

Year 11 English Unit Values



Fiji Ministry of Education 2016

With Additional Notes – Beacon Media

What are values?

Core values serve as guiding principles that shape our attitudes, actions, and decisions.

values are fundamental beliefs that guide our choices and behaviours. They are the foundational principles we hold dear, affecting how we perceive and interact with the world. They are deeply ingrained, often subconscious, and integral to our identity. They are the yardstick by which we judge ourselves and others, influencing our emotions, attitudes, and actions.

Values are not fixed traits—they are dynamic and can be shaped and reshaped over time through our experiences, relationships, and reflections. Research suggests that intentional practices cultivate values, including self-reflection, education, and engagement with diverse perspectives.

Biblical Values

Are there right and wrong values, or can anyone hold to any values they like?

The Bible is a measuring stick for the values that are right. God tells us that there IS right and wrong, and shows us what is right and wrong. One of the key Bible passages for values is the Ten Commandments, (Exodus 20). Another key Bible passage is about the Fruit of the Spirit, (Galatians 5:13-26.)

Societies that have been founded on Biblical beliefs have in their original constitution, a set of values that are compatible with Biblical standards. These are called Judeo-Christian values, and they refer to moral principles shared by Judaism and Christianity, such as justice, human dignity, mercy, moral responsibility, and care for the vulnerable. Remember that Jews and Christians share the same Old Testament books.

Societies today are moving away from Judeo-Christian values and there may be pressure to change some aspects of a constitution. Societies that were never founded on Judeo-Christian values may have values that differ, such as our early Fijian society where cannibalism was part of the culture. However, the coming of Christianity changed certain values for Fijians.

The Fijian constitution...

“extends to the right of religious communities or denominations to provide religious instruction as part of any education provided by them, whether or not they are in receipt of any financial assistance from the State.”

Values statement from the Fiji National Curriculum Frameworks

As a nation we have incorporated into our way of life the values of other ethnic groups recognizing the interdependence of individuals, societies, and nations in the modern world. We understand that our society's members need to be able to participate peacefully and

productively with members of our immediate family, school, religious groups, community, and the world beyond.

We recognize the importance of providing children and students with an education informed by a clear set of ethics, morals, and values. These are ideas shared by the citizens of the Fiji Islands about what is good, right and desirable. The following values have been agreed upon by a wide-cross-section of our Fijian multi-cultural society.

- Civic Pride
- Compassion
- Creativity
- Cultural understanding, empathy and tolerance
- Environmental sustainability
- Faith
- Flexibility
- Honesty, fairness and respect for truth and justice
- Human rights, human dignity and responsibility
- Integrity
- Lifelong learning
- Peace and prosperity
- Safety and security for all citizens (especially the child)
- Sense of family and community.

Taking a closer look at the 14 Fijian values

Civic Pride (Pride in your city)

- to serve the community
- to do one's best for the country and community
- to appreciate and respect the positive aspects of Fijian society
- to keep alive Fiji's foundation of faith
- To share God's love with others

These actions are a response to understanding the serving, loving nature of God.

Compassion

(Empathy for others)

- to love and care for others
- to help when they are hurt or in need
- to listen to someone's problems
- to be sensitive to the needs of others
- to understand how people feel

These actions are a response to understanding that God loves us and wants us to share His love with others.

Creativity

(Inventing or developing something new)

- be aware that God has made us as creative individuals
- use the resources around us to help others
- be willing to try new things

These actions are a response to understanding that God is the Creator and has placed within us creativity

Cultural understanding, empathy and tolerance

- recognize that God loves all people equally, regardless of cultural background
- be friendly towards those of different cultural traditions
- be kind and considerate to all
- accept and love others (more than just “tolerating them”)
- be patient with others

These actions are a response to understanding that God loves all people and wants us to be kind to others.

Environmental sustainability

(On-going practices that contribute to the quality of the environment on a long-term basis)

- show responsibility towards plants in the environment
- show wisdom in using and preserving the nation’s resources
- be wise stewards
- make wise use of the resources that God has provided

These actions are a response to understanding that God wants us to care for the world He has created.

Faith

(Faith is trust. For the Christian, trust in God)

- We trust those who have proved themselves trustworthy.
- We trust in our Creator and His care for us.
- We acknowledge that faith is an important part of Fijian society

These actions are a response to understanding that God can be trusted.

Flexibility

(Flexibility is willingness to change or adapt)

- Think of new and better ways of doing things
- Be willing to change and don't get upset when things do change
- Agree that other people's ideas might be better than your own
- Be humble enough to learn from the ideas of others

These actions are a response to understanding that God created everyone uniquely and differently.

Honesty, fairness and respect for truth and justice

God is Truth

- Speak the truth
- Don't cheat, steal or exaggerate
- Be trustworthy
- Be alert, and watch out for things that are not right
- Be fair and respect others in work and play

These actions are a response to understanding that truth is not a matter of opinion. There are standards of right and wrong which comes from a belief in God.

Human rights, human dignity and responsibility

- understand that God created everyone of equal value
- Treat others with care and consideration
- take responsibility in our actions by being reliable and dependable

These actions are a response to understanding that God values every individual and does not have favorites.

Integrity

(Integrity is consistency of actions and values; having strong moral principles)

- Do what we say we will do.
- Always act according to what we know is right.
- Be trustworthy.

