristics, PNG is regarded as a Pacific Nation.



Common values in the Pacific region

Values in the Pacific region are tied to culture. Some common values held by many Pacific Island communities include:

- Sense of Community.
- Love, respect for family and unity.
- Christian values.
- Care for and respect for the land, sea, plants and animals.

Many of the national symbols of Pacific countries reflect the values of that Pacific country.

Identity in the Pacific region

Pacific Countries are divided into three main groups based on their cultural and ethnic compositions. These three groups are given in the table below.

Melanesia	Polynesia	Micronesia
Papua New Guinea	Samoa	Federated States of Micronesia
Solomon Islands	Tonga	Mariana Islands
Fiji	Cook Islands	Guam
Vanuatu	Kiribati	Palau
New Caledonia	Tokelau	Marshall Islands
West Papua*	Tuvalu	
	French Polynesia	

*West Papua is a province of Indonesia.

Nations in each of the three (3) groups share many common characteristics and values.

National Identities and regional identity

Countries in the Pacific use our common values as a common ground to share our experiences and learn from each other. Unity in diversity is a common theme that is reflected in regional gatherings such as in Melanesian Arts and Cultural festival, Melanesian Spearhead Group, Pacific Islands Forum etc.

Apart from participating at the regional level, most countries maintain their individual national identities. Learning about the identities of other Pacific Island Nations, helps us to maintain good relations with them and to strengthen our bonds of friendship.

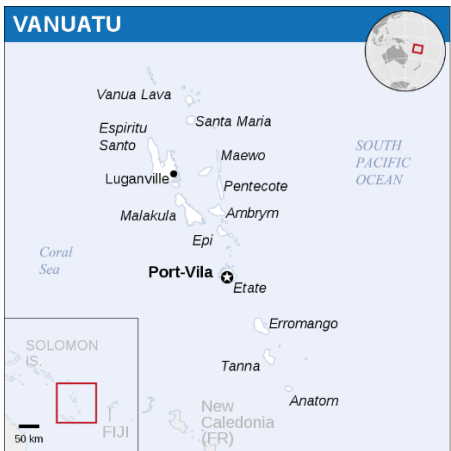

Vanuatu – Case study of another Pacific nation's National identity

Vanuatu is located South-East of Papua New Guinea and the Solomon Islands, south of Fiji and North of New Caledonia. It is a small island country.

Below are some of the main facts about Vanuatu.

Capital city	Port Vila
Year of Independence	1980
Population	272, 459 (2016 Census)
Official languages	Bislama, English, French
Currency	Vanuatu Vatu

Below is a map of Vanuatu and one of the bank notes from Vanuatu.

Map of Vanuatu	Vanuatu's National Currency
 <p>Source: Wikipedia</p>	 <p>Source: www.Banknotes.com</p>

The native people of Vanuatu are Melanesian. Their culture and local languages are similar to many of the New Guinea Islands provinces of Papua New Guinea.



Photo: Graham Crumb/Imagicity.com
Creative Commons Attribution-Share Alike 3.0 Unported license

Below are the national emblem (coat of arms), national flag and the words of the national anthem (in English, although versions are also written in French and Bislama)

Symbol	Meaning
Melanesian Warrior with the spear	Representing Vanuatu's first Prime Minister, Walter Lini.
Two leaves from the namele tree (local palm tree)	Represents peace.
Boar's tusk	Represents prosperity.
Scroll with the words "Long God Yumi Stanap"	Official motto of Vanuatu, in the local language called Bislama, which means "In God we stand."

Vanuatu's Coat of Arms
(National Emblem)



Source: Wikipedia

Symbol	Meaning
Green.	Represents the richness of the islands.
Red.	Represents the blood of wild boars and men.
Black.	Represents the indigenous people of Vanuatu.
Yellow "Y" shape.	Represents the light of the gospel going through the pattern of the islands.
Boar's tusk.	Represents prosperity as this is worn as a pendant by the people.
Two leaves of namele tree (native palm tree).	Represents peace as this tree is a symbol of peace. The total number of leaves is 39. This is the number of members in the Vanuatu's national parliament.

Vanuatu's
National Anthem



Source: www.airvanuatu.com

Some flags in the Pacific showing the Southern Cross

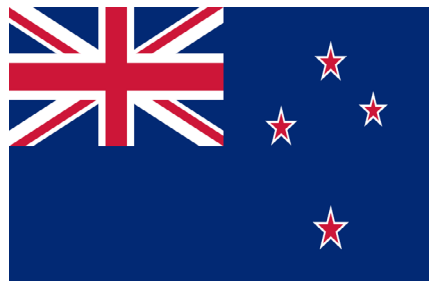
The constellation Crux — better known as the Southern Cross — have come to represent the lands that lie below the equator of which Papua New Guinea and other Pacific countries are located. It is also a reminder of the Pacific's position in the Southern Hemisphere.

The Southern Cross symbolizes Papua New Guinea's connection with several other countries in the South Pacific.

The Southern Cross has been a part of the Pacific's Indigenous cosmology for millennia. It has guided the seafaring navigators across the vast Pacific Ocean for centuries in terms of trading. Unseen in the Northern Hemisphere since the beginning of the Christian era, the Southern Cross constellation was rediscovered by European voyagers in the late 15th century and taken as a sign of divine blessing for their conquests.



Papua New Guinea



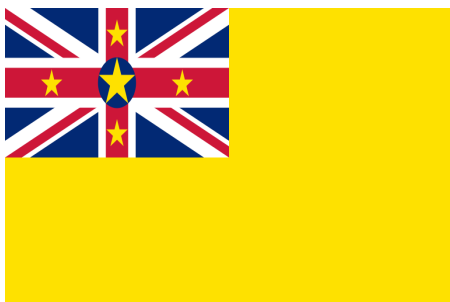
New Zealand



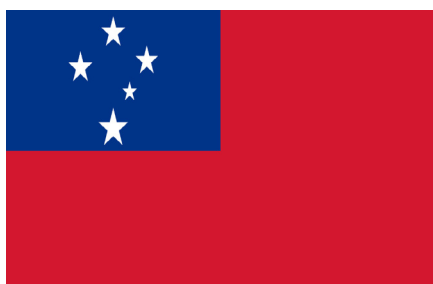
Solomon Islands



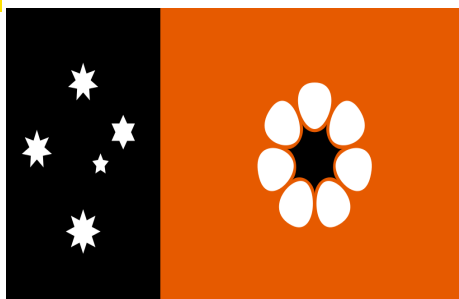
Tokelau



Niue



Samoa



Northern Territory of
Australia

"We, We, We"

CHORUS

We are, we are, we are happy to proclaim
We are, we are, we are the people of Vanuatu
God has given us this land,
We are grateful for this,
We are strong and we are free in this land,
We are all brothers!

CHORUS

Many customs of before we have,
Many customs from today,
But we are all one,
Despite our many ways!

CHORUS

We know there is plenty of work to be done,
On all our many islands,
God helps us in our work,
He is Our Father!!

CHORUS



Federated States of
Micronesia



Australian South Sea
Islanders

Sample Guided Lesson

Lesson 1: I belong to the Pacific Region

Topic 1: Pacific island identities

Strand 1: Civic Identities, Principles and Systems

Unit 1: Civic Identities

Content Standard: 6.1.1. Students will be able to analyze various civic systems, their function and benefits, the influences on the livelihood of the civic they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities.

Benchmark:

B6 1.1.1. Differentiate PNG culture, symbols and values through comparison with other pacific nations.

B6 1.1.2. Justify what makes my country's symbolic identity different from other pacific countries.

Learning Objectives: By the end of these Topics, students will be able to:

1. Identify and articulate values that Pacific people have in common and reason the values that make PNG unique.

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

1. **Affective Objective:** Express how they feel about being a person belonging to a region with group of people who share common culture and ocean.
2. **Psychomotor Objective:** Compare the uniqueness of PNG to the rest of Pacific countries and the Pacific countries to the world.
3. **Cognitive Objective:** Explain how Pacific nations are different from the rest of the world.

Resource: _____

Reference: _____

Key Concepts:

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Show respect for other Pacific country. • Unity with other citizens of the Pacific Region. • Tolerance of differences in values. 	<ul style="list-style-type: none"> • Respect for common values of Pacific nations. • Tolerance of differences in values. • Being united as a region with common values. 	<ul style="list-style-type: none"> • Show and promote respect, tolerance and unity in the Pacific region. • Make comparisons of the uniqueness of PNG and the Pacific to the rest of the world. 	<ul style="list-style-type: none"> • Common culture values and explanation of why PNG is regarded as a Pacific nation. • Explanation of how Pacific Nations are different from other nations in the World?

Note:

- Key concepts must complete statements.
- For example; Respect for school authority, Identifying different types of authorities in the community, Definition of Leader.

Teacher Background Notes:

This is an introductory lesson to unit 1. It introduces PNG as a Pacific nation and describes the ways that people and their culture are related to each other and the diversity of cultural identity that makes one nation differs from another. It provokes students to explore the different characteristics of different Pacific nation.

The story of Moana is about a little girl who is a daughter of a Chief. She loves her Island and her people. Her people were great sailors who once sailed the ocean. However, through time Mawi (a warrior chosen by the Gods) out of pride and greed, stole the heart of Tafiiti (a Goddess of nature), and the earth and sea became unfriendly to the people. Then onward sailors did not sail the ocean again. Moana was challenged by her grandmother to restore the heart of Tafiiti. She bravely sailed out to seek Mawi and through many dangerous voyages, they were able to restore the heart of Tafiiti, which gave life back to the island.

Teaching and Learning Activities

Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction The story of Moana.	Tell the story Ask student what they think about the story.	Express their thoughts about what each character represent. 1. Moana's (Me) 2. Mawi's (attitude) 3. Tafity (My Island)
Body I belong to the Pacific Region.	Activity 1: Ask students to highlight characteristic that make PNG a member of Pacific Nations. 1. How do you feel about PNG being a Pacific nation? 2. What are the common attitudes we portray? 3. How do feel about Global warming?	Students in small groups will explore and identify the common characteristic of Pacific Nations; Eg; We are a Community that shares an ocean, we live and feed on our island (subsistence farmers and fishermen).
	Activity 2: Ask students to clarify what makes PNG different from other Pacific nation by their identity and culture. a. Ask students to explain the different identities and cultures that make PNG unique from other Pacific Nation. b. How do you feel about PNG's attitude compared to other Pacific nation? c. What makes Pacific nations different from the World?	Students in small groups will identify and justify characteristic that make PNG different from other Pacific Nations; a. Differentiate identity and culture of PNG to other Pacific nation. b. Demonstrate respect when they compare PNG with other nations. c. Explain how Pacific people address Global Warming compared to other countries in the World.
Conclusion Connect lesson with Moana's story	Moana had a connection to her Island and its people, do you feel the same? When Mawi took away the heart of Tafiti he felt responsible to replace it. Do you feel responsible to correct your attitude towards other PNG and Pacific friends? Tafity, our Island is affected by global warming. How can we work in unity to Save Pacific Islands?	Students relate themselves to the Pacific Islands and share their connections. Students list down attitudes that need to be corrected to be a better citizen. Discuss ways to work in unity to save the Pacific Islands.

Sample Performance Assessment

Strand 1: Civic Identities, Principles and Systems

Unit 1: Civic Identities

Benchmark: B6 1.1.1. Differentiate PNG culture, symbols and values through comparison with other pacific nations.

Performance Indicator:

- Differentiate PNG culture, symbols and values with other Pacific nations.
- Compare common culture, symbols and values of PNG and other Pacific Nation.

Topic: Pacific island identities

Essential Questions:

- How do you feel about PNG being part of the Pacific Nations?
- What are the different values that PNG share with other Pacific Nation?
- What are the common values that PNG share with other Pacific Nation?

Value: Appreciate the fact that PNG share the same ocean as other Pacific Nations and respect our diversity that make us who we are.

Essential Skill: Demonstrate respect and unity when comparing PNG with other Pacific nation through their activities.

Concepts: Identifying common values and difference between PNG and other Pacific nations.

Assessment Task: I belong to the Pacific Region.

Purpose: Your task is to examine the cultures of other Pacific nations and distinguish their differences from common values that they share with PNG.

Instructions:

1. Select 5 Pacific nations to compare with PNG.
2. Read about their culture and things they values and make the following comparisons.
 - a. Differentiate identity and culture of PNG to other Pacific nation?
 - b. Demonstrate respect when they compare PNG with other nations?
 - c. Explain how Pacific people address Global Warming compared to other countries in the world?
 - d. Differentiate identity and culture of PNG to other Pacific nation?
 - e. Demonstrate respect when they compare PNG with other nations?
 - f. Explain how Pacific people address Global Warming compared to other countries in the world?

Assessment Rubrics

Performance Standard/Criteria	Advanced 4	Meet Standard 3	Progressing 2	Not Yet 1
Differentiate identity and culture of PNG to other Pacific Nation.	Identify more than 5 characteristics that make PNG different from other Pacific Nations.	Identify 5 characteristics that make PNG different from other Pacific Nations.	Identify less than 5 characteristics that make PNG different from other Pacific Nations.	Identify less than 3 characteristics that make PNG different from other Pacific Nations.
Compare common values that PNG have with other nations and describe how it relates to our identity.	Indication of respect when comparing PNG identity with other Pacific Nation and relating it to Pacific Identity.	Indication of respect when comparing PNG with other Pacific Nation.	Compare PNG with other Pacific Nation.	Instruction not clear.
Explain how Pacific people address Global Warming compared to other countries in the world.	Write a descriptive paragraph on how Global warming affects their lives and explain how they can inform their people about its effects.	Write a descriptive paragraph on how Global warming affects their lives.	Write a paragraph on how Global warming.	Write a sentence or two about Global warning.

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit. 1.

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
2	The Pacific Way	<ul style="list-style-type: none"> • Unity • Respect • Tolerance 	<ul style="list-style-type: none"> • Respect for common values of Pacific Nations. • Being considerate and tolerant for our differences. • Being united as a region with common values. 	<ul style="list-style-type: none"> • Examine practical ways to express national identity and compare the significant of Pacific symbols. • Make comparisons of the uniqueness of PNG and the Pacific to the rest of the world. 	<ul style="list-style-type: none"> • Common values in the Pacific Nations.
3	My Pacific Friend	<ul style="list-style-type: none"> • Unity • Respect • Tolerance 	<ul style="list-style-type: none"> • Respect for common values of Pacific Nations. • Tolerance for differences in values and symbols. • Being united as a region with common values. 	<ul style="list-style-type: none"> • Investigate and explain the role of Ambassadors. • Examine PNG's values and other Pacific nations. • Make comparisons of the uniqueness of PNG to the other nations in the Pacific. 	<ul style="list-style-type: none"> • Roles of Ambassadors • PNG's values and other Pacific Nations. • Facts about specific Pacific countries.
4	We share the Pacific Ocean	<ul style="list-style-type: none"> • Unity • Respect • Commitment 	<ul style="list-style-type: none"> • Respect for common values of Pacific nations. • Respect and care for our Pacific Ocean. • Commit themselves to correct their attitude to minimize global warming. • Being united as a region with common values. 	<ul style="list-style-type: none"> • Examine negative values in the Pacific region. • Develop strategies to resolve negative regional values. 	<ul style="list-style-type: none"> • Negative values in the Pacific region. • Ways of changing negative values.

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
5	We care for our Island	<ul style="list-style-type: none"> • Unity • Respect • Commitment • Tolerance 	<ul style="list-style-type: none"> • Respect for common values of Pacific Nations. • Respect and care for our Pacific Nations • Commit themselves to correct their attitude to minimize global warming. • Being united as a region with common values. • Tolerance for differences in values and symbols. 	<ul style="list-style-type: none"> • Examine positive values connected to our land in the Pacific region. • Strategies ways of enhancing positive values and preserving diversity. 	<ul style="list-style-type: none"> • Positive values connected to our land in the Pacific region. • Ways of enhancing positive values and preserving diversity.
6	The importance of Pacific Symbols	<ul style="list-style-type: none"> • Unity • Respect 	<ul style="list-style-type: none"> • Respect for symbols of Pacific region. • Being courteous towards others. • Being united as a region with common values. 	<ul style="list-style-type: none"> • Develop strategies for promoting and preserving regional symbols. 	<ul style="list-style-type: none"> • Symbols of the Pacific region. • Ways of promoting Pacific identity through Pacific symbols.
7	My Pacific Icon	<ul style="list-style-type: none"> • Unity • Respect • Courteous 	<ul style="list-style-type: none"> • Respect for different Pacific Icons. • Being united as a region with common values. • Show courteous for our icons and that of others as our Pacific Identity. 	<ul style="list-style-type: none"> • Giving opinions to improve and maintain supporting reasons for their opinions • Provide creative ideas to improve and maintain our own icons and that of others 	<ul style="list-style-type: none"> • Positive and negative values in the Pacific region. • Provide supporting reasons for their opinions. • Icons and their significant to each Pacific nation. • Create a better icon to represent PNG in the Pacific.
8	Our Diversity makes us who we are.	<ul style="list-style-type: none"> • Respect • Tolerance • Unity • Practicality • Harmony 	<ul style="list-style-type: none"> • Respect for common values of Pacific Nations. • Tolerance for diversity. • Being united and live in harmony as a region with common values. 	<ul style="list-style-type: none"> • Develop strategies for promoting, preserving and enhancing regional values and symbols. 	<ul style="list-style-type: none"> • Ways of protecting, preserving and enhancing the prestige of Pacific values and symbols.

Sample Grade 6 Proficiency Assessment

Strand 1:	Civic Identities, Principles and Systems.
Unit 1:	Civic Identity.
Topic:	My group, my roles and my responsibilities in my province.
Benchmark:	6.1.1.1. Differentiate PNG culture, symbols and values through comparison with other Pacific Nations.
Content Standards:	6.1.1.2. Justify what makes my country's symbolic identity different from other Pacific Nations.
Performance Indicators:	<ol style="list-style-type: none"> 1. Analyze PNG culture and values and compare them to the culture and values of other Pacific Nations. 2. Analyze the national symbols of PNG and compare them to similar symbols of other Pacific Nations. 3. Examine common values shared by Pacific Nations. 4. Examine the national symbols of Pacific countries and identify their characteristics and values of those countries.

Assessment Task: Flags of the Pacific

National flags are symbols of pride for many nations. All national flags contain symbols that define the identity of their nation. Symbols of the nation's identity can be in the form of pictures, colours etc.

Purpose: Assess students' ability to analyze national symbols, derive meanings and make comparisons of portrayed values.

Task Details

Students will choose a flag from one of the Pacific countries.

- They will draw the flag, label and describe the important features of the flag.
- They will be required to explain the meaning of each of the features and relate these to the characteristics and values of that country that are represented by the features of the flag.
- They will compare the characteristics and values of the country that they have chosen to those of PNG.

Performance Criteria

1. Description of a Pacific country's flag
 - Drawing of the Pacific country's flag.
 - Labelling and describing different features of the Pacific country's flag.
2. Interpretation of the symbolism of the Pacific country's flag
 - Give the meanings of the different features of the Pacific country's flag
3. Comparison of the Pacific country's values to PNG's values.
 - Discussion of the similarities in characteristics and values of the

Pacific countries to PNG.

- Discussion of the differences in the characteristics and values of the Pacific countries to PNG.

A sample scoring rubric is shown below.

Flags of the Pacific

Scoring rubrics

Category Criteria	Level 1 Beginner	Level 2 Developing	Level 3 Proficient	Level 4 Exemplar
Drawing and labeling of the Pacific country's flag.	Draw and label only a few (1 or 2) features of a Pacific nation's flag.	Draw and label some features of a Pacific nation's flag.	Draw and label features of a Pacific nation's flag fully.	Draw and label features of a Pacific nation's flag fully and clearly.
Description of the features of the Pacific country's flag.	Simple, brief or incomplete description of the features of the Pacific country's flag.	Simple description of the features of the Pacific country's flag.	Clear description of the features of the Pacific country's flag.	Clear and articulate description of the features of the Pacific country's flag.
Give the meanings of the different features of the Pacific country's flag.	Meaning of all the different features is simple, too brief or incomplete.	Meaning of all the different features is explained in simple terms.	Meaning of all the different features is clearly explained.	Meaning of all the different features is clearly and articulately explained.
Discussion of the similarities in characteristics and values of the Pacific countries to PNG.	Similarities in characteristics and values of Pacific countries and PNG is simple, too brief or incomplete.	Similarities in characteristics and values of Pacific countries and PNG is explained in simple terms.	Similarities in characteristics and values of Pacific countries and PNG is clearly explained.	Similarities in characteristics and values of Pacific countries and PNG is clearly and articulately explained.
Discussion of the differences in the characteristics and values of the Pacific countries to PNG.	Differences in characteristics and values of Pacific countries and PNG is simple, too brief or incomplete.	Differences in characteristics and values of Pacific countries and PNG is explained in simple terms.	Differences in characteristics and values of Pacific countries and PNG is clearly explained.	Differences in characteristics and values of Pacific countries and PNG is clearly and articulately explained.

Unit 2: Civic Principles

Content Standard: 1.1. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.

Topic: Behaviors, morals and values in the Pacific Islands

Benchmark:

B6 1.2.1. Distinguish positive and negative values practiced within the pacific region.

B6 1.2.2. Make informed decisions on situations relating to morals and values.

Learning Objective: By the end of the topic, students will be able to; Distinguish and explain their roles and responsibilities as a member of a group contributing positively in their province.

ESSENTIAL VASKs	
Values	<ul style="list-style-type: none"> • Respect. • Considerate. • Tolerance. • Honest. • Cooperative. • Love. • Self-discipline. • Courteous. • Trustworthy. • Amicable. • Unity. • Tactful. • Approachable. • Obedience. • Assertiveness.

ESSENTIAL VASKs

Attitudes	<ul style="list-style-type: none"> • Being considerate of issues/situations. • Responsibility to appreciate and respect others in the Pacific Region. • Not open minded to differences in the Pacific Region on issues and situations. • Being dishonest to others. • Being respectful, courteous and considerate. • Being truthful, hardworking. • Being responsible. • Learn the ethics, values and morals of your country and others in the region. • Observe and participate in positive ethics, values and morals of the Pacific. • Learn common rules that are accepted in the region. • Observe and demonstrate positive behaviors that can influence and affect others. • Being considerate of others. • Being tolerant of differences in cultures, beliefs, ethics, morals and values. • Learn about others in the Pacific: the rules, practices, belief systems, values and way of life. • Develop strategies of working with others to build harmony in the Pacific. • Being considerate of others. • Learn to respect the relationship that PNG has with other countries. • Being responsible of your actions and the effects they have on others. • Being patriotic about the country and the Pacific.
Skills	<ul style="list-style-type: none"> • Look for opportunities to be of service/Look for opportunity to advocate positive behavior. • Controlling and managing ones issues / situations. • Taking ownership by caring for the country they live in. • Simple and positive Communication. • How to accept differences and interact with others without hurting them • Interpret the root cause of a negative issue /situation and be able to translate it to a positive outcome. • How Positive interaction and cooperation with others? • How to practice self-control? • How to work and interact harmoniously and responsibly with others? • How to consider others feelings without hurting them? • How to interact and promote positive values and morals? • How to work with different people and be tolerant? • How to interact and promote positive values and morals? • How to care for one another? • How to build and maintain a good and understanding relationship?
Knowledge	<ul style="list-style-type: none"> • Know the rules of the Pacific Region. • Meaning of disrespect, discourteous, disobedience, intolerance inconsideration and lack of self-discipline. • The positive behaviors of communicating respecting, tolerance, honesty and responsibility. • Know what Respect, obedience, loyalty, tolerance, consideration and self-discipline in the Pacific is. • Respect, obedience, loyalty, tolerance, consideration and self-discipline in the Pacific. • Good values and morals in their country and within the Pacific Islands. • Know the lifestyle of cultures, traditions values and morals in the Pacific Region. • Services that are provided in the Pacific region. Eg: Education, jobs, medical, tourism.

Content Background - Behaviour, morals and values in the Pacific Region

In grade five students learned about the civic values of the country. The positive values, morals and behaviours that they are expected to show or abide by as responsible citizens.

In grade six the focus is now on the Pacific Region. Students will be able to study and make comparisons of the way of life, different cultures, values, ethics and morals found in the Pacific. They will be able to think not only as a Papua New Guinean but as a member of the Pacific region. They will learn about how positive behaviour, morals and values can have an impact in the lives of people in the Pacific. Some positive values that will be learning in this topic are: being obedient, being loyal, trustworthy, being tolerant, being considerate, and being amicable.

The student will learn how to communicate using simple and positive communication, learning to respect others, upholding positive behaviours, values and morals.

The students will learn about different types of relationship Papua New Guinea has with other countries in the Pacific. For example: The South Pacific forum, The Melanesian Spearhead Group, The South Pacific Games, Miss South Pacific Pageant, South Pacific festival of Arts, Education, Jobs, medical and tourism..

Extracted from SPREP annual report 2016, the following show examples of how positive behaviour, morals and values can have an impact in the lives of people in the Pacific. It shows what citizens are doing as part of their civic responsibility to help their communities around the Pacific.



Photo: A. Peterson

Papua New Guinea shows success in Protected Area effectiveness

Ninety-five percent of the Protected Areas in Papua New Guinea were assessed in 2016 (100% by March 2017) by SPREP to determine how well they are achieving their goal of protecting natural or cultural values. A global tool was adapted to suit PNG and used to assess how well conservation areas are being managed and what is needed to assist in improving management. Of the protected areas assessed, more than 70% are reported to be in good or very good condition overall. This activity was carried out by SPREP in partnership with UNDP and the Conservation and Environment Protection Authority of PNG.



Photo: © Stuart Chape

French Polynesia part of Pacific history at First Clean Pacific Roundtable

Representatives from French Polynesia joined the inaugural Clean Pacific Roundtable in Fiji in July 2016, to discuss ways to properly manage waste and pollution. The Roundtable will be held every two years for the duration of the Cleaner Pacific 2025 Strategy and will act as a crucial mechanism for improving and innovating waste prevention and management in the Pacific region.





Tivan High School entry.



Photo: V.Jungblut/SPREP

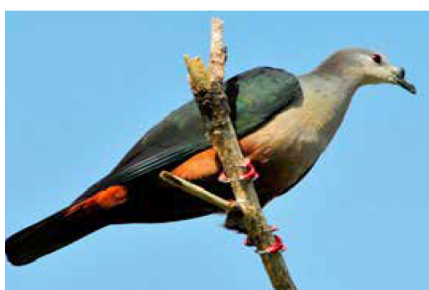


Photo: Marshall Islands Conservation Society

Training in Nauru opens door for cross-learning across the Pacific

In 2016, Nauru took the first step toward marine spatial planning (MSP), a process that brings multiple users of the ocean together to make informed and coordinated decisions about how best to use marine resources sustainably. The MSP training followed a workshop on Geographic Information Systems (GIS) which was open to Nauru government authorities, communities and NGOs. It also promoted cross-learning and a platform for exchange with other countries, bringing together IIB Project coordinators from the Cook Islands, Tonga and Tuvalu to take part. The workshop was implemented by the Nauru GEF-PAS Integrated Island Biodiversity Project (GEF-PAS IIB) in partnership with SPREP; the Nauru Fisheries and Marine Resources Authority, Department of Commerce, Industry and Environment, Government of Nauru; and CSIRO.



Photo: R.Wright/SPREP



Lefaga College entry.

High School in Guam takes third place in Pacific regional school challenge

Tivan High School in Guam won third place in the Invasive Species Regional Schools Challenge. The SPREP Invasive Species Regional Schools Challenge, a Global Environment Facility Pacific Alliance for Sustainability Invasive Alien Species in the Pacific Islands Project (GEF-PAS IAS) initiative, was held over the duration of 2016. SPREP Members were provided with invasive species toolkits to coordinate the competition nationally with schools. Along with a range of information about invasive species, the toolkits also included a list of 'challenges' for classrooms to select from and complete. These challenges were then entered for judgment at the national level, from which the top three entries were submitted for the regional school challenge competition.

Kiribati improving Protected Areas

A national stakeholders workshop was held in Kiribati, supported by the Biodiversity and Protected Areas Management (BIOPAMA) project, to discuss national and local level coordination arrangements for protected areas, with a particular focus to enhance information available on the Pacific Islands Protected Areas Portal (PIPAP). This included protected areas administration and management, verifying capacity needs, determining gaps in protected area information, identifying current national data repositories and the types of data available and stored. BIOPAMA helps countries to meet their national priorities and regional and global commitments related to protected areas.

Conservation success story for Republic of the Marshall Islands

Featured in the State of Environment Report for the Republic of the Marshall Islands is the endemic species *Ducula oceanica radakensis* (Ratak Micronesian Pigeon), known locally as Mule. Their habitat and feeding grounds on Majuro is less than ten square miles. In 2006, the Marshall Islands Conservation Society initiated a project to restore the Mule on Majuro. The population of Mule declined to just eight breeding pairs due to human activity, predators and the loss of habitat. The Mili Atoll bird expedition led by MICS in 2009 confirmed that Majuro and Mili were the only atolls left where the Mule occurs. However, their population on Mili was not known. The Mule campaign has since made significant progress in population recovery where 80 birds were recorded. The restoration of their natural habit and community awareness campaigns made a big difference, with the numbers of Mule increasing.

