



NATIONAL GUIDELINES FOR LIFE SKILLS BASED EDUCATION

DEVELOP A WIDER CONSENSUS ON
LSBE- ALIGNED CURRICULUM



National Curriculum Council (NCC)
Ministry of Federal Education & Professional Training
Government of Pakistan

Acknowledgements



National Curriculum Council (NCC), Ministry of Federal Education and Professional Training – MoFEPT has developed Single National Curriculum (SNC). First time in the history of Pakistan NCC is aligned with 21 century skills and SDG-4. Teaching of Holy Quran and Sunna with vision of Iqbal and Quaid are the key components of SNC. There is a particular focus on Life Skills Based Education (LSBE) in keeping with the vision of the honorable Prime Minister of Pakistan & his government, and the revised Education & Youth Policies of Pakistan.

The NCC has engaged prominent educationists, policy makers and senior officials of the federal and provincial government of Pakistan to not only seek their invaluable inputs in this regard, but also to develop a national consensus on the LSBE-aligned SNC. In this context, so far, the LSBE-aligned Single National Curriculum has been developed for grade pre I – V in through marathon consultation with provincial area education departments, whereas experts are working on similar curriculum of senior grades from grade VI–XII.

To fully unleash the benefits of Life Skill Based Education and to main stream it in the national education, NCC supervised the development of National Guidelines on LSBE. This is the first document of its kind so far developed in Pakistan to steer the entire process of imparting LSBE-aligned education by creating an enabling environment within and outside educational institutions. The National Guidelines on LSBE provide an overarching guiding framework to educationists, schools, parents, civil society and community at large to work for the shared objective of empowering children, particularly adolescents, to develop into confident and useful citizens of Pakistan by imparting Life Skills in every walk of life. Likewise, this document provides guidance to educate and empower the NEET – Not in Education, Employment and Training – Youth who are out of schools.

The process of the development of National Guidelines was steered by NCC through technical support of relevant experts by including Mr. Mazhar Iqbal, who formulated framework of national guidelines in the light of the recommendations of National Consultative Workshop held on October 29, 2020 at NCC. A number of other institutions and experts were involved during the development of this resource material.

I would like to acknowledge their immense contributions and support for this national cause.

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Summary

In keeping with the vision of Honorable Prime Minister of Pakistan His Excellency Mr. Imran Khan, and under the guidance of Ministry of Federal Education and Professional Training, the National Curriculum Council (NCC) is striving to develop and mainstream the Single National Curriculum (SNC) with the consensus of all provincial Education Ministries as well as federating units of Gilgit Baltistan and Azad Jammu and Kashmir. At the twilight of 2020, NCC has succeeded in developing SNC for Grades Pre I-V with the inputs of provincial educationists, policy makers, academia and civil society alike. The SNC will be rolled out from the coming academic year 2021.

As Pakistan is a signatory to number of international treaties including SDGs to provide Life Skill Based Education (LSBE) to school children, Government of Pakistan has made efforts to introduce LSBE in its national policies viz. National Education Policy and National Youth Policy. Accordingly, per its mandate, NCC undertook nationwide consultations with experts and educationists to develop LSBE-aligned Single National Curriculum. The same has been prepared for grades Pre I-V. The curriculum for senior grades VI-VIII is in the development phase. The United Nations Population Fund (UNFPA/ Pakistan) has supported the initiative of introducing LSBE in the SNC with the technical assistance of a national NGO Aiming Change for Tomorrow (ACT).

Before rolling out of the LSBE-aligned SNC for primary education in 2021, the NCC achieved another hallmark in terms of developing National Guidelines on the LSBE with national level consultations with provincial educationists, civil society and academia. The National Guidelines on LSBE provide overarching guidance to national and provincial Education Departments, private schools, teachers, parents as well as community on the whole to understand the importance and context of LSBE, and share responsibility of developing Life Skills in children within schools as well as outside schools.

The National Guidelines provide guiding principles for Curriculum Development, Textbooks, Academic Assessments, Teachers Training, Parents and Community/ Civil Society under different chapters. In addition, the document sheds light on how to address specific needs of the special/ differently abled children. The National Guidelines will guide the entire process of mainstreaming LSBE-aligned NCC at national level. With the blessings of the Ministry of Federal Education and Professional Training, the Guidelines will be formally shared with Provincial Education Ministries as well as all other stakeholders to practice the LSBE-aligned SNC in the forthcoming academic year.

Preface

The Single National Curriculum (SNC) is being developed in line with the vision of the Honorable Prime Minister of Pakistan for providing an equal opportunity to all the children of Pakistan to receive quality education. National Level Conferences commenced in 2019 resulted in a coherent addition of LSBE components in the curriculum of Grades Pre I-V and their new text books and teacher- learning materials are in a process of printing. Curriculum for Grades VI - VIII is set to be designed aligned with the aspirations of LSBE. National Level Consultative Workshops are planned to engage policy makers from across Pakistan to give their inputs for mainstreaming the LSBE in the curriculum for Grade VI-VIII. A National Level Advocacy Session was organized on September 17, 2020 for Inclusion of LSBE in SNC for In-School Youth and Adolescents. The event was hosted by the National Curriculum Council (NCC) where representatives of Education Departments of ICT, AJK and GB participated. In addition, representatives from private sector organizations were also invited to seek the perspective of Civil Society.

The National Level Guidelines are being developed in accordance with the curriculum designed. These guidelines will be followed in the future curriculums. The overarching objective of developing National Guidelines is to provide guidance to all concerned for streamlining the process of mainstreaming LSBE in the curriculum and its manifestation at various levels. The guidelines are drafted to govern the entire process with regard to the following:

1. The LSBE-aligned curriculum should be determined and designed in keeping with the educational needs of students of grades VI-VIII, and
2. The competencies and cognitive activities required for students should be the basis for determining instructional content

The provision of LSBE is now part of Pakistan's National Education Policy as well as National Youth Policy to enable the adolescent students to be able to protect themselves from untoward situations, maintain improved personal hygiene, be a confident student & human being, understand & exercise fundamental human rights and protect themselves from contagious diseases. It is, therefore, important that young students are introduced to like skills in a culturally sensitive manner for improved quality of life.

These guidelines are an effort to guide the policy makers, teachers and parents to share the joint responsibility of introducing young students to like skills in a positive manner so that they can take on the challenges. Based on intellectual inputs of Educationists and Civil Society representatives, these guidelines also provide recommendations for text books, student assessments, teacher training manual, parents & community at large and inclusive education.

We hope these guidelines will be an equally useful tool for educationists, policy makers, civil society as well as parents, and that these will contribute to producing confident & bright young students who are better equipped with compatible skills to live a better and secure life.

1. Introduction to Life Skills Based Education

Life Skill Based Education is a channel focusing on providing knowledge and information, skill building and improving attitudes of the young people and empower them to adopt safe behaviours and protect themselves from abuse, exploitation, drugs and diseases.

Life Skills-Based Education (LSBE) equips young people with the skills to make responsible decisions for their health and well-being. Because the program has a human-rights approach, it also advances gender equality and reproductive health rights of young people. Adapted to suit different age groups, cultures and needs of young people, it has shown to reduce risky behaviors, address gender and power issues and delay sexual debut.

Life Skill Based Education (LSBE) was not a priority of government of Pakistan until few years back. However, in last couple of years the policy environment has changed in view of ground realities and emerging challenges for youth, both in and out of school. Accordingly LSBE has been included in certain National Policies such as Youth Policy, National Education Policy and Population Policy.

In keeping with the aforesaid National Policies, the National Curriculum Council of Pakistan is working closely with federal and provincial governments, civil society organizations and UNFPA to advocate for LSBE across the country, targeting youth both in- and out-of-school environments. Working in a variety of environments - from policy-level advocacy to community outreach, the Ministry of Federal Education and Physical Training (MOFEPT) along with UNFPA is striving to standardize the program nation-wide.

Promoting Life Skill Based Education in Pakistan through Single National Curriculum is being resourced by UNFPA, one of the leading organizations working for Sexual and Reproductive Health Rights (SRHR) in the world. This program mainly focuses on improving the physical and mental health of young people to build into better and responsible individuals by providing them insight on and exposure to 5 major components of LSBE programme aligned with WHO Guidelines on the LSBE. These key areas include the following:

- i. Self-awareness and Empathy
- ii. Decision making and Problem Solving
- iii. Creative and Critical Thinking
- iv. Communication and Interpersonal Skills
- v. Coping with Emotions and Stress

The execution of LSBE is manifested in to personal development, social development, intellectual development and moral development. These guidelines are accordingly designed to develop following traits among young students in the four main categories:

Personal development through self-awareness, self-management, developing positive attitude and behaviours and accepting one's physical changings and body dynamics.

Social development through interpersonal skills, societal pressures and empowering them to protect themselves from exploitation, drug and disease.

Intellectual development through decisiveness, critical thinking, reasoning and argument building approach in youth

Moral development through empathy, religious values, respect and awareness of respecting and abiding by the laws.

2. Guidelines For Curriculum

Summary of the Chapter

The Chapter is written to highlight Core Competencies/ Life Skills and the Key Learning Areas so that the concept is accordingly transpired and articulated in the form of National Curriculum. It talks about significance of mainstreaming Life Skills into national education system for sustained and multiplying impacts across Pakistan. Various approaches to translate the Life Skills into curriculum are documented as guiding principles for the textbook developers. The expected Student Learning Outcomes in terms of Personal Development, Social Development and Moral Development of the children are specified along with elaborated Standards and Benchmarks separately for different grades from I to XII.

The curriculum plays important role in the grooming and personality development of students. These guidelines provide answers or solutions to conditions and problems that Educationists may face in designing the LSBE-aligned curriculum for students of all grades. The guidelines on curriculum have broader scope because these will not only cater the needs of learners & teachers inside schools, these will also contribute in the development of society as a whole.

2.1 Significance & Objective of LSBE in curriculum

Today's adolescents and youth are witnessing a rapidly changing social, moral, ethical and religious values around them, locally as well as internationally. The impact of Information Communication and Technology (ICT), small family norms, nuclear family system, exploitation & abuse, and cognitive-driven curriculum increase the stress of the adolescents and this is reflected by raising suicide rates, restlessness and growing crime among young persons. They are perplexed with the emerging developments, daily life challenges and the system which fail to understand their feelings. The academic, family, social and peer pressure are imposed upon them and they are leading an unwieldy life.

Therefore, there is an urgent need to provide today's adolescents and youth with a new set of ways and skills to deal with the demands of life. Since the 'individual' rather than the 'system' is recognized as the basic unit of the society, it is essential that the children & youth be helped to develop skills inherently to handle a wide variety of choices, changes and stressors. The schooling, being most important phase of personality development of the youngsters need to be guided very carefully so that we can build a very strong adolescent community to lead the nation.

In view of the foregoing, the curriculum is considered to be an effective tool to harness and develop the abilities and positive behaviors among youngsters that enable an individual to deal effectively with the demands and challenges of everyday life. Incorporating LSBE in the curriculum is important because the curriculum is interactive process of teaching and learning which enables the learners to acquire knowledge and to develop skills over a period of time which would support and help them in the adoption of healthy behaviors in the way of life.

The inclusion of the LSBE in the curriculum is expected to achieve the following set of objectives:

- i. The adolescent & youth are aware of their potential, rights and responsibilities in a society;
- ii. The youth have skills for effective participation in matters of daily life;
- iii. Youngsters fully comprehend and are aware of the attitude & practices that are desirable in a society;
- iv. Youth is aware of Dos and Don'ts for spending a healthy life and for healthy personality development;
- v. They understand different aspects of personality i.e. physical, mental, moral, emotional, social and aesthetical.

2.2 A statement of Beliefs:

An integration approach is being followed in the LSBE-aligned curriculum development where Life Skill topics are integrated in all subjects (such as Islamic Studies, Science, English, Social Studies, and Urdu etc.) taught by different teachers. This is different from the separate approach where all concepts of LSBE are combined into one standalone subject taught by a specialized teacher. While the former approach is apparently better because the Life Skill topics become examinable within main subjects, however, for effective pedagogy, teaching LSBE require set of skills such as dramatization, mock drills, roleplays, demonstration, brainstorming etc. These skill call for concerted efforts in terms of teachers training & capacity building because teachers are instrumental to inculcate the values of LSBE in their own behavior. Introduction of LSBE-aligned curriculum will require schools and the Education system to periodically continue organizing various collaborative orientation programs for teachers, parents and civil society on a whole.

Building community support and responding to resistance on SRHR should be considered in the manifestation of curriculum. The contents should be aligned with the teachings of Islam and other religions. Inter-faith harmony should be at the center of LSBE-aligned curriculum. Collaborative efforts should be made at broader level with the group of stakeholders such as parents, religious scholars, media, opinion makers and adolescents themselves to address the social issues on rolling basis.

2.3 Key learning areas & competencies:

According to the renowned definition of World Health Organization, Life Skills have been defined as the innate capabilities for adapting the good or positive behavior which

ultimately empowers an individual to face the challenges and demands of everyday routine . Children and young people are considered the future and face of a society. Children face a number of challenges because of exposure to many new issues and situations in adolescence. LSBE is an approach of building capacity of adolescents in the age of puberty to get informed of the issues i.e. communication skills, self-awareness, gender & sex, puberty and body changes, infectious diseases etc. through specially designed curriculums. All this information is not adequately provided in normal courses of education and hence must be focus of attention in the LSBE aligned curriculum.

The LSBE-aligned curriculum and efforts within and outside schools to help children learn Life Skills should focus on the following important areas:

Life Skills Based Education



- i. Participatory Learning should be emphasized to motivate both teachers and students for learning in an environment of shared responsibility. Different participatory methods can be used to better engage the students for enhanced learning and retention of information.
- ii. Self-awareness and Self-Esteem Development as this is the core Life Skill to remain watchful about oneself and to live a dignified life. Without understanding the strengths and weaknesses of one's self no one can develop a highly successful personality. To highlight the importance of self-awareness and boost up the process of self-esteem building, the LSBE-aligned SNC should contain information about process of exploring own self through self-disclosures with trusted ones and getting feedback from others as well as by getting engaged in different aspects/ activities at family and school levels.
- iii. Communication Skills to explain basic information about communication process and importance of effective communication in our daily lives. Children should be encouraged that they should always try to communicate all their issues, fears, confusions and questions for guidance and appropriate information. By simple examples and stories of everyday life, the concepts of body language, paralinguistic and appropriate usage of words should be explained to develop skills for effective engagement with peers, teachers and parents as well as to be assertive where necessary.

- iv. Understanding Feelings and Emotions because adolescence is an age of puberty and exposure to many new things and environments. To guide and support students for better understanding their mood swings, changing interests and behaviors of others, information in this regard should be included carefully in keeping with cultural sensitivities & religious teachings. Information around taking things normally and ability to express feelings and cope with different emotional situations should be provided for the students.
- v. Understanding the Values to include definition of values, different perspective of the values and differences between personal and social values and how our religion/traditions shape up these values. Through examples, efforts should be made to explain that our personal values may differ from each other and by exhibiting any behavior in violation with prevailing strong social values we can end up with diverse consequences. Respect for own as well as values of others is also focused to develop the individuals with tolerance and acceptance of diversity.
- vi. Human Rights to highlight the importance of human rights and the phenomenon that these should be seen holistically and all of us have all of these rights which no one can deny. Additionally, brief information should be provided about the Human Rights mentioned in Universal Declaration of Human Rights (UDHR) and UN Convention on the Rights of the Child (UNCRC). Lastly, the basic Human Rights as enshrined in the Constitution of Pakistan should be elaborated. By examples it should be clarified that who is responsible for provision of these rights at different levels.
- vii. Sex and Gender to clarify the definitions and difference between sex and gender to the students. Furthermore, it should be emphasize that gender roles are culturally constructed and might not be just and equitable for men and women always. Through stories and descriptions gender equality is promoted to develop a generation with lesser preconceived biases. In addition, gender discrimination and gender based violence should be introduced to develop skills amongst students to talk about it and deal in such situations.
- viii. Self-Protection and information around violence against children, sexual harassment and abuse should be provided in an appropriate manner in keeping with cultural sensitivities and age of the children. The concepts of good touch and bad touch should be explained & demonstrated by teachers. Relevant case studies and important national incidents/events can be shared to develop the understanding of different harassment situations and characters. Emphasis should be given that the teachers and parents should develop a friendly relation and listen to children in a nonjudgmental way.
- ix. Understanding Friendships and Relationships to describe the importance of friendship throughout life and why we all need it. It should also be explained that some time our friend might ask us for something harmful or inappropriate and how in such situations

about the concepts of hygiene and body cleanliness. The risks of sexually transmitted infections with specific information about modes of transmission and protection from HIV/AIDS, hepatitis B and C should be explained in an appropriate manner.

- xii. Decision Making skills should be promoted. Lessons should explain the importance of right decision making skills and why successful life depends on good and right time decisions. The students should be oriented in analyzing pros and cons of different decisions based on the common situations faced by young boys and girls.
- xiii. Adolescent age Responsibilities should be explained to students of senior classes. Different community level issues should be highlighted with examples. Efforts should be made to develop a sense of responsibility amongst the young students by discussion around who is responsible for the issues prevailing in or community. Information should be shared on realization that how youth can be engaged for improvement and how their collective efforts can find easy solutions to the communal problems, and how their efforts will contribute to nation s development.
- xiv. Future Planning and Future Plans should be an integral component of the curriculum, especially of senior classes to let students think about their dreams and aims in life and how they can realize them. Information should be provided with regards to importance of proper planning, patience and hard work to reach targets in life. By discussion and activities, the teachers should encourage to give alternate options to develop a vast horizon in the minds of the young energetic students.