These actions are a response to believing that God sets standards and we should follow these standards.

Lifelong learning

- be teachable
- be keen about seeking knowledge and wisdom
- to be humble enough to learn from others
- to be able to discern truth from false ideas

These actions are a response to understanding that God is the source of wisdom and truth.

Peace and prosperity

(Peace is state of harmony and absence of hostility; Prosperity is to be thriving)

- Be kind and thoughtful towards others who make up our nation.
- Be generous with what God has given to you.
- Work hard with the skills and talents you have.

These actions are a response to understanding that a faith in God brings inner peace and a desire to live in harmony with others.

Safety and security for all citizens (especially the child)

- Protect children and bring them up to honour what is right.
- Show wisdom in behaving safely.
- Care about the safety of others.

These actions are a response to understanding that a belief in God brings security. He is in control of the universe.

Sense of family and community

- Follow rules for right family living.
- Fathers should take on a leadership role in the family but not to be overbearing.
- Parents are to love and care for children.
- Children are to obey parents.
- Honour and respect elders in the community

These actions are a response to understanding that God has created the family unit for nurture and protection.

Discussion

- Work in a group to take a look at of the Fijian values
- How can we as a society put these values into practice?
- How would you include God's opinion in this?
- Be prepared to share with the class your discussion points.

Complete list:

Civic pride, compassion, creativity, cultural understanding, empathy & tolerance, environmental sustainability, faith, flexibility, honesty, fairness & respect for truth & justice, human rights, human dignity & responsibility, integrity, life-long learning, peace & prosperity, safety & security for all citizens, sense of family & community

10 Core Values to Guide Behaviour

These ten core values can serve as a compass, guiding us in a direction that improves our well-being and contributes positively to the world around us:

Integrity

Integrity, the adherence to moral and ethical principles, lies at the foundation of human behaviour. Consciously choose honesty, even when it's uncomfortable or inconvenient. Practice consistency between words and actions, and hold oneself accountable personally and professionally.

Empathy

Empathy, the ability to understand and share the feelings of others, plays a crucial role in building meaningful connections and fostering compassion. To cultivate empathy, practice active listening, give full attention to the person speaking, and try to understand their perspective without judgment.

Resilience

Resilience refers to the ability to adapt and bounce back from adversity. Building resilience often involves looking at challenges as opportunities for growth. It involves cultivating a positive mindset.

Authenticity

Authenticity involves being true to oneself and expressing genuine thoughts, feelings, and values. Authenticity requires a deep understanding of oneself, understanding one's personal strengths, weaknesses and beliefs. Express feelings honestly and assertively, and make decisions that align with personal values, even unpopular ones.

Gratitude

Gratitude is the practice of acknowledging and appreciating the positive aspects of life. Expressing gratitude to others and focusing on positive aspects of life can foster a grateful mindset.

Open-mindedness

Open-mindedness involves considering diverse perspectives, ideas, and experiences. It means being flexible, listening to others without judgment and weighing up your own personal beliefs. Could you be wrong? Could you look at something from another perspective?

Responsibility

Responsibility refers to the sense of accountability for one's actions and their consequences. Set realistic goals, follow through on commitments, and make amends when mistakes are

made. Consider the long-term consequences of actions and make decisions that will have positive outcomes.

Compassion

Compassion is showing kindness and care towards others. Compassion can be nurtured through empathy and active caring. Volunteering, helping others in need, and practicing kindness can help cultivate compassion.

Fairness

Fairness involves treating others equitably, justly, and without bias. Promote justice by actively acknowledging and challenging personal biases. Strive to make just and equitable decisions and stand against discrimination and injustice. Treat all individuals with respect and equality.

Lifelong Learning

Lifelong learning refers to the commitment to continuous personal growth, intellectual curiosity, and acquiring knowledge and skills throughout life. Embrace challenges as opportunities to learn, seek feedback for improvement, and engage in diverse learning opportunities—formal or informal. Read and research broadly, ask questions, and maintain an attitude of intellectual humility.

<https://www.psychologytoday.com/us/blog/beyond-school-walls/202305/10-core-values-to-guide-behavior>

THINK-PAIR-SHARE

1. Draw a table similar to the one below.

HOMEGROWN VALUES

Personal Values	Family Values	Cultural Values	School Values

2. Fill it in as best you can.
3. Share your values with another student. Discuss reasons for having and holding on to these values. Are there any values that you have in common? Why do you think this is so?
4. Evaluate your discussions and draw some conclusions.

5. Present your findings to your group.

What are some values that can cause friction in the family, society and school?

Read the following extracts and identify any values coming through to you.

WORDS FOR TEENAGERS

Northland College principal, John Tapene has offered the following words from a judge who regularly deals with youths. — Always we hear the cry from teenagers, “What can we do, where can we go?”

My answer is this: Go home, mow the lawn, wash the windows, learn to cook, build a raft, get a job, visit the sick, study your lessons and after you’ve finished, read a book. Your town does not owe you a living., you owe the world something. You owe it your time, energy and talent so that no one will be at war, in sickness, or lonely again. In other words, grow up, stop being a cry-baby, get out of your dream world and develop a backbone, not a wishbone. Start behaving like a responsible person. You are important and you are needed. It’s too late to sit around and wait for somebody to do something someday. Someday is now and that somebody is you!