Invasive species school challenge in Samoa

The private sector of Samoa came together with the Ministry of Natural Resources and Environment (MNRE), Ministry of Education, Sports and Culture (MESC), and SPREP through the GEF-PAS IAS Project, to support the invasive species schools challenge. Led by MNRE, with the support of partners, the invasive species challenge toolkit was translated into Samoan and distributed to schools across the country. It was with the help of partners that prizes were also made available to the top three winning entries for the two different categories of primary and second school submissions. The first prize for primary schools went to All Saints Anglican, with Vaitele Uta winning second prize, followed by Vailele, Falealupo, and Faleaseela. For the secondary schools category, the winners were Lefaga for first place, followed by Mataaeavave, Nuuausala, Safata, and Chanel. The private sector partners who generously supported the Samoan School Challenge on Invasive Species included ANZ Samoa, Samoa Stationary and Books, Business Systems Limited, and Samoa Commercial Bank.

Sample Guided Lesson

Lesson 9: Life in the Pacific Region–viewpoint

Strand: Civic Identities, Principles and Systems.

Unit 2: Civic Principles

Content Standard: CS6.1.2. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.

Benchmark:

B6 1.2.1. Distinguish positive and negative values practiced within the pacific region

Learning Objectives: By the end of these Topics, students will be able to:

Evaluate moral and ethical values within their societies and how they can relate to other societies in the Pacific.

Topic 1: Behaviors, morals and values in the Pacific Islands

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

Affective Objective: Appreciate and respect the different cultures and people in the Pacific Region.

Psychomotor Objective: Develop positive advocacy skills to promote cultures and lifestyles and general knowledge about other islands in the Pacific.

Cognitive Objective: Identify the different countries and people in the Pacific Region.

Resource: School atlas, magazines of pacific countries, Notes in the appendices

Reference: Grade 4, 5 and 6 syllabus Pages,____ Grade 6 Teachers Guide Pages____,

Key Concepts:

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Being respectful to others. • Being considerate and tolerant for diversity. • Being honest. • Being cooperative. • Appreciate relationship PNG has with other Pacific countries. 	<ul style="list-style-type: none"> • Think of thoughtful things to do for the Pacific region. • Being considerate of different cultures and their lifestyle in the Pacific. • Responsibility to appreciate and respect others in the Pacific Region. 	<ul style="list-style-type: none"> • Look for opportunity to advocate positive behavior. • Taking ownership by caring for the Pacific country they live in. 	<ul style="list-style-type: none"> • General knowledge of the countries, maps, people, languages , land mass, cultures, , traditions and flags in the Pacific Region.

Note:

- Life in the Pacific.
- For example; appreciate and respect people and cultures in the Pacific. Identifying different people in the Pacific, Respect for identities of our Pacific countries.

Teacher Background Notes:

This lesson is about the general knowledge of Life in the Pacific in which Papua New Guinea is a part of the Pacific island. Teachers will guide students to identify the countries in the Pacific Region. They should generally learn and be guided to research about one country of their choice in groups. They should be able to learn about general features and information about the Pacific country. e.g. Map, land mass, languages, people, cultures and tradition traditional attire.

The story of Moana is about a little girl who is a daughter of a Chief; she loves her Island and her people. Her people were great sailors who once sail the ocean. However, through time Mawi (a warrior chosen by the Gods) out of pride and greed, stole the heart of Tafiiti (a goddess of nature), and the earth and sea became unfriendly to the people. Then onward sailors did not sail the ocean again. Moana was challenged by her grandmother to restore the heart of Tafiiti. She bravely sailed out to seek Mawi and through many dangerous voyages, they were able to restore the heart, which gave life back to the Island.

Teaching and Learning Activities

Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction Must always consist a Moral/ Opinionative/Bias/ View Point Activity	Teacher will tell the story or show a video on Moana	<ul style="list-style-type: none"> Students will answer guided questions prepared by the teacher.
Body	Activity 1: Use the world map or school atlas to discuss and locate Pacific countries in the region.	<ul style="list-style-type: none"> Students will discuss and locate countries in the Pacific using the world map
	Activity 2: Use the map to describe one pacific country of their choice and relationship it has with PNG. features	Students will use the map to identify and list down countries in the Pacific Region.
Conclusion	Teacher will ask students why it is important to have good relationship with people from the Pacific region.	Students will display their work and relate their activity to the moral of the story earlier and how it can build harmonious working relationship with countries in the Pacific.

Note: The highest number of Activities in a lesson should be no more than 2 activities. The best CCVE lesson is one that has a lesson that is engaging all students and allows every single child to be involved in, even if it means doing only 1 activity in a lesson, and achieves all 3 lesson objectives.

Sample Performance Assessment

Strand 1: Civic Identities, Principles and Systems.

Unit 2: Civic Principles.

Benchmark:

B6 1.2.1 Distinguish positive and negative values practiced within the pacific region.

Topic: Behaviors, morals and values in the Pacific Islands.

Lesson 9: Life in the Pacific

Checklist

Assessment Rubrics			
	Place a tick in one of the boxes where applicable	Achieved	Not Achieved
1	Student can Identify and locate PNG on the World map.		
2	Student can describe a feature found in a Pacific country of their choice.		
3	Student is able to identify and describe a positive behavior practiced by the people of PNG.		
4	Students can explain why it is a bad practice to tolerate a negative behavior PNG.		
5	Student is able to describe the importance of aluing a positive moral as a pacific islander.		
6	Student can be able to identify at least two capital cities in the Pacific region.		
7	Student can name at least two countries in the Pacific.		
8	Student can describe a negative behaviour observed in PNG.		
9	Student is able to describe the consequences of negative behavior.		

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit.2

Specific Lesson titles and VASKs for Unit. 1.

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
10	Negative reputation of a Pacific Islander.	<ul style="list-style-type: none"> • Respect • Tolerance • Honesty • Love • Courteous 	<ul style="list-style-type: none"> • Being disrespectful and discourteous. • Not open minded to differences in the Pacific Region on issues and situations. • Being dishonest to others. 	<ul style="list-style-type: none"> • Simple communication. • How to accept differences and interact with others without hurting them. • Interpret the root cause of a negative issue /situation and be able to translate it to a positive outcome. 	Knowledge of disrespect, discourteous, disobedience, intolerance, inconsideration and lack of self-discipline.
11	Positive reputation of a Pacific Islander.	<ul style="list-style-type: none"> • Respect • Tolerance • Honesty • Self-discipline • Trustworthy • Approachable 	<ul style="list-style-type: none"> • Being respectful, courteous and considerate. • Being open-minded to differences, determined on changing yourself, • Being truthful, hardworking • Being responsible. 	<ul style="list-style-type: none"> • Simple and positive communication. • How to work and interact harmoniously and responsibly with others. 	Knowledge of the positive behaviors of communicating respecting, tolerance, honesty and responsibility.
12	Resolutions to better morals and values.	<ul style="list-style-type: none"> • Self- Respect • Tolerance • Honesty • Trustworthy • Tactful • Unity • Amicable 	<ul style="list-style-type: none"> • Learn the ethics, values and morals of your country and others in the region. • Observe and participate in positive ethics, values and morals of the Pacific. 	<ul style="list-style-type: none"> • Simple communication. • Positive interaction. and cooperation with others. • Practice self-control. 	Knowledge of Respect, obedience, loyalty, tolerance, consideration and self-discipline in the Pacific.
13	Consequences of negative behavior in the Pacific.	<ul style="list-style-type: none"> • Obedience • Consideration • Self-discipline • Tactful • Amicable • Respect • Tolerance 	<ul style="list-style-type: none"> • Being disrespectful and impolite • Being irresponsible • Not open-minded to differences, not determined on changing yourself. • Not being tactful. • Being lazy. 	<ul style="list-style-type: none"> • Simple positive Communication • Responsible for own behavior/ Adapting positively to different conditions and situations. • Being productive and self-sustaining. 	Knowledge of disrespect, intolerance, dishonesty, unproductive, not tactful dependence, disobedience, inconsideration and lack of self-discipline in the Pacific.

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
14	Upholding positive morals and values.	<ul style="list-style-type: none"> • Obedience • Consideration • Self-discipline • Loyal • Trustworthy • Respect • Appreciation • Tactful • Tolerance 	<ul style="list-style-type: none"> • Learn common rules that are accepted in the region. • Observe and demonstrate positive behaviors that can influence and affect others. • Being considerate of others. • Being tolerant of differences in cultures, beliefs, ethics, morals and values. 	<ul style="list-style-type: none"> • Simple Communication • How to consider others feelings without hurting them • How to interact and promote positive values and morals. 	<p>Knowledge of good values and morals in my country and in the Pacific.</p> <p>Knowledge of being responsible for upholding and ensuring that positive values and morals are upheld.</p>
15	Working towards harmony in the Pacific.	<ul style="list-style-type: none"> • Compassion • Care • Loyal • Pride • Respect • Gratefulness • Tolerance • Harmonious • Selflessness • Amicable • Friendliness • Accepting 	<ul style="list-style-type: none"> • Learn about others in the Pacific: the rules, practices, belief systems, values and way of life. • Develop strategies of working with others to build harmony in the Pacific. • Being considerate of others. 	<ul style="list-style-type: none"> • Simple Communication. • How to work with different people and be tolerant? • How to interact and promote positive values and morals? 	<ul style="list-style-type: none"> • Knowledge of acceptable values and morals in the Pacific. • Knowledge of different state and civic institutions that are in the Pacific region that works to uphold and maintain peace in the Pacific. • Knowledge of duty to protect the pacific region and PNG to maintain harmony.
16	Friendship between PNG and other Pacific countries.	<ul style="list-style-type: none"> • Assertiveness • Love • Care • Pride • Unity • Tolerance • Loyalty • Thoughtful • Friendliness • Nurturing 	<ul style="list-style-type: none"> • Learn to respect the relationship that PNG has with other countries.. • Being responsible of your actions and the effects they have on others. • Being patriotic about the country and the Pacific. 	<ul style="list-style-type: none"> • Simple meaningful Communication. • How to care for one another? • How to build and maintain a good and understanding relationship? 	<ul style="list-style-type: none"> • Know the types of relationship that PNG has with other Pacific countries. • Eg: SP Games, SP Forum, Miss SP Pageant, Melanesian Spearhead Group. SP Festival of Arts. • Knowledge of services that are provided in the Pacific region. Eg: Education, obs, medical and tourism.

Sample Grade 6 Proficiency Assessment

Strand: 1. Civic Identities, Principles and Systems.

Unit: 2: Civic Principles

Benchmark: B6 1.2.1. Distinguish positive and negative values practiced within the pacific region.

Topic: Behaviors, morals and values in the Pacific Islands.

Lesson 9: Life in the Pacific Region–viewpoint

The rating system

Assessment can be scored using a rubric (analytical rubric), checklists, or rating scales. The rating levels are displayed in this document as follows:

Key check () the correct number that applies to each statement	
Rating Level	Rating Points
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Performance Standard/Criteria		1	2	3	4	5
	Place a tick in one of the boxes where applicable.					
1	Student can Identify and locate PNG on the World map.					
2	Student can describe a feature found in a Pacific country of their choice.					
3	Student is able to identify and describe a positive behavior practiced by the people of PNG.					
4	Students can explain why it is a bad practice to tolerate a negative behavior PNG.					
5	Student is able to describe the importance of valuing a positive moral as a pacific islander.					
6	Student can be able to identify at least two capital cities in the Pacific region.					
7	Student can name at least two countries in the Pacific.					
8	Student can describe a negative behavior observed in PNG.					
9	Student is able to describe the consequences of a negative behavior.					

Unit 3: Civic Systems

Content Standard: 1.1. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.

Topic: Benefits and influences of civic and state institutions

Benchmark:

B4 1.3.1. Explain the functions, benefits and the influences of various civic institutions on their lives.

B4 1.3.2. Explain the functions, benefits and the influences of various state institutions on their lives.

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

- Distinguish various civic and state institutions in their province and the responsibilities of individuals' to the civic systems as citizens.
- Explain roles, benefits and influences of civic systems on their lives.

ESSENTIAL VASKs	
Values	<ul style="list-style-type: none"> • Appreciation. • Care. • Respect . • Tolerance. • Consideratio. • Self-discipline. • Responsibility.
Attitudes	<ul style="list-style-type: none"> • Appreciate, show respect and care for civic and state institutions. • Value and appreciate the function and roles of civic and state institutions. • Being considerate and embrace the benefits and influences of civic and state institutions. • Appreciate and being responsible of the services provided by my civic and state institutions.
Skills	<ul style="list-style-type: none"> • Distinguish the different civic and state institutions. • Propose possible ways to care for these institutions • Compare roles of different civic and state institutions. • Advocate for the roles of civic and state institutions. • Distinguish the benefits and influences of civic and state institutions. • Engage in organized activities to promote responsible actions towards caring for civic and state institutions.
Knowledge	<ul style="list-style-type: none"> • Civic and state institutions in my province. • Basic roles of civic and state institutions in my province. • Benefits and influences of civic and state institutions my province. • Responsibilities to the civic and state institutions my province.

Content Background - Benefits and influences of civic and state institutions

Civic Systems focuses on the state and civic institutions. It focuses on institutions that are central to the processes and enacting of civic governance and legislation in the common interest of the people they represent and serve. It also focuses on institutions that can mediate citizen's contact with their state institutions and allow citizens to actively pursue many of their roles and responsibilities in their societies (*Citizenship & Christian Values Education Framework, Preparatory to Grade 12, 2018, PNG Department of Education*).

In this unit topic: Civic and State Institutions in the Pacific Region, students will learn values, attitudes, skills and knowledge through the study of roles and responsibilities and the benefits and influences of these institutions. Students will develop communication and analytical skills, appreciate and respect civic and state institutions and learn to prioritize choices on institutional influences as citizens of the Pacific Region. The emphasis is on applying the values, attitudes, skills and knowledge in the Pacific Community and are linked to: Grade 3, Unit 3; Grade 4, Unit 3 and Grade 5, Unit 3 on Civic and State Systems.

Students work on their own, in pairs, in groups or (mixed pairs or mixed groups) to develop their relationship and communication skills.

Some questions to be considered for class and student activities are:

- What common civic and state institutions are there in the Pacific Region, and why are they important?
- What are the roles and responsibilities of these civic and state institutions?
- What are their benefits, and how do they benefit the Pacific Communities and Societies?
- What are their influences, and how do they influence the lives of Pacific Communities and Societies?

Note:

All Civil and State systems or institutions can be categorized into (see annexes): State agencies and the type will vary from country to country:

- Economic and Infrastructure.
- Administration.
- Social.
- Law and Order.

The following table outlines some the main Pacific Regional groups and their main work.

Some the main Pacific Regional groups	Main work
1. Pacific Forum.	• Economic and social interests.
2. PINA – Pacific Islands News Association.	• Media organization.
3. PITIA – Pacific Islands Tuna Industry Association.	• Tuna resources.
4. Melanesian Spearhead Group.	• Melanesian countries economic co-operation.
5. FFA – Pacific Islands Forum Fisheries Association.	• Fisheries industry organization.
6. Western and Central Pacific Fisheries commission.	• Fisheries authority of the Pacific Forum.

Some the main Pacific Regional groups	Main work
1. Pacific Community	• Development agency.
2. Pacific Games	• Sports organization.
3. Miss Pacific Pageant	• Gender equality advocacy.
4. FLNKS (Kanak and Socialist National Liberation Front, a Political organization of the indigenous Kanak people of New Caledonia).	• Politics/Independence.
5. Secretariat of the Pacific Regional Environment Programme (SPREP).	Deliver on environmental management and sustainable development in the region. Our work is driven by strategic priorities, which are developed in close consultation with all our Pacific Island Members and other stakeholders.
6. Pacific disability Forum.	The Pacific Disability Forum works with Disabled People's Organisations across the Pacific to improve the lives of persons with disabilities. The Forum acts as a peak body for Disabled People's Organisations across the Pacific. As part of their mission to improve the situation of persons with disabilities, they run programs for women and youth with disabilities, research, advocacy, capacity building and development.
<ul style="list-style-type: none"> • NGO groups vary from country to country. • Environmental groups vary from country to country. • Trade Unions vary from country to country. • Humanitarian groups vary from country to country. • Political Parties vary from country to country. • Regional Sporting bodies for Athletics, Boxing, Basketball, Soccer, Swimming, Weight Lifting etc. • Churches and the services they provide. • RAMSI (Regional Assistance Mission to Solomon Islands) Peace Mission to Solomon Islands after the Solomon Islands Civil Conflict. • PMG (Peace Monitoring Group of Pacific Islands military and civilian personnel on Bougainville from 1997 to 2005). 	



PACIFIC ISLANDS
FORUM SECRETARIAT



The following are some the main Pacific Regional group which students could do research on their role and the work that each of the organizations do.



PIPSO
Pacific Islands Private Sector Organisation



Pacific disAbility Forum





Pacific
Community
Communauté
du Pacifique

Divisions under the Pacific Community



Climate Change and
Environmental Sustainability
(CCES)



Geoscience, Energy
and Maritime Division
(GEM)



Regional Rights
Resource Team
(RRRT)



Statistics for
Development
Division (SSD)



Educational Quality and
Assessment Program
(EQAP)



Social Development
Program (SDP)



Public Health
Division (PHD)



Special
projects



Fisheries, Aquaculture
& Marine Ecosystems
(FAME)



Land Resources
Division (LRD)

Sample Guided Lesson

Lesson 17: Common Civic Institutions in the Pacific Region

Strand: Civic Identities, Principles and Systems.

Unit: 3. Civic Systems

Content Standard: CS6 1.3. Students will be able to analyze various civic systems, their functions, benefits and influences on their lives, the civics they live in, their responsibilities to civic systems as citizens, and communicate and relate with other communities and societies.

Benchmark:

B6 1.3.1. Recognize civic institutions within the Pacific region and explain the functions, benefits and the influences on their lives.

B6 1.3.2. Recognize state institutions within the Pacific region and explain the functions, benefits and the influences on their lives.

Learning Objectives: By the end of these Topics, students will be able to:

- Discover State and Civic Institutions in the Pacific.

Topic 1: Common civic institutions in the Pacific Region

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

1. **Affective Objective:** Express how they feel as individuals about the common civic institutions in the Pacific Region.
2. **Psychomotor Objective:** List the common civic institutions in the Pacific Region into the different types of work they do.
3. **Cognitive Objective:** Explain how civic institutions in the Pacific Region differ from each other.

Resource:

1. Map of the Pacific.
2. TV program 'The Pacific Way' can be used.

Reference: Teachers guide appendices, Teachers Resource Book (Civic Education in Papua New Guinea).

Key Concepts:

Values	Attitudes	Skills	Knowledge
Respect for civic institutions in the Pacific Region.	Accept civic institutions. Appreciate civic institutions.	Distinguish civic institutions. Advocate for civic institutions.	Common civic institutions in the region. Differences between the civic institutions.

Note:

- Key concepts must complete statements.
- For example; Respect for school authority, Identifying different types of authorities in the community, Definition of Leader.

Teacher Lesson Notes:
Teaching and Learning Activities

Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction Must always consist a Moral/ Opinionative/Bias/ View Point Activity.	Question What do students think, say or feel about our Pacific Islands neighbors?	Students may relate their biases, or stereotyped notions of a particular Pacific Island country.
Body Discovery and Differences.	Activity 1: Discovery of the common civic institutions in the Pacific Region (Melanesia, Polynesia, Micronesia).	Discovery Students (in small groups of 5) discuss, name and list the many common civic institutions in the Pacific Region.
	Activity 2: Differences between the common civic institutions. How are civic institutions different from each other?	Differences Students write and explain the at least 5 differences between 3 civic institutions in the Pacific.
Conclusion A Quick Quiz	Assessment: A Quick Quiz Prepare 10 quiz questions on the civic institutions in the Pacific and how they differ from each other. Give correct answers.	Students write answers in their work books. Students correct their own work.

Sample Performance Assessment

Unit 3: Systems

Topic: Civic Institutions in the Pacific Region.

Performance indicators:

1. Identify a civic institution in a particular country in the Pacific Region.
2. Identify the kind of work it does and its success in that country.

Values, Attitudes, Skills and Knowledge

Values/Attitudes	Skills	Knowledge
Respect and value civic institutions and the work they do.	Demonstrate through research and writing their analysis skills in their assessment of the selected civic organization.	Identify civic institutions that work to improve lives of people in the Pacific Region.

Assessment Task

Research on a Civic Institution in a Pacific Islands nation.

You are to research a particular civic institution from a particular country in the Pacific Region and write about the work it does. You have the freedom to choose a country and a civic institution of your choice and write about it.

Task Details

1. You select a country of your choice in the Pacific Region (Melanesia, Polynesia or Micronesia).
2. Select a civic institution from the country that you have chosen and research it in the library or the internet.
3. Details about the civic institution you are to take note of:
 - 3.1. When it was that organization founded or established, and by whom?
 - 3.2. What is this civic institution categorized (what sector it serves) as?
 - 3.3. What kind of work does it do?
 - 3.4. How many branches it has in that country?
 - 3.5. What do the government and the people of that country think and say or what general comments are there about this particular civic institution?
4. Include the logo or emblem of the civic institution.
5. Include a picture of the civic organization members at work.
6. Make sure that your grammar usage and spellings are correct.

This task will be done individually.

The task is worth 16 points.

The task is due on _____

Assessment Task Rubrics

Criteria	Model/ Exemplar 4	Proficient 3	Developing 2	Beginning 1	Score 16
Civic institution and country.	Introduction is clear, the country and organization are named and a link is made between the two.	Introduction is clear, the country and organization are named. However, no link is made between the two.	Introduction not clear, country and organization named, but no link.	No introduction, country and organization named, no link.	
Date of establishment and founder, work involved, the sector it serves, and number of branches.	Date and founder are named, work involved, sector it serves and number of branches.	Date and founder named, work involved, sector it serves, but no number of branches.	Date and work involved, sector it serves but no founder and number of branches.	Date of establishment and work it does only.	
General comments about the organization.	A well rounded concluding paragraph with comments on the organization's work, its completed projects, and assessment by different groups like government etc.	Conclusion not so rounded, but comments on the organization's work, projects done and assessment by different groups.	No conclusion, no assessment comments, but only the work done.	No conclusion, no comments on the work, no mention of work done.	
Writing skills	Grammar, spelling, punctuations and sentence construction are.	Grammar, sentence construction are good, but no attention paid to spelling and punctuation.	Grammar is good but sentence construction, spelling and punctuation are poor.	Poor writing skills: grammar, spelling, punctuation and sentence construction need attention.	

CHECK LIST

PLACE A TICK IN THE APPROPRIATE BOX	YES	NO
1. Chose a country and a civic institution?		
2. Has details of founding date?		
3. Has details of founder?		
4. Has identified the institutional sector?		
5. Has identified the functions of the organization?		
6. Has the organization's sphere of influence in the country?		
7. Evidence of research work?		
8. Can follow instructions to the letter?		

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit.2

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
18	Common state institutions in the Pacific Region.	<ul style="list-style-type: none"> • Respect • Tolerance • Care 	<ul style="list-style-type: none"> • Accept state institutions • Appreciate state institutions. • Care for state institutions. 	<ul style="list-style-type: none"> • Distinguish state institutions in the region. • Categorizing different state institutions in the region. 	<ul style="list-style-type: none"> • Common state institutions in the region.
19	Common functions and roles of civic institutions in the Pacific Region.	<ul style="list-style-type: none"> • Respect • Citizenship 	<ul style="list-style-type: none"> • Appreciate common functions and importance of civic institutions in the region. • Accept functions and roles of common civic institutions in the region. 	<ul style="list-style-type: none"> • Distinguish functions and roles of civic institutions in the region. • Categorize and summarize common functions roles of civic institutions in the region. 	<ul style="list-style-type: none"> • Common functions and roles of civic institutions in the region.
20	Common functions and roles of state institutions in the Pacific Region.	<ul style="list-style-type: none"> • Respect • Citizenship 	<ul style="list-style-type: none"> • Appreciate common functions and importance of civic institutions in the region. • Accept functions and roles of common civic institutions in the region. 	<ul style="list-style-type: none"> • Distinguish functions and roles of civic institutions in the region. • Categorize and summarize common functions roles of civic institutions in the region. 	<ul style="list-style-type: none"> • Common functions and roles of civic institutions in the region.
21	Benefits and influences of civic institutions in the Pacific Region.	<ul style="list-style-type: none"> • Respect • Tolerance • Care • Global citizenship • Co-operation 	<ul style="list-style-type: none"> • Appreciate benefits of civic institutions. • Value civic institutional influences. 	<ul style="list-style-type: none"> • Distinguish positive and negative benefits and influences. • Evaluate benefits and influences of civic institutions in the region. • Select advantageous benefits and positive influences. 	<ul style="list-style-type: none"> • Benefits and influences of the civic institutions.

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
22	Benefits and influences of state institutions in the Pacific Region.	<ul style="list-style-type: none"> • Respect • Tolerance • Care • Global citizenship • Co-operation 	<ul style="list-style-type: none"> • Appreciate benefits of state institutions. • Value benefits and influences of state institutions. 	<ul style="list-style-type: none"> • Distinguish positive and negative benefits and influences. • Evaluate benefits and influences of state institutions in the region. • Prioritize benefits and influences. • Advocate for change. 	<ul style="list-style-type: none"> • Benefits and influences of the civic institutions.
23	Influence of civic institutions on communities and societies in the Pacific Region.	<ul style="list-style-type: none"> • Respect • Tolerance • Care • Global citizenship • Co-operation 	<ul style="list-style-type: none"> • Appreciate civic institutions. • Appreciation for change • Value change. 	<ul style="list-style-type: none"> • Evaluate influences of civic institutions before adopting. • Prioritize benefits and influences. • Value positive civic influences. • Advocate for change 	<ul style="list-style-type: none"> • Influences of civic institutions to communities and societies in the region.
24	Influences of state institutions on communities and societies in the Pacific Region	<ul style="list-style-type: none"> • Respect • Tolerance • Care • Global citizenship • Co-operation 	<ul style="list-style-type: none"> • Appreciate state institutions. • Appreciation for change. • Value change 	<ul style="list-style-type: none"> • Evaluate influences of state institutions before adopting. • Prioritize benefits and influences. • Value positive state influences. • Advocate for change. 	<ul style="list-style-type: none"> • Influences of state institutions to communities and societies in the region.

Strand 2: Christian Values and Principles

Unit 1: Christian Values and Practices

STRAND: 2

Topic: Moral character, sense of self- worth and integrity

UNIT: 1



Content Standard: 2.1. Students will be able to explore, examine and appreciate biblical values and communicate the practices in and for life.

Benchmarks: B6 2.1.1. Examine biblical values that create moral characters, a sense of self-worth and integrity as a believer.

Key Question: How do they demonstrate moral character, sense of self-worth and integrity in their personal lives?

Learning Objective: By the end of the topic, students will be able to; Demonstrate their self-worth and identity by accepting and respecting themselves as believers.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	Sense of self-worth, goodness and dignity.
Attitudes	Respect and accept self.
Skills	Demonstrate of moral character, integrity and dignity.
Knowledge	Moral character, dignity, integrity and identity.

Content Background - Moral character, sense of self-worth and integrity

Moral Character: Daniel (Daniel carried away to Babylon (*Daniel 1:1 – 7*).

Sense of Self-worth: The faithfulness of Daniel (*Daniel 1:8 – 16*).

Integrity: Daniel's Reputation in Babylon (*Daniel 1:17 – 21*).

Daniel Chapter 1

Daniel and his three friends Hananiah, Mishael and Azariah, four young Hebrew men taken captive in one of Babylonians raids against Judah in 605 B.C. Intelligent and promising they were placed in special training as servants in the court of King Nebuchadnezzar. He changed their names and diets to reflect Babylonian culture and took away their Jewish identity. But Daniel and his friends rose to the challenge, proving their Jewish food was superior to the diet of Babylonians. These young men increased in wisdom and knowledge, gaining favor in the King's Court.

Teaching Strategies	Learning Strategies
<ul style="list-style-type: none"> • TR informs STDs to read the bible text (<i>Daniel 1:1-21</i>). • Select Stds to selected verses till completed the verse. • Explain the student activity. 	<ul style="list-style-type: none"> • Perform a drama related to Daniel's story. • Retell Daniel's story and related to their personal experiences. • Student's select own verses on Daniel's story verse 1-21 and memorize it.
Resources	
Bible and Scriptures, Content Background, handouts, (media device if available), Local Church Pastor.	

Assessment

1. Identify and list the characteristic of Daniel's Moral Character, sense of self-worth and integrity. (Theory)
2. Collecting flowers and arranging them in a vase, for the teacher and students. (Steam)

STRAND 2:**Topic: Living as a believer****UNIT 1:****Benchmarks:**

6.2.1.2. Demonstrate living as a believer according to the Bible.

Key Questions: How do I live my life as a believer?

Learning Objective: By the end of the topic, students will be able to; Study and communicate the scriptures to others and live as a witness of the Word of Elohim-God.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	• Trusting in the Bible as the word of Elohim-God.
Attitudes	• Respect the Bible.
Skills	• Read and share the scriptures to and with others.
Knowledge	• Living as a believer.

Content Background

Saul was very religious. He was a good Pharisee, who knew the Bible and believed that this Christian movement was dangerous to Judaism, therefore Saul's hatred over the Christian faith led to the persecution of Christians without mercy. Saul the original name of Paul, a persecutor of the Church was transformed by God and became an apostle of Christ and a missionary of the early Church.