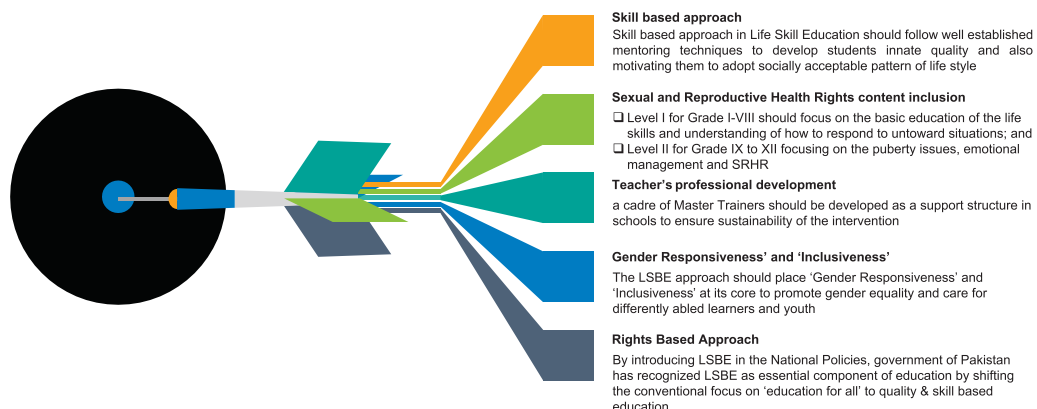
we can deal with the peer pressure to keep ourselves healthy and protected. The lessons should include how different relations are necessary for a healthy and happy life and we should be able to understand others expectations from us and could convey our own expectations.
- x. Puberty and Body Changes should be a crucial part of the curriculum for senior classes (IX to XII) as no other appropriate and focused sources are normally available to give information to youth on the phenomenon of puberty and changes that occur at this time. Curriculum should include information on physical, emotional and social changes during the period of puberty. Further information about puberty and sexuality should be separately explained to boys and girls in schools with coeducation.
- xi. Health and Infectious Diseases including Sexually Transmitted Diseases (STIs) are an important topic for students of senior classes and information in this regard should be carefully crafted and provided in the curriculum. Students should be made aware

2.4 Approach of LSBE in curriculum:

While aligning the curriculum with LSBE, following important factors should be considered:

- i. Skill based approach in Life Skill Education should follow well established mentoring techniques to develop students innate quality and also motivating them to adopt socially acceptable pattern of life style. A strategy can be considered consisting of a group of people combined together to help themselves by identifying their talents and directing them to choose appropriate steps to enhance their skill and abilities as a part of personal development.
- ii. The contents and education on Sexual and Reproductive Health Rights should be subtle and the cultural sensitivities should be accounted for. It is advisable that curriculum is divided into parts:
 - a. Level I for Grade I-VIII should focus on the basic education of the life skills and understanding of how to respond to untoward situations; and
 - b. Level II for Grade IX to XII focusing on the puberty issues, emotional management and SRHR
- iii. Teacher s professional development in LSBE is instrumental for which a cascade approach should be adopted to achieve economies of scale. Through this approach, a cadre of Master Trainers should be developed as a support structure in schools to ensure sustainability of the intervention.
- iv. The LSBE approach should place Gender Responsiveness and Inclusiveness at its core to promote gender equality and care for differently abled learners and youth.
- v. By introducing LSBE in the National Policies, government of Pakistan has recognized LSBE as essential component of education by shifting the conventional focus on education for all to quality & skill based education. Therefore, a Rights Based Approach should be followed to align curriculum with LSBE for human development. Only this approach will meaningfully improve the lives of young people from the perspective of empowerment, participation, equality and non-discrimination.

Approach of LSBE in Curriculum

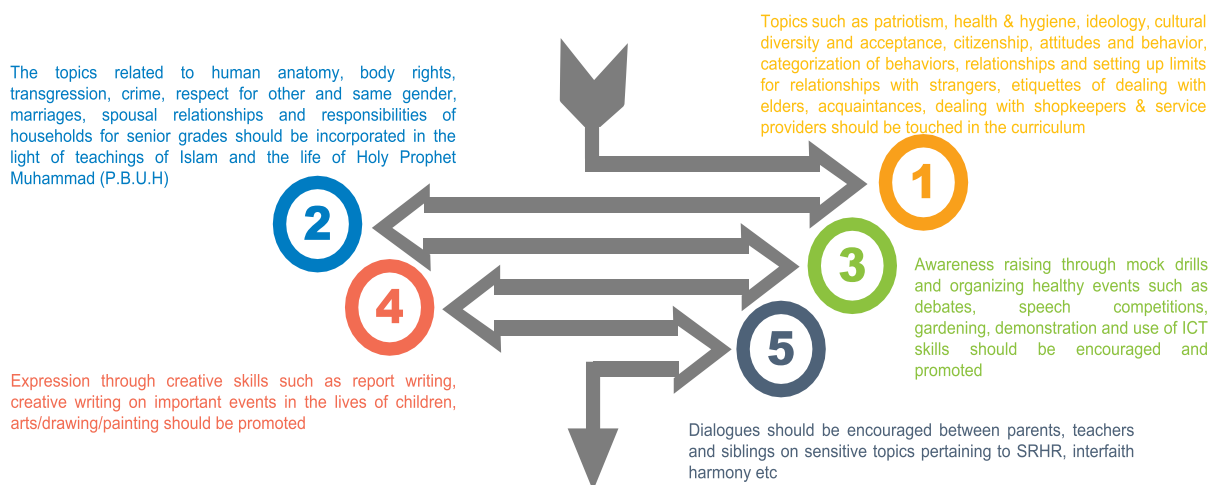


2.5 The Guiding Principles for Curriculum Development & Deliverance

The participants of Consultative Workshop on LSBE Guidelines unanimously identified following areas to be included in the LSBE-aligned curriculum development:

- i. Topics such as patriotism, health & hygiene, ideology, cultural diversity and acceptance, citizenship, attitudes and behavior, categorization of behaviors, relationships and setting up limits for relationships with strangers, etiquettes of dealing with elders, acquaintances, dealing with shopkeepers & service providers should be touched in the curriculum;
- ii. The topics related to human anatomy, body rights, transgression, crime, respect for other and same gender, marriages, spousal relationships and responsibilities of households for senior grades should be incorporated in the light of teachings of Islam and the life of Holy Prophet Muhammad (P.B.U.H);
- iii. Awareness raising through mock drills and organizing healthy events such as debates, speech competitions, gardening, demonstration and use of ICT skills should be encouraged and promoted;
- iv. Expression through creative skills such as report writing, creative writing on important events in the lives of children, arts/drawing/painting should be promoted;
- v. Dialogues should be encouraged between parents, teachers and siblings on sensitive topics pertaining to SRHR, interfaith harmony etc.

Guiding Principles for Curriculum Development & Deliverance



2.6 Expected Student learning & Outcomes:

The LSBE-aligned curriculum is expected to achieve its objectives in terms of tangible Learning Outcomes in the following areas:

A. Cognitive:

- Identifying fundamental rights of human being
- Understanding of the responsibilities of state to respect, protect and fulfill the rights of an individual, and the reciprocating responsibilities that an individual has

B. Affective:

- Understanding the importance of respect in human interaction
- Understanding whether unequal treatment of people is good or bad and sharing feelings in this regard
- Ability to describe what kind of satisfying life an individual is planning to live

C. Skill Based

- Ability to speak freely and effectively about their ideas related to equality, discrimination and other aspects of human rights and ethics.

Some indicative Students Learning Outcomes (SLOs) are documented here under two broader categories i.e. Level I up to grade VIII and Level II from grade IX to XII. These SLOs are defined in the following matrix in three fundamental Life Skill Areas viz. Personal Development, Social Development and Moral Development.

Student Learning Objectives

Cognitive

- Identifying fundamental rights of human being
- Understanding of the responsibilities of state to respect, protect and fulfill the rights of an individual, and the reciprocating responsibilities that an individual has

Affective

- Understanding the importance of respect in human interaction
- Understanding whether unequal treatment of people is good or bad and sharing feelings in this regard
- Ability to describe what kind of satisfying life an individual is planning to live


Skill Based

- Ability to speak freely and effectively about their ideas related to equality, discrimination and other aspects of human rights and ethics.

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Life Skills	Student Learning Outcomes
1. Personal Development Standard: understand the process & components of personal development for effective & efficient participation in daily life. Benchmarks: 1. Understanding themselves & exhibit stable behavior 2. Demonstrate Social Skills to resolve conflicts for peaceful coexistence	Level I Grade I to VIII Understanding self, relationships with peers, handling strangers, and personal strengths & weaknesses Understanding importance of setting goals in life, defining goals and role of society & relations in achieving goals Understanding health & hygiene, importance of body & nutrition, common causes of diseases Understanding of emotions, stress, patience, conflicts management & relationship types and management Understanding of leadership qualities and ability to demonstrate leadership Understanding of acceptable behavior with family, friends, on different social & cultural events, networking Understanding importance of various relations, limits of relationships and relationship management Level II Grade IX to XII Understanding relationship between personal development vis a vis goals & achievements and ability to set clear goals Ability to correlate environment/climate with health issues, and understanding importance of mental & physical health & implications of stress on reproductive health Critically analyze leadership qualities, understanding of leadership theories and setting up leadership goals for oneself Understanding of the causes & dynamics of various types of conflicts, emotional management in conflicts,

Life Skills	Student Learning Outcomes
	importance & techniques of conflict redressal
2. Social Development Standard: I. Students will understand the process of intellectual thinking & know its components for effective use in daily life. II. Students will be able to think creatively, critically & take decisions in problematic situations Benchmarks: I. Think creatively II. Take decisions in problematic situations III. Imagine & think freely	Level I Grade I to VIII Understand fundamental customs Define some customs Define & understand the traditions of society Define & understand the responsibilities Understand fundamental rights as a citizen of Pakistan Define & understand values, beliefs and cultural norms Level II Grade IX to XII Students are able to critically examine & discuss the customs of Pakistani society Students are well familiar with the customs of Pakistani society and associated cultural sensitivities Students are able to differentiate the terms like customs, traditions and values. Students are able to explain various types of responsibilities of the country and rights over the state.
3. Moral Development Standards: I. understand the significance of Moral Development of human personality in social life. II. Abide by moral values for effective and efficient participation in daily life to set examples. Benchmarks: I. understand religious values regarding integrity and trustworthiness and behave accordingly. II. Use moral skills to regulate his/her daily life activities and to resolve conflicts for peaceful coexistence. III. Extend full cooperation in daily routine work with all who belong to	Level I Grade I to VIII Understand & explain basic values, can tell effects of values on others & know how to adopt some values Understand that humans are different, can differentiate & respect diversity based on culture or religion or language Understands respect & its importance in society, shows respect for others regardless of race, color & religion Understands disrespect & its impacts on society & daily life, knows how to avoid disrespecting others & importance of saying sorry Understands the concept of honesty, its types, importance of honesty in Islam, how to be an honest person in society Understands the concept & importance of promise keeping & trust worthiness, its benefits, consequences of breaking promises on the society Understanding the importance of caring attitude, ability to demonstrate caring behavior towards others Understanding the concept of compassion, ability to show

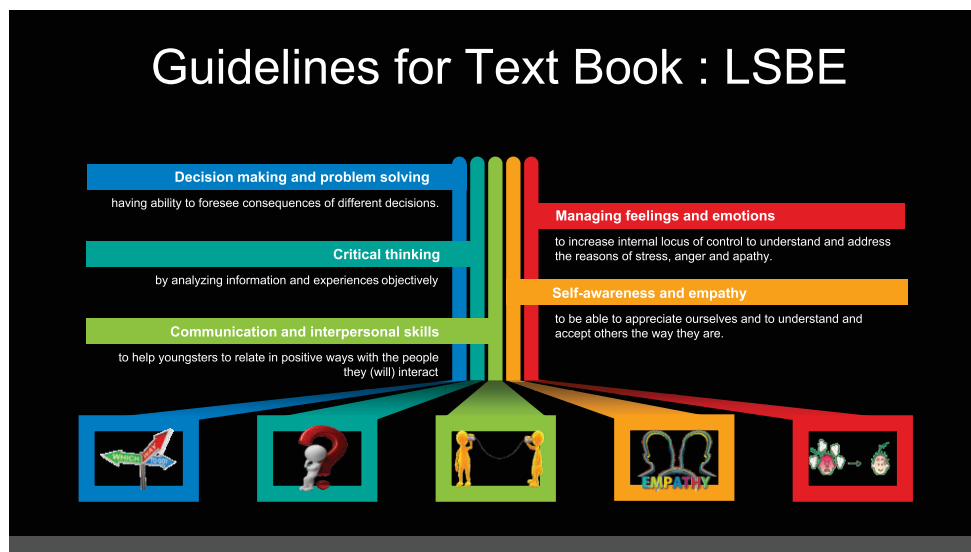
Life Skills	Student Learning Outcomes
<p>immediate environment.</p> <p>IV. Plan to facilitate others to his/her maximum extent to discharge his/her normal obligations.</p>	<p>compassion behavior without violating other s rights</p> <p>Understanding of duties & obligations as a responsible citizen, familiarity with the concept of discipline & dutifulness</p> <p>Level II Grade IX to XII</p> <p>Can identify good values present in themselves & others nd in society, enlist good values they wish to learn & see in society, how to introduce good values in society</p> <p>Understand & explain importance of cultural diversity and benefits of interfaith & inter-cultural harmony</p> <p>Thorough understanding of the concepts of trustworthiness & integrity, its benefits for personal & society development, & its importance for national prosperity</p> <p>Clear understanding of the benefits of caring attitude in society, exhibiting care towards elders, peers, teachers</p> <p>Ability to explain importance of dutifulness, obligations towards others & state, exhibiting discipline in life & faith</p> <p>Understanding of concept of personal accountability, exhibit accountability in personal & educational life, understanding of & willingness for learning from failures</p>

3. Guidelines For Text Books

Summary of the Chapter

The textbook will be an important teaching and learning resource to guide and translate the teaching and learning of LSBE-aligned curriculum. It is extensively used across Pakistan in all grades. It is, therefore, important to draft the textbooks in such a way that it offers a framework of guidance and orientation to learners as well as teachers, parents and other members of the society. The inclusion of LSBE and information on SRHR has to be aligned with the teachings of Islam as well as other religions for successful implementation of the LSBE-aligned curriculum in the society at large.

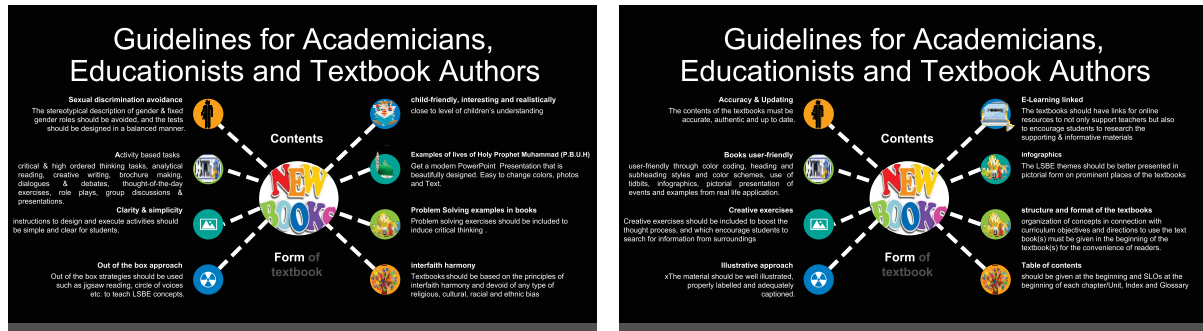
The ultimate objective of the teachings through text books should be to improve the quality of life of learners, particularly adolescents & youngsters, by adding to their mental, physical and emotional well-being. The contents of the textbooks should induce and cultivate skills and abilities for adoptive and positive behavior which would enable the learners to deal effectively with demands and challenges of everyday life. The lessons and exercises of the textbooks should enhance the following key Life Skills:



- Decision making and problem solving** by having ability to foresee consequences of different decisions;
- Critical thinking** by analyzing information and experiences objectively;
- Communication and interpersonal skills** to help youngsters to relate in positive ways with the people they (will) interact;
- Self-awareness and empathy** to be able to appreciate ourselves and to understand and accept others the way they are;
- Managing feelings and emotions** to increase internal locus of control to understand and address the reasons of stress, anger and apathy.

3.1. Guidelines for Academicians, Educationists and Textbook Authors

A set of guidelines is given below for the academicians, educationists and textbook authors to follow while drafting textbooks for LSBE-aligned curriculum. These guidelines and instructions are compiled from the inputs of participants of National Consultative Workshop on LSBE as well as recommendations of the prominent educationists and policy makers.



A. General Guidelines for Content and Form of the Textbook^{1, 2}

- Textbook contents should be child-friendly, interesting and realistically close to the level of children's understanding
- Examples should be quoted from the lives of Holy Prophet Muhammad (P.B.U.H) as well as other religious & prominent personalities while explaining LSBE
- Problem solving exercises should be included to induce critical thinking
- Textbooks should be based on the principles of interfaith harmony and devoid of any type of religious, cultural, racial and ethnic bias.
- The stereotypical description of gender & fixed gender roles should be avoided, and the tests should be designed in a balanced manner.
- Textbooks should encourage activity based tasks. A variety of tasks should be included such as critical & high ordered thinking tasks, analytical reading, creative writing, brochure making, dialogues & debates, thought-of-the-day exercises, role plays, group discussions & presentations and so on. These activities will make the whole teaching learning process as student-centered, while the teacher should be facilitator in these activities.
- The instructions to design and execute activities should be simple and clear for students. Whereas additional guidance should be included for teachers in teacher's notes.
- Out of the box strategies should be used such as jigsaw reading, circle of voices etc. to teach LSBE concepts.
- The textbooks should have links for online resources to not only support teachers but also to encourage students to research the supporting & informative materials.

