

Mapping of Life Skills Based Education in Punjab's Curriculum and Textbooks



YOUNG اُمَنگ
STRIVING FOR YOUTH RIGHTS

Young Omang

Young Omang aims to be an effective voice for young people's bodily autonomy and rights in Pakistan. It comprises of nine member organizations that bring with them a combination of regional diversity and unique strengths.

Young Omang members' organizations include, Aahung, Blue Veins, Bargad, Chanan Development Association (CDA), Forum for Dignity Initiatives (FDI), Idara-e-Taleem-o-Aagahi (ITA), Indus Resource Center (IRC), Rahnuma Family Planning Association of Pakistan and Youth Advocacy Network (YAN).

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We would also like to extend our gratitude to the National Commission for Human Rights (NCHR), Ms. Ayesha Iqbal (MPA-PTI) and all the Young Omang platform member organizations. Their cooperation and engagement as well as their desire to realize the importance of inclusion of Life Skills Based Education in Punjab school curriculum and textbooks is fully reflected in the report.

ENDORSEMENTS

National Commission for Human Rights

Growing attention has been paid to the inclusion of life skills in the school curriculum in Punjab, in order to engender the ability of students to face a myriad of challenges throughout the study career, ranging from rising intolerance to violence against women at homes and in workplaces and issues of child protection. National Commission for Human Rights supported Idara-e-Taleem-o-Aagahi for evaluating the Provincial Curriculum 2018 of Punjab and textbooks published by the Punjab Textbook Board 2018-2019, NCHR commends the work done by ITA in order to analyze the extent this Life Skills Based Education imparted to students. This groundbreaking study provides highly useful and effective recommendations for making the instructional material more conducive for imparting life skills to students.

Ms. Zunera Nazar Hussain

Deputy Director (Regional Office)

National Commission for Human Rights

Punjab Curriculum and Textbook Board

The Punjab Curriculum and Textbook Board wishes to extend its deepest thanks to Idara-e-Taleem-o-Aagahi for conducting a comprehensive review of the curriculum and textbooks developed by PCTB in order to evaluate the inclusion of life skills in them. This report serves as an indirect evaluation mechanism for the content published by PCTB, and helps in providing effective recommendations for increasing and improving the scope of life skills education imparted to students. PCTB heartily congratulates the ITA team for the same.

Dr. Tahir Mehmood

Director (Curriculum)

Punjab Curriculum and Textbooks Board

Message from Member Provincial Assembly

I congratulate Idara-e-Taleem-o-Aagahi for conducting a thorough and extensive review of curriculum and textbooks published by the PCTB, with respect to how life skills education is included in them. I am cognizant of the importance of teaching effective life skills to students, especially taking into account the challenges faced by Pakistani children from social aggressors. Surely, the recommendations from this report will serve to positively impact the inclusion of life skills in education, and will help bolster their learning outcomes as well as personal and professional growth of students.

Ms. Ayesha Iqbal

Member Provincial Assembly

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Executive Summary

There is a broad global consensus that the purpose of a meaningful education is to equip young people with the competencies and skills they need to succeed in work, communities and lead safe, healthy and fulfilling lives. In fact, life skills draw heavily from the rights of children as laid out in United Nations Convention on the Rights of the Child (UNCRC) and contribute to more than half of the Sustainable Development Goals (SDGs) 2030.

In Pakistan, there has been an urgent call for including life skills in the curriculum due to a myriad of challenges: the high proportion of young people in the country at present and in the future, the rise of violent extremism and intolerance, violence against women at homes and in workplaces, the systematic and recurrent physical and sexual abuse of children and other issues of child protection. As a response, federal and provincial/area governments are committing to including Life Skills Based Education (LSBE) in national and provincial curricula and instructional materials.

This report is a response to the commitment made by the Government of Punjab in this regard. We have undertaken a comprehensive review of the Provincial Curriculum 2018 developed by the Punjab Curriculum and Textbook Board, and the textbooks for the academic year 2019-2020 to evaluate how extensively and effectively Life Skills are taught as reflected in curriculum and instructional materials. We find that:

- The **curriculum** has a significant number of learning outcomes and themes that can be used to teach life-skills. However, most of these learning outcomes target these skills **implicitly** and **indirectly**.
- There is room for improvement in the way these learning outcomes are interpreted in the **textbooks**. Skills must be taught explicitly and practiced repeatedly through end-of-unit exercises in order to be developed effectively.

This report is divided into five sections covering the following:

- An introduction that lays out the rationale for conducting this research
- A technical approach section that provides the theoretical framework used in the analysis
- The third section documenting detailed feedback on learning outcomes in the curricula

- The fourth section detailing our analysis of LSBE content in the textbooks from Grades 1-12
- A final section on overall key findings, recommendations and resources for enabling the PCTB to build a curriculum and instructional materials that are more responsive to life skills based education topics.

It thus not only analyses the challenges and as is situation of LSBE currently in the textbooks and its activities but also recommends with examples on how to integrate LSBE content and pedagogy in the new versions of textbooks with necessary implications for teachers, and their pre service and in-service continuous professional development training. This could be followed up with the cluster-based support for LSBE for schools as well through AEOs and other support-monitors.

On the basis of these findings we recommend that the curriculum and textbooks should be conducive towards fostering the following life skills in students:

- **Social-Emotional Learning:** which is the process of developing self-awareness, self-management, social awareness, relationship and social awareness skills that are imperative for school, life and work success.
- **Financial Literacy:** These are the set of skills that enable individuals to make effective financial decisions with regards to their resources.
- **Career Readiness:** These are the set of skills that enable individuals to make effective financial decisions with regards to their resources.
- **Understanding the Need for Actions to Slow Down Climate Change:** includes teaching students about collective action and environmental stewardship and the fact that they have a responsibility towards the society and something bigger than themselves.
- **Context-Specific Topics:** such as, physical and sexual abuse, bullying, early child marriages, adolescence, menstrual hygiene, protection of girls and women from violence and knowledge about marriage rights, population planning decisions and resisting drugs and crime,

These topics and useful resources are listed in the penultimate section of this report. In order to foster these life skills in students, it is important for them to be embedded in the curriculum. Internationally, there are three ways in which a life-skills curriculum

can be implemented in schools in the form of a core subject, career subject or infused in other subjects.

It seems appropriate to recommend that in order to comprehensively address Life Skills Based Education, it can be developed as a coherent subject, with an experiential project-based learning (PBL) approach across all schools in Punjab. The School Education Department and its attached institutions can support this curricular change through the following ways:

- Fully reflect LSBE in its upcoming Sector Plan, and policy **to consolidate** the financial, resource and political commitment to empowering students with life skills,
- Use recommendations and resources from this report to **include life-skills in existing curriculum for students across all grades (1-10/12)**,
- Devote financial and technical resources, supporting PCTB and other partners to developing, sourcing and translating **materials** that address Life-skills in an experiential manner, and
- **Develop and deliver training** to teachers on developing life skills as a mandatory part of their pre-service as well as in-service induction training and continuous professional development; QAED and its district training, monitoring and support units/focal persons must be a lead partner to implement this recommendation.

Introduction

Why impart Life Skills? Pakistan's unique challenges

There has been a global demand for equipping adolescents with life skills to support them in meeting the challenges of their day-to-day lives, and transition into adulthood with informed, healthy choices. Locally, the need for these skills is acute: Our children are under assault from multiple environmental and social aggressors. 53,000 Pakistani children under five die annually from diarrhea due to poor water and sanitationⁱ (UNICEF), and an estimated 17 million require deworming to combat illnesses that impact their schooling and daily lives (World Health Organization)ⁱⁱ. Pakistan has the worst infant mortality rate in the worldⁱⁱⁱ, prompted by lack of access and awareness about maternal health and family planning. Newer challenges of the future are also emerging as we speak: According to Germanwatch, Pakistan is the seventh most vulnerable country in the world to the impending global climate change^{iv}, and our future generations will have to face water scarcity and food insecurity due to the susceptibility of our food and water systems to climate change.

From a social standpoint, as a country, we are battling violent extremism, religious and ethnic intolerance, and our children are socialized into a world where apathy (or inertia) is commonplace, even though our textbooks are replete with stories of empathy and civic responsibility. Finally, and perhaps most importantly, our children's bodies and minds are under assault. In 2015, over 300 children were sexually abused and videotaped in Hussain Khanwala in Kasur^v; and while we promised and cried out "never again", eight-year-old Zainab was kept in captivity, tortured, raped and murdered in the same city within a span of two years; tragically the crimes continue to this day not just in Kasur but in many other cities across Punjab and the country. We can no longer continue to be passive in the face of these perverts and aggressors, and our education system must be the preemptive frontline for these battles of the present and the future.

Life Skills in the context of the Sustainable Development Goals (SDGs)

Life Skills are also important in the context of the targets set forth in the Sustainable Development Goals (SDGs) 2030. Life skills cut across the SDGs and contribute to a range of outcomes: improved resilience, decreased vulnerability to economic, health and well-being shocks, promotion of equity, useful resource management and promotion of peace and cooperation. Specifically, these consist of:

- **SDG 1: End poverty in all its forms everywhere:**
 - Target 1.5: By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.

- **SDG 3: Ensure healthy lives and promote well-being for all at all ages:**
 - Target 3.1: By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births
 - Target 3.3: By 2030, end the epidemic of AIDS, Tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases
 - Target 3.4: By 2030, reduce by one third, premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being
 - Target 3.5: Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
 - Target 3.6: By 2020, halve the number of global deaths and injuries from road traffic accidents
 - Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education and the integration of reproductive health into national strategies and programs

- **SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning**
 - Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
 - Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
 - Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace

and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

- **SDG 5: Achieve gender equality and empower all women and girls**
 - Target 5.1: End all forms of discrimination against all women and girls everywhere
 - Target 5.2: Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
 - Target 5.3: Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
 - Target 5.6: Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

- **SDG 6: Ensure availability & sustainable management of water and sanitation for all**
 - Target 6B: Support and strengthen the participation of local communities in improving water and sanitation management

- **SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**
 - Target 8.5: By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

- **SDG 12: Ensure sustainable consumption and production patterns**
 - Target 12.8: By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

- **SDG 13: Take urgent action to combat climate change and its impacts**
 - Target 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

- **SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels**
 - Target 16.1: Significantly reduce all forms of violence and related death rates everywhere
 - Target 16.2: End abuse, exploitation, trafficking and all forms of violence against and torture of children

Context and Terms of Reference for this Project

While Life Skills Based Education (LSBE) has been a part of Pakistan’s National Education Policy of 2009, only in recent years, there has been a positive move toward inculcating life-skills education in the public curriculum. Sindh approved a curriculum with LSBE for high-school students in January 2018^{vi}, focused on child-protection, personal hygiene and nutrition, human rights, disease prevention and gender equality. The Supreme Court of Pakistan, in a judgement regarding the alarming rate of population growth in Pakistan, also ruled that life skills-based education and population studies be taught at the secondary and higher secondary level.^{vii}

As part of the Government of Punjab’s processes to review the curriculum in a holistic manner, the Punjab Curriculum and Textbook Board (PCTB) has requested the support of Idara-e-Taleem-o-Aagahi to carry out an initial mapping of the **2018/19 Provincial Curriculum**. At the time of this study, the curriculum documents provided by PCTB had not been publicly released as they were in different stages of approval and publication.

There were three objectives of this assignment:

- To analyze the 2018-2019 Provincial Curriculum for Grades 1-10 for English, Urdu, General Knowledge/Social Studies/History/Pakistan Studies and Science and Technology to identify the extent to which life skills are incorporated into student learning outcomes
- To analyze textbooks (Academic Year 2019-2020) for the subjects above to identify the extent to which life skills are incorporated and developed
- To make recommendations regarding additional topics and skills to be incorporated into the curriculum and textbooks

Technical approach

Defining Life Skills Based Education^{viii}

The World Health Organization defines life skills as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.”

WHO provides a guiding framework for life skills education by consolidating various sets of skills framed by UNESCO (decision-making and problem-solving, creative and critical thinking, communication and interpersonal skills, self-awareness and empathy, coping with emotion and stress) and the Collaborative for Academic, Social and Emotional Learning’s core groups of social-emotional competencies (self-awareness, self-management, social awareness and relationship skills). WHO’s framework incorporates many of these skills in the form of three broad categories:

- **Cognitive:** Skills such as critical thinking and problem-solving for responsible decision-making
- **Personal:** Skills for awareness, self-management
- **Interpersonal:** communication, negotiation, cooperation, empathy and advocacy

A detailed set of sub-skills for each of these is provided in the table below:

Table 1: Defining the skills and sub-skills that comprise LSBE

(Source: Information Series on School Health, Document 9, World Health Organization)

COMMUNICATION AND INTERPERSONAL SKILLS	DECISION-MAKING AND CRITICAL THINKING SKILLS	COPING AND SELF-MANAGEMENT SKILLS
<ul style="list-style-type: none"> • Interpersonal communication skills <ul style="list-style-type: none"> ○ Verbal/non-verbal communication ○ Active listening ○ Expressing feelings, giving feedback without blaming ○ Receiving feedback • Negotiation/refusal skills <ul style="list-style-type: none"> ○ Negotiation and conflict management ○ Assertiveness skills ○ Refusal Skills 	<ul style="list-style-type: none"> • Decision-making/Problem-solving skills <ul style="list-style-type: none"> ○ Information-gathering skills ○ Evaluating future consequences of present actions for self and others ○ Determining alternative solutions to problems ○ Analysis skills regarding the influence of values and attitudes about self and others on motivation 	<ul style="list-style-type: none"> • Skills for increasing personal confidence and abilities to assume control, take responsibility, or bring about change <ul style="list-style-type: none"> ○ Building self-esteem and confidence ○ Creating self-awareness skills, including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses ○ Setting goals ○ Self-evaluation/self-assessment/self-monitoring skills

COMMUNICATION AND INTERPERSONAL SKILLS	DECISION-MAKING AND CRITICAL THINKING SKILLS	COPING AND SELF-MANAGEMENT SKILLS
<ul style="list-style-type: none"> • Empathy building <ul style="list-style-type: none"> ○ Ability to listen and understand another’s needs and circumstances and express it • Cooperation and Teamwork <ul style="list-style-type: none"> ○ Expressing respect for others’ contributions and different styles ○ Assessing one’s own abilities and contributing to the group • Advocacy Skills <ul style="list-style-type: none"> ○ Influencing skills and persuasion ○ Networking and motivation skills 	<ul style="list-style-type: none"> • Critical thinking skills <ul style="list-style-type: none"> ○ Analysing peer and media influences ○ Analysing attitudes, values, social norms, beliefs and factors affecting them ○ Identifying relevant information and sources of information 	<ul style="list-style-type: none"> • Skills for Managing Feelings <ul style="list-style-type: none"> ○ Managing anger ○ Dealing with grief and anxiety ○ Coping with loss, abuse and trauma • Skills for Managing Stress <ul style="list-style-type: none"> ○ Time Management ○ Positive Thinking ○ Relaxation techniques

The framework above also aligns closely with the OECD’s Learning Compass 2030^{ix}. The OECD Learning Compass 2030 indicates how students can navigate through an uncertain and rapidly changing ecosystem to help create collective well-being. It defines a set of “core” and “transformative” competencies that students need to be able to transition successfully through life and work, using their own *agency*, and the process of anticipation, action and reflection to become lifelong learners. The OECD describes a few key constructs related to student agency, including relying on motivation, self-efficacy and a growth mindset, which coincide with coping and self-management skills listed above.