Acts 7:58 – 9:26, 11:25 – 13:9

- How Jesus broke into Paul's life.....*Acts 9:2 – 5.*
- Paul shared his new faith with others.....*Acts 9:20.*
- Paul had to change his reputation.....*Acts 9:26 – 27.*
- Paul presented the Gospel to Greek Philosophers.....*Acts 17:22.*

Teaching Strategies	Learning Strategies
<ul style="list-style-type: none"> • Teacher read the Bible text Act 7:58 to the students on Paul's life. • Ask lead up question on Paul's past life. • Leading to the experience on the road to Damascus. • Explain the full story in detail. 	Arrange Paul's story in its proper context with own drawings. <ol style="list-style-type: none"> 1. Murdering or persecution of Christians. Travelling on the horse to Damascus. 2. Strike my lighting. 3. Change of name from Saul to Paul.
Resources	
Bible and Scriptures, Content Background, handouts, (media device if available), local Church Pastor.	

Assessment

1. Analyze and describe Paul's transformation from a persecutor to a believer. (Theory)
2. In groups script a role play with designed costumes of Paul's life as a persecutor and a believer. (STEAM)

STRAND: 2 Topic: Practices of a Believer UNIT: 1

Benchmarks: 6.2.1.3. Explore and describe ways to practice Godly Values as a believer

Key Questions: How can one serve others as a believer?

Learning Objective: By the end of the topic, students will be able to; Describe types of activities believers are engaged in such as fellowshiping with others through prayer, worship and sharing the Word of God.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	• Be a responsible in the services of God.
Attitudes	• Respect views of others in the services of God.
Skills	• Read and share the scriptures to and with others.
Knowledge	• Living as a believer.

Content Background

Jeremiah Chapter 1:

Jeremiah lived one of the most dramatic lives in the Bible and that is saying something. But he never learnt to like his role. Through all the excitement, he remains reluctant, insecure, and often unhappy. God choose him to be leader over nations and kingdoms, to uproot and tear down, to destroy and overthrow, to build and to plant.

1. Unity in the body of Christ – (*Ephesians 4:1 – 16, 4:17- 5:21*).
2. Doing good to others – (*Galatians 5:22 -26, Galatians 6:1 – 10*).
3. Friendship – (*Ecclesiastes 5:7 – 12*).
4. Giving – (*2 Corinthians 8 and 9*).

Teaching Strategies	Learning Strategies
<ul style="list-style-type: none"> • Teacher reads the Bible text Act 7:58 to the students on Paul's life. • Ask lead up question on Pauls' past life • Leading to the experience on the road to Damascus. • Explain the full story in detail. 	<p>Arrange Paul's story in its proper context with own drawings.</p> <ol style="list-style-type: none"> 1. Murdering or persecution of Christians. 2. Travelling on the horse to Damascus. 3. Strike my lighting. 4. Change of name from Saul to Paul.
Resources	
Bible and Scriptures, Content Background, handouts, (media device if available), local Church Pastor.	

Assessment

1. Demonstrate characteristics of Godly values in serving others through sharing the word of God. (Theory)
2. Plan, design and build a model of a stage for a play on demonstrating Godly Values of serving others. (STEAM)

Sample Guided Lesson (INTEGRATING STEAM)

Lesson 29: Serving others

Topic 1: Practices of a Believer

Strand 2: Christian values and principles

Unit 1: Civic Identities

Content Standard: 6.2.1. Explore, examine and appreciate biblical values and communicate the practices in and for life.

Benchmark: 6.2.1.3. Explore and describe ways to practice Godly Values as a believer.

Learning Objectives: By the end of these Topics, students will be able to:

Length of Lesson: 40 mins

Lesson Objectives:

- a. Incorporate Godly values and demonstrate them in working together.
- b. Demonstrate characteristics of Godly values in solving problems while working with others.
- c. Establish new relationships by serving and working with others with the characteristics that reflect Godly values.

Essential Questions:

- What are Godly values practiced by a believer?
- How can we demonstrate Godly values as a believer in various situations in life?

Essential Values, Attitude, Skills and Knowledge

Values: Appreciative, Respectful, Compassionate, Positive, Assertive, Cooperative.

Attitudes: Trustworthy, Humble, Open-minded

Skills: Perform acts of Godly value.

Knowledge: Practices of a Believer, Godly values of serving others, Fruits of the spirit.

STEAM Knowledge and Skills:

Knowledge: Setting up a Stage, Theme Costumes and Creating Art-work.

Skills: Planning, designing and performing.

Performance Indicator: Demonstrate ways of serving others as a believer in God's ways.

STEAM Performance Indicator: Design, plan and build a model of a stage to perform a play that portrays Godly values of serving others.

Materials: Bible, Bible Stories, Costume Designs and Artwork.

Lesson Procedure:

Teacher Activities	Student Activities
Introduction	
<ul style="list-style-type: none"> Introduce the lesson by telling the story of Jeremiah and ask questions about the characteristics of Jeremiah that portray Godly values. Relate this story to what they will learn on Godly values for those who believe in God ways. 	<ul style="list-style-type: none"> Listen attentively to the story. Answer questions based on the story of Jeremiah by identifying some significant characteristics of Godly values he portrayed in the story.
Body	
Modeling	
<ul style="list-style-type: none"> Relate to various activities in real-life situations that demonstrate Godly values such as: <ul style="list-style-type: none"> Fellowship and prayer meetings Sharing the word of God to those in need or are in pain and suffering. Comforting victims of disasters. 	<ul style="list-style-type: none"> Participate in the reading and discussion by identifying activities of a believer who demonstrates Godly values as listed.
Guided Practice	
<ul style="list-style-type: none"> Give various characters from the bible and ask students to identify certain characteristics that reflect the practices of a believer in serving others and demonstrating Godly values. Ask students to make a list of characteristics that reflect a person with godly values as a believer. 	<ul style="list-style-type: none"> Identify characters from the bible or stories of those that serve others as believers and demonstrate Godly values. Make a list of godly values that are practiced by those who believe in Gods ways.
Independent Practice	
<ul style="list-style-type: none"> Ask the students to plan and design a model of a stage for a play about real-life situations or disasters and its' impact on human life and how individual citizens or groups can demonstrate Godly values in serving others. Assist the students in their planning of this project. 	<p>Organize themselves in groups and design a model of a stage for a play by:</p> <ol style="list-style-type: none"> Drawing a design of the model stage Identifying the required materials for the model of the stage, costumes and artwork. Discussing how to construct the model, the artistic designs to be drawn and what it would look like. Members to work on allocated tasks. Building and construction of the model stage, characters' costumes and artwork to produce the finished product.
Conclusion	
<ul style="list-style-type: none"> Summarize and list characteristics of Godly values and serving others. Remind students to demonstrate Godly Values while working together or serving others. 	<ul style="list-style-type: none"> Give examples of how Godly values are exercised or demonstrated by those who believe in God's ways.

Sample Performance Assessment

National Content Standards:

6.1.1. Explore, examine and appreciate Biblical values and communicate the practices in and for life.

Lesson Topic	Topic	Benchmark	Performance Assessment	
Serving Others.	Practices of a believer.	6.2.1.3. Describe types of activities believers are engaged in such as fellowshiping with others through prayer, worship and sharing the Word of God.	Plan and design a model of the stage for a play on demonstrating Godly Values.	
	PROFICIENCY RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Demonstrate <u>all</u> Godly values in the Bible in daily practice.	Demonstrate <u>most</u> Godly values in the Bible in daily practice.	Demonstrate <u>some</u> Godly values in the Bible in daily practice but not consistently.	Does not demonstrate Godly values in the Bible in daily practice.

Proficiency Checklist for Demonstration of Biblical Values

Key: Indicate with a tick in one of the three criteria in the given Column with scores below.

- Always =3
- Sometimes =2
- Never =1

Name:	Class: 6	Term: One (1)		
Behavioral Values	Checklist			
	Always	Sometimes	Never	
1. Demonstrates self-worth and identity.				
2. Communicates scriptures to others.				
3. Serves others willingly.				
4. Friendship with others.				
5. Gives to others.				
6. Practices Godly Values.				
7. Displays the eight (8) virtues of values.				
8. Fellowship with others.				

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit. 1.

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
25	Developing moral character and integrity.	Sense of self-worth, goodness and dignity.	Respect and accept self	Demonstrate of moral character, integrity and dignity.	Moral character, dignity, integrity and identity.
26	Goodness and dignity.	Sense of self-worth, goodness and dignity.	Respect and accept self.	Demonstrate of moral character, integrity and dignity.	Moral character, dignity, integrity and identity.
27	Bible and you.	Trusting in the Bible as the word of God.	Respect the Bible and it.	Read and share the scriptures to and with others.	Living as a believer.
28	You and others as believers.	Trusting in the Bible as the word of God	Respect the Bible and it.	Read and share the scriptures to and with others.	Living as a believer.
29	Serving others.	A SAMPLE GUIDED LESSON HAS BEING DONE FOR YOU - (refer to the section at the top)			
		Be a responsible in the services of God	Respect views of others in the services of God.	Demonstrate the practices of being a believer.	Practices of a Believer.
30	Friendship with others.	Be a responsible in the services of God.	Respect views of others in the services of God.	Demonstrate the practices of being a believer.	Practices of a Believer.
31	Giving to others.	Be a responsible in the services of God.	Respect views of others in the services of God.	Demonstrate the practices of being a believer.	Practices of a Believer.
32	The triune God.	Righteousness, holiness.	Appreciate the fruit of the Spirit.	Demonstrate the works of the Holy spirit through the fruit of the spirit.	The Triune God, Holy Spirit and Fruit of the Spirit.
33	The fruit of the Spirit.	Righteousness, holiness.	Appreciate the fruit of the Spirit.	Demonstrate the works of the Holy spirit through the fruit of the spirit.	The Triune God, Holy Spirit and Fruit of the Spirit.
34	Living a life by the leading of the Holy spirit.	Righteousness, holiness.	Appreciate the fruit of the Spirit.	Demonstrate the works of the Holy spirit through the fruit of the spirit.	The Triune God, Holy Spirit and Fruit of the Spirit.
35	The importance of values and virtues.	Appraise Value of values and virtues.	Appraise value of values and virtues.	Demonstrate the out-working of virtues as a life built on values.	Value of Values, Virtues.
36	Virtues and characteristics of an individual.	Appraise Value of values and virtues.	Appraise value of values and virtues.	Demonstrate the out-working of virtues as a life built on values.	Value of Values, Virtues.

Sample Grade 6 Proficiency Assessment

Strand 2: Christian Values and Principles

Unit 1: Christian values and practices

Benchmark: 6.2.1.3. Describe types of activities believers are engaged in such as fellowshiping with others through prayer, worship and sharing the Word of God.

Topic: Practices of a believer.

Lesson 29: Serving Others

The rating system

Assessment can be scored using a rubric (analytical rubric), checklists, or rating scales. The rating levels are displayed in this document as follows:

Key: Indicate with a tick in one of the three criteria in the given Column with scores below.

- Always=3
- Sometimes =2
- Never =1

Name:	Class: 6	Term: One (1)		
Behavioral Values	Checklist			
	Always	Sometimes	Never	
1. Demonstrates self-worth and identity.				
2. Communicates scriptures to others.				
3. Serves others willingly.				
4. Friendship with others.				
5. Gives to others.				
6. Practices Godly Values.				
7. Displays the eight (8) virtues of values.				
8. Fellowship with others.				

STRAND: 2

Topic: Fruit of the Spirit

UNIT: 1

Benchmarks: 6.2.1.4. Examine the nine (9) fruit of the spirit and demonstrate how they will be practiced in life.

Key Questions: What are the nine fruits of the Spirit?

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

- Describe the Triune God, Holy Spirit, the fruit of the Spirit and the living by the leading of the Holy Spirit.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	<ul style="list-style-type: none"> • Righteousness, holiness. • Upright living.
Attitudes	<ul style="list-style-type: none"> • Appreciate the fruit of the Spirit.
Skills	<ul style="list-style-type: none"> • Demonstrate the works of the Holy Spirit, through the fruit of the spirit.
Knowledge	<ul style="list-style-type: none"> • The Triune God, Holy Spirit and Fruit of the Spirit.

Content Background

FRUITS OF THE HOLY SPIRIT – *Galatians 5: 16 - 26*

Genesis 1:1-5

1. Vs 1: In the Beginning, when God created the Universe;
2. Vs 2: The Earth was formless and desolate. The raging Ocean that covered everything was engulfed in total darkness and the Spirit of God was over the waters.
3. Vs 3: The God commanded, “LET THERE BE LIGHT AND THE LIGHT APPEARED.”
4. Vs 4: God was pleased with what he saw. Then He separated the LIGHT from the DARKNESS.
5. Vs 5: And He named the LIGHT, “DAY” and the DARKNESS, “NIGHT”.

ACTIONS OF THE DARKNESS	ACTIONS OF THE LIGHT
<p>SCRIPTURE: Galatians 5:19-21 “What the human nature does?”</p> <ul style="list-style-type: none"> • Immoral (Bad things). • Filthy. • Indecent Actions (Graffiti). • Idolatry (Worship of Idols). • Witchcrafts/Magicians (Customs). • People become enemies. • Jealous. • Angry. • Self-Ambition Cause Division. • Form Small Groups (Cult Groups). • Envious. • Get drunk and do bad things. <p>Those who live like this (doing the actions of the darkness) will not inherit the kingdom of God.</p>	<p>SCRIPTURE: Galatians 5:22 -23 “Fruits of the Holy Spirit.”</p> <ul style="list-style-type: none"> • Love. • Joy. • Peace. • Patience. • Kindness. • Goodness. • Faithfulness. • Humility. • Self-Control. <p>Those who live like this (doing the actions of the light) will inherit the kingdom of God.</p>

Teaching Strategies	Learning Strategies
<ul style="list-style-type: none"> • Teacher to table the Human Nature and Fruits of the Spirit for students to identify and categorize from Gal 5:19 – 23. • Teacher to get students to read the Bible scripture Galatians 5:22. 	<ul style="list-style-type: none"> • Students to be able to identify deeds of the dark and deeds of the light. • Students to memorize and name the nine (9) fruits of the Holy Spirit.
Resources	
Bible and Scriptures, Content background, handouts, (media device if available), local Church Pastor.	

Assessment

1. Name and describe the nine (9) fruits of the Holy Spirit (Theory).
2. Construct or bring a small tree model with branches and place the nine fruits of the Spirit using papers or tags (Steam).

STRAND: 2

Topic: Value of Values and Virtues

UNIT: 1

Benchmarks: 6.2.1.5. Appraise value of values that produce virtues such as obedience, honesty and respect.

Key Questions: What are the virtues for character building?

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

- Identify different types and examples of values and virtues that are needed for character building.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	• Appraise Value of values and virtues.
Attitudes	• Appraise value of values and virtues.
Skills	• Demonstrate the outworking of virtues as a life built on values.
Knowledge	• Value of Values, Virtues.

Content Background

VIRTUES

EXPLANATION

1. Patience Behaving with grace and being calm when dealing with difficult situations.
2. Humility Being selfless and always thinking of others first.
3. Kindness Being happy with our life and behaving in a kind, friendly and understanding way with others no matter what.
4. Temperance Having self-control and living with moderation and within our needs.
5. Chastity Keeping our body, our mind and our soul pure.
6. Patience Behaving with grace and being calm when dealing with difficult situations.
7. Generosity Sacrificing our wants so that we can help and give to others.
8. Diligence Working hard and never giving up in order meeting our goals.

“Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.”
(*Philippians 4:8.*)

“These six things doth the Lord hate: yea, seven are an abomination unto him: a proud look, a lying tongue, and hands that shed innocent blood,

a heart that deviseth wicked imaginations, feet that be swift in running to mischief, a false witness that speaketh lies, and he that soweth discord among brethren.” (*Proverbs 6:16-19.*)

Teaching Strategies	Learning Strategies
<ul style="list-style-type: none"> • Teacher to group the students to design flash cards representing the eight virtues. • Teacher to outline the eight virtues and define the meanings to the students. 	<ul style="list-style-type: none"> • Students to work in the eight groups of 3-4 members. • Students to copy the virtues and the definitions in their books. • Students to identify and discuss the virtues.
Resources	
Bible and Scriptures, Content background, handouts, (media device if available), local Church Pastor.	

Assessment

1. Design creative artwork, posters or models depicting the values and virtues of character building (Steam).
2. Name and explain the eight (8) virtues (Theory).

Sample Grade 6 Proficiency Assessment

Strand 1: Civic Identities, Principles and Systems.

Unit 2: Civic Principles

Benchmark: B6 1.2.1. Distinguish positive and negative values practiced within the pacific region.

Topic: Behaviors, morals and values in the Pacific Islands.

Lesson 9: Life in the Pacific

The rating system

Assessment can be scored using a rubric (analytical rubric), checklists, or rating scales. The rating levels are displayed in this document as follows:

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

STRAND: 2

Unit 2: Christian Institutions and Principles

Topic: Godly laws, principles, discipline and integrity

Benchmark: 6.2.2.1. Assess and identify laws and principles promoting Godly conducts such as good discipline and integrity in church institutions. *Deuteronomy (1:34), Exodus 20.*

Key Question: What are the Godly laws, principles, discipline and integrity in church institutions?

Learning Objective:

- Explore stories on Godly laws, principles and discipline using the scriptures.
- Interpret Godly laws, principles and discipline to maintain integrity of Church institutions.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	• Respect and accept the biblical laws of faith that has to be followed daily.
Attitudes	• Appreciate God's laws that promote Godly conducts such as discipline.
Skills	• Read and Quote Bible text reference to Gods law.
Knowledge	• Laws Of God in the Bible.

Content Background - Godly laws, principles, discipline and integrity

Laws, Principles and Disciplines of God in the Bible.

God placed mankind in the centre of creation (*Genesis 1*) and all other creatures subject to this rulership of mankind. God not only placed mankind in the centre of creation but He also made a set of laws and principles to govern their conducts and activities. *Exodus 32: 15-16:20, 1-17*. Mankind is governed by this set of laws and principles in order to maintain integrity as to how the mankind interacts to God and to one another.

Mankind is bound to submit to the set of laws and principles. Those who break the laws and principles set by God face the consequences according to the book of *Deuteronomy 1:34*.

The Governments, Justice and Laws, the Bible Institutions and Civil Institutions and Organisations, use these laws, principles and disciplines in the Bible so that people and nations can live harmoniously serving each other. Those who usually break these laws end up being punished spiritually living under curse or physically going to jail or facing the consequences of being punished in various forms. For example, if a student is found stealing another student's money, if found he can either repay the money or be suspended according to the school rules set by the administration of the school.

The references given below are references that you can read and interpret with the students to help you see how the people of God (Israel lived), and us in PNG too, can relate these rules and principles that are set in the Schools and Communities today.

- Laws about violent Acts and its punishment *Exodus 22:1-27*.
E.g. vs. 1- should save the ox (animal) of your brother when his (ox) animal goes astray. If you do not observe this law, the consequences will be punishment.
Vs. 2 – should look after your brother's ox (animal), and return it to him when he comes looking for it. If you kill and eat your brother's ox (animal) then you will also be punished.

The punishments in those days were usually people being stoned to death in public places.

- Laws about stealing & compensation *Exodus 22:1-14*.
- Laws about justice and fairness *Exodus 23:19*.
- Laws about giving loans to the poor *Leviticus 25:35-38*.
- Punishment for disobedience of laws *Leviticus 26:14-46*.
- Blessings of obedience of the laws. *Deuteronomy 7:12-26*.



ADDITIONAL background notes

Deuteronomy means “second law.” It is a retelling of the covenant between God and his people Israel, presented in three addresses or sermons by Moses.

Written as the Israelites are to enter the Promised Land, Deuteronomy is a stern reminder that God is worthy of worship and obedience. His laws are given to us for our protection, not as punishment.

As we read Deuteronomy and meditate on it, the relevance of this 3,500-year-old book is startling. In it, God tells people that obeying him brings blessings and goodness, and disobeying him brings disaster. The consequences of using illegal drugs, breaking the law, and living an immoral life are proof that this warning still rings true today.



Deuteronomy is the last of the five books of Moses, called the Pentateuch. These God-inspired accounts, Genesis, Exodus, Leviticus, Numbers, and Deuteronomy, begin at Creation and end with the death of Moses. They detail God’s covenant relationship with the Jewish people that is woven throughout the Old Testament.

Author of the Book of Deuteronomy:

Moses, Joshua (*Deuteronomy 34:5-12*).

Date Written:

About 1406-7 B.C.

Written To: The generation of Israel about to enter the Promised Land, and all subsequent Bible readers.

Landscape of the Book of Deuteronomy:

Written on the east side of the Jordan River, within view of Canaan.

Themes in the Book of Deuteronomy:

History of God’s Help - Moses reviewed God’s miraculous help in freeing the Israelite people from slavery in Egypt and the people’s repeated disobedience. Looking back, the people were able to see how rejecting God always brought calamity upon them.



Review of the Law - The people entering Canaan were bound by the same laws of God as their parents. They had to renew this contract or covenant with God before entering the Promised Land. Scholars note that Deuteronomy is structured as a treaty between a king and his vassals, or subjects, in that time period. It represents a formal agreement between God and his people Israel.

God’s Love Motivates Him - God loves his people as a father loves his children, but he also disciplines them when they disobey. God does not want a nation of spoiled brats! God’s love is an emotional, heart-love, not just a legalistic, conditional love.

God Gives Freedom of Choice - People are free to obey or disobey God, but they should also know they are responsible for the consequences. A contract, or covenant, requires obedience, and God expects nothing less.

Children Must be Taught - To keep the covenant, the people must instruct their children in God's ways and be sure they follow them. This responsibility continues through every generation. When this teaching becomes lax, trouble begins.

Key Characters in the Book of Deuteronomy: Moses, Joshua.
<https://overviewbible.com>.

Key Verses:

Deuteronomy 6:4-5

Hear, O Israel: The LORD our God, the LORD is one. Love the LORD your God with all your heart and with all your soul and with all your strength. (NIV)

Deuteronomy 7:9

Know therefore that the LORD your God is God; he is the faithful God, keeping his covenant of love to a thousand generations of those who love him and keep his commandments. (NIV)

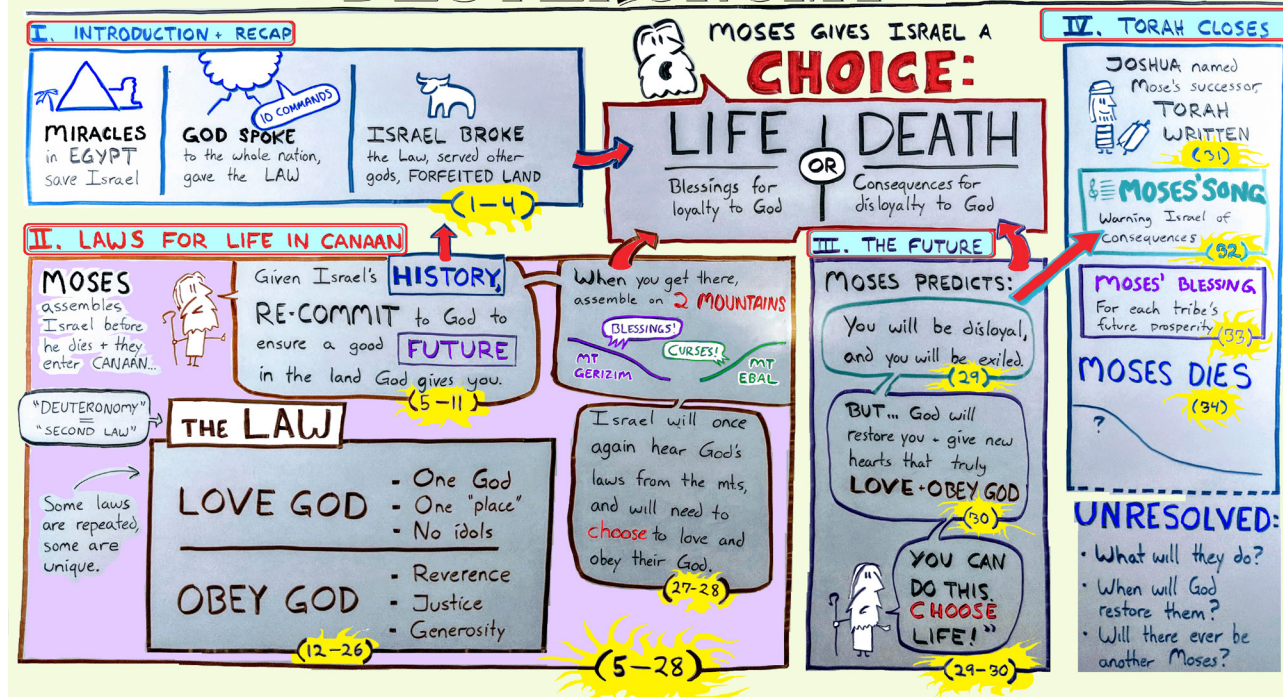
Deuteronomy 34:5-8

And Moses the servant of the LORD died there in Moab, as the LORD had said. He buried him in Moab, in the valley opposite Beth Peor, but to this day no one knows where his grave is. Moses was a hundred and twenty years old when he died, yet his eyes were not weak nor his strength gone. The Israelites grieved for Moses in the plains of Moab thirty days, until the time of weeping and mourning was over. (NIV)

Outline of the Book of Deuteronomy:

- Moses Gives his First Speech About Israel's History - *Deuteronomy 1:6-4:43*.
- Moses Gives his Second Speech About Basic Requirements of the Law - *Deuteronomy 4:44-11:32*.
- Moses Continues his Second Speech on Detailed Requirements of the Law - *Deuteronomy 12:1-26:19*.
- Moses Gives his Third Speech Relating Blessings and Curses - *Deuteronomy 27:1-28:68*.
- Moses Continues his Third Speech with Warnings and Encouragement - *Deuteronomy 29:1-30:20*.
- Commissioning of Joshua and Moses' Final Words - *Deuteronomy 31:1-34:12*.

DEUTERONOMY



<https://overviewbible.com>. (Jeffrey Kraus.)

Teaching Strategies	Learning Strategies
Teacher provides Biblical referencing notes on design and norms of Godly rules, laws, principles and discipline.	Use the information to identify the Godly laws, principles, discipline and integrity.
Resources	
Bible and Scriptures,	

Assessment

Students identify the laws and principles and apply diligently and confidently, promoting Godly living, observing and maintaining discipline and integrity in the School, Church and the Community.

STRAND: 2

Topic: Delivery of God's services.

UNIT: 2

Benchmarks: 6.2.2.2. Evaluate roles and responsibilities in delivery of services to and for God's people.

Key Questions:

Learning Objective: By the end of the topic, students will be able to; Interpret the roles and responsibilities of the prophets and apostles to the people of God in the days of Abraham, Isaac, Jacob and Moses.

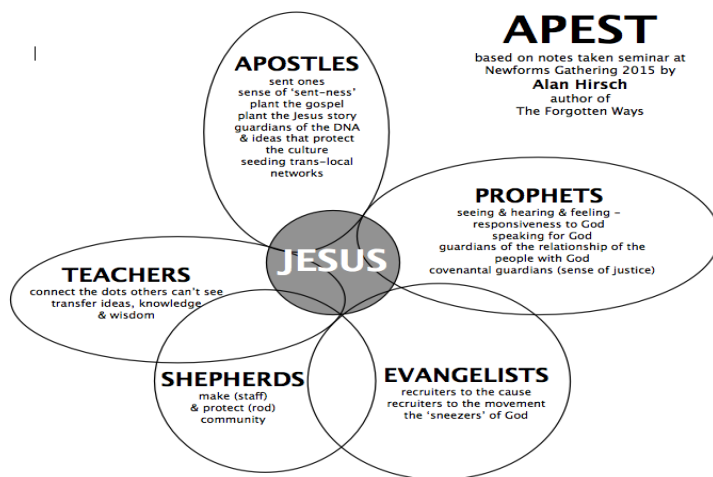
ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	• Working for God.
Attitudes	• Encourage others and self to offer services to the needy.
Skills	• Assess attitudes towards undertaking the roles and responsibilities in providing God's services.
Knowledge	• Biblical services and roles and responsibilities. • The five offices Ephesians.

Content Background

What is the specific gifting of the Five Fold Ministry?

The Apostle

- The word 'apostle' is defined as "one chosen and sent with a message."
- They are referred to as "wise master builders" or "spiritual architects," (*1Corinthians 3: 10*).
- The 12 apostles chosen by Jesus were witnesses of the resurrection (*Acts 1:15; Acts 4: 33*). There were many other true apostles (*Acts 14:3-4; Romans 16:7; 1Corinthians 15:5-7; Galatians 1:1, 19*). There were also false ones (*2Corinthians 11:13-5; Revelation 2: 2*).
- Pioneers of new Churches. (*1 Corinthians 9:2; 1Corinthians 3:6*).
- Grounds the Church in truth (*Colossians 1:25*).
- Bring correction in erroneous ministry, preserves unity in the Body (*1Corinthians 3:3-5*).
- Lay foundations in the Church. (*1Corinthians 3:10*).
- Father new ministries. (*2 Timothy 1: 6; 1Corinthians 4:15*).
- A ministry of miracles, signs and wonders (*2Corinthians 12:12; Acts 2:43*).
- A ministry of prayer and the ministry of the Word (*Acts 6: 4*).
- Laying on of hands for impartation of ministry (*Acts 6:6*), Imparts spiritual gifts (*Romans 1:11*).



The Prophet

- Declares the will of God regarding situations (individually or corporately).
- The ministry of the prophet involves being moved in prophetic utterance, which can be:
 - Predictive (*Acts 21:10-11; Acts 11:27-28*).
 - Directive (*Acts 13:1-3*).
 - Corrective (*Acts 15:22-23+27+32*).
 - There is such a thing as a false prophet (*1John 4:1*). God sets clear guidelines.