¹ Curriculum for Life Skills Based Education (LSBE) 2013. Curriculum and Textbook Wing Capital Administration &

² National Consultative Workshop on Guidelines Development for LSBE Education at NCC, October 29, 2020

- x. The LSBE themes should be better presented in pictorial form on prominent places of the textbooks.
- xi. The structure and format of the textbook(s), organization of concepts in connection with curriculum objectives and directions to use the text book(s) must be given in the beginning of the textbook(s) for the convenience of readers.
- xii. Table of contents should be given at the beginning and SLOs at the beginning of each chapter/Unit, Index and Glossary.
- xiii. The contents of the textbooks must be accurate, authentic and up to date.
- xiv. Direct form of tenses should be used in textbooks so as if the textbook is communicating to the readers.
- xv. The informative material should be adequate to transfer the desired knowledge among students so that they can understand the concepts, are tempted for more information and inquiries and engage them in higher order thinking.
- xvi. The textbook contents should induce curiosity among students to understand the world in which they live and are better prepared to embrace future challenges.
- xvii. The material must be credible and free from all types of religious, racial, cultural and ethnic biases. It should promote interfaith harmony and coherence.
- xviii. The textbook contents and form both should be engaging and attractive to create a strong bond with the readers.
- xix. The material should be well illustrated, properly labelled and adequately captioned.
- xx. Textbooks should have activity-based learning to trigger the thought process of learners.
- xxi. Textbooks should be user-friendly through color coding, heading and subheading styles and color schemes, use of tidbits, infographics, pictorial presentation of events and examples from real life application.
- xxii. Creative exercises should be included to boost the thought process, and which encourage students to search for information from surroundings.
- xxiii. The contents should be contextually relevant and backed by affordable examples from context to enhance relevance and meaning.

B. Important Considerations for Writing Chapters/Units of the Textbooks

The learning process can be made interesting & exciting along with the provision of a strong foundation for higher learning if the textbooks have, among others, following features:

- i. The key words, terms and definitions should be highlighted in the text.
- ii. Illustrations should be colorful and attractive to engage the students.

- iii. Do you know type questions should be used to recall, think and apply what students have learnt, as well as to reinforce the learning of key concepts and principles.
- iv. Minim exercises should be considered where appropriate to trigger curiosity among students about environment, society and themselves.
- v. To widen the horizon of the students, advanced information should be provided on respective and relevant topics in keeping with the grade wise student learning levels.
- vi. Summary of concepts and principles should be provided in the chapter for quick understanding at a glance.
- vii. Review questions should be given at the end of each chapter with following objectives:
 - a. To recall, reinforce and reintegrate previous learning;
 - b. To keep students engaged by building on the prior learning;
 - c. Promoting lower order thinking to higher levels;
 - d. Developing process management and process compliance skills;
 - e. To develop and boost multiple intelligence;
 - f. To provoke student s thinking, creativity and investigation by promoting debate through open ended questions
- viii. After every few units, Test Review/Theme Reinforcements are introduced as an additional drill to include interactive and useful activities to strengthen the following:
 - a. Vocabulary
 - b. Understanding
 - c. Critical thinking
 - d. Process skills
 - e. Performance Assessment

For Students of Grade I-V

ECCE Early Childhood Care and Education			
Chapter #	LSBE Topics/Themes	SLOs/Detail	Page #
	Philosophies & values in ECCE	<p>Every child should have the opportunity to grow up in a setting that values children, that provides safe and secure environment, and that respects diversity.</p> <p>They have needs, rights, and intrinsic worth that must be recognized and supported.</p> <p>children, just like adults, need to be respected as capable, thinking and feeling individuals with unique personalities.</p> <p>The Convention on the Rights of the Child (CRC) is human dignity of the child. It consists of the following four principles: 1. Non-discrimination 2. The child's best interest 3. The child's right to life and full development 4. Giving due weight to the views of the child</p>	09
	Holistic Development through Early Childhood Care and Education	<p>Physical, Social and Moral, Emotional, Cognitive, Language developments.</p> <p>The world around us</p> <p>Hygiene, health and safety</p>	12 & 13
	A statement of beliefs A statement of objectives		14 & 15
2	Personal, Social and Moral Development	Competency 1: Children will develop an understanding of their likes, dislikes, strengths, emotions and self-grooming, decision making and problem-solving skills. Children will further enhance their positive sense of self-identity and see themselves as capable learners.	20
		Competency 2: Children will be willing to share and work in collaboration with their peers, teachers, family members and neighbors, regardless of any differences, such as, in gender, ability, culture, language and ethnicity.	21
		Competency 3: Children will learn about and appreciate their heritage and culture and develop acceptance, respect and appreciation for the diversity of cultures and languages.	22
		Competency 4: Children will develop an understanding of their own religious values and practices as well as respect for others religious values and practices, with acceptance and appreciation for the differences that exist.	22
		Competency 5: Children will demonstrate a sense of responsibility for self and others in class, school, home and neighbourhood.	22
		Competency 6: Children will use common courtesy expressions like greetings, please, welcome, thank you, sorry, excuse me.	23
		Competency 7: Children will learn and develop a sense of citizenship	23
		Competency 8: Children will develop and demonstrate ethical and moral values such as	24

		honesty, inner accountability, social justice, empathy, compassion and respect	25
	Language & Literacy (Listening & Speaking Skills)	Competency 1: Children will engage confidently with others using language in a variety of ways for a variety of purposes and contexts. Competency 2: Children will describe objects, events and their plans for the day	25
			27
	Basic Mathematical Concepts	1: Children will develop basic logical, critical, creative and problem solving skills.	32
	World Around Us	Competency 1: Children will develop an understanding of how families are important and talk about their family history Competency 2: Children will develop an understanding of the people and places around them. Competency 6: Children will develop a caring attitude towards the environment	38 39 43
	Physical Development	Competency 1: Children will develop a sense of balance, agility and coordination	45
	HEALTH HYGIENE AND SAFETY	Competency 1: Children will develop an understanding of the importance of healthy, safe and hygienic practices. Competency 2: Children will develop an understanding of personal safety and security.	47 48
	CREATIVE ARTS	Competency 1: Children will express themselves through the use of drawings and colours. Competency 7: Children will participate with increasing confidence in a variety of dramatic play activities to express themselves	49 55
English			
Chapter #	LSBE Topics/Themes	SLOs/Detail	Page #
1	Vision and review of English curriculum	Reading, in particular, helps broaden the horizons of students by exposing them to a wide range of cultural, emotional, intellectual and social situations or content, which can act as a foundation for building a more tolerant and multi-cultural society. These cover ideological attributes such as islamic and other religious values, patience, tolerance, respect for self and others, respect for Pakistani and international values, conflict resolution, equity between groups and nations, making friends, sharing, learning to live together in an extended society and trans-culturally at the national level In compliance with the United Nations Sustainable Development Goals, especially SDG 4.7.1, certain values were highlighted in the curriculum under the themes and sub-themes for different classes including global citizenship, sustainable development, gender equality, diversity of cultures, languages and religions, countering terrorism, avoiding social evils (plagiarism, falsification, aggression, deception,	06

[illegible]

	Role models (Hazrat Muhammad ,male/ female personalities from islamic history, Pakistani armed forces and notable civilians).(Theme)	<u>Grade I-III</u> Heroic deeds of children depicting personal bravery /courage/honesty <u>Grade IV-V</u> Notable people as role models; national and international	60
	Environmental education (theme)	<u>Grade I-III</u> Knowledge/ awareness of immediate natural environment <u>Grade IV-V</u> natural environment	60
	Dignity of labour (Theme)	<u>Grade I-III</u> Doing small chores <u>Grade IV-V</u> Helping at home and school	62
	Media (theme)	<u>Grade I-III</u> Media as a source of learning and holistic development <u>Grade IV-V</u> Media as a source of general information	62
	Participatory Citizenship (Theme)	<u>Grade I-III</u> corridors, compounds, playgrounds and public properties. <u>Grade IV-V</u> littering and damaging surroundings (Avoid using rights	62
	Health, personal safety, and drug education (Theme)	<u>Grade I-III</u> Personal cleanliness and hygiene; use of water after using the washrooms/ etiquettes of using public no to an inappropriate touch/ situation (Stranger Danger) <u>Grade IV-V</u> Benefits of hygiene, including appropriate sanitation Awareness about medicines	62
	Life Skills	<u>Grade I-III</u> Taking responsibility/ care of small things (animate/ <u>Grade IV-V</u>	62

	Avoiding Social Evils (theme)	<u>Grade I-III</u> <u>Grade IV-V</u> Controlling aggression	62
General Knowledge Grade I-III			
Chapter #	LSBE Topics/Themes	SLOs/Detail	Page #
3.1	Knowledge		
	ETHICS AND VALUES: Standard 1: Students identify aspects of good character and good manners to practice them in their lives	Benchmarks: (1.1-1.6) Aspects of good character. Understand the importance of kindness, compassion and sharing Demonstrate etiquettes of eating and drinking. Equal treatment with respect to all human beings Understand and practice community welfare activities. Resolve conflicts and disputes through peaceful ways	13
	RESPONSIBLE CITIZENSHIP: Standard 2: Students demonstrate responsible citizenship by respecting rules, recognizing rights and responsibilities of citizens and appreciating diversity at local and global level	Benchmarks: (2.1-2.5) Demonstrate disciplined behavior at home, school, on the road and in the playground. Identify name and the functions of important places in the neighborhood. Identify and practice responsible behavior to keep their home and surroundings clean and green Recognize and identify rights and responsibilities of good citizen Appreciate diversity at local and global level	14
	DISCOVERING SELF AND IMMEDIATE ENVIRONMENT Standard 3: Students recognize their own needs, those of others and understand their role within their community and environment	Benchmarks: (3.1-3.6) Introduce themselves by their name, their family members, friends, interests and places around them. Make decision about their future keeping in view their interests. Identify the ways of keeping oneself clean and demonstrate healthy habits of personal hygiene. Identify the causes of diseases and list ways to avoid germs. Understand need of staying safe in daily life situations. Identify the safety rules and demonstrate road sense	17
	GOODS AND SERVICES Standard 5: Students understand the concept of interdependence through recognition of the role of goods and	Benchmarks: (5.1, 5.3) Identify people from different occupations and demonstrate respect for them. Demonstrate disciplined behavior at the public places e.g. bus stop, railway station, airport etc.	16

	services in our lives and the need for respecting all occupations.		
	LIFE SCIENCES Standard 6: Students begin to understand and demonstrate curiosity about basic concepts and processes of the living world around themselves.	Benchmarks: 6.3 identify the causes of illness and ways to stay healthy.	17
3.3	Attitude and Moral Values		20
	Inquiry	Students will be encouraged to develop attitudes that support inquiry, problem solving, and decision-making	21
	Collaboration	Students will be encouraged to develop attitudes that support collaborative activities	
	Safety	Students will be encouraged to demonstrate a concern for safety in their daily life, be at school or otherwise	
	KNOWLEDGE, SKILLS AND ATTITUDES Grade I: (My Body)	Major parts of the Human body and their Function	24
	KNOWLEDGE, SKILLS AND ATTITUDES Grade I: (Keeping Ourselves Clean)	Importance of Cleanliness Ways of Cleanliness Cleanliness and Health	24
	KNOWLEDGE, SKILLS AND ATTITUDES Grade I: (My Family and Friends)	Identifying Family Members Respecting Family Members	25
	KNOWLEDGE, SKILLS AND ATTITUDES Grade I: (Neighborhood)	Cleaning Homes & Neighborhood	26
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-I: (Places of Worship in the Neighborhood)	Develop respect for worship places	26
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-I (Traffic Rules)	Common Traffic Rules Safety Rules and Road Sense	28
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-I (Good Manners and Habits)	Greeting Others Practicing Good Qualities Eating Manners Table and Bathroom Etiquettes	28
	KNOWLEDGE, SKILLS	Role and Responsibilities of Government	31

	AND ATTITUDES Grade-II (Role and Responsibilities)	Rights and Responsibilities of People/ Citizen.	
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-II (Religious Festivals in Pakistan)	Eid-ul-Fitr & Eid-ul-Azha Importance Other Cultural and Religious Festivals	32
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-II (Helping Others)	Importance of sharing Things Ways of Helping others	37
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-II (Respecting Others and Appreciating their Diversity (elders, religion, ethnic groups, gender, social class)	Need to Respect all People Ways to Respect all People	38
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-II (Forgiveness and Forgiving others)	Avoid hurting others Ways to reduce the Hurt. Forgiving Others.	39
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-II (Being Just Fair)	Fairness and Unfairness Promoting Fairness	39
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-III (Food)	Factors for Healthy living recognize that healthy living requires eating a balanced diet, keeping clean, sleeping well, and exercising regularly identify the ways to get sufficient exercise to stay healthy.	43
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-III (Making the World a Better Place: The Role of the Government and Citizens)	Individuals and Community Key Problems Need of Government Government and People Good Citizenship	46
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-III (Working out Disagreement)	Common Conflicts/ Disagreement Causes of Conflicts/ Disagreement Impact of Conflicts/ Disagreement Resolving Conflicts/ Disagreement Preventing Conflicts/ Disagreement	47
	KNOWLEDGE, SKILLS AND ATTITUDES Grade-III (Safety)	Personal Safety Indoor Safety Outdoor Safety	47
General Science			
Chapter #	LSBE Topics/Themes	SLOs/Detail	Page #
2	Strand 1: Life Sciences Standard 1	Benchmark 7 Distinguish between the various food components to	9

		understand the concept of balanced diet and its impact on human health.	
2	2.42 Attitudes Standard 5	Benchmark 3 and 4 Be open-minded in self-review, peer review and teacher review by practicing honesty and integrity in the classroom. Be sensitive to the needs of other people and organisms in environment.	13
3	HUMAN HEALTH (Theme Grade-IV)	<u>Symptoms, transmission, and prevention of communicable diseases</u> Observe and recognize some common symptoms of illness Differentiate between contagious diseases (hepatitis, T.B, influenza and non-contagious (polio, cancer) Relate the transmission of common communicable diseases (e.g., touching, sneezing, and coughing) to human contact. Explain some methods of preventing common diseases and their transmission (e.g., vaccination, washing hands, wearing mask). <u>Ways of maintaining good health</u> Describe the importance of maintaining good health. Recognize everyday behaviours that promote good health Define balanced diet and explain its components. Understand the value of clean drinking water and inquire about the factors that generally make it unclean.	
		Explore a few ways that can help make water clean and suitable for drinking (water filtration and boiling)	18
4	Environmental pollution Grade- V	Types of Pollution Causes of Pollution Effects of Pollution on life (Smoke, smog, Sewage Water, Solid Wastes, Industrial Wastes) Preventive measures to reduce Pollution	39
Social Studies			
Chapter #	LSBE Topics/Themes	SLOs/Detail	Page #
2	CITIZENSHIP: Standard 1: All students will develop an understanding of citizenship, good character, responsibilities, diversity and tolerance by observing some common etiquettes.	BENCHMARKS Grade IV V Roles and responsibilities of a citizen. Basic human rights Positive characteristics of a citizen Respect for all kinds of relationships (with self and others) Appreciate and foster diversity, and understand how it enriches a society Understand and practice common etiquettes for peace and harmony in society Think innovatively how students can make a Clean and Green Pakistan	11

2	STATE & GOVERNMENT Standard 4: Identify the purpose of a government and describe the components of a democratic government i.e. legislature, executive and judiciary used to make decisions, seek consensus and resolve conflicts. Standard 5: Identify the key characteristics and spirit of the Constitution of Pakistan and understand the rights and responsibilities of citizens at the local, provincial, national and global levels.	Benchmarks Grade IV V Understand the importance and relationship between rules and laws for a just and healthy environment in a country Understand the rights and responsibilities given to citizens under the Constitution. Benchmarks Grade IV V Explain the responsibilities with respect to their rights and concept of global citizenship. Understand the role of a person in a democratic society and identify unjust and illegal activities such as corruption.	13
	CULTURE Standard 8: All students will learn the diversity of religion and cultures of Pakistan and their coexistence as a nation and enhance the concept of nationalism in them	BENCHMARKS Grade IV V Understanding of the concept of nation and nationalism Defining culture along with its components. Students will be able to understand the cultural diversity of Pakistan regarding diverse cultural groups Understanding different religions in Pakistan and their impact on their various cultural groups Understanding the norms and advantages of multicultural society and interfaith harmony Understanding of various festivals of minorities. Understanding the definition of the term means of communication Means of communication, their advantages and disadvantages	15
	Geography (Theme Grade-IV)	Identify the elements of climate (temperature, rainfall, wind). Identify the factors affecting climate Enlist the major problems caused by over population Identify the importance and interconnectedness of Water Sanitation and Hygiene (WASH	21, 22
Islamiyat Grade I-V			
Chapter #	LSBE Topics/Themes	SLOs/Detail	Page #
2	اخلاق و آداب (Theme	Benchmarks Grade I-II: اسلامی آداب و زندگی	13

	<p>Grade I- V)</p> <p>Sub theme Grade – III:</p> <p>سچ کی اہمیت گفتگو کے آداب</p> <p>Sub theme Grade – IV:</p> <p>سادگی وقت کی پابندی آداب مجلس</p> <p>Sub theme Grade – V:</p> <p>رواداری عفو و درگزر و رحمدلی کفایت شعاری</p>	<p>سب کے ساتھ مساوی اور اچھا برتاؤ</p> <p>Benchmarks Grade III-V:</p> <p>دیانتداری، عفو و درگزر، ایفائے عہد، سچائی جیسی صفات کو زندگی پر لاگو کرنا اچھی صفحات اپنانا</p>	
2	<p>حسن معاملات و (Theme Grade III-V) معاشرت</p> <p>Sub theme Grade – III:</p> <p>باہمی تعلقات</p> <p>Sub theme Grade – IV:</p> <p>دیانتداری حقوق العباد وطن سے محبت خدمت خلق</p> <p>Sub theme Grade – V:</p> <p>ایفائے عہد بری عادت سے اجتناب</p>	<p>Benchmarks Grade III – V:</p> <p>حقوق و فرائض کی اہمیت اور ان پر عمل پیرائی روز مرہ کے معاملات میں خوش اسلوبی اپنانا</p>	13
2	<p>اسلامی تعلیمات اور عصر حاضر کے (Theme Grade III-V) تقاضے</p> <p>Sub theme Grade – III:</p> <p>صحت و تندرستی</p> <p>Sub theme Grade – IV:</p> <p>صفائی کی ضرورت و اہمیت</p>	<p>Benchmarks Grade III – V:</p> <p>"صفائی نصف ایمان ہے" حدیث کی خصوصیات کو اپناتے ہوئے اپنے ماحول کو صاف رکھنا</p>	14

