



Life Skills-Based Education Curriculum for Primary & Middle Level

Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad

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**LIFE SKILLS-BASED
CURRICULUM**
FOR
PRIMARY AND MIDDLE LEVELS



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MESSAGE FROM SECRETARY

It gives me great pleasure to share this document as part of the provincial review and contextualization of the Life Skills-Based Education (LSBE) Curriculum for Grades 1–8. This initiative represents an important step by the Government of Khyber Pakhtunkhwa towards making education more holistic, inclusive, and relevant to the realities faced by our children and young people today.

Education is not only about academic achievement but also about nurturing the emotional intelligence, social understanding, and practical decision-making skills that enable young learners to become capable and responsible citizens. The integration of LSBE within the school curriculum will help equip students with the competencies to lead healthy, respectful, and productive lives. By focusing on skills such as communication, empathy, critical thinking, problem-solving, and respect for diversity, LSBE prepares students to meet life's challenges with confidence and compassion.

I commend the Directorate of Curriculum and Teacher Education (DCTE) for leading this important review process in collaboration with the Ministry of Federal Education and Professional Training, the National Curriculum Council, and our valued partners — UNFPA and ACT International. Their joint efforts ensure that the LSBE curriculum is not only pedagogically sound but also culturally relevant and responsive to the social context of Khyber Pakhtunkhwa.

As the province moves towards the implementation phase, the Elementary & Secondary Education Department remains committed to supporting teachers, schools, and curriculum bodies in integrating LSBE effectively within classrooms. Together, we will continue to work towards our shared vision of quality education that empowers every child with the knowledge, skills, and values essential for personal growth, community wellbeing, and national development.

Muhammad Khalid Khan

Secretary (Elementary & Secondary Education Department)
Government of Khyber Pakhtunkhwa

ACKNOWLEDGMENT

The Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, extends its sincere gratitude to the Ministry of Federal Education and Professional Training (MoFEPT) and the National Curriculum Council (NCC) for their leadership and continued collaboration in advancing the Life Skills-Based Education (LSBE) agenda in Pakistan.

We express our appreciation to the United Nations Population Fund (UNFPA) for its technical and institutional support in strengthening LSBE curriculum development and review processes across provinces. Special acknowledgment is also extended to ACT International for its valuable partnership and technical expertise.

In particular, DCTE recognizes the dedicated contribution of Mr. Hameed Ullah Satti, LSBE Specialist, ACT International, whose technical guidance, review facilitation, and quality assurance support have been instrumental in enabling this curriculum's provincial contextualization and alignment with national education standards.

We are also thankful to the team of curriculum specialists, teachers, and education officers who participated in the review and validation process. Their commitment and insights have ensured that this curriculum truly reflects the values, cultural context, and learning needs of Khyber Pakhtunkhwa's children.

The DCTE looks forward to continued collaboration with all partners as this curriculum moves toward implementation, empowering young learners with essential life skills for personal growth, social responsibility, and national development.

Directorate of Curriculum and Teacher Education (DCTE)

Khyber Pakhtunkhwa, Pakistan

PREFACE

It is a matter of great satisfaction that the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, in close coordination with the National Curriculum Council (NCC) and the Ministry of Federal Education and Professional Training (MoFEPT), has undertaken the review and contextualization of the **Life Skills-Based Education (LSBE) Curriculum for Grades 1–8**.

The integration of LSBE into the existing curriculum represents a major step toward making education more meaningful and responsive to the needs of learners in the 21st century. LSBE emphasizes the development of essential psychosocial, emotional, and interpersonal skills that help learners make informed decisions, communicate effectively, manage emotions, and interact positively with others. By embedding life skills across subjects and learning experiences, students are better prepared to cope with everyday challenges, build resilience, and contribute constructively to their families, schools, and communities.

The ongoing review process led by DCTE ensures that this curriculum reflects the cultural context, values, and aspirations of Khyber Pakhtunkhwa's diverse communities while maintaining alignment with national education priorities and global competencies. This collaborative process brings together the experience and commitment of provincial educators, curriculum experts, teachers, and child development specialists. Their valuable insights have helped ensure that the LSBE curriculum remains contextually relevant, age-appropriate, and inclusive — fostering an enabling environment for holistic learning and wellbeing.

I extend my sincere appreciation to the Ministry of Federal Education and Professional Training, the National Curriculum Council, and our development partners, particularly UNFPA and ACT International, for their technical support and continued commitment to strengthening Pakistan's education system.

The DCTE looks forward to the successful completion of this review and the subsequent rollout of LSBE-integrated learning across schools in Khyber Pakhtunkhwa, empowering our children and youth to become confident, empathetic, and responsible citizens of Pakistan.

Jaffar Mansoor Abbasi

Director Curriculum and Teacher Education (DCTE)
Khyber Pakhtunkhwa

1.1 Introduction:

1.1.1 Purpose of LSBE Curriculum as a stand-alone subject:

While Pakistan has long recognised the importance of introducing life skills education into schools to better equip young people with the knowledge and skills to support personal, community and national development, it is proven difficult to put in place the necessary and enabling systems to support this. The system requires specific policy, curriculum statements and guidelines for implementation, teaching and learning resources including materials for teachers and children, teacher training packages for both pre-and in-service training and professional development. This is a complex mix and their development requires planning and resource allocations. This Curriculum is a step away from the integrated approach adopted earlier on LSBE integration in national curriculum and is a testament of recognition of the importance of critical life skills for adolescents' positive development. This has been achieved by adopting a 'Stand-alone' approach (being notified as a separate mandatory subject); following technical assessments.

With this LSBE Curriculum, the Ministry of Federal Education and Professional Training (MoFE & PT) has ensured that young people would be facilitated in achieving their full potential. This can be achieved by provision of critical skills development at an early stage in the progressing knowledge intensive economy, which will aid in capitalizing the 'demographic dividend', while improving the development trajectory of young people and shaping their future. The school based, LSBE can help empower young people with necessary knowledge and skills, enabling them to make informed choices for themselves and their families.

In order to equip young people with critical 21st century skills, it is important to ensure that overall learning outcomes are aligned with the global framework which has evolved over time, taking into account the cultural contexts and educational settings, while reconciling the priorities inherent in international definitions and guidelines.

1.2 Conceptual Framework of Life Skills Based Education¹:

1.2.1 Why invest in Life Skills Based Education Program?

Life skills based education plays a vital role in equipping young people with the knowledge and life skills that are needed as they develop and transition into adults. The existing curriculum offers limited opportunities to fully deliver the competencies that are useful in developing a productive and participatory citizen. These skills are greatly needed in the major transitions into adulthood, entering employment and participating in society actively.

Young people need much better preparation for the transition from school to the adult world. Currently, education service delivery is not well matched to the ends of society and socioeconomic development. Young people have limited access to necessary knowledge and skills that are needed in entering adulthood. The cost burden to society is massive due to the existing education and skills gap.

LSBE skills are transversal. They can be applied in almost all areas of life. They are particularly important in improving the employability of young people and enabling them to be productive members of society. These skills are increasingly recognised in all regions of the world as fundamental to learning and positive educational outcomes.

¹ UNFPA (2019), Life Skills Based Education Roadmap

LSBE should be regarded as a vital contribution to improving the quality of education in Pakistan. It can do this through enhancing the relevance of the curriculum and by supporting teacher development and motivation through adopting active learning. LSBE can also help retain children in school by equipping them with the life skills to assist them with their learning. It can also help protect them from hardship including violence and build the resilience needed for school completion.

Child protection is an important focus of LSBE in Pakistan and is a government policy priority. The current approach can be strengthened and expanded. Issues to be considered are child marriage and violence against children, including gender-based violence.

1.2.2 What is Life Skills Based Education (LSBE)?

'Life skills are the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life'².

LSBE is a term which came into use to define life skills education designed to address particular content areas or specific learning goals. The term represents the concept that teaching and learning involve not only the attainment of knowledge but also the psychosocial skills needed to develop and practice appropriate, desirable behaviours. The range of behaviours can include learning-related behaviours (e.g. learning skills), health-related behaviours (e.g. health seeking behaviours), employment-related behaviours (e.g. employability skills) and participation related behaviours (e.g. citizenship skills). It is an approach that can be either mainstreamed across the curriculum or taught as a standalone subject, focused on specific content area.

LSBE has become an important approach in education reform in a diverse range of country contexts. A central concept behind its adoption is the need to equip children, adolescents and youth with skills relevant for the challenges of the 21st century. LSBE is therefore strongly linked with efforts to improve the quality of education processes and outcomes. In its more holistic design, the skills and content matter are selected to improve learning outcomes, health outcomes, family life and relationship outcomes, employment outcomes and citizenship/social participation outcomes. Examples of this comprehensive approach are to be found in North America, Europe and Australia, where it sometimes referred to as 21st century skills.

LSBE can be deliberated as an important contribution to improving the quality of education. It does this through a strong emphasis on the relevance of the curriculum to the lives of the learner and the knowledge and skills they need now or will need in the future. Thus, LSBE if taught well can enhance learner motivation as it constitutes meaningful learning. The participatory approach to learning that is employed develops essential skills in classroom activities. These include communication skills, thinking skills such as creativity and critical thinking, problem-solving and cooperation and teamwork skills. The approach helps learners learn how to learn rather than being spoon-fed by the teacher.

1.2.3 Adaptation of Global Frameworks:

The World Health Organization (WHO), guidelines identify the following skills set as critical life skills set for young people:

- Self-awareness
- Empathy
- Decision making and Problem Solving
- Creative and Critical Thinking
- Communication and Interpersonal Skills

² WHO (2010)

- Coping with Emotions and Stress

1.2.4 Key Concepts and Topics:

a. Communication skills

Communication, or being able to communicate, involves the sharing of meaning through the exchange of information and common understanding³. It takes place in the context of social relationships between two or more individuals and is considered an interpersonal skill⁴. While communication enables human interaction and participation in society, the growing prevalence of new technologies and social media, particularly among youth indicates a strong human drive for social communication⁵.

The development of communication is a lifelong process covering a broad category of skills, involving both verbal and non-verbal communication. Mastery of language in early childhood is key to success later in life and there is evidence that communication skill development requires both a social context and social interaction to be effective⁶. Furthermore, communication skills are integral to the acquisition, practice and development of all other core life skills. Closely linked to communication are life skills concerned with negotiation and refusal, empathy, cooperation and participation.

b. Cooperation

Cooperation is the act or process of working together to get something done or to achieve a common purpose that is mutually beneficial⁷. It can involve teamwork and active collaboration, which is a form of cooperation and is often used as a synonym. Cooperation is central to many activities in the everyday world encountered by children, youth and all learners in school, at home, at work, in the community, and at national and regional levels. Because cooperation is useful for problem-solving and forms the basis for healthy social relationships, it can be considered a core life skill directly related to family, social and political conflict management and resolution.

c. Creativity

Creativity, or being creative, is the ability to generate, articulate or apply inventive ideas, techniques and perspectives⁸, often in a collaborative environment⁹. In conjunction with critical thinking and problem-solving skills, to which it closely relates, creativity is a major component of purposeful thinking, i.e., a non-chaotic, orderly and organized thought process. Creativity is linked to the effectiveness of other life skills, in particular critical thinking, problem identification¹⁰, problem-solving¹¹ and self-management.

Being creative is to a large extent connected to the learners' cognitive abilities, including their analytic and evaluative skills¹². Ideational thought processes are fundamental to creative persons¹³, but creativity also intersects with social and personal management skills. Therefore, creativity is a pre-condition for innovation and adaptive behaviours and solutions in all life settings, among them in

³ Keyton, (2011); Lunenberg, (2010); Castells, (2009)

⁴ Schiller (2007); Castells (2009)

⁵ Kuhl (2011)

⁶ Kuhl (2011)

⁷ Tyler (2011)

⁸ Lucas and Hanson (2016)

⁹ Ferrari (2009)

¹⁰ Sternberg (2010)

¹¹ Torrance (1977)

¹² Sternberg (2006)

¹³ Kozbelt et al., (2010)

learning settings and in the workplace¹⁴. Creativity and creativity-related skills, such as innovative thinking, collaboration, and self-efficacy, are valued throughout life. For this reason, psychologists have long maintained the importance of fostering creative development in children in order to prepare them for a changing future, which in turn, is a priority in the Pakistan context, as children and youth face particularly complex life environments.

d. Critical thinking

Critical thinking, an instrumental life skill conducive to academic achievement, is a long standing life skill, which allows 'reflective thinking': By thinking critically, children, youth and all individuals who learn to assess situations and assumptions, ask questions and develop various ways of thinking. Therefore, critical thinking involves higher-order executive functioning: This is a 'meta-skill' through which one learns to think about thinking and develop purposeful thinking processes, such as being able to discern and evaluate whether an argument makes sense or not.

Critical thinking is a universally applicable complex process, and purposeful mental activity, that involves multiple skills including separating facts from opinion, recognizing assumptions, questioning the validity of evidence, asking questions, verifying information, listening and observing, and understanding multiple perspectives¹⁵ It constitutes an ability to analyse information in an objective manner. This is essential for children's and individuals' wellbeing, as it helps them to recognize and assess factors that influence their attitudes and behaviours, such as values, peer pressure and the media¹⁶, thus helping them to protect themselves from violence, negative voices and radicalization.