- Prophecies should be tested.
- The words of a prophet are judged by church leadership (*1Corinthians 14:29*).
- Any prophecy should line up with Scripture (*2Peter 1:19-21*).

The Evangelist

- Evangelists extend the frontiers of God's Kingdom.
- They are co-workers with and extensions of apostolic ministry (*2Timothy 4:5; 1 Thessalonians 3: 2*).
- They also equip the body of Christ with the evangelistic spirit of outreach.

The Pastor

- The term 'pastor' has been misquoted and abused in the church today. In most instances today, the word 'pastor' is used to designate all church leaders and that is incorrect. The Greek word for pastor is 'poimen' which means "one who tends sheep or cares for flocks," (*1Peter 5:1-4; John 21:15-17*). But this word is used only in Ephesians 4:11. Elsewhere in the New Testament, other words are used: "shepherd", "elder" and "overseer". As one of the five-fold ministry a "pastor", "shepherd", "elder" and/or "overseer" has a special emphasis on relationship networking in the local church and taking care of personal needs of the flock.

The Teacher

- A teacher is an instructor and subject-master.
- The teacher tells or shows the fundamentals or skills of something, causing others to know the facts and consequences of a matter. He or she imparts knowledge (sometimes through special revelation or inspiration).

Order of Ministry

Denoting the order of ministry is not to be understood as order of importance, just order of proper operation. The order that these ministries operate in is very specific:

1. Apostles are leaders and visionaries. They bring direction to the church. They have the courage and ability to keep the Church

moving forward, growing and building in new directions. Apostles are also fathers, able to nurture and disciple the other ministry areas.

2. Prophets have a strong sense of right and wrong, but even more than that: they have a strong sense of the Spirit's leading. Their spiritual antennae start quivering when things are going off balance or in wrong directions. Their voice is important for keeping the Church on track in what the Lord wants to do. Prophets also understand justice and are defenders of what is fair and right.
3. Evangelists are the warriors, the foot soldiers who take the gospel to the remote areas of the world. They advance the gospel and in so doing, they battle directly with the hindrances of the gospel as well. There are many more warriors in an army than there are generals and so there must be many evangelists in the church.
4. Pastors nurture the flock and comfort them. They build up the sheep in the most holy faith. They tend to the wounded and the sick. They lead the healthy sheep into good pastures so they will eat well and be strong. And, they look for the sheep that have wandered away so that none will be lost.
5. Teachers build the foundations of the church. They minister in the Word of God and remind us of the priorities and foundations that will keep us stable in our lives. They teach the church how to be wise in the ways of God.

Unity is implicit among the five. They move as one, yet operate individually to the full measure of the grace given to each one. This is the master plan for every church and we need to operate in this exact way to receive the blessings of the Lord. If we look at this scripture, we see the enormous blessing for the Saints if the church operates as it is supposed to. The end result of the Lord's work is to raise up a bride that is a direct reflection of Christ Himself, having the identical nature, character and attributes.

Illustrating the Five Fold Ministries

The human hand is a simple analogy to help illustrate the five-fold ministry.

1. We have as our first illustration, the thumb, which can reach all the other fingers, and this represents the apostolic ministry. It is one of government and in "fathering" others, and working together with those in a capacity of wisdom, love, and understanding of each in their unique talents and gifting. The thumb is analogous with the word "govern." However, "govern" is not obviously, autocratic, but is one of servant-hood, as should ANY of the ministries within the body of Christ be.
2. Next to the thumb, we have the forefinger, which for the purpose of illustration has been called "the prophet finger." It is next to the apostle thumb, and works together with them in "the foundational

structure, or ministries.” (“Built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone.” Eph. 2:20). We have yet to see how both of these ministries can and should, work together as one. They are foundational in their emphasis, and because of this, the rest of the structure of the building “rests” upon them. This forefinger is one of being a “guide” to others, and in drawing the body of Christ closer to himself, and calling the Church unto purity and truth.

3. The middle finger, the longest one, has been called the finger of the evangelist, simply because it is far-reaching, and because of the evangelist’s obvious ability to gather in the people, and spread the gospel, this has been the trademark. We shall use the word “gather” for this finger for the purpose of illustration.
4. Next to the middle finger, we have the ring finger (on the right hand). This has been labelled for our purposes, the finger of the work of a Pastor, or Shepherd. The ring finger because this becomes synonymous with caring for the needs of the flock, and the heart of the church. This finger then is analogous with “guard” because the pastor must guard the sheep from outside and interior influences, which might cause harm to those who are in their care.
5. Lastly, we have the small finger, which is equally important. Remember that without this finger the hand has no balance. We will call this finger the teacher. For the teacher “grounds” the people in the Word. Without this finger or ministry, we are sorely lacking in deep understanding of the Scriptures and in their very detailed approach to things.

All of these fingers or ministries are important, and none are “more important,” than others.

It becomes a matter of function - How an individual minister or ministry works and not an issue of “ranking.” The ranking is a matter of God’s restoration plan. No one minister or ministry has the full picture here. All have a “piece” to offer. Only Christ has understanding of what these puzzle pieces will look like after each “piece” has been interlocked with the others. Only when each of these ministries has come into complete unity, will they attain to the fullness of their own individual callings and equipping. As each respects the other’s portion and no longer fears what the other holds, then a greater unity will unfold. Then indeed, each “finger” will do its work and will realise that without each of the other’s part, that they will then be an incomplete hand.

Ministry Gifts in Ephesians 4:11

	Responsibility	Natural Manifestation
Apostle	Doctrine and Discipline	Enjoys building things: projects, businesses, etc.
Prophet	Discern and Proclaim God's Word.	Has a keen (sometimes problematic) sense of Justice.
Evangelist	Present the Gospel of Christ to the lost.	Enjoys direct contact with people. Most are successful salesmen.
Pastor	To care for the everyday needs of the church family	Enjoys serving. Loves to have people come to their home.
Teacher	Instruct the Church in the practical application of God's Word.	Is able to explain complex issues in a way that even a child can understand.

15 Ways to Serve God Through Serving Others

1. Serve God Through Your Family.
2. Give Tithes and Offerings.
3. Volunteer in Your Community.
4. Home and Visiting Teaching.
5. Donate Clothing and Other Goods.
6. Be a Friend.
7. Serve God by Serving Children.
8. Mourn with Those that Mourn.
9. Follow Inspiration.
10. Share Your Talents.
11. Simple Acts of Service.
12. Serve God Through Missionary Work.
13. Fulfill Your Callings.
14. Use Your Creativity: It Comes from God.
15. Serve God by Humbling Yourself.

We serve God by Serving Others

Many people have the misconception that being “called” by God is something only missionaries, pastors, nuns, and other church leaders experience. But the Bible says everyone is called to serve God by serving others.

“You, my brothers, were called to be free. But do not use your freedom to indulge the sinful nature; rather, serve one another in love.” (Galatians 5:13)

We are not saved by serving, but we are saved for serving. The Apostle Paul gives three insights related to this: (Need to quote with “ ” for used of exact words here.)

First, the basis for serving others is salvation. Paul says, “You were called to be free.” You cannot serve God until you have been set free by Jesus. It's the prerequisite for serving.

Until you experience the transforming power of God's grace in your life, you are too enslaved by your own hurts, habits, and hang-ups to think much about others.

Without the freedom of forgiveness, you'll end up serving for the wrong reasons: trying to earn the approval of others, trying to run away from your pain, trying to remedy your guilt, trying to impress God. Service motivated by these illegitimate reasons is bound to leave you burned out and bitter in the end.

Second, the barrier to serving others is selfishness. Paul warns, "Do not use your freedom to indulge the sinful nature." **The number one reason we don't have the time or energy to serve others is that we're preoccupied with our own agendas, dreams, and pleasures.**

Only a small minority of people use their lives to serve others. Jesus said, *"If you insist on saving your life, you will lose it. Only those who throw away their lives for my sake and for the sake of the Good News will ever know what it means to really live."* (Mark 8:35, LB)

Third, the motive for serving is love. Paul says, *"Serve one another in love."* This is an important key to building community: 1 Corinthians 13:3 records, *"No matter what I say, what I believe, and what I do, I'm bankrupt without love."* (MSG)

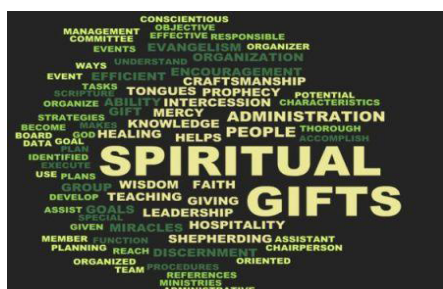
How To Increase our Faith

- Pray about it
- Cf. James 1:5
- Ask for the right things - James 4:3
- Are our prayers self-serving? 1 John 5:14

God is far more interested in why you serve others than in how well you serve them. He's always looking at your heart, serving willingly and eagerly out of love for Jesus and gratitude for all he's done for you.

You are most like Jesus when you are serving others. After washing his disciples' feet, Jesus said, *"I have given you an example to follow. Do as I have done to you."* (John 13:14–15 NLT) © 2016 by Rick Warren.

Eight Blessings We Experience By Serving Others:



1. Serving allows us to discover and develop our spiritual gifts.

1 Corinthians 12; compares the church to a human body. Just like our bodies are made of many parts serving specific functions, the church is made up of people with different skills and abilities. Alone these pieces aren't very useful, but together we create something beautiful.



2. Serving allows us to experience miracles.

In John 2; Jesus was at a wedding and the couple was running out of wine for their guests. He tells the servants to fill several big jars to the brim with water. Jesus blessed the water and when they served the water to the guests, it was wine and the finest wine too! The guests never knew what happened; the servants were the ones who witnessed the miracle. The same is true for us when we serve.

Obeying God sometimes seems like the hardest road to take. But in the long run, it is the only lifestyle that brings real peace and genuine joy. Amen.

A

We are never more like Jesus than when we are serving others.

John 13:14

3. Serving allows us to experience the joy and peace that comes from obedience.

1 Peter 4:10-11; says, “Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms... so that in all things God may be praised through Jesus Christ.” Serving is a form of worship, a way to express gratitude for what Jesus has done for us, and to share the love and grace we have been given.

4. Serving helps us to be more like Jesus.

We shift our focus off of ourselves onto others through serving. We begin to see others as Jesus sees them. And we see Jesus in others (*Matthew 25:40*).

5. Serving surrounds us with other Christians who can help us follow Jesus.

When we’re working side by side with other people, a bond inevitably forms. This was part of God’s plan for how the church is supposed to work. That’s why *Hebrews 10:24-25*; instructs us to “spur one another on toward love and good deeds, not giving up meeting together... but encouraging one another.”

6. Serving increases our faith.

As we move out of our comfort zones, God increases our faith by revealing new potential — in ourselves and in His Church. When we see what He can do when His power is at work within us, we begin looking for the doors He’s opening rather than pushing our way through the one’s He’s closed (*Ephesians 3:20*).

7. Serving allows us to experience God’s presence in new ways.

Encouragement and healing go hand in hand. As we encourage others and they find healing, we’re encouraged. It’s the reason so many people who go on mission trips say they came home feeling like they got more than they gave.

8. Serving is good for your soul.

Studies have shown that volunteering is so good for the mind and body that it can ease symptoms of stress and depression. Tapping into our gifts and passions builds self-confidence, energy, and strength. Serving others can also be the best distraction from our own worries.

We make all sorts of rational explanations for not serving:

1. I don’t have time.
2. I don’t know what I would do.
3. I don’t have any special skills to contribute.
4. They don’t need me.



But the reality is the Lord doesn’t call the equipped; He equips the called. God used men and women with similar doubts to change the course of history. Moses didn’t think he was a leader or speaker, but God worked through Moses to bring Israel out of slavery. David was

the youngest (and therefore most insignificant) of all his brothers, but God worked through David to defeat a giant and eventually made him a king. Paul used to kill Christians before he met Jesus, but he went on to become one of the most highly-regarded and prolific writers/church planters in history.

God doesn't just want to work through you, He wants to work in you.

newspring.cc/serving.

STRAND 2

Topic: Ethics and morals of family, home and church.

UNIT 2

Benchmarks: 6.2.2.3 Explore ways God's family conducts, ethics and moral in the home, church and the community

Key Questions:

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

- Examine the ethics and moral conducts of Elohim God in the Bible.
- Classify ethical and moral living in families and community.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	<ul style="list-style-type: none"> • Responsive to the ethical and moral living • Practices in the church and community
Attitudes	<ul style="list-style-type: none"> • appreciate the conducts and ethics of godly families, communities and institutions • Encourage respect for ethical and moral behaviour
Skills	<ul style="list-style-type: none"> • describe and appreciate godly families, communities and institutions • Assess the effects of the ethical and moral behaviours from the surrounding communities
Knowledge	<ul style="list-style-type: none"> • The conducts and ethics of godly families, communities and institutions • Recognising the positive behaviour/ changes in living moral and ethical lives

Content Background

STRAND 2

Topic: Teaching of Laws, Statutes and Precepts

UNIT 2

Benchmarks: 6.2.2.4. Explore ways God's family conducts, ethics and moral in the home, Church and the community.

Learning Objective: By the end of the topic, students will be able to;
Describe the laws in the Bible and their similarities and differences in man's laws.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	<ul style="list-style-type: none"> • Trusting the laws of the Bible.
Attitudes	<ul style="list-style-type: none"> • Being observant of the laws of the Bible.
Skills	<ul style="list-style-type: none"> • Assess the practices of the 10 Commandments.
Knowledge	<ul style="list-style-type: none"> • Moral understanding of the laws, precepts and statutes of the almighty God.

Content Background

Laws, Principles and Discipline of God in the Bible.

- Laws about violent Acts and its punishment. *Exodus 22:1-27.*
- Laws about stealing & compensation. *Exodus 22:1-14.*
- Laws about justice and fairness. *Exodus 23:19.*
- Laws about giving loans to the poor. *Leviticus 25:35-38.*
- Punishment for disobedience of laws. *Leviticus 26:14-46.*
- Blessings of obedience of the laws. *Deuteronomy 7:12-26.*

Note:

Get students to find laws or rules set in their families and compare them to the laws and rules in the bible. Find also their similarities and differences and discuss the usefulness of these laws and rules.

STRAND 2

Topic: Principles of Local Church Organisations

UNIT 2

Benchmarks 6.2.2.5: Evaluate the principles of local church organisations.

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

- Honour and believe in God who is the head of the Church through reading the Bible.
- Identify and describe different body functions of the local Church.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	• Having confidence in the principles of the Church.
Attitudes	• Appreciate local church for daily living and worship.
Skills	• Appraise the principles of the local Church./
Knowledge	• Be knowledgeable about the local Church principles.

Content Background

PRINCIPLES	DESCRIPTIONS	SCRIPTURE REFERENCES
Values	Living by the Fruit of the Holy Spirit.	<i>Gal 5: 22.</i>
Rules and laws	Abiding by rules and regulations of the Church expectations and the Bible.	<i>Philippians 2: 12-17.</i>
Ideologies	Uprightness and godly living habits and attitudes	<i>1 Peter 2: 9-10.</i>
Moralities	Love, Respect, Honour and Reverence.	<i>Mark 12: 30-31,</i> <i>Matthew 17:19.</i>
Ethics	Right and Wrong, Good and Bad.	<i>Romans 13: 8 – 14.</i>
Doctrines	Scripture, Faith, Grace and Christ.	<i>Romans 3: 19-21.</i>
Symbols	Crucifix, candles, communion utensils and bread.	<i>Mark 14: 22 -26.</i>

Principles of the community

- Cultural Laws – e.g. Respect other peoples properties, which is good for harmonious living with other people in the community.
- Local government laws – e.g. Proper toilets and rubbish pits to do with health and cleanliness.
- School rules e.g. No fighting and swearing, which are against the code of student ethics and for learning well in a conducive environment.
- Church rules e.g. listen to the word of God for improving of life standards.

Principles in the Public Places

- Stores e.g. no eating and littering.
- Hotels e.g. enter hotels with shoes or footwear.
- Market places e.g. all market goods to be placed on stalls.
- Office e.g. be punctual and participate in work activities.
- Bank e.g. stand in line to be served.

Faith Organizations and their Principles – help the Church of God to use the principles of God to serve especially those who are in need.

- Youth With the Mission (YWAM).
- Mission Schools and Health Centres.
- Youth Ministries, Women/Men Ministries.
- Other NGO Church Organisations.

Sample Guided Lesson

Sample Performance Assessment

Students identify the laws and principles and apply diligently and confidently, promoting Godly living, observing and maintaining discipline and integrity in the School, Church and the Community.

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit.2

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
37	Gods Laws for all persons.	Respect and accept the Biblical laws of faith that has to be followed daily.	Appreciate God's Laws that promote Godly conducts such as discipline.	Read and Quote Bible text reference to God's Law.	Laws of God in the Bible,
38	The book of Deuteronomy.	Respect and accept the Biblical laws of faith that has to be followed daily.	Appreciate God's Laws that promote Godly conducts such as discipline.	Read and Quote Bible text reference to God's Law.	Laws Of God in the Bible.
39	Integrity and discipline in Church.	Respect and accept the Biblical laws of faith that has to be followed daily.	Appreciate God's Laws that promote Godly conducts such as discipline.	Read and Quote Bible text reference to God's Law.	Laws of God in the Bible.
40	Godly precepts, statutes and principles of life.	Respect and accept the Biblical laws of faith that has to be followed daily.	Appreciate God's Laws that promote Godly conducts such as discipline.	Read and Quote Bible text reference to God's Law.	Laws of God in the Bible.
41	The Five offices of serving God.	Working for God.	Encourage others and self to offer services to the needy.	Assess attitudes towards undertaking the roles and responsibilities in providing God's services.	Biblical services and roles and responsibilities. The five offices Ephesians.
42	Roles and responsibilities of Teachers, Pastor, Prophets, Apostles, and Evangelists.	Working for God.	Encourage others and self to offer services to the needy.	Assess attitudes towards undertaking the roles and responsibilities in providing God's services.	Biblical services and roles and responsibilities. The five offices Ephesians.

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
43	Conducts and ethics of God's family in the home.				
44	Conducts and ethics of God's family in the Church.				
45	Conducts and ethics of God's family in the community.				
46	Abraham's Faith.				
47	Roles and responsibilities of Godly family.				
48	Principles of local churches.				
49	Principles of faith organizations.				

Sample Grade 6 Proficiency Assessment

Strand 3: Citizenship and Society



Unit 1: Citizen and Citizenship

Content Standard: 1.1. Students will be able to analyze civic rights and privileges, potentials, roles and responsibilities that promote good citizenship.

STRAND 3

Topic: Laws that protect our rights

UNIT 1

Benchmark:

B6 1.1.1. Differentiate PNG culture, symbols and values through comparison with other pacific nations.

B6 1.1.2. Justify what makes my country's symbolic identity different from other pacific countries.

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

- Identify and articulate values that Pacific people have in common and the values that make PNG unique.

Content Standard: 1.1. Students will analyze and demonstrate civic skills; communication skills to undertake roles, to manage conflict, to solve problems and to make decisions, and values in everyday forms of participation in society.

Content Background - Citizenship Roles Rights and Responsibilities

Universal Declaration of Human Rights

Article 1 – We are all born free and equal.

Everyone is born free and equal in dignity and with rights. We should all be treated in the same way.

Article 2 – Human rights belong to everyone.

Human rights belong to everyone, whatever our differences. You should never be discriminated against for any reasons, including your race, skin colour, sex, language, religion, political opinion, nationality or social status.

Article 3 – Everyone has the right to life, liberty and security.

You have the right to live, and to live in freedom and safety.

Article 4 – No-one shall be held in slavery.

Nobody has the right to force you into slavery and you should not make anyone else your slave.

Article 5 – No-one has the right to torture you

Nobody has the right to torture you or to punish you in a cruel or unfair way.

Article 6 – Everyone has the right to be treated as a person in the eyes of the law.

You should be legally protected in the same way everywhere.

Article 7 – Everyone is equal before the law.

You have the right to be treated by the law in the same way as everyone else. Everyone has a right to protection against violations of their human rights.

Article 8 – Everyone has the right to be protected by the law.

If you are not treated fairly according to the laws of your country, you have a right to ask for legal help.

Article 9 – No-one shall be arrested, detained or exiled without a good reason.

Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without a good reason.

Article 10 – Everyone has the right to a fair and public trial.

If you are accused of breaking the law, you have the right to a public trial. The people who try you, should not be influenced by others.

Article 11 – Everyone is innocent until proven guilty.

You should be considered innocent of committing a crime until it can be proven that you are guilty, in a fair trial. No-one should be charged with a crime for doing something that wasn't a crime at the time that they did it.

Article 12 – Everyone has a right to privacy.

You have the right to ask for protection if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

Article 13 – Everyone has the right to freedom of movement.

You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.

Article 14 – Everyone has the right to seek asylum from persecution.

If you are being harmed, or believe you are in danger of being harmed, in your own country, you have the right to go to another country and ask for protection.

Article 15 – Everyone has the right to a nationality.

You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to another country if you wish.

Article 16 – Everyone has the right to marry and raise a family.

Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and also when they are separated.

Article 17 – Everyone has the right to own property.

You have the right to own things and nobody has the right to take these from you without a good reason.

Article 18 – Everyone has the right to freedom of thought, conscience and religion.

You have the right to have your own religion or belief. This includes the right to change your religion or belief if you want, to practice your religion either on your own or with other people and to peacefully express your beliefs in teaching, practice and worship.

Article 19 – Everyone has the right to freedom of opinion and expression.

You have the right to have your own ideas and opinions and to express them to others.
You have the right to seek, receive and share information and ideas with people from any other country.

Article 20 – Everyone has the right to freedom of assembly and association.

You have the right to organise peaceful meetings or to take part in meetings in a peaceful way.
No-one can make you join a group if you don't want to.

Article 21 – Everyone has the right to take part in the government of their country.

You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians to represent you.
Governments should be voted for regularly, through free and fair voting procedures.
Everyone should have a vote and all votes should be counted equally.

Article 22 - Everyone, as a member of society, has a right to social security.

You have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if you are ill or old. The society in which you live should help you to develop and to make the most of all the advantages that are offered to you.

Article 23 – Everyone has the right to work and to fair working conditions.

You have the right to work. This includes the right to good working conditions, to fair pay and to join a trade union.

Article 24 – Everyone has the right to rest and leisure.

You have the right to rest and relaxation time, including regular holidays with pay.

Article 25 – Everyone has the right to a decent standard of living.

You have the right to the things you need to live a healthy and prosperous life. This includes food, clothing, housing and medical care and social services. Those with particular needs such as mothers and children, older people and people with disability, have the right to extra care and assistance.

Article 26 – Everyone has the right to education.

You have the right to go to school and primary school education should be free. You should be able to learn a profession or continue your studies to whatever level you wish.

Article 27 – Everyone has the right freely to participate in the cultural life of the community.

You have the right to share in your community's arts and sciences, and in any good they do. Your works as an artist, a writer or a scientist should be protected, and you should be able to benefit from them.

Article 28 – Everyone has the right to live in a free and fair world.

You have the right to live in the kind of world where your rights and freedoms are respected.

Article 29 – Everyone has a responsibility to respect and protect human rights.

We all have a responsibility to respect and protect the rights of others.

Article 30 – Everyone has human rights and they cannot be taken away.

No person or group should try to take your human rights and freedoms away.

What is a Right?

Rights are moral principles or norms that describe certain standards of human behaviour and are regularly protected as natural and legal rights in any country or internationally.

There are two types of Human Rights (Explain each right separately???)

Those we have in relation to everyone else as human beings and as a result we have responsibilities to everyone around us. These rights are referred to as Basic Rights and include the rights to life, the right to be free from violence and torture, the right to be free from unlawful deprivation of property.

With other people eg, contractual rights or Citizenship Rights, marriage, Rights gain under these arrangements can vary from specific business contracts to promises by the governments to provide services to each citizens such as education and health services with responsibility to pay fees and taxes.

Basic/Fundamental Human Rights.	Rights under special arrangements and agreement.
<p>Human Rights:</p> <ol style="list-style-type: none"> 1. Rights to Life. 2. Rights to Equality. 3. Rights to Freedom (be free from all forms of deprivation). 4. Rights to Natural Justice (Fair Hearing). 5. Rights to Freedom of Expression. 6. Freedom from interference with Privacy, Home family, home and Correspondence. 	<p>Citizenship Rights:</p> <ol style="list-style-type: none"> 1. Rights to own a property. 2. Rights to a family and identity. 3. Rights to speak your opinion. 4. Rights to quality education. 5. Rights to good health Services. 6. Rights to be married and have children. 7. Rights to access public properties.

What responsibilities come with fundamental freedoms?

Respect and obey federal, state, and local laws. Respect the rights, beliefs, and opinions of others. Pay income and other taxes honestly, and on time, to federal, state, and local authorities. Defend the country if the need should arise.

Respect and obey federal, state, and local laws. Respect the rights, beliefs, and opinions of others. Pay income and other taxes honestly, and on time, to federal, state, and local authorities. Defend the country if the need should arise.

The rights and responsibilities of citizenship are:

- Freedom of conscience and religion.
- Freedom of thought, belief, opinion and expression, including freedom of speech and of the press.
- Freedom of peaceful assembly, and
- Freedom of association.

Do naturalized citizens have the same rights?

All PNG Citizens whether naturalized or natural-born have the right to vote in the National elections. The rights of naturalized citizens are vast and important and should not be treated as lesser simply because they were not born in Papua New Guinea.

Depriving the Rights of Others.

Many societies are faced with all forms of oppression and deprivation that impeach on the rights of other citizens. These are the list of different forms of deprivation and oppression.

Violence	The intentional use of physical force, power, threatened, or actual against oneself, other person or against a group or community which result in or has higher likely hood of an injury.
Exploitation	The acts of using people as cheap labour to produce profit while not compensating them properly. People who work in sweat shops are exploited.
Marginalization	Treated as not important.
Cultural imperialism/ taboos	Women should not go to school.
Sexism	Prejudice, or discrimination typically against women or on the basis of sex.
Racism	Discrimination based on races (colour of skin) of people in the world.
Heterosexism	System of attitudes, bias and discrimination in favour of the opposite sex and against gay and homosexuality.
Injustice	Lack of fairness.
Corruption	Dishonest or fraudulent conduct by those in power particularly. involving bribery and misusing public properties.
Bullying	Seek to harm intimidate or coerced to seek someone perceived as vulnerable.

STRAND 3

Topic: Social Obligations

UNIT 1

What is social obligation?

It is about caring and concern for life and its sustainability and being responsible and positively involved in community activities.

Why is it important to fulfil your obligations of citizenship?

Stay informed of **the** issues affecting **your** community. Respect and obey the laws. Respect **the** rights, beliefs, and opinions of others. Pay income and other taxes honestly, and on time, to the country and local authorities. Being a good citizen is very important. A good citizen is normally the type of person who works hard, helps others and respects the law.

What should an active citizen do?

An active citizen is someone who cares about his/her community enough to change it. You can become an active citizen and help to make your community a better place in any of the following ways. Active citizenship allows for: Participation in the community. Empowering people to influence the decisions, which affect their lives. Knowledge and understanding of the political, social, and economic context of their participation so that they can make informed decisions. Being an Active Citizen also encourages students to participate in their community services. This approach is important as it allows students opportunities to engage in **active citizenship** activities over a number of years, and in doing so, build their interests and skills.

Ways you can get involved in your own community.

Look for Local Events. Keep an eye on newspaper and news station announcements.

Volunteer Your Time.

Donate Your Resources.

Shop Locally.

Join a Class or Group.

Support Your Local Sports Teams.

Organize Your Own Event.

Characteristics of a good citizen.

HONESTY - is the most important characteristic of good citizenship. Students are expected to be **honest** In their work, leisure, and relationships with others.

COMPASSION - is the emotion that you feel when you genuinely care for other people and living things.

How do you show good citizenship?**Here are a few more:**

1. Follow and respect the rules in your community.
2. Do your part in taking care of the environment.
3. Volunteer in community organizations.
4. Be respectful to your friends, neighbours, family, etc.
5. Help people in need.
6. Have a good understanding of the government.
7. Be a good person.

What are the good citizenship values?**The Good Citizenship Values:**

- Freedom.
- “FAITH WITHOUT ACTION IS DEAD”
- Justice.
- Truth.
- Faith in Almighty.
- Respect for life.

STRAND 3

Topic: Promoting Values of a Good Digital Citizen

UNIT 1

What is a good digital citizen?

A good digital citizen.

Being a **good digital citizen** means to demonstrate and practice safe, responsible, and legal use of technology. A **good digital citizen** is someone who understands the rights and responsibilities that come with being online and someone who uses technology in a positive way.

Why is it important to be a good digital citizen?

- Teaching **good digital citizenship** to your students helps them connect their everyday actions with their choices in a **digital** society.
- It's **important** to understand unethical behaviour and its impact for all of us.
- When using a physical book for research, students know that they must cite anything used.

How do you promote digital citizenship?

Faculty can promote digital citizenship and academic integrity in the classroom by addressing three essential components: prevention, awareness, and role modelling.

1. Develop a preventive classroom environment.
2. Increase student awareness.
3. Be a good role model.

Ways to be a good digital citizen?

Tips For Good Digital Citizenship:

- Remember the Golden Rule. "Treat people the way you want to be treated or have a member of your family treated!"
- Keep Private Information Private.
- Be Yourself.

What are the characteristics of a good digital citizen?

Characteristics of a Positive Citizen:

- Advocates for equal human rights for all.
- Treats others courteously and never bullies.
- Does not steal or damage others' property or persons.
- Communicates clearly, respectfully and with empathy.
- Actively pursues an education and develops habits for lifelong learning.