The transformative competencies highlighted in OECD’s framework include^x:

- **“Creating new value”**, which is associated with the need to have a sense of purpose, curiosity and an open mindset toward new ideas, perspectives and experiences, critical thinking and creativity, collaborative problem-solving, agility and adaptability. This set of competencies overlaps most prominently with the decision-making and critical-thinking skills in the WHO framework
- **“Reconciling tensions and dilemmas”**, associated with cognitive flexibility, perspective-taking skills, empathy and respect, conflict resolution and resilience. This set of competencies is also reflected in the interpersonal skills listed above

- **“Taking responsibility”**, associated with having a strong locus of control, integrity, compassion, self-awareness, self-regulation and reflective thinking, all essential components of the coping and self-management skills highlighted above.

LSBE in context

Across the world, these generic life-skills have been used across various topics such as hygiene promotion, sexual and reproductive health awareness and advocacy, promotion of positive social behaviors, reduction in substance abuse, climate change education, violence prevention and building tolerance and empathy. Thus, when this report refers to *specific* life skills, it means generic skills applied to a specific problem, such as alcohol and drug use in the table below.

Table 2: An example of applying generic life skills to a specific topic

(Source: Information Series on School Health, Document 9, World Health Organization)

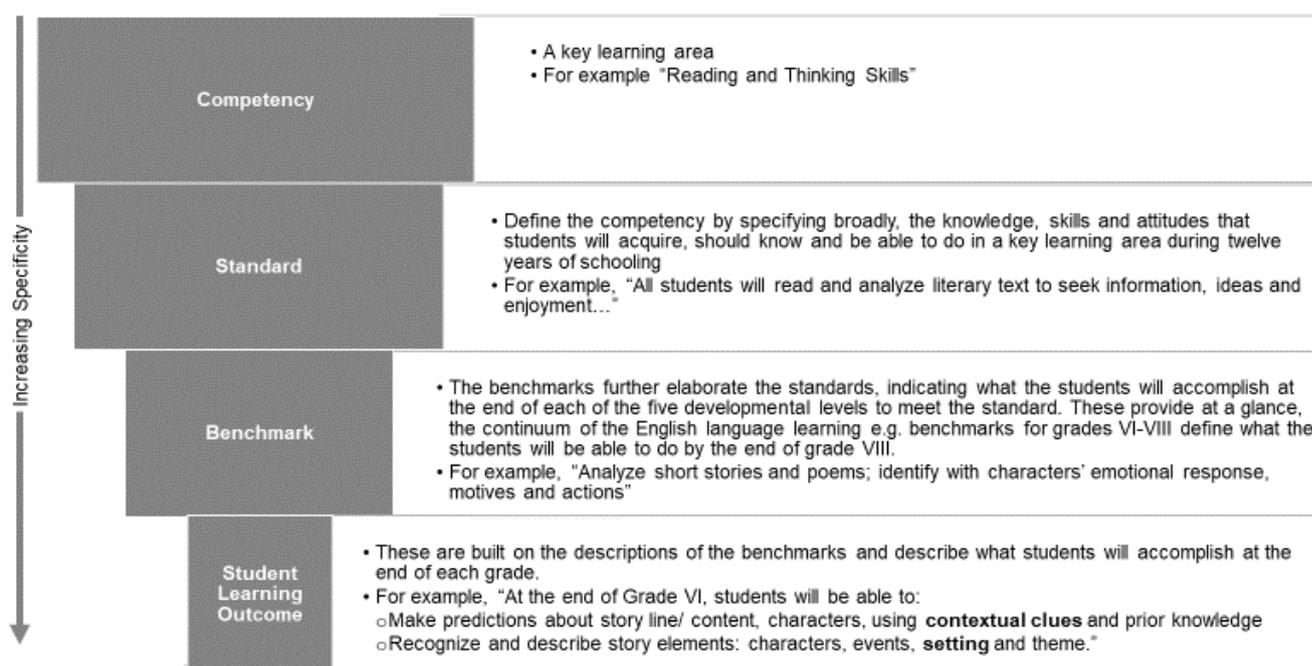
HEALTH TOPICS	COMMUNICATION AND INTERPERSONAL SKILLS	DECISION-MAKING AND CRITICAL THINKING SKILLS	COPING AND SELF-MANAGEMENT SKILLS
Alcohol, tobacco, and other drugs	<ul style="list-style-type: none"> • Communication Skills: Students can observe and practise ways to: <ul style="list-style-type: none"> - inform others of the negative health and social consequences and personal reasons for refraining from alcohol, tobacco, and drug use - ask parents not to smoke in the car when they ride with them • Empathy Skills: Students can observe and practise ways to: <ul style="list-style-type: none"> - listen to and show understanding of the reasons a friend may choose to use drugs - suggest alternatives in an appealing and convincing manner • Advocacy Skills: Students can observe and practise ways to: <ul style="list-style-type: none"> - persuade the headmaster to adopt and enforce a policy for tobacco-free schools - generate local support for tobacco-free schools and public buildings • Negotiation/Refusal Skills: Students can observe and practise ways to: <ul style="list-style-type: none"> - resist a friend’s repeated request to chew or smoke tobacco, without losing face or friends • Interpersonal Skills: Students can observe and practise ways to: <ul style="list-style-type: none"> - support persons who are trying to stop using tobacco and other drugs - express constructive positive intolerance for a friend’s use of substances. <i>“It is not okay for you to do that..”</i> 	<ul style="list-style-type: none"> • Decision-making Skills: Students can observe and practise ways to: <ul style="list-style-type: none"> - gather information about consequences of alcohol and tobacco use - weigh the consequences against common reasons young people give for using alcohol or tobacco - identify their own reasons for not using alcohol or other drugs and explain those reasons to others - suggest a decision to drink non-alcoholic beverages at a party where alcohol is served - make and sustain a decision to stop using tobacco or other drugs and seek help to do so • Critical Thinking Skills: Students can observe and practise ways to: <ul style="list-style-type: none"> - analyse advertisements directed toward young people to use tobacco and see how they are playing upon the need to seem “cool”, appeal to girls, or be attractive to boys - develop counter-messages that include the cost of buying cigarettes and how else that money could be used - assess how tobacco use takes advantage of poor people - analyse what may be driving them to use substances and aim to find a healthy alternative 	<ul style="list-style-type: none"> • Skills for Managing Stress: Students can observe and practise ways to: <ul style="list-style-type: none"> - analyse what contributes to stress - reduce stress through activities such as exercise, meditation, and time management - make friends with people who provide support and relaxation

Approach for this report: deconstructing the curriculum and textbooks

It is important to lay out a few considerations upfront. In the context of this report, and for wider purposes, the curriculum refers to the document (national or provincial) that lays out *guidelines(competency standard and benchmark)* for what students are expected to know across various subjects by grade referred to as student learning outcomes (SLOs). The textbooks, in turn, provide the *material* for meeting this expectation. Traditionally, a topic or theme cannot be made part of the textbook unless it is a *priori* part of the curriculum. While there have been exceptions to this in the past (supplementary materials on dengue awareness, promoting tolerance and resilience in the face of terrorism, child protection etc.), these additions have been rare and critical, and have been included through requisite executive notifications and government approvals. The cascading components of the PCTB curricula, along with examples from the English curriculum document issued by the PCTB are described in the figure below:

Figure 1: The structure of PCTB’s curriculum

Source: PCTB, Curriculum for English Language, Grades VI-VIII, 2018



Source: PCTB, Curriculum for English Language Grades, VI-VIII, 2018

In order to study the content that will most closely be taught in the classroom, the most relevant unit of analysis is the "Student Learning Outcome" (SLO). Student Learning Outcomes state what students are *expected to know or be able to do* upon completion of a course, program or lesson. We scrutinized all student learning outcomes in the

compulsory subjects (English, Urdu, General Knowledge, Social Studies, History, Pakistan Studies and Science and Technology). A detailed list of the reviewed curriculum documents is provided in the sub-section below.

We then classified these learning outcomes based on whether they targeted cognitive, personal or interpersonal life skills (as defined by the framework above). We also made specific recommendations about the framing of SLOs where needed to make them more targeted, or explicit in order to guide the development of life-skills. The mapping of these SLOs according to life skills is presented in the Key Findings section.

Next, we reviewed the textbooks for the academic year 2019-2020 approved by the Punjab Curriculum and Textbook Board for the same subjects. (List provided in the next sub-section). For each of the textbooks, we read through the content of the chapter and the end-of-chapter exercises/activities. Again, we tagged them based on which life skill they addressed and provided specific comments on how the text or the exercise questions could be improved to make them more explicit in their treatment of life skills development.

Curriculum documents reviewed

The Punjab Curriculum and Textbook Board (PCTB) provided copies of the most recent curriculum documents available for each of the following subjects. The documents are referenced below:

1. English:

- Curriculum for English Language Grades I-V, 2018
- Curriculum for English Language Grades, VI-VIII, 2018
- Curriculum for English Language, Grades IX-X, 2018

2. Urdu:

- قومی نصاب برائے اردو (لازمی)، پہلی تا بارہویں جماعت کے لیے، 2006
- نصاب برائے اردو جماعت ششم تا ہشتم، 2018
- نصاب برائے اردو جماعت نہم و دہم، 2018

3. General Knowledge:

- Curriculum for General Knowledge Grades I-II, 2017

4. Social Studies:

- Curriculum for Social Studies Grades III-V, 2017

5. History:

- Curriculum for History, Grades VI-VIII, 2019

6. Pakistan Studies:

- Curriculum for Pakistan Studies, Grades IX-X 2018

7. Science and Technology:

- Curriculum for Science and Technology, Grades III-V, 2018
- Curriculum for Science and Technology, Grades VI-VIII, 2018
- Curriculum for Science and Technology, Grades IX-X, [Draft, 27 June 2019]

Textbooks Reviewed

1. English:

- English for Class 1, Published by Master Book Centre, Lahore, March 2017
- English for Class 2, Published by Urdu Book Stall, Lahore, March 2017
- English for Class 3, Published by Pakistan Printing Works, March 2017
- English for Class 4, Published by Nawa-i-Waqt Publishers, April 2019
- English for Class 5, Published by Khayyam Publishers, March 2019
- English for Class 6, Published by Ch. Ghulam Rasul & Sons, Lahore, March 2019
- English for Class 7, Published by Ch. Ghulam Rasool & Sons, March 2019
- English for Class 8, Published by Famous Books, Lahore, March 2019
- English for Class 9, Published by S.S. Publishers, April 2019
- English for Class 10, Published by Caravan Book House, Lahore, March 2019

2. Urdu:

- اردو برائے جماعت اول، قدرت اللہ پرنٹرز، فروری ۲۰۱۹
- اردو برائے جماعت دوم، مکتب العلم، مارچ ۲۰۱۹
- اردو برائے جماعت دوم، منصور بک ہاؤس، مارچ ۲۰۱۸
- اردو برائے جماعت چہارم، حماد کینی، مارچ ۲۰۱۷
- اردو برائے جماعت پنجم، لکی بک سنٹر، لاہور، مارچ ۲۰۱۹
- اردو برائے جماعت ششم، چودھری غلام رسول اینڈ سنز، مارچ ۲۰۱۹
- اردو برائے جماعت ہفتم، اردو بک سٹال، لاہور، مارچ ۲۰۱۹
- اردو برائے جماعت ہشتم، ایلیٹ پبلیکیشنز، مارچ ۲۰۱۸

- اردو برائے جماعت نہم، پودھری غلام رسول اینڈ سنز لاہور، مارچ ۲۰۱۹
- اردو لازمی برائے جماعت دہم، علمی کتاب خانہ، لاہور، اپریل ۲۰۱۹

3. General Knowledge:

- General Knowledge for Class 1, Published by Urdu Digest, Lahore, March 2015
- General Knowledge for Class 2, Punjab Curriculum and Textbook Board, n.d.
- General Knowledge for Class 3, Published by Model Book Stall, Lahore, March 2018

4. Social Studies:

- Social Studies for Class 4, Published by Punjab Curriculum and Textbook Board & Sheikh Muhammad Hussain and Sons, Lahore, March 2017
- Social Studies for Class 5, Published by Ishrat Publishing House, Lahore, March 2019

5. History:

- History for Class 6, Kitabistan Publishing Company, March 2019
- History for Class 7, Published by Al Faisal Publishers, March 2019
- History for Class 8, Published by Fazal Book Depot, March 2017

6. Pakistan Studies:

- Pakistan Studies for Class 9, Published by GFH Publishers, March 2019
- Pakistan Studies for Class 10, Gohar Publishers, Lahore, March 2019

7. Science and Technology:

- General Science for Class 5, Mughal Book Depot, March 2019
- General Science for Class 6, Gohar Publishers, March 2019
- General Science for Class 7, Gohar Publishers, April 2019
- General Science for Class 8, Kutab Khana Khursheedia, April 2019

Mapping and recommendations on the curriculum

In the tables below (Pages 18-60), the key findings for each grade are presented by subject. While Column 1-3 are directly from the curriculum (Column 1 represents the subject, Column 2 the Unit or Section it is from and Column 3 lists the SLO or theme), Column 4 indicates the classification of each SLO, and Column 5 presents suggestions or modifications (if any) in the learning outcomes that can be enacted in the curriculum.