Critical thinking is a lifelong life skill and all people can be taught to think critically¹⁷. Ideally, children should be taught this at an early, as empirical research suggests that people begin developing critical thinking skills at a very young age. Critical thinking should be practiced often, in various educational and work settings, and should not be pushed from core content designs¹⁸.

Thinking critically, however, is not synonymous with systematically criticizing or rejecting, since it allows each learner to pose, gather, evaluate, synthesize and then assess facts, before drawing conclusions and preparing an answer. Therefore, critical thinking is also being a thoughtful and constructive process that prepares the individual to face complex economic changes and social environments.

e. Decision-making

Decision-making skills, or the ability to choose between two or more courses of action, relate to "one of the basic cognitive processes of human behaviour by which a preferred option, or a course of action, is chosen from among a set of alternatives based on certain criteria"¹⁹. Decision-making is used by all individuals on a daily basis, as they are regularly faced with situations in which they have to make a judgement about how best to proceed, and also when it is most appropriate to do so. Notably, decision-making has consequences on all individuals' wellbeing through the effects of the choices they make²⁰.

¹⁴ Partnership for 21st Century Learning (2015)

¹⁵ Lai (2011)

¹⁶ WHO (1997)

¹⁷ Lai (2011)

¹⁸ Trottier (2009)

¹⁹ Wang (2007)

²⁰ WHO (1997)

Decisions can be made through either intuitively, on the basis of gut feelings, or they can be made through a reasoned process, using thinking about facts and figures, or a combination of the two²¹. More complicated decisions tend to require a more formal, structured approach, usually involving both intuition and reasoning.

f. Empathy

Empathy, or being empathetic, is “the ability to comprehend another’s feelings and to re-experience them oneself”, while never being judgmental²². A key construct in social and developmental psychology as well as in cognitive and social neuroscience, the ability to empathize is important for promoting positive behaviours toward others, and facilitating social interactions and relationships.

Empathy is involved in the internalization of rules that can play a part in protecting others, and, it may be the mechanism that motivates the desire to help others, even at a cost to oneself. In addition, empathy plays an important role in becoming a socially competent person with meaningful social relationships²³. Consequently, empathy motivates altruistic behaviour and has the potential to enhance the process by which rights are realized, which is as important as an outcome²⁴.

g. Problem solving

A problem-solver has the ability to “think through steps that lead from a given state of affairs to a desired goal. Another essential aspect of purposeful thinking, problem-solving is a high-order thinking process inter-related with other important life skills, such as critical thinking, analytical thinking, decision-making and creativity. More specifically, being able to solve problems implies a process of planning, i.e., the formulation of a method to attain the desired goal. Problem solving begins with recognizing that a problematic situation exists and establishing an understanding of the nature of the situation. It requires the solver to identify the specific problem(s) to be solved, plan and carry out a solution, and monitor and evaluate progress throughout the activity²⁵.

Moreover, while problem solving has so far been equated to one person resolving a problematic life situation or work alone, collaborative problem solving is an increasingly critical and necessary life skill across educational settings, as well as in the workforce. It is strongly driven by the need for students to prepare for careers that require abilities to work effectively in groups and to apply their problem-solving skills in these social situations²⁶.

The ability to solve problems is an important part of the Programme for International Student Assessment (PISA) assessment – by Organisation for Economic Co-operation and Development (OECD), which has identified and grouped the cognitive processes involved in problem solving into:

- i. Exploring and understanding: exploring the problem situation by observing it, interacting with it, searching for information and finding limitations or obstacles; and demonstrating and understanding of the information given and the information discovered while interacting with the problem situation. Representing and formulating: using tables, graphs, symbols or words to represent aspects of the problem situation; and formulating hypotheses about the relevant factors in a problem and the relationships between them, to build a coherent mental representation of the problem situation.

²¹ Gigerenzer (2007)

²² Salovey and Mayer (1990)

²³ McDonald and Messinger (2012)

²⁴ Jönsson and Hall (2003)

²⁵ OECD (2015)

²⁶ Ibid OECD (2015)

- ii. Planning and executing: devising a plan or strategy to solve the problem, and executing it. It may involve clarifying the overall goal, setting sub-goals, etc.
- iii. Monitoring and reflecting: monitoring progress, reacting to feedback, and reflecting on the solution, the information provided with the problem, or the strategy adopted.

h. Self-awareness

Self-awareness is an individual's evolving capacity for introspection and ability to recognize and understand one's own personal identity, feelings and capabilities, as well as a process of getting to know one's own feelings, attitudes and values²⁷. Self-awareness is made up of emotional awareness, accurate self-assessment and self-confidence²⁸. People who are self-aware have the ability to accurately assess their feelings, interests, values and strengths. They are able to maintain a well-grounded sense of self-confidence, which leads to self-efficacy. Self-awareness is important for building relationship skills to be able to live and work successfully with other people. It involves understanding how one can influence and affect each other. Developing active listening skills relies on self-awareness skills and sensitivity as to how one responds to and connects to other people.

i. Self-Control

Self-control, an aspect of inhibitory control, is the ability to control one's emotions and behaviour. This is important as intense emotions, such as anger and sorrow, can have negative health effects if actions are not appropriately taken²⁹. Self-control, therefore, is an executive function involving a cognitive process that is necessary for regulating one's behaviour in order to achieve specific goals. Self-control addresses six inter-related elements: **(i)** impulsivity and inability to delay gratification, **(ii)** lack of persistence, **(iii)** risk-taking, **(iv)** little value given to intellectual ability, **(v)** self-centeredness, and **(vi)** volatile temper. Experimental studies find that self-control can be improved up to the age of ten, but find that it is malleable after this age, particularly for adolescents and youth³⁰.

1.3 Guiding Principles:

Following international guidelines and frameworks developed³¹ on life skills-based education, to inculcate essential critical skills, attitudes and develop required knowledge among learners; this standalone curriculum on LSBE notes the following guiding principles, regardless of the topical variations across the frameworks:

- i. The taught content and the instructions, adapts to the age specific needs and conditions across the age groups, as informed by the cultural settings.
- ii. Content is based on authentic and reliable data sources and valid scientific evidence.
- iii. Application of participatory teaching methods, encouraging social interactions, exchange of ideas and real-world applications.
- iv. Use of a written curriculum to deliver in both formal and non-formal education sectors.
- v. Awareness of and responsiveness to culture and other contextual features in the implementation environment.

²⁷ Barnard (1992)

²⁸ Goleman (1996)

²⁹ WHO (1997)

³⁰ Gutman and Schoon (2013)

³¹ UNESCO/ UNFPA (2018), IPPF (2017), WHO (2010)

- vi. Imparting education in a safe healthy enabling environment, which is free from discrimination, stigmatisation or judgement.
- vii. Emphasis on youth and civic empowerment which enables learners to become agents of change in their own spheres of interaction and influence.

1.4 LSBE Curriculum alignment with Sustainable Development Goals (SDGs):

Life skills contributes to the wide range of outcomes across the sustainable development goals – 2030, including; health and wellbeing, equitable education, resilience building, promotion of peaceful and inclusive societies, improved nutrition, achieving gender equality, inclusive and sustainable economic growth, combating climate change and its impact.

Following are the primary SDGs and subsequent indicators LSBE contributes to:

Sustainable Development Goals (2030 agenda)	Sustainable Development Targets
Goal 1. End poverty in all its forms everywhere	1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.
Goal 3. Ensure healthy lives and promote well-being for all at all ages	3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.
	3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.
	3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.
	3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
	5.1 End all forms of discrimination against all women and girls everywhere.

Sustainable Development Goals (2030 agenda)	Sustainable Development Targets
Goal 5. Achieve gender equality and empower all women and girls	5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation. 5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.
Goal 6. Ensure availability and sustainable management of water and sanitation for all	6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.
Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value. 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training.
Goal 12. Ensure sustainable consumption and production patterns	12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse. 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
Goal 13. Take urgent action to combat climate change and its impacts	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.
Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	16.1 Significantly reduce all forms of violence and related death rates everywhere. 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children.
Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development	17.17 Encourage and promote effective public, public private and civil society partnerships, building on the experience and resourcing strategies of partnerships.

1.5 Creating enabling environment:

Children have a right to decide for themselves when they want to share their ideas/ experiences; therefore, all efforts should be made to respect their decision. However, it is important that all the relevant information and resources should be made available to them, enabling them to initiate a conversation or participate in the session voluntarily. It's the teacher's primary responsibility to ensure that the children's rights to confidentiality and freedom from discrimination should not be effected by their participation.

Cultural consideration is extremely important and the teacher should only be focused on age appropriate, contextualized information.

Ethical Principles including; respect, justice, patience, empathy, consideration and kindness should be strictly observed.

Gender sensitive and non-sexist language should be adopted at all times in the class room setting. It is important to indicate gender based (male/female/ transgender) role models to the students in a non-stereotypical manner. For example: girls can be engineers too, boys can be chiefs and transgender persons can be teachers or police officers etc.

Vulnerable adolescents, needs additional safeguards to protect their wellbeing. Young people with traumatic experience (e.g. excessive family arguments leading to gender-based violence, internally displaced persons or victim of violence/ abuse) requires counselling/ support and should be referred accordingly to an appropriate referral resource.

Students with disabilities, like everyone else, require the same relevant data. Students with learning disabilities should still receive age-appropriate information, such as information about adolescence; however, teaching methods may need to change to accommodate the disability. Students with disabilities may also require additional information specific to their disability in some instances.

Someone to talk to:

Talking about our families, friends, and social connections helps students understand where they fit, who they can turn to for help, and the value of respect when conversing with others. Identifying those who love and care for them helps students feel a sense of belonging and security. Reflecting on our family life and having to hear about other people's lives highlights who we are and how we came to be, which would be more clearly relevant to a child's mental development. As students approach adolescence, it pays to reinforce the ties that will strengthen them when so many other changes are occurring.

A good LSBE education supports family members as primary educators for students. When discussing families, it is critical to remember the diverse range of families to which our students belong. An increasing number of families are not living together. Education that excludes certain types of families can be detrimental to their attempts to raise their children. Teachers made even more difficult by a lack of resources to ensure correct respect for students' various backgrounds in their classrooms. The activities in this resource allow us to capture the lives of our students in our classrooms, recognizing all of the ways in which students grow up.

Safety and protection:

Older students frequently want to know who they can talk to if they are upset or concerned, and who they can talk to if they do not want to talk to their parents. They frequently have a lot of questions about how to get along with each other knowing what to do and who to contact in response to a question or a feeling is a useful skill. It helps to develop a set of skills that are necessary for trying to cope up it is also essential in evoking protective behaviours in students.

Teachers can create safe learning activities in which children can express their feelings and concerns. Clear statements to students that it is appropriate to contact a staff member if they have concerns it can be assisting in the safe environment. If a child approaches you, that child has chosen you as someone to whom they can share their concerns. It's essential to give the child space and time to express themselves until their meaning is clear.

1.6 Guidelines for Teachers:

a. Explore:

Teachers are by far tasked to encourage students to generate and investigate queries and gather all the relevant information to support their ideas. Teachers also facilitate students in organizing their ideas, equipping them with necessary tools, methods and skills. They also help the students in reflecting on their learnings and rectification of misconceptions.

b. Explain:

Teachers should be able to provide students with ample opportunities to enable them to exhibit their newly acquired skills set through verbal and non-verbal communication cues. The adopt and remain flexible with various teaching methods and tools, determining what works and what doesn't, with their group of students. Therefore, the content of sessions can be explained and shared in multiple ways and can also vary in accordance with the age group. It is important for teachers to involve their students in LSBE resources, via available resources including; media, visual aids, language, reading, writing etc.

c. Elaborate

It is important for teachers to elaborate on certain challenging concepts, or at the time of introduction of new concepts in student's local context, by citing examples from their communities and closely associated realities. Teachers, assist students with their understanding by generating clear concepts on age appropriate LSBE key messages.

d. Evaluate

Teachers, regularly assess the understanding of students, by employing various assessment tools/ criteria to gauge the overall understanding level of the students and adopt course correction as per need. It is crucial to record the performance of the students, as they progress systematically in their understanding, across various levels. The teacher should provide continuous feedback to all the students on their performance, in order to enable them to achieve their relevant learning outcomes effectively.

e. Rules and Expectations:

It is important to discuss expectations of the learning outcomes with the students and set some ground rules for the classroom by the teachers. A number of concepts including; team work, empathy, cooperative behaviour, social skills etc. are introduced through a series of various activities, encouraging students to learn in a safe and healthy environment. Teachers play an integral part in imparting critical life skills among the students. Subsequently, students are encouraged to participate without any judgement or preconceived notions about their perspectives and experiences. Students active participation is a direct outcome of teachers' encouragement, therefore it is important for the teachers to encourage their students in every possible manner, ensuring an enabling and conducive environment. Teachers should also be active listeners as well and encourage those students particularly, who are shy or hesitant to open up about their experiences – express themselves freely and seek guidance in privacy and confidentiality (if need be). It is vital for the teachers to talk to their students beforehand and sensitize them on the importance of trust and confidentiality and practicing empathy and patience towards fellow students.

It is critical that the teachers observe strict code of conduct at all times – in and out of classroom settings. Teachers are directed to ensure that all the students understand that no bullying will be

tolerated and everyone has to be respected. No discrimination or derogatory comments will be acceptable about any ethnic groups, culture, religion, gender, race or personal experiences.

f. Ground Rules:

- i. Only one student speaks at a time.
- ii. All the students get a chance to speak.
- iii. Respect punctuality.
- iv. Everyone should be encouraged to participate and not only some.
- v. Everyone should be encouraged to listen to the other person's views and show respect to others.
- vi. Do not make fun of another.
- vii. Everyone should respect everyone else.
- viii. Treat everyone equally.
- ix. Confidentiality is important. It is okay to say you know someone without mentioning their name while sharing that personal experience.