LANGUAGE STUDY

From the previous extract:

1. Write down two proper nouns.
2. Write down two singular concrete nouns.
3. Write down two plural concrete nouns.
4. Write down two abstract nouns.
5. Write down two personal pronouns.
6. Write down two imperative phrases.
7. Write a simple sentence.
8. Write a compound sentence.
9. Write a complex sentence.
10. Write the values being discussed in the extract.

The following open letter was written by Kelly Lynch, an award-winning radio journalist for WGY News Radio, in Albany New York. This was posted on 30th September, 2014

An Open Letter to Parents in Rensselaer County: What planet do you live on?

Last week, word got out that your children had broken into a home in Stephentown and threw a party. More than 300 of them partied and drunkenly smashed windows, urinated on the floors, stood on tables, punched holes in the ceiling and stole a statue that was part of a memorial for the owner's stillborn grandson. Oh, it gets better. Before, during and after the party, they tweeted about it and posted pictures of themselves engaged in this behaviour.

"Way to go."

The house is owned by former NFL player Brian Holloway. It is his second residence, paid for in part by his Super Bowl bonus. He lives in Florida and the Stephentown house is on the market. He watched this unfold online while at his home in Florida. Instead of demanding the arrest of your kids, he instead created a website, www.helpmesave300.com where he reposted their photos, identified the people involved, and called for ways to reach out to young people and show them that there are better ways to spend their time than drinking, drugs and vandalism.

He is a better person than I would have been in that position. It takes class and compassion to see beyond the urine-stained carpets, broken windows, damaged walls and blatant disrespect to reach out to your kids. He even offered to welcome these derelicts back to his house for a picnic, where they would work together to make repairs and clean up the mess they left behind. I don't know if the rest of us would have been able to react the same way.

And one kid showed up. One, out of the 300 teens who were there. Instead of dragging your kids back to apologize and clean up the mess, you lashed out at Brian Holloway, threatened to firebomb his house, and are now planning to sue him. For what? For identifying your kids online. Well guess what? Your little Johnny did that himself the minute he tweeted that iPhone photo standing on the dining room table, holding a red solo cup filled with beer.

Look, I don't blame you for what your kids did. Heck, I don't even really blame them. Teens will be teens, and they do stupid things sometimes. We've all been there. It's not fair to judge parents on the mistakes their kids make. It is how you handle that behaviour afterwards that reflects on you as a parent.

Instead of sitting little Johnny down and reminding him that what he did is not acceptable and then dragging him by the collar to apologize to Mr. Holloway, you chose instead to harass and threaten the victim. Let's not forget here, your child victimized this man by destroying his home. How dare you respond with anything other than regret, embarrassment, and a sincere apology instead of righteous indignation, threats of violence and lawsuits!

Parents like you are responsible for an entire generation that expects the world handed to them, because you have given it to them all along. Instead of teaching your kids to work hard and earn things, you give a trophy to every kid in youth sports and then hand them an iPhone in middle school. You are the parents screaming through the fence at the Little League umpire instead of teaching good sportsmanship. You are the ones criticizing the teacher instead of realizing they just want to help your child learn.

Can you please just step back and look at what you are doing to your kids? This is the generation that will grow up to lead our country and make decisions regarding our lives. I hope none of them are YOUR children.

Kelly

QUESTIONS

1. What is the tone of this letter? Support your answer with words or phrases taken from the passage.
2. List some values that you think the writer of this letter cherishes. Give reasons for your choices.
3. List some values that you think the victim, Brian Holloway, thinks are important. How do you know this?
4. List some values that the 300 youth uphold. How did they show this?
5. What values do the parents of these 300 students uphold? What did they do, that makes this clear.?
6. What recommendations does Kelly make? Use your own words.

DISCUSSIONS

Work in groups. Choosing ONE of the following scenarios. Prepare your presentations well so that they may be presented to the whole class.

SCENARIO 1

Characters: a boy, one of the 299 who didn't come back.

- Mother of the boy
- Father of the boy
- Journalist who will interview the three on a live talkback television show.

Preparation: Think of the questions the journalist will ask, the answers the family will give, and what the live audience listening in may ask.

SCENARIO 2

Characters:

- a girl, the only one who came back
- Mother and Father of the girl
- Journalist who will interview the three on a live talkback television show.

Preparation: Think of the questions the journalist will ask, the answers the family will give , and what the live audience listening in may ask.

SCENARIO 3

Characters:

- Brian Holloway, the homeowner and victim.
- Journalist who will interview him on a live talkback television show.

Preparation: Think of the questions the journalist will ask, the answers he will give, and what the live audience listening in may ask.

WRITING

Imagine that you are the police officer who was called to the scene by concerned neighbours.

Copy the Incident Report Form below into your book and fill in the information taken from a student apprehended at the scene.

INCIDENT REPORT

NAME OF VICTIM: _____ SEX : _____

ADDRESS: _____

TIME OF INCIDENT: _____

PLACE OF INCIDENT: _____

NAME OF WITNESS _____ SEX: _____

DESCRIPTION OF INCIDENT BY WITNESS: _____

1. Exchange reports with another student. Check that facts are relevant to the ones presented in the original text/letter.
2. Check also, for the correct tense being used. Most of it should be either in the simple past tense, or past perfect tense.
3. Rewrite your report before submitting it to your commanding officer (Teacher).