Grade 1

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
English (pp.103-106)	Peaceful Coexistence	Sharing	IP: Empathy building	
English (pp.103-106)	Peaceful Coexistence	Cooperating	IP: Empathy building	
English (pp.103-106)	Self, People and Places	Myself	P: Self-awareness	
English (pp.103-106)	Gender equality	Equality of boys and girls	IP: Cooperation and Teamwork, Empathy Building	
English (pp.103-106)	Health, Safety and Drug Education	Confiding in family members	IP: Verbal communication	
English (pp.103-106)	Health, Safety and Drug Education	Learning to Say no	IP: Refusal Skills	
English (pp.103-106)	Life Skills Education	Taking responsibility	P: Self evaluation	
English (pp.103-106)	Life Skills Education	Listening to Others	IP: Empathy building	
English (pp.103-106)	Avoiding Social Evils	Controlling anger	P: Managing Anger	

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
General Knowledge (pp. 13-19)	Myself	Identify good qualities in themselves (telling the truth; respecting elders; getting up early in the morning)	P: Self-evaluation / self-assessment skills	
General Knowledge (pp. 13-19)	Myself	Recognize the good qualities in others.	IP: Cooperation and Teamwork: Expressing respect for others' contributions and different styles	
General Knowledge (pp. 13-19)	Games and Rules	Identify the general rules of playing a game		The SLO can be rewritten so that children can form rules independently, for example "Develop a set of rules collaboratively for a simple game"
General Knowledge (pp. 13-19)	Games and Rules	Observe the rules while playing a game	P: Setting goals	
General Knowledge (pp. 13-19)	School	Recognize that they should respect everyone in their school		There's potential here to include SLOs and subsequent activities about working with others in school, for example: 1. Recognize how they collaborate with other children in their class (e.g. during play, during reciting a poem etc.) 2. Identify similarities and differences between them and their school/class peers
General Knowledge (pp. 13-19)	Healthcare	Describe preventive measures of dengue and malaria fever	C: Evaluating future consequences of present actions	
General Knowledge (pp. 13-19)	Including everyone	Narrate an incident of including someone in an activity in class, at home, in neighbourhood etc.	IP: Empathy building	

تجاویز	زُمرہ بندی	حاصلاتِ تعلیم	سبق	مضمون
	(IP) Verbal communication	روزمرہ بول چال میں حصّہ لے سکے	مہارتِ حیات	قومی نصاب، اردو لازمی، ۲۰۰۶ء، اردو، صفحہ ۴۶
	(IP) Verbal Communication		آدابِ گفتگو	قومی نصاب، اردو لازمی، ۲۰۰۶ء، اردو، صفحہ ۵۲
	(IP) Empathy, Teamwork and Cooperation		اخلاقیات	قومی نصاب، اردو لازمی، ۲۰۰۶ء، اردو، صفحہ ۵۲
	(C) Critical thinking and problem-solving		معاشرتی مسائل سے آگاہی	قومی نصاب، اردو لازمی، ۲۰۰۶ء، اردو، صفحہ ۵۲
	(C) Critical thinking and problem-solving		ماحولیات سے آشنائی	قومی نصاب، اردو لازمی، ۲۰۰۶ء، اردو، صفحہ ۵۲

Grade 2

Note: Suggested themes for chapters are common in Grade 1 and 2

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
English (pp.103-106)	Oral Communication Skills	Introduce self and talk about family	P: Self Awareness	
English (pp.103-106)	Oral Communication Skills	Express needs and feelings	IP: Verbal Communication	
English (pp.103-106)	Peaceful Coexistence	Sharing	IP: Empathy building	
English (pp.103-106)	Peaceful Coexistence	Cooperating	IP: Empathy building	
English (pp.103-106)	Self, People and Places	Myself	P: Self-awareness	
English (pp.103-106)	Gender equality	Equality of boys and girls	IP: Cooperation and Teamwork, Empathy Building	
English (pp.103-106)	Health, Safety and Drug Education	Confiding in family members	IP: Verbal communication	
English (pp.103-106)	Health, Safety and Drug Education	Learning to Say no	IP: Refusal Skills	
English (pp.103-106)	Life Skills Education	Taking responsibility	P: Self evaluation	
English (pp.103-106)	Life Skills Education	Listening to Others	IP: Empathy building	
English (pp.103-106)	Avoiding Social Evils	Controlling anger	P: Managing Anger	

Subject	Unit/Section	SLO or Theme	Comments	
General Knowledge (pp.20-26)	Rights and Responsibilities of a Citizen	List some of the rights of children	P: Creating self-awareness skills, including awareness of rights,	
General Knowledge (pp.20-26)	Rights and Responsibilities of a Citizen	Identify responsibilities of children with respect to rights	P: Creating self-awareness skills, including awareness of rights, values and attitudes	
General Knowledge (pp.20-26)	Helping others	Narrate an incident when they helped someone by sharing food, toys, books etc.	IP: Empathy building	
General Knowledge (pp.20-26)	Respecting Others and appreciating their diversity	Identify ways in which people are similar and different	IP: Empathy building	
General Knowledge (pp.20-26)	Respecting Others and appreciating their diversity	Recognize the need to respect all people as they are born equal and with human dignity	IP: Empathy building	
General Knowledge (pp.20-26)	Respecting Others and appreciating their diversity	Identify ways in which they can show respect for others	IP: Empathy building	

General Knowledge (pp.20-26)	Forgiveness and Forgiving others	Recognize what they say and do, can hurt others and what others do and say, can hurt them (telling lies, pushing others, using derogatory words).	P: Managing anger	
General Knowledge (pp.20-26)	Forgiveness and Forgiving others	Identify ways in which we can redress the hurt caused to others (ask for forgiveness, say sorry, do something special for them etc.).	P: Managing anger	
General Knowledge (pp.20-26)	Forgiveness and Forgiving others	Recognize that when people hurt them, they have to forgive them.	P: Coping with loss, abuse and trauma	
General Knowledge (pp.20-26)	Being Just and Fair	Accept responsibility for treating others unfairly	P: Creating self-awareness skills, including awareness of rights, influences, values, attitudes	
	Being Just and Fair	Change behaviour when it is shown to be unfair	P: Self-monitoring skills	

مضمون	سبق	حاصلات تعلم	زُمرہ بندی	تجاویز
قومی نصاب، اردو لازمی، ۲۰۰۶، اردو، صفحہ ۴۶	مہارت حیات	روز مرہ بول چال میں حصہ لے سکے اور اسے اپنی عادات ثانیہ بنا سکے	(IP) Verbal communication	
قومی نصاب، اردو لازمی، ۲۰۰۶، اردو، صفحہ ۴۶	مہارت حیات	اپنی پسند نہ پسند اور دلچسپیوں کے متعلق بات چیت میں حصہ لے سکے	(IP) Verbal communication	
قومی نصاب، اردو لازمی، ۲۰۰۶، اردو، صفحہ ۵۳	بنیادی پیشے		(P) Goal Setting	
قومی نصاب، اردو لازمی، ۲۰۰۶، اردو، صفحہ ۵۳	اخلاقیات		(IP) Empathy, teamwork and cooperation	
قومی نصاب، اردو لازمی، ۲۰۰۶، اردو، صفحہ ۵۳	آداب و معاشرت		(IP) Empathy, teamwork and cooperation	

Grade 3

Note: Suggested themes for chapters in English are common in Grade 3,4 and 5

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
English (pp.103-106)	Reading and Thinking Skills	Use critical thinking to respond to the text- apply world knowledge and own opinion to the text read and relate what is read to their own experience	C: Critical Thinking Skills	
English (pp.103-106)	Reading and Thinking Skills	Use of study skills such as brainstorm for ideas	C: Identifying relevant information and sources of information	
English (pp.103-106)	Oral Communication Skills	Demonstrate conventions and dynamics of group oral interaction to agree/disagree politely and express like and dislikes with reasons and comments	IP: Verbal communication, expressing feelings	
English (pp.103-106)	Avoiding Social Evils	Avoiding bullying	IP: Empathy building	
English (pp.103-106)	Ethics and Values	Respect and regard for family, neighbors and peers	IP: Empathy building	
English (pp.103-106)	Peaceful Coexistence	Resolving quarrels	IP: Negotiation Skills	
English (pp.103-106)	Peaceful Coexistence	Respecting self and others	P: Building self-esteem IP: Cooperation and Teamwork	

English (pp.103-106)	Education and Employment	Good study habits	P: Setting goals, self- monitoring	
English (pp.103-106)	Health, Safety and Drug Education	Benefits of hygiene		Can be modified to be based on “advocacy of hygiene”, where students can make a short campaign to speak to others about the sources of infection and transmission of illnesses
English (pp.103-106)	Health, Safety and Drug Education	Avoiding strangers	C: Decision Making	
English (pp.103-106)	Life Skills Education	Taking responsibility	P: Self-evaluation	
English (pp.103-106)	Life Skills Education	Sharing	IP: Cooperation and Teamwork	
English (pp.103-106)	Avoiding Social Evils	Controlling aggression	P: Skills for managing feelings: anger	
English (pp.103-106)	Avoiding Social Evils	Avoiding stereotyping/blaming	IP: Empathy building	
English (pp.103-106)	Avoiding Social Evils	Eluding prejudice	IP: Empathy building C: Analysis skills	

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
Social Studies (pp.11-15)	Government, the way we govern ourselves	Identify key public issues in their local area	C: Information gathering	
Social Studies (pp.11-15)	Government, the way we govern ourselves	Describe what government does to meet the needs of the people		This SLO can be modified into: Gather information about what local representatives do in their village/town/country for them
Social Studies (pp.11-15)	Government, the way we govern ourselves	Suggest ways the government and people can work together to meet the needs of people in the area	C: Determining alternative solutions to problems	
Social Studies (pp.11-15)	Citizenship	Describe importance of rights of citizens	P: Self-awareness, including awareness of rights	
Social Studies (pp.11-15)	Citizenship	Describe rights of children at home, school and community	P: Self-awareness, including awareness of rights	
Social Studies (pp.11-15)	Citizenship	Discuss ways to promote peace and tolerance in the society		This SLO can be modified into: Discuss ways and create rules of the class/school to promote peace and tolerance
Social Studies (pp.11-15)	Citizenship	Identify ways of resolving conflicts		This SLO can be modified into: Identify ways of resolving personal conflicts between friends/siblings (active listening, expressing respect for others' opinions, expressing one's feelings and giving feedback without blaming, taking ownership of own actions, taking others' perspective)
Social Studies (pp.11-15)	Economics	Apply economics in daily life like money savings etc.		This SLO can be modified into: Participate in an activity (with fake money and items) to spend and save money
Social Studies (pp.11-15)	Transportation	Explain the importance of road safety/road sense		This SLO can be modified into: Describe ways in which we maintain or break traffic rules, and their consequences

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
Science and Technology (pp. 13-16)	Materials and their properties	Describe some properties of materials (hardness and softness, elasticity and plasticity, toughness and brittleness) List uses of some materials (wood, glass, plastic, iron) based on their properties with examples		Suggest materials for a range of different, every-day problems, for example: 1. If a drain-pipe is clogged, what kind of an object would you need to unclog it? What materials could this object be made of? 2. If you want to carry groceries from the shop to home, what would a good material for that be? 3. If you had a wood, glass, plastic or iron hammer, which one could you use to hammer in some nails? Etc.
Science and Technology (pp. 13-16)	Earth as a living Planet	Identify the environmental factors (temperature, light, water, air and soil) that support life on Earth		Imagine and predict how extreme changes in any of these factors may impact life on earth
Science and Technology (pp. 13-16)	The Sun	Describe the size of the shadow with the position of the sun in the sky		Observe their own shadow for a day (beginning of the day, at the end of school, and in the evening), and recall how it changes based on where the sun is
Science and Technology (pp. 13-16)	Inventors and Inventions	Identify the major objects invented and their inventors (steam engine, electric generator, train, aeroplane, TV, computer)		Imagine your own invention. Think of a problem around you. It could be as simple as “my bag and books are very heavy”, or “sometimes I cannot scratch the middle part of my back”. How can you create an invention to solve this problem?

مضمون	سبق	حاصلاتِ تعلم	زُمرہ بندی	تجاویز
اردو	مہارتِ حیات	روز مرہ بول چال میں حصّہ لے سکے	(IP) Verbal communication	
اردو	مہارتِ حیات	اپنی پسند نہ پسند اور دلچسپیوں کے متعلق بات چیت میں حصّہ لے سکے اور دوسروں کی پسند نہ پسند پر رائے دے سکے	(IP) Verbal communication	دوسروں کی پسند نہ پسند پر احترام کو ملحوظ خاطر رکھتے ہوئے اپنی رائے کا اظہار کر سکے
قومی نصاب، اردو لازمی، ۲۰۰۶ء، اردو، صفحہ ۵۳	معاشرتی مسائل سے آگاہی		(C) Critical thinking and problem-solving	
قومی نصاب، اردو لازمی، ۲۰۰۶ء، اردو، صفحہ ۵۳	اخلاقیات		(IP) Empathy, teamwork and cooperation	
قومی نصاب، اردو لازمی، ۲۰۰۶ء، اردو، صفحہ ۵۳	آداب و معاشرت		(IP) Empathy, teamwork and cooperation	

Grade 4

Note: Suggested themes for chapters in English are common in Grade 3,4 and 5. For their mapping, see the table under Grade 3

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
English (p.69)	Reading and Thinking Skills	Apply critical thinking to interact with text using intensive reading strategies, while reading, to distinguish fact from opinion	C: Critical Thinking Skills	
English (p. 76)	Oral Communication Skills	Demonstrate conventions and dynamics of group oral interaction to agree/disagree politely and express needs and feelings	IP: Verbal Communication, Listening to others	

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
Social Studies (pp. 16-21)	History: the way we were	Construct personal historical narratives using photographs, letters and interviews with family members as sources of information		This SLO can be modified as: Recognize how their own family history is diverse (e.g., how parents/past generations are from different geographical areas)
Social Studies (pp. 16-21)	History: the way we were	Describe major social problems and their solutions (population, poverty, illiteracy)		This SLO can be modified as: Identify and describe social problems that they see around them, and solutions that they can think of
Social Studies (pp. 16-21)	Government, The way we govern ourselves	State the importance of rights of citizens of a country and list important rights and responsibilities of citizens	P: Self-awareness, including awareness of rights	
Social Studies (pp. 16-21)	Culture	Compare the culture of different provinces of Pakistan and identify the ways in which the people of their province are similar and different from each other	IP: Empathy building	To improve equity and reduce perpetuating stereotypes, this SLO can be written as “Identify two things about other cultures that they like, and one element of their own culture that they enjoy/like”

Social Studies (pp. 16-21)	Culture	Identify ways to create peace with special reference to sharing and caring	IP: Negotiation, empathy building, teamwork	This SLO can be modified into: Discuss ways and create rules of the class/school to promote peace and tolerance, such as taking turns, speaking calmly, asking questions, taking other's perspective
Social Studies (pp. 16-21)	Culture	Explain that communication is a way for resolving conflict	IP: Expressing feelings and giving feedback without blaming, receiving feedback	This SLO can be modified into: Practice expressing different opinions with respect and without expressing anger or blaming
Social Studies (pp. 16-21)	Culture	Use problem-solving method to suggest solutions to a personal problem	C: Decision Making and problem-solving skills	
Social Studies (pp. 16-21)	Economics	Explain the cause and effect resulting from economic decisions, with daily life examples	C: Decision-making/problem-solving	

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
Science and Technology (pp.17-20)	Understanding ourselves	Identify major parts of the human body and state their functions		Use low-cost items (straw, balloons, plastic bottle) to understand how organs work (An example is provided at https://www.youtube.com/watch?v=lmy2AXoLZ-4).
Science and Technology (pp.17-20)	Characteristics and needs of living things	Identify factors necessary for both animals and plants to survive (food, sunlight, air, water).		Grow a small plant in your school or classroom as group. Develop hypothesis about what it needs to grow.

