

UZIMA – GRADE 4 (A’LEVEL)

OVERFLOWING (Core Focus)

1. Households

Description

Learners examine households as the foundational units where identity, culture, faith, and values are formed and transmitted. This includes families, faith communities, clans, and social groups. Learners explore how households can be strengthened, healed, and reformed to become life-giving environments.

Learning Focus

- Family and household systems
- Intergenerational patterns and transmission
- Responsibility, honor, and reconciliation

Learning Outcome

A learner who can positively influence households through character, wisdom, service, and relational leadership.

2. Cities

Description

Students study cities as complex ecosystems of people, culture, systems, power, and opportunity. Through local and global case studies, they analyze social dynamics, inequality, innovation, and pathways for transformation within urban contexts.

Learning Focus

- Urban and community systems
- Social challenges and opportunities
- Civic engagement and responsibility

Learning Outcome

A learner who understands cities as mission fields and strategic spaces for Kingdom influence and transformation.

3. Gates

Description

Learners explore “gates” as points where decisions are made and influence is exercised—institutions, leadership structures, media, education, economy, governance, and culture. They learn how values, power, and authority shape societal outcomes.

Learning Focus

- Mapping power and influence
- Institutional leadership and governance
- Ethical and values-based decision-making

Learning Outcome

A learner who can discern where influence flows and engage decision-making spaces responsibly and wisely.

4. Covenants

Description

Students examine covenants as binding commitments that shape individuals and societies—spiritual, moral, social, and legal. Emphasis is placed on alignment with God’s covenant, faithfulness, and the courage to challenge corrupt or unjust systems.

Learning Focus

- Covenant theology and worldview
- Integrity, accountability, and faithfulness
- Alignment of belief, values, and action

Learning Outcome

A learner grounded in principled commitments that guide influence, leadership, and long-term decision-making.

5. Territories

Description

Territories are understood as spheres of responsibility entrusted to individuals and communities—sectors, professions, institutions, regions, and systems. Learners begin to identify and define their emerging territories of influence.

Learning Focus

- Stewardship of people, resources, and systems
- Sector-based responsibility and calling
- Long-term vision and impact

Learning Outcome

A learner who takes ownership of their sphere of influence and works intentionally for its flourishing and transformation.

6. Altars

Description

Altars are taught as sustaining practices that anchor authority and influence—worship, prayer, obedience, ethical living, and submission to God. Learners explore the truth that influence without spiritual grounding eventually collapses.

Learning Focus

- Spiritual disciplines and rhythms
- Personal integrity and consecration
- Dependence on God as the source of authority

Learning Outcome

A learner whose influence is rooted in humility, worship, obedience, and spiritual alignment.

7. Thrones

Description

Thrones represent authority exercised in service, justice, and stewardship rather than domination. Learners study biblical and historical leadership models that emphasize servanthood, accountability, and succession.

Learning Focus

- Servant leadership models
- Governance, justice, and responsibility
- Legacy, succession, and continuity

Learning Outcome

A learner prepared to exercise authority that reflects Christ's character and advances life, justice, and generational impact.

Excellent. This is exactly the right move: **a closing vision, not a transition curriculum.**

Below is a **short, weighty, mind-preparing closure** you can place at the **end of Grade 4 (OVERFLOWING)**. It does not teach Grade 5 content; it **awakens anticipation**, frames responsibility, and prepares the learner internally for what is coming next.

Grade 4 Closing Reflection – Preparing for OCCUPYING

By the end of Grade 4, the learner has been rooted in identity, grounded in systems, established in capacity, and expanded into influence. They have learned that authority begins in alignment, that leadership flows through service, and that lasting impact requires integrity, discipline, and faithfulness.

At this stage, the learner understands households, cities, gates, covenants, territories, altars, and thrones—not as abstract ideas, but as real dimensions of life, responsibility, and stewardship. They recognize that influence is not claimed, but entrusted; not demanded, but carried.

As Grade 4 concludes, learners are not yet asked *where* they will serve, but they are prepared to hear the question.

They are invited to reflect deeply:

- **What burdens have been forming in my heart?**
- **Which gates am I drawn to?**
- **What territories stir a sense of responsibility within me?**
- **What kind of authority am I being prepared to carry?**

Grade 4 ends with readiness—not assignment.

Alignment—not ambition.

Formation—not occupation.

The next stage will call learners to move from preparedness to purposeful engagement—where faith, skill, knowledge, and character converge into focused stewardship. In the season ahead, learners will be invited to **occupy**, to **build**, and to **serve faithfully** within clearly defined spheres of influence, until Christ returns.

For now, they stand equipped, aligned, and entrusted—ready to be sent.