DISCUSSION

Now imagine that the matter could not be resolved the way the house owner wanted it to be, so now the matter has been brought before you, a group of judges, to decide what should be done about both the students and their parents.

Below is a list of possible sentences that could be given.

The death penalty

You could sentence the person to death (by hanging, electric chair, guillotine, lethal injection, etc). This is also called capital punishment. (The death penalty has been abolished in Fiji.)

Life imprisonment with/without parole

You could imprison the person for life. He or she may be released on parole, meaning, after serving a minimum number of years, if he or she shows that they have changed their ways and are no longer a menace to society. So they serve the rest of their sentence in society.

Imprisonment

You could imprison the person for a set period of time (months, or years) .

Fines

You could require the person to pay some money.

Probation

You could warn a person to keep out of any more trouble for a period of time. He or she will have to report to a probation officer every week during the probation period.

Suspended sentence

You could sentence a person to imprisonment, but he or she only has to serve it if another crime is committed during that period.

Acquittal/ let off

You could let the person off with a warning or caution.

Community service

You could give the person community service, for a period of time, meaning that he or she has to do service in the community, under the supervision of the local police.

Ban driving

You can ban a person from driving for a given period, for a driving offence.

Licence endorsement

You could write in the driver's record that he or she has broken the law.

When you have made your judgements, or given your verdicts, COMPARE your verdicts with other groups. How fair, lenient or harsh were you as judges?

What crimes were committed by these young people?

Look at the list of crimes on the next page, and match their definitions.

CRIME

1. arson
2. blackmail
3. burglary
4. battery
5. manslaughter
6. vandalism
7. kidnapping
8. smuggling
9. forgery
10. hijacking
11. pickpocketing
12. shoplifting
13. driving under the influence
14. trafficking
- 15 robbery
- 16 polygamy

DEFINITIONS

- a. faking money
- b. taking or trying to take something of value by force
- c. taking something illegally into a country
- d. marrying a second woman while still legally married to the first wife
- e. driving after drinking alcohol
- f. selling drugs
- g. stealing things from a shop.
- h. deliberately setting fire to property.
- i. deliberately destroying property
- j. illegal entry into a building to commit a crime.
- k. controlling a plane illegally
- l. threatening to reveal secret things.
- m. taking a child and demanding money for the child's return
- n. deliberate physical harming of another
- o. killing a person

Read the following news reports and identify what crimes were committed.

1. A couple reported coming home from a church service to find that their house had been broken into and several items were missing including a laptop and smart phone.

2. A local storekeeper has been taken into custody after he was reportedly seen setting fire to his rival's shop across the road.

3. The child of wealthy business man, Timoci Khan was snatched as she walked to car park after studying at the library. A ransom demand has been made.

4. Ron Dulare, who was walking home after a grog party, was knocked down by two youths, who then took off with his wallet, watch and mobile phone.

5. Passengers travelling to the west from Suva have reported that they have lost wallets and money while waiting for their buses to leave the stand. Police are investigating

6. The public have been warned that counterfeit \$50 and \$20 bills have surfaced in two towns in the north.

7. A man is in custody after a family fight got out of control, resulting in a fatality. A woman is in the Dawa morgue awaiting a police report.

8. Border security confiscated about 100 kilograms of white powder which they suspect to be pure heroin. The carrier is in police custody.

The language of law or legalese - Where is it found?

The language of law, or legalese may be found in legal documents such as birth certificates, marriage certificates, death certificates, insurance policies, wills, bus tickets, airline tickets, hire purchase agreements and degrees.

Why is it used?

In a courtroom, it is used to persuade listeners, in written form, it is used to inform of specific conditions and terms in a very formal and serious manner.

Linguistic Features

Legal documents are written by experts, and read and interpreted by other experts. Therefore, they must say exactly what they mean to say, without leaving any loopholes.

They are meant to be read with great care. Some linguistic features typical of this language register are listed below:

Legal jargon: the specialist vocabulary used by those who work with the various aspects of law. This gives the text an official, formal tone
Archaic words: old English words which

continue to appear in legal documents, giving the document a commanding and formal tone.

- Redundancy: which is the use of synonymous words and phrases to ensure clarity and precision.
- Doublets or synonyms: used to avoid any doubts or ambiguity.
- Latin and French phrases: a tradition that adds a formal tone to the document.
- Highly nominal: uses a lot of nouns and noun phrases, to be specific and precise.
- The passive voice: makes the text more impartial and formal.
- Compound and complex sentences: are more formal and mainly used to add more information.
- Adverbial clauses: are normally found at the beginning of a legal document. They carry the pre-conditions.
- Alternatives like where...or ... are used to cover every contingency or loophole.
- Logical structure: sentences follow a logical order with linking words/phrases such as: if this is so, then.....
- Inverted order: The main clause is usually located towards the middle of the document. This allows for pre-conditions to be submitted first.
- 'Shall' and 'may'+ verb are used to give legal power and choice. 'Shall'+ 'be' structure is used to express a direct consequence of a legal decision.
- Abstract nouns are used a lot adding to the formality of the tone.

Non-linguistic features

Parenthesis (brackets): Lexical terms are bracketed for more exact reference.

Enumeration: the use of numbering to make the document easier to read and understand.

Highlighting and underlining: highlights important statements and makes the text easier to read and understand.