Examples:

Rule: Someone I know

When we are sharing a story and feels awkward or embarrassed, we will say 'someone I know' instead of using that person's actual name.

Rule: There is no such thing as a silly question

All questions are important, in case students are uncomfortable sharing their experiences, teachers should encourage them to drop their questions in a drop box during the session.

Rule: No pulling down each other

We can laugh with each other but not at each other

Rule: We listen to each other in class

Note: Teachers are encouraged to write the rules on chart paper with the students. Rule Charts can be displayed during the sessions and students should be encouraged to reflect on the ground rules occasionally.

g. Trust and Support:

Once the ground rules are communicated and discussed in the class room, it is important that the teacher communicates to the students the schedule of LSBE sessions – to help them learn about themselves and how they can manage their lives in a happy and safe manner. It is vital that the teacher enquires from students about their expectations in terms of learning and also manages students' unrealistic expectations. Teachers are advised to use simple words or symbols, especially if the student has some learning disability.

Note: Teachers are directed to cover the ground rules for the class room, provide clarity on the importance of life skills-based education, while creating an enabling safe environment for the students; where they feel trusted and can express themselves without any judgements.

SECTION – II

2.1 Design of Modules

The module for Grades I-V, has been developed based on WHO Framework on Life Skills Based Education, which broadly have been categorised into six thematic areas. However, these categories into further sub-groups.

It is important here, that during development of grade-wise textbooks; age appropriate and gender sensitive LSBE content will be selected from all the thematic areas and further built upon.

2.2 Competency Matrix:

Subsequently, through these thematic areas the following **learning objectives** will be achieved broadly and assist the learners in developing necessary life skills for life, which are aligned with the International LSBE Guidelines/ Frameworks:

LSBE Thematic Areas	Sub Areas
1. Interpersonal and communications skills	1.1. Verbal/non-verbal communication 1.2. Active listening 1.3. Expressing feelings, giving feedback without blaming 1.4. Receiving feedback 1.5. Negotiation/refusal skills 1.6. Negotiation and conflict management 1.7. Assertiveness skills 1.8. Refusal Skills 1.9. Collaboration 1.10. Team building skills
2. Empathy	2.1. Ability to listen and understand another's needs and circumstances and express it 2.2. Cooperation and Teamwork 2.3. Expressing respect for others' contributions and different styles 2.4. Respecting diversity and promoting inclusion 2.5. Assessing one's own abilities and contributing to the group 2.6. Advocacy Skills 2.7. Influencing skills and persuasion 2.8. Networking and motivation 2.9. Standing up to Bully's for yourself and others
3. Decision making/Problem-solving skills	3.1 Information-gathering skills 3.2 Evaluating future consequences of present actions for self and others 3.3 Setting goals 3.4 Assuming responsibilities of personal decision's consequences 3.5 Determining alternative solutions to problems

LSBE Thematic Areas	Sub Areas	
	3.6	Analysis skills regarding the influence of values and attitudes about self and others on motivation
4. Critical thinking skills	4.1	Analyzing peer and media influences
	4.2	Analyzing attitudes, values, social norms, beliefs and factors affecting them
	4.3	Identifying relevant information and sources of information
	4.4	Caring for environment - Learning importance of making sustainable lifestyle choices, acquiring greater environmental awareness
	4.5	Understanding the concept of gender equality
	4.6	Identifying fundamental rights of people
5. Self -Awareness	5.1	Skills for increasing personal confidence and abilities to assume control, take responsibility, or bring about change
	5.2	Building self-esteem and confidence
	5.3	Creating self-awareness skills, including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses
	5.4	Self-evaluation/self-assessment/self-monitoring skills
	5.5	Skills for Managing Feelings
	5.6	Adopting health and hygiene practices
	5.7	Communicable and non – communicable diseases
	5.8	Nutrition and Balanced diet
	5.9	Transitional phase of life (Puberty)
	5.10	Essentials of Transitional phase of life (Puberty)
	5.11	Safety and protection measures
6. Coping with emotions	6.1	Managing anger
	6.2	Dealing with grief and anxiety
	6.3	Coping with loss, abuse and trauma
	6.4	Skills for Managing Stress
	6.5	Positive Thinking
	6.6	Relaxation techniques, to relieve stress and anxiety
	6.7	Personal management skills

2.3 Primary Level – LSBE Thematic Areas:

LSBE Thematic Areas for Grade I - V			
Thematic Area	Sub Area	Learning Outcomes	Details
1. Self-awareness & coping with emotions	a) Knowing me,	1.1 Differentiates between feelings like sad, happy, angry, excited etc. 1.2 Know some healthy activities to cope with big emotions and demonstrate decent behaviour inside and out of class. 1.3 Understands his/her own self, abilities and exhibiting self-respect. 1.4 Adopts high ethical and moral values.	- Understanding of emotions including; likes, dislikes, strengths, happy, sad, angry. - Introduction of Self-identity/ group identity concept (positives: sense of belonging, fosters caring for others, helps shapes self-image negatives: requires confirmation by others, potential rejection by social groups causes anxiety). - Describing self-respect concept (listening to yourself, speaking your truth, taking care of yourself, trusting yourself, believing in your abilities and capabilities) - Managing anxious and stressful situations (e.g. appearing for assessments, personal/ family issues etc.) - Developing understanding of ethical and moral values such as honesty, inner accountability, social justice, keeping promises, compassion and respect.
	b) Health, hygiene and wellbeing	1.5 Adopts healthy eating habits and understands the importance of physical activities 1.6 Practices personal hygiene and measurement neatness 1.7 Participates in keeping the classroom clean and tidy. 1.8 Demonstrates reduced screen time and feel encouraged to develop reading habit instead.	- Importance of eating healthy and avoiding sugary, fried, fatty food options. - Benefits of hygiene, including appropriate sanitation and hygiene (Etiquettes of using public toilets, regular showers, washing hands frequently) - Playing games/ exercising to develop good healthy habit - Restricting screen time (watching TV, playing video games etc.)
	c) Safety and protection	1.9 Understands the concept of safe distance and	Importance of staying safe for learners at home, school,

Thematic Area	Sub Area	Learning Outcomes	Details
Self-awareness & coping with emotions		reacting appropriately to unwelcoming touch. 1.10 Differentiates between ‘trusted adults’ and strangers. 1.11 Knows precisely what is good touch or bad touch & what limits of his /her safety are 1.12 Knows whom to approach in case of any untoward situation. 1.13 Familiar with their surroundings, can tell names of their parents & siblings along with emergency contact details. 1.14 Know emergency numbers of nearest police station or Rescue 1122 and can call help on their own in emergencies.	public spaces, play grounds etc. • Learning to say “no” to an inappropriate touch/ situation (Stranger Danger concept reinforced). Avoid befriending strangers • Understanding of personal safety and security. • Identifying ‘trusted adults’ within the family unit and outside in social settings (e.g. teachers) • Explain whom to talk to in case they experience an inappropriate/ uncomfortable behaviour. • Emergency numbers and how to reach out for additional support.
	d) Civic Engagement	1.15 Understand the concept of civic engagements and its importance. 1.16 Adopts critical civic values. 1.17 Ready to take up responsibilities as volunteers at school and in communities. 1.18 Develops a basic understanding about the democratic governance system and the election process. 1.19 Adopts, good behaviour attributes and respect for public property and spaces.	• What is civic engagement and why is it important. • Basics of civic values (honesty, justice, self-discipline and equality and maintaining cleanliness, diversity, tolerance etc.) • How does family value and social construct, influences young minds and make them better citizens? • Basics of election process and democratic governance. • Volunteerism and the importance of giving back to the communities. • Identify the safety rules and demonstrate road sense • Demonstrate disciplined behaviour at the public places e.g. bus stop, railway station, airport etc.

Thematic Area	Sub Area	Learning Outcomes	Details
Self-awareness & coping with emotions			• Practise community service. • Providing support and assistance through small initiatives in neighbourhood.
2. Empathy	a) Knowing you (establishing and maintaining relationships)	2.1 Uses polite expressions such as thank you and sorry with teachers, peers, family etc. 2.2 Demonstrates empathy by helping peers in need, showing understanding toward slow learners and respectfully classroom from all cultural and backgrounds. 2.3 Demonstrates ability to make friends and socialize with their peers. 2.4 Understands whether unequal treatment of people is good or bad and sharing feeling in this regard.	• Understanding importance of family. • Managing relationships with family members, relatives, neighbours and friends. • Setting boundaries with friends (concept of personal space). • Working in collaboration with peers and teachers. • Being responsible - helping at home and school. • Identify people from different occupations and demonstrate respect for them.
	b) Diversity	2.5 Knows the names of some minority groups in Pakistan. 2.6 Familiar with and can distinguish between important cultures in Pakistan. 2.7 Demonstrates sensitivity toward other religions and greet minority fellows on their religious festivals. 2.8 Develops courteous attitude and kindness towards differently abled persons and is aware of how to provide assistance.	• Understanding different religions in Pakistan and their impact on their various cultural groups. • Advantages of multicultural society and interfaith harmony. • Acceptance, respect and appreciation for diversity of cultures and languages. • Demonstrating respect for all the ethnic, religious minorities, differently abled persons, vulnerable people etc.

Thematic Area	Sub Area	Learning Outcomes	Details
Empathy	c) Bullying	2.9 Develops understanding of bullying behaviour. 2.10 Identifies the warning signs of peers, and regarding one personal experience too, in case he/she is bullied. 2.11 Demonstrates knowledge on preventive measures against bullying. 2.12 Demonstrates empathy and responsibility by supporting peers who are being bullied and helping to create a safe and inclusive environment. 2.13 Understands the necessary responses to bullying that can be put into action.	• Various form of bullying and characteristics, behaviour of a bully. • Warning signs of bullying (acting differently or seeming anxious, not eating – skipping meals, not sleeping well, or not doing the things they usually enjoy, seem moodier or more easily upset than usual, avoiding certain situations (like taking the bus to school, playing with certain group of children etc.). • Preventive measures against bullying (knowledge about bullying, having open conversations with learners, being a positive role model, build confidence). • Responding to bullying (listening to the victim calmly, reassuring the victim that you believe in them, talk to teacher/parents, being a support system for them.)³²
3. Communications, interpersonal skills; decision-making and conflict resolution skills	a) Interpersonal skills b) Communications skills	3.1 Curious to learn and experiment and take part in group assignments for inventing new things. 3.2 Develops team building skills. 3.3 Demonstrates active skilly listening adapting its key attributes in communication. 3.4 Understand different types of communications and can identify when to use them. 3.5 Develops effective negotiation skills, to convince others.	• Being courteous, through usage of common expressions like greetings, please, welcome, thank you, sorry and excuse me. • Working in team • Team building activities (problem solving techniques, group reading, debates, team sports, circle time etc.) • Explain the importance of active listening. • What are different types of communication methods? (verbal and non-verbal, written and visual e.g. written letters, notes, emails, voice calls, photographs, art, drawings, text messages etc.) • Negotiation techniques (advocacy, emotional intelligence).

³² UNICEF - <https://www.unicef.org/end-violence/how-talk-your-children-about-bullying>

Thematic Area	Sub Area	Learning Outcomes	Details
Communications, interpersonal skills; decision-making and conflict resolution skills	c) Personal management skills	3.6 Develops personal management skills and utilise time effectively. 3.7 Develops basic understanding of decision-making process and can identify various types.	- Negotiation important elements (strategy, tools, tactics, process). - Managing personal time for daily chores/ activities (eating, sleeping, playing, helping with household chores etc.) - Make your voice heard. (if it's important to a learner, she/he should put efforts to be heard and get their perspective across).
	d) Decision making	3.8 Understanding the importance of setting goals in life, defining goals and role of society & relations in achieving goals.	- Common types of decision makers. (No decision, Snap decision, responsible decision).
	e) Conflict resolution skills	3.9 Understands various types of conflicts. 3.10 Develop necessary skills to respond to conflicts and work towards resolving a situation.	- Concept of goal setting is introduced. - Goal setting techniques – what works and what does not analyzing attitudes, values, social norms and beliefs, and the factors affecting goals - Types of conflicts (task, relationship, and process) - Conflict resolution strategies³³ (avoiding, defeating, compromising, accommodating, and collaborating).
4. Critical and creative thinking	a) World around us	4.1 Develops clear understanding of environmental issues and adopts practices for environment conservation. 4.2 Identifies various forms of pollution and its effects on our daily lives. 4.3 Apply preventive measures against increased pollution. 4.4 Keeps themselves tidy and helps others in keeping the surroundings hygienic.	- Caring for environment - Learning importance of making sustainable lifestyle choices, acquiring greater environmental awareness. - Effects of Pollution on life (Smoke, smog, Sewage Water, Solid Wastes, Industrial Wastes.) - Preventive measures to reduce Pollution.