Sample Guided Lesson

Lesson 50: Laws Protecting Human Rights

Strand: Citizenship and society.

Unit: Citizens and Citizenship.

Content Standard: Students will be able to analyze civic rights and privileges, potentials, roles and responsibilities that promote good citizenship

Benchmark: Explore and analyse the rules and laws that protect citizens' rights and identify forms of oppressions.

Topic: Laws Protecting Human Rights.

Lesson Objective:

- **Affective Objective:** Value and appreciate Human Rights Laws.
- **Psychomotor Objective:** Communicate clearly the basic Human Rights Laws.
- **Cognitive Objective:** Know the Laws that protect all human beings.

Resource: Refer to Human Rights Notes to get appropriate lesson notes for your lesson (for the Lesson).

Reference:

1. AHRC Creative Commons information.
2. © Australian Human Rights Commission 2016.
3. TIPNG – Civics Education In PNG Schools.

Key Concepts:

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Appreciate that all human beings have rights to freedom Liberty and justice in life. 	<ul style="list-style-type: none"> • Respect and appreciate the laws that protect human beings. 	<ul style="list-style-type: none"> • Communicate clearly the laws protecting everyone. 	<ul style="list-style-type: none"> • Know the Human Rights Laws and memorize the laws.

Teacher's Lesson Notes

Refer to Human Rights articles for reference.

Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction Do a pre-Test 1. Is a human right a law? 2. Who made this law? 3. Name one other law that protects us?	1. Write the statements (as attached) on the black board/ chart for students to decide in pairs whether a statement is a Right or not. 2. Brainstorm student's response and relate to the Topic: Laws Protecting Human Rights. 3. State the objectives of the lesson. 4. Introduce the lesson by defining and give examples of Human Rights.	You have the right to travel anywhere to any place at any time. Students to discuss where it's a Right or Not. <i>(Refer Attachment 1)</i>

Lesson Part	Teacher Teaching Activity	Student Learning Activity
	Activity 1: 1. What are the Basic/Fundamental Human Rights? 2. Rights to Life. 3. Rights to Equality. 4. Rights to Freedom (be free from all forms of deprivation). 5. Rights to Natural Justice (Fair Hearing). 6. Rights to Freedom of Expression. 7. Freedom from interference with Privacy, Home family, home and Correspondence.	Students discuss each of the Human right as a group. Students Copy These Rights in their Exercise Books and learn them. As a class, students memorize each of the Rights. Remove the notes on the board, students to close their eyes and memorize the Rights by raising their hands. Students should memorize at least three of each.
	How do you feel when you are not allowed to enter the classroom?	Students verbally express positive attitudes towards respecting and valuing each other's right. Home work Describe the possible consequences of denying the Rights of citizens.
Conclusion.	Why is it important to Know My Rights?	Read the rights together as a class.

Evaluation: Do a Post Test to find out if students understood what Human rights Laws are.

Sample Performance Assessment

Lesson Assessment

CHECKLIST- Strand 3: Unit: 1 Topic: 1

Tick when your students have achieved the Knowledge, Skills and Attitudes shown in the table.

Student Name.	Identify Various rights.	Name at least 5 rights in general.	Categories at least 5 rights under its headings.	Explain why we have laws.	Participation in group discussions.	Comments.
Mary	/	/		/		Needs to know the sections to which the rights come under.
Betty						
Melchior						
Phreidrique						

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit. 1.

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
51	Factors affecting Human rights.	*Appreciate that all human beings have rights. *Liberty, freedom and justice in life.	Respect and appreciate the laws that protect human right.	Communicate clearly the laws protecting human rights.	Know the Human Rights Laws Memorize the laws.
52	Laws protecting Me (Citizens).	Value the rights of others.	Sympathies with people who are affected.	Discuss the cause and effects.	Depriving Human right.
53	My Rights as a Child.	Liberty, freedom and justice as a citizen.	Appreciate the laws that protects citizens.	Discuss laws that govern the citizens’ rights.	Citizens. Rights.
54	My Democratic Rights.	Care, protection and security for children and vulnerable.	Appreciate laws that protect children from all forms of exploitation.	Advocate the laws that protect citizens’ rights in a planned school activity.	Children’s Rights
55	Morals, Ethics and Values.	Loving, caring and respectful citizens.	Respect themselves and others.	Advocate moral values work ethics with others.	Practice the moral and ethical values.
56	Social Obligation of a Citizen.	Caring and concern about life and its sustainability.	Being responsible and positively involved in community activities.	1. Look for Local Events. Keep an eye on newspaper and news station announcements. 2. Volunteer Your Time. 3. Donate Your Resources. 4. Shop Locally. 5. Join a Class or Group. 6. Support Your Local Sports Teams. 7. Organize Your Own Event.	Community participation.
57	How can I help my Community?	Caring and concern about life and its sustainability.	Being responsible and positively involved in community activities.		Community participation.
58	Decision Making (issues in the society).	Caring and concern about life and its sustainability.	Being responsible and positively involved in community activities.		Community participation.
59	Organizing Events.				

Sample Grade 6 Proficiency Assessment

Strand 3:	Citizenship and Society.
Unit 1:	Citizen and Citizenship.
Topic:	Laws that Protect Our Rights.
Benchmark:	6.3.1.1. Explore and analyse the rules and laws that protect citizens' rights and identify.
Performance Indicators:	1. Analyze laws that protect citizens' rights. 2. Examine different forms of deprivation of various rights.

Assessment Task: Summative Test

Purpose: Assess students' ability to explore and analyse the rules and laws that protect citizens' rights and the deprivation of the various rights.

Task Details

Students will do a summative test of the five lessons covered in this unit.

Performance Criteria

TEST

Instruction: For each of the following statement, decide whether it is a right or not a right by ticking yes or no.

A sample scoring rubric is shown below.

No	Statement	Yes	No
1	Citizens have the right to purchase goods from any country?		
2	Everyone should have adequate housing?		
3	You have the right to live your life without fear of violence?		
4	You practice any religion you want?		
5	You have the right to speak anything without fear of punishment as long as it is true in every aspects?		
6	You have a right to free basic health services?		
7	You have a right to come to school?		
8	Your parents have the right to discipline you?		
9	You parents have the right to use excessive force to hit you?		
10	Your father have the right to marry other women?		

RECORDING

Teachers must keep accurate records of student achievement and learning.

Sample recording of student's achievements.

CCVE Grade: 6 Term: 1- 4 Year: 2019					
Strand	1	2	3	4	Total
Unit	1	1	1	1	
	2	2	2	2	
	3	3	3	3	
Student Name	25	25	25	25	100
Lilly					
Doris					
Phreidrique					

REPORTING

Sample Report Card Any student who scores in the range of 85-100% is awarded an A grade. Similarly a B grade is awarded for a score ranging from 70-84%, C grade for score ranging from 50-69% and so on (refer to the table).

School:	Grade:	Class:	Term:	Year:
Student:				
Explanation of achievement rating to demonstrate the acquisition of values, attitudes, skills, knowledge, in the Strand's content taught for the grade level.				
A	B	C	D	E
(85–100)%	(70–84)%	(50–69)%	(20–49)%	(0–19)%
Very High Achievement.	High Achievement.	Satisfactory.	Low achievement.	Below minimum Standards.
Subjects strand	Marks Attained	Percentage	Grading	Comments
Strand 1				
Strand 2				
Strand 3				
Strand 4				

Unit 2: Active Citizenship and Civic Participation

Content Standard: 1.1. Students will be able to analyze civic rights and privileges, potentials, roles and responsibilities that promote good citizenship.

Topic: Social Obligations as a Citizen of PNG

Benchmark B6 1.1.1. Apply their democratic rights and civics (social) obligations.

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

- Identify and articulate values that Pacific people have in common and the values that make PNG unique.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	<ul style="list-style-type: none"> • Being patriotic. • Being aware Care. • Value transparency. • Honesty, freedom • Liberty. • Patience. • Cooperate. • Responsibility. • Unity. • Friendship.
Attitudes	<ul style="list-style-type: none"> • Be open-minded about such issues and confident about where they stand in their views. • Tolerate behavior and attitudes of other genders,. • Show appreciation and respect for good leadership. • Show appreciation for those who help you to get a good education. • Be diligent in looking after his / her property well. • Appreciate that there is no place like home and show care & concern by taking part in community work for the common good of everyone. • Demonstrate maturity and sensitivity when addressing the community. • Show empathy for other cultures and their way of life. • Be inspired by others and have the desire to learn about themselves, their talents and gifts.
Skills	<ul style="list-style-type: none"> • Critically analyze and present their findings in front of the class by expressing their views. • Analyze the LPV System. • Examine the different types of hindrances to education and ways to solve them. • Estimate the total cost involved in purchasing or creating their properties. • Display problem-solving skills to mitigate climate change effects. • Demonstrate public speaking skills with confidence using multi-media or just with charts or drama • Cultural obligation skills of organizing the community. • Display effective communication skills by presenting to the class, the community, province, nation or abroad.

Knowledge

- What the Bible says about same sex marriage?
- Same Sex Marriage Laws in Other Countries.
- LPV System.
- Barriers to Education & its Solutions.
- Good Stewards.
- Discuss the principles and values that is required of church members.
- State roles played by various prominent citizens within their province and identify ways of contributing positively to make your province better.
- How to Plant & Care for Mangroves and Other Trees.
- General Knowledge About Your Local Environment.
- Effects of taking Drugs on Personal Health.
- Consequences of Drug Abuse in the Community.
- Initiations into Adolescence, manhood or womanhood in some Cultures.
- Examples of some role models who gave back to the community or school.

Content Background - Social Obligations as a Citizen Of Papua New Guinea

As citizens of this beautiful country of Papua New Guinea, we have democratic rights and social obligations that we live by. When we do those things, we affirm our identity as Papua New Guineans.

Democratic Rights

The table below shows some of our citizenship rights and practices that qualify us as Papua New Guineans.

Table 1: Citizenship rights and citizenship practice

Citizenship Rights	Citizenship Practice
Civil rights and individual freedoms	Social responsibility.
• Freedom of Movement.	• Citizen campaigns.
• Right to Privacy.	• Civil rights movements.
• Freedom of Speech, thought and religion.	• Volunteering and mutual help.
	• Demanding government accountability.
Political Rights	
• Right to Vote.	
• Right to Stand for Political Office.	
• Right to Assemble.	
Social Rights	
• Right to Education.	
• Right to Security.	
• Right to Health.	
Economic Rights	
• Right to Own Property.	
• Right to Conclude Valid Contracts.	
• Right to Minimum of Economic Welfare.	

Source: Marshall and Bottommore, 1992.

Let us look at four (4) Rights

1. Freedom of Speech, Thought & Religion

All children are born with civil, political, social and economic rights, which enable them to practice their citizenship – at least to some extent.

Below are 3 rights that children have in relation to the freedom of speech, thought and religion.

The United Nations Convention on the Rights of the Child (CRC, 1989)	
Article 12: The opinion of the child	Children have the right to express their opinions freely and to have their opinions taken into account of any matter of procedure affecting them.
Article 13: Freedom of expression	Children have the right to express their views, obtain information and make ideas of information known.
Article 14: Freedom of thought, conscience, and religion	The State shall respect children's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Many of the students in Grade 6 should be above 12 years old and therefore can freely express their thoughts on issues affecting their lives, communities and the nation as a whole.

There are many issues in our country today that needs to be taught to our children so they are aware of the advantages and/or disadvantages of these issues, the consequences of these issues if not addressed properly. Students need to know so they can make up their own mind on where they stand. Some of these issues include teenage pregnancy, children begging for food and money around traffic lights in the cities, tuberculosis, HIV/AIDS, same sex relationships (in PNG) or marriage (in other countries) etc.

Let us look at the issue of same-sex marriage.

Same-sex Marriage Laws in other Countries

Human Rights Acts Article 12: Right to Marry protects your right to marry. In 2002, the European Court of Human Rights ruled that this right extends to transsexual people. As a result, Australia, New Zealand, United States and 25 other countries recognized same-sex marriage, which is the marriage of two people of the same sex or gender, entered into a civil or religious ceremony, as legal in their countries. This means that they are free to move around together as a couple and live freely without discrimination and stigmatization. They are treated as normal citizens. They can go to work, access health services and live normal lives.

While the governments and courts of countries such as Hong Kong, Philippines and Japan are considering legalizing same-sex marriage in their countries, Guatemala is considering banning same-sex marriage. Where do we stand in this issue as Papua New Guineans?

Same-sex Relationships in Papua New Guinea

The Government of PNG does not recognize same-sex marriage. In fact, male to male, same-sex sexual activity is prohibited by Section 210 of the Papua New Guinea Penal Code. Those caught engaging in anal sex can get punished with up to 14 years imprisonment. Other same-sex sexual acts can be punished with up to three years imprisonment.

Papua New Guinea has homosexuals but they are afraid of coming out too public in fear of abuse.

What does The Bible Say About Same Sex Marriage?

The Word of God is against same-sex marriage.

Bible Verse	What It Says?
Leviticus 18:22	Men shall not lie with a male as one lies with a female; it is an abomination.
Leviticus 20:13	If there is a man who lies with a male as those who lie with a woman, both of them have committed a detestable act
1 Corinthians 6:9-10.	Or do you not know that the unrighteous will not inherit the Kingdom of God? Do not be deceived: neither the sexually immoral, nor idolaters, nor adulterers, nor men who practice homosexuality, nor thieves, nor the greedy, nor drunkards, nor revilers, nor swindlers will inherit the Kingdom of God.

Individual Testimonies

Like all other issues that have solutions, homosexuality can be corrected. Dennis Jernigan, a songwriter and worship leader, from Oklahoma changed from homosexuality to a child of God, husband and father. He is married to his wife for more than 30 years now and has 9 children. Anne Paulk, executive director of Restored Hope Network, left lesbianism. She is an author and speaker on homosexual issues and author of Restoring Sexual Identity.

These and many other online successful testimonies of people who have break-through from homosexuality revealing that no issue is too difficult for God to solve. If we cooperate with God, we can bring solutions into our school, community and the nation.

Summary of Institutional Rights & Individual Freedom from Same-Sex Marriage/Relationships			
Human Rights.	PNG Government Law.	God's Standard.	Individual Testimony.
Right to Marry allows gay or same-sex marriage.	Does not allow same-sex marriage.	Detestable.	Dennis Jernigan – free from gay.
	Male to male sexual acts is punishable up to 14 years imprisonment.	Abomination.	Anne PaulK - free from lesbianism.
	Other same-sex acts carries 3 years imprisonment.	Will not inherit the Kingdom of God.	

2. Right to Vote

Age Markers of Adulthood

18 years is the general age marker for adulthood as set by the United Nations, which gives a citizen the right to vote.

The table below shows some of the legal age for citizenship rights and responsibilities, which varies in different countries including PNG.

Rights and Responsibilities	Age in Years															
	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Age of majority (incl. contracts, credit)																
Age of consent																
Age of criminal responsibility																
Marriageable age - boys																
Marriageable age – girls																
Legal working age																
Age of enlisting in the army																
Voting age																
Minimum driving age																
Ending age of compulsory education																

LPV System

LPV is system that is based on the principle that the winner must have the support of an absolute majority (50% + 1). Preferential voting is seen as more indicative or reflective of the will of the electors. In LPV, the voter is given an option to choose at least three candidates amongst the names on the ballot paper by placing the number “1” as the first preference, indicates the second preference with number “2” and the number “3” for the third candidate.

Advantages of LPV

1. It ensures that only a candidate with the support of an absolute majority of an entire electorate can win. Eliminating the possibility of minority winners. In other words, the winning candidate is the “most preferred.”
2. It ensures that voters can support minor parties and independent candidates, knowing that their preferences may be used to decide the winner. Thus, votes for minor parties and independents are not wasted.
3. It allows parties of like-minded philosophies or policies to “exchange preferences” in order to assist each other to win.
4. It promotes and encourages candidates and their supporters to be electorate-wide minded in their campaign strategies than strongly opposing each other. This may reduce or eliminate tribal fights amongst supporters of rival candidates.
5. It has a very good or high turnover of candidates during elections.

Disadvantages of LPV

1. It increases Exhausted Votes.
2. Declaration may be delayed because of long counting process.

Good Leadership

“A leader is one who knows the way, goes the way, and shows the way.”
~ John C Maxwell.

A leader is someone who influences people to do things, whether good or bad. He leads by examples and other follow his/her leadership qualities. As long as a person has people following him (for example, doing what he does, saying things he says, wearing the kind of clothes he wears, etc), he is a leader. People follow a leader for various reasons, such as identity, benefits and rewards, companionship and power. A leader can also get people to follow him by various means, such as bribery, threats and influence.

When a person influences people to follow him or her just by their character that is good leadership. A good leader will never bribe people to follow him or her nor threaten them. Instead, he or she will lead by example. People will follow such a leader because of good qualities that are found in him or her.

Below are some qualities that make a good leader.

	Qualities	Effects
1.	Honesty & Integrity	Leaders succeed when they stick to their values and core beliefs.
2.	Confidence	People follow a leader who is confident of where he is leading them to.
3.	Inspire Others	People follow a leader who leads by example. “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” ~ John Quincy Adams.
4.	Commitment & Passion	When a leader shows commitment in a task, his followers will do the same.
5.	Good Communicator	A leader can motivate his followers to do tasks if he can communicate well.
6.	Decision-Making Capabilities	A leader is never afraid to make decisions and stand by them for the good of his people.
7.	Accountability	A leader makes sure everyone of his subordinates are accountable and provides encouragement.
8.	Delegation & Empowerment	Sharing the workload by giving tasks to subordinates builds trust in followers. They will know that the leader believes in them and their potential. This makes them feel important and special and they will do anything for the leader.
9.	Creativity & Innovation	“Innovation distinguishes between a leader and a follower” ~ Steve Jobs. Creative thinking and innovation sets a leader and his team apart.
10.	Empathy	When a leader knows how to put himself/herself in the shoes of other people and understand their problems and feel their pain, people will respect and follow him.

3. Right to Education

Education is not a privilege, it is a right. This means that a country has the obligation to protect, respect and fulfill the right of its citizens to receive an education.

Importance of Education

Education is important because it equips a person with knowledge, skills and values, which can affect his or her attitudes for the good of everyone.

Knowledge

These are information about everything a person needs to know that affects his/her life, whether it is physical, emotional or spiritual. Knowledge is important because without it, he/she will be ignorant about many things in life. As a result, he/she can be overlooked when people need information about certain things. Knowledge empowers a person and makes life easy for him or her.

Skills

These are the things a person learns that enable him/her to do certain tasks. A skill is the ability to do something.

Values

These are principles or standards of behavior that guides how a person acts. His or her attitudes depend on the underlying value that they possess.

The table below shows some of the knowledge, skills and values that a Grade 6 student in PNG may have gained in his/her education.

Knowledge	Skills	Values
Read, Write and Speak English.	Play a game skilfully, eg. Basketball.	Hard work
Solve Everyday Problems Using Mathematics.	Draw a picture artistically.	Self-esteem
Taking Care of Your Body.	Make models of things.	Respect
Importance of Eating Balanced Meal.	Cook a balanced meal.	Team work

Further education can give him/her more knowledge, skills, values and attitudes that can prepare and equip him/her to be an effective contributing citizen of this country. He /She will be an asset to his/her community, organization and the nation as a whole. Education can take him/her places and fulfill his/her dreams if he/she stays focused.

Barriers to Education & its Solutions

Education is a right for every citizen. However, there are many barriers to education. Some of them are beyond our control but with perseverance,

hard work and faith in God, a student can beat all the odds.

The table below shows some of the barriers students face in education.

Barrier to Education	Solution
School Fee Problems -	Parents usually pay for this but with TFF, all students should have access to basic education.
Natural Disaster	Students have a right to education and freedom of speech. They are equipped to solve problems. Together with like-minded students and members in their community, they can address these issues and bring them to the attention of their local level government and influence their decisions to take care of their right to education.
Tribal Fights leading to school closure -	
Problem Marriage in homes affecting student's studies -	Find positivity outside of their home and stay focused. Make friends with positive students, joined good clubs or groups that can help them to stay positive.
Security Issues, eg., Tribal enemies, etc.	They have a right to education and freedom of speech. They are equipped to solve problems. Together with like-minded students and members in their family or community, they can address these issues properly. The law is there to protect citizens' rights to security as well.

Apart from natural disasters, barriers become noticeable when people stop doing what they are supposed to do to support their children from achieving their right to education. However, it is also important for students to know that there are many people such as their family members who play their roles so faithfully that some students do not have a bitter taste of education barriers. Acknowledging these people and God and showing their appreciation and gratitude in little things will go a long way. Even those who overcome great barriers have so much to be thankful for.

4. Right to Own Property

As a citizen of this nation, a person has the right to own property and do whatever he/she wishes to do with it. Owning a property brings economic development when released to the public to use. For example, someone who owns a house cannot make money and contribute to economic development until he/she puts it on rent for the public to use. Owning a bus does not bring economic development until the bus is release to run on hire basis or used as PMV. These are the benefits of owning a property at a higher level.

As students, how does owning a property make them feel? It should give them a sense of ownership and pride (not in a bad way). At this level, students should understand that owning a property is their right and that they should never be afraid to share or lend to help others. It could be sharing or lending little things like pencils, soccer ball, guitar, reading book, etc.

Good Stewards

It is in being in charge of other people's property that students learn to be good stewards. Most of the time students take their own properties for granted and abuse their purpose because they do not feel the pain of spending money on something. Students should be encouraged to share or lend things so they can learn the value of good stewards.

Taking care of other students' properties will instill in them a sense of responsibility to be a good steward of their own properties. This will go a long way when they are big and matured enough to take part in economic development.

Accountability

It is important for students to know that it is ok to make mistakes. Rather than lying to cover up a mistake when a friend's property gets lost or damaged while in their possession, they should be encouraged to own up and tell the truth. That is accountability. Even with their own property, when students take responsibility for the actions they take with regard to their own property that is being accountable. Being accountable prevents a student from passing blame on to someone and it is an admirable quality of a leader in the making.

Sharing is Caring

Not all students have the privilege of owning property as some would. Students should be encouraged to share as it encourages caring for another person. The distribution of resources and wealth in this nation is unequal. When students learn to share as young as they are, one day when they are in positions of influence, they can channel government services and funding in the right way to help everyone.

Respect for Other People's Property

There is a saying that goes, do unto others what you want them to do for

you. When students are encouraged to show respect for other people's properties, they would receive the same treatment.

Showing respect for other people's property would mean to use manners when asking to borrow. It would also mean that the property was released on trust so good care should be taken. Know the correct use of the property and use it wisely to avoid abusing it.

The table below shows some of the ways in which students can do to show respect for other people's property:

Student	Approach
When asking for permission -	May I borrow your pencil, please? Or May I take 5 minutes of your time, please?
When in possession of a guitar -	Strum with care and try not to break the strings.
When in charge of mobile phone -	Try not to read private messages.
When driving someone's car -	Do not misuse the vehicle.

Social Obligations

The basic social obligations are not detailed as the National Goal and Directive Principals. They include:

1. To respect, and to act in the spirit of our constitution.
2. To protect PNG and to safeguard the national wealth, resources and environment in the interests not only of the present generation but also of future generations.
3. To work according to their talents in socially useful employment, and if necessary to create for themselves legitimate opportunities for such employment.
4. To respect the rights and freedom of others.
5. Educate children and in particular to give them a true understanding of their basic rights and obligations and of the National Goals and Directive Principals.

So, let us look at 4 examples of social obligations that students are obliged to do. These are:

1. Planting Mangroves or other Trees to Mitigate Affects of Climate Change.
2. Community Awareness on Drugs Abuse.
3. Initiations to Adolscences, Womehood and Menhood.
4. Representing your School, Community and Provinces in Sports.

These four social obligations are explained in detail below. Students are to be encouraged to take on these obligations and really put them into practise. By being involved in such projects, students will develop a sense of ownership and achievement because they are contributing to their society's well being. It will also support the purpose of this course and give the students a high order cognition level, a sense of purpose in life.

1. Planting Mangroves or Other Trees to Mitigate Against Effects of Climate Change.

With regard to Social Obligations #2 above, we are to protect PNG and to safeguard the national wealth, resources and environment in the interests not only of the present generation but also of future generations.

For those living in coastal areas, our land is our resource not only for us today but for our future generations. We cannot sit back and watch the sea sink our beautiful Islands as a result of climate change. We need to do something to safeguard them. (Likewise, for us who live on higher altitudes, we cannot sit back as well and watch the effects of climate change destroy our villages, coffee gardens, people's lives, etc. We also need to do something). We too can plant the eucalyptus tree that grows very well in most regions of the PNG Highlands.

What is climate change?

Climate change is the change in global weather patterns such as increase in temperature and storm activity as a result of greenhouse effect. Greenhouse effect is the warming of the earth's surface as a result of the earth's atmosphere being polluted by greenhouse gases such as carbon dioxide, methane and sulphur dioxide. These gases are highly concentrated in the earth's atmosphere as a result of human activities, such as burning of fossil fuels in cars, industrial activities, burning of huge area of kunai grass, cutting down huge areas of trees, etc. When humans do these activities, we release so much carbon dioxide and other greenhouse gases into the atmosphere. These gases then act like a blanket around the earth. When the sun's rays hit the earth's surface and bounce off, instead of going into the outer space, the blanket of gases trap the reflected rays. As a result, such these rays are kept and circulated within our atmosphere with no way of escaping out. This causes the temperature to rise. Now, the earth's atmosphere is in perfect equilibrium. It has a way of balancing itself whenever there is an imbalance. So when the temperature rises, the earth's atmosphere has to react to balance this excess amount of heat energy by making the place cold. It does so in the form of heavy rain, thunderstorm, strong winds like cyclones or common known as the etc. In the process of the nature trying to cool down the earth's atmosphere, we feel the negative effects of them, known as the Effects of Climate Change.

Effects of Climate Change on Communities

The Effects of Climate Change is so drastic. Let us first look at temperature rise and its effect.

- **Sea level Rise**

When the temperature rises, it melts the ice caps in the North Pole thereby causing the sea level to rise. As a result, coastal islands experience salt water intrusion into their villages, affecting their water wells, gardens, even the community area where they live so they have to move further inland to higher grounds. Their fishing grounds are destroyed and slowly the islands are beginning to sink

as the effect of sea waves causes beach erosion and continue to move the coastlines inward.

Next, let us look at the effects of the nature trying to balance the increasing temperature so ice caps do not melt and sea level does not rise further.

- **Floods & Landslides**

For those living in higher altitudes where there are big rivers, they experience heavy rains and thunderstorms. These occur frequently to balance the increasing temperature. As a result, floods occur. People's gardens, homes, roads, etc are destroyed by the floods all over PNG, especially the beautiful Islands/Atolls of PNG.

Increased rains also cause landslides, destroying gardens, villages and killing people.

- **Cyclones**

Strong winds blow down houses; destroy trees and gardens, etc. These and other effects of climate change are real and we cannot just sit back and watch. We need to do something. As citizens of this country, it is our social obligation to protect our environment for us, and our future generations. One of the ways we can do that is to plant Mangrove trees for coastal areas. We know Mangrove trees hold the soil together by its roots and prevent soil erosion. When a lot of mangroves grow beside the seas, they stop sea level from washing away the beach and moving into the villages. If we live in higher altitudes, we can plant big trees with deep root system so they can hold the soil together to prevent soil erosion and landslide. Additionally we know that planting a lot of trees will help remove toxic carbon dioxide (CO₂) from the atmosphere, and replace it with oxygen (O₂), which we breath in. We can contribute to saving our environment by starting a project. So let's start here.

How to Plant & Care for Mangroves and Other Trees

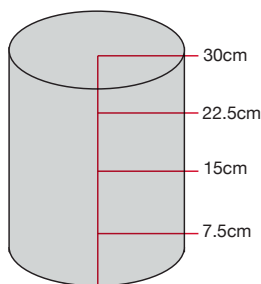
Mangroves for Coastal Villages (You can teach about Planting Trees or Targets, etc at High Altitudes to control Erosion)

Importance of Mangroves

Mangroves protect shorelines from damaging storm and hurricane winds, waves, and floods. Mangroves also help prevent erosion by stabilizing sediments with their tangled root systems. They maintain water quality and clarity, filtering pollutants and trapping sediments originating from land.

How to Grow Mangroves From Seed

Firstly, mangroves grow well when they are planted within their zones. So study the species that grow around the coastline area and the type of seeds they produce and release onto the water. Collect those seeds and follow the Method below to grow your mangrove seedlings. Do this at least 2 or 3 months before seedlings are ready for students to plant. (You can ask the students to do that themselves, a pot per seed per student).



Things You Will Need

- 25cm – 30 cm deep containers without drainage holes.
- Small stones or pebbles.
- Sand.
- Potting Soil.

Method

1. Soak mangrove seeds in tap water (or water from creek, waterhole, river, etc. Not sea water) for 24 hours.
2. Fill the bottom of the containers with pebbles up to about 7.5cm. Fill the next 12.5cm height with a mixture containing equal amounts of sand and soil. Slowly fill the pot with seawater until the surface of the sand and soil mixture is flooded and covered by at least 2.5cm of water. This is now your growing media, measuring about 22.5cm in total. Mangroves survive and thrive well in a flooded growing media.
3. Push a seed into the growing medium so that it is covered by approximately 1.3cm of sand and soil. Plant one seed per pot/container. Place the container in a protected and warm area that receives indirect sunlight.
4. Monitor the pot and make sure that the growing medium does not dry out. If the water level falls below the surface, add more water until the surface is again flooded. After a few months of growth, the seedling can be planted around the coastline area, especially in the eroded bank area. Give 2-meter spacing and plant them randomly, not in straight lines. The prepared hole for planting should be 1.5 times wider and 1.5 times deeper than the root ball of the seedling.