Lack of punctuation: punctuation is purposely removed to reduce the possibility of confusion and ambiguity and for more clarity.

LANGUAGE PRACTICE

Use the notes on the previous page to help you answer the following questions.

Write your answers in COMPLETE SENTENCES.

Sample A

PURSUANT TO COMMERCE COMMISSION ACT 1998 CAP 50 AND THE ELECTRICITY

ACT 1985 CAP 180. Public Notice is hereby given by the Fiji Electricity Authority to their valued customers that the Commerce Commission has approved a new **determination** of the electricity tariff rates. The Fiji Electricity Authority will **implement** the new tariff rates from the 01st of January 2013.

Questions:

1. What does the word “determination” mean?
2. What does the word “implement” mean?
3. Identify another two features of the language of law. For each feature, write down an example from the extract. Do not use the feature already discussed in (1).

Sample B

1. SECTION 37 (i) (c) (ii) OF THE AGRICULTURAL LANDLORD AND TENANT ACT

(for agricultural leases issued under ALTA Cap 270)

2. SECTION 105 PROPERTY LAW ACT (for all leases issued TLTA Cap 134 and the 1984 Regulations).

PLEASE NOTE that the Board will take appropriate legal action that may include strainer actions to prevent any further dealings on your lease and proceed to court to recover any **outstanding** rental. Such strainer actions may include distress for rent relief, forfeiture, re-entry of your leasehold and other relief the Board as landlord deems appropriate to remedy the breach.

Questions:

4. What does the word “outstanding” mean?
5. Identify TWO non-linguistic features of the language of law in this extract. Give examples of each and why they are used.
6. What kind of actions might “strainer actions” be ?

Sample C

DATE: December 4, 2014

\$\$\$ PB

I _____ hereby authorise the MINISTRY OF FINANCE to deduct the sum of \$56,50 FORTNIGHTLY, from my salary EFFECTIVE IMMEDIATELY and to pay the said deduction to People's Bank, P.O. Box 005, Tuva. This authority is irrevocable unless varied by People's Bank in writing.

This arrangement supersedes any other arrangements on this account.

Name TaraiviniM _____ Date: 4/12/ 2014

Taraivini Mati

Questions:

7. Identify the following:

(i) an abstract noun.

(ii) a non-linguistic feature

(iii) a proper noun

8. What does "irrevocable" mean?

9. What does "supersedes" mean?

10. What has Taraivini done, which requires this document to be drawn up?

12. Who are the three parties concerned in this legal document?

13. When will this agreement come to an end?

QUESTIONNAIRE

The young people who vandalised Mr Holloway's home had been drinking and under the influence of liquor at the time. Alcohol consumption has been identified as one of the main causes of law breaking even here in Fiji.

How much do you know about alcohol?

Answer the questionnaire on the next page as best as you can.

ALCOHOL AND YOU

1. Which of the following has the highest alcohol content?

- A. a bottle of ordinary beer.
- B. a glass of red wine.
- C. a bottle of home brew
- D. a glass of whiskey.

2. When a friend has a hangover, what is the best cure?

- A. another alcoholic drink
- B lots of water.
- C lots of black coffee
- D time to get over it.

3. When is drinking alcohol dangerous?

- A. when it is an addiction.
- B. when driving a vehicle
- C when binge drinking
- D mixing it with drugs.

4. What is the legal age for buying alcohol in Fiji?

- A. 21
- B. 18
- C 16
- D 15

5. Which of the following can be the result of a single drinking session where a lot of alcohol has been consumed?

- A. Violent behaviour.
- B Communication problems
- C Memory loss
- D Exaggerated emotions.

6. According to a WHO rating, what is the alcoholic beverage consumed the most in Fiji?

- A. Beer
- B Wine
- C Spirits

How do you think you scored? Check your ratings below.

ANSWERS

1. Score 5 points if you chose C. Home brew has 3 times the alcoholic content of commercially produced beer.
2. Score 5 points if you said D. The next best answer is B.
3. If you answered A, minus 2 points. If you answered B.C or D, you score 3 points.
4. You score 5 points if you chose B.
5. Score 5 points if you chose A, B, C or D. They are all correct.
6. Score 5 points if you chose A.

According to WHO, 67.7 of all alcohol consumed in Fiji is beer.

YOUR SCORE

30 POINTS: You are right on target!

22– 29 POINTS: You are quite well-informed!

10– 21 POINTS: You need to do some serious homework!

0-9 POINTS: If you are not careful, you can land yourself in big trouble!

Drama

The difference between a novel and a drama is the presentation. A drama is written to be presented on a stage and to be watched by an audience. So what the audience sees and hears adds to the enjoyment and appreciation of the drama.

During the presentation of a drama, the following may be seen:

- the stage scenery
- the actors
- the actors' movements , gestures and facial expressions.
- the costumes
- the lighting
- the props

The following may be heard:

- the music
- the sound effects
- the actors' dialogue.

All these elements work together to create the director's interpretation of atmosphere, dramatic momentum and tension or suspense.

A drama is divided into acts, with shorter plays having only one act, while longer plays going up to five acts.

Each act is further divided into scenes. Each scene will usually have a series of actions leading up to a crisis point, after which there is a release of tension before the scene ends. All the actions and crises lead up to the climax, after which the basic conflict is resolved in the resolution. In a tragedy, this resolution is called a catastrophe.