Science and Technology (pp.17-20)	Matter and its states	Identify three states of matter with examples Demonstrate and explain how matter changes its state on heating		Discuss (or Perform an experiment to study) the three states of matter using ice, water and steam as an example
	Forces and Machines	Define simple machines by giving examples of commonly used machines		Imagine/Design a machine on paper that can carry out a simple task for you (for example, switch off a light, roll dough into a roti, take your bag up a flight of stairs etc.)
Science and Technology (pp.17-20)	Movements of the Earth	Relate the Earth's spin with the occurrence of day and night		Use a small torch and a ball to demonstrate how the sun's light and the earth's spin cause day and night,as demonstrated in https://letslassothemoon.com/2013/04/15/understanding-night-day/

مضمون	سبق	حاصلات تعلم	زمرہ بندی	تجاویز
قومی نصاب، اردو لازمی، ۲۰۰۶، اردو، صفحہ ۴۶	مہارت حیات	روز مرہ بول چال میں حصہ لے سکے اور ماحول اور معاشرتی واقعات کے بارے میں بات چیت میں حصہ لے سکے	(IP) Verbal communication	
قومی نصاب، اردو لازمی، ۲۰۰۶، اردو صفحہ ۵۵	مہارت حیات	اپنی پسند نہ پسند اور دلچسپیوں کے متعلق بات چیت میں حصہ لے سکے اور دوسروں کی پسند نا پسند پر رائے دے سکے	(IP) Verbal communication	دوسروں کی پسند نا پسند پر احترام کو ملحوظ خاطر رکھتے ہوئے اپنی رائے کا اظہار کر سکے
قومی نصاب، اردو لازمی، ۲۰۰۶، اردو صفحہ ۵۵	خدمات خلق		(IP) Empathy, teamwork and cooperation	
قومی نصاب، اردو لازمی، ۲۰۰۶، اردو صفحہ ۵۵	اچھا شہری		(IP) Empathy, teamwork and cooperation	
قومی نصاب، اردو لازمی، ۲۰۰۶، اردو صفحہ ۵۵	امداد باہمی		(IP) Empathy, teamwork and cooperation	

Grade 5

Note: Suggested themes for chapters in English are common in Grade 3,4 and 5. For their mapping, see the table under Grade 3

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
English (p.86)	Reading and Thinking Skills	Apply critical thinking to interact with text using intensive reading strategies, while reading, to distinguish fact from opinion	C: Critical Thinking Skills	
English (p. 87)	Reading and Thinking Skills	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	C: Critical Thinking Skills	
English (p.93)	Oral Communication Skills	Use appropriate expressions in conversations to express and respond to opinion	IP: Verbal Communication, Listening to others	
English (p. 93)	Oral Communication Skills	Demonstrate conventions and dynamics of group oral interaction agree/disagree politely, express needs and ideas	IP: Verbal Communication, Listening to others	

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
Social Studies (pp.22-27)	History	Construct narratives of key current events in Pakistan & the world using the internet, newspapers and magazines	C: Information-gathering skills	
Social Studies (pp.22-27)	History	Construct narratives of key historical events in Pakistan & the world using literature, newspapers and literature	C: Information-gathering skills	
Social Studies (pp.22-27)	Government	Demonstrate an activity regarding voting in elections, misuse of the vote, lack of civic sense	C: Critical Thinking Skills	
Social Studies (pp.22-27)	Government	Use a problem-solving strategy to suggest ways to solve a national problem	C: Decision-making/problem-solving	
Social Studies (pp.22-27)	Government	Participate in projects designed to help others in their local community	IP: Advocacy Skills, Cooperation and Teamwork	Collectively identify problems in their community and create a campaign to solve them (e.g. enrolling other students

				in school, maltreatment of children, cleaning up the community, WASH promotion)
Social Studies (pp.22-27)	Culture	Recognize and appreciate different values	IP: Empathy building	
Social Studies (pp.22-27)	Culture	Narrate the ways to promote gender equity	C: Critical thinking	This SLO can be modified as: Name ways in which women/girls and men/boys do not have access to the same opportunities to make this more explicit

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
Science and Technology (pp.21-24)	Microorganisms	Identify ways in which microorganisms enter the human body Suggest ways to avoid infections		Identify that open defecation, and contact with contaminated soil and water causes illnesses Create verbal or drawn messages for their community to depict how open defecation leads to illnesses and the importance of washing hands
Science and Technology (pp.21-24)	Matter and changes in its states	Demonstrate and explain the processes that are involved in the change of states (melting, freezing, boiling, evaporation and condensation).		Explain everyday examples of the processes of changing states, for example: melting of ice/butter, freezing of water into ice, boiling of water during making tea or curry, evaporation of water when heated, condensation on your hot milk or tea mug/cup when gas turns into liquid
Science and Technology (pp.21-24)	Forces and machines	<ul style="list-style-type: none"> •Identify lever as a simple machine to lift load easily. •Compare the three kinds of lever with examples (scissors, hammer, pliers, wheelbarrow, tweezers, and tong). 		Create a system of machines (using everyday objects such as threads, small rocks etc.) to demonstrate the use of these machines (wedge, lever, inclined plain, pulley etc.) to move a “load” from one place to another and relate this to how such machines may be helpful in construction

		<ul style="list-style-type: none"> •Recognize inclined plane as simple machine for raising or lowering a load. •Identify wedge as two inclined planes joined together side by side. •Describe the use of wedge 		
Science and Technology (pp.21-24)	Light	Investigate that light travels in a straight line		Carry out an open-ended investigation using cards with punched holes and a torch to investigate if light travels in a straight line. Let students create their own hypotheses and draw their own conclusions
Science and Technology (pp.21-24)	Technical activities	Operate mobile phone for audio video recording		<p>Add/Replace the given SLO with:</p> <p>Understand that the internet has many resources for them to get questions about the world answered.</p> <p>Use Google (www.google.com) to search for scientific experiments for young learners (using simple search terms such as “How does a pulley work?”)</p>

تجاویز	زُمرہ بندی	حاصلاتِ تعلیم	سبق	مضمون
	(IP) Verbal communication	روز مرہ بول چال میں حصّہ لے سکے اور ماحول اور معاشرتی واقعات کے بارے میں بات چیت میں حصّہ لے سکے	مہارتِ حیات	قومی نصاب، اردو لازمی، ۲۰۰۶، اردو صفحہ ۴۷
	(IP) Empathy, teamwork and cooperation		خدماتِ خلق	قومی نصاب، اردو لازمی، ۲۰۰۶، اردو صفحہ ۵۹
	(P) Goal Setting		مختلف پیشوں کے متعلق معلومات	قومی نصاب، اردو لازمی، ۲۰۰۶، اردو صفحہ ۵۹

Grade 6

Note: Suggested themes for chapters in English are common in Grade 6,7 and 8. For their mapping, see the table under Grade 6

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
English (pp.19-20)	Reading and Thinking Skills	Apply critical thinking to interact with text using intensive reading strategies, while reading, to distinguish fact from opinion	C: Critical Thinking Skills	
English (pp. 19-20)	Reading and Thinking Skills	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	C: Critical Thinking Skills	
English (pp.28-29)	Oral Communication Skills	Use appropriate expressions in conversations to express and respond to opinion	IP: Verbal Communication, Listening to others	
English (pp.28-20)	Oral Communication Skills	Demonstrate conventions and dynamics of group oral interaction agree/disagree politely, express needs and ideas	IP: Verbal Communication, Listening to others	
English (pp.84-87)	Ethics and Values	Helping others	IP: Empathy	
English (pp.84-87)	Ethics and Values	Patience	P: Controlling emotions	

English (pp.84-87)	Ethics and Values	Tolerance	IP: Empathy	
English (pp.84-87)	Ethics and Values	Self-discipline	P: Self-awareness, self-monitoring	
English (pp.84-87)	Ethics and Values	Interfaith Harmony	IP: Empathy building	
English (pp.84-87)	Peaceful coexistence	Awareness of, and empathy with special persons	IP: Empathy building	
English (pp.84-87)	Peaceful coexistence	Sharing and appreciating ideas/feeling emotions of others	IP: Cooperation and Teamwork	
English (pp.84-87)	Education and Employment (Careers and Occupations)	Exploring educational opportunities	P: Setting goals	
English (pp.84-87)	Life Skills Education	Learning self-organization through identifying, prioritizing and following schedules	P: Time management, setting goals	
English (pp.84-87)	Life Skills Education	Money Management, Budgeting, Giving Charity	P: Setting goals	
English (pp.84-87)	Life Skills Education	Communication and Collaboration	IP: Teamwork	

مضمون	مہارت / سبق	حاصلاتِ تعلم	زُمرہ بندی	تجاویز
اردو نصاب ۲۰۱۸، اردو، صفحہ ۱۰	بولنا	کسی موضوع کے بارے میں اپنی معلومات بیان کر سکے	(IP) Verbal communication	
اردو نصاب ۲۰۱۸، اردو صفحہ نمبر ۱۴،	تقریر	کسی بھی اخلاقی، معاشرتی یا قومی موضوع پر خیالات درست لہجے کے ساتھ اپنی کلاس میں کر سکے	(IP) Verbal communication	
اردو نصاب ۲۰۱۸، اردو صفحہ نمبر ۱۹	مہارت حیات	روز مرہ زندگی میں پیش آنے والے مسائل اور واقعات پر اپنی معلومات مشاہدات اور تجربات کے مطابق بات کر سکے اور اپنی رائے دے سکے اپنی ذات اور ماحول سے مطلق مسائل و امور کے حوالے سے متعلقہ افسران و افراد کے نام درخواست اور خط وغیرہ تحریر کر سکے	(IP) Communication	
اردو نصاب ۲۰۱۸، صفحہ ۲۱ اور ۲۲	مجوزہ عنوانات	برداشت / رواداری معاشرے میں موجود مختلف طبقات اور مختلف مذہب کے حوالے سے	(IP): Empathy	
صفحہ ۲۱ اور ۲۲ اردو نصاب ۲۰۱۸،	مجوزہ عنوانات	تحریک پاکستان میں خواتین کا حصہ جدوجہد آزادی میں شامل کسی ایک یا زائد نامور خواتین کے کارہائے نمایاں کو اس	(IP): Empathy building (P): Building confidence and self-esteem	

		انداز میں بیان کیا جائے کہ اس سے جذبہ حب الوطنی کو فروغ ملے اور خواتین کو عملی زندگی کے ہر شعبے میں مثبت شمولیت کی ترغیب ملے		
	(P): Self-awareness, including awareness of rights (IP): Empathy building	تحفظ اطفال	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۱ اور ۲۲
	(P): Taking ownership	قدرتی آفات اور ان کا مقابلہ	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۱ اور ۲۲
	(C): Decision- making and critical thinking	کریپشن کا خاتمہ	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۱ اور ۲۲

Grade 7

Note: Suggested themes for chapters in English are common in Grade 6,7 and 8. For their mapping, see the table under Grade 6

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
English (pp.37-39)	Reading and Thinking Skills	Use critical thinking to respond to the text (post-reading) to share your own feelings by applying world knowledge/opinions to the text and explore causes and consequences of a problem to propose various solutions	C: Critical Thinking	
English (pp.37-39)	Reading and Thinking Skills	Analyze information in a variety of tables, flow charts or diagrams to describe processes, cause and effect relationships through guided writing tasks.	C: Problem-solving	
English (pp.48-50)	Oral Communication Skills	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	IP: Empathy, Verbal communication	

مضمون	مہارت / سبق	حاصلاتِ تعلم	زُمرہ بندی	تجاویز
اردو نصاب ۲۰۱۸، اردو، صفحہ ۱۰	بولنا	کسی موضوع کے بارے میں اپنی معلومات بیان کر سکے	(IP) Verbal communication	
اردو نصاب ۲۰۱۸، اردو صفحہ نمبر ۱۴،	تقریر	کسی بھی اخلاقی، معاشرتی یا قومی موضوع پر خیالات درست لہجے کے ساتھ اپنی کلاس میں کر سکے	(IP) Verbal communication	
اردو نصاب ۲۰۱۸، اردو صفحہ نمبر ۱۹	مہارت حیات	روز مرہ زندگی میں پیش آنے والے مسائل اور واقعات پر اپنی معلومات مشاہدات اور تجربات کے مطابق بات کر سکے اور اپنی رائے دے سکے اپنی ذات اور ماحول سے مطلق مسائل و امور کے حوالے سے متعلقہ افسران و افراد کے نام درخواست اور خط وغیرہ تحریر کر سکے	(IP) Communication	
اردو نصاب ۲۰۱۸، صفحہ ۲۵ اور ۲۶	مجوزہ عنوانات	برد لچک، بین المذہبی ہم آہنگی	(IP): Empathy	
اردو نصاب ۲۰۱۸، صفحہ ۲۵ اور ۲۶	مجوزہ عنوانات	قومی ترقی میں خواتین کا کردار	(IP): Empathy building (P): Building confidence and self-esteem	