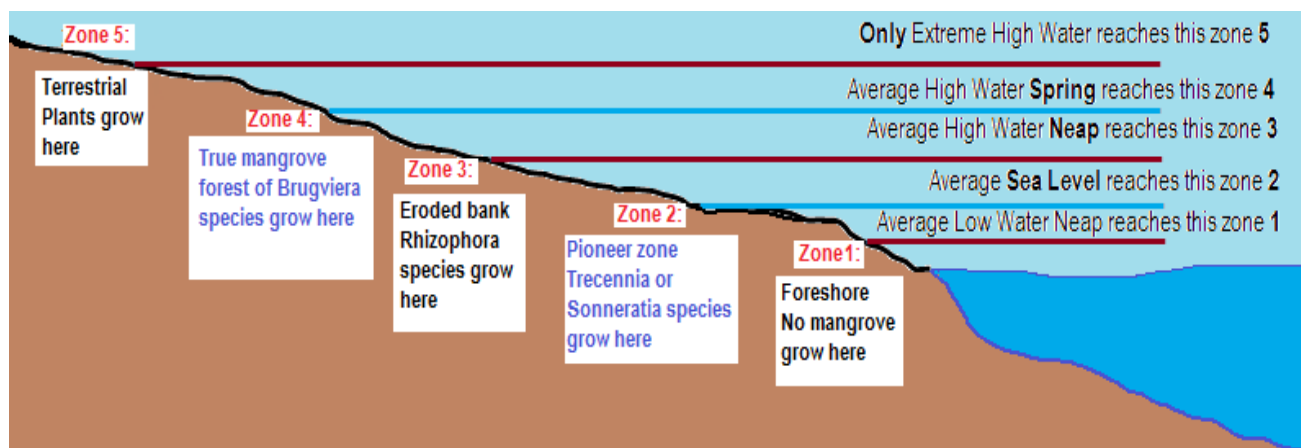
(The task of growing mangrove seedlings can be taught to the community so it becomes a community project as well where students can participate in planting. Get NGOs that deal with mangroves planting to assist the community. It could be a good business for the community to grow and sell the seedlings too).

Planting Your Mangrove Seedlings Within The Correct Zones

Plant your mangrove seedling within the correct estimated zone according to the mangrove pattern in your area. For example, if erosion occurs in Zone 3, plant only the seedlings of the species that are grown in Zone 3. Monitor them often to make sure that your mangrove plants are growing well. If they die, do not worry. Try other techniques by doing further research and perfect it. Mangroves have the tendency to adapt naturally if the conditions are right.

General Knowledge about Your Local Environment

Study the example of a generalized zonation map below to give you a fair idea of the type of mangrove species that occur within the zones.



2. Community Awareness on Drug Abuse

With regard to Social Obligations #2 above, we are to protect PNG and to safeguard the national wealth, resources and environment in the interests not only of the present generation but also of future generations. More importantly, we want to save our human resources, us, the people. If we don't address the drug issue, continuous drug abuses will erode our young generation. Thus the topic is extremely important to study and learn the good and bad affects of drug abuse by our young generation and why we need to prevent this from taking a foothold in our communities.

Resource in this regard not only refers to natural resources like gold, copper, oil and gas but it also refers to the most important asset of this nation, which is the Human Resource. We are the ones who will build or destroy this nation, not Australia, China or America. So we need to rise up and do something. Issues like drug abuse can destroy a home, a community and as a result, affect the progress of a nation.

What are Drugs?

Drugs are chemical substances that affect the function of the brain and changes how a person sees, feels and thinks. Drugs are divided into different groups, three of which are listed below and they have been proven useful in treating wide range of medicinal conditions including mental disorders around the world:

- **Depressants:** - These cause depression of the brain's faculties.
- **Stimulants:** - These cause stimulation of the brain, giving rise to alertness and increased bursts of activity.
- **Hallucinogens:** - These cause hallucinations and an "out of this world" feeling of dissociation from oneself.

What is Drug Abuse?

Drug abuse is when you use a substance, whether it be legal or illegal, in ways you shouldn't be doing so. People use drugs for various reasons. Some of them are listed below:

- Out of curiosity.
- Peer Pressure.
- Relief from pain.
- Religious practice.
- Recreational purposes.
- Obtain inspiration.

Effects of Taking Drugs on Personal Health

All drugs can have potential side effects. When misused, these drugs affect the brain. They cause large amounts of dopamine, a neurotransmitter that helps regulate our emotions, motivation and feelings of pleasure, to flood the brain and produce a “high”, which can cause brain damage or health risks to self and others in the community. Eventually, drugs can change how the brain works and interfere with a person's ability to make choices, leading to intense cravings and compulsive drug use. Over time, the person's behavior will change and he/she will display some of the following:

- Paranoia.
- Aggressiveness.
- Hallucinations.
- Addiction.

Addiction is when a person cannot live without it. As a result, it can affect every organ in his/her body. Some side effects of drug addiction on a person's health are listed below:

1. Problems with memory, attention and decision-making. which make daily living more difficult.
2. Nausea and abdominal pain, which can also lead to changes in appetite and weight loss.
3. A weakened immune system, increasing the risk of illness and infection.

Consequences of Drug Abuse in the Community

Starting with a home, a person who is into drugs will find his/her relationships affected. Those relationships will become less important, and he/she will lose interest in school, sports or work. He/She may withdraw from school, as family members and activities he/she usually does. Domestic violence can be common. Children of addicted parent(s) suffer from abuse and lack of love. Some may have to play the role of the addicted parent to help keep the family together.

In the business community or society, a person who is into drugs can affect business performance if he/she is an employee. Loss in productivity can lead to loss in revenue and therefore affect the business.

Drug addicts can commit crimes and addicted men can rape or sexually harass women and girls. People will not feel safe to live in a community

like that. Business opportunities will decrease. Law and order problems will be on the rise. So many bad things will happen if this issue of Drug Abuse is not addressed.

How To Do Research On Issues?

In your community, you may find many issues that you might like to carry out awareness on to educate and empower your community. Drug abuse is one that is common in most of our communities. Others include teenage pregnancies, HIV/AIDS, Tuberculosis, etc . You do not have to wait until you complete Grade 10 or 12 or even go to University and get a good job to talk about these things. As young as you are, you can develop your research skills now and contribute meaningfully in your community. Many young people around your age all over the world have done that and they are making an impact in the world.

Here is how to do it.

1. Identify the issue that you want to talk about.
2. Carry out a survey to see people's views on it.
3. Research on it. Go to the library and read books about it. Find the cause, consequences and solutions.
4. Do Google search on the internet. You will find many interesting information to read on the topic you have selected for study.
5. Read newspapers and cut them out as your evidence. Record the date and page number.

Write to Your Village or Ward Counsellor for an Opportunity to Speak

You can write to your village or ward counsellor for an opportunity to present your findings and you can do it alone or as a group. Whenever the community meets, he/she may give you the opportunity. But you must convince him/her with your findings in the way you construct your letter. Your teacher can help you do that.

Presenting Your Findings

Gather your findings together and write out your report. Reports always have an Introduction, Body and Conclusion, whether you write it or present it verbally to your community. You can dramatize it or do posters, etc. In whatever way you decide to present your findings, do it with confidence, enthusiasm and clarity knowing that you are helping to make a difference and never ever look down on yourself.

3. Initiations in Adolescence, Menhood and Womenhood

With regard to Social Obligations #5 above, we are to educate our children and in particular to give them a true understanding of their basic rights and obligations are, and of the National Goals and Directive Principles.

Owning land is not only our customary rights but also the right to own property. People fight for their land. It is our rights. We need to educate our children about their customary rights. They need to know where their land boundaries are, the kind of medicinal plants they have on their land,

their natural resources, etc and how they should take ownership. Our fathers and mothers who have traditional knowledge about such must pass them on to their younger generation. Many cultures in PNG still have their Haus Man or sacred place where young boys and adults are brought in and trained to be men in their society. Women are also brought to their special houses to be trained with different kinds of skills to start a home and raise their families. Not everyone will get to go all the way to higher institutions to get a good education and land a lucrative job. The examination system of this country is designed in such a way that only the high achievers are selected to continue their education, while the low and the middle achievers go back home or take alternative pathways like FODE, CODE, TVET or other trainings. Those who go back home to the village have a social obligation to be men and women enough to hold their society together. Even some of us when we go back to our villages after working in the cities, we appreciate our parents and relatives who stay in the village and protect our bush, sea, land and all our natural resources. PNG is a country with rich cultures and biodiversity. Our children must learn to embrace all these.

Initiations into Adolescence in some Cultures

In Malawi in Africa, initiations into adolescence begin for a:

- Girl - when she starts menstruating. The girl's aunties and mother's friends would sit with the girl and advise her on how to take care of herself during menstruation time. She is also warned not to play around with boys or get involved in sexual activities as she can fall pregnant. She is also taught how to respect and obey her parents and elderly people.
- Boy: - when he starts experiencing wet dreams and shows signs of puberty. His uncle or grandfather would advise him to look after himself as he is capable of producing a baby. He is also taught how to respect and obey his parents and elderly people.

Initiations into Menhood in some Cultures

Some tribes in East Sepik Province, especially along the Sepik River, perform scarification on their young men during their initiation into menhood. Scarification is the process of cutting a young man's body from the back of his shoulder right down his back and/or on the chest and nipples. This is done so that the scars produce the image of a crocodile, which is a symbol of strength and power in this society. The body scarification marks their rite of passage to adulthood. This is usually done after some months of training by their elders in their spirit house called '*Haus Tambaran*.' During their training, they learn carefully guarded secrets of tribal knowledge. They also learn songs and sacred chants as well as mythologies, which will help them become men. They are also trained for their future roles in the society.

Initiations into Womenhood in some Cultures

In East Sepik Province, Yangit females of the Burui Kunai LLG who have experienced their first menstruation undergo the Kraku-Bandi (skin-cutting) ceremony as part of the initiation ceremony marking their rite of passage into womanhood. They are kept in seclusion for a period

of 3 months and during this time, they learn the knowledge and skills needed for their future roles as wives and mothers. They are taught the techniques of childbirth and rearing, trade systems involving the exchange of sago with fish (only a woman's activity) and sacred knowledge maintaining women's power. In Yangit village, women are recognized as the foundation of society and are responsible for maintaining family and social relations. They are highly respected and appreciated for their role as mother, sisters and wives. They are seen to be equivalent to men as a result of their involvement in the Kraku-Bandi ceremony.

4. Representing Your School, Community or Province in Sports

With regard to Social Obligations #3 above, we are to work according to our talents in socially useful employment, and if necessary to create for ourselves legitimate opportunities for such employment.

Every one of us is born with gifts and natural abilities or talents to fulfill God's divine purpose for our lives. Many of us do not know ourselves, and what we carry inside us until we see others doing very well and we admire them. They are probably good at playing guitar, singing, playing soccer, demonstrate leadership qualities, speak English fluently, etc. Whatever it is, they inspire us and we look up to them as our role models. They challenge us to look within ourselves and embrace the gifts we are blessed with including our talents. Only when we cultivate our gifts and sharpen our talents do we become competent and stand out like our role models. We achieve our social obligation #3 by working in useful employment in the area of our talent and if necessary, we create legitimate opportunities for such employment. We become role models again to others who are looking up to us.

Looking at Some Role Models & What They Gave Back to the Community or School

People become role models to you when you share the same values, qualities, passion, dreams, vision, ideas, etc. No one becomes a role model to another unless they have some things in common. Whenever you find someone interesting and inspiring you, check yourself. It could be that you have what they have. Be happy about it and learn from them. Study how they became so successful and follow their footsteps. If you have the chance to talk with them, ask them many questions. Be sure to let them know that they are your role models. You will be surprised at how much they will be willing to invest in you, whether it be investing their time, advice, training, money, etc. It is a special feeling to know that someone is looking up to them.

Let us look at two popular role models:

1. Bill Gates – the Founder of Microsoft

He developed the Microsoft Software, which is found in all the computers. The textbooks you are using, the reading books you are reading, the graphs and pictures you see, all of these can be

produced as a result of Microsoft.

He enrolled at Harvard University to study law in 1973 and dropped out after two years to pursue his Microsoft business with his partner Paul Allen. Together with his wife Melinda Gates, they started, The Bill and Melinda Gates Foundation, where they focus on improving people's health and wellbeing, helping individuals lift themselves out of hunger and extreme poverty.

Bill Gates is currently the second richest man in the world.

2. Dr. Ben Carson – the Author of the books ‘Gifted Hands’ - Famous Neurosurgeon.

Dr Ben Carson became famous for carrying out a surgery and successfully separating the conjoined twins Benjamin and Patrick Binder, who were joined at the back of the head.

He and his elder brother Curtis, were raised by their single mother. Life was tough for them and he usually performed poorly in class. Then things began to change when their mother limited them to watching only selected TV programs and challenged them to read two books per week with written reports of the books read. She never allowed them to go outside of the house to play until they had finished their homework. He then rose from being the dummy to one of the most celebrated and still the best neurosurgeons in the world. He has retired and is currently a politician.

Carson and his wife founded the Carson Scholars Fund in 1994. The foundation grants scholarships to students and promotes reading in the younger grades. He is the author of the books “*Gifted Hands*,” series.

Embrace & Cultivate Your Gift

What is a gift?

A gift is spiritual or supernatural ability that you were born with. There is greatness in gifts. No matter how small it is, if you spend time doing it, it can grow and make you great. People will respect you for your gift. In fact, Proverbs 18:16 says “your gift will make room for you and bring you before great men.”

If you have the gift to help, do not look down on yourself. Help someone. The more you do that, God will bring more people across your path for you to help them. Not only will He bring more people to you but He will bless you with a good job and resources to help these people. When God gives you a gift, it is for a purpose. You are the only one who will stop it or grow it.

Dr Ben Carson has gifted hands. He works medical miracles with them in surgeries.

Don't Ignore Your Talents. Sharpen them

What is a talent?

A talent is a natural ability to do something well that can be developed by training. A soccer player, for example, can become a star if he develops his skills. A singer who sings very well or a guitarist who plays his guitar well, are known as talented musicians. Bill Gates had the talent for prospective businessman. Hence, he was able to successfully start a business with the products he created and became a wealthy man.

Once you identify your talent, the next thing you should do is read about it and develop this particular gift you have out in the open. If you can sing, for example, read about how to be a good singer. Practice the vocal techniques, take part in musical activities and grow your talent. The more you develop your singing abilities, the talented you become and you develop your gift to the best of your ability. Talent comes with a lot of practice.

Sample Guided Lesson

Lesson 63: My Right to Vote

Strand: Citizenship and society.

Unit: Active Citizenship & Civic Participation

Content Standard: Students will be able to analyze and demonstrate civic skills; communication skills to undertake roles, to manage conflict, to solve problems and to make decisions, and values in everyday forms of participation in society.

Benchmark: Students will be able to Explore and exercise their democratic rights and social obligations.

Topic: Social obligations as a citizen of PNG.

Lesson Objective:

- Affective Objective:
- Psychomotor Objective:
- Cognitive Objective: Examine the LPV system, in order to display.

Resource: Brochures, posters and audio advertisements on Limited Preferential Voting System (LPV) - PNG Electoral Commission.

Reference: Grade 6 CCVE syllabus.

Key Concepts:

Values	Attitudes	Skills	Knowledge
Value transparency, honesty, freedom and liberty and appreciate that a person's vote can make a big difference.	Show appreciation and respect for good leadership. Encourage transparency during voting using LPV System.	Identify the voting age. Analyze the LPV System. Evaluate the types of leadership and identify which is good leadership.	Age Markers of Adulthood. LPV System. Good Leadership.

Teacher's Lesson Notes

Age Markers of Adulthood

18 years is the general age marker for adulthood as set by the United Nations, which gives a citizen the right to vote.

The table below shows some of the legal age for citizenship rights and responsibilities, which varies in different countries including PNG.

Rights and Responsibilities	Age in Years															
	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Age of majority (incl. contracts, credit)																
Age of consent																
Age of criminal responsibility																
Marriageable age - boys																
Marriageable age - girls																
Legal working age																
Age of enlisting in the army																
Voting age																
Minimum driving age																
Ending age of compulsory education																

LPV System

LPV is system that is based on the principle that the winner must have the support of an absolute majority (50% + 1). Preferential voting is seen as more indicative or reflective of the will of the electors. In LPV, the voter is given an option to choose at least three candidates amongst the names on the ballot paper by placing the number "1" as the first preference, indicates the second preference with number "2" and the number "3" for the third candidate.

Advantages of LPV

It ensures that only a candidate with the support of an absolute majority of an entire electorate can win. Eliminating the possibility of minority winners. In other words, the winning candidate is the “most preferred”.

It ensures that voters can support minor parties and independent candidates, knowing that their preferences may be used to decide the winner. Thus, votes for minor parties and independents are not wasted.

It allows parties of like-minded philosophies or policies to “exchange preferences” in order to assist each other to win.

It promotes and encourages candidates and their supporters to be electorate-wide minded in their campaign strategies than strongly opposing each other. This may reduce or eliminate tribal fights amongst supporters of rival candidates.

It has a very good or high turnover of candidates during elections.

Disadvantages of LPV

- It increases Exhausted Votes.
- Declaration may be delayed because of long counting process.

Good Leadership

A leader is someone who influences people to do things, whether good or bad. As long as a person has people following him (for example, doing what he does, saying things he says, wearing the kind of clothes he wears, etc), he is a leader. People follow a leader for various reasons, such as identity, benefits and rewards, companionship and power. A leader can also get people to follow him by various means, such as bribery, threats, and influence.

When a person influences people to follow him or her just by their character, which is good leadership. A good leader will never bribe people to follow him or her nor threaten them. Instead, he or she will lead by example. People will follow such a leader because of good qualities that are found in him or her. Some qualities of a good leader include integrity, responsible, understandable, empathetic, visionary, humble, and honest. Can you think of some more qualities?

Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction	<p>Ask students about their view and opinions on elections.</p> <p>Narrow in on voting and its features.</p> <p>Distribute LPV brochures, posters and/or play audio advertisement.</p> <p>Explains the intent of the lesson or the lesson objective.</p>	<p>General discussion of views, opinions, and lived experiences about the elections and its features.</p>
Body (20 mins)	<p>Activity 1: Provide and explain notes on the following;</p> <ol style="list-style-type: none"> 1. What is a democratic right? 2. What are other democratic rights and social obligations of PNG citizens? 3. What is the LPV system? 4. How does the LPV system work in PNG? 5. What are the characteristics of a good leader? <p>Provide and emphasize on the values of responsible voting and characteristics of good leadership. (According to values indicated in VASK).</p>	<p>Read brochures, posters or listen to audio advertisements on LPV.</p> <p>Identify through a question and answer exercise of the following questions?</p> <ol style="list-style-type: none"> 1. What is a democratic right? 2. What is a social obligation? 3. What is the LPV system? 4. How does the LPV system works in PNG? 5. What is the minimum expected age of a voter in PNG? 6. What are the characteristics of a good leader? 7. What are other democratic rights and social obligations of PNG citizens?
Conclusion	<p>Ask students to exchange their books for peer marking and allow students to answer questions, making correction where necessary making linkage to the values provided in the VASK's.</p> <p>Summarize the importance of democratic rights, social obligations, being a responsible voter, LPV system and good governance.</p>	<p>Students exchange their books with one another for correction of the exercise.</p> <p>Students receive their books and make necessary corrections.</p>

Evaluation:

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit. 1.

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
60	Create an Authentic Media Image Through Your Profile Page.	Learn to be honest and trustworthy.	Show responsibility	Display good social and communication skills	Know what you want the online community to know about you by maintain their profile page.
61	Know The Groups You Join in Social Media.	Appreciate the common good found in the groups that coincide with their values and beliefs.	Show responsibility when reacting, commenting or reporting.	Display good social and communication skills.	Know your audience.
62	My Freedom of Speech, Thought & Religion. (Other Civil rights & individual freedoms can be considered).	Being patriotic about their citizenship and appreciate that we are all Papua New Guineans regardless of our sexuality. Being aware of gender equity and social inclusion, that covers the sexually disoriented citizens as well.	Be open-minded about such issues and confident about where they stand in their views. Tolerate people's views with regard to same sex marriage. Show care and concern for gays and lesbians and be able to display God's love when they have the chance to do so.	Critically analyze the same sex marriage issue from around the world including PNG against the Word of God. Present their findings in front of the class and express their views.	Same Sex Marriage Laws in Other Countries. Same Sex Relationships in PNG. What the Bible says about Same Sex Marriage?
63	My Right to Vote. (Other Political rights can be considered).	A SAMPLE GUIDED LESSON HAS BEING DONE FOR YOU- (refer to the section at the top)			
		Value transparency, honesty, freedom and liberty and appreciate that a person's vote can make a big difference.	Show appreciation and respect for good leadership. Encourage transparency during voting using LPV system.	Identify the voting age. Analyze the LPV Ssstem. Evaluate the types of leadership and identify which is good leadership.	Age markers of adulthood. LPV system. Good leadership.

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
64	My Right to Education. (Other Social rights can be considered).	Being aware that even though education is one's right, there are people who lay down their lives for them to get a good education and value these people.	Have a desire to learn. Be open-minded about challenges faced as a student. Show appreciation for those who help you to get a good education.	State the importance of getting an education. Examine the different types of hindrances to education and ways to solve them.	Importance of Education. Barriers to Education & its Solutions.
65	My Right to own Property. (Other Economic rights can be considered).	Being a good steward of your property. Take ownership. Share your property for empowerment & common good for everyone.	Share with others what they have. Respect other people's property. Be diligent in looking after his / her property well.	List down several properties he or she owns. Estimate the total cost involved in purchasing or creating those properties. Explain how to take care of them.	Good Stewards. Accountability. Sharing is caring. Respect for other people's property.
66	Planting Mangroves or Other Trees (or Building Sand Banks Along The Coastline or Community Work).	Value solidarity and community participation to achieve a safe, clean and environmentally sustained community.	Appreciate that there is no place like home and show care & concern by taking part in community work for the common good of everyone.	Display problem-solving skills to mitigate climate change effects. Ecological skills.	Effects of climate change on communities. How to plant & care for Mangroves and other trees. General knowledge about your local environment.
67	Community Awareness on Drug Abuse. (Or other pressing issues in the community such as teenage pregnancies, HIV AIDS, Tuberculosis (TB), Climate Change, etc).	Value humanity and safe & peaceful community by empowering them with good information for the common good of everyone.	Demonstrate maturity and sensitivity when addressing the community.	Display problem-solving, analytical, evaluation and research skills. Demonstrate public speaking skills with confidence using multi-media or just with charts or drama.	Effects of taking drugs on personal Health. Consequences of drug abuse in the Communities. How to do research on issues.

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
68	Initiations into Adolescence, Manhood or Womenhood.	Value self-worth & modesty and respect for cultural norms and practices, which gives you your identity.	Being respectful for self and way of life and be able to adapt to change. Show empathy for other cultures and their way of life.	List down some of the things they do in their culture as their community obligation.	Initiations into Adolescence in some Cultures. Initiations into Menhood in some Cultures. Initiations into Womenhood in some Cultures.
69	Representing Your School, Community or Province in Sports.	Appreciate that there is greatness in their gifts and talents and that cultivating them and can take them places.	Be inspired by others and have the desire to learn about themselves, their talents and gifts.	Display effective communication by presenting to the class the life story of his or her role model whether in his or her family, the community, province, nation or abroad.	Looking at some Role Models & what they gave back to the Communities or Schools. Embrace & cultivate your gift. Don't ignore your talents. Sharpen them.
70	Significance of Girl Guides & Boy Scouts Associations of PNG.	Value respect, loyalty, kindness, faithfulness and all the other values practiced by Girl Guides and Boy Scouts.	Be inspired to join a Girl Guide or Boy Scouts Group in the school or community.	Demonstrate some of the skills learnt about what Girl Guides and Boy Scouts do, for example: Scouts – for boys; 1. Reading a map; 2. How to make fire without a match stick. Girl Guides – for girls: 1. Basic First Aid 2. Home Making	What is Girl Guide & what are some of the things they do? What is Boy Scouts & what are some of the things they do?

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
71	Positive Impact of PNG Hunters on its Players	Appreciate that putting God first can make a lot of difference.	Be inspired and eager to learn to make a difference in their lives, families and community.	Display analytical, reasoning and evaluation skills to unpack the qualities of the team just by observing them through TV or read/ know about them through other media means.	PNG Hunters as a Team. Being Competent. Where are some of their former players right now?
72	Impact of Peer Educators in Schools	Value kindness, help and all the other values practiced by Peer Educators.	Be inspired to join a Peer Educator Group in the school.	Share some wonderful stories about what Peer Educators Do & the changes they bring to students	What are Peer Educators & what are some of the things they do?
73	The Work of Youth Against Corruption Association (YACA)	Being responsible citizens. Encourage honesty & transparency. Value safe and peaceful communities.	Be inspired in safe guarding natural resources. Advocate against corruption and encourage good governance.	Apply problem-solving skills to address national issues. Actively participate in nation building and good government. Demonstrate advocacy skills using multi-media.	Roles & Responsibilities of Government Functions. Exploitation of Natural Resources. Corruption. Good Governance. Nation Building.

Sample Grade 6 Proficiency Assessment

Strand 4: Governance and Leadership



Unit 1: Good Governance

Content Standard: 6.4.1. Explore and evaluate good governance and its application in different contexts.

STRAND 4

Topic: Governing People and Resources

UNIT 1

Benchmarks B6.4.1.1: Students will be able to discuss and evaluate the practices of good governance in the council wards.

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

- Discuss how ward councilors manage people in their wards.
- Discuss how ward councilors manage the resources in their wards.
- Invite a guest speaker (ward councilor) to talk about managing people and resources in the wards.
- Identify issues in managing people and resources in the ward council.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)

Values	<ul style="list-style-type: none"> • Love. • Respect. • Responsibility. • Honesty. • Transparent. • Accountability • Transparency. • Responsibility. • Accountability. • Equality. • Sustainability.
Attitudes	<ul style="list-style-type: none"> • Being responsible for his/her people. • Being honest, transparent and accountable in managing resources. • To be transparent, responsible and accountable in managing people and resources. • To promote equality and sustainability in managing people and resources.
Skills	<ul style="list-style-type: none"> • People management skill. • Resource Management skill. • Decision-making skill. • Problem solving skills.
Knowledge	<ul style="list-style-type: none"> • Management of people in the ward council. • Management of resources in the ward council. • Managing people and resources in the ward council. • Problems in managing people and resources.

Content Background - Governing People and Resources

What is Governance?

Governance 'refers to 'power' and authority and how a country manages its affairs. It 'encompasses all the mechanisms, processes, relationships and institutions through which citizens and groups articulate their interests and exercise their rights and obligations' (DFID, 2007a). It involves decisions, negotiations, and different power relations between stakeholders to determine who gets what, when and how. The English word "governance" comes from the Latin word meaning "to steer, guide, or direct." The term generally refers to the way in which power is assumed and conveyed, and exercised within a society or an organization. It consists of either a separate process or part of management or leadership processes.

Governance is the set of policies, roles responsibilities, and processes that guide, direct and control how an organisation's business divisions and IT.

Governance is the process of decision-making and the process by which decisions are implemented (or not implemented).

Exceptional performance and harmony in decision making is an outcome of good governance. Yet it is very difficult to define good governance. It is a continuous process and not a onetime action. Following are the major actions, which result in good governance.

1. **Being Focused:** One should define the goals and objectives of the organisation. This helps the management and the employees to know the expectations and duties.
2. **Being Effective:** Hiring talent that is capable and effectively works towards achieving the goals is important. This helps an organisation to effectively utilise its financial operational resources.
3. **Being Accountable:** If the resources are accountable, it is easy to link it to their performance to their pay. This creates a culture of good governance. It includes participation, transparency reflection and deliberation and response.

What is good governance?

One can observe examples of GG at all stages of operations – Government level and individual level. Being accountable and responsive towards people, having transparency in reporting & decision-making can be followed by everyone.

One can say that the Government follows good governance policies when its citizens feel secure and they trust their government to be fair and just.

GG means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of GG also covers the sustainable use of natural resources and the protection of the environment.

Eight elements or characteristics of Good Governance

1. **Accountable** – decision-makers in government, the private sector and civil society organisations are accountable to the public, as well as to institutional stakeholders. This accountability differs depending on the organisations and whether the decision is internal or external to that organisation.
2. **Transparent** – transparency is built on the free flow of information. Processes, institutions and information are directly accessible to those concerned with them, and enough information is provided to understand and monitor them.
3. **Responsive** – institutions and processes try to serve all stakeholders.
4. **Equitable and inclusive** – all men and women have opportunities to improve or maintain their well-being.
5. **Effective and efficient** – processes and institutions produce results that meet needs while making the best use of resources.
6. **Follows the rule of law** – legal frameworks should be fair and enforced impartially, particularly the laws on human rights.
7. **Participatory** – all men and women should have a voice in decision-making, either directly or indirectly through legitimate intermediate institutions that represent their interests. Such broad participation is built on freedom of association and speech, as well as capacities to participate constructively.
8. **Consensus oriented** – good governance mediates differing interests to reach a broad consensus on what is in the best interests of the group and, where possible, on policies and procedures.

Strategic vision

Leaders and the public have a broad and long-term perspective on good governance and human development. There is also an understanding of the historical, cultural and social complexities in which that perspective is grounded. (Source: UNDP, 1997)

Governance for Sustainable Human Development).

Good governance means that it processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. Accountability is a key requirement of good governance.