Additional notes – Beacon Media

Values from the Ten Commandments (Exodus 20)

Match the value on the right to the correct commandment on the left

1. You shall have no other gods before me.
2. You shall not make for yourself an image in the form of anything in heaven above or on the earth beneath or in the waters below. You shall not bow down to them or worship them; for I, the Lord your God.
3. You shall not misuse the name of the Lord your God.
4. Remember the Sabbath day by keeping it holy. Six days you shall labour and do all your work, but the seventh day is a sabbath to the Lord your God.
5. Honor your father and your mother.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not give false testimony against your neighbour.
10. You shall not covet your neighbour's house. You shall not covet your neighbour's wife, or anything that belongs to your neighbour."

- A. Family values; honouring parents
- B. Honesty in all you say.
- C. Faithfulness and loyalty to your marriage partner.
- D. Respect for the sanctity of human life.
- E. Honesty in all you do; not taking what does not belong to you.
- F. Worship only the God of the Bible.
- G. Making a regular time in your week to honour God; self-care - giving yourself rest from work.
- H. Contentment; not wanting what others have.
- I. Rejection of idolatry
- J. Respectful language; not using God's name as a swear word.

Bible Plays

NOAH

A play for two people

TO BE READ IN AN EASY UNHURRIED MANNER

AA -Noah BB – the Protagonist

AA (Tap, tap sound. i.e. tapping on the table until you read STOP TAPPING)

BB Hey Noah, what are you doing?

AA Just tapping on this wood. (continues tapping)

BB Hey Noah? What are you just tapping on that wood for?

AA Because I'm building something.

BB Hey Noah. What are you building?

AA I'm building an ark. (NOT GETTING EXASPERATED)

BB Hey Noah. What's an ark?

AA It's a really, really long boat.

BB Hey Noah, why are you building a really, really, long boat - an ark, out here in the fields, when the ocean is so far away?

AA Well it's going to rain for a long time and flood everything.

BB Hey Noah. What's rain?

AA Well it's a little like the dew that is on the ground each morning, except this time it will fall from the sky during the day and the night - and we'll be able to see it.

Why don't you sit against that log over there, nestle into some leaves and listen while I tell you about it. (STOP TAPPING)

BB That sounds like a good idea, but all that rain doesn't.

AA God told me one day

BB Which God was that? Was he one of the Nephilim's gods?

AA No, He is the ONE AND ONLY TRUE GOD that our ancestor, Adam, used to walk with in the garden before YOU KNOW WHAT happened. Anyway, God told me that He was "going to put an end to all people, for the earth is filled with violence because of them. "

BB That doesn't sound very fair - killing everybody.

AA But it isn't God's desire for them to die. That's why He's got me to build this ark so that every person who realizes that they have been doing the wrong thing can get on board and be saved.

BB Is your ark big enough for every person who wants to come?

AA I'm sure it will be just right because I'm building it to the exact size that God told me to. And there's one more thing.

BB What's that?

AA There will be enough room for all the animals.

BB ALL THE ANIMALS! You've gone too far now Noah, my friend. How are you going to fit all the giraffes and all the hippopotamuses and all the crocodiles and all.

AA Well, I'm not going to fit them all on board. But I am going to take 2 of every kind of bird AND every animal that moves on the ground. The fish can swim in the sea.

BB But still, how are you going to fit TALL giraffes, and TALL horses into the ark?

AA Well, I guess I could just take the baby ones, or the ones that are not fully grown yet. But anyway, that's God's problem, not mine.

BB How do you explain that?

AA Well, God is going to bring the animals right up into the ark for me. I don't even have to go out and catch them. I'll take the ones that God chooses for me to take.

BB Hey Noah? You're very old though.

AA Yes, I've just had my 600th birthday.

BB I'm glad I was away when you had that birthday.

AA Why? Just so you didn't have to buy me a present? You could have helped me blow out all those candles.

BB No, I was thinking more along the lines of having to give you 600 punches on your arm - 1 for each year. And that WOULD HAVE HURT MY HAND.

AA Well, you better give me a late present then.

BB Why's that?

AA Because the rains are about to come - and you don't really believe me about them. Sadly, my friend, that means I won't see you on my 601st birthday.

BB I'm sure I'll see you, old buddy.

AA Ah, can you just move back a little?

BB Huh?

AA Well, I don't want that giraffe to bump into you, or the other one either. Or the cow and the bull. Oh, and watch out for the sheep, and that sheep too! I'm sorry, but you do need to step back a little or these animals are just going to walk over you.

BB Hey Noah. I see your family are here. I haven't seen Shem, Ham and Japheth for so long. And married too, such lovely wives, and here comes the lovely Mrs Noah. But it looks like they've brought something else with them.

AA Ah good. I was hoping the neighbours would come too. They often come and visit. Sometimes slap a little tar on the ark for me, a little bit here And a little bit there.

BB No Noah, that's not what I meant. I meant here comes that 'DEW THAT COMES BY DAY' - from the sky. The sky is all black and fierce looking. And the ground has suddenly become wet and slushy. Oh Noah, I'm going to run back to my house to help the family.

We need to invent umbrellas - and then we can sell them for a lot of money and then become VERY rich, and then I could BUY a boat and sail the seas myself.

AA Friend, get on board now!