	پانی کی اہمیت Sub theme Grade – V: حادثات سے بچنے کی تدابیر		
Urdu			
Chapter #	LSBE Topics/Themes	SLOs/Detail	Page #
2	Appreciation & Criticism Standard I-V (Grade – 1)	Benchmark روز مرہ کے واقعات پر اپنا رد عمل کا اظہار کرنا	11
2	Life Skills Standard I-V (Grade – 1, 2 & 3)	Benchmarks کہانیاں، واقعات اور پہیلیوں کے ذریعے محررہ نشانات، سنگ میل یا سائن بورڈ وغیرہ پڑھ کر یا دیکھ کر اپنی رائے کا اظہار کرنا روز مرہ کے مسائل میں اردو کا استعمال کرنا	12, 20, 26
2	Creative Writing Standard I-V (Grade- 2 & 3)	Benchmarks اپنے ماحول کے مطابق کسی بھی عنوان پر اپنے خیالات لکھنا	18, 25
2	Appreciation & Criticism Standard I-V (Grade- 2 & 3)	Benchmarks اپنی پسند نا پسند کا موزو تحریر کرنا روز مرہ کے واقعات پر اپنا رد عمل ظاہر کرنا	19, 26
2	Appreciation & Criticism Standard I-V (Grade- 4 & 5)	Benchmarks فطرت سے مطلق موضوعات اور واقعات وغیرہ پڑھ کر اپنی مسند ناپسند کا اظہار کرنا پہیلیاں لطیفہ پڑھ کر یا سن کر اپنی رائے کا اظہار کرنا	33, 41
2	Life Skills Standard I-V (Grade – 4 & 5)	Benchmarks کسی واقعے یا موضوع پر بات کرنا سماجی، ثقافتی اور اخلاقی اقتدار پر گفتگو کرنا	34, 42
2	Speaking Standard I-V (Grade – 4 & 5)	Benchmarks دینے گئے موضوع پر اپنا نقطہ نظر بیان کرنا لب و لہجہ اور ربط تسلسل کا استعمال	29, 36

3.3 LSBE through activity-based learning

The best way to adopt LSBE approach is to follow interactive and participatory learning methods, and experimental and activity-centered pedagogy³. The examples of activity-

³UNICEF Global Evaluation of Life Skill Education Programs

based learning can include, but not be limited to: classroom discussions, brainstorming sessions, role plays, games, and simulations, case studies, debate and storytelling. This range of activities also helps to develop life skills, and is closely related to self-expression, promotion of emotional intelligence, empathy, interpersonal communication, cooperation, negotiation, examining or analyzing different perspectives, constructive argument and problem-solving⁴. At the same time the activities are used to explore and develop content-related knowledge, attitudes and skills. They bring new information into the classroom for young people to engage with, as well as enable them to draw on their own experiences.

Using these methods, teachers are facilitators of learning and important actors in the environments for young learners, acting as role models and encouraging and empowering the students they work with. The implication is that teachers of LSBE themselves must be equipped with (or willing to develop) and demonstrate the same range of effective life skills as their students are intended to learn. Teachers need to be able to withhold judgement and listen to different opinions, gaining the trust of their students so that they feel comfortable expressing themselves, knowing that what they discuss remains confidential. Teachers also need to be able to continue to re-examine their own attitudes and values, developing an awareness and objectivity of life issues in specific `sociocultural contexts⁵.

In addition, proposed methods for assessment of learning outcomes also show a variety of activity-based approaches, many of which differ from traditional methods and need additional support to equip teachers with the relevant formative and summative assessment skills:

Knowledge: e.g., multiple-choice questions or poems/songs, essays, posters

Attitudes: through scalar attitude measurement tools, open-ended questions and closed questions, discussions, brainstorming sessions

Skills: through close-ended questions, role plays and simulations, case study, analysis, checklists

Behavioral intent: through close-ended questions, case studies, simulations, checklists, etc.

It is important to mention here that delivering LSBE content through activity-based approach requires identification and/or recruitment of suitable teachers who have the temperament and attitude to deliver LSBE. It also require professional support and training, both at pre-service and in-service and provision of continuous professional development opportunities⁶.

3.4 Grade wise development of activities

Grades	Indicative Activity Description
Grade I	<ul style="list-style-type: none"> - 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 - Demonstration of expressions like sad, happy, angry etc. - Encourage children to identify expressions in demonstration by teachers - Explanation of trusted adults like parent, sibling etc. who does not pose threat to children - Demonstration of saying thank you and sorry - Explaining and demonstrating classroom safety rules in an interactive manner
Grade II	<ul style="list-style-type: none"> - Encouraging learners to speak up to take responsibility of their personal hygiene - 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. - Engage students to produce on blackboards the negative wall chalking that they see around and discourage it - Small quiz competitions on topics such as, telling three things about Pakistan, Muslims, famous places etc. - 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: Maryam lost her book. How do you think she feels? - Activity to encourage expression without blaming others to build conflict resolution and interpersonal communication skills. - 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? - Oral expression as why it is important to inform parents if students make a mistake or if something odd happens with them? - Tree plantation and classroom cleanliness activities and explaining their importance. - 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. - Encourage children to identify and tell at least one good thing (quality) in their friends. - Explain the context of colors in Pakistani flag to develop sense of interfaith harmony.
Grade III	<ul style="list-style-type: none"> - Ask students to memories and tell the names of their parents & siblings, home address, and emergency contact details. - Take students to nearest police station and hospital and explain them the functions and procedures as how to approach such facilities in emergencies. - Explain students how to cope with and behave when someone loses a friend or a dear one. - Inform students how to seek help when they encounter any untoward situation and see any policeman or guard. - Observe regional culture days and encourage students to wear regional dresses. Explain them about the regional dresses and other aspects of beautiful regional cultures. - 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 gender and how to respect gender differences. Through simulations, encourage boys & girls to explain qualities of opposite gender. - 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

	<p>useful links can be shared for enhanced learning: (https://childhood101.com/helping-children-manage-big-emotions/), https://www.youtube.com/watch?v=QT6FdhKriB8</p> <ul style="list-style-type: none"> - Through roleplays, encourage students to pretend to have any type of disability and share what difficulties they faced with such disabilities? - 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. - Through group work assignments, guide and encourage students to invent some simple tools or machines. Help them in presenting their invention before class. - Explain them the concepts of accountability. Encourage them to have confidence and ask questions from peers, teachers etc. - Explain students the importance of hygiene. Encourage students to write consequences and implications of open defecation and throwing garbage in open and public places. - Take students to parks and encourage them to collect garbage and public waste while exercising the precautionary measures. - Encourage students to prepare their family charts up to three past generations and seek the help of their parents and elder brothers/sisters.
Grade IV	<ul style="list-style-type: none"> - 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. - To promote negotiation and refusal skills, arrange a weeklong simulation exercise for the following : <ul style="list-style-type: none"> o Observe an Election Day and ask children to vote their representatives the entire cycle of voting process should be created o The citizens disapprove the voting results and build a movement o Negotiations between winning party/candidates and citizens (students) for an amicable decision/solution o 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 - 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. - Take students to some zoo or location where animals and/or birds are kept in cages. Ask students to observe the feelings of animals or birds in prison and express their feelings in writing as well as orally. - Ask students to search information on various religions that exist in Pakistan and

	<p>present ideas on what role they can play in protecting the human & religious rights of the minorities?</p> <ul style="list-style-type: none"> - 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. - Explain the concept of budget. Ask students to prepare their individual budgets realistically and talk to their parents about their budget needs. - 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.
Grade V	<ul style="list-style-type: none"> - A debate should be generated to promote critical thinking and speaking skills on sensitive topics such as is it ever acceptable to lie? etc. The students can take both sides of the argument. - 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 circumvent those risks? How will they react if they succeed or fail? What is their contingency plan if they fail? - 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. - 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/pdm_u/livinglearningtogether/year3/yr3_unit7.pdf - 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? - 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 - 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. - 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 - 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 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. - 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

	<p>live as an adult and why.</p> <ul style="list-style-type: none"> - 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. - Encourage students to enlist their strengths/skills and plan how they would use their strengths/skills for their future and career growth? Likeminded students can be grouped together for bigger assignments such as inventing a tool or some social activity etc. - 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. - 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.
Grade VI	<ul style="list-style-type: none"> - Oral discussion and/or group work can be arranged to trigger discussion on cheating in trade, cheating in exams, deceiving others for petty interests etc. in the light of the teachings of Islam and Prophet Muhammad P.B.U.H . - Arrange a roleplay to demonstrate how littering is dangerous for environment and its long term consequences on climate change. - An empathy building exercise or roleplay where a janitor student cleans the litter of fellow students. Ask students to reflect on the thoughts of janitor who is cleaning their reckless litter. - Promote advocacy skills of students by encouraging them to prepare pamphlets/brochures on importance of cleanliness and share this informative material among citizens and convince them to keep the environment clean. - Self-awareness and self-evaluation is promoted by creating a testing self identity where students are engaged to enlist their preferences and coping mechanism as how they deal with exams stress and prepare for various types of exams and tests. - Promote sportsmanship by encouraging the students to enlist the feelings, anger and negative emotions upon losing a game or competition and discuss the negativity of these emotions. - Critical thinking skills on modern inventions are promoted by encouraging students to identify and enlist benefits of inventions that make our daily lives easy. - Initiate a brainstorming on animals in captivity or abuse of animals in the society and guide students to write a news report/news article. Teachers/school should try to send it to newspapers for publication. - Develop refusal skills through simulations and roleplays where, for example, an elder is convincing a young student to try a cigarette for first time and youngster is refusing politely or saying NO to this unwelcoming offer. - Develop the concept of right-holders and duty-bearers where students are advised to enlist the fundamental rights of a lawful citizen as well as basic responsibilities of state and its functionaries. These lists can be placed on classroom walls to refresh the memories. - To develop critical thinking with reference to governance, the teacher should explain various models of government. Through group work, students are advised to construct various governance models and enlist their salient features and advantages over other systems. - To promote gender sensitivity, awareness and respect, ask students to identify such national hero women and enlist their achievements and recognized services for Pakistan. - To promote interfaith harmony, ask students to enlist the religious and cultural difficulties and identity issues that Muslims face in non-Muslim countries where Muslims are in minority.

	<ul style="list-style-type: none"> - Arrange a speech competition where two students/groups debate on the importance of mobile phones and its negativities. This will promote critical thinking as well as communication skills. - Encourage students to identify their individual weaknesses as a human being and as a students and ask them to document how they would overcome those weaknesses.
Grade VII	<ul style="list-style-type: none"> - In the light of the last sermon of Prophet Muhammad P.B.U.H that all human being are from one set of parents, ask students to prepare a charter of fundamental human rights that every human being has regardless of cast & creed, ethnicity, culture and geography. - Teacher explains the merits & demerits of a Panchayat System that operates across Pakistan in rural areas. Arrange a simulation where a Panchayat (comprised of students) resolves a local conflict with consensus after listening the parties. - To promote interfaith harmony, respect to diversity and critical thinking, encourage students to find out about other religions and their festivals through online search and literature review. How those festivals are celebrated and what is the lesson of festivals for humanity? - Educate students on traffic rules, especially the rules for motor bikers and cyclists. Students should be advised to search traffic signals/signs and their meaning and present them on charts. These charts are hanged on classroom walls for continued education of young students. - Explain the concept of carbon footprint and greenhouse gases. Assign students to estimate their monthly carbon footprint. How much waste they produce? How much plastic they use? What are other environment friendly options? What is the concept of recycling? - To promote advocacy skills and the spirit of social works, engage students to organize information camps in vicinities where students provide information to keep the surroundings clean, controlling dengue and other epidemics etc. - Debate, and maybe speech competitions, on the role of women in national development and nation building. This will promote awareness on and respect for other gender and its role in society. - Students are advised to identify and document sources of stress and conflict around them. How students can play role in addressing those issues & conflicts? Teachers should share resource material on the conflict resolution. One such reference could be: https://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict_resolution.pdf - Group works to engage students for identifying various discoveries and enlisting their benefits. Identifying discoveries of national scientists will boost their spirit to contribute in research. - Through a checklist, identify students that are creative minded and have scientific skills. They should be supervised for inventing some simple machine, a circuit or anything else that helps in daily life. Such invention(s) should be acknowledged at school level. - Arrange a simulation where some disgruntled and elder students scold and taunt juniors unnecessarily on various things. Another group of students should have a dialogue with the angry youngsters and convince them to mend their ways in the interest of society and treat youngsters empathetically. - To promote reasoning skill and decision making, arrange a simulation/roleplay where a conflict is presented before judge. The judge listens to both parties, the complainant as well as defendant. Lawyers of both sides present their arguments and undertake examination and cross examination of witnesses (of both side). This will be an orientation of adolescents to Pakistan s judicial system. - Invite representatives of Rescue 1122 or any other welfare and services institution and request them to inform students about their work and the services they provide.

Grade VIII	<ul style="list-style-type: none"> - Group work to identify the institutions that protect fundamental human rights as enshrined in the constitution of Pakistan. The groups to present group work and findings in the class for awareness raising on forums to approach in case of the violation of basic rights. - Promote critical thinking and presentation skills by arranging debates in the Parent Teacher s Meetings on topics such as importance of mobile phones for adolescent students . The students come up with arguments as how an apt use of mobiles will help them in education. - Plan a campaign where students convince motorists on safety by wearing helmet. Students can prepare posters, brochures and pamphlets in this regard for distribution among motorists. - Promote critical thinking and research skills on historical aspects by engaging students in online research on topics such as long lasting impacts of British rule in the subcontinent or factors that caused downfall of the Muslim empire in Subcontinent . Students should present findings in classroom. - School should arrange study visit of students to any of the departments of Civil Defense, such as Fire Brigade, Rescue 1122 etc. so that students can have firsthand account as how to respond national emergencies and learn to approach such institutions in emergencies. - Teacher organizes a debate on the benefits and consequences of protests in two groups. Allow students to join any group. The groups should present their findings in class and identify the legal ways to demonstrate for basic rights. - Deliberations and social issues and pressures that adolescents face in the society. Students should discuss reasons for such issues/pressures and the coping mechanisms such as physical and mental exercises, counseling from parents and peers. - Encourage students to interview their mothers or elder sisters about the issues they face while they are out of home. They should enlist the hostile behaviors that women endure in markets, in workplaces, in schools & colleges etc. This will develop empathy and respect for women. - Students should undertake research on tax systems in Pakistan and identify the reasons as why people at large do not willingly pay taxes? What are faults or bottlenecks in taxation system and how these can be removed?
Grade IX	<ul style="list-style-type: none"> - To highlight the role and importance of media and to promote creativity, encourage & facilitate students to interview notables of the area, government officials, celebrities, local government representatives etc. Students should record and document interviews and negotiate with local media for its dissemination. - Engage students in reviewing and revamping their career plans and goals. Arrange meetings with parents and encourage students to present their career plans/goals and the help they need to achieve those plans. - To further motivate students to plan their career paths, provide them supporting material and guidance and inspirational sources. Few such example can be: https://www.diygenius.com/a-guide-to-self-motivation/ ; https://positivepsychology.com/self-motivation/ - To promote critical thinking, decision making and ability to think strategically, after thorough preparations the teachers should arrange group activity such as SWOT Analysis to enable students to identify their Strengths, Weaknesses and ability to convert Threats into Opportunities. The youngster will learn obstacles and coping strategies to circumvent those obstacles. - To help young students come out of an addiction or an unhealthy activity, teachers should provide healthy resource materials and simulations. One such resource material can be: https://kidshealth.org/misc/javascript/js_apps/planners/stop_smoking_guide.html - Promote critical and analytical skills in the context of national tragedies. For instance,

	<p>arrange group works and advise students to research and document the reasons of the fall of Dacca/East Pakistan. What went wrong? What could have controlled the situation? And what are the lessons learned from such as national tragedy?</p> <ul style="list-style-type: none"> - Students should discuss in groups and share experiences, if any, of the violence they have so far faced in society. Teacher can lead discussion around various types of violence, their reasons, implications and consequences of violence on individuals and society as a whole and ways and means to control violence. - Students should be informed about the concept of whistleblowers in a society and how they can play their role by informing the concerned authorities when they see injustice or abuse of resources/power and violation around them. - Brainstorming on various types of hazards and how youngsters can play a positive role in case of national emergencies. - A group activity to pay tribute to the martyrs and heroes of the unfortunate APS Peshawar incident every year on 16th December. This will also enable students to remain vigilant and alert about their surroundings and personal safety.
Grade X	<ul style="list-style-type: none"> - Include in lesson plans activities that increase skills of the youngsters to improve their self-confidence. For improved lesson plans, teachers should seek help from resource materials such as the one available on: https://cdn.kastatic.org/KA-share/Toolkit-photos/FINAL+Growth+Mindset+Lesson+Plan.pdf - Simulations can be planned to enable adolescents to manage emergencies and emergency situations. Orientation on the use of First Aid Kit should be provided to students. Practical demonstration of the same can be arranged with the help of Rescue 1122 or staff of BHUs/RHCs in rural areas. - Personalized practical counseling should be organized for youngsters to choose professional education/ careers. The counseling sessions/ facilitators should focus on fundamental facts such as: <ul style="list-style-type: none"> o What are the interests and aptitude of a student? o What are important considerations for him/her? What options do he/she have? What are pros and cons of every single available option? o How and to what extent a particular individual can remain flexible in choices for few more years till his/her situation becomes clearer? o What universities and college are teaching the kind of subjects one plans to opt? What are their fee structures? What are admission procedures and academic sessions? And how to approach selected college/university/institution etc.? o If a student is forced to leave education for some time, what are earning opportunities for him/her? How can he/she ensure that learning skills continue improving during work? o What are skill/capacity gaps? How can these gaps, such as computer literacy, be made up? o How youngster can build their CVs? What are important considerations for CVs - Arrange visits to nearest facilities to educate youngsters as how to obtain their National Identity Cards or Domicile Certificates, Driving Licenses and other important personalized identity documents once they qualify. - To develop critical thinking, empathy and emergency management skills of the youngsters, identify refuges in the area and arrange meetings with students. Students should be advised to develop case studies of the refuges as how they survived migration and identity crises, and how they managed to cope with new cultures/ethnicities and other linguistic barriers etc. - Orientation should be provided on safe methods of international migration for higher education and/or overseas jobs and how to cope with foreign/alien culture, language, food etc. Adolescent should know the lifelong consequences of unsafe migration to include life threats, imprisonment, disability etc. Students can be provided documentaries and online supporting material in this regard such as

	<p>available on the following link: https://www.mrc.org.pk/en/media-centre/information-material</p> <ul style="list-style-type: none"> - Group exercises should be arranged to identify and deliberate on the major social problems that Pakistan faces today. These can include climate change & global warming, illiteracy & unemployment, unplanned urbanization & its consequences, importance of mass transit, rapidly depleting underground water & its long term consequences etc. Students should identify and propose remedial measures and present their work in classroom or even at school level. This exercise will build their critical thinking as well as advocacy skills. - Personalized counseling sessions can be arranged in confidence for orientation on puberty issues, body changes and how to cope with these changes & emotions. Such sessions can be planned in consultation with parents. This will prepare youngster to take up future responsibilities and make informed decisions about their approaching reproductive times. - Through group work, students should collect information on the fundamental rights of minorities as enshrined in the constitution of Pakistan. Students can be provided handouts in this regard as supporting material. This will help them to critically analyze as to what extent the minorities in Pakistan are actually enjoying those rights and what are the impediments.
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3.5 Expected Outcomes:

The Student Learning Outcomes summarized under Section 3 above give an overview of the SLOs in three key generic skill areas i.e. Personal development, Social Development and Moral Development and are broadly divided in two age cohorts i.e. Cohort I-VIII and Cohort IX-XII. These SLOs are originally targeted for ethical and social development. However, in order to balance the type of skill development from early grades, additional SLOs explicitly targeting the cognitive and personal skill are needed and should be added in the Guidelines. Therefore, grade wise SLOs based on the LSBE-aligned curriculum and the LSBE-centric activities proposed above are presented in this section.