³³ Kenneth Thomas and Ralph Kilmann Model on Conflict Resolution

Thematic Area	Sub Area	Learning Outcomes	Details
Critical and creative thinking	b) Gender equality	4.5 Develops gender sensitive behaviour and believes in gender equality. 4.6 Adopts positive behaviour to encourage and demonstrate gender equality, e.g. boys helping in household chores, girls taking interests in numeracy.	• Concept of gender equality – what it means. • Techniques for practicing gender equality (treating girls/boys equally, using gender neutral words (chairperson instead of chairman etc.), debunking myths (pink colour is for girls and blue is for boys/ how about yellow then?). • Defining gender roles and societal expectations (e.g. boys do not cry, girls are weak, girls should help in kitchen and not boys etc.)

2.4 Proposed Activities - Primary Level (Grade I-V):

Thematic Area: Self Awareness

Sub Area: Knowing me

Learning Outcomes 1.3: Understand his/her own self abilities and exhibiting self-respect.

Core Concept:

Talking about their childhood helps students understand how much they have changed. Many schools begin students' primary school years with units of work that assist them in finding their identity. In this study phase, students bring in pictures or memories from their childhood. Students enjoy talking about their childhood, so extend this out over a few discussions.

Activity: **Me - Baby**

Material Required: Colour pencils or crayons or markers or just pencil or pen (at the discretions of students), A4 size blank paper, Childhood photos etc

Instructions:

1. Divide the class in small groups or pairs.
2. Ask the students a day ahead to bring in their childhood photos.
3. They can draw/paint one themselves.
4. Ask every student to tell his/her name.

Discussion points:

1. Teacher asks the students individually to bring his/her photo in front of the class and tell when it was taken, who is with them and something they remember or were told about them.
2. Talk about life cycle stages and how we evolve.
3. All young girls/boys experience this transitional period at different age and time
4. Ask children to think what the classroom would be like if they were all still kids to help them appreciate their own growth and improvement.

Assessment:

1. How old were you and when this picture was taken?
2. What do you like most about yourself now?
3. How have you changed since then?

Thematic Area: Empathy

Sub Area: Knowing you

Learning Outcomes 2.2: Shows empathy towards slow learners and respect learners all social backgrounds.

Core Concept:

This learning pattern adds to previous knowledge to further create understanding of personal identity, changes, and the things we need to thrive. Recognizing those who love and care for students helps reinforce their feeling of connection and security. Teachers are frequently limited by the availability of resources in order to represent the diverse backgrounds of their students in their classrooms. The activities that follow are based on the lives of the students in our classrooms, and they recognize and include all of the ways that student's growth.

Activity: **Belonging – Teacher says...**

Instructions:

1. This is a game designed to create awareness of similarities and differences between students.
2. Ask everyone to stand and say to the students: Teacher says if you ...
 - i. Have a sibling, hop on one leg
 - ii. If you walk to school, jump up and down
 - iii. If you travel to school by bus, wave an arm in the air
 - iv. Have a kid in the family, cover your ears
3. Ask the students to draw their family members
4. Ask the students to tell their family story to the class. Alternatively, they can work in pairs. Ask them to:

Discussion points:

1. Name the figures drawn by them and describe their relationship with them.
2. Talk about things they like to do together, family gatherings/ celebrations/ festivals etc...
3. Point out ways in which the students are the same and ways in which they are different.

Note for Teachers: *Our families often look different but they are usually the people who look after, care for and love each other. We all need someone to care for us, especially in our childhood.*

Thematic Area: Self Awareness

Sub Area: Safety and protection

Learning Outcomes 1.8: Differentiate between trusted adults and strangers

Core Concept:

In this series, students create their own list of people to whom they can ask for assistance. It is often expected that students will seek assistance from teachers, but they may be afraid of approaching 'older people'. We suggested day-to-day problems and questions that students might have at school to make this learning pattern more meaningful to their current lives. Students can 'officially identify' responsible people.

Activity: **A sack of worries**

Material Required: Soft toys etc.

Instructions:

1. Use a soft toy as a prop.
2. Tell the students that your soft toy wants to tell them one of their worries but they are scared. and do not quite know how to say it.
3. Ask the students to pull out of the toys bag of worries some prep-type problems.
4. Ask the students give an advice to the toy when it should talk you to tell the worry.

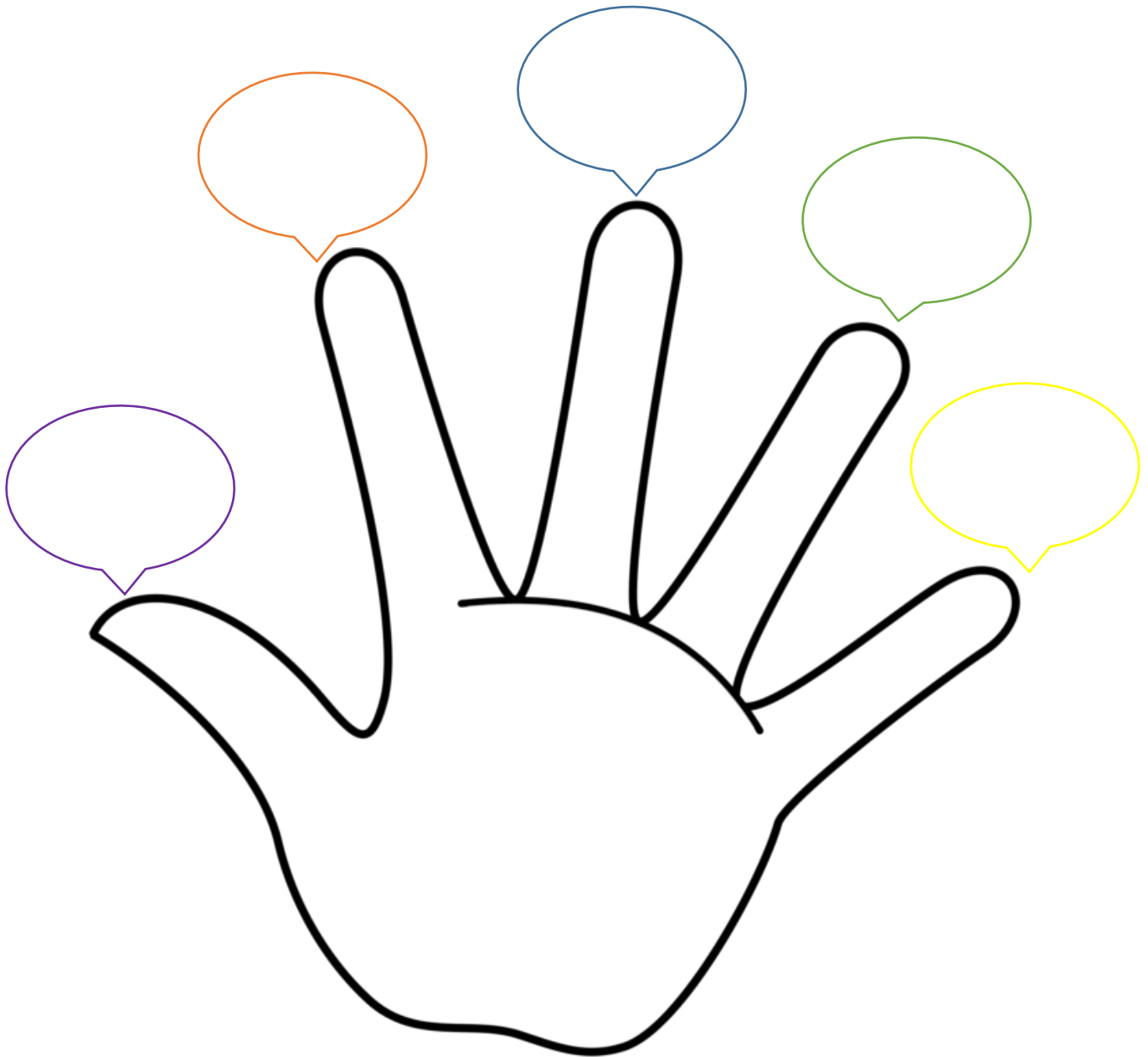
Discussion points:

1. I forgot to bring my lunch.
2. I have no one to play in lunchtime.
3. My friend is being mean to me.
4. I don't feel comfortable with or around / I don't like the way the shopkeeper looks at me
5. Ask the students to think about what advice they would give the puppet.

Helpful Hand:

Instruction:

Write down above each finger, the name of 5 people you can go to if you need any help.



Thematic Area: Empathy

Sub Area: Knowing you

Learning Outcome 2.2: Helps peers in need, show empathy towards slow learners and respect learners from all social backgrounds.

Core Concept:

This activity develops empathy and compassion among children by helping them recognize others' feelings and respond with kindness. Through the "Tree Nest Family" stories, students learn the value of sharing, inclusion, and understanding others' perspectives. It encourages them to reflect on their own actions and practice caring, cooperative behaviour in everyday situations.

Activity: "The Tree Nest Family"

Instruction:

1. Narrate following scenarios to students.
2. Ask questions at the end of each scenario for students' reflection.

Scenario 1: The Spilled Seeds

One morning, Mama Bird gave Chuchu and Peeko each a handful of seeds to eat. As Peeko tried to eat, the wind blew and all his seeds fell to the ground. Chuchu laughed and said, "Oh no, you lost your breakfast!" Peeko looked down sadly.

Mama Bird said, "Chuchu, how would you feel if your seeds fell?" Chuchu thought for a moment, then shared some of his seeds with Peeko.

Questions for Reflection:

1. What made Chuchu change his mind?
2. How can we help a friend who feels sad or left out?

Scenario 2: The Broken Feather

While flying, Peeko broke a feather and couldn't join Chuchu in playing hide and seek. Chuchu wanted to keep playing, but when he saw Peeko sitting quietly, he stopped. He said, "It's no fun if my friend feels left out. Let's play a game we can both enjoy here on the branch!"

Questions for Reflection:

1. Why did Chuchu change the game?
2. How does it feel when someone includes you even if you can't do everything?

Discussion Points:

1. Understanding Feelings:

Discuss how Peeko might have felt when his seeds fell or when he couldn't play. Help students relate by sharing times they felt sad or left out.

2. **Empathy and Helping Others:**

Talk about what made Chuchu decide to share his seeds and change the game. Emphasize the importance of noticing when others need kindness or support.

3. **Inclusion and Friendship:**

Encourage students to think of ways they can make sure everyone feels included at school, during play, or at home and how small actions can make others feel valued.

2.5 Proposed Primary Level Assessment Tools with Rubrics – (LSBE) Thematic Areas

Purpose

This toolkit provides teachers with practical classroom-based tools to assess the development of six core life skills among primary students. Each domain includes sample assessment tools, their intended classroom use, and observable indicators. The rubrics emphasize values, attitudes, and behavioral demonstration over academic recall.

1. Self-Awareness

Goal: Children identify their strengths, weaknesses, feelings, and values.

Assessment Tool	Purpose / Use in Class	Example / Indicator
Self-Reflection Worksheet	Students draw or write about “Who am I?” and “What am I good at?”	“I feel proud when I help my friend.”
Teacher Observation Checklist	Observe confidence, honesty, and participation.	“Accepts feedback calmly.”
Portfolio of Me	Ongoing file of art, reflections, and “My Dream” pages.	Child includes personal goals and achievements.
Peer Appreciation Circle	Students share one positive trait about a classmate.	“Sara is kind and helpful.”

Rubric:

Level	Description
Emerging	Needs help identifying personal strengths and emotions.
Developing	Can name some strengths or feelings with guidance.
Proficient	Recognizes strengths, values, and emotions independently.
Exemplary	Reflects on self-growth and shows self-confidence consistently.

2. Empathy

Goal: Recognize and respect others’ feelings and perspectives.

Assessment Tool	Purpose / Use	Example / Indicator
Role-Play Observation	Watch reactions in scenarios about helping or comforting others.	“Offers help when a peer is upset.”
Story-Based Reflection	After a story, ask “How do you think the character felt?”	Student identifies feelings and reasons.
Empathy Star Chart	Teacher records real acts of kindness.	“Shared lunch,” “Included new student.”
Peer Feedback Cards	Classmates note kind or cooperative behaviors.	“You listened when I was sad.”

Rubric:

Level	Description
Emerging	Rarely recognizes others' emotions.
Developing	Sometimes shows awareness of peers' feelings.
Proficient	Often responds with kindness and understanding.
Exemplary	Consistently practices compassion and inclusion.

3. Interpersonal & Communication Skills

Goal: Develop cooperation, respect, active listening, and clear expression.

Assessment Tool	Purpose / Use	Example / Indicator
Group-Work Rubric	Evaluate teamwork and communication.	"Takes turns speaking," "Resolves conflict politely."
Listening Quiz	Read a short story—students recall main ideas.	Answers key facts correctly.
Dialogue Practice Sheet	Observe paired conversations.	Uses greetings, eye contact, polite tone.
Class Presentation / Storytelling Rubric	Assess confidence and clarity.	"Speaks clearly and maintains attention."

Rubric:

Level	Description
Emerging	Needs reminders to listen and share politely.
Developing	Communicates clearly with some confidence.
Proficient	Listens actively and expresses ideas respectfully.
Exemplary	Builds collaboration and supports peers' communication.

4. Decision-Making & Problem-Solving

Goal: Encourage logical thinking and responsible choices.

Assessment Tool	Purpose / Use	Example / Indicator
Scenario Cards	Give simple dilemmas; discuss possible actions.	"If you break a friend's pencil..."
Think–Pair–Share Rubric	Evaluate reasoning and cooperation.	Gives reasons for chosen action.
Problem Tree Chart	Students identify problem, causes, and solutions visually.	"Classroom litter → causes → solutions."
Reflection Journal	Record past choices and what could be improved.	"Next time I will..."