BB No, no. I'm going to also invent raincoats. I'm going to be sooo rich. I'm off.

AA My poor, poor friend. God is going to shut the door now so that us and all the animals can be saved. He won't have time to make anything; he won't even have time to make it back home.

Thank you God, that You saved my family and me. Help us to look after these animals on our long voyage. Help my family to be kind and gentle, tender and loving to each other. God, we place ourselves into Your loving care now. For You have called us, and You will lead us, and You will protect us.

Write your own Bible Play: Moses and the Golden Calf

Read the story from Exodus 20 (Scene 1); Exodus 32 (Scene 2); Exodus 34 (Scene 3)

Scene 1: Moses receives the Ten Commandments (Exodus 20)

Characters:

- God (voice only)
- Moses

Scene 2: The Golden Calf (Exodus 32)

Characters:

- Aaron
- Two or three Israelites representing the crowd. (They are tired of waiting for Moses to come back and want to make their own expression of God.)
- Moses

Scene 3: The Covenant Restored (Exodus 34)

Characters:

God (voice only)

Moses



Character Values Plays

The following play illustrates certain values. Act out the play with 6 people. Then write down the values you think the play is trying to teach us. Which lines in the play are evidence of this? Write a character analysis of the six people.

Family watching T.V.

1st boy:

Got 'em! Yaay!

1st girl:

Ooooh! It would be terrible to die like that!

1st boy:

Well, he deserved it. He'd done the same to others.

2nd girl:

That doesn't make it right, you know!

2nd boy:

Quiet! I want to see the end.

Brief pause

1st boy:

Excellent! That was really cool!

2nd boy:

Yeah... especially the part where all the buildings got blown up!

1st boy:

Yeah...those rockets were really neat!

1st girl:

You know, you boys amaze me. I can't see anything that great about people getting killed. It upsets me a little.

1st boy:

That's because you're a girl.

2nd girl:

So killing people are what boys are meant to like! I bet Jesus wasn't like that.

1st boy:

But this isn't real. It's only make-believe.

2nd boy:

Yeah. If it was real I wouldn't like it.

1st girl:

But you get so excited by it. You really like it.

1st boy:

But it's not real.

2nd girl:

Yes, but I think Christians should be different.

1st boy:

(Goes and changes the channel.)

1st girl:

Don't change it!

1st boy:

Why not? It's only...

2nd girl:

I like it! It's my favourite program.

2nd boy:

It's rubbish! That's what it is!

2nd girl:

It's *not* rubbish! What about your stupid program?!

1st boy:

It's not stupid. You can really learn a lot from it.

2nd girl:

But what's the use of that anyway. It's no good for anything!

2nd boy:

The same can be said about your stupid program.

1st boy:

(Goes to get mother.)

1st girl:

Well I'm getting Mum. Muuum!

1st boy:

(Returns with Mum)

Mum, they won't let us watch T.V.

2nd girl:

That's not true! We were watching it first!

Dad appears.

Dad:

That T.V. has caused too many arguments around this place. No one can watch it now for a whole week.

PLAY WRITING

Write your own 'values play'. You can use any of the values discussed so far in this unit, or use some on the next page.

SEVEN VALUES FOR SECONDARY SCHOOL



	PAGE
Value 1: Care, compassion & generosity	2
Value 2: Doing your best	3
Value 3: Honesty and trustworthiness	4
Value 4: Integrity	5
Value 5: Responsibility:	6
Value 6: Thankfulness	7
Value 7: Self-control	8



VALUE 1: CARE, COMPASSION & GENEROSITY

Care for self and others

Care for self: Students can realize the importance of valuing themselves and understand that they are created in God's image, a piece of His workmanship and loved by the Creator.

Care for others: Students can be made aware of the abundance of healthy food available to us, and be encouraged to look for ways of helping those in countries affected by famine.

DEFINITIONS

Compassion is...

- doing my best to help when they are hurt
- giving up my own time to make someone feel better
- listening to someone's problems
- being sensitive to the needs of others
- trying to understand how people feel

Generosity is...

- sharing my things with others.
- giving my time and talents to help others.
- giving to people in need.
- giving cheerfully.
- not being selfish
- not being greedy
- giving without expecting to receive something in return.

KEY BIBLE VERSES & PASSAGES

Psalm 139 – We are wonderfully made. (Care for self)

Proverbs 22:9 – Share your food with the hungry and open your homes to the poor. GNB (Care for others)

Ephesians 4:32 - Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.

Romans 12:15 - Rejoice with those who rejoice; mourn with those who mourn.

VALUE 2: DOING YOUR BEST

Seek to accomplish something worthy and admirable, try hard, pursue excellence.

Doing your best means to strive for excellence in every respect, including self-discipline in fitness activities and food choices.

DEFINITION

Striving for excellence...

- doing something properly
- working hard
- not giving up (*perseverance*)

KEY BIBLE VERSES & PASSAGES

Phillipians 3:12-14 – I run straight towards the goal to win the prize.

1 Corinthians 9:25-26 – Run in such a way as to win the prize.

Colossians 3:23 - Whatever you do, work heartily, as for the Lord and not for men,

2 Corinthians 8:7 - But as you excel in everything—in faith, in speech, in knowledge, in all earnestness, and in our love for you—see that you excel in this act of grace also.

Matthew 5:14-16 - “You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.

Philippians 4:13 - I can do all things through him who strengthens me.