Grade Level	Student Learning Outcomes
Grade I	<ul style="list-style-type: none"> - Understands the concept of safe distance and reacting aptly to unwelcoming touch. - Differentiates between trusted adults and strangers. - Knows whom to approach in case of any untoward situation. - Differentiates between feelings like sad, happy, angry, excited etc. - Able to say sorry or thank you to teachers, peers, family etc.
Grade II	<ul style="list-style-type: none"> - Keeps oneself neat, tidy and is cautious about personal hygiene. - Knows precisely what is good touch or bad touch & what limits of his /her safety are. - Helps keeping the classroom tidy. - Helps peers in need, shows sympathy toward slow learners and respects poor fellows. - Ready to take up responsibilities if teacher asks for volunteers.

	<ul style="list-style-type: none"> - Knows names of important Pakistani cities and places. - Able to point out if something unhealthy is happening around such as littering, cutting trees or plucking flowers etc. - Able to behave decently on winning competitions/games & congratulating winners on losing competitions/games. - Knows the names of some minorities in Pakistan.
Grade III	<ul style="list-style-type: none"> - Students are well familiar with their surroundings, can tell names of their parents & siblings along with emergency contact details - Students know emergency numbers of nearest police station or Rescue 1122 and can call help on their own in emergencies - Students are able to make friends and socialize with their peers. - Are familiar with and can distinguish between important cultures in Pakistan. - Are sensitive toward other religions and greet minority fellows on their religious festivals. - Are able to excuse 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. - Know some healthy activities to cope with big emotions and demonstrate decent behavior inside and out of class. - Are courteous and kind toward disabled persons and know how to help a disabled fellow or a family member or someone in surroundings. - Keep themselves tidy and help others in keeping the surroundings hygienic. - Know the concept of conserving natural resources and demonstrate by, for instance, switching off extra lights or water taps etc. - Are curious to learn and experiment and take part in group assignments for inventing new things. - Are confident and can ask questions from teachers, peers and other elder persons around them.
Grade IV	<ul style="list-style-type: none"> - Students are well versed with negotiation skills and can build arguments built on facts & figures - Can maintain themselves tidy, remain alert and vigilant about their surroundings and are eager to volunteer for responsibilities. - Can make their weekly pocket money budgets and have ability to set priorities with limited resources. - Are familiar with the concept of conflicts and conflict resolution, and can mediate between the grieved parties for an amicable resolution of petty classroom issues. - Are curious about learning new things, access library and/or internet search

	<p>engines and have basic information about epidemics & importance of cleanliness etc.</p> <ul style="list-style-type: none"> - Show empathy for minorities, children, elderly, women & girls and care animals. - Can share some ideas about their future goals and how to achieve them. - Know their fundamental human rights and some of the duties of the state.
Grade V	<ul style="list-style-type: none"> - Have clear arguments with regards to ethics, good or bad habits, social issues etc. and can articulate an informed debate. - Have better clarity about their career plans and goals, and are prepared to take on the challenges. - Take part in social works such as school cleanliness campaign, tree plantation, maintaining classroom discipline. - Cooperate with peers, senior fellows and teachers. - Are well familiar with the fundamental rights of minorities and demonstrate care towards disabled, elderly, women and girls. - Can socialize within and outside school and volunteer for social works as whistle blowers. - Appreciate relationships with parents, siblings, friends and classmates. - Can differentiate between credible information and fake information and have ability to crosscheck facts with search engines and other source of information. - Are familiar with some of the grave challenges that Pakistan is facing such as unchecked & unplanned urbanization, depletion of natural resources, climate change & disasters etc. - Are not shy in acknowledging their weaknesses and appreciate their strengths. - Can attend social festivities and other important gatherings such as funerals, collective prayers etc. - Are familiar with the concept of sectarianism and its consequences, and demonstrate interfaith harmony.
Grade VI	<ul style="list-style-type: none"> - Apply critical thinking to interact with text using intensive reading strategies, while reading, to distinguish fact from opinion. - Apply 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. - Use appropriate expressions in conversations to express and respond to opinion. - Demonstrate conventions and dynamics of group oral interaction agree/disagree politely, express needs and ideas. - Always willing to help others, especially elderly & disabled, demonstrate patience, do not react impulsively and can control big emotions.

	<ul style="list-style-type: none"> - Demonstrate self-discipline, interfaith harmony, respect women and girls. - Sharing and appreciating ideas/feeling emotions of others. - Explore educational opportunities and other health co-curricular activities. - Learning self-organization through identifying, prioritizing and following schedules. - Have skills of Money Management, Budgeting, Giving Charity - Eloquent communication skills on any topic pertaining to education, social issues, ethics, interfaith harmony, gender discrimination etc. - Appreciate professions and acknowledge the importance of the role of every strata in the society. - Can categorically say NO to unhealthy offers and temptations and have arguments to take an informed decision. - Have basic understanding of the governance issues and are familiar with the types of governments. - Know the names and achievements of salient women national heroes. - Can provide counseling to peers and fellows on different matters such as academic failures, family issues, loss of family member & friends etc.
Grade VII	<ul style="list-style-type: none"> - Use critical thinking to respond to the text (post-reading) to share one's own feelings [by applying world knowledge/opinions to the text] and explore causes and consequences of a problem to propose various solutions. - Able to analyze information in a variety of tables, flow charts or diagrams to describe processes, cause and effect relationships in the guided writing tasks. - Can use conventions and dynamics of group discussion and interaction to relate what they have to say to what has been said before, take into account different viewpoints, extend their ideas based on the discussion, give reasons for opinions and actions and identify a problem and propose a solution. - Apply the principles of the religious teachings in day to day life, show empathy & interfaith harmony, and demonstrate self-discipline in every walk of life. - Practically contribute at individual and/or group level in social works and have knowledge to play a meaningful role in addressing complex social issues such as discrimination towards women, disabled, minorities, ethnic violence, conflicts, pollution etc. - Possess basic understanding of national institutions and how they work, such as judicial system, electoral systems, NADRA, Taxation Department/FBR, banking system etc. - Aware of the concepts of Civil Defense and local institutions like Rescue 1122, Law Enforcement Agencies (LEAs), Fire Brigade etc. - Can clearly express thoughts on matters of day to day life and can make an informed opinion based on facts & figures.

	<ul style="list-style-type: none"> - A strong believer of women's role in national development and promotes women empowerment in and outside school. - Observes personal hygiene and demonstrate cleanliness by setting examples.
Grade VIII	<ul style="list-style-type: none"> - Can apply critical thinking while reading to distinguish fact from opinion, and fake from truth. - Able to analyze information to describe procedures and processes, make comparisons, think logically and show cause and effect relations in a brief written report. - Use conventions and dynamics of group discussion and interaction to present and explain one's point of view clearly, support or modify one's opinions with reasons, agree and disagree politely at appropriate times, identify problems and propose solutions, use polite forms to negotiate and reach consensus. - Can think logically on social issues, conflicts etc. and present the argument in an organized manner. - Can flag the violation of fundamental human rights and quote and report the incidences of discrimination towards women/girls/minorities, and able to raise voice on injustice at appropriate forums. - Have clear set of career goals & objectives and knows the way forward, can argue on career path choices. - Can critically review important national events and frame an opinion on contexts and consequences. - Can discuss how holding power can relate to the experience of privilege, discrimination and oppression. - Can identify body changes in private conversations with parents and teachers and feel them normal and natural. - Can identify the links between the concept of beliefs, values, social norms, rules and laws and appreciate their importance for a safe and healthy society. - Are able to define gender and can distinguish between which characteristics attributed to males and females are biological and which are socially determined. - Are able to analyze and share that how gender affects mobility, safety and access to community & civic spaces.
Grade IX & X	<ul style="list-style-type: none"> - Exhibit tolerance and self-discipline in daily life - Can critically analyze his/her strength and weak areas, and have ability to tap the opportunities about career plans, academic endeavors etc. - Fully cognizant of the puberty issues and sensitivities, and able to manage high emotions and devote energies in the right direction. - Are strong advocate of interfaith harmony and can make arguments against all types of discrimination against women & girls, ethnic & religious minorities,

	<p>disabled persons and disadvantaged groups.</p> <ul style="list-style-type: none"> - Volunteers for social works & peace building, participates in communal level activities and remains vigilant about the surroundings. - Can critically analyze the impact of population growth on the environment, health and nutrition. - Understands the careers and occupations and knows what resources he/she will require to meet the career goals. - Is a strong believer of equity and equality and promotes it by his/her actions. - Recognizes the problems & health risks related to drugs, tobacco, intoxicants and their lifelong consequences at individual level as well as for the family & society at large. - Can manage change and mood-swings and can analyze & control the causes. - Demonstrate awareness of conventions, group discussions and interaction - support or modify one's opinion with reasons, negotiate solutions to problems, interpersonal misunderstandings and disputes, use polite expressions to negotiate and reach consensus. - Can present and explain one's point of view clearly, and exhibit etiquette of interacting with the audience.
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4. Guidelines For Teachers Training Manual:

Summary of the Chapter

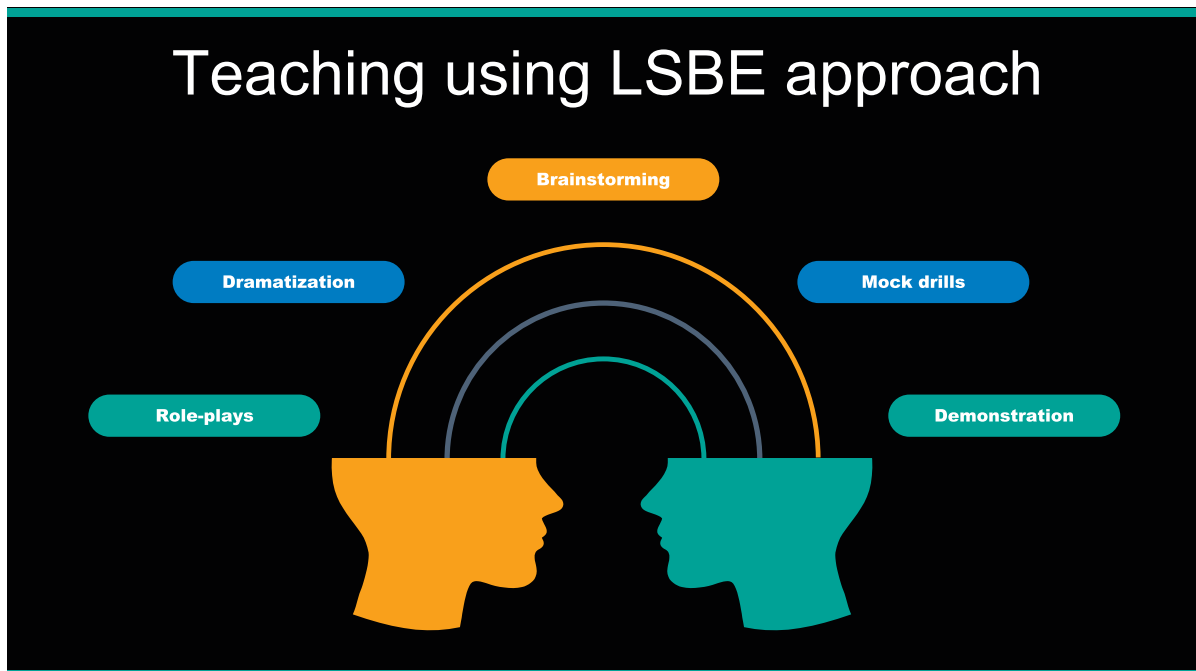
The Teacher Training is designed to provide guidelines about the theoretical/propositional and pedagogical knowledge; pedagogical skillsets; and orientations that teachers need to access, to build on their capacity on the parameters of Life Skills that are incorporated in the curriculum effectively and in a diverse context. LSBE touches all aspects of Life skills that have the need to be taught in schools as an inclusive approach. To achieve this, it is necessary that the capacity building of teachers is ensured for effective deliverance on the topic. Therefore, teachers training manual are set to prepared that will not alone build teachers knowledge and understanding of LSBE but develop their clarity about how to deliver LSBE effectively keeping in mind the social barriers and societal acceptance. These guidelines are designed to set parameters that will help teachers, to develop/ refine the skills needed to select, modify or design learning resources and task/activities which can engage students in meaningful learning.

As LSBE is a multidisciplinary topic that is not only restricted to a particular subject in the curriculum but its extract is incorporated throughout the curriculum. Therefore, to effectively teach LSBE, teachers need to equip themselves with knowledge of and skills in the use of interactive (generic and as well as subject-based pedagogies) instructional approaches and teaching techniques specified in the Single National Curriculum (SNC) for all subjects. This training manual will be designed based on these guidelines to enhance the capacity of primary school teachers in implementing the LSBE in their schools.

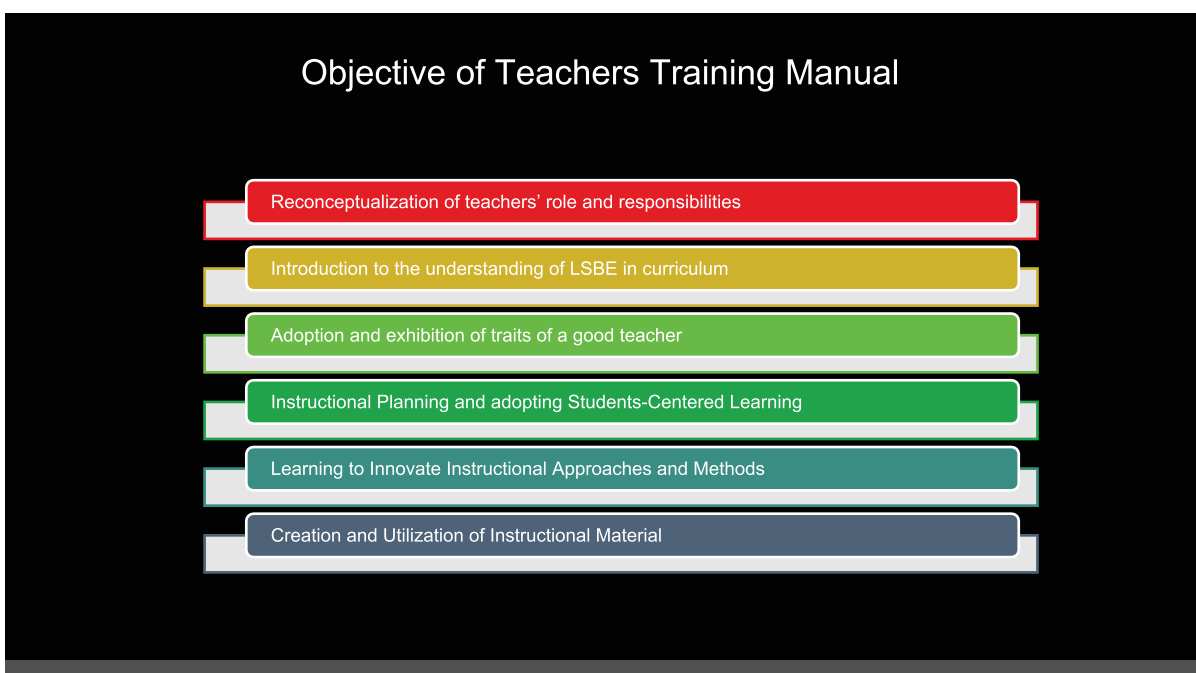
The LSBE is intended to stimulate students curiosity and motivate them towards learning the basic skills. Teachers teaching the new concept of LSBE to novice minds of early grades students will need to be made aware of the fact that depending on the available

opportunities, students in early grades (I-III) nurture their curiosity and be able to inquire, investigate and discover through critical thinking, problem-solving and decision making. As children are naturally inquisitive, curious and have innate abilities to explore the world around them. They take great interest in the things around them and learn naturally if given opportunities for exploration, discovery and manipulation of objects the pedagogical approaches can comprehensibly be used to deliver LSBE effectively.