Good governance at all levels is fundamental to economic growth, political stability, and security. Good governance is an approach to government that is committed to creating a system founded in justice and peace.

Good Governance a must for PNG (<https://www.thenational.com.pg>)

17 July 2018. The concept of governance is not new. It is as old as civilization. Good governance has eight major characteristics -

Democratic Governance in PNG

PNG has had uninterrupted democratic Government since its independence in 1975, but the country's governance institutions and processes remain insufficient to be fully responsive to the needs of ordinary Papua New Guineans, and to promote equitable development and the achievement of Millennium.

What are the features of bad governance? (Source: Quora,)

6 June 2018. I suppose that this is a subjective question but some objective signs of bad governance are high unemployment, a disparity wealth between genders and classes, an inability to keep the population interested in politics (and, for that matter, low public approval), national bankruptcy or debt, high poverty and high crimes rates.

Governing People and Resources

In this topic each student will be able learn about how ward councilors conduct themselves with an open mind to observe and serve the needs of their people within their ward council. They need to plan relevant strategies that should be used to govern the welfare and service delivery for his people. The ward councilor should plan for sustainable development in her/his ward council. She/he should also be aware of the population of people living in his/her ward council. This statistic will help him/her to plan different ways to manage the people and resources in the ward. The ward councilor should be responsible to make sure basic services such as health, education, law and order, are sustained in his/her ward council. The councilor should identify issues and challenges in managing his/her people and the resources, and find ways to address these issues.

Source: www.google.com

STRAND 4**Topic:** Approaches of Good Governance**UNIT 1****Benchmarks B6 4.1.1.** Students will be able to discuss and evaluate the practices of good governance in the council wards.**Learning Objective:** By the end of the topic, students will be able to:

- Discuss the approaches taken by individuals towards practicing the principles of good governance in the council wards.
- Research approaches and attitudes of good governance displayed by ward councilors
- Report findings of the research on good governance.
- Propose ways to improve the current practices of governing people and resources.

Content Background - Approaches of Good Governance**Good Governance**

The English word “governance” comes from the Latin word meaning “to steer, guide, or direct.”

Governance refers to power and authority and how a country or town or village manages its affairs. It includes all the procedures, processes, relationships and different levels of governments through which citizens and groups communicate their interests and exercise their rights and obligations’ (DFID, 2007a)

Good governance at all levels - National, Provincial, District, Local, Ward, family and individual is important to economic growth, political stability, and security. It is an approach to government that is committed to creating a system established in justice and peace.

One can say that the Government follows good governance policies when its citizens feel secure and they trust their government to be fair and just. Being accountable and responsive towards people, having transparency in reporting & decision-making.

Thus, good governance means that processes and the different levels of governments produce results that meet the needs of society while making the best use of resources at their disposal. The idea of efficiency in the perspective of good governance also covers the sustainable use of natural resources and the protection of the environment.

Good Governance a must for PNG

The concept of governance is not new in Papua New Guinea (PNG). It is as old as civilization. PNG has had uninterrupted democratic Government since its independence in 1975, but the country’s governance institutions and processes remain insufficient to be fully responsive to the needs of ordinary Papua New Guineans, and to promote equitable development and the achievement of Millennium

Good governance has eight major elements

Good governance has eight major characteristics. It is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and follows the rule of law. Good governance is responsive to the present and future needs of the society, exercises wisdom in policy settings and decision-making, and that the best interests of all citizens are taken into account.

1	Rule of Law	<p>Good governance requires fair legal framework that are enforced by a neutral legislative body, for the full protection of citizens.</p> <p>The government runs according to the set of rules. It ensures the full protection of human rights enough consideration upon those minorities, independent and neutral judicial system and incorruptible police force contribute a lot to maintaining the rule of law. Laws are properly implemented and offenders are properly entertained with the support of the police and the court.</p>
2	Transparency	<p>Transparency means that information should be provided in easily understandable forms and media; that it should be freely available and directly accessible to those who will be affected by governance policies and practices, as well as the outcomes resulting therefrom; and that any decisions taken and their enforcement are in compliance with established rules and regulations.</p> <p>In good governance, the process of decision-making and the process of implementation of the decisions is fair, lawful and informed. Concerned individuals or bodies are duly valued and have access to free and direct information on decisions in their implementations.</p>
3	Responsiveness	<p>Good governance requires that governments and their processes are designed to serve the best interests of citizens within a reasonable timeframe.</p> <p>Service authorities are committed to serving people in a convincing and justified time frame. Bureaucracy is honest and its functions help promote public welfare. The malpractices such as service delay, overcharging and bribery is so rare. All service providing bodies keep their citizen agreements.</p>
4	Consensus Oriented	<p>Good governance requires consultation to understand the different interests of citizens in order to reach a broad consensus of what is in the best interest of the entire population and how this can be achieved in a sustainable and practical manner.</p> <p>A broad consensus can be achieved through mediation and discussion on the matter of the best interest of the whole community. The consensus is also reached on how to meet goals of sustainable human development.</p>
5	Equity and Inclusiveness	<p>The government that provides the opportunity for its citizens to maintain, enhance, or generally improve their well-being provides the most compelling message regarding its reason for existence and value to society.</p> <p>There are policies and practices for enabling all members in society to feel that they all have a share in its regulation. Opportunities are provided for all and essentially more to the most disadvantaged ones to raise their level. Reservations, for example, give second chances for the people who otherwise would not be able to rise.</p>
6	Effectiveness and Efficiency	<p>Good governance means that the processes implemented by the government to produce favorable results meet the needs of its citizens, while making the best use of resources – human, technological, financial, natural and environmental – at its disposal.</p> <p>As competent and efficient people are in power and leadership, realistic and practicable efforts are made for the best utilization of resources so as to meet the needs of society. Such efforts are effective and efficient in reaching the goals. So sustainable development and environment protection are ensured.</p>

7	Accountability	<p>Accountability is a key principle of good governance. Who is accountable for what should be documented in policy statements. In general, a government is accountable to those who will be affected by its decisions or actions as well as the applicable rules of laws.</p> <p>Accountability ensures actions and decisions taken by public officials are subject to oversight so as to guarantee that government initiatives meet their stated objectives and respond to the needs of the community they are meant to be benefitting, thereby contributing to better governance and poverty reduction.</p> <p>All government and private institutes along with civil societies are essentially responsible for their decisions and actions. Accountability is the foundation of a democratic government.</p>
8.	Participation	<p>Participation by both men and women, either directly or through legitimate representatives, is a key cornerstone of good governance. Participation needs to be informed and organized, including freedom of expression and constant concern for the best interests of the organization particular level of government and society or the nation in general.</p> <p>Good governance maintains the reasonable participation of both men and women in all affairs of the state/community. Freedom of association and expression gives way for public participation. People get enough chances to participate in administration and development process of their country or province or district or community. They elect their lawmakers and rulers, and in administration and development process of their country or society. Organized civil society works towards negotiations in decision-making and representation in the mechanism of both decision-making and implementation.</p>

Importance of Good Governance

Good governance is important because of the following reasons:

- It helps to mobilize the means and resources properly.
- It helps in the proportionate distribution of the natural resources.
- It helps to control corruption.
- It helps to make people patriotic.
- It helps to promote public confidence in public administration.
- It helps to deliver speedy, efficient and people-oriented services.

Challenges of Good Governance

The following are the challenges of good governance:

- Corruption.
- Lack of public pressure.
- Weak civil society.
- Mean feelings.
- Lack of political commitment.
- Procedural administration.
- Inability in policy matters.

Bad governance is coordinated by aggression that is violence, deception, cheating against the wills of many citizens who are not using deceitful methods to benefit their interests. It is characterized by corruption, crime, no freedom of expression, high unemployment, a disparity in wealth between genders and classes, an inability to keep the population interested in politics (and, for that matter, low public approval), national bankruptcy or debt, high poverty, high crimes rates.

Solutions

People should be provided with speedy, cheap, easy and quality service. The welfare of the people should be combined efforts of the government, private sector and civil society for balanced and integrated services.

STRAND 4

Topic: Customs

UNIT 1

Benchmarks: B6 4.1.2. Students will be able to examine customs and laws.

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

- Define custom and Identify examples of custom in their council wards.
- Discuss the importance of custom to the lives of people.
- Research the origin of laws from the custom.
- Report findings of the research on origin of laws.

What are customs?

Customs refers to acceptable ways of doing things of which must be long-standing, widespread, and practiced in a uniform and consistent way among tribes or society at large. It can also be described as tradition, norm or routine activity. An example of a tribal or traditional custom in East Sepik Province is the initiation of boy to manhood (markings of body in the likeness of crocodile).

Customs can widely differ from societies to societies or ward councils to ward councils. Variations in customs can be traced to perceptual and individual differences in defining that particular custom. For example; in one society men may not be allowed to look after the children but in another society it is not allowed. In other areas, males are not to be seen or heard doing laundry or washing of clothes, while in other societies it is an acceptable norm.

Importance of customs

In every societies/ward councils, the significance of practicing acceptable ways of doing things pertaining to its culture and tradition is of paramount importances. Customs are norms that have been passed from generations to generations in promoting the identity, values, attitudes and knowledge of that particular society which makes them unique from all other societies/ward councils.

Below outlines the importance of customs:

- Serves as guidelines.
- Define our Culture/Tradition.
- It builds on positive principles such as respect, self-discipline and compliance.

- Furthermore, it promotes our identity, values and attitude that makes us unique from other societies.

Origin of custom laws

Customs/traditional laws are originated from forefathers who once taught those acceptable ways/values/attributes.

It is something that is passed on from generations to generations for the betterment of its people of what they thought, perceived and experienced to be the most suitable phenomena that could promote their identity, values, attitude and knowledge.

Customs, traditions or cultural laws all contribute to the well-being of a certain group of people in a society. For example, women in Oro make Tapa because they are creative and artistic in their clothing. Likewise in Abau, men do the fencing because men are skilled for the task. It is more like based on gender competency.

On the contrary, customs may be psychological or physically disturbing. An example of it would be the varied perceptual view of Christianity versus that of the traditional views. The Christianity view of the death is that, the death knows nothing whereas the traditional views may oppose that perspective, believing death still exists in the society. Custom laws were created to prevent, improve and mend the principles and cultures (identity) of a society.

STRAND 4**Topic: Laws****UNIT 1**

Benchmarks: B6 4.1.2. Students will be able to examine customs and laws

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

- Define law.
- Explain the importance of law.
- List examples of laws that govern the council wards.
- Invite a guest speaker (ward councilor) to talk about the laws that govern the ward.

Origin of Law

Long ago, people lived only in small tribal groups. They lived together, followed the same traditions, and worshipped the same gods. There were no formal laws. Instead, people were guided by their customs, morals, and religion.

Over time, cities began to form. Laws became more formal and were written down in legal codes. In about 1750 bc, the king of Babylon created one of the first legal codes, the Code of Hammurabi. It listed certain crimes and told how they should be punished.

Importance of Law

Law is the body of official rules and regulations, generally found in constitutions, legislation, judicial opinions that is used to govern a society and to control the behavior of its members. The nature and functions of law have varied throughout history. In modern societies, some authorized body such as a government or a court makes the law. It is backed by the strong-arm power of the state, which enforces the law by means of appropriate penalties.

Formal legal rules and actions are usually distinguished from other means of social control and guides for behavior such as traditions, morality, public opinion, and custom or tradition. Of course, a lawmaker may respond to public opinion or other pressures, and a formal law may exclude what is honestly unacceptable.

Functions of Laws

Law serves a variety of functions. Laws against crimes, for example, help to maintain a peaceful, orderly, relatively stable society. Courts contribute to social stability by resolving disputes in a civilized fashion. Property and contract laws facilitate business activities and private planning. Laws limiting the powers of government help to provide some degree of freedom that would not otherwise be possible. Law has also been used as a mechanism for social change; for instance, at various times laws have been passed to inhibit social discrimination and to improve the quality of individual life in matters of health, education, and welfare.

Recommended Resources

Microsoft Encarta kids 2008

Unit 2: Leadership

Content Standard: 6.4.2. Students will be able to Analyze and evaluate the concepts of leadership and effective communication in leadership.

STRAND 4

Topic: Leaders in the ward council

UNIT 2

Benchmarks: B6 4.2.1. Students will be able to examine the concept of leadership in the council wards\

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

- Critique how leaders perform their roles and responsibilities in the council wards.
- Distinguish between good and bad leaders in the council wards.
- Plan and carry out a charity visit to people in need (old, sick, widows and orphans) in the council wards.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	<ul style="list-style-type: none"> • Self-discipline. • Reasoning. • Kindness. • Love. • Empathy. • Generosity.
Attitudes	<ul style="list-style-type: none"> • To have self-discipline in managing roles & responsibility. • To reason out good and bad leadership traits. • To be kind and loving to people in need.
Skills	<ul style="list-style-type: none"> • To develop basic skills of self-discipline in managing roles & responsibility. • To develop basic skills in distinguishing leadership traits. • To develop basic skills of planning and in assisting people who are in need in the council wards.
Knowledge	<ul style="list-style-type: none"> • Management of roles & responsibilities of leaders in the council ward. • Differentiate good and bad leadership traits of leaders in the council ward. • Provide assistance to people who are in need in the council ward.

Content Background - Leaders in the ward council

In this topic students will learn about the roles and responsibilities of a leader in the community or the ward council they represent.

- A good leader provides guidance, command and control for the people to hold fast and follow. Such leaders should be trustworthy, self-disciplined, kind and generous to share and distribute fairly what belongs to the people.
- In a way, a responsible leader in the ward or community understands leadership role is all about responsibility and not about power. They take responsibility of their actions, which includes both failures and successes in governing the people.
- But a bad leader possesses negative values that are completely opposite to good leadership. They are selfish, greedy, dictate and dominate in all aspects of governance and decision-making.
- Leaders are accountable to the things within their power and control and for those areas they are responsible for. The leader must know his/her role and help other people understand and carry out their roles too. The ward councilors specifically perform duties of management and distribution of goods and services that vary from other community leaders.
- As an elected leader representing a ward, they need to work effectively with other leaders and members of the community to deliver needy services successfully for the wider population to benefit and simultaneously sustain these services for future generations.

www.google.com

Sample Guided Lessons

Lesson 74: How do ward councilors manage their people?

Strand 4:	Governance and Leadership.
Unit 1:	Good Governance.
Content Standard: 6.4.1.	Explore and evaluate good governance and its application in different contexts.
Benchmark 6.4.1.1.	Students will be able to discuss and evaluate the practices of good governance in the council wards.

Topic:	Governing People and Resources
Learning Objective:	Discuss how ward councilors manage people in their ward councils.

Lesson Objectives:	Students will be able to engage with activities to develop
Affective Objective:	Love, have respect and be responsible in learning about how ward councilors manage people in their wards.
Psychomotor Objective:	Interpret the basic skills in managing people in the ward council.
Cognitive Objective:	Use the basic skills in managing their small groups in their class.

Values	Attitudes	Skills	Knowledge
Love. Respect. Responsibility.	Being responsible for his/her people.	People management skill.	Management of people in the ward council.

Teacher's Notes:

These are the concepts that will help the teacher to teach this particular lesson.

Moral Story:

Refer to Bible Reference: Holy Bible – The new King James Version: Bible Text: *Genesis 41:31-57*;

- “... Indeed seven years of great plenty, and after them seven years of famine will rise.”
- The dream was repeated to Pharaoh twice because it was established by God, and God will shortly bring it to pass.
- Now therefore, let Pharaoh select a discerning and wise man and set him over the land of Egypt;
- And Pharaoh said to his servants, “Can we find such a one as this, a man in whom is the Spirit of God?”
- Then Pharaoh said to Joseph, “In as much as God has shown you all this, there is no one as discerning and wise as you.”

Teaching and Learning Activities

Lesson Part	Teacher Teaching Activities	Student Learning Activities
Introduction (5mins)	Moral Activity <ol style="list-style-type: none"> 1. Tell students about the story about Joseph as the governor of Egypt and how he managed the people of Egypt. (Insert bible reference) 2. Ask the students to say what they like about the story. 	Students Morals: <ol style="list-style-type: none"> 1. Student's listen attentively to the story about Joseph as the governor of Egypt and how he managed the people. 2. Student's response on what they like about the story.
Body (20 minutes)	Activity 1: <ul style="list-style-type: none"> • Ask students to discuss and list how ward councilors to accept responsibilities to manage their people. Activity 2: <ul style="list-style-type: none"> • List some core values that ward councilors should have to manage their people. Activity 3: <ul style="list-style-type: none"> • List some basic skills used by ward councilors to manage their people. 	Activity 1: <ul style="list-style-type: none"> • Students discuss and list how ward councilors to accept responsibilities to manage their people. Activity 2: <ul style="list-style-type: none"> • Students discuss and list some core values that the ward councilors should have to manage their people. Activity 3: <ul style="list-style-type: none"> • Students interpret and list basic skills of management used by ward councilors to manage their people.
Conclusion (5minutes)	<ol style="list-style-type: none"> 1. Teacher ask for students to share their 2. finding's with the rest of the class. 3. Teacher ask some questions on 4. Student's presentations. 5. Teacher summaries the lesson. 	<ol style="list-style-type: none"> 1. Select each group of students to present their findings. 2. Students answer some questions asked by the teacher. 3. Students listen to teachers concluding remarks on the ideas. 4. Learnt in the lesson.

Teacher Reflection/ Evaluation:

1. Teacher Self-Reflection	2. Evaluation of student work
<ol style="list-style-type: none"> 1. Check to see that you have achieved the set three objectives. 2. Check the teaching and learning strategies used in this lesson. 3. Use a checklist to observe and assess the student's performance in the lesson. 4. Check if resources used were relevant in that lesson. 5. Check if the activities were relevant for the students. 6. Check the assessment type (assessment for learning) used was relevant to the students. 7. If you have not achieved the set objectives then do corrections and re-plan the lesson. 8. Reteach the lesson. 	<ol style="list-style-type: none"> 1. Students should achieved the three set objectives. 2. Students should be guided with set of Instructions. 3. Student do all the three set activities. 4. Students are supervised and guided by the teacher. 5. Students do their presentations of their findings. 6. If the objectives have not been achieved by the students then re-plan. 7. Use another type of activity to achieve the set objectives.

Sample Performance Assessment

Performance Assessment Example-Checklist for a lesson

Grade 6

Strand 4: Governance and Leadership

Unit 1: Good Governance

Content Standard: 6.4.1. Explore and evaluate good governance and its application in different contexts.

Benchmark: 6.4.1.1. Students will be able to discuss and evaluate the practices of good in the council wards.

Performance Standard: Discuss the approaches taken by individuals towards practicing the principles of good governance in the ward council.

Performance Indicators:

1. List values which are important to individuals including themselves in the ward council.
2. Discuss the kind of attitude an individual with good values can display in the ward council.

Values, Attitudes, Skills and Knowledge

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Self-respect. • Transparency. • Accountability. • Responsibility. 	To have self-respect, be transparent, accountable and being responsible in practicing good governance by individuals in the ward councils.	To incorporate different approaches taken by individuals towards practicing the principles of good governance in the ward council.	Different approaches of practicing good governance by individuals in the ward councils.

Assessment Task:

Purpose:

Instructions (Task Details)

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit.1

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
74	How do ward councilors manage their people?	A SAMPLE GUIDED LESSON HAS BEING DONE FOR YOU- (refer to the section at the top)			
		Love. Respect. Responsibility.	Love and respect and responsibility for his/her people.	Delegation of roles and responsibilities.	Management of people in the ward council.
75	How do ward councils manage their resources?	Honesty. Transparent. Accountability.	Honest, transparent and accountable in managing public resources.	Distribution of public funds and basic service.	Management of resources in the ward council.
76	A talk on managing people and resources by the ward councilor.	Transparency. Responsibility. Accountability.	To be transparent being responsible and accountable in managing people and public resources	Constructive decisions.	Managing people and resources in the ward council.
77	Why is it important to manage people and resources?	Cooperation. Respect. Equality. Sustainability.	To be cooperative, respectful and promote equality and sustainability in managing people and resources.	To analyse the importance of teamwork and equality in managing people and resources.	Analysing the importance of managing people and sustaining resources in the ward council.
78	Ways of practicing good governance by individuals	A SAMPLE GUIDED LESSON HAS BEING DONE FOR YOU- (refer to the section at the top)			
		Transparency. Accountability. Responsibility. Dignity.	To be transparent, accountable. Being responsible and have self-respect in practicing good governance by individuals in the ward councils.	To incorporate different approaches taken by individuals towards practicing the principles of good governance in the ward councils.	Different approaches of practicing good governance by individuals in the ward councils.

Sample Guided Lesson

Lesson 78: Ways of practicing good governance by individuals.

Topic 1: Approaches of Good Governance.

Strand 4: Governance and Leadership.

Unit 1: Good Governance.

Content Standard: 6. 4.1. Explore and evaluate good governance and its application in different contexts.

Benchmark: B6. 4.1.1. Students will be able to discuss and evaluate the practices of good governance in the council wards.

Learning Objectives: By the end of these Topics, students will be able to:

- Discuss the approaches taken by individuals towards practicing the principles of good governance in the ward councils.

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

1. **Affective Objective:** Appreciate self-respect and incorporate transparency, accountability and responsibility in practicing good governance in the ward council.
2. **Psychomotor Objective:** Relate different principles of practicing good governance in the ward council.
3. **Cognitive Objective:** Apply the different attitudes in practicing the values of good governance by individuals in the ward council.

Resource: _____

Reference: _____

Key Concepts:

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Transparency. • Accountability. • Responsibility. • Dignity. 	<ul style="list-style-type: none"> • To have self-respect, be transparent, accountable and being responsible in practicing good governance by individuals in the ward councils. 	<ul style="list-style-type: none"> • To incorporate different approaches taken by individuals towards practicing the principles of good governance in the ward council. 	<ul style="list-style-type: none"> • Different approaches of practicing good governance by individuals in the ward councils.

Note:

- Key concepts must complete statements.
- For example; Respect for school authority, Identifying different types of authorities in the community, Definition of Leader.

Teacher Notes: Telling the teacher what he/she can do:

Discuss with the students the main concept in this lesson is that the values – Transparency, Accountability, Responsibility and Dignity can be displayed in the attitude of an individual in a single actions. All these values and others learnt can be integrated or combined. For example, if an individual is responsible for his/her actions, he/she is also being accountable, transparent, honest, reliable and has self-respect.

Teaching and Learning Activities

Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction	<p>1. Inspire the students with the given scenario.</p> <ol style="list-style-type: none"> 1. Moral story 2. Opinions 3. Bias beliefs. <p>Ben is 14 years old, in grade 6 and the class captain at Taro Primary School. He lives with his mother and four younger siblings in the village. (Include here the Dad's absentee and because of that Ben is...) where he assumes the role as a male head of the family in decision-making, and other family obligations.</p> <p>He usually comes to school early and his appearance is neat and tidy. He actively takes part in class and school organized activities. Whenever, he comes late, he explains to his teacher his reason for being late and apologies to his classmates.</p> <p>After school, he goes straight home so that he can help his mother with the household responsibilities like collecting firewood, fetching water, or feeding their domesticated animals.</p> <p>During the term holiday breaks, Ben cleans the coffee garden for the village councilor so he can earn enough money to pay for his school fees.</p> <p>Ben is a role model to his siblings and other young people in the ward council. He is admired, trusted and loved by his family and friends.</p>	<ol style="list-style-type: none"> 1. Students listen to the story of Ben, an orphan, or what? Please include why Ben is in this predicament – absentee of his father?
Body	<ol style="list-style-type: none"> 1. In pairs, ask students to discuss the main message they have learnt from the story. 2. Ask students to discuss and describe the kind of attitude displayed by Ben. What kind of boy is Ben? 3. List the important values displayed in Ben's attitude that you can identify in the story on the board. 4. Discuss that different approaches taken by individuals can display more values and not just one value towards practicing good governance. 	<ol style="list-style-type: none"> 1. Students discuss the lesson they have learnt from the story. 2. Students discuss and describe Ben's attitude. What kind of boy is Ben? 3. In pairs students discuss if they possess these values as Ben. The opposite of the positive value in Ben's story. 4. Students write down the values they think are important for individuals, including themselves in their ward council.
Conclusion	Teacher corrects the work with the students as a game.	A student names a value he/she thinks is important and another student names the opposite of the positive value, (honesty/dishonesty).

Teacher Reflection/ Evaluation:

1. Teacher Self-Reflection	2. Evaluation of student work
<ol style="list-style-type: none"> 1. Check to see that you have achieved the set of three objectives. 2. Check the teaching and learning strategies used in that lesson. 3. Check if resources used were relevant in that lesson. 4. Check if the activities were relevant for the students. 5. Check the assessment type used was relevant to the students. 6. If you have not achieved the set objectives then do corrections and re-plan the lesson. 7. Reteach the lesson. 	<ol style="list-style-type: none"> 1. Was the three objectives achieved by the students? 2. Check students work samples. 3. Check student understands of the concept and content in this lesson. 4. If the objectives have not been achieved by the student's then re-plan. 5. Use another type of activity to achieve the set objectives.

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit.1

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
79	Approaches and attitudes of good governance by ward councillors	Innovative. Caring. Reliability.	To be innovative, caring and reliable in displaying good governance.	To collect and collate the research information on the approaches and attitudes of good governance.	Approaches and attitudes of good governance by ward councilors.
80	Presentations of research findings	Rationality. Consistency. Sensitivity.	To be rational, consistent and be sensitive in approaches and attitudes of good governance.	To critique researched findings of good governance.	Rationales on the research topic of good governance by ward councilors.
81	Better practices of governing people and resources	Inclusiveness. Equality.	Inclusive and equal participation	Debate on the negative and positive impacts of the current practices.	Improvement of current practices in governing people and resources.
82	What is custom?	A SAMPLE GUIDED LESSON HAS BEING DONE FOR YOU - (refer to the section at the top)			
		Sensitivity. Tolerance.	Sensitive and tolerance of custom.	Assess oneself to be sensitive and tolerance of custom.	Different types of custom in the ward council.

Sample Guided Lessons

Lesson 82: What is Custom?

Strand: Governance and Leadership

Unit 1: Good Governance

Content Standard: 6.4.1. Explore and evaluate good governance and its application in different contexts.

Benchmark: 6.4.1.2: Students will be able to examine customs and laws.

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

a. Affective	Be obedient, respect and sense of tolerance.
b. Psychomotor	<ol style="list-style-type: none"> 1. To assess why one must be sensitive and tolerate customs in his/her council ward. 2. To examine the importance of customs in people's lives and support self-discipline and respect to add value to the customs.
c. Cognitive	<ol style="list-style-type: none"> 1. Demonstrate the importance of customs in people's lives. 2. To examine the importance of customs in people's lives and support self-discipline and respect to add value to the customs.

Values	Attitudes	Skill(s):	Knowledge
<ul style="list-style-type: none"> • Tolerate custom, self-discipline, respect and obedience. 	<ul style="list-style-type: none"> • To be self-disciplined, respectful, and compliance to customs in people's life. 	<ul style="list-style-type: none"> • To assess why one must be sensitive and tolerate customs in his/her council ward. 	<ul style="list-style-type: none"> • Define custom. • Importance of custom in society etc. • Origin of laws from custom.

Teachers Lesson Notes:

Origin of custom (Customary) laws.

Customs and traditional laws are originated from forefathers who once taught those acceptable ways, values and attributes.

Custom is something that is passed on from generation to generation for the benefit and betterment of people in a society. What were their thoughts, perceived and experienced to be the most suitable occurrences that could promote their identity, values, attitudes and knowledge?

Teaching and Learning Activities

Lesson Part	Teacher Teaching Activities	Student Learning Activities
Introduction (Plan for 5 minutes)	i. Show some pictures of different customs. ii. Ask students which customs are practiced in their ward council or in their community. iii. State a reason why customs are important	i. Students identify customs of different societies and different organizations.
Body (Plan for 20 minutes)	i. Ask students to define the word custom. ii. Ask Students to list different types of customs in the society on the board/paper etc. iii. Write definition of custom on the chalkboard/paper etc.	i. Students orally state the types of customs in the ward council or society. ii. Students list different types of customs on the board/paper. iii. Students write meanings of custom.
Conclusion (Plan for 5 minutes)	Summarize by placing emphasis on different customs for different purposes in the ward council or community Ask student to orally define custom.	Students answer the questions asked.

Teacher Reflection/ Evaluation: _____

Sample Grade 6 Proficiency Assessment

Strand 4: Governance

Grade: Six (6B).

Unit 1: Good Governance.

Topic 1: Principles of Good Governance.

Lesson #1: Benefits of Good Governance.

CHECK LIST:

Place a tick in the appropriate box under Yes or No when assessing a student.

The student can correctly name principles of good governance in the school.

Principles of good governance.	Yes	No

RATING SCALE:

Place a tick in the appropriate box when assessing a student.

The student can correctly name principles of good governance in the school.

Principles of good governance.	Never 0 – 20 %	Rarely 21 – 40%	Sometimes 41- 60%	Most times 61 - 80%	Always 81 – 100%
List all principle of good governance.					

C – RUBRIC to be used after completing the two lessons of this topic, ASSESSMENT OF

Place a tick in the appropriate box when assessing a student.

Cognitive and Psychomotor Domain

Principles of good governance in the school.

The student;	Beginning – (40-59 %) Restates less than three.	Partially proficient – (60 – 79 %) Restates up to four.	Proficient- (80 – 89 %) Restates up to five.	Advanced – (90 – 100%) Restates all six.
Identify principles of good governance.				
Explain how principles of good governance are practiced in daily lives.				