Rubric:

Level	Description
Emerging	Finds it difficult to identify problems or solutions.
Developing	Suggests limited solutions with guidance.
Proficient	Selects fair and logical options independently.
Exemplary	Anticipates consequences and considers others' perspectives.

5. Critical Thinking

Goal: Promote curiosity, questioning, and evaluation of evidence.

Assessment Tool	Purpose / Use	Example / Indicator
Question-Prompt Cards	Students answer "Why?" "What if?" questions.	Gives logical explanation.
Mini-Project Portfolio	Collects creative problem-solving work.	"Designing a water-saving poster."
Brainstorming Checklist	Count originality and relevance of ideas.	Suggests multiple possible answers.
Class Debate / Quiz Rubric	Observe reasoning and evidence use.	"Supports point with examples."

Rubric:

Level	Description
Emerging	Gives simple or unrelated responses.
Developing	Begins to justify answers logically.
Proficient	Uses reasoning to explain and evaluate ideas.
Exemplary	Demonstrates creativity and independent judgment.

6. Coping with Emotions

Goal: Recognize, express, and manage emotions in healthy ways.

Assessment Tool	Purpose / Use	Example / Indicator
Emotion Diary	Students draw or write daily feelings.	"Today I felt happy because..."
Teacher Observation Sheet	Note emotional regulation during challenges.	"Takes deep breaths when angry."
Puppet / Art Expression Activity	Children show emotions through art or puppets.	"Draw what makes you calm."
Role-Play on Feelings	Evaluate coping behavior in emotional scenes.	"Uses words to express sadness."

Rubric:

Level	Description
Emerging	Struggles to express or control emotions.
Developing	Identifies feelings with support.
Proficient	Expresses and manages emotions safely.
Exemplary	Demonstrates emotional maturity and self-control.

Implementation Notes

Integrate LSBE assessments within regular classroom activities rather than formal testing. Use rubrics qualitatively mark student progress through observation, stories, and reflection.

Encourage **inclusive participation**: ensure both boys and girls, and children with varying abilities, can demonstrate these skills through diverse activities.

Reinforce values of empathy, cooperation, and respect consistent with KP curriculum themes under the Curriculum Implementation Framework (CIF).

2.6 Middle Level – LSBE Thematic Areas:

LSBE Thematic Areas (Grades VI-VIII)			
Thematic Area	Sub Area	Learning Outcomes	Details
1. Self-awareness	a) Diseases (communicable and non – communicable diseases)	1.1 Develops understanding about communicable diseases and analyse the different risk factors associated with communicable and non-communicable diseases and learn preventive measures. 1.2 Practices preventive measures against COVID-19, Dengue, Malaria and common flu, while informing other peers and family members.	- Observe and recognize some common symptoms of illness. - Differentiate between communicable and non-communicable diseases. - Practice Measures for preventing communicable diseases. - Protective measures against COVID-19 and Dengue, Malaria, common flu.
	b) Nutrition and Balanced diet	1.3 Develop understanding of importance of eating healthy and balanced diet and advocates for the same in peer groups. 1.4 Understands the importance of a healthy body image and how to avoid negative influences.	- Define balanced diet and explain its components. - Develop a healthy body image. - Influences on personal body image (media (TV, social media, advertisements, magazines etc.), friends, family and communities.
	c) Health and wellbeing	1.5 Adopts good hygiene practices. 1.6 Stays physically active. 1.7 Know basic first aid techniques and knows how to reach out to emergency healthcare services. 1.8 Adopts and demonstrate cleanliness by setting examples.	- Hygiene - good practices. Keeping yourself and surroundings clean. - Physical activity and fitness - First Aid - Information regarding emergency health care services and how to approach them (e.g. Helpline for ambulance) - Importance of maintaining good health. - Advocating for everyday behaviors that promote good health and wellbeing (saying NO to substance abuse).
	d) Transitional phase of life	1.9 Develops understanding of the adolescent phase of life cycle and the accompanying physical and psychological changes.	- Stages of human development across the life cycle. - Physical development

Thematic Area	Sub Area	Learning Outcomes	Details
Self-awareness			(change is physical appearance, weight/height etc.) Psychological development (emotions, anxiety, uncertainty, mood swings, low self-esteem, self-consciousness aggression etc.)
	e) Civic Engagement	1.10 Demonstrate disciplined behaviour at the public places e.g. bus stop, railway station, airport etc. 1.11 Adopts best practices for community services. 1.12 Understands the democratic governance system of Pakistan and the importance of election process and voters' registration. 1.13 Understand the role of a person in a democratic society identifies unjust and illegal activities such as corruption. 1.14 Develops basic understanding of national institutions and how they work, such as judicial system, electoral systems, NADRA, Taxation Department/FBR, banking system etc. 1.15 Reviews critically important national events and frames an opinion on contexts and consequences. 1.16 Understands the governance process, elections and voter registration process. 1.17 Discuss how holding power can relate to the experience of privilege,	- Concept of rights and responsibilities of Citizen. - Behaviours or action that are most effective, responsible and respectful while serving the community. - Understands democratic systems, types of governments and formation process and role of citizen in democracy through mock election in the classroom. - Acts as responsible and law-abiding citizen, treating the people fairly based on gender, religion, ethnicity and follows the traffic rules. - Identify people from different occupations and demonstrate respect for them. - Identify the safety rules and demonstrate road sense. Respect rule of law - Provide stories or news articles showing privilege discrimination or oppression. - Identify and practice responsible behaviour to keep their home and surroundings clean and green. - Practise community service.

Thematic Area	Sub Area	Learning Outcomes	Details
Self-awareness		discrimination and oppression. 1.18 Familiarity with national institutions and their functionality.	
	f) Safety	1.19 Demonstrates knowledge and practices safety measures to stay safe in different situations. 1.20 Understand the concept of personal boundaries and respect them. 1.21 Knows emergency numbers of nearest police station or Rescue 1122 and can call help on their own in emergencies. 1.22 Demonstrates the ability to refuse politely if indulged or tempted in unhealthy activities, are vigilant and can say NO to anyone and everyone who approaches them out of the way.	- Understanding boundaries Emphasis on personal boundary for personal safety and protection. - Safety skills and strategies at home, school and in the community, in case of emergency. (fire drills, earthquake protocols etc.) - Learning to say 'NO' to risky/unhealthy activities. - Information regarding emergency services and how to approach them (e.g. Helpline 15, 911 etc.)
2. Coping with emotions and coping with stress	a) Self - management skills	2.1 Understands various coping mechanisms. 2.2 Develop self-esteem and confidence in expressing ideas and abilities. 2.3 Develops self-awareness skills, including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses. 2.4 Develops self-evaluation/self-assessment/self-monitoring skills. 2.5 Practices to manage a stress/anxiety, in support of mental health. 2.6 Demonstrate self-discipline, interfaith	- Boosting self-confidence and abilities to assume control, take responsibility, make a difference, or bring about change. - Increase resilience and protective factors rather than focusing primarily on reduction of risk factors and risky behavior. - Personal strengths and weaknesses, positive thinking, building self-image and body image, ability to give and get care for health-related issues. Mental health support: - Managing anger - Dealing with grief and anxiety - Coping with loss, anxiety, stress, abuse or trauma

Thematic Area	Sub Area	Learning Outcomes	Details
Coping with emotions and coping with stress		harmony, respect for women and girls 2.7 Demonstrates self-organization through identifying, prioritizing and following Schedules.	- Analyze what contributes to stress - Reduce stress through activities such as exercise, meditation and time management - Positive thinking - Relaxation techniques
3. Empathy	a. Diversity	3.1 Develops understanding of different cultures and exhibit respect for all. 3.2 Identifies the names of ethnic, religious minority groups in Pakistan. 3.3 Develops empathy for persons with disabilities and support them in their communities. 3.4 Demonstrate appreciation of professions and acknowledge the importance of the role of every strata in the society.	- Respecting others faith and their worship places. - Living in peace and harmony across different cultures, ethnic and religious backgrounds. Interacts with young people from various culture and religious, ethnic backgrounds. - Identify own personal biasness and put efforts to overcome them. - Learning about various low skilled / manual work professions and showing respect.
	b. Bullying	3.5 Develop understanding of bullying behaviour. 3.6 Identifies the warning signs of peers, and regarding one personal experience too, in case he/she is bullied. 3.7 Demonstrate knowledge on preventive measures against bullying. 3.8 Demonstrates the ability to help out peers, who are being bullied and become a support system for them. 3.9 Understands the necessary responses to bullying that can be put into action.	- Various form of bullying and characteristics, behaviour of a bully. - Warning signs of bullying (acting differently or seeming anxious not eating – skipping meals, not sleeping well, or not doing the things they usually enjoy, seem moodier or more easily upset than usual avoiding certain situations (like taking the bus to school, playing with certain group of children etc.) - Preventive measures against bullying (knowledge about bullying, having open conversations with learners, being a positive role model, build confidence). - Responding to bullying (listening to the victim calmly, reassuring the victim that you

Thematic Area	Sub Area	Learning Outcomes	Details
Empathy			believe in them, talk to teacher/parents, being a support system for them). ³⁴
4. Interpersonal and Communication Skills	a. Collaboration	4.1 Adopts collaborative behaviour and attitude. 4.2 Develops effective team building skills. 4.3 Demonstrates the willingness to help others, especially elderly & disabled. 4.4 Demonstrate patience, do not react impulsively and can control big emotions.	- Developing positive attitudes that support collaborative activities. - Working in teams and being in active team member. - Tuckman's³⁵ team building stages (forming, storming, norming, performing, adjourning).
	b. Qualities of good company	4.5 Understand the true value of friendship, self-worth and how a friend should treat me too. 4.6 Share appreciates ideas/feeling emotions of others. 4.7 Articulates communication skills on any topic pertaining to education, social issues, ethics, interfaith harmony, gender discrimination etc. 4.8 Expresses clearly thoughts on matters of day-to-day life and can make an informed opinion based on facts & figures.	- Basic concepts of identity and use of simple strategies to maintain and support self-worth. - Respect for others and exhibit appropriate behaviour for maintaining friendships with other people. - Sharing ideas and materials, offering, assistance, giving appropriate feedback and acknowledging individual differences. - Managing peer and social influences (family, friends, media) on learner's personal value system.
	c. Communication styles	4.9 Identifies various communications styles and adopt the most effective style of communication. 4.10 Demonstrates an understanding of how to communicate	Communication styles (assertive, aggressive, passive, submissive and manipulative).

³⁴ UNICEF - <https://www.unicef.org/end-violence/how-talk-your-children-about-bullying>

³⁵ Bruce Wayne Tuckman (1965). Model of stages of group development

Thematic Area	Sub Area	Learning Outcomes	Details
Interpersonal and Communication Skills		assertively about one's own decision. 4.11 Demonstrate conventions and dynamics of group oral interaction agree/disagree politely, express needs and ideas. 4.12 Uses appropriate expressions in conversations to express and respond to opinion.	
5. Decision-making and Conflict resolution skills	a. Addressing conflict b. Decision making	5.1 Understands conflict and identifies ways to overcome them. 5.2 Develops effective decision-making skills and understand the consequences of decision. 5.3 Refuses unhealthy offers due to undue influence of peers and have arguments to take an informed decision. 5.4 Understands and adopts goal setting techniques. 5.5 Sets clearly career goals & objectives and knows the way forward, can argue and put forward pros/cons on career path choices.	- Causes and consequences of conflict. Preventing conflicts Working with others to reduce, avoid and resolve conflict. 5 – steps to effective decision-making process: - Goal identification - Goal setting techniques – what works and what does not - Analyzing attitudes, values, social norms and beliefs, and the factors affecting goals. - Collecting information and formulating options (Identifying relevant information and sources of information). - Reflecting thoroughly on the consequences of decision. - Taking decision - Evaluation of decision
6. Critical and creative thinking	a. Gender equality	6.1 Develops conceptual clarity on important gender concepts including gender equity, discrimination, roles and stereotype. 6.2 Understands the necessary behaviour/attitudes needs to be adopted for a more equitable society.	- Gender equality - Gender discrimination - Gender roles - Gender discrimination - Gender stereotyping - Child Marriages and its consequences (gender-based violence, drop out from education system and suffering from health complications).