	(P): Self-awareness, including awareness of rights (P): Taking ownership	محنت	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۵ اور ۲۶
	(P): Taking ownership	ہنگامی صورت حال کا سامنا	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۵ اور ۲۶
	(P): Taking ownership	ٹیکس ادا سنگی کا شعور	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۵ اور ۲۶
	(C): Decision-making and critical thinking (P) Taking ownership	کرپشن کا خاتمہ	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۵ اور ۲۶

Grade 8

Note: Suggested themes for chapters in English are common in Grade 6,7 and 8. For their mapping, see the table under Grade 6

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
English (pp.59-60)	Reading and Thinking Skills	Apply critical thinking while reading to distinguish fact from opinion	C: Critical thinking and decision-making skills	
English (p.61)	Reading and Thinking Skills	Analyze information in a flow chart or diagram to describe procedures and processes, make comparisons, show cause and effect relations in a brief written report.	C: Problem-solving/Critical thinking skills	
English (p.72)	Oral Communication Skills	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	IP: Empathy & Verbal Communication	

تجاویز	زمرہ بندی	حاصلاتِ تعلم	مہارت / سبق	مضمون
	(IP) Verbal communication	کسی موضوع کے بارے میں اپنی معلومات بیان کر سکے	بولنا	اردو نصاب ۲۰۱۸، اردو، صفحہ ۱۰
	(IP) Verbal communication	کسی بھی اخلاقی، معاشرتی یا قومی موضوع پر خیالات درست لہجے کے ساتھ اپنی کلاس میں کر سکے	تقریر	اردو نصاب ۲۰۱۸، اردو صفحہ نمبر ۱۴،
	(IP) Communication	روز مرہ زندگی میں پیش آنے والے مسائل اور واقعات پر اپنی معلومات مشاہدات اور تجربات کے مطابق بات کر سکے اور اپنی رائے دے سکے اپنی ذات اور ماحول سے مطلق مسائل و امور کے حوالے سے متعلقہ افسران و افراد کے نام درخواست اور خط وغیرہ تحریر کر سکے	مہارت حیات	اردو نصاب ۲۰۱۸، اردو صفحہ نمبر ۱۹
	(IP): Empathy	احترام انسانیت	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۹ اور ۳۰
	(P) Taking ownership	ابتدائی طبی مدد/ شہری دفاع	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۹ اور ۳۰
	(P) Taking ownership	ہنگامی صورت حال کا مقابلہ، دہشت گردی کے حوالے سے	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۹ اور ۳۰
	(C): Decision-making and critical thinking (P) Taking ownership	کریشن کا خاتمہ	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۹ اور ۳۰
	(IP): Empathy building (P): Building confidence and self-esteem	خواتین کا حقوق اور اختیارات	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، صفحہ ۲۹ اور ۳۰

Grade 9 & 10

Note: Suggested themes for chapters in English are common in Grade 9 & 10.

Subject	Unit/Section	SLO or Theme	Classification	Suggested Modification
English (pp.46-47)	Ethics and Values	Tolerance	IP: Empathy	
English (pp.46-47)	Ethics and Values	Self-discipline	P: Self- awareness, setting goals	
English (pp.46-47)	Ethics and Values	Respecting self and others	P: Self- awareness and IP: Empathy building	
English (pp.46-47)	Peaceful co- existence	Interfaith Harmony	IP: Empathy building	This theme can be made more explicit as Students can observe and practice ways to understand the roles of the aggressor, victims and bystanders
English (pp.46-47)	Population Education	Impact of population growth on the environment, health and nutrition	C: Evaluating future consequences of present actions	This theme can also be made more relevant by reframing as Understand that population/family planning has benefits for the mother and child, the household and the community
English (pp.46-47)	Education and Employment	Understanding careers and occupations	P: Setting goals	Can be made more explicit as

				Students will research and share what kind of further study or work options are available to them
English (pp.46-47)	Education and Employment	Equal opportunity for boys and girls		<p>This theme can be made more advanced, and replaced with equal opportunities for all genders; attitudes of equality, and ending authoritarian practices and routine violence against women or transgenders</p> <p>Students will identify examples of mental and physical violence against women and transgender individuals from the media</p> <p>Students will analyse their own stereotypes or beliefs that support attitudes and practices of violence against women or transgenders</p>
English (pp.46-47)	Health, Safety and Drug Education	Practice and promotion of physical and mental well-being		<p>This theme can be re-framed as Reflect, and identify causes of personal distress in their lives, and the lives of their siblings/friends</p> <p>Discuss ways to cope with these stressful/aggressive relationships</p>
English (pp.46-47)	Health, Safety and Drug Education	Learning to say no	P: Coping with abuse	

English (pp.46-47)	Health, Safety and Drug Education	Recognition of problems related to drugs, tobacco, intoxicants		This theme can be reframed as Analysis of advertisements directed toward young people to sell them tobacco products Developing and disseminating counter- messages to discourage smoking Discuss ways of responding to peer pressure to smoke, and ways of providing support to help a peer quit
English (pp.46-47)	Life Skills Education	Dealing with change		This could be made more explicit Planning and dealing with expected changes of the next 2 to 5 years. (Studying/Adolescence/Working/Marria ge/other)
English (pp.46-47)	Life Skills Education	Understanding motivation		Could be made more explicit. Reflect/Evaluate sources of intrinsic and extrinsic motivation in their lives. Identify how they react to each.
English (pp.23)	Reading and Thinking Skills	Respond orally and in writing to the text by giving your personal opinion (post-reading) to: give an opinion and justify stance related to viewpoints / ideas and issues in the text read. relate text to personal feelings and experiences. explore causes and consequences of a problem or an issue and propose various solutions.	IP: Verbal communication	
English (p.27)	Writing	Write an essay on a general subject providing key ideas which prove, explain or support the main idea	C: Gather information	

English (p.28)	Writing	Write an argumentative essay on a given topic by supporting your ideas with facts and opinion, supporting arguments through your logical research	IP: Negotiation Skills	
English (p.33)	Oral Communication Skills	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	IP: Negotiation, Verbal Communication	
English (p.33)	Oral Communication Skills	Create and deliver simple group presentations: negotiate verbally to identify roles, present and explain one's point of view clearly, exhibit etiquette of interacting with the audience	IP: Cooperation and Teamwork	

تجاویز	زمرہ بندی	حاصلاتِ تعلیم	مہارت / سبق	مضمون
	(P) Taking ownership	دہشت گردی کا مقابلہ	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، اردو، صفحہ ۲۲
	(IP) Negotiation and Refusal Skills (P) Self-awareness and self-confidence	تعلیم آبادیات	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، اردو صفحہ نمبر ۲۵
	(P) Taking ownership	تحفظ اطفال	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، اردو صفحہ نمبر ۲۶، ۲۵
	(IP) Negotiation and Refusal Skills	منشیات کے مہلک نقصانات	مجوزہ عنوانات	اردو نصاب ۲۰۱۸، اردو صفحہ نمبر ۲۶، ۲۵

Mapping and recommendations for the textbooks

This section of the report describes the results from analysis of the textbooks for the following compulsory subjects: English (Grades 1-10) , Urdu (Grades 1-10), General Knowledge (Grade 1-3), Social Studies (Grades 4 & 5), General Science (Grades 4-8), History (6-8) and Pakistan Studies (8-10). In the tables below, the first column represents the subject, the second references the chapter in the textbook, the third column indicates the classification of each assessment activity or subject content of the chapter, and the final column makes recommendations to modify the chapter content or end-of-chapter exercises to enable better, more intensive instruction of life skills.

Grade 1

Subject	Chapter	Classification	Suggested Modification (if any)
English	Body parts (p.76)		Content can be modified to include awareness of “safe distance”, “good touch/bad touch” and area between chest and knees as “private”. An example is given below https://www.youtube.com/watch?v=c7aESb0drUs
General Knowledge	My Introduction (p. 13)		Potential expansion here: Explain orally some things that you notice about yourself: What makes you happy, sad, angry? Identify expressions and big emotions, allowing children to name emotions that they feel and how things like coloring, taking time away etc. can help handle these emotions (https://childhood101.com/helping-children-manage-big-emotions/) https://www.youtube.com/watch?v=QT6FdhKriB8
General Knowledge	My Body (p.17)		Concept of safe distance, and “Saying No” if someone breaches your safe distance
General Knowledge	My Family (p.21)		Introduction to the concept of “trusted adult” (a parent, older sibling or uncle/aunty), one who

			does not make you feel ashamed, or do things that make you feel uncomfortable
General Knowledge	Games (p. 27)		Identify and name feelings when you're playing a game: before, in-between, after. In case you're winning and losing Have students develop a set of rules collaboratively to play a game
General Knowledge	School (p.29) Tell the students about classroom manners		Create a set of rules for the classroom with the help of students (preferably visually represented). Add to this whenever you create a new rule, or a student proposes a new rule and refer to it to make routines of care in class
General Knowledge	Plants and Animals (p.50)		Have children imagine and orally narrate a day in the life of a stray dog, cat or a horse/donkey/bull, or a plant. Have them take the perspective of the animal or plant and narrate their feelings and thoughts to build empathy for

مضمون	سبق	زمرہ بندی	تجاویز
اردو	لفظ مکمل کریں، صفحہ نمبر ۶۵		اس سبق میں تحفظ اطفال کی مناسبت سے بچوں کو اپنے جسم کی حفاظت کے متعلق بتایا جا سکتا ہے: مثلاً چھاتی اور گھٹنوں کے درمیانی حصے پر صرف امی ابو، انکی موجودگی میں کوئی بڑا مثلاً ڈاکٹر نرس یا امی ابو کی اجازت کے ساتھ ہی صرف کوئی آپ کو چھو سکتا ہے۔ اگر آپ کو کوئی اس طرح ہاتھ لگائے جس سے آپ کو اچھا محسوس نہ ہو، یا شرم آئے تو فوراً اپنے امی ابو یا کسی بااعتماد بڑے کو بتائیں
اردو	امی کو کیا ہوا؟ صفحہ ۸۶	(P) Taking responsibility	مشقی سوالوں میں ایک سوال کا اضافہ کر دیا جائے: آپ اپنے کون کون سے کام خود کر سکتے ہیں؟ نیز بااعتماد بڑے، یعنی ایسے لوگ جو عمر میں آپ سے بڑے ہوں، اور آپ کو ان پر بھروسہ ہو، کا تعارف کروایا جا سکتا ہے۔
اردو	پیا سا کوا		سوچنے سمجھنے اور پرابلم سولونگی صلاحیت پیدا کرنے کے لئے مشقی سوال "اگر آپ کوے کی جگہ ہوتے تو کیا کرتے؟" کا اضافہ کیا جائے
اردو	قلبی کیسے کھاؤں؟		زبانی مشقی سوال کا اضافہ "اپنی روزمرہ زندگی میں سے کوئی ایسی مثال دیں جس میں آپ نے کوئی غلط کام کرنے کے بارے میں سوچا ہو یا کوئی غلط کام کیا ہو۔ کیا اس کام کو کرنے کا کوئی اور طریقہ تھا؟ اس کہانی میں بچے نے آخر کار کیا کیا؟ اگر آپ اس کی جگہ ہوتے تو کیا کرتے؟
اردو	ہم پاکستان کے لئے کیا کریں گے؟	(P) Goal Setting	
اردو	سیدھے گھر آنا	(P) Self confidence	

Grade 2

Subject	Chapter	Classification	Suggested Modification (if any)
English	Personal Hygiene (p.106)		The topic and sub-topic (cleaning nits and lice) is age appropriate and relevant. However, the following additional aspects can be incorporated 1. Personal: Taking responsibility for one's own cleanliness 2. Interpersonal: Empathy, not making fun of others who have diseases or parasites
English	Keeping our environment clean (p.111) "Why is it not good to write on walls" and "where should you throw trash"	C: Critical thinking and information gathering	There is potential to link this question with negative wall-chalking that students have seen around their village, town or city
English	National Pride (p.114) "Tell your teacher what you like about Pakistan"		Potential to add critical thinking "Tell us three things about Pakistan that you could make better/You wish were different"
General Knowledge	Religious Festivals (p.15) Description of Diwali, Baisakhi and Holi	IP: Empathy Building	
General Knowledge	Neat and Clean Environment (p.30) The teacher should arrange a cleanliness week along with children	P: Taking ownership	

General Knowledge	The Government (p.38)	P: Awareness of rights	
General Knowledge	Conservation of Natural Resources (p.55) How is water wasted in homes? How can we save water from wastage?	C: Critical thinking P: Taking ownership	
General Knowledge	Helping Others (p.57)	IP: Empathy	End-of-chapter 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?
General Knowledge	Forgiveness and Forgiving Others (p.59)	IP: Expressing feelings without blaming	End-of-chapter activity to express without blaming can be added to build conflict resolution and interpersonal communication skills. An example of such an activity is available at the following link, and can be adapted to the local context https://media.centervention.com/pdf/GRIN-Communication-Arguing-Scarab-Beetles.pdf