Moreover, these guidelines of teacher training manual are developed to align the training process with our educational demographics and socio-economic realities of the country.



4.1 Objective of Teachers Training Manual:



The teachers training manual aims at preparing teachers for effective deliverance of knowledge by instilling skills provided in LSBE component of curriculum. By training teachers through manual will equip teachers with an in-depth understanding into the composition of LSBE as well as its implementation requirements. They will gain a better understanding about the alignment between the LSBE component in curriculum and the textbooks. Teachers will be prepared for the effective implementation of the new LSBE curriculum. This training will enable teachers to apply child-centered pedagogies and use locally available resources and authentic assessment strategies in their classroom. Following objectives to be consider in developing manual:

- Reconceptualization of teachers role and responsibilities
- Introduction to the understanding of LSBE in curriculum
- Adoption and exhibition of traits of a good teacher
- Instructional Planning and adopting Students-Centered Learning
- Learning to Innovate Instructional Approaches and Methods
- Creation and Utilization of Instructional Material

Characteristics and Traits of an Effective teacher:

Pakistan is facing tough challenges in education especially when it comes to deliverance of knowledge to students in rural or sub-urban areas. The teachers of such areas are not well-equipped with the basic understanding of textbooks and the curriculum, they are not trained to deliver, so much so, many teachers of these areas hardly understand the essence of the curriculum it offers to deliver. In such scenario, the students suffer the most, because of lack of knowledge teachers do not deliver what curriculum intends too, hence, students who are expected to be the future of the country grows inept and incompetent to achieve goals. To target the effective implementation to students, the mediators; teachers are required to be trained. Teacher are expected to develop following characteristics in themselves in precedence to deliver with potency.

Characteristics and Traits of an Effective teacher



Understanding of Teacher-Centered vs. Learner-Centered Teaching Style

Learner-centered" is the perspective which focuses on the learners experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners (McCombs & Whisler, 1997, p. 9). In addition, among the good characteristics of the teachers, one is defined to be a specimen for students. This type of teacher or instructor touches the lives of the students which ultimately effects the career goals of students.

Whereas, the teacher-centered learning is considered a passive approach as student's learning is minimal and the information a student receives is less, the only emphasis remains on knowledge acquisition which hinders in student's personal growth.

Therefore, student-centered approach is expected so that student's ownership over learning builds, which will help student in making right decisions whereas teachers play the role of facilitator to help student achieve their goals.

Developing Competence:

Teachers need to keep themselves abreast of recent trends in teaching and learning. They need to learn, analyze, and appraise, new developments in this field. The teacher is an active facilitator who helps the child to understand the meaning of the various activities and interactions encountered through the teaching-learning process. It requires teachers to make decisions in the classroom by combining their knowledge of child development with an understanding of the individual child to achieve desired and meaningful outcomes. Teachers ought to value the basic principles of active learning; some of these are:

- Learning is not all merely head learning (conscious, rational, left-brained, and verbal) but involves the whole body/ mind with all its emotions, senses and receptors.
- Learning happens when a learner integrates new knowledge and skills into their own existing structure. Learning is a matter of creating new meaning, new neural networks, and new patterns of electro/ chemical interactions within one's total brain/body system.
- Good learning has a social base. We often learn more by interacting with peers than we learn by any other means. Competition between learners slows learning. Cooperation among learners speeds it.
- Learning is not a matter of absorbing one thing at a time in a linear fashion but absorbing many things at once. Good learning engages people on many levels simultaneously (conscious and Para conscious, mental and physical). The brain, after all, is not a sequential, but a parallel processor and thrives when it is challenged to do many things at once.
- Learning from Doing the Work Itself (With Feedback). People learn best in context. Things learned in isolation are hard to remember and quick to evaporate. We learn how to swim by swimming, how to manage by managing, how to sing by singing, and how to sell by selling.
- Positive Emotions Greatly Improve Learning. Feelings determine both the quality and quantity of one's learning. Negative feelings inhibit learning. Positive feelings accelerate it.
- The Image Brain Absorbs Information Instantly and Automatically.

Preparedness:

The most effective teachers come to class each day and are ready to teach. Teachers are expected to be prepared.

Positiveness:

The most effective teachers have optimistic attitudes about teaching and students. They make themselves available for students, communicate students about their progress, give praise and recognition and apply such strategies that bring about the positivity in students towards learning.

Hold High Expectations:

The most effective teachers set no limits on students and believe everyone can be successful. They build students confidence, teaches them to believe in themselves and constantly challenge students to do at their best.

Creative:

The most effective teachers are resourceful and inventive in how they teach their classes. They celebrate students academic goals, utilize technology effectively in class etc. Approaches such as VARK model (visual, auditory, read and write, kinesthetic) should be used.

Fair and Justice:

The most effective teachers handle students and grading fairly. They allow all students an equal opportunity to learn and experience. They allow every student to succeed at their own pace of understanding and learning.

Display a Personal Touch:

The most effective teachers are approachable. They connect with students personally, share their experiences with their class and take personal interest in students to learn about them more.

Cultivate a Sense of Belonging:

The most effective teachers have a way of making students feel welcome and comfortable in their classrooms.

Compassionate:

The most effective teachers are concerned about students problems and can relate to them and their problems. Numerous stories established how the sensitivity and compassion of caring teachers affected them in profound and lasting ways.

Built Connection:

The most effective teachers make learning fun by building connections with students through humor.

Respect Students:

The most effective teachers do not deliberately embarrass students. They respect student s privacy, speaks to students about their conduct and are sensitive to situations that would unease or embarrass students.

Forgiving:

The most effective teachers do not hold grudges. They forgive students for their inappropriate behaviors. They understand that forgiving is essential to reach out the difficult students.

Admit Mistakes:

The most effective teachers are quick to admit being wrong.

In advance Instructional/Lesson Planning

Planning a lesson in advance helps a teacher to conduct her lesson in an orderly and effective manner. A good lesson plans helps to build a sequence in the mind of the students whereby they are aware in advance about the course of their syllabus. It builds confidence in the teacher as they are able to understand that their teacher is putting in a lot of hard work for their wellbeing. Systematic planning helps to reduce frustration and reduces time delay in lesson execution.

4.2 Content development for Manual:

The teachers training manual is to be designed to provide face-to-face training mode. The training manual comprises the following themes:

Elements such as respect, importance of family, justice, compromising and adjusting, helping others, respecting difference of religions and cultures, honesty, patience, sharing, manners, ethics and morals, theft, importance of law and justice, love for education and harmonious society building are few of the factors that LSBE explains. Teachers manual should include all of these factors for personality building of teachers so that teachers can be the best specimen and role models for students to follow.

Manual should include various teaching practices and methodologies and focus should be on the best experimented practices around the world for successful deliverance

Manual should include such activities specially designed for teachers which can help build in them the understanding of LSBE

Manual should be updated with time with an inclusion of statistics of trained teachers throughout the country on annual basis.

Manual should provide insight about learning opportunities designed for teachers

Manual should indicate the data showing the actual learning of teachers on LSBE.

Manual should include group activities that illustrate the topic in a way which makes it look interesting and ends with an appropriate conclusion.

4.3 Mode & Procedure of dissemination:

As the covid-19 being the epidemic is affecting all around the world, the teacher training manuals are designed to be delivered in the form of both online and inhouse training sessions. A master trainer from each region will be finalized who will be trained on LSBE provided two days consecutive session. The master trainer will give pre-training assessment test and post-training assessment test on LSBE in order to assess the understanding developed by the master trainer. Once the trainer is fully equipped with the knowledge of LSBE and training manual, he/she will further train the teachers at school level. This will be a 4 days training session by the end of which the teachers will be evaluated. A wide range of instructional strategies and pedagogical techniques will be used. These will included, but not limited to, the following:

Group work	Presentation	Brain storming
Discussion	Problem solving	Guided Inquiry
Guided questions	Independent	Reflections
Question-answer	study/homework	Demonstration lesson
	Group investigation	Cooperative learning

4.4 Expected outcomes:

By the end of the course, the participants will be able to:

Reconceptualize their role and responsibilities to evoke deeper reflections and trigger their motivation to raise critical questions about their practices and the situation around them;

Reconceptualize the ideas of knowledge from being fixed and something to be transmitted to co-construction of knowledge;

Identify and comprehend the key features of LSBE

Develop a logical connection between LSBE and daily life activities that involve LSBE.

Recognize LSBE and its link with teaching/instructional plan for preparing learners to meet the given standards;

Familiarize themselves with the principles (key take away from learning theories) and practices (pedagogies and assessment) of active, student-centred learning.

Develop hands-on skills in the use of key pedagogies/instructional methods required to teach LSBE concepts with the help of textbooks and other instructional and technological resources

Familiarize themselves with instructional materials they will need (what is available and what needs to be created) to effectively deliver

Realize the importance of enabling learning environment and enhance their skills in creating those.

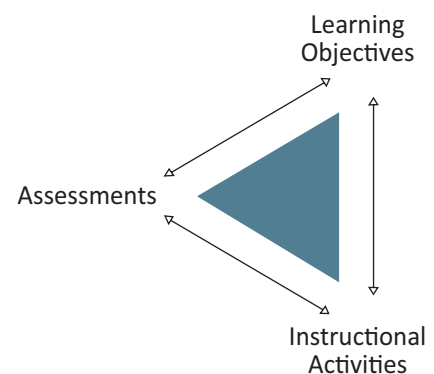
5. Guidelines For Assessment:

Summary of the Chapter

The chapter highlights importance of Assessment in teaching and learning process for identification of best practices and course correction of the gaps where required. It illustrates the assessment tools vis-à-vis instructional activities and SLOs Student Learning Objectives. As the learning is something intangible, the chapter guides on a well-thought-out performance mechanism to gauge the learning. Various globally recognized Assessment Types are illustrated along with examples. Most importantly, the chapter documents various tools for all known types of the Assessments. The goals and targets of the assessment are discussed and documented for the convenience of teachers and educationist to measure the learning of Life Skills in terms of Indicative Progress Measurement Indicators .

5.1 Objective of assessment:

Student assessment is a triangulated process and centerpiece of the teaching and learning process. Student assessment enables instructors & teachers to measure the effectiveness of their teaching by linking student performance to Specific Learning Objectives. As a result, teachers are able to institutionalize effective teaching choices and revise ineffective ones in their pedagogy. Without obtaining and analyzing evidence of student learning, teachers can never know whether their teaching, the curricula and the teaching methodologies are developing desired knowledge and skills, and therefore, whether the teaching and instructions are effective. Learning assessment is a like a mirror to discern whether the teaching and learning process is functioning well or it needs a change.



As the LSBE is relatively new concept in the context of Pakistan, it would be critical to carefully plan and undertake student s assessment to meet following objectives:

1. What is the knowledge and understanding of learning about the Life Skills? Has this knowledge been enhanced as the result of teaching-learning process?
2. To identify the gaps in the teaching process, teaching methodologies, support from community and parents and curriculum/books in case teaching is not effectively adding to the learner s knowledge about Life Skills.
3. To have reliable data and supporting information to reflect & determine the impacts of teaching techniques on the elevated knowledge level of learners about Life Skills and its practical demonstration in terms of improved quality of life.

Guidelines of Assessment



Objective of assessment



Summative Assessment



Procedure & Method of assessment



Formative Assessment

5.2 Procedure & Method of assessment:

The participants of the National Consultative Workshop on Life Skills Based Education held on October 29, 2020 at the National Curriculum Council, Islamabad developed overarching guiding principles to design the Assessment Methods. These are being reproduced here and shall govern the Assessment Methods described in the following sections:

- i. LSBE should be assessed in all disciplines through picture stories, multiple choice questions, narrating events and incidences from newspapers, extended environment & media etc.;
- ii. Narration of pleasant or unpleasant events based on student s experiences & observations;
- iii. High order thinking based activities such as analytical reading;
- iv. Task orientation (roleplays) for awareness on LSBE such as event management, monitoring school assemblies etc.;
- v. Assessment of the LSBE should be based on triangulation form i.e. students at the top with teachers and parents/community on the sides.
- vi. Assessment should be done through various methods such as questionnaire, self-checklist, direct questions, activities etc.;
- vii. Assessment should ensure the national harmony by being above any bias;
- viii. Students assessment at primary and secondary level should be done according to the checklist given in the curriculum.

As the Learning takes place in students heads where it is invisible to others, therefore the learning must be assessed through a well thought out performance mechanism: what students can *do* with their learning. Assessing students performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective. A well-structured performance assessment process should ideally comprise of following stages:

1. Step 1: The Learning Outcomes should be clearly defined against which performance is assessed;
2. Step 2: Select appropriate and context specific assessment measures and assess the learning outcomes.
3. Step 3: Analyze the results of the outcomes assessed.
4. Step 4: Adjust or improve programs following the results of the learning outcomes assessed.

As briefly mentioned earlier, the globally renowned methods of Student Learning Outcome s Assessment are often characterized as Summative and Formative assessments. Both types of assessment are explained here for further clarity:

Summative Assessment: is one that is implemented at the end of the course of study, for example via comprehensive final exams or papers. Its primary purpose is to produce an evaluation that sums up student learning. Summative assessment is comprehensive in nature and is fundamentally concerned with learning outcomes. While summative assessment is often useful for communicating final evaluations of student achievement, it does so without providing opportunities for students to reflect on their progress, alter their learning, and demonstrate growth or improvement; nor does it allow instructors to modify their teaching strategies before student learning in a course has concluded⁷. The assessment methods can include tests, quizzes, and other graded course activities that are used to measure student performance. They are cumulative and often reveal what students have learned at the end of a unit or the end of a course.

Formative Assessment: involves the evaluation of student learning at intermediate points before any summative form. Its fundamental purpose is to help students *during* the learning process by enabling them to reflect on their challenges and growth so they may improve. By analyzing students performance through formative assessment and sharing the results with them, instructors help students to understand their strengths and weaknesses and to reflect on how they need to improve over the course of their remaining studies . Formative assessment includes all manner of coursework with feedback, discussions between instructors and students, and end-of-unit examinations that provide an opportunity for students to identify important areas for necessary growth and development for themselves⁸.

As we are developing some methods of Student s Learning Outcomes in the Like Skills, following important points should be kept in mind while applying a set of assessment methods:

- What are students supposed to get out of each assessment?
- How and to what extent the assessments are aligned with the SLO?
- What is intrinsic value of the assessments in terms of:
 - Knowledge acquired
 - Skill development
 - Values clarification
 - Performance attainment
- How are homework and classwork related to exams?
- How is the (teacher s) feedback on student work provide to help students improve?
- Are the assessment structured in a way to help students assess their own work and progress?

⁷ _The Journal of Academic Librarianship 28.1 (2002): 8- 13. Science Direct. Web. The Journal of Academic Librarianship. Print.

⁸ Brown, Sally, and Peter Knight. *Assessing Learners in Higher Education*. 1 edition. London; Philadelphia: Routledge,1998. Print.

It is suggested that the Student s Learning Assessment techniques are a combination of both Summative as well as Formative Assessment tools to ensure that these work for every student in keeping with his/her aptitude, communication skills and level of confidence. A set of indicative Assessment Techniques are given below:

- i. **Open Ended Questions:** open ended questions engage students, trigger the thought process and students are tempted to write and/or talk. Yes or No questions should be avoided to the extent these are extremely necessary as students will respond by saying either Yes or No to just make their presence felt even if they are lost. Instead open ended questions should be asked that require students to talk and/or write. This way the students will undoubtedly more than one would thought asking direct questions .
- ii. **Ask Students to Reflect:** before the close of period, the teacher should ask and encourage students to reflect by writing what they have learned. Teacher can also ask students how they would apply this Life Skill in their practical lives. This reflection would also help teacher to understand as to what extent the teaching techniques are effective and what are the weak areas where teachers should concentrate.
- iii. **Use of Quizzes:** the teachers can also prepare and give a short quiz at the end of class to check and understand the comprehension level of students.
- iv. **Summarizing and Paraphrasing:** the teachers can engage students to summarize and paraphrase the lessons and important concepts. This can be done orally, visually or otherwise per the convenience of students and availability time.
- v. **Use of Hand Signals:** Hand signals can be used to rate or indicate students understanding of the content. Students can show anywhere from five fingers to signal maximum understanding to one finger to signal minimal understanding. This strategy requires engagement by all students and allows the teacher to check for understanding within a large group.
- vi. **Use of Response Cards:** index cards, sign cards, response cards etc. can be used by students to reflect their response to a question or problem presented by a teacher. Such simple and cost effective response devices can help teachers to easily note the response of individual students while teaching the whole group/class.
- vii. **Use of Four Corners :** this simple technique is used to get a snapshot of the student s understanding. It provides an opportunity to students to make an informed decision through movement while the teacher observes the movement and the associated level of understanding.