Thematic Area	Sub Area	Learning Outcomes	Details
Critical and creative thinking	b. Media	6.3 Understands the negative health impact of child marriages and its consequences on education attainment and gender-based violence. 6.4 Advocates for women empowerment among peers, family members and in communities. 6.5 Analyzes and share that how gender affects mobility, safety and access to community & civic spaces. 6.6 Applies critical thinking to interact with text (post-reading) to apply world knowledge and own opinion to the text read and relate what is read to their own feelings and experiences.	- Analyzing peer and media influences on above mentioned concepts. - Analyzing attitudes, values, social norms and beliefs, and the factors affecting them. - Types of media (print, electronic and digital). - Media as a source of information and knowledge. - Differentiate between fake and real news on different media. (Does the news source routinely attempt to verify the information in stories? Is the news source independent of special interests? Are the reporters or authors accountable, and are they clearly identified by name and outlet?). - Media literacy - Social media ethics
	c. World around us	6.7 Adopts environmental friendly practices e.g. avoid usage of plastic bags and advocates the same at home. 6.8 Understands the concept of conserving natural resources and adopts it in daily routine. For instance, switching off extra lights or water taps etc. 6.9 Analysis critically local and global trends regarding; food security, water scarcity, global and local health issues, bio-diversity and habitat, fossil fuels (oil, gas, and coal) and its environmental impact, industrial waste, carbon footprint. 6.10 Develops understanding of key insights on population	- Issues affecting communities on local and global levels. - Environmental pollution (types of pollution and its causes, effects of smokes, smog, sewerage waste on population, preventive measures to reduce pollution). - Energy Resources (renewable and non-renewable). - Population growth and its challenges. - Crisis Management during natural calamities and protective measures for risk reduction (protocols and drills in case of earthquakes, fire outbreak, floods, land sliding etc.) - Building resilience among young people to cope with the crisis situation (7 C's - competence, confidence, connection, character,

Thematic Area	Sub Area	Learning Outcomes	Details
Critical and creative thinking		growth and its challenges including; urbanization and city growth, population structure (ageing population versus demographic dividend), economic growth, poverty, migration and immigration, mortality. 6.11 Adopts the necessary protective measures, during and post natural calamity, through school safety programs. 6.12 Develops resilience building skills.	contribution, coping and control).
	d. Human rights	6.13 Develop an in depth understanding of the international treaties, conventions and instruments on human rights, child rights, social and cultural rights, discrimination against women. 6.14 Understands Pakistan's status against the internal commitments. 6.15 Identifies the violation of fundamental human rights and quote and report the incidences of discrimination towards women/girls/minorities , and able to raise. 6.16 Voice on injustice at appropriate forums.	• Universal Declaration of Human Rights.³⁶ • Convention on the Rights of the Child.³⁷ • International Covenant on Economic, Social and Cultural Rights (ICESCR).³⁸ • Convention on the Elimination of Forms of Discrimination against Women (CEDAW). • Status of Pakistan as signatory to international conventions/ treaties etc.³⁹

³⁶ UN General Assembly resolution 217 A <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

³⁷ UN General Assembly resolution 44/25 <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

³⁸ https://treaties.un.org/Pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-3&chapter=4

³⁹ <http://www.mohr.gov.pk/Detail/NDY5N2JkMDMtYzNiZi00NmJlLWFiMTItNTc5N2E1OGQyNmRh>

2.7 Middle Level (Grade VI-VIII) - Proposed Activities:

Thematic Area: Self Awareness

Sub Area: Puberty

Learning Outcomes 1.8: Develops understanding at adolescent phase of life cycle and accompanying physically and psychological changes

Core Concept:

Learners are introduced to the changes taking place during the puberty phase. The transition into adulthood, is one of the key phases in the life cycle approached of young people. Young people, experience a variety of emotions and physical changes, during the puberty. Girls/ boys experience puberty at different age, which is completely normal. Adolescents enters into this life cycle phase, at varied pace.

The below mentioned changes will be experienced by boys/girls:

1. Increase in height and weight
2. Increase or decrease in appetite
3. Acne breakout
4. Feeling anxious, excited, sensitive and experiencing mood swings
5. Growth of facial hair (boys)
6. Voice becomes deeper in case of boys
7. At this stage of life, adolescents may experience the need to sleep more. The teacher can explain to the students that it is normal and they need to rest as it supports their growth.
8. Excessive sweating episodes might be experienced by adolescents, with strong smell. The teacher should emphasize the importance of regular baths/showers and taking care of hygiene regularly.

Note for Teachers: At this stage, students only require an overview of the changes they will be experiencing, both physical and psychological. (Increase in height and weight)

Activity: Time travel

Material Required: A4 size blank paper, color pencils or crayons markers, pen etc.

Instructions:

1. Divide the class in small groups or pairs.
2. Ask the students to list down the ways in which they will change, as they grow older.
Prompt: Do they see themselves becoming more like their parents or older siblings? In which ways?
3. Provide instructions to the students to divide the blank sheet of paper into two halves and draw their existing self and their grown-up self, representing their own interests e.g. playing any sport or indulging in a hobby currently.
4. Now ask them to draw their self-10 years into future. Predict how would they look, what would their interests be like?

Discussion points:

1. Puberty can start as early as 8 years and lasts up to 18 years of age.
2. All young girls/boys experience this transitional period at different age and time.
3. It effects the way you look and feel.
4. Always feel comfortable to talk to your parents, older siblings or teacher for guidance if needed.

Thematic Area: Interpersonal Skills**Sub Area: Qualities of Friendship (social interactions)****Learning Outcomes 4.5: Understand the true value of friendship, self-worth and how a friend should treat me too.****Core Concept:**

As young people, it is important to understand the key building blocks required to establish social relationships and make friends, which includes; trust, support, sharing etc. However, it is also important for young people to differentiate between a friend and foe and realize the importance of mutual respect. A respectful, trusted friendship is not reflective of exerting undue peer pressure neither practicing bullying. It is also crucial for students to understand that with age and over time, friendships changes and as we grow up, it is quite usual to be restricted to a certain group of friends who enjoys similar interests and shared ideas.

Activity: **Building blocks of friendships**

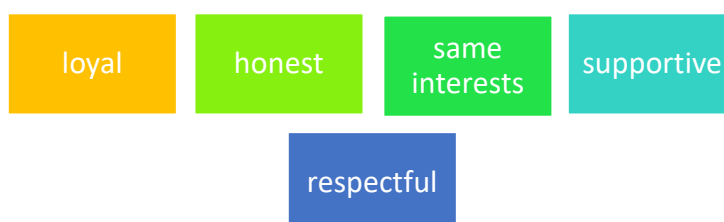
Material Required: Blackboard/ whiteboard with chalk/marker etc.

Instructions:

1. Ask randomly selected student to come up to the board and draw a number of squares, big enough to write adjectives in it.

Discussion points:

1. Ask students to think about the qualities which are important in building a friendship.
2. Once the students are able to identify qualities, request a student to fill in the blocks on the board and discuss further the importance of each one with them.
3. Now request the student to erase each quality one at a time.
4. Discuss the consequences, of the absence of the qualities as one by one it is erased till none are left.
5. It is important to reinforce the concept of keeping good company, as it is reflective of our own behaviour, attitude and values.



Thematic Area: Critical and creative thinking

Sub Area: Gender Stereotype

Learning Outcomes 6.1: Develops conceptual clarity on important gender concepts including gender equity, discrimination, roles and stereotypes.

Core Concept:

*A stereotype is a conventional, oversimplified, exaggerated or preconceived conception, opinion, or image about particular social groups⁴⁰. Gender stereotypes or **gender-role stereotypes** justify an implicit orientation towards certain roles that women and men are supposed to assume.*

Usually societies at large, practices set of perceptions regarding specific genders and their social behavior, choice of careers, interests and hobbies. Mostly, girls are expected to be submissive in nature, help out with household chores and have particular set of interest and hobbies, for example; cooking, stitching, painting etc. whereas; boys are expected to be strong and independent with expected set of interests and hobbies including like playing sports and doing chores outside of the household. Gender stereotypes are greatly harmful and should not be practices in any society as it undermines the ability of both girls and boys to make significant choices in their lives, in accordance with their abilities and interests. It is important to teach students about this crucial concept, enabling them to reach their full potential.

Note for Teachers: *The planned lesson looks at the gender roles and therefore uses the terms girls and boys deliberately which should not be used interchangeably, like other sections.*

Activity: **Pink and Blue**

Material Required: Blackboard/ Whiteboard with chalk/marker in two different colours etc.

Instructions:

1. Draw two columns on boards with labels 'boys' and 'girls'.
2. Ask the students for their inputs on below mentioned discussion points and report their responses accordingly in both the column for analyses.

Discussion points:

1. Ask students to think about the attributes, characteristics, qualities, career choices relevant to boys.
2. Ask students to think about the attributes, characteristics, qualities, career choices relevant to girls.
3. Encourage students to analyse the differences and share how they feel about them and what can be done to overcome gender stereotype.

⁴⁰ Men and Women: Partners at Work, (1990)

Thematic Area: Communications Skills

Sub Area: Communications styles

Learning Outcomes 4.9: Identify various communication styles and adapt the most effective style.

Core Concept:

At the core of communications skills, lies the communications styles which constitutes primarily of assertive, passive and aggressive. Passive style of communications is when a person does not stand up for themselves and their beliefs and values in a situation. On the other end of the spectrum is the Aggressive communications style when someone demands what they want/need/express their views in a disrespectful way. A more balanced style of communication is Assertive style, when a person clearly but respectfully express their view/ perception/want/need while being considered of others.

Activity: **Yes, No, Maybe**

Material Required: Blackboard/ Whiteboard with chalk/marker etc.

Instructions:

1. Discuss the main concept of communication styles.
2. After discussing the main concept, write examples of passive, aggressive and assertive style of communications, by referring to a familiar statement and writing it on the board:
3. Let's assume a friend asked you to meet her/him after school for games, during your homework time. How would you respond to her/him in passive, aggressive, assertive style? Write the responses on the board.

Note for Teachers: *Passive: Well I cannot play games after school with you, as it's my homework time but I can do my homework later and maybe join you.*

Aggressive: NO, don't you have your own homework to do?

Assertive: That's my homework time and will not be possible to join you for games, however; we can play games over the weekend instead.

Discussion Points:

1. Describe the three different communications style.
2. Demonstrate a clear understanding of assertive, being the preferred style of communication and the most effective way of saying NO.
3. In group students write a short paragraph "How can education help reduce child marriage in our community."

Thematic Area: Self Awareness

Sub Area: Understanding boundaries

Learning Outcomes 1.18: Understands concept of personal boundaries and respect.

Core Concept:

A 'boundary'⁴¹ is a limit observed on something. It can be a physical boundary, like a sign which says 'Do Not Enter' or it could be non-tangible like a rule or a law which is observed in your communities, like you get eligible for driving license at the age of 18 years. In today's lesson, we are going to focus on 'personal boundary'. It can be a physical space present around a person, while we interact socially with friends/family/relatives, go out to play, while shopping etc. It can take form of an actual distance between two people, while they are talking to each other or sharing a snack etc. Personal boundaries, are determined based on what we believe in and with what and whom we are comfortable around. For example; we all like to hug our parents and siblings, whereas; when we are in the presence of strangers, we maintain physical distance. Another form of personal boundary is non-tangible, like usage of language. Allowing people around you to address you in a particular way with nick name or limiting your friends from sharing inappropriate jokes with you, as you might feel that your personal boundaries are violated.

Examples of violation of personal boundaries:

1. Someone borrows your things, without your permission.
2. Any one getting physically close to you, making you uncomfortable.
3. Verbal usage of inappropriate words or insults.

Safety measures for child protection:

Following the instructions mentioned below, teachers are encouraged to educate students on safety measures for their safety, which are as follows:

1. Do not engage in conversation with strangers.
2. Remain vigilant of your surroundings.
3. The minute you feel uncomfortable, because of a certain person's presence, talk to your parents/guardians/siblings/teacher immediately.
4. If a friend or acquaintance insists on sharing content with you privately, say NO.
5. While using social media, it is important not to befriend people who you don't know in person.
6. NEVER share your personal details (contact details, information about family or your whereabouts) online with anyone.
7. If you have ever encountered any incident, which made you uncomfortable, immediately inform your parents/guardians/siblings/teacher.

Activity: **My SPACE**

Material Required: Blackboard/ Whiteboard with chalk/marker etc.

Instructions:

1. Discuss the safety measures.
2. Write examples on the board of personal boundaries and what does it entail.

⁴¹ Advocates for Youth. A Lesson Plan from Rights, Respect and Responsibilities

3. Ask students to come up to the boards and add more examples, from their daily lives (prompt: peer pressure etc.)
4. Introduce measures of safety, from the child protection perspective and follow the discussion points as group activities.

Discussion Points:

1. Define and demonstrate what boundary is, with emphasis on personal boundary.
2. Demonstrate an understanding that no one has the right to violate someone else's boundaries.
3. Emphasize the importance of safety measures and add on more to the list, through group discussions.

Thematic Area: Empathy

Sub Area: Bullying

Learning Outcomes 3.5: Develop understanding of bullying behaviour.

Learning Outcomes 3.7: Demonstrates knowledge on preventive measures against bullying.

Core Concept:

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself⁴²."

This definition includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Activity: **Power of Zero⁴³**

Material Required: Blackboard/ Whiteboard and chalk/marker etc.

Instructions:

1. Write the word 'bullying' on the board and question the students whether they are familiar with the word.
2. Now ask the students to imagine that there is a person, who doesn't know about bullying. How will you describe it to her/him?
3. Encourage students to come to up to the board and write what a bully appears like. There attributes, characteristics etc.

Note for Teachers:

- A bully is someone who emotionally or physically hurts someone.
- A bully is someone who spread lies about others for their own gains.
- A bully is someone who says mean things to others.
- A bully is someone who would make fun of you or other people and make others feel bad about themselves.

Discussion Points:

1. Describe the core concept of bullying and how harmful it can be.
2. Discuss the characteristics of a bully.
3. Discuss the importance of standing up against bullying for yourself and others around you.
4. In groups, ask the students to attempt the worksheet.

⁴² UNESCO (1993)

⁴³ International anti-bullying campaign reflecting 'zero tolerance towards bullying'

Worksheet – Bullying

1. Instructions:

- i. In groups, identify whether the described behaviour is categorised as bullying or not?
- ii. In the playground, Asad pushed Imran with an intention to hurt him after his team lost to him.
- iii. During recess, Sobia found out that her class mate got same homemade lunch again and makes fun of her.
- iv. After disturbing the class and playing a prank on a fellow student, Saad very conveniently blamed his class mate Fahad, who was docile in nature. Fahad got punished for Saad's action.
- v. In order to get back to her friend, Maria decided to spread rumours about her in social media platforms repeatedly.