مضمون	سبق	زمرہ بندی	تجاویز
اردو	پیل کے ننھے دوست، صفحہ نمبر ۵۸		جذبہ فرض شناسی اور ہمدردی پیدا کرنے کے لئے مشقی سوال کا اضافہ کیا جاسکتا ہے: زبانی جواب دیں: تصور کریں کہ آپ پیل کا درخت ہیں۔ اس کہانی میں آپ کیا محسوس کرتے ہیں؟
اردو	اب کیا کروں؟ صفحہ نمبر ۶۹	(P) Self confidence	تحفظ اطفال کی مناسبت سے: اگر آپ سے کوئی غلطی ہو جائے تو امی ابو کو بتانا کیوں ضروری ہے؟ اگر کوئی آپ سے کہے کہ وہ آپکی کوئی غلطی امی ابو کو بتادے گا، اور آپ سے کوئی اور برا کام کروائے یا کروانے کی کوشش کرے، تو آپ کو کیا کرنا چاہیے؟
اردو	وطن کی محبت، صفحہ ۸۱		زبانی مشقی سوال کا اضافہ: اس کہانی میں ٹلٹ چیکر نے بڑھیا کو کہا کہ ٹلٹ نہ کاٹنے سے پاکستان کو نقصان ہو گا۔ پاکستان کو اور کس کس طرح نقصان پہنچ سکتا ہے؟ مثالیں دیں۔ آپ پاکستان کو نقصان سے کیسے بچا سکتے ہیں؟
اردو	باغبانی صفحہ ۸۷		بچوں نے خود باغ لگایا۔ اگر آپ اور آپکے ہم جماعت ایک باغ لگائیں، تو اس کے لئے آپ کو کیا کیا کرنا ہو گا؟ مثلاً مٹی لانا، گودھی کرنا، پانی دینا۔ اس سب کا ایک شیڈول بنائیں
اردو	پاکستان کا تحفہ، صفحہ ۹۷	(P) Decision making and critical thinking	
اردو	جیت، صفحہ ۱۰۲		مشق میں بچوں کے ساتھ ایک ایکٹیویٹی کی جا سکتی ہے: جیت اور ہار پر ابھرنے والے جذبات اور احساسات کو نام دیں، مثلاً "غصہ آنا، دوستوں پر الزام لگانا، چلانے کا دل چاہنا"۔ یہ سب احساسات قدرتی ہیں، لیکن ان پر قابو پایا جاسکتا ہے۔

(https://childhood101.com/helping-children-manage-big-emotions/)			
مندرجہ بالا لنک پر اس ایکٹیویٹی کو کروانے کے لئے موزوں ہدایات موجود ہیں			
مشق میں سوال کا اضافہ: تصور کریں کہ آپ چچا اسلم، یا محسن، یا خالہ سکینہ ہیں: اس کہانی کو اپنے زاویے سے سنائیں۔ ہر موڑ پر بتائیں کہ آپ کو کیسا محسوس ہوا؟	(IP) Empathy	عیدی، صفحہ ۱۰۷	اردو
مختلف زاویوں سے بات کو سمجھنے کی صلاحیت ابھرنے کے لئے بچوں سے کہیں کہ وہ بچے اور مرغی کے شکوے کو اپنے الفاظ میں بیان کریں		مرغا اور بچا، صفحہ ۱۱۷	اردو
دوسروں کی خوبیوں سے شناسائی اور ان کے اعتراف کے لئے بچوں سے اپنے کسی ہم جماعت کی کسی خوبی کے متعلق باقی بچوں کو بتائیں۔ اس ایکٹیویٹی کا اضافہ مشق میں کیا جاسکتا ہے، اور جگنو کی مدد سے بھی اس کا تعلق بنایا جاسکتا ہے۔		ہمدردی، ۱۲۶	اردو
مشقی سوال: آمنہ کے گاؤں میں لڑکیوں کا سکول کیوں نہیں تھا؟ کیا آپ کے گاؤں یا شہر میں لڑکیوں اور لڑکوں کو تعلیم حاصل کرنے کے یکساں (ایک جیسے) مواقع ملتے ہیں؟ کیوں یا کیوں نہیں؟		آمنہ کا نیا اسکول، صفحہ ۱۲۹	اردو
بچوں کو ذاتی اہداف مقرر کرنے میں مدد کریں: آج، یا اس ہفتے آپ کیا کریں گے؟ فرست بنائیں		میں چھوٹا سا اک لڑکا ہوں، صفحہ ۱۴۱	اردو
تصویر میں رنگ اور مذہب کو آپس میں منسلک کیا گیا ہے، جو کہ نامناسب ہے، یعنی گہری رنگت کے بچے کو "جوزف"، یعنی مسیحی برادری سے دکھایا گیا ہے۔ "کالی" رنگت کے متعلق بات کو ختم کیا جائے، کیونکہ اس سے بچوں کو رنگت کے ایسے معیار سے متعارف کروایا جا رہا ہے جو کہ ہمارے خطے میں عام نہیں، اور اس سے رنگ کی بنیاد پر تعصب پھیلنے کا خدشہ ہے		آؤ مل جل کر رہیں، صفحہ ۱۵۵	اردو

Grade 3

Subject	Chapter	Classification	Suggested Modification (if any)
English	Helping others (p.43) Q6. What would you do if someone gets lost?	P: Coping with loss, abuse, trauma	What are helpful ways to cope with losing a friend, or you getting lost somewhere? What things should you know and do/not do? 1. Know your name, your father's name, the name of your village, town, or locality within a city 2. Go to the nearest public place such as a school, hospital, police station or office if you see one. Tell someone about your family and that you're lost 3. If you see a guard, traffic policeman or policeman, immediately go up to them
English	Respect for elders (p.51)	IP: Empathy building	
English	Self, People and Places Activity 3: Provinces of Pakistan (p.63), "Which dresses do you like the most?"	IP: Empathy building	Oral discussion on why students like a certain regional dress, what they believe about students from that province or region. How are they alike? Dissimilar?
English	Self, People and Places Activity 3: Who do I want to be? (p.64)	P: Setting goals	
English	How to Stay Safe	IP: Negotiation or Refusal Skills	Provide a few words or 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,

	Activity 1, Q6 “If you were Ali, would you talk to the stranger?”		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
English	Gender Equality (p.85)		The content of the lesson in the textbook does not directly address equality of genders. Instead, it seems to be a chapter on helping younger siblings/showing tolerance. It would be more helpful if the content of the chapter is modified to advocate for both boys and girls to go to school
English	Gender Equality, Activity 2, “Saying Sorry”	IP: Expressing feelings without blaming P: Dealing with anger, anxiety, loss	Creating more depth by making this into an oral practice activity between students is more beneficial for developing the targeted skills
English	Doing your own work (p.104)	P: Taking responsibility	
English	Nature Activity 4, Expressing feelings (p.115)	P: Self awareness	Identify expressions and big emotions, allowing children to name emotions that they feel and how things like coloring, taking time away etc. can help handle these emotions (https://childhood101.com/helping-children-manage-big-emotions/) https://www.youtube.com/watch?v=QT6FdhKriB8
English	Crisis Awareness Activity 1, Q.7. “How would you help a friend at school who is not well?” (p.121)	IP: Empathy, Teamwork and Cooperation	

English	Keeping the environment clean (p.128)	IP: Empathy building	
English	Manners Activity 2, Expressing Opinions (p.137)	IP: Expressing opinions and feelings	
English	Famous personalities, Hellen Keller (p.141)		Oral discussion: Pretend you have a disability (children can choose from a range of disabilities to help them visualize the problems faced by PWDs). What challenges would you encounter as you go about your day?
General Knowledge	Conservation of Natural Resources (p.23)		Ask students to estimate the amount of water they use in a day, a week, a month? How can they reduce the usage of water?
General Knowledge	What do I want to be? Activity 3 (p.31), “every student may be asked to tell what he wants to be in the future, and why?”	P: Setting goals	
General Knowledge	Inventors and Inventions (p.40)		Students can be asked to design a simple device, for example a machine that scratches your back, or a machine that keeps stirring a pot. Encourage them to name and describe their “invention” to the class
General Knowledge	Tools and Machines	C: Critical Thinking	

	Activity 1 (p.43)		
General Knowledge	<p>Back Cover (Supplementary messages)</p> <p>“I do not take things from strangers, because my parents buy me everything”</p>	IP: Refusal Skills	“My parents buy me things I need. Even if a stranger offers me nicer things, I won’t take it from them”

مضمون	سبق	زمرہ بندی	تجاویز
اردو	دوسری چادر، صفحہ ۴۷		اضافی سوال: سوچنے سمجھنے کی مہارت کو ابھارنے کے لئے بچوں سے پوچھیں کہ اگر وہ اس مسجد میں موجود ہوتے، تو کیا خلیفہ سے سوال کرتے؟ کسی حکمران سے سوال کرنا کیسا عمل ہے؟ کیا یہ آپ کا حق ہے؟
اردو	سچا سلطان، صفحہ ۶۳		مشق میں سوچ بچار کے لئے اضافی سوال: امتحانات میں کبھی کبھی آپ ایسا ہوتا ہے کہ آپ کو سوال کا جواب نہیں آتا۔ ایسی صورت میں آپ کیا کرتے ہیں؟ اگر کوئی بھی ٹیچر آپ کو نہ دیکھ رہا ہو، تو آپ کیا کریں گے؟ جماعت میں بحث کروائیں۔
اردو	کبڈی، صفحہ ۷۳		بچوں سے ذاتی اہداف کی نشاندہی کروانے کے مقصد سے ایک سوال کا اضافہ: اگر آپ کسی کھیل کے کھلاڑی بننا چاہتے / چاہتی ہیں، تو آپ کو اس کے لیے کیا کیا کرنا ہو گا؟ خاکے کی مدد سے سب دوستوں اور ہم جماعتوں کو اپنا پلان سمجھائیں
اردو	چین، صفحہ ۸۲		چینی اور ہم میں شکل و صورت، عادات اور تہواروں وغیرہ کے اعتبار سے کیا فرق ہیں؟ آپ کسی اور ملک یا قوم کے لوگوں کے متعلق کوئی اچھی بات اپنے ہم جماعتوں کو بتائیں
اردو	صفائی، صفحہ ۸۷		لیٹرین کیوں ضروری ہے؟ کیا آپ کے گھر، گلی، محلے میں ہر کسی کے پاس لیٹرین ہے؟
اردو	ہم ایک ہیں، صفحہ نمبر ۹۵		اضافی سوال: ایک ہونے کے لئے ایک جیسا ہونا ضروری نہیں۔ آپ اپنے والدین یا نانا نانی / دادا دادی سے ان کے بڑوں کے بارے میں پوچھ کر اپنے خاندان کا میپ بنائیں۔ اس سے آپ دوسرے صوبوں اور ملکوں میں اپنے تعلق دریافت کر سکیں گے

اضافی سوال: اس سبق میں آپ نے پرچم کا احترام سیکھا۔ آپ اور آپ کے دوست ہمارے وطن پاکستان کا احترام اور کس طریقے سے کر سکتے ہیں؟		احترام کریں، صفحہ ۱۱۰	اردو
اضافی سرگرمی: بچوں سے کہیں کہ اپنے ہم جماعت کسی بھی بچے کے متعلق کوئی مثبت بات / کسی صلاحیت کا ذکر اپنی جماعت میں کریں۔ اس طرح ہر کسی کی منفرد صلاحیتوں کا احترام پیدا ہو گا		پہاڑ اور گلہری، صفحہ ۱۱۵	اردو
زبانی یا تحریری مشق: تصور کریں کہ آپ دیبا یا سارا میں سے کوئی ایک ہیں۔ اسی کہانی کو اپنے زاویے سے بتائیں، خاص طور پر اپنے احساسات اور جذبات کے بارے میں بتائیں۔		سچی خوشی، صفحہ ۱۱۹	اردو
ہونے گرد و نواح میں فلاحی مراکز کے نام اور رابطے کے طریقوں کی فہرست بنائیں، مثلاً ہسپتال، یتیم خانے،		ایدھی صاحب سے ملاقات، صفحہ ۱۲۳	اردو
دوسرے خاکے میں بچہ ناچنا نہیں چاہ رہا لیکن بہن بھائی اسے مجبور کر رہے ہیں۔ یہ بچوں کو ایک منفی پیغام بھی دے سکتا ہے، جب کہ زیادہ مناسب پیغام یہ ہے کہ بچوں کو شرم کرنے کا حق ہے، اگر ان کو کوئی کام پسند نہ ہو، تو وہ "نہ" کہہ سکتے ہیں، اور انھیں کوئی مجبور نہیں کر سکتا		چلو میلہ دیکھیں، صفحہ ۱۳۴	اردو

Grade 4

Subject	Chapter	Classification	Suggested Modification (if any)
English	Scary Uncle Sajid, Vocabulary (p.51), “Match the correct emotion to the face”	IP: Expressing one’s feelings P: Self awareness	Further potential to build 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.
English	Mariam’s tenth birthday (p.59-61)	IP: Expressing feelings without blaming, P: Skills for managing stress, positive thinking	
English	The Silver Knitting Needles Activity 5, Creative Writing (p.88), “Do you think it is always easy to be honest? Discuss with an example from your life”	P: Self evaluation	
English	The Science Summer Camp, Activity 5: Creative Writing (p.113), “It is important to be able to put ourselves in someone else’s shoes. Imagine you are Sameer. Think of 2 reasons your mother should let Neelam go to the Science Summer Camp”	IP: Empathy Building	
English	Celebrating Eid-UI-Azha,	C: Critical thinking and decision making	

	<p>Oral Communication, Agreeing and Disagreeing with Opinions</p> <p>Class Activity: Debating if homework is good for students (p.122)</p>		
English	<p>Street Safety Tips, Creative Writing,</p> <p>“Imagine you are walking on the street. An unknown man sitting under a tree... What should be the safest way to respond to this situation?” (p.137)</p>	IP: Negotiation/Refusal Skills	
English	<p>The Magic Pencil</p> <p>Creative Writing,</p> <p>“What are two advantages and disadvantages of the use of technology?” (p.146)</p>	C: Critical Thinking Skills	
Social Studies	<p>Government, The Way We govern ourselves</p> <p>Activity, Students to make their own assembly through election (p.48)</p>	IP: Negotiation and Refusal Skills	<p>This activity can be elaborated into a week-long simulation in which</p> <ol style="list-style-type: none"> 1. Children (Citizens) “vote” for their representatives (Election Day) 2. The elected representatives enforce an unpopular decision that the citizens dislike, such as keeping 10 candies for themselves and giving only 2 candies to citizens