Affective Domain

Principles of good governance in the school

The student;	Beginning – (40-59 %) Restates less than three.	Partially proficient – (60 – 79 %) Restates up to four.	Proficient- (80 – 89 %) Restates up to five.	Advanced – (90 – 100%) Restates all six.
Values principles of good governance and practices them.				
Demonstrates understanding of the principles of good governance as a result appreciates them.				

How to Score:

Place a tick in the appropriate box when assessing a student.

Principles of good governance.

Principles of good governance.	Yes	No
List all principles of good governance.		

How to Record:

Grade 6B Class List

Students' Name	Percentage Scored
Ave Auri	
Toto Taina	
Nuku Mari	
Sata Rua	
Kei Toa	
Veri Gut	
Toa Lia	

How to Report:

Principles of good governance

Principles of good governance.	Yes	No
List all principles of good governance.		

Teacher's Comments: _____

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit.1

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
83	Importance of custom in people's life	Self-discipline. Respect.	Self- disciplined, respectful, and compliance of customs.	Debate the importance of custom in people's lives.	The importance of customs in people's lives.
84	Origin of laws	Openness. Heritage.	Be open-minded with the origin of laws.	Listen, read and write with comprehension and clarity of the origin of laws from custom.	The origin of laws from the custom.
85	Presentation of research findings	Courage Self-reflection.	To be self-reflective and courage in presenting the research findings.	To justify the differences in origin of laws from the custom.	Findings of the origin of laws from the custom.
86	What is law?	Common good Freedom and liberty.	To be appreciative and adaptable to change.	To value and interpret the meaning of law.	Meaning of law.
87	The importance of law	Justice and responsibility.	To be fair and responsible.	To interpret and justify the importance of the law.	Importance of law.
88	Laws that govern the council ward.	Morality,peace and harmony.	Abide by morals and live in peace and harmony.	Assess and classify laws that govern the ward councils.	Laws that govern the ward councils.
89	A speech on laws of the ward council.	Obedience. Appreciate.	To be obedient and appreciative of the laws.	Comprehend, reasoning and questing the laws of the ward councils,	Speech on laws that govern the ward councils.

STRAND 4

Topic: Impacts of Effective Communication in Leadership

UNIT 2

Benchmarks: B6 4.2.2. Assess the impacts of effective communication skills in leaders.

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

- Discuss how ward councilors manage people in their wards.
- Discuss how ward councilors manage the resources in their wards.
- Invite a guest speaker (ward councilor) to talk about managing people and resources in the wards.
- Identify issues in managing people and resources in the ward council.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs).	
Values	<ul style="list-style-type: none"> • Confidence. • Self-Esteem. • Morality. • Determination.
Attitudes	<ul style="list-style-type: none"> • To have confidence and self-esteem in effective leadership Communication. • Lack self-esteem in effective leadership communication. • To have moral in enhancing effective leadership communication. • To be determined in debating issues affecting effective communication in leadership.
Skills	<ul style="list-style-type: none"> • To develop basic skills of effective communication in leadership. • To develop basic skills of self-esteem in effective leadership communication. • To develop basic skills of enhancing effective communication in leadership. • To develop basic skills of determination dealing with issues affecting communication in leadership.
Knowledge	<ul style="list-style-type: none"> • The influence of effective communication in leadership. • Examine factors hindering effective leadership communication. • Recommend ways to enhance effective communication in leadership. • Contemplate the issues affecting communication in leadership.

Content Background - Impacts of Effective Communication in Leadership

What is communication?

Communication is exchange of information; the exchange of information between people, e.g. by means of speaking, writing, or using a common system of signs or behavior. Use of telephone, internet, email and mobile phones and letters are some examples of communication modes.

Leaders are important people in the societies. Leaders communicate to deliver information. When communicating communication can be effective when delivering information. Information can also be hindered when trying to deliver information.

- Impacts of effective communication.
- Factors that hinder effective communication.
- Ways to enhance effective communication.
- Issues affecting effective communication.

Recommended Resources

Microsoft Encarta kids 200

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit. 2.

Suggested Lesson Titles and VASKs for Lesson Planning.

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
90	Roles and responsibilities of ward councilors	Self-discipline Trust worthy Democracy.	Empathetic, open minded and responsible.	Discuss and justify how leaders perform their roles and responsibilities.	Roles and responsibilities of leaders.
91	Good and bad leaders	Solidarity. Democracy.	Caring and concern.	Distinguish leadership traits.	Differentiate good and bad leadership traits of leaders.
92	Charity Visit Plan and charity Visit	Kindness. Love. Empathy Generosity.	To be kind and loving to people in need. To have compassion.	Design and organise a visit. Demonstrate the charity visit.	Design and organise a charity visit. Sharing and caring for people in need.
93	Impacts of effective communication in leadership	Sense of belonging. Self-Esteem	Participatory and cooperative.	Making well informed conclusions.	Attributes of effective communication in leadership.
94	Factors affecting effective communication in leadership	Self-centered Arrogant.	Individuality in pride and greed.	Detecting bias	Factors that hinder effective communication in leadership.
95	Ways to enhance effective communication in leadership	Common good/ betterment of human kind.	With respect for self and fair play.	Propose and recommend,	Ways to enhance effective communication in leadership,
96	Issues about effective communication	Defend and Be convinced.	Manipulate and influence.	Differentiate facts from opinion,	Issues affecting communication in leadership,

Sample Grade 6 Proficiency Assessment

Assessment, Monitoring, and Reporting

The assessment of learning in the Affective domain can be very difficult. This section provides a guide on the processes, descriptions and information on good assessment practices that will assist teachers in assessing Grade 6 students in the affective domain.

Types of assessments

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

- Benchmark Assessment.
- Formative Assessment.
- Summative Assessment.

Benchmark Assessment

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

Levels of Benchmarks

a) Strand Benchmarks

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

1. A Preparatory and Grade 3 Benchmark can be determined by the school or community.
2. A grade 6 Benchmark can be determined by the District.
3. 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.

Formative Assessment

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

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

Formative Assessment: Assessment for Learning

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

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

Sample “Assessments for Learning”

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

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

I. Affective Question for the Introduction to the lesson (Introductory).

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

Note:

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

II. Psychomotor and Cognitive Question for the Introduction to the lesson.

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

- b. **“Assessments for learning”** give an indication of the students’ current cognitive level and depth of knowledge. It is used to help

learners improve their performance, skills or understand the tasks better.

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

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

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

Student A

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

Indications:

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

Student B

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

Indications:

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

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

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

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

If for instance, in the concluding remarks of the Lesson (Conclusion), the Teacher’s Instruction would have been something

like: “ If you learnt one important thing in this lesson, what would it be and how do you feel about it? Or “If there was one new thing you liked to learn 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-PS).

d. **“Assessments for learning,”** also helps both students and teachers to see where they need improvement and how to improve.

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

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

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

Formative Assessment: Assessment as learning /Assessment in Learning/ Assessment while Learning

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

learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals and advocate for their own learning, (same as above: in a lesson which includes class activities, homework and research).

Summative Assessment: Assessment of Learning

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

Assessment methods and strategies

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

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

Observations

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

- checklists and note taking;
- running record sheets;
- watching working progress.

General observation

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

Conferencing

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

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

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

Work Samples

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

- Assignments.
- Projects.

Tests

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

- Performance Standard.
- Sample Performance Task.
- Rubric.
- Assessment
- Performance Assessment.

Assessment

- Process Oriented.
- Performance Oriented.
- Product Oriented.

When do we assess?

- At the end of the Strand?
- At the end of the unit?
- At the end of Topic?
- At the end of each lesson?

Glossary of Terms

WORD	MEANING
Assertiveness	A skill where a person is able to stand up for their own rights without putting down the person they are communicating with. For example, an assertive person can state feelings, ask a favour, deal with criticisms and disagree in a positive way.
Aggressive behaviour	A type of behaviour where someone wants to be right or win at all costs. Aggressive people never consider the rights or feelings of others in the group. Aggressive people use criticisms, threats, put-downs, rumours or shouting down other people to get what they want.
Adulthood	A stage in life when a person is physically mature and more in control of his or her life, being responsible for their own choices and actions. They should be in a position to set their own goals and works towards achieving their goals
Adolescence	Period of life after puberty when a child goes through the physical, emotional and social changes to become an adult.
Abusive	Using unkind, cruel or rude language or actions.
Accountability	To be liable, responsible and answerable to anything that belongs to a group of people or a community.
Beliefs	A way of life based on certain values and attitudes from a particular culture or cultural group.
Bullying	Maltreatment or harassment or abuse of power and position.
Character	The set of qualities that makes an individual unique.
Civic Participation	Working to make a difference in the communities and the country by promoting the quality of life through political and non-political processes.
Civic Principles	Fundamental truth that serves as the foundation for a system of belief or behaviour belonging to a community.
Civic Values	Civic Values are the values we learn to respect as citizens, as set forth in the Declaration of Independence and the Preamble to the Constitution.
Customs	An established way of living which is typical for a particular group of people, for example, bride price or feast.
Ceremony	A formal celebration that is always performed in the same way such as a wedding.
Counselling	Giving people advice as part of your job. For example, a school counsellor gives advice to students who need it.
Culture	All the ways of believing and acting associated with a certain group of people including customs, ideas, beliefs, values and tools.
Decision Making	The steps or process taken for one to choose between options and coming to a conclusion.
Disability	When normal human activity is affected by the loss of a body part or body function

Discrimination	Treating a person differently because they belong to another group.
Domestic violence	Violence that occurs within families: for example, mother against father, parent against children or adult children against younger children.
Drugs	A drug is any chemical substances that changes the physical, mental or emotional state of the body.
Depression	Is a mental state in which the person feels extremely unhappy and has no enthusiasm for anything.
Extended family	A large family group that includes children, parents, grandparents, aunts, uncles, cousins and other relatives.
Gambling	The act or habit of betting money, for example, in card games, horse-racing or poker machines.
Humiliation	The feeling of embarrassment by having lost your pride and seem to be helpless and stupid.
Harassment	Actions that are unwelcome and intended to trouble or annoy someone, for example, repeated attacks on them or attempts to cause them problems.
Identity	Refers to the individuality, uniqueness, character's of an individual or a group of people.
Leaders	Individuals who lead or command a group, an organisation or a country.
Leisure	A time free of work or duty when we can choose to do things for fun, enjoyment and relaxation.
Menarche	The time at which the period begins in a girl. Menarche may occur at any time between the ages of 10 and 18.
Nuclear family	A family consisting only of parents and their children, not including aunts, uncles, cousins and other family members.
National identity	The pride, respect and love that we have for our country that we show through our actions to other countries.
Passive smoking	When someone breathes in smoke from another person's smoking.
Personality	A person's attitudes, interests, behavioral patterns, emotional responses, social roles, and other individual traits that endure over long periods of time.
Potentials	Person having or showing hidden qualities or abilities and capacity that may be developed and lead to future success or usefulness.
Prejudice	Prejudgment is the formation of an opinion or feeling without sufficient knowledge, thought or reason.
Physiological	Changes due to the way a person's body functions.
Psychomotor Domain	The area of learning about 'doing' and is concerned about the use of motor skills and physical movement.
Qualities	An individual's characteristic.
Rituals	One or more ceremonies or customary acts, which are always done in the same way, for example initiation and mass procession.
Roles	A prescribed or expected behavior associated with a particular position or status in a group or organization.
Role Model	A person with acceptable behaviour and good characters at all times.

Rule of Law	The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.
Self-esteem	An individual's confidence in his or her own merit.
Self-image	The opinion that one has of his or her own worth, attractiveness or intelligence.
Sin	A person's act, thought or behaviour that is against the law or teachings of a religion.
Social Problem	A problem that affects societies.
Social pressure	The pressure from events and customs happening around you, the way people relate to each other and the impact this has on your situations and behaviour.
Virtue	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.

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.

Beane, J. A. (1997). *Curriculum integration: Designing the core of democratic education*. New York, NY: Teachers College Press.

Jacobs, H.H., (Ed.) (1989). *Interdisciplinary curriculum: Design and implementation*. Alexandria, VA: ASCD.

Jackson, A.Y. (2005). *Curriculum integration*. In V.A. Anfara, Jr.,G. Andrews, & S.B. Mertens (Eds.), *The encyclopedia of middle grades education* (pp. 165-167). Greenwich, CT: Information Age Publishing

AHRC Creative Commons information

© Australian Human Rights Commission 2016.

To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/legalcode>.

In essence, you are free to copy, communicate and adapt the publication, as long as you attribute the Australian

Human Rights Commission and abide by the other licence terms.

Please give attribution to: © Australian Human Rights Commission 2016.

Zavada, Jack. *"Introduction to the Book of Deuteronomy."* *Learn Religions*, Apr. 17, 2019, learnreligions.com/book-of-deuteronomy-701119.

<https://overviewbible.com>.

<https://newspring.cc/serving>.

© 2019 <https://GoodSalt.com> Inc.

All Rights Reserved 800-805-8001

<https://www.transformationthurrock.com> at 08:05 on 28 August 2019

<https://www.thenational.com.pg>

© 2016 by Rick Warren. All rights reserved. Used by permission.thelife.com

<http://www.apostle.org/lectures/ffm.htm>

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjL6bu1h6XkAhWEX30KHlCBuYQFjAAegQIARAB&url=https%3A%2F%2Fwww.amazon.com%2FForgotten-Ways-Reactivating-Missional-Church%2Fdp%2F1587431645&usg=AOvVaw0LOmdLkHf985DntZ2mH9XG>

The Forgotten Ways: Reactivating the Missional Church

Paperback: 304 pages

Publisher: Brazos Press; 5TH edition (April 1, 2009).

Language: English

ISBN-10: 1587431645

ISBN-13: 978-1587431647

<http://www.forumsec.org/pages.cfm/about-us/>

Teachers Resource Book, Civic Education in Papua New Guinea

TIPNG Resource Book page 327, Understanding Civil Society & the State in PNG.

Annex 1 Economic and Infrastructure sector

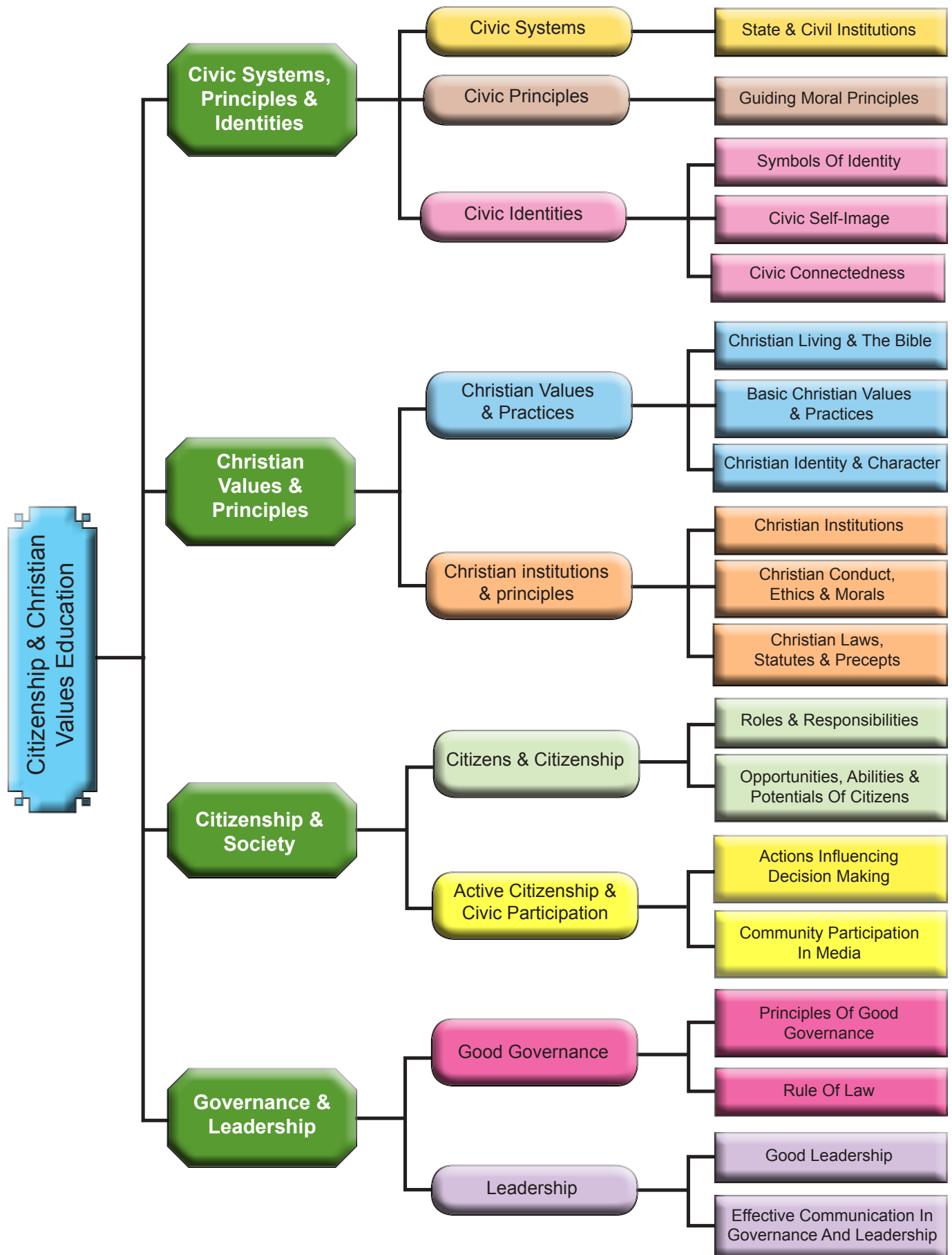
Annex 2 Administrative Sector

Annex 3 Institutions and Department Sector

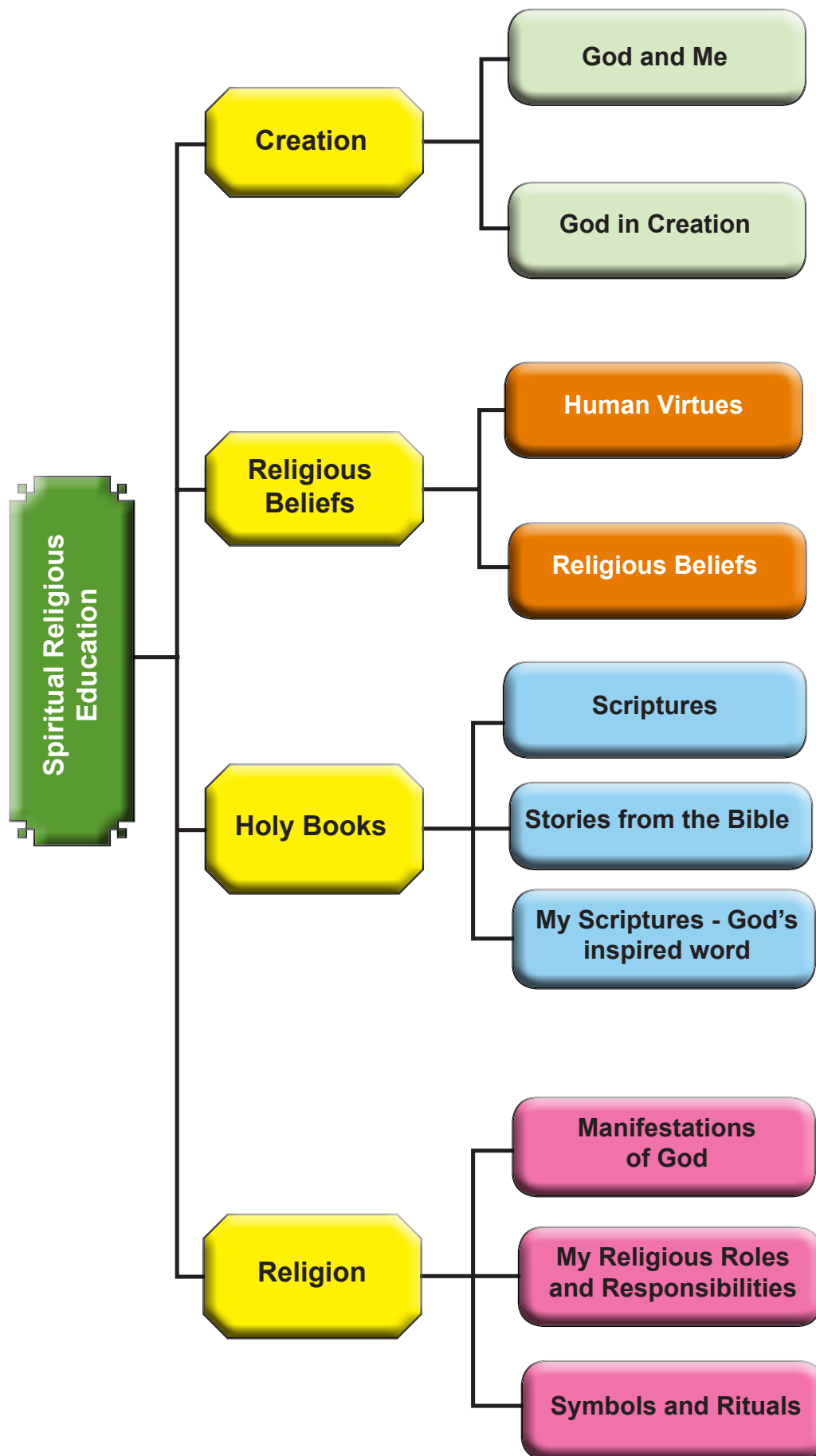
Annex 4 Law & Order Sector

Appendices

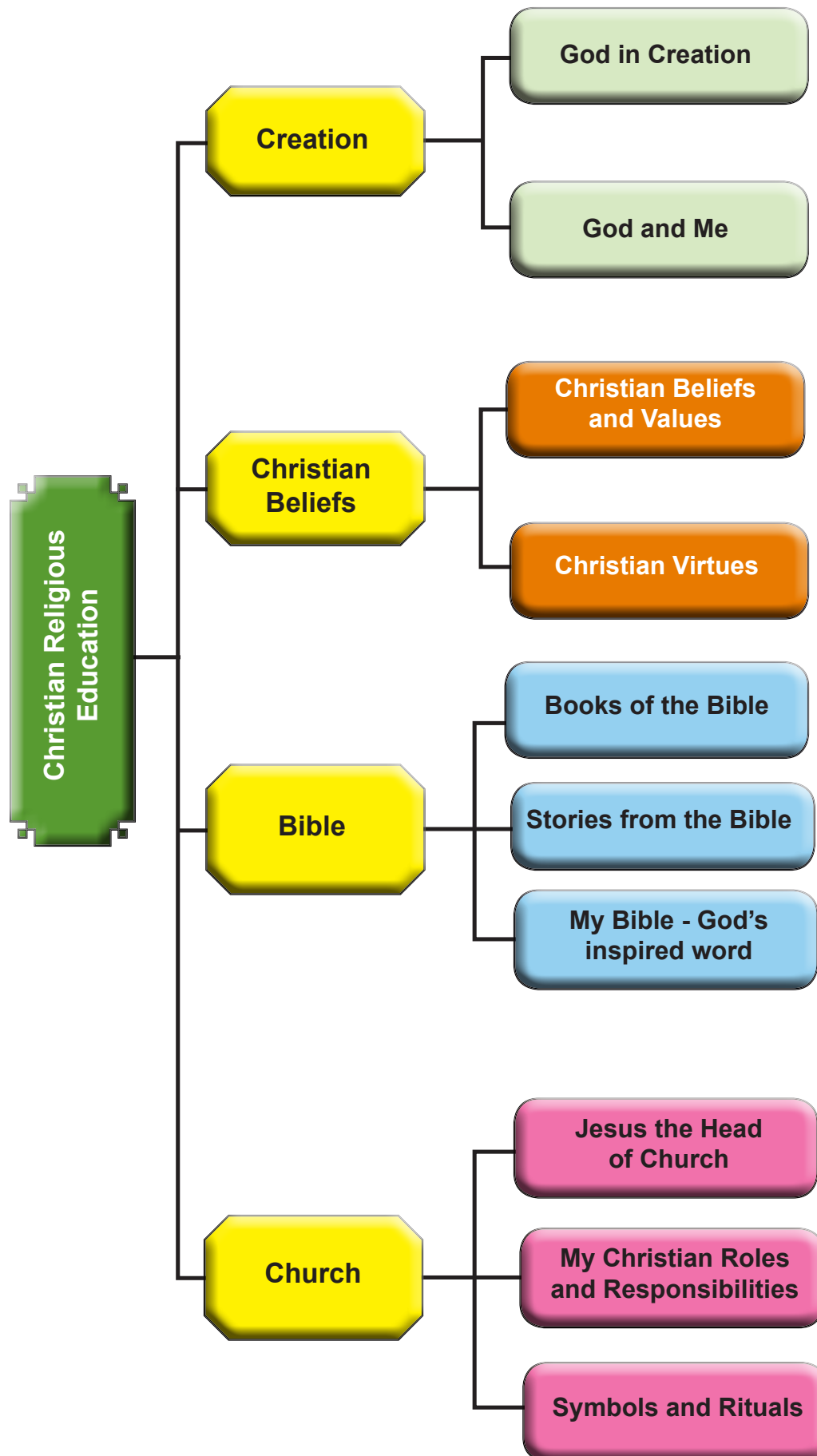
Appendix 1: Citizenship and Christian Values Education Conceptual Content Chart



Appendix 2: Spiritual Religious Education Conceptual Content Chart



Appendix 3: Christian Religious Education Conceptual Chart



Appendix 4: Sample Timetables

Here are two sample timetables for you to adopt and adjust to your need,

Suggested weekly timetables for Grade Six

Start		End		Sessions	Minutes
8:00	-	8:25	0:25	ASSEMBLY	25
8:25	-	9: 05	0:40	1st Class	40
9:05	-	9:10	0:05	Break	
9:10	-	9:50	0:40	2nd Class	40
9:50	-	10:25	0:45	RECESS BREAK	30
10:25	-	11:05	0:20	3rd Class	40
11:05	-	11:10	0:45	Break	
11:10	-	11:50	0:05	4th Class	40
11:50	-	12:20	0:45	LUNCH BREAK	30
12:20	-	13:00	1:00	5th Class	40
13:00	-	13:05	0:25	Break	
13:05	-	13:45	0:45	6th Class	40
13:45	-	13:50	0:05	Break	
13:50	-	14:30	0:45	7th Class	40
Daily T/L Minutes					280
Weekly T/L Minutes without Assembly					1675
Weekly T/L Minutes					1450

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20	ASSEMBLY		ASSEMBLY		ASSEMBLY
8.20 -9.00		HPE (40 mins)	Social Science		
9:20 – 10:00	CCVE	ENGLISH	CCVE	ENGLISH	CCVE
10:00 – 10:30	Recess Break				
10:30 – 11:10	MATHS	MATHS	MATHS	MATHS	MATHS
11:10 – 11:50	Social Science	Arts	CRE (60 mins)	MAL	MATHS
11:50 – 12:30	Science	Science		Science	Science
12:30 1:00	Lunch Break				
1:00 – 1:40	HPE (40 mins)		HPE (40 mins)	ARTS	Social Science
1:40 – 2:20		Social Science		HPE (60 mins)	ARTS
2:20 – 3:00	MATHS	MAL	MAL		

Appendix 5: STEAM or STEM

- By exposing students to STEAM and giving them opportunities to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field.
- Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.
- By integrating STEAM content and real life learning experiences at different levels of the curriculum process (e.g., Curriculum frameworks, content standards, benchmarks, syllabi, teachers' guides and students' books, curriculum design and development, annual and term school programs and lesson plans, teaching methodologies.
- Teaching methodologies – Problem and project-based learning, partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations.
- They underpin STEM education. They are the main enablers of STEM education.
- The 21st century skills movement, which broadly calls on schools to create academic programs and learning experiences that equip students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in higher-education programs and modern workplaces.
- The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.
- Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.
- The skills students learn will reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

Appendix 6: The 21st Century Skills, Knowledge, Attitudes and Values.

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with the 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation and synthesizing information.
- Research skills and practices, interrogative and questioning.
- Creativity, artistry, curiosity, imagination, innovation and personal expression.
- Perseverance, self-direction, planning, self-discipline, adaptability and initiative.
- Oral and written communication, public speaking and presenting and listening.
- Leadership, teamwork, collaboration, cooperation and facility in using virtual workspaces.
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming.
- Civic, ethical, and social-justice literacy.
- Economic and financial literacy, entrepreneurialism.
- Global awareness, multicultural literacy, humanitarianism.
- Scientific literacy and reasoning, the scientific method.
- Environmental and conservation literacy, ecosystems understanding.
- Health and wellness literacy, including nutrition, diet, exercise and public.

Appendix 7: The Blooms Taxonomy

The learner creates new ideas and information using what has been previously learned.

- Designing.
- Constructing.
- Planning.
- Producing.
- Inventing.
- Devising.
- Making.

Can you generate new products, ideas, or ways of viewing things?

BLOOM'S REVISED TAXONOMY

1. **Creating:** Generating new ideas, products, or ways of viewing things such as designing, constructing, planning, producing and inventing.
2. **Evaluating:** Justifying a decision or course of action Checking, hypothesising, critiquing, experimenting and judging.
3. **Analysing:** Breaking information into parts to explore understandings and relationships.
4. Comparing, organising, deconstructing, interrogating and finding.
5. **Applying:** Using information in another familiar situation. Implementing, carrying out and using and executing.
6. **Understanding:** Explaining ideas or concepts Interpreting, summarising, paraphrasing and classifying, explaining.
7. **Remembering:** Recalling information.
8. Recognising, listing, describing, retrieving, naming, finding.

'FREE ISSUE - NOT FOR SALE'