2. Instructions:

- i. In groups, discuss the following scenarios and evaluate appropriate response to the behaviour:

Ambreen has a group of friends at school, with whom she likes to interact with. However, there is one friend in the group who always get away with whatever she wants and the rest follows. She decides whom to include in the group, which games to play and where to meet up after school. Ambreen feels that because she is a popular student in the group, everyone just agrees with her, however; she feels that it's not fair with rest of them. On a separate piece of paper, write your suggestions what steps Ambreen should take to ensure that everyone's suggestions and interests are equally represented.
- ii. Adeel is an all-rounder at school. He excels in studies and participates in extracurricular activities too and as a result teachers are very fond of him. However, Adeel has a habit of making fun of his peers, and calls them names. His classmates feel upset as the name calling doesn't stop. As Adele's classmate who is concerned about others, what would you do to rectify this behaviour.

Thematic Area: Self Awareness

Sub Area: Health (communicable and non-communicable diseases)

Learning Outcomes 1.1: Develops understanding about communicable diseases and analyse the different risk factors associated with communicable and non-communicable diseases and terms preventive measures.

Core Concept:

Communicable diseases are diseases spread from one person to another through a variety of ways that include: contact with blood and bodily fluids; breathing in an airborne virus; or by being bitten by an insect. Some examples of the communicable diseases include the flu, dengue, Hepatitis, measles, COVID-19 and other food borne illnesses.

Noncommunicable diseases (NCDs), also known as chronic diseases, tend to be of long duration and are the result of a combination of genetic, physiological, environmental and behavioural factors. The main types of NCD are cardiovascular diseases (such as heart attacks and stroke), cancers, chronic respiratory diseases and diabetes⁴⁴.

Activity: **Staying Healthy**

Material Required: Blackboard/ Whiteboard with chalk/marker etc.

Instructions:

1. Discuss the main concept and difference between the communicable and non-communicable diseases.
2. Draw comparison on board.
3. Ask students, whether the transmission of communicable diseases can be prevented?
4. Encourage them to share ways of preventing communicable diseases. Refer to below list for reference:
 - Frequent handwashing.
 - Safe food preparation and handling.
 - Cleaning and disinfection of commonly used surfaces (e.g., kitchen, bathroom).
 - Coughing and sneezing into your sleeve.
 - Not sharing personal items (e.g., toothbrushes and razors, sharing towels, needles).
 - Getting vaccinated.
 - Avoiding touching wild animals.
 - Eliminate standing water, use of pesticides, insect repellent.
 - Staying home when sick.
 - Brushing teeth twice daily.
 - Clipping nails weekly.
 - Daily physical exercise.
 - Avoid smoking and substance used.

Discussion Points:

1. Describe the core difference between communicable and non-communicable diseases.
2. Demonstrate a clear understanding of adopting preventive measures.
3. In groups, ask the students to make list of preventive which they follow in routine life.

⁴⁴ WHO Factsheet (2021)

Thematic Area: Self Awareness

Sub Area: Health (nutrition and balanced diet)

Core Concept:

'Good nutrition is important for all, especially for those younger than five years as these years are demanding for the developing child. They are the years in which children acquire many of the physical attributes and the social and psychological structures for life and learning⁴⁵'.

A healthy, balanced diet is extremely important for adolescents, as it plays a vital role in their physical and mental development and growth. A human body requires sufficient amount of water, nutrition from all the food groups, essential oils, to meet the requirement of essential vitamins, calcium, iron, magnesium and energy. A healthy, balanced diet provides enough protein for repair and growth, essential carbohydrates to offer the much-needed energy, limited amount of essential fatty acids for cell growth, vitamins for healthy bones, magnesium and zinc to keep immune system healthy and iron and calcium for blood and bones to grow strong.

Encouraging children to try a variety of different vegetables, meats and fruits will not only ensure a balance of nutrition, but also means they consume enough fibre to keep the digestive system healthy. It also helps develop healthy eating habits in adolescents, from an early age.

Food groups can be categorised in the following ways:

1. Fruit and vegetables
2. Breads, oats, flat bread (roti), rice, pasta, whole grains, non-sugary cereals
3. Milk, cream, cheese, yogurt and other dairy foods
4. Meat, fish, eggs, soya, beans, nuts and pulses
5. Foods containing sugars and foods containing fats.

The key to a healthy balanced diet is to eat more from food groups 1 and 3, a smaller number from 2 and 4 and minimising food options from group 5⁴⁶. It is also important to reduce salt intake and keep yourself hydrated, especially during the summers, when we tend to sweat.

Activity: **Staying Healthy**

Material Required: Blackboard/ Whiteboard with chalk/marker etc.

Instructions:

1. Share the main concept of nutrition and balanced diet with the students.
2. Ask students to come up to the board and write importance of healthy balanced diet.
3. Ask students to identify various foods under five groups.

Discussion Points:

1. Encourage students to suggest ways of including healthy food options.
2. Discuss the health effects of consuming fast food, sugary foods and processed food.

Note for Teachers:

- Low energy levels.
- High cholesterol levels-causes and effects.
- Consuming large amount of sugary food and liquids, may increase sugar levels.

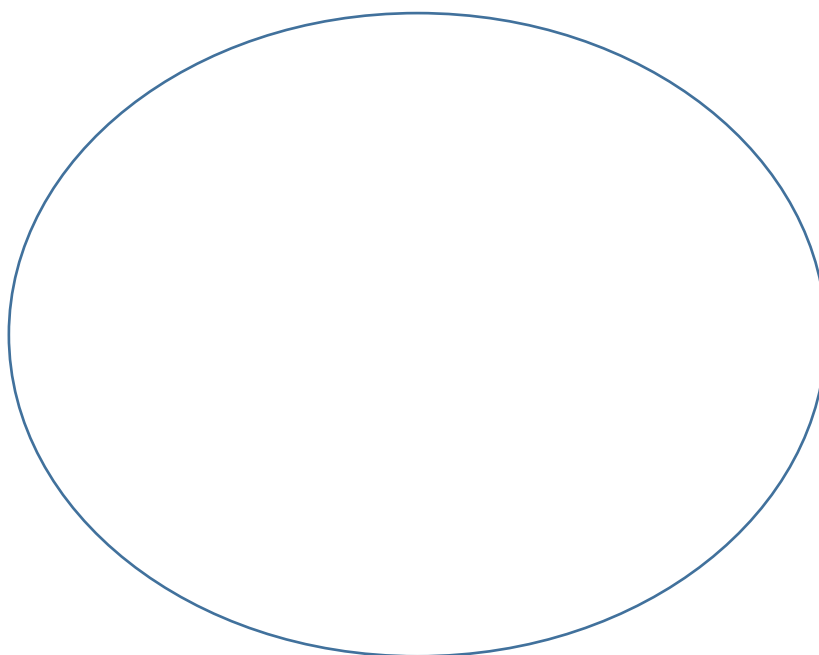
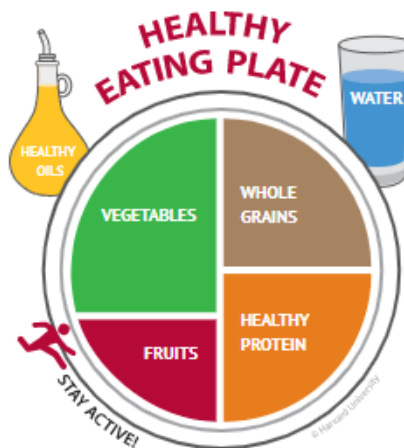
⁴⁵ British Medical Association (2005)

⁴⁶ WHO Global Strategy on Diet, Physical Activity and Health (2004)

Worksheet – Nutrition and Healthy Balanced Diet

Instructions:

Referring to the distribution of variety from food groups in the picture, make your own 'Food Plate' and add draw/colour what your healthy balanced diet looks like.



Thematic Area: Empathy

Sub Area: Diversity

Learning Outcomes 2.2: Helps peers in need, shows empathy towards slow learners and respect learners all social background.

Core Concept:

Diversity refers to differences based on the ethnic background, culture, religion, socio-economic status, ability/disability, race, geographical location, rural/urban divide, language, habits, etc. ⁴⁷

Diversity is about recognising, acknowledging the differences in a society and giving due respect to people around us. It is crucial to inculcate tolerance and awareness towards diversity in the classroom settings, as it benefits the students in long-term. Diversity helps improves critical thinking skills, develops empathy and encourages students to think differently and look beyond the differences. Developing social connections, across diverse cultures in the classroom settings, helps prevent students from developing prejudices later in life. It makes students more aware of experiences from their peers, belonging to a different ethnic, religious or cultural background.

Note for Teachers: *it is important to encourage open exchange of ideas in the classroom settings, it is equally crucial to remain sensitive to everyone's culture, religious believes, language or abilities.*

Activity: **We are different and yet alike**

Material Required: **Worksheets etc.**

Instructions:

1. Divide the class in pairs and ask the students to identify and write down similarities and differences about each other on a piece of paper.
2. As a second step, ask the students to learn more about the differences from each other. Differences could be based on ethnicity, culture, mother tongue, geographical area, interests etc.
3. Randomly select few pairs to present their findings in front of the class.
4. Ask the students whether they have developed better understanding about each other, following the exercise.
5. Encourage a follow up discussion on, how we can avoid conflict, personal biasness, prejudice etc. by developing better understanding of our differences in our communities.

Discussion Points:

1. Describe the core concept of diversity and its importance in our society.
2. Demonstrate the individual differences we have in our communities and what we can learn from experiences of our peers.

⁴⁷ United Nations, Learning Repository, Respect for Diversity, DPKO-DFS CPTM Version (2017)

2.8 Suggested Assessment Tool for Middle School Level

Thematic Area: Self-awareness

Sub Area: Diseases (communicable and non – communicable diseases)

Learning Outcomes:

- 1.1 Develops understanding about communicable diseases and analyse the different risk factors associated with communicable and non-communicable diseases and learn preventive measures.
- 1.2 Learns preventive measures against COVID-19, Dengue, Malaria and common flu, while informing other peers and family members.

A. Purpose of Assessment

The following are the purposes of assessment to:

1. Assess students' understanding of related concepts of communicable and non – communicable diseases.
2. Evaluate application of preventive measures in real-life.
3. Test factual knowledge communicable and non – communicable diseases.

B. Assessment Frequency

1. Formative Assessment:

Formative assessment will be carried out continuously throughout the teaching–learning process to monitor students' progress and provide feedback for improvement. It will include a variety of methods such as:

- i. Role plays and simulations
- ii. Quizzes and short written tasks
- iii. Group discussions and peer assessments
- iv. Teacher observations and anecdotal records
- v. Worksheets and activity sheets
- vi. Use of flashcards, checklists, and exit slips

2. Summative Assessment:

Summative assessment will be conducted at the end of each unit or term to evaluate students' overall learning outcomes and mastery of life skills. It will include:

- i. End-of-unit projects or performance tasks
- ii. Reflective journals or self-assessments
- iii. Oral or visual presentations
- iv. Portfolios and evidence of applied skills

C. Suggested Assessment Activities

1. Quiz on communicable vs. non-communicable diseases.
2. Case study on disease spread.
3. Role play: "Preventing Dengue in Our Area."
4. Poster or slogan competition.
5. Awareness talks with family/peers etc

D. Examples of Sample Assessment Tools

Questioning / Interview, Worksheet / Quiz, Rubric. Observation checklist, Self-assessment and Teacher record, Oral etc.

1. Oral Questioning / Interview

Purpose: To assess understanding through interaction and communication skills.

Teacher Activity: Ask open-ended or scenario-based questions, such as:

- i. "What steps can you take to prevent Dengue at home?"
- ii. "Why is it important to share information about health with others?"

2. Written Assessment (Short Answers)

Purpose: To measure knowledge, understanding, and reflection.

Examples:

- i. Write 3 preventive measures for COVID-19.
- ii. Reflect: "What did I learn about protecting myself and others from diseases?"

3. Student Self-Assessment Tool

Instructions: Tick the statement that best describes you. (3 = Always 2 = Sometimes 1 = Rarely)

Statement	3	2	1
1. I can tell the difference between communicable and non-communicable diseases.	☐	☐	☐
2. I know how COVID-19 spread.	☐	☐	☐
3. I know how Dengue spread	☐	☐	☐
4. I know how Malaria spread	☐	☐	☐
5. I take preventive actions by using mosquito repellent.	☐	☐	☐
6. I take preventive actions by using mask.	☐	☐	☐
7. I follow preventive measures like handwashing.	☐	☐	☐
8. I help others learn about disease prevention.	☐	☐	☐
9. I keep my surroundings clean to avoid disease spread.	☐	☐	☐
10. I talk to my friends and family about diseases prevention.	☐	☐	☐

4. Teacher Observation Tool (Checklist / Rating Scale)

Purpose: To evaluate how well students connect ideas (e.g., cause, symptoms, prevention).

4.1 Written Assessment:

- i. Why do you think dengue spreads more in the rainy season?
- ii. How can students help prevent the spread of COVID-19 in school?
- iii. What habits can protect your family from both types of diseases?
- iv. Why is it important to educate others about disease prevention?