			<p>3. The citizens express their disapproval (public debate) and hold their representatives accountable</p> <p>4. Citizens have a chance to re-elect the same representatives or others</p>
Social Studies	Economics: The Choices We Make (p.56)		<p>Decision-making skills can be built through having children make simple economic choices through practical simulations. A few examples of financial literacy and economics lessons about scarcity, opportunity cost and costs and benefits of decision making are given below. These can be adapted to a local context and used to teach financial literacy and management</p> <p>https://econedlink.org/wp-content/uploads/2019/04/Lunch-Box-Scarcity-Mystery.pdf</p> <p>https://www.econedlink.org/resources/ev-ery-penny-counts/</p> <p>https://www.econedlink.org/resources/ev-eryday-opportunities/</p> <p>https://www.econedlink.org/resources/scarcity-and-resources/</p>
Social Studies	Culture: The Way of Living Together (p.58)	IP: Teamwork and Cooperation	<p>Instead of the description of peaceful problem solving, students can be provided with tools to solve their conflicts peacefully, such as the “Wheel of Choice”, Role Play, What’s the Solution and Peace maker promise provided on the link below</p>

			https://proudtobeprimary.com/conflict-resolution-activities/
General Science	Understanding Ourselves Activity 1.5: Making a simple model of the lungs using straws and balloons (p.6)	C: Critical Thinking and Observation	
General Science	Understanding Ourselves Safety Precautions against Dengue (p.9)		This content can be used to build (IP) Advocacy Skills. Students can be asked to develop visual information material about dengue and present it in school and to parents
General Science	Characteristics and Needs of Living Things Activity 2.1: Observing the effect of water on a plant (p.15) Activity 2.3: Observing that non-living things cannot grow (p.17)	C: Critical thinking and observation	
General Science	Living things and their environment (p.46)		A “project” or critical thinking task can be introduced in which children evaluate if an unknown animal’s environment is suitable for them, and make changes to understand optimal conditions for that animal https://www.nationsreportcard.gov/tel/tasks/iguana/ Alternately, students can create their own animal offline or using the tool https://switchzoo.com/zoo.htm on the school tablet in groups to create a new animal who can (1) save themselves

			from prey (2) eats certain types of food (3) Can run fast etc.
General Science	Matter and Its States Activity 5.3 (p.50), Solids having fixed volumes and shapes Activity 5.4,5.5 (p.51), Liquids having a fixed volume but not a fixed shape Activity 5.6-5.10 Properties of gases, liquids and solids	C: Critical Thinking, Information Gathering and Observation Skills	
General Science	Forces and Machines Activity 7.3-7.5 (p.75)	C: Critical thinking and information gathering, observation	
General Science	Introduction to sound Activity 8.4 and 8.5 (p.86)	C: Critical Thinking and Information Gathering, observation	
General Science	Investigating Electricity and Magnetism Activity 9.1-9.6 (p.94-98)	C: Critical thinking and information gathering, observation	
General Science	Movements of the Earth Activity 10.1-10.4 (p. 103-107)	C: Critical Thinking, Information Gathering and Observation	

مضمون	سبق	زمرہ بندی	تجاویز
اردو	پزندے کی فریاد، صفحہ ۷۵		احساس ہمدردی اجاگر کرنے کے لئے مشقی سوال: تصور کریں کہ آپ قید میں ہیں۔ اپنے احساسات بیان کریں۔ اس عمر میں بچے آپس میں ایک مباحثہ بھی کر سکتے ہیں، جس کا موضوع ہو "پزندوں یا جنگلی جانوروں کو قید کرنا درست نہیں"
اردو	پرچم کی کہانی، نانی اماں کی زبانی، صفحہ ۹۳		بچوں میں ہمدردی اور تنقیدی سوچ ابھارنے کے لئے مشق میں ایک سوال کا اضافہ کیا جاسکتا ہے، پاکستان میں کون کون سے مذاہب کے لوگ رہتے ہیں؟ ہم ان کی آزادی کی حفاظت کیسے کر سکتے ہیں؟
اردو	محنت، صفحہ ۹۵		سرگرمی: محنت کے علاوہ، کامیابی کے لئے پلاننگ، یعنی ذاتی اہداف کا تعین کرنا بہت ضروری ہے۔ آپ اس سہ ماہی / شش ماہی میں کامیابی کے لئے ایک ٹائم ٹیبل بنائیں اور اس کو اپنی کتاب / کاپی پر چسپاں کریں
اردو	خلیفہ کی دانش مندی، صفحہ ۱۱۰		سرگرمی: اپنے لئے ایک ماہانہ یا سالانہ بجٹ بنائیں۔ اس میں اپنے اخراجات (مثلاً کاپی، قلم وغیرہ) اور آمدنی، مثلاً امی ابو سے ملے ہونے پیسوں کو لکھ کر دیکھیں کہ آپ کس طرح بچت کر سکتے ہیں؟
اردو	امی ڈاکٹر کیوں بنیں؟ صفحہ ۱۲۸		ایمر جنسی کی صورت میں کن نمبروں یا اداروں سے رابطہ کیا جاسکتا ہے؟ فہرست مرتب کریں
اردو	اچھے شہری، صفحہ ۱۳۸		سرگرمی: اپنی معاشرتی علوم کی کتاب کی مدد سے شہریوں کے حقوق اور فرائض کی فہرست بنائیں۔
اردو	اتفاق میں برکت، صفحہ ۱۵۸		سرگرمی: آپس میں صلح کے لئے کون کون سے طریقے استعمال ہو سکتے ہیں؟ سننا، دوسرے کے زاویے سے بات کو سمجھنا، اپنے جذبات پر قابو پانا، یہ جاننا کہ کسی کو نقصان (ہاتھ یا زبان سے) پہنچنا نہیں چاہیے

Grade 5

Subject	Chapter	Classification	Suggested Modification (if any)
English	The Truthful, (p.17)		Speaking skills and critical thinking: Have a short debate among students on “Is it ever acceptable to lie?” Let students take both sides of the argument
English	The Youngest Genius Arfa Karim (p. 48)		This chapter can be used as a source for teaching personal goal-setting 1. Ask students to develop a 5-year plan for themselves. Where will they be in 5 years, what do they think they would be doing, what resources or things do they need to achieve this goal, how can they fail in achieving it, and if they are unable to achieve the goal, how will they react? What is their Back Up plan?
English	Invention of Glass (p.58)		You’ve learned that a small invention solved a big problem. Glass was used to solve the problem of cold winds and rain from entering castles. Can you think of a problem that you, anyone around you, or anyone you care about have. Now think of an invention that can do it for you.
English	Wise Decision (p.62)		Developing self-awareness and feelings of belonging by activities such as the affirmation circle and mixing up detailed in the resource below http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pd

			mu/livinglearningtogether/year3/yr3_unit7.pdf
English	The Invisible Homework (p.73) Debating a topic: Using regular versus invisible ink		This topic isn't comprehensively debatable. It should be changed to a debate about whether physical punishment should be allowed in schools Or have students debate in favour of or against homework
English	The Mountain and The Squirrel (p. 75)		Build cooperation through having children identify, name and appreciate qualities they see in their classmates, and one thing they would like to learn from their classmate.
English	An Ant's Language (p.89)		Develop critical thinking by having children develop their own "code language" or cipher as available in the resource below https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-in-body/Oct_06_cryptology_codes.pdf
Social Studies	Federal Systems of Government (p.39)		Conduct an activity to understand why we need government in the first place. A good activity that can be adapted to the local context is Frenzy Island in the resource below http://www.sscde.org/lessons/files/C_45_LES_FromDisordertoOrder.pdf Students can also identify, locate an address or email, and write a letter to

			the local Provincial Assembly member, raising an issue that concerns them
Social Studies	Means of Communication (p.46)		<p>An introduction to Google (www.google.com) or Wikipedia to understand that they have access to information</p> <p>An activity to help students detect reliable and unreliable information, detect real from fake information. Can be adapted from one of the resources below:</p> <p>https://www.cbc.ca/kidscbc2/the-feed/fact-or-fake-can-you-tell-the-difference-online</p> <p>https://www.bbc.co.uk/academy/en/articles/art20180307163518942</p>
Social Studies	Economics (p.65)		<p>Decision-making skills can be built through having children make simple economic choices through practical simulations. A few examples of financial literacy and economics lessons about scarcity, opportunity cost and costs and benefits of decision making are given below. These can be adapted to a local context and used to teach financial literacy and management</p> <p>https://econedlink.org/wp-content/uploads/2019/04/Lunch-Box-Scarcity-Mystery.pdf</p>

			https://www.econedlink.org/resources/ev-ery-penny-counts/ https://www.econedlink.org/resources/ev-eryday-opportunities/ https://www.econedlink.org/resources/sc-arcity-and-resources/
General Science	Matter and Its States, Activity 4.3 (p.48), 4.5 (p.50), 4.7 (p.53)	C: Critical Thinking	
General Science	Properties and Behaviour of Light Activity (p.72, p.73, p.75)	C: Critical thinking and observation	
General Science	Electricity and Magnetism Activity 7.2 (p. 84), 7.3 (p. 85) and 7.4 (p.85)	C: Critical Thinking and observation	

مضمون	سبق	زمرہ بندی	تجاویز
اردو	مادر ملت محترمہ فاطمہ جناح، صفحہ ۲۰		سرگرمی: اپنے گھر یا سکول میں موجود اپنی والدہ، بہن، خالہ یا ٹیچر وغیرہ کے نام خط لکھیں جس میں ان کی خدمات کے لئے ان کا شکریہ ادا کریں۔
اردو	میرا گاؤں میرا گھر، صفحہ ۴۸		فیصلہ سازی کے لئے جماعت میں مباحثہ کروایں، جس میں طلبہ اپنی ذاتی پسند ناپسند کا اظہار کر کے بتائیں کہ آیا انھیں گاؤں میں رہنا پسند ہے یا شہر میں؟
اردو	ماں کا خواب، صفحہ ۶۴		سرگرمی: اظہار خیال: کیا آپ کو کبھی کسی دوست یا رشتے دار کی وفات یا دور چلے جانے کا سامنا ہوا ہے؟ اس صورت حال میں وہ کون کون سے طریقے ہیں جن سے آپ اپنے آپ پر قابو پاتے ہیں؟
اردو	ہمارے پیشے، صفحہ نمبر ۶۸		سرگرمی: ایک ذاتی ایجنڈا بنائیں۔ تعین کریں کہ آپ کو کس شعبے میں دلچسپی ہے، آپ کس چیز میں مہارت رکھتے ہیں؟ کیا کام کرنے سے آپ کو خوشی محسوس ہوتی ہے؟ آپ کے کیا اہداف ہیں، اور آپ کو ان تک پہنچنے کے لئے کیا کیا کرنا ہو گا؟
اردو	ہمارا ماحول، صفحہ ۸۱		اپنے علاقے کے ڈی سی یا حکومتی نمائندے کے نام ایک خط لکھیں جس میں گھر یا سکول کے نزدیک کسی صفائی کے کام کی طرف متوجہ کریں۔ یہ خط فرضی نہیں بلکہ حقیقت پر مبنی ہو، اور سکول پرنسپل اسے متعلقہ شخص تک پہنچانے کا انتظام کریں تاکہ طلبہ کو عملی طور پر اپنے کام کروانے کی آگاہی مل سکے
اردو	احمد کی سمجھداری، صفحہ ۹۴		تبادلہ خیال کریں: لوگ دہشت گردی میں کیوں ملوث ہوتے ہیں؟ ہم اپنے دوستوں، بہن بھائیوں وغیرہ کو ایسے لوگوں کے نرغے میں آنے سے کیسے بچا سکتے ہیں؟

Grade 6

Subject	Chapter	Classification	Suggested Modification (if any)
English	The Dealing of Hazrat Muhammad (PBUH), (p.12)		Oral discussion: What are your thoughts about cheating in trade, for example, giving someone lesser than promised etc. How about cheating in exams? How is it different from or similar to cheating in trade? Are there any circumstances under which it is okay to cheat?
English	Surrounded by trash (p. 22)		Understanding “types of Litter, their properties and impact on climate change” Build advocacy and empathy skills through various activities, for example: a role play in which students convince a stubborn adult to not litter Or an empathy exercise in which students imagine themselves as a janitor and think of how their littering impacts the janitor, and write a short reflection
English	Travelling etiquette (p.60)		Build advocacy skills through having students create pamphlets etc. informing and encouraging good behavior/ cleanliness while travelling in public transport
English	Tests and Exams (p.63) Part (C): feeling nervous about exams, preference for type of exams, studying preferences etc.		Can be extended for self-awareness and self-evaluation: Creating a “testing self” identity, i.e. a list of their preferences, how they deal with exam stress, strategies to cope and prepare etc.
English	Sports and Sportsmanship (p.77)		The text in the chapter snubs any negative emotions. A better way of dealing with natural negative emotions at loss is to name the emotion, understand that it is natural to feel, and then rationalize/ change it positively.

			Students can also undertake an activity to understand how persistence at a particular sport or activity enabled them to get better at it.
English	Modern inventions (p.114)		Opportunity to develop critical thinking skills. Design and write about/speak about an invention/makerspace objects that can do house chores such as washing dishes, cooking food, sweeping the floor, transports you quickly from one place to another How does it work? What are its components?
English	Zoo Hospital (p.125)		Opportunity for gathering information and critical thinking: Conduct a debate, or ask students to prepare a news report about animals in captivity, or abuse of animals around them
English	Drugs are dangerous (p.127)		Potential for developing refusal skills through simulation and role play in the class with one friend/sibling/neighbor trying to convince a child to try a cigarette, and understanding multiple ways of saying no.
English	The Happy Prince (p.148)		The prince was once the ruler of the city in the chapter. What are some of the rights that citizens must demand/have from any ruler/government? How does the government get the money from which it provides these services
History	Socio-cultural development, The system of government in the Delhi Sultanate (p. 67)		Opportunity for critical thinking through: Construct a model of a system of government. In what ways is it similar to the Delhi system? In what ways is it different?
General Science	Sense organs, Science Projects, (p.24)	C: Information gathering and critical thinking	

General Science	Photosynthesis and respiration in plants, Investigation about sunlight and photosynthesis(p.30)	C: Information gathering, observation and critical thinking	
General Science	Environment and Interactions, Investigation about movements of ants and insects	C: Information gathering, critical thinking	
General Science	Atoms, Molecules, Compounds and Mixtures, Investigation into Sulphur and iron fillings, and their mixture (p. 51)	C: Information gathering, critical thinking	
General Science	Solutions and Suspensions, Investigations (p.70,p.71)	C: Information gathering, critical thinking	
General Science	Energy and its forms Investigations (p.81, p.83, p.84)	C: Information gathering, critical thinking	
General Science	Forces and Machines Investigation (p.93, p.94)	C: Information gathering, critical thinking	
General Science	Properties of Light Investigations (p.101, 103)	C: Information gathering, critical thinking	
General Science	Investigating Sound Investigation (p.117)	C: Information gathering, critical thinking	

مضمون	سبق	زمرہ بندی	تجاویز
اردو	مادر ملت محترمہ فاطمہ جناح، صفحہ ۹		سرگرمی: کھیل، سیاست، ادب، فن یا سائنس میں نمایاں کارکردگی دکھانے والی کسی پاکستانی خاتون کے متعلق معلومات اکٹھی کریں اور ان کے متعلق ایک تقریر کریں۔ حتیٰ امکان کوشش کریں کہ کسی ایسی شخصیت کے متعلق تحقیق کریں جو حیات ہوں۔
اردو	ہم ایک ہیں، صفحہ ۶۷		سرگرمی: کسی ایسے ملک کے بارے میں معلومات اکٹھی کریں جہاں مسلمان اقلیت کا درجہ رکھتے ہوں۔ وہاں ان کو کیا حقوق حاصل ہیں؟
اردو	سائنس کے کرشمے، صفحہ ۶۳		سوچنے سمجھنے اور تقریر کی صلاحیت کو ابھارنے کے لئے مباحثہ: طلبہ / بچوں کے پاس موبائل فون ہونا چاہیے
اردو	خراب ہے، صفحہ ۸۸		اپنا جائزہ لیں: آپ کے اندر کون سی خامیاں موجود ہیں؟ آپ ان کو دور کرنے کے لئے کیا کر سکتے ہیں؟

Grade 7

Subject	Chapter	Classification	Suggested Modification (if any)
English	The Last Sermon of the Rasool Hazrat Muhammad (PBUH) (p.12)		Discussion/Reflection to build empathy The chapter quotes from the Prophet's sermon that all mankind is from one set of parents. Identify and explain how this makes you feel about people from other religions, castes or economic status
English	Our Village (p.17)		The Panchayat is a form of local government. Identify the local government representative from your area. Write to him/her about a problem you have encountered, or a civil work you need done
English	Eid Ul Azha (p.39)		Opportunity for empathy building: Find out about another religious festival (from a non-Muslim religion). What is the reason/memory behind the festival? How is it celebrated? What is the spirit or the moral from the celebration? How is it similar to Muslim Eids? Respect to Diversity leads to societal strength.
English	Traffic Sense (p.64)		Potential for critical thinking: Why do people continue to violate traffic rules despite knowing them? How about you, are there any traffic rules that you do not follow?

