

UZIMA – GRADE 3 (O’LEVEL)

ESTABLISHED (Core Focus)

1. Personal Renewing (Planting)

Description

Learners are guided to intentionally examine their inner life—habits, mindset, character, emotional regulation, and spiritual disciplines. Structured reflection becomes part of learning through journaling, mentorship conversations, feedback, and personal goal-setting.

Learning Focus

- Self-awareness and self-examination
- Habit formation and discipline
- Personal responsibility for growth
- Spiritual and character formation practices

Learning Outcome

A learner who understands that transformation begins within and is sustained through discipline, consistency, reflection, and accountability.

2. Professional Calling (Forming)

Description

Learners explore the meaning of vocation and calling beyond academic achievement. They begin to connect their interests, values, strengths, and faith to purposeful contribution through work and service.

Learning Focus

- Work ethic and excellence
- Alignment of gifts, values, and skills
- Exposure to professions and life paths
- Responsibility toward skill development

Learning Outcome

A learner with growing clarity of personal direction, respect for excellence in work, and commitment to developing competencies for meaningful contribution.

3. Enterprise Stewarding (Budding)

Description

Students are introduced to enterprise as value creation and stewardship. Through guided projects, simulations, and real-life problem-solving, they learn how ideas, resources, and opportunities are nurtured and grown responsibly.

Learning Focus

- Entrepreneurship mindset
- Resource stewardship
- Creativity and innovation
- Planning, execution, and evaluation

Learning Outcome

A learner who demonstrates initiative, creativity, and an understanding that ideas and resources must be managed faithfully to grow and create impact.

4. Community Uplifting (Blooming)

Description

Learners actively participate in service-learning initiatives that respond to real needs within their school or local community. These experiences integrate compassion with practical action.

Learning Focus

- Service and social responsibility
- Teamwork and collaboration
- Empathy and community engagement
- Practical application of values

Learning Outcome

A learner who practices compassion, demonstrates civic responsibility, and collaborates effectively to contribute to the wellbeing of others.

5. Systems Ordering (Ripening)

Description

Students study how systems function—families, schools, organizations, and communities. They examine leadership, roles, structures, rules, and processes, and how these influence outcomes.

Learning Focus

- Systems thinking
- Organization and structure
- Leadership and governance principles
- Accountability and order

Learning Outcome

A learner who can analyze systems, organize processes, and appreciate the role of leadership and accountability in producing healthy outcomes.

6. Research Revealing (Seeding)

Description

Learners are trained to move from curiosity to inquiry by asking deeper questions, gathering information, testing ideas, and communicating findings through structured projects.

Learning Focus

- Question formulation
- Observation and data gathering
- Analysis and interpretation
- Communication of findings

Learning Outcome

A learner who demonstrates analytical thinking, curiosity, and the ability to make evidence-based conclusions and decisions.

7. Regenerative Restoring (Re-planting)

Description

Students engage in restoration-oriented initiatives such as environmental conservation, conflict resolution, mentoring younger learners, or improving broken or inefficient systems.

Learning Focus

- Sustainability and regeneration
- Restoration and reconciliation
- Long-term thinking
- Responsible stewardship of people and environments

Learning Outcome

A learner with a regenerative mindset—focused on healing, sustainability, and long-term impact rather than short-term success.

UZIMA – GRADE 4 (A'LEVEL)

OVERFLOWING (Introduced Gently)

1. Households

Learners are guided to reflect on their place within households and close communities. Through discussion and observation, they explore how attitudes, words, and actions shape family life and relationships, recognizing that influence begins in everyday spaces.

2. Cities

Students are introduced to cities and communities as shared living spaces where diverse people, ideas, systems, and opportunities intersect. Learning highlights how cities function socially, economically, and culturally, without requiring mastery or specialization.

3. Gates

Gates are introduced as points where decisions are made and influence flows. Learners begin to notice leadership spaces such as school structures, student groups, institutions, and forums where voices are heard and directions are set.

4. Covenants

Covenants are presented as guiding commitments, shared values, and principles that shape trust, cooperation, and identity. Learners explore the idea that lasting influence is built on alignment, faithfulness, and responsibility.

5. Territories

Learners are encouraged to recognize areas they are entrusted with—roles, projects, responsibilities, and spheres of involvement. Emphasis is placed on awareness of stewardship rather than authority.

6. Altars

Altars are introduced symbolically as personal practices that shape inner life and alignment. Through reflection and routine, learners are exposed to disciplines such as prayer, reflection, obedience, and moral consistency.

7. Thrones

Thrones are introduced as leadership positions that carry responsibility rather than dominance. Teaching emphasizes leadership expressed through service, humility, accountability, and care for others.