VALUE 3: HONESTY AND TRUSTWORTHINESS

Be honest, sincere and seek the truth

As well as demonstrating the character traits of honesty and trustworthiness in our personal lives, we can also discern dishonesty in the world around us. This includes being aware of the tactics of the hidden persuaders of the advertising world, who encourage us to buy the things we don't need.

"All that glitters is not gold." (Old proverb)

DEFINITIONS

Honesty is...

- speaking the truth
- not cheating
- not stealing
- not exaggerating
- being trustworthy
- being yourself and not trying to be someone you are not.

To know what is honest and true we must:

- know what is false.
- listen carefully and think carefully when we hear new ideas.
- be alert, watching out for things that are not right.

KEY BIBLE VERSES AND PASSAGES

Matthew 7:7 – Seek and you shall find

Proverbs 12:22 - Lying lips are an abomination to the Lord, but those who act faithfully are his delight.

Proverbs 11:3 - The integrity of the upright guides them, but the crookedness of the treacherous destroys them.

2 Corinthians 8:21 - For we aim at what is honorable not only in the Lord's sight but also in the sight of man.

John 8:32 - And you will know the truth, and the truth will set you free."

Matthew 7:15-21 – Wolves in sheep's clothing

VALUE 4: INTEGRITY

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

Wisdom is: “knowing the right thing to do, and doing it.” When we know the rules for healthy living, then we owe it to ourselves to live up to these standards.

DEFINITION

Integrity is...

- doing what we say we will do
- doing the right thing

KEY BIBLE VERSES & PASSAGES

1 Peter 1:14 – Be obedient to God

Psalm 37: 18 – The Lord takes care of those who obey Him (GNB).

James 1:22 – Be doers of the word, not just hearers.

Proverbs 21:3 - To do what is right and just is more acceptable to the LORD than sacrifice.

2 Corinthians 8:21 - For we aim to do what is right, not only in the eyes of the Lord but also in the eyes of man.

Proverbs 4:25-27 - Let your eyes look straight ahead; fix your gaze directly before you. Give careful thought to the paths for your feet and be steadfast in all your ways. Do not turn to the right or the left; keep your foot from evil.

1 Peter 3: 15-16 - Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect, 16 keeping a clear conscience, so that those who speak maliciously against your good behavior in Christ may be ashamed of their slander.

VALUE 5: RESPONSIBILITY

Be accountable for one's own actions.

When we know how to care for our bodies, we have a responsibility to do our best to keep fit and healthy. We also have a responsibility to be an example to others.

DEFINITION

Responsibility is...

- being reliable.
- being accountable.
- being dependable
- doing the things I should do.
- being in charge of the way I act.

KEY BIBLE VERSES & PASSAGES

Deuteronomy 6:18 Do that which is right and good.

Ephesians 5:8-11 Live as children of the light.

1 Timothy 5:8 - But if anyone does not provide for his relatives, and especially for members of his household, he has denied the faith and is worse than an unbeliever.

1 Corinthians 3:8 - He who plants and he who waters are one, and each will receive his wages according to his labor.

Luke 16:10 - "One who is faithful in a very little is also faithful in much, and one who is dishonest in a very little is also dishonest in much.

Luke 12:35-48 - And that servant who knew his master's will but did not get ready or act according to his will, will receive a severe beating. But the one who did not know, and did what deserved a beating, will receive a light beating. Everyone to whom much was given, of him much will be required, and from him to whom they entrusted much, they will demand the more.

VALUE 6: THANKFULNESS AND APPRECIATION

Be thankful to God for all that He has given us; appreciate the food that He has given us through the creation. Also remember to thank those who do things for us or give to us.

DEFINITION

Thankfulness is...

- being grateful for what I have.
- being content, and not wanting what others have.
- saying 'thank you' to those who do things for us.
- Having

KEY BIBLE VERSES & PASSAGES

Luke 17:11-19 – The leper who said “Thank you”.

Psalm 36:5-8 – The goodness of God

Colossians 3:17 And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.

1 Thessalonians 5:18 - Give thanks in all circumstances; for this is God's will for you in Christ Jesus.

Psalm 136:1 - Give thanks to the Lord, for he is good. His love endures forever.

Ephesians 5:20 -Always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ.

Luke 17:11-17 – The ten lepers healed by Jesus. Only one came back to say 'thank you'.

VALUE 7: SELF-CONTROL

Self-control includes having control over our emotions, our food choices and our entertainment or internet choices.

Self-control is...

- controlling *myself*.
- being careful about what I do and say.
- not doing the wrong thing when I *know* it is wrong.
- being careful about the way I use my time.
- not losing my temper.
- not being greedy.
- knowing when to stop.
- saying 'no'.
- being in charge of the things I do.
- choosing to do the right thing

KEY BIBLE VERSES & PASSAGE

Galatians 5:22 - The fruit of the Spirit - But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.

James 1:19 - My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry.

Romans 12:2 - Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will.

Proverbs 4:27 - Do not turn to the right or the left; keep your foot from evil.

1 Corinthians 10:13 - No temptation has overtaken you except what is common to mankind. And God is faithful; he will not let you be tempted beyond what you can bear. But when you are tempted, he will also provide a way out so that you can endure it.

Proverbs 25:28 - Like a city whose walls are broken through is a person who lacks self-control.