- For instance, the teacher poses a question or makes a statement to assess students learning and comprehension of the concept. The students then move to the appropriate corner of the classroom to indicate their response to prompt. The Four Corner choices might include: i) I strongly agree, ii) I strongly disagree, iii) I agree somewhat, and iv) I am not sure. To further probe the choices of the corners, the teacher can ask students to explain why they chose a particular corner. This would help teacher to crosscheck as to what extent the students made choices based on their level of understanding.
- viii. **Think-pair-share:** this helps students to take a few minutes to think about the question or prompt. They will then pair with a designated partner to compare thoughts before sharing with the whole class.
 - ix. **Socratic Seminar:** this is an important tool to develop important life skills such as critical thinking skills, reasoning and the ability to formulate appropriate questions. Under the close supervision of teacher(s), the students ask questions to each other about an important topic, social issue or even a selected text on the Life Skills. The question initiates a conversation that continues with a series of responses and additional questions. The deliberations, brainstorming, arguments and reasoning help students develop new understandings about a particular aspect or a topic.
 - x. **The 3-2-1 Technique:** the teacher can consider engaging students to respond to following prompt at the end of lesson to reflect their learning on the lesson. It also helps to process their learning:
 - a. 03 things they learnt from the lesson;
 - b. 02 things they want to more about the lesson/concept, and
 - c. 01 question they may have about the lesson.
 - xi. **Journal Reflections:** students are encouraged to write their reflections on the lesson, such as What new thing they learnt? What was interesting? What was so difficult? What teaching strategies were helpful? This two-way learning will help teachers as well to improvise their teaching techniques in keeping with student s feedback and reflection.
 - xii. **Misconception Check:** the teachers can present students with common misconceptions about a topic they are teaching and can ask students whether they agree or disagree.
 - xiii. **Peer Instruction:** probably the most accurate way to check for the student s understanding about a particular concept or life skill is to as him/her to teach another student what he/she has learnt. If a student can pass on the acquired knowledge to another student successfully, it is a reflection of clear understanding and comprehension of the concept.

The teachers should use enough different individual and whole group techniques to assess student s learning. It is suggested that in a single class, the same technique should not be repeated. The assessment techniques should be sensitive to local culture and other social constraints.

5.3 Goals & Targets of assessment:

Measuring the progress in Life Skills is critical as part of the school curriculum. However, measuring progress on the achievement of Life Skills is complex as the life skills are fundamentally psychosocial changes in the key Life Skill areas. The exact impact of LSBE on the academic outcomes is yet not known. Improved psychosocial skills, as it is argued, may directly contribute to study skills and cooperative approaches to learning. Being able to navigate adolescence, with minimum setbacks, also contributes through improved attendance and application. So far, there has been some anecdotal evidence from teachers

Goal & Targets of Assessment



and parents, but the hypothesis that LSE contributes heavily to success in school life is yet untested⁹.

Notwithstanding the above, the improved psychosocial skills are manifested in number of ways and are often a combination of one or more competencies. Below is a summary of the indicative criteria to measure progress or success in key Life Skills areas:

Key Life Skills	Indicative Progress Measurement Indicators
Problem Solving	<ul style="list-style-type: none"> - Students will be able to solve problems or conflicts without anger intimidation, insubordination, aggressive force or behavior. - Students will devise a workable plan to solve a problem. - Students will try to adjust to situations by examining a related problem.
Decision Making	<ul style="list-style-type: none"> - Students will demonstrate ability to assess available options. - Will be able to relate a current situation with a past similar situation. - They will be able to foresee the consequences and prospects of various decision options, and - Will accordingly take informed & responsible decisions after examining the choices and consequences in view of their values and goals.
Critical Thinking	<ul style="list-style-type: none"> - Students will be able to objectively analyze the experiences and information. - Adolescent students will be able to recognize and assess the factors influencing attitude & behavior values, pressures (peer & family) - Will develop and demonstrate responsible & acceptable behavior. - Will be able to respond adoptively and with flexibility to the daily life situations.
Self-Awareness	<ul style="list-style-type: none"> - Will observe body movements and gestures. - Will be able to remain vigilant about one s surroundings. - Will take responsibility of one s own behavior. - Will be able to stand up for one s own values and needs. - Will be mindful of one s thoughts, feelings and actions.

⁹ Global Evaluation of Life Skills Education Programs by UNICEF

Communication Skills	<ul style="list-style-type: none"> - Students will demonstrate competence in writing and in oral and interpersonal communication skills by putting up logical arguments and facts/figures. - Will be able to express opinions, desires, needs and fears. - Will be able to analyze untoward situations and ask for help.
Stress & Emotional Management	<ul style="list-style-type: none"> - Will be able to recognize the effects of their emotions on others as well as themselves. - Will be able to understand how emotions influence the behaviors. - Will be able to respond to emotions aptly in keeping with cultural sensitivities and social values. - Will be able to recognize sources of their stress and address these sources to keep oneself relaxed and calm.
Empathy	<ul style="list-style-type: none"> - Will demonstrate interfaith harmony and respect to other religions, cultures and ethnicities. - Will be able to understand and accept others. - Will exhibit nurturing and tolerant attitude. - Will be caring for differently abled persons, elderly citizens, children, women and those in need.
Interpersonal Relationships	<ul style="list-style-type: none"> - Will be able to network and socialize. - Will be able to form and end relations constructively. - Will be able to relate with people in positive ways.

6. Guidelines for Parents & Community Network:

Summary of the Chapter

The parents, family, peer and community play an instrumental role in the physical and emotional development of children. A child learns basic Life Skills from his/her family and immediate surroundings. Therefore, the fundamental *alma mater* of a child that shapes his/her life and teaches basic skills are parents, peer and community. This chapter talks about their importance in shaping up a child's life and the role that they can, and must, play in providing an enabling and conducive environment to children to learn Life Skills.

6.1 Objective & Significance of LSBE in community network:

As children develop from infants to teens to adults, they go through a series of developmental stages that



shape rest of their lives. Child development happens physically, emotionally, socially, and intellectually. All these types of development in the life of a child are influenced by his/her parents, family, peers/friends and community at large. To make an analogy, if we are constructing a large building we shall have to make sure that it has a solid foundation so that the rest of building can stand tall and strong for many years to come. If the foundation is not strong, the building will not stand on its own for long. Same is the case of children development. If a child receives proper parenting, care and love from family and socializing skills from the peers and community, he/she develops into a physically & mentally healthy and useful citizen who can withstand the hardships and contributes for the society, the community and country at large.

Importance of Parents and Family in the Development of Children:

The pivotal role that parents and family play in a child's development is undisputed. A parent is their child's first teacher and should remain their best teacher throughout life. Functioning as a coach, the parent exposes a child to age-appropriate challenges to encourage development as well as to experiences that allow the child to explore on their own and learn from interacting with their environment.

Child Development specialists have learned that from birth children are goal-directed to experiment and learn from each experience. Child Development experts have taken the concept of scaffolding from the building trades. Just as scaffolding is put up to support the structure of the building as it is being built and gradually taken down as the building is able to stand on its own, a parent will need to provide the necessary support for a child to allow them to safely and productively explore and learn from their environment. As the child matures and develops mastery the scaffolding is removed or changed to allow the child to become more independent. If the child is not quite ready, the support is reinstated and then gradually withdrawn once again.

Differences in parenting practices can have profound and lasting effects on all aspects of development – cognitive, physical, social and emotional. Differences in parenting style translate to differences in a myriad of outcomes such as academic achievements, self-esteem, deviant behavior, autonomy, emotional maturity, and leadership ability, to name it a few. It would be safe to conclude that while poor parenting practices can lead to unstable adolescents who are experiencing multiple – physical, emotional, social – problems, the good parenting on the other hand can lead to well-adjusted, cultured, stable and successful adolescents.

Besides parents, the entire family too has an essential role in the healthy development of a child. The family is the major and primary socialization agent for the child, in many cases the family is the only socialization unit for the first five or six years of a child's life. The family unit has many different functions, some of which include reproduction, socialization, education, assignment of social roles, economic support, a source of nurturing, and emotional support. The family is the most important system to the child, it is the first one the child is introduced to and many times it is the only one they know until they begin attending school. Members of a family are there to support one another, and this includes

the child, it is every member's job to support the children and guide them in learning about how to behave, this guidance can differ though among different cultures, religions, and age of the parents. Failure to provide support for a child could result in them having emotional difficulties such as depression, lack of self-esteem, aggressive behaviors, and more. This is why it is vital for parents or guardians and other family members to be present and available for their children.

Role and Influence of Peers on Children Development:

The peer group is a major agent of socialization throughout childhood. Peer groups can have large impacts on the child and the child's behavior. The peer group is defined as a microsystem that contains peers of the same gender, age, social status, and who share interests including universal virtual peering. These peer groups satisfy the need to belong, they are the child's preferred socializing agent, and they influence social, cognitive, psychological development. Peer groups enable children to become independent and discover who they are without adult interference, it also teaches them how to solve problems on their own.

It is important that adults do not become too involved in the problems within a child's peers group, unless the problems could result in physical, mental, emotional harm, but allowing children to work out problems with their peers mostly by themselves and with just a bit of guidance gives them the chance to learn problem solving skills. In this sense the peer group has many functions:

- i) The peer group offers a sense of belonging and it all starts at birth with the child gaining a sense of belonging to the family. In early childhood, about preschool age, children rely on their parents or other adults to organize all of their peer group interactions. This is an important time for peer group interaction because it is the first time that young children get the chance to have real interactions with peers of their age;
- ii) In middle childhood peer interactions become more complex because children spend most of their day at school with kids of their age. It is important that at this stage parents take an interest in their child's peer groups but not micromanage it too much;
- iii) Finally there is the stage in adolescence that lasts to about 18 years of age where children have one or two best friends which they share feelings with, then few more friends who the child does activities with, and lastly there is the larger group of peers often called a crowd that the adolescent identifies with;
- iv) Peer groups also help form a sense of self for an individual. In infancy children are learning to see themselves as individuals and as they grow their actions become more reciprocal. In early childhood children begin to have more experience solving problems with their peers, this gives them the opportunity to develop a sense of self by being assertive, And

- v) As the children approach adolescence they long from someone who will have similar feelings and thoughts as they do to confirm that they aren't "weird".

Peers are, therefore, a vital part in the child's quest to develop a sense of self. Peers help adolescents to learn to balance group identification with their individual identification. This can also be a frustrating time for many adolescence because they don't feel they aren't given enough freedom, responsibility, or taken seriously. Peer groups of all ages normally use different socialization methods such as telling another member how they should behave or dress, or what they should study or plan for future.

Role of Community in Development of Children:

The community is a vital part of any person's life and the child is no exception. The community has an enormous role and influence on the socialization of children in the community. This is where children start to learn what their role is and what is expected of them in the community. This is their chance to model the behavior they see adults exhibit and learn how to be a functioning adult in society. Some communities are better equipped for the growth and development of children and are called being "family friendly" compared with others.

For parents, raising children, especially in early teen years and adolescence, can be rough. However, the presence of a family friendly community shares the responsibilities of parents in upbringing the children and in shaping up their lives. The importance of a community is paramount for children, especially in their adolescence. The children find solace in interacting with both types of the communities that we generally know, i.e.:

- 1) A group of people living in same place or having a particular characteristic in common, and
- 2) A feeling of fellowship for others as a result of sharing common attitudes, interests and goals.

While generally the children find a community of their own peers who share their interests (such as games, studies, art etc.), generally the entire group of people the community in a place help the children in providing a sense of belonging, mutual support, greater influence and exploration of teens. The important role of the community can be summarized as:

- a) Community meets social needs of the children, especially adolescents, and they learn socializing skills;
- b) Community meets practical needs of the children;
- c) Community meets emotional needs of the children;
- d) Community promotes social works and deters selfishness;
- e) Community teaches conflict resolution;
- f) Community supports in parenting;

The community, therefore, has a paramount role in developing Life Skills among children, especially adolescents. The role of community in imparting the LSBE-aligned education can neither be overruled altogether nor can it be neglected. The participants of the National Consultative Workshop on LSBE held on October 29, 2020 gave a set of recommendations to ensure proactive involvement of parents, family and community in imparting LSBE. These recommendations are reproduced here:

- i) Strengthening the triangle of parents, teachers and students through frequent PTM meetings and other interactive activities;
- ii) Tolerance should be inculcated at all levels, in the curriculum as well as in way of education and in homes and societies where children spend most of their time;
- iii) Parents should have a close eye on the social and co-curricular activities of children, both inside homes as well as in the society;
- iv) Parents should also closely watch airtime of the children when they are connected with international peers through social media and internet;
- v) The concept of LSBE should be introduced through community-friendly programs like dramas, skits & performances during social gatherings, important events and traditional galas;
- vi) Public service and awareness messages should be disseminated among community at large to provide a safe environment to children inside home and in the communities;
- vii) Other local institutions should be engaged by adding LSBE in their agendas to cover entire population in a community;
- viii) *Masajids/ community centers/ religious centers* should be mobilized to contribute to LSBE through appropriate and culturally sensitive activities;
- ix) LSBE should also be communicated through community's indigenous forums such as local *Jirgas* and *Panchayats* etc.;
- x) Social events as well as media can be used for disseminating information on LSBE;
- xi) Culturally sensitive pictorial presentations can be used to disseminate information on Life Skills for low educated and uneducated communities;
- xii) Teacher training programs should be redesigned in the context of LSBE for their professional development as well as to orient them on best practices in LSBE;
- xiii) Information on LSBE can be disseminated among wider audience through the use of Information, Education and Communication (IEC) material. Culturally appropriate messages and pictures can be produced on brochures, pamphlets, charts etc. and disseminated in social gatherings, PTMs and other community events;
- xiv) Parents should be educated to engage children, especially adolescents, in household chores, social activities, and consulted in family decisions to support their biological, cognitive & social growth as well as demands.

6.2 Content development for Parents & Community

It is extremely important that parents (and family) and the community are sensitized that their role is crucial in the physical, emotional, intellectual and social development of the children. They should be realized that children, from infancy to adulthood, learn from everyday life around him/her. A child's learning, socialization and development of basic Life Skills are most influenced by their parents/family and the community.

In view of the foregoing it is instrumental that both parents and community are sensitized on the importance of LSBE so that they provide a conducive environment to children, inside as well as outside homes, and supplement the efforts of the schools for children's development in keeping with the aspirations of the LSBE-aligned curriculum. The sensitization of parents and community around LSBE should focus on the following important aspects:

Guidelines for Awareness Raising of Parents:

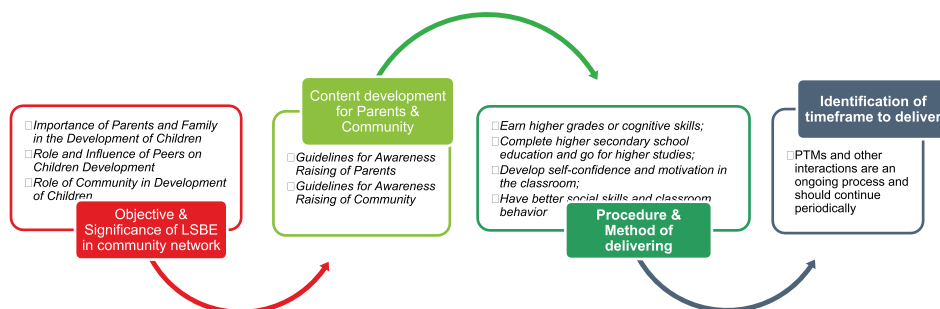
- First of all parents should be sensitized to feel the responsibility of the character building & emotional development of the children because they (parents) are the first role models for their children;
- Parents should try to exhibit good parenting practices such as:
 - Giving equal time, attention, care and love to every child;
 - Helping children in homework;
 - Be friendly with children;
 - Having reading time together;
 - Take care of the diet and health of their children;
 - Encourage children to share their fears and concerns.
- Become a role model for children by exhibiting respect for elders, women & girls, other religions & their followers, helping needy and disabled persons, demonstrating patience in daily lives and so on;
- Parents should realize that their children need to learn the techniques and ways to cope with a world which is way more modern than the one they (parents) lived in their childhood;
- Parents should encourage children learning & experimenting new things in their lives and should provide them necessary information and/or tools thereof. This will develop critical thinking and curiosity among children;
- Parents should teach children good manners orally as well as by demonstrating with examples. These include, but may not be limited to, the following:
 - Not spitting in public places;
 - Not smoking in front of children and in public places;
 - Observing traffic rules;

- Obeying laws & discipline in daily life;
 - Maintaining personal hygiene;
 - Respecting privacy of the children;
 - Observing religious duties & responsibilities in letter and spirit;
 - Talking politely to others;
 - Controlling anger and high emotions during stress situations;
 - Avoid shouting on children.
- Interacting frequently with teachers and collecting information on the cognitive, intellectual, social and emotional development of their children;
 - Providing children a safe and conducive environment at home so that children can express their feelings and openly share their fears with parents & elder siblings for advice;
 - Taking children to social gatherings and other community activities and encouraging children to learn social works and speak in front of others, share their views and give suggestions on matters pertaining to communal interests;
 - Parents should observe their children closely and should note every single change in the behavior of children. If there is anything unusual, parents should politely inquire about it from children and explore the possible reasons for any abrupt change in the behavior of children;
 - Parents should take their children into confidence and talk with them about adolescence and about puberty issues, body changes and how to cope with these changes & emotions;
 - Parents should backup their children in failures and encourage them do more hard work to make up the gaps/loss;
 - Children, especially adolescent youngsters, should not be reprimanded and punished in front of others on mistakes. Rather, parents should talk to their adolescent children politely and in privacy and explain them how such mistakes can have life-long and negative implications in their lives;
 - Parents should encourage their children to socialize with their peers and friends. Children can play together, do homework and other assignments in groups, can have fun together and explore and learn new things. Parents should silently and closely observe the social circles and peers of their children to ensure that children do not cross the red lines;
 - Parents should teach their children, especially adolescents, what is good and bad for their personal and character development; and what is acceptable and unacceptable in the religion and society;

- Parents should help & guide children in future planning and in setting up their realistic and appropriate future goals. Parents should coach children how to achieve those goals;
- Parents should discourage their children socializing with strangers and going away with unknown or less familiar persons;
- Parents should provide awareness to their children, especially adolescents, on the pros and cons of using internet and mobile phones. Children should not be allowed to have an unchecked use of internet facility as certain content on the internet is not good for children's mental, emotional and psychological growth;
- Parents should be sensitized to provide best possible education & health facilities, food and clothing to their children, both sons and daughters, without any discrimination. It is religious responsibility of the parents and should be explained in that context. Educating girls means equipping women with skills to cope with future challenges, untoward situations and the hardships to endure tough times with dignity and honor.
- Parents should avoid making a comparative analysis of their children with other children as it might force children to become pessimist and vindictive.
- Parents should help their children to be street-smart. For this purpose, the children can be taken along shopping, hiring cabs, dealing with others in markets, restaurants, banks etc.
- Parents should teach their children value of family binding. They should be taught how to respect parents and be affectionate with younger, take part in family gatherings, taking responsibilities and helping others in times of need.