Teacher Tool: Rubric assessing clarity, accuracy, and connections made.

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Help (1)
Concept accuracy	All correct	Mostly correct	Few errors	Many errors
Connections shown	Clear, logical	Mostly clear	Some links missing	Unclear
Presentation	Neat, creative	Adequate	Basic	Poor

4.2 Peer Assessment

Purpose: To encourage cooperative learning and self-awareness.

Method: Students use a simple checklist to observe classmates during group work.

Example Tool:

Peer Name	Participates in group work	Shares ideas clearly	Follows health rules	Encourages others
	☐ Always ☐ Sometimes ☐ Never	☐ Always ☐ Sometimes ☐ Never	☐ Always ☐ Sometimes ☐ Never	☐ Always ☐ Sometimes ☐ Never

4.3. Project-Based Assessment

Purpose: To assess applied learning through creative expression.

Examples:

- i. Poster on “Preventive Measures Against Dengue.”
- ii. Role play or skit on COVID-19 awareness.

Tool: Rubric assessing creativity, message clarity, teamwork, and factual accuracy.

4.4 Portfolio Assessment

- **Purpose:** To track progress over time.
- **Includes:** Worksheets, reflection notes, drawings, quiz results, and teacher comments.
- **Tool:** Portfolio review sheet (evaluating completeness, progress, and reflection).

4.5 Quiz / Game-Based Assessment

Purpose: To check knowledge in an engaging way.

Tools:

- i. Paper-based quiz
- ii. Health facts bingo
- iii. True/False flashcards

Proposed Observation Tool for Teacher's Use

Thematic Area: Self Awareness

Sub Area: Health and Wellbeing

Learning Outcomes 1.5: Adopts good hygiene practices

Level: Middle School

A. Purpose:

This tool is designed for teachers to observe and assess students' health and hygiene habits as part of Life Skills-Based Education (LSBE). It helps monitor daily cleanliness, hygiene practices, participation in health activities, and positive behavioural attitudes.

Frequency of Assessment:

1. **Formative (Continuous):** Through daily or weekly observations during class, lunch, or school activities.
2. **Summative:** At the end of the term or unit, based on accumulated records and progress.

B. Observation Method:

1. Record observations **naturally during class activities**, lunch breaks, assemblies, or special events.
2. Avoid interrupting students; note behaviors as they occur.
3. Use both **individual** and **group** observations for fairness.

C. Data Recording:

1. Record observations weekly or bi-weekly in the assessment sheet.
2. Use the "Remarks / Comments" column to note improvements, special achievements, or areas needing support.
3. Keep the record for review during parent-teacher meetings or health awareness programs.

D. Feedback to Students:

1. Provide positive reinforcement for good hygiene practices.
2. Offer constructive feedback where improvement is needed (e.g., reminders to wash hands or bring healthy food).

E. Integration with Activities:

1. Link with Health and Hygiene lessons, Cleanliness Day, Handwashing Week, or School Health Programs.
2. Encourage peer monitoring and self-assessment to develop responsibility.

F. Follow-up:

1. Identify students needing extra guidance and involve parents where necessary.
2. Conduct periodic reviews to track progress in overall hygiene habits.

G. Rating Scale

Rating	Description
3 – Always / Excellent	Consistently demonstrates health and hygiene practices independently.
2 – Sometimes / Good	Usually follows hygiene habits with occasional reminders.
1 – Rarely / Needs Improvement	Shows limited awareness or needs frequent reminders.

Observation Tool for Teacher's Use

S.No.	Statements	Assessment Methods	Rating Scale (1 2 3)	Remarks / Comments
1	Student's hands, nails, hair, uniform, and shoes are clean and tidy.	Daily observation		
2	Washes hands before eating, after toilet use, and after activities.	Observation / Discussion		
3	Avoids littering; participates in class cleaning activities.	Observation		
4	Does not throw litter on the floor; separates dry/wet waste if applicable.	Observation / School cleanliness drive		
5	Brings nutritious food; avoids junk food; discusses healthy diet confidently.	Observation / Lunch-time monitoring / Oral questioning		
6	Drinks from clean sources, avoids wasting water, reports water issues.	Observation / Questioning		
7	Engages in events such as "Cleanliness Day," "Handwashing Week," etc.	Event participation record		
8	Encourages others to keep surroundings clean; acts as a role model.	Peer feedback / Observation		
9	Responds correctly in discussions or role plays on health issues.	Oral questions / Group activities		
10	Shows enthusiasm, consistency, and self-motivation in health activities.	Continuous observation		

ANNEX:

Primary Level - indicative activities⁴⁸

LSBE Thematic areas	Indicative Activity Description
Knowing Me, Knowing You	- The concept of 'belonging and feelings to become an active community member' should be promoted by providing some literary support. One such example can be found from the link: http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf - Demonstration of expressions like 'sad', 'happy', 'angry' etc. - Encourage children to identify expressions in demonstration by teachers - Arrange race competition in pair of students and encourage them to share their feelings on winning and losing? Encourage them to control their anger and emotions. - Ask students to memories and tell the names of their parents & siblings, home address, and emergency contact details. - Encourage students to prepare their family charts up to three past generations and seek the help of their parents and elder brothers/sisters. - Arrange an exercise on self-evaluation and awareness skills. Ask students to recount a time when they felt one of these (Complex) emotions, such as jealousy, sadness, embarrassment etc. Share their feelings how well they had reacted to these situations. - Ask students to share experiences, if any, where they faced the mortality of any close relative and what were their reaction. Teacher should advise students how to cope with such situations and how to react decently in crises and tragedies. - Through role plays, identify expression and big emotions and explain students how to get away emotional situations by healthy activities, for instance, plantation, watering to plants, playing with pets, coloring or chatting with friends etc. Some useful links can be shared for enhanced learning: (https://childhood101.com/helping-children-manage-big-emotions/, https://www.youtube.com/watch?v=QT6FdhKriB8)
Safety and protection	- Demonstration of 'safe distance' from strangers. - Demonstration how to say 'No' and 'react' when someone breaches safe distance limits. - Oral explanation of & demonstration of 'good touch' and 'bad touch'. - Inform students how to seek help when they encounter any untoward situation and see any policeman or guard. - Explanation of 'trusted adults' like parent, sibling etc. who does not pose threat to children. - Oral expression as 'why it is important to inform parents if students make a mistake or if something odd happens with them'? - Explaining and demonstrating 'classroom safety rules' in an interactive manner.
Health, hygiene and nutrition	Encouraging learners to speak up to take responsibility of their personal hygiene

⁴⁸⁴⁸ Adopted from the National Guidelines on LSBE (2020)

LSBE Thematic areas	Indicative Activity Description
Health, hygiene and nutrition	2. Explain students the importance of hygiene. Encourage students to write consequences and implications of open defecation and throwing garbage in open and public places.
Critical skills	- Activity to encourage expression without blaming others to build conflict resolution and interpersonal communication skills. - Engage students in an individual or group activity to identify sanitation issues in their vicinities and write individual or combined letters to local administration for cleanliness. Teachers/schools should ensure that these letters are actually delivered to relevant offices. - Provide helpful phrases to students and help them practice saying NO to things that they dislike. Simulate an interaction with a stranger or someone familiar (an uncle, an aunt, a cousin, a sibling's friend) and try to give multiple scenarios of convincing the child to go away with them. Help children practice their refusal skills persistently. - Explain them the concepts of accountability. Encourage them to have confidence and ask questions from peers, teachers etc. - To promote negotiation and refusal skills, arrange a weeklong simulation exercise for the following: - Observe an 'Election Day' and ask children to vote their representatives – the entire cycle of voting process should be created. - The 'citizens' disapprove the voting results and build a movement. - Negotiations between winning party/candidates and citizens (students) for an amicable decision/solution. - Drafting a resolution and signing for enforcement & promulgation. - To promote decision making skills with reference to simple economic choices and financial literacy, arrange some simulations of entrepreneurship with scanty resources. Some useful links can be shared in group works: https://econedlink.org/wp-content/uploads/2019/04/Lunch-Box-Scarcity-Mystery.pdf ; https://www.econedlink.org/resources/every-penny-counts/ ; https://www.econedlink.org/resources/everyday-opportunities/ ; https://www.econedlink.org/resources/scarcity-and-resources/ - To promote teamwork and conflict resolution skills, create conflict situations through simulations on issues, such as "conflicts on sharing classroom cleanliness responsibilities" etc., and encourage 'student leaders' to sit together, listen each other carefully, understand the issue, negotiate and agree upon a unanimously agreed solution i.e. a cleanliness schedule with roster of responsibilities. - For knowledge building and to promote research skills, encourage students to search material on social issues & epidemics such as Dengue, Corona virus etc. and share their findings in the class and advise fellows necessary precautionary measures. - Engage students in an exercise as 'what do they want to achieve in life? Or what are their goals?' and document and present their planning to achieve those goals. - To promote personal goal setting skills, undertake an exercise for every single student and guide them to develop their next 5 years plan. Students should imagine and document where they would see themselves after 05 years? What resources they would require? What are the risks and how they will

LSBE Thematic areas	Indicative Activity Description
Critical skills	circumvent those risks? How will they react if they succeed or fail? What is their contingency plan if they fail? 11. Make teams and assign some group tasks to promote concepts of cooperation and collaboration. Upon completion of tasks, encourage each team member to share what he/she learnt from the qualities of other group member(s) and how he/she appreciates that? 12. To promote decision making skills with reference to simple economic choices and financial literacy, arrange some simulations of entrepreneurship with scanty resources. Some useful links can be shared in group works: https://econedlink.org/wp-content/uploads/2019/04/Lunch-Box-Scarcity-Mystery.pdf ; https://www.econedlink.org/resources/every-penny-counts/ ; https://www.econedlink.org/resources/everyday-opportunities/ ; https://www.econedlink.org/resources/scarcity-and-resources/
Empathy	1. Verbal explanation & role plays to teach 'empathy' – not making fun of others who are sick or have any type of disability or are poor etc. 2. Engage students to produce on blackboards the 'negative wall chalking' that they see around and discourage it. 3. Activity to build empathy as a skill can include a game of "What is he/she feeling?" in which children are told about different situations and then they explain what the characters in the book/props etc. are feeling. For example, situation 1: Anisa/ David lost her/his book. How do you think she/he feels? 4. Encourage children to identify and tell at least one good thing (quality) in their friends. 5. Demonstration of courteous words including; thank you, please, sorry, kindly etc. 6. Instant speech competitions to develop sense of dutifulness and empathy. For instance, "a student is asked to share what he/she feels if he/she is a tree and people cut its branches?" 7. Explain students how to cope with and behave when someone loses a friend or a dear one. 8. Through role plays, encourage students to pretend to have any type of disability and share what difficulties they faced with such disabilities? 9. To promote empathy and thankfulness, ask students to write letters in the name of their uncle/aunt/grandpa/grandmother/father or any other relative and acknowledge, appreciate and thank them for their invaluable services to family/community/nation whatever the case maybe.
Diversity	1. Explain the context of colors in Pakistani flag to develop sense of interfaith harmony. 2. Observe regional culture days and encourage students to wear regional dresses. Explain them about the regional dresses and other aspects of beautiful regional cultures and various religious festivities. 3. Ask students to search information on various religions that exist in Pakistan and present ideas on what role they can play in protecting the human & religious rights of the minorities? 4. Teacher should carefully explain the concept of sectarianism and its reasons. Students should be encouraged to identify the consequences of sectarianism and benefits of interfaith harmony.
World around us	1. Tree plantation and classroom cleanliness activities and explaining their importance.

LSBE Thematic areas	Indicative Activity Description
World around us	2. Take students to parks and encourage them to collect garbage and public waste while exercising the precautionary measures. 3. Ask students to estimate the amount of water they use every day. Ask them to suggest how they can reduce the unnecessary use of water? Encourage them to practice it in daily life. 4. Assign students 'projects' on various aspects pertaining to environment, climate, global warming etc. and ask them to create models such as 'an environment friendly village', or an environment that suits to a specific animal etc. 5. Arrange brainstorming sessions on 'rights and duties' of the citizens. Every student should present and explain at least one duty and the right of a lawful citizen. 6. Brainstorming on 'how an invention can save humanity?' should be undertaken. Encourage students to think of current issues (such as global warming, climate change, epidemics, poverty, discrimination etc.) and come up with innovative ideas to end these issues. 7. Encourage students to search credible information by using search engines such as Google or Wikipedia etc. Students can be helped to differentiate between fake and real information through some activities such as: https://www.cbc.ca/kidscbc2/the-feed/fact-or-fake-can-you-tell-the-difference-online ; and https://www.bbc.co.uk/academy/en/articles/art20180307163518942 8. Through some activity, help students to understand what is a government? How governments work and why governments are needed? For activity reference, following link can be explored: http://www.sscde.org/lessons/files/C_45_LES_FromDisordertoOrder.pdf 9. Help students in identifying governance issues (for instance sanitation, roads, electricity, hospital etc.) and write an email or a letter to local government representatives and/or administration to fix the issues. 10. Initiate a debate on the advantages and disadvantages of living in rural areas and urban areas. Ask students to make an informed decision where would they like to live as an adult and why.
Gender Equality	1. Explain them gender and how to respect gender differences. Through simulations, encourage boys & girls to explain qualities of opposite gender. 2. A debate should be generated to promote critical thinking and speaking skills on sensitive topics such as "gender discrimination?" etc. The students can present arguments for both male/female perspectives.

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