Guidelines for Awareness Raising of Community:

Guidelines for Parents & Community Network



- The community should be sensitized to provide children utmost care and a safe and conducive environment to grow into a confident and useful citizen;
- The community should offer collective (and all types of) support to poor parents, orphans and out of school adolescent NEET (Not in Education, Employment and Training) Youth to live a dignified life in the society and exercise their rights to education, health and earning;

- Community should establish a social protection mechanism to support poor women, girls and persons with disability. Community should mobilize resources for such disadvantaged entities by accessing to district based public sector social protection apparatus such as Pakistan Bait Ul Mall, Zakawat, and Social Welfare Departments etc. to get stipends for the poor households. Likewise community should support, guide and facilitate extremely poor families to access national level support programs such as Ehsas Program, Health Card schemes etc.;
- Community should encourage bright but poor students, especially girls, to continue education by sharing the responsibilities of poor parents;
 - Community should establish internal controls and a localized watch and ward system to ensure that children and adolescent girls are not exploited and abused by outlaws and influential persons. Likewise community as a whole should watch out and report cybercrimes and bullying and/or misuse of internet facility or objectionable content so that children can have safe access to internet;
 - The community should work with schools and religious leaders to maintain a balance between school education and religious education;
 - Community should promote interfaith harmony and empathy. The sectarian differences should be discouraged. Community should closely watch the unhealthy activities of radical elements who can influence school youth for vested purposes;
 - While community should provide a conducive environment to children to socialize, it should also maintain a check and balance to ensure that youngsters do not cross those limits *such as use of drugs, gambling, unhealthy & unacceptable social activities, radicalization, abuse & exploitation of women/ girls and disabled persons etc.*
 - Community should understand that educating young children on adolescence issues and reproductive health are important for youngsters to live a balanced lives. Therefore, the community, including religious scholars, should support the LSBE-aligned curriculum in schools and Madaris;
 - The community as a whole should understand the feelings and requirements of relatively modern youth. Therefore community should give space to youngsters and encourage them to express their opinions on communal matters and give suggestions for improvement. *These can include, for instance, establishment of libraries & community centers for youngsters, infrastructure to access information, creation of playgrounds & shelter for homeless, festivals/religious gatherings, social events, values & norms etc.* The suggestions of youngsters should be listen & reviewed empathetically;

Sensitization of community on all these matters will contribute directly as well as indirectly in promoting Life Skill Based Education in the society, both for children inside schools and out of schools youth. This way, the community will supplement to the public sector efforts in building Life Skills among children.

6.3 Procedure & Method of delivering:

The Single National Curriculum is going to be implemented in all types of schools, Madrassahs etc. across Pakistan. For seamless execution of the LSBE-aligned curriculum and to nurture the Life Skills needs, it is instrumental to involve and engage the parents and community. When parents are engaged in their children's school lives, students have the home support, confidence and knowledge they need to not only finish their assignments, but also to develop a lifelong love to learning, a fundamental characteristic for Life Skills.

The LSBE, being a relatively newer concept for many parents & community elements, calls for close coordination with all the stakeholders to establish a conducive environment for students, inside schools as well as in homes and the community at large. Focusing on parental engagement often results in profound changes in the classrooms. Parental engagement by schools in children's education should not be seen as a mere common courtesy. Rather, there should be a structured engagement of the parents and community in sharing the responsibility of children's character building and meeting educational goals.

Parent engagement happens when teachers involve parents in school meetings or events, and parents volunteer their support at home and at school. In this way, they make a commitment. Parents commit to prioritizing their child's educational goals, and teachers commit to listening and providing a space for collaboration with parents. Schools should provide opportunities for parents to connect

Children with engaged parents are more likely to:

- Earn higher grades or cognitive skills;*
- Complete higher secondary school education and go for higher studies;*
- Develop self-confidence and motivation in the classroom;*
- Have better social skills and classroom behavior.*

They are also less likely to:

- Have low self-esteem;*
- Need redirection in the classroom;*
- Develop behavioral issues*

with the school. Different methods can be adopted to engage parents & community. For instance, volunteer shifts, class activities, or parent-teacher committees are all great engagement opportunities. Teachers should share classroom goals or expectations with reference to Life Skills openly with parents, and ask them to do the same. Schools administration and teachers should connect with parents in-person as much as possible.

Different schools can use different tools to engage parents and community. For instance, in urban centers modern schools use social media, web links, online meetings etc. However, this might not be possible in remote rural areas and slums where parents and community do not enjoy the liberty of having modern connectivity tools. Therefore selection of the methods of engaging parents and community will vary from area to area and will be influenced by different factors such as types of schools, type of school faculty and parent fraternity, education & awareness level of the community, local cultural sensitivities and so on. However, a range of activities & engagement tools are being proposed here for parents and community, and the schools can adopt one or more of these methods that suit them the most.

- i. One time structured meetings/sessions/workshops with the parents and representatives of community and civil society for orientation on LSBE, its importance in the current context, and the Student Learning Outcomes of the SLB-aligned curriculum;
- ii. In person individual meetings with parents for more personalized conversation on sensitive topics such as adolescence & puberty issues, hygiene education, socializing & other networking issues;
- iii. Periodic Parent Teacher Meetings (PTMs) which can be held monthly or bimonthly or quarterly basis. Schools should organize refresher sessions for parents in the PTMs on all aspects of child development;
- iv. Use of information communication tools such as developing pamphlets, brochures, and other informative material for parents and community with regards to children's physical, emotional, social, cognitive and intellectual development and the role of parents and community in this regard;
- v. Special/purpose-specific gatherings/seminars/conferences in the context of national emergencies & important events, pandemics/epidemics to discuss the issues of children's safety & security under special circumstances and to sensitize parents and community to shoulder the responsibilities of schools;
- vi. Use of electronic media such as FM Radios and TV channels to educate masses on the Life Skills and to dispel the misconceptions and fears of community associated with LSBE-aligned education and Reproductive Health;
- vii. Use of Communication Apps such as Mobile Phones, Tablets, WhatsApp, or other tools with advanced-school-wide features for faster & easy communication with parents;
- viii. Use of Voice Tools for home-school communication where voice messages are disseminated among targeted groups of parents and other community representatives;
- ix. Use of Social Media as many parents in the urban centers use a range of social media tools to interact on daily basis;
- x. Use of Email Newsletters to interact with parents who frequently use emails;
- xi. Observing Annual Parents Days and Special Person's Days to highlight importance of Life Skills and the need of parents-teachers collaboration in this regard;



- xii. Home visits and/or phone calls where needed to discuss child-specific behavioral issues;
- xiii. Use of school calendars, school websites and student s diaries to convey messages to parents and community alike;
- xiv. Student Led Meetings (SLMs) and Student Led Conferences (SLCs) can be held to allow students to reflect to their parents on their academic progress. Besides giving students confidence, this will also allow them to understand and evaluate their own mistakes and come up with solutions to improve themselves.
- xv. Organizing an event called Parents School for LSBE to help guide parents to build better equipped children.

Schools can pick and choose one or more of these tools connect with parent s community. The agenda of such interactions should be carefully drafted, especially when purpose of the meeting is to discuss sensitive adolescence and behavioral issues, in keeping with cultural sensitivities and religious teachings. School administration may wish to seek advice from religious scholars on these issues to have enough information backed by religious teachings to engage the parents on certain Life Skills and education on Hygiene and Health Rights.

6.4 Identification of timeframe to deliver:

It is suggested that orientation on the LSBE and LSBE-aligned curriculum should be provided to parents and community representatives through structured and interactive workshops which can range from few hours to a half-day activity. This will allow parents to share their apprehensions with teachers as well as to interact with each other and learn other s views. Schools should engage religious scholars to talk to parents and educate them on sensitive issues in the light of the teachings of Islam. There is plenty of information in Quran and Sunnah on issues of health & hygiene, reproductive health rights, duties and responsibilities of a citizen, respect for women and girls etc.

PTMs and other interactions are an ongoing process and should continue periodically or by a frequency set with parents with mutual consensus of teachers and parents. Periodic refreshers are important to refresh the knowledge and to take parents and community into confidence.

6.5 Expected Outcomes:

Engaging parents and community on matters pertaining to Life Skills and LSBE-aligned curriculum will be equally beneficial for parents & community, teachers as well as students. Some of the projected outcomes are enlisted below:

Expected Outcomes

- It will improve quality and extent of parent's home involvement with children's education;
- Parents will be more mindful of children's social, psychological, emotional and character development;
- Parents will be more flexible to accept the needs of adolescent children and will be sensitive to their physical, emotional & psychological needs;
- A rapport will be developed between parents & general community and the schools and this will ease the learning process of children;
- Parents and community will get new ideas how to help children in their emotional and psychological development and to address their behavioral issues, if any;
- Parents and community will become more confident about their important role in children's development and school involvement thereof;
- Parents and community will provide a conducive environment and safety to the adolescent students, particularly girl students, to live a dignified life.
- It will raise confidence of the children to share their fears and personal matters openly with parents and teachers;
- It will improve cognitive and communication skills of the students;
- A conducive and child-friendly environment in school as well as at home will result in confident and healthy children with high academic achievements;
- It will result in student's increased motivational level, improved behavior, raised self-confidence to face & handle untoward situations, and positive attitude toward themselves, others and society at large.
- Teachers will be more focused on teaching matters instead of handling behavioral and others issues of the students;
- Through frequent contact with parents, teachers will be aware and well informed about student's specific needs and home environment;
- Teachers will achieve SLOs conveniently in a conducive environment with well collaborating triangulated relationship with students and their parents/community;
- It will improve teacher's morale because the parents and community will have positive views of the teachers due to frequent interaction.

7. Guidelines for Inclusive Education



Guidelines of the summary

The Chapter on Inclusive Education is aimed at inducing a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. It describes the approach that offers flexibility in the ways students access material, engage with it and show what they know. A Pakistan's perspective of Inclusive Education is provided in the chapter to provide readers a context of the subject. The benefits of inclusive education for children, parents and community as well as its long term socioeconomic impacts on national landscape are briefly documented to highlight the importance of educating children with different capabilities. In addition, different strategies for teachers as well as parents are given for successfully teaching the Life Skills to special children.

7.1. Importance of Inclusive Education

Inclusion is a term which expresses the commitment of stakeholders to provide quality education in mainstream schools for every child regardless of their physical, mental, and cognitive abilities, as well as race, class, color, gender to the maximum extent possible. It involves bringing support services to the differently abled child, rather than moving the child to the _____.

Inclusion means that all students, regardless of any distinguishing characteristic, will be in a regular classroom/ programme full time. All services must be provided for the child in that setting.

Inclusive education (when practiced well & in letter and spirit) is very important because: All children are able to become part of their community and develop a sense of belonging and Life Skills to become better prepared for life in the community as children and adults. It provides better opportunities for learning. In an inclusive educational setting, low-achieving students are able to get extra help even though they did not qualify for special education. Classmates of students with disabilities also experience growth in social cognition, often



can become more aware of the needs of others in inclusive classrooms.

However, providing inclusive education in mainstream schools calls for concerted efforts at policy level to; i) create conducive environment for differently abled children, and ii) develop skills and capacities of the teacher fraternity to understand and handle special needs of the children with physical disabilities and/or mental disorders. Other challenges include lack of knowledge of general communities on inclusion, attitudes of teachers & children and need of adequate resources to implement inclusive education in schools. There is a need to take steps to implement Inclusive Education.

In view of the foregoing, it is high time to focus the children with disabilities so that they also learn Life Skills to become useful citizens and do not necessarily remain a liability for their families and society on the whole.

7.2 Inclusive Education in Pakistan Ground Realities and Challenges

Some studies¹⁰ reveal that more than 90 percent of children with disabilities in developing countries, including Pakistan¹¹, do not attend school, and that 30 percent are deprived or living on the streets. Furthermore, only three percent of adults with disabilities are literate, and in some countries only one percent of disabled girls attend school. In Pakistan, inclusive education has gained importance in last few years. One of the greatest milestones is the Government of Pakistan **National Education Policy** act of ,

advocacy carried out by Sightsavers and other like-minded organizations.

The provision of Inclusive Education in Pakistan is aligned with the Universal Design for Learning (UDL), a framework that guides the design of learning experiences to proactively meet the needs of all learners. The framework helps treating that barriers to learning are in the design of the environment, not in the student.

During the development of SNC, the NCC involved relevant experts from government and non-government organizations and constituted a committee which presented the report in 2020. The report s recommendations have been incorporated and, therefore, the inclusive education is part of SNC. The salient recommendations were:

1. Special schools are part of the SNC as this is part of the SDGs,
2. Special children will go in normal school and normal schools are capacitated to cater the special needs of special children.

inclusive strategies for pre-service and in-service teachers. This is because inclusive education cannot become a reality unless teachers are equipped with the necessary skills and knowledge. This becomes even more important when inclusive education is aligned with the Life Skill Based Education where teachers require special techniques to develop Life Skills in differently abled children.

¹⁰ Tahir, R., and Khan, N. (2010). Analytical Study of School and Teacher Education Curricula for Students with Special Educational Needs (SWSEN) in Pakistan: analysis and research annual, pp. 88

¹¹ a- , prevalence and distribution of childhood blindness in Pakistan: a report.

There are some other challenges as well, particularly around sensitizing parents, teachers, school management, parent teacher associations and local communities towards the enrollment of children with disabilities in mainstream schools. Convincing all these stakeholders that Life Skills are more important for disabled/differently abled children than the normal children is critical. The special children when educated and life skills, they can cope better with the surroundings and can handle themselves as an independent and responsible citizens.

7.3 Benefits of Inclusion for children, parents and community alike

The benefits of inclusion are numerous, not only for children with special needs and their families, but for all children. When all children are included in the educational programs, they learn acceptance of other people, and that each person has unique abilities. Children learn from each other. With inclusion in place, children with special needs are provided equal opportunity to participate in the same types of programs and activities as children without special needs.

Some of the benefits of inclusion for children with (or without) disabilities are friendship skills, peer models, problem solving skills, positive self-image, and respect for others (religions, minorities and sects etc.). This can trickle down to their families as well, teaching parents and families to be more accepting of differences. Since parents are a child's first teacher and know their child best, it is important to have good communication with families that have differently abled, creating consistency between home and school. Working together and creating a partnership with families of special children is an important part of inclusion, and can help children reach their developmental potential.

7.4 Strategies for Successful Inclusive Life Skill Based Education

Strategies that promote inclusion are also strategies that promote meeting children at their individual developmental level. This can benefit all children. Providing a wide range of developmentally appropriate materials and activities let all children be successful when working and playing.

Consistent routines and transitions help children know what to expect and feel comfortable. It is also important to consider the type of assistance given to children.

It is important to help children learn independence, and give them just enough help to be successful without helping them too much.

When planning interventions, start with the least restrictive changes like changing the environment, activity, or materials before providing direct assistance.

Provide opportunities for children to have sustained social interactions and participate fully in the program.

To make ordinary classrooms truly inclusive, a holistic approach should be adopted to inclusive education. This approach should focus on developing inclusive education infrastructure (such as ramps for wheelchairs, WCs etc.), providing accessible teaching and learning resources, and most importantly building the capacity of educators/ teachers in

inclusive education. It should also focus on changing systems and structures at school level, changing the curriculum to be inclusive for all, and mobilizing parents and community to enroll their differently children in mainstream schools. It is also important that parents, educators and community alike are educated to identify children with special needs. At times children are physically normal, however, they have learning constraints and other emotional disorders which call for special attention and teaching skills.

Providing quality education in an inclusive setting is a challenging job, especially in a developing country like Pakistan with limited resource allocation for Education sector. However, it can be achieved by developing strategic alliances and networks with likeminded organizations, building public private partnerships, tapping funds from national and international funding organizations and undertaking joined up advocacy to raise the awareness of those responsible for service delivery. Committed and trained human resources & teacher s fraternity, physical accessibility, classrooms and resource centers equipped with assistive devices, and the involvement of Parent Teacher Associations (PTAs) and the local community can also pave the way for turning the dream of LSBE-aligned inclusive education into a reality.

The participants of the National Consultative Workshop for LSBE Guidelines held on October 29, 2020 at the National Curriculum Council identified some approaches and recommendations for imparting Life Skills in differently abled and special children. These recommendations are reproduced below:

- Capacity building of parents and teachers to identify children with special needs;
- Special needs vary because disability is multi-dimensional therefore needs vary accordingly such as physically impaired children require assistance in movement and devices etc.;
- Special education schools are needed to be brought into mainstream of education system;
- Building awareness in community and school not to stigmatize disability of children;
- Curriculum at all levels needs to create sensitivity regarding children with disability, and needs to shift focus from welfare to rights based approaches;
- Use of mainstream electronic media to create inclusivity and acceptability among community at large;
- Use of faith-based leaders to develop acceptability through all sorts of sermons;
- Awareness through illustration, stories and street theatres to ensure that parents identify children with special needs and enroll them in schools;
- A glossary of the special needs of children must be compiled and widely disseminated among schools and parents of differently abled children;
- Infrastructure of schools should be sensitive to the special needs of children to provide them an enabling and conducive environment for learning;

Developing screening stalls/ mechanisms in schools to screen out children with special needs *such as assessing hearing impairment, visual obstruction, retention disorders etc.;*

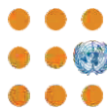
Effective strategies need to be developed that promote enabling home learning environment for developing life skills among differently abled children;

To reduce economic dependency of special children on their parents/family and community, such children should be provided with opportunities to improve their emotional health and wellbeing by easy to manage technical skills specifically designed for them;

A comprehensive training package for students, teachers and parents should be developed to create a friendly environment which could physically, emotionally, cognitively, economically and spiritually uplift these children to live a happy and dignified life.



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