English	Pollution (p. 77)		Estimate your own “carbon footprint”. How many plastic bags, non-reusable trash items etc. do you produce every month? What are alternatives to these, or re-use options that you can exercise?
English	A dengue patient visits a doctor (p.88)		Potential for building advocacy skills: Have students conduct an awareness session in their school, village or community to provide information about dengue to people in their vicinity
English	A Nation’s strength (p.96)		Discussion: Why do you think the author repeatedly uses the word “men” in the poem? Do you believe that women are also equally responsible and creditable in the progress of a nation and it’s strength?
English	I Dream a World (p. 139)		Identify some sources of conflict and stress around you. The chapter can identify ways in which young people can communicate their feelings in a positive way, as guided in the resources below: https://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict_resolution.pdf
English	Inventions and Discoveries (p. 161)		Opportunity for critical thinking and verbal communication Have students present on a topic related to discoveries: Ask students to create a country of their choice, specifying the culture, geography etc.

English	A terrible earthquake, Discussing emergency preparedness in their own context (p.172)	Critical Thinking	
History	Mughal Empire: The Ascendancy of the British (p.100)		Empathy building, Critical Thinking Skills can be promoted through role play or reflections such as Imagine yourself living in the period between 1761 and 1857. You can choose to be anyone: A British Officer, A Mughal Court member, an ordinary person. Talk about your life (economic, social, cultural), or explain your reactions that led to the War of Independence 1857
General Science	Human Organ Systems (p.11), Activity 1.2, Working Model of a Lung	C: Information Gathering, Critical Thinking	
General Science	Transport in Humans and Plants, Activity 2.1 (p.5), Activity 2.2 (p.10), Activity 2.3 (p.13)	C: Information Gathering, Critical Thinking	
General Science	Environment and Feeding Relationships, Extend your thinking: Two kinds of birds live in the same tree. Kind A eats ants that live in the tree and kind B eats ants and caterpillars. Which species is more likely to survive if the ant population decreases? Why? (p.8)	C: Critical Thinking	
General Science	Physical and Chemical Changes and Processes, Activity 7.4, Observing a Chemical Change (p. 6)	C: Observation, Gathering information and critical thinking/problem-solving	

General Science	Dispersion of Light, Activity 9.2 (p.6)	C: Observation, Gathering information and critical thinking/problem-solving	
General Science	Sound Waves, Activity 10.1, 10.2, 10.3 (p. 12,13,15)	C: Observation, Gathering information and critical thinking/problem-solving	
General Science	Circuits and Electric Current, Series and Parallel Circuits (p.7,8)		In-text assessment be modified to suggest situations in which series circuits or parallel circuits are useful compared to the other
General Science	Investigating Space, Activity 12.2 (p.8)	C: Observation, Gathering information and critical thinking/problem-solving	

مضمون	سبق	زمرہ بندی	تجاویز
اردو	نظم و ضبط، سرگرمی، صفحہ ۲۳	(IP) Team Work and Cooperation	
اردو	نہ ممکن سے ممکن کا سفر، صفحہ ۳۰		تخلیقی صلاحیت ابھرنے کے لیے طلبہ کو بھی کوئی مشین ایجاد کرنے کا موقع دیں، کوئی بھی ایسی روزمرہ اشیا سے بنی ہی مشین جو کوئی سادہ کام سرانجام دے سکے
اردو	کسان کی دانائی، صفحہ ۴۹		سرگرمی: اپنے گھر کا بجٹ بنائیں۔ آمدن اور اخراجات کا جائزہ لیں اور سوچیں کہ آپ کس طرح آمدن کو بڑھا سکتے ہیں اور اخراجات کو کم کر سکتے ہیں؟ اس ہونے والی بچت سے آپ کیا کام کر سکتے ہیں؟
اردو	سب سے اونچا یہ جھنڈا ہمارا ہے، صفحہ ۶۳		پاکستان کے زاویے سے ایک اقتباس لکھیں جس میں شہروں سے ملک ہونے کے ناطے اپنے حقوق کا مطالبہ کریں
اردو	آداب معاشرت، صفحہ ۷۶		دھونس / چھوٹوں یا کمزوروں سے برا رویہ کے متعلق اظہار خیال۔ کیا آپ کی نظر میں کوئی Bullying ایسا شخص ہے جو کہ انہوں سے کمزور یا چھوٹوں سے بدتمیزی سے پیش آتا ہو، یا کوئی ایسا مذاق کرتا / کرتی ہو جس سے کسی کی دل آزاری ہو؟ ان کو روکنے کے لئے آپ کیا اقدامات کر سکتے ہیں؟
اردو	سارے ادارے اپنے ہیں، صفحہ ۸۵		سرگرمی: طلبہ کو اپنی کلاس میں حکومتی اور ادارتی نظام قائم کرنے کا موقع دیں، کچھ طلبہ کو الکشن کے ذریعے منتخب کریں، کچھ کوچنگ کا عمدہ دیں وغیرہ۔ اس عمل سے زیادہ ضروری طلبہ کا اپنا مشاہدہ ہے، مثلاً تجویں کی تقرری کا حق کس کو ملنا چاہیے؟ اگر یہ حق کسی ایک شخص کا ہو، تو کیا مسائل پیدا ہو سکتے ہیں؟
اردو	تحریک پاکستان میں خواتین کا کردار		تصویر کریں کہ آپ سبق میں ذکر کی ہی خواتین میں سے ایک ہیں۔ آج کل کی طالبات کے نام ایک خط لکھیں جس میں ان کو اپنے مقاصد حاصل کرنے کے لئے کوئی مشورہ دیں

<p>سرگرمی: اسکول میں ریسکیو ۱۱۲۲ یا کسی اور ادارے کے نمائندے کو دعوت دیں کہ وہ طلبہ کو عملی تربیت دے سکیں</p>		<p>ابتدائی طبی امداد، صفحہ ۱۲۵</p>	<p>اردو</p>
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Grade 8

Subject	Chapter	Classification	Suggested Modification (if any)
English	Hazrat Umar (RA), (p.63)		<p>Potential for increasing self-awareness, including awareness of rights:</p> <p>What are your rights as citizens? If a right is not given to you, what are some institutions that you can approach for help and support? Find out information and share it in the class as group presentations.</p>
English	The Telephone (p.77)		<p>Potential for critical thinking:</p> <p>Students to pick sides and debate on “Children should be allowed to have their own mobile phones.”</p>
English	Let’s make our roads safer (p.80)		<p>Potential to build advocacy skills</p> <p>“Develop a campaign to convince motorists to wear helmets”</p>
History	Consolidation of British Rule (p.6-8)		<p>Potential to develop critical thinking skills</p> <p>“Describe ways in which the British Rule was harmful to the people of the subcontinent”. How would you have felt at the social and administrative reforms undertaken by the British Government?</p>
History	Struggle for Pakistan		<p>Potential for empathy building</p> <p>“Imagine yourself as a member of society (Congress, Muslim League, British Civil Service) during the period of the Quit India Movement, or between 1940 and 1947, and immediately after</p>

			the creation of Pakistan. Write about the different challenges and incidents that happened around you. How do you feel about them?"
General Science	Human Organs System, Critical Thinking (p.18), A person met an accident in a car. When he was brought to the hospital, he did not even remember his name. What would have happened? Relate your answer to the central nervous system.	C: Critical Thinking	
General Science	Cell Division, Critical Thinking. Gametes are haploid cells. What do you think would happen if the gametes forming a zygote are diploid, an injury needs more and more cells for the repair? What type of cell division will provide more cells faster? (p.31)	C: Critical Thinking	
General Science	Forces and Pressure, Activity 7.1 investigating pressure exerted by the same force on different areas and 7.2 investigating the pressure exerted on the same area by different forces (p.100), 7.4 the difference in the pressure of a liquid flowing from various heights	C: Critical thinking and investigation	

General Science	Sources and Effects of Heat Energy, Applications of expansion and contraction of solids, such as riveting, bimetallic strips in irons and alarms, expansion of bridges and railway tracks (p.131)	C: Critical thinking	
General Science	Exploring space, Extended activity (p. 169), Design your own spacecraft and describe its key features for its suitability as a spacecraft (p.169)	C: Critical thinking, problem-solving and decision making	

مضمون	سبق	زمرہ بندی	تجاویز
اردو	درد دل کے واسطے پیدا کیا انسان کو	IP: Empathy Building	
اردو	شہری دفاع، صفحہ ۴۴		سرگرمی: اسکول میں ریسکیو ۱۱۲۲ یا محکمہ شہری دفاع کے نمائندے کو دعوت دیں کہ وہ طلبہ کو عملی تربیت دے سکیں
اردو	ملی وحدت، صفحہ ۹۷		تبادلہ خیال: کیا احتجاج کرنا شہریوں کا حق ہے؟ احتجاجی مظاہروں کے کیا مقاصد ہو سکتے ہیں؟ کیا یہ کسی اور طریقے سے پائے جا سکتے ہیں؟ اکثر مظاہروں میں اشتعال انگیزی کی صورت پیدا ہو جاتی ہے۔ ایسا کیوں ہوتا ہے؟ جب مظاہرین ٹائٹ جلا کر یا لوگوں کی املاک کو نقصان پہنچاتے ہیں، تو کیا یہ عمل جائز ہے، اور اس سے مقصد میں کامیابی ملتی ہے؟
اردو	مثالی طالب علم، صفحہ ۱۰۵		آج کل کے دور میں طلبہ کو بہت سے ذہنی اور سماجی پریشانیوں کا سامنا ہے۔ تمام جماعت آپس میں گفتگو کرے/تبادلہ خیال کرے کہ آج کل کے طلبہ کو کیا کیا مسائل درپیش ہیں، اور وہ اپنی ذہنی الجھنوں کو مثبت اور صحتمندانہ طریقہ سے کس طرح سلجھا سکتے ہیں؟
اردو	خواتین کا مقام اور حقوق، صفحہ ۱۳۰		انٹرویو: اپنے گھر یا سکول میں موجود کسی خاتون کا انٹرویو کریں۔ ان سے دریافت کریں کہ ان کو کیا کیا مشکلات پیش آتی ہیں؟ مثلاً سڑک پر چلتے ہوئے لوگوں کا آوازیں کسنا، یا بدتمیزی سے پیش آنا، گھروں میں عزت نہ ملنا۔ اگر آپ مرد ہیں، تو ان سب مشکلات میں اپنے کردار کا معائنہ کریں۔ اگر عورت ہیں تو ان مسائل کا اظہار کریں۔

<p>مشقی سوال: آپ کے خیال میں لوگ ٹیکس دینے پر آمادہ کیوں نہیں ہوتے؟ ٹیکس جمع کروانے اور ٹیکس فائل کرنے میں فرق معلوم کریں، نیز ٹیکس فائل کرنے کے فوائد اور ٹیکس فائل کرنے کے طریقے پر ایک معلوماتی پمفلٹ بنائیں</p>		<p>آگاہی، صفحہ ۱۶۰</p>	<p>اردو</p>
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Grade 9

Subject	Chapter	Classification	Suggested Modification (if any)
English	Media and Its Impact (p.24) Oral activity, “form groups and answer questions (1)How important is media in our lives (2)What is the negative influence of the media (3)Should the government put a check on the media?		This activity can be modified to have children interview people around them and present their findings as a written or recorded news report.
English	Media and its impact (p.31) Oral Communication: Interviewing someone about their career		This activity can be modified to incorporate Goal Setting. For example, draft a career plan for yourself. What do you want to be studying in 4 years? What do you need in order to achieve that goal? What are some practical steps you can take to achieve it? etc.
English	All is not lost (p.96)		This chapter details the story of a motivated nurse who helps her patient survive. This is a valuable opportunity to teach students about motivation with respect to their careers. Resources like the one below can be adapted for use in the context of students, to ask them to develop a “Motivation Map” of what they would like to accomplish and how they get motivated to do something https://www.diygenius.com/a-guide-to-self-motivation/ https://positivepsychology.com/self-motivation/ Students can also be asked to complete a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of themselves to encourage self-evaluation. What are their strengths? Weaknesses or areas where they want to improve? What could be potential obstacles in their path to improvement? What are good things they can leverage to reach those goals? This can be

			something as simple as “ I want to quit biting my nails” or “I want to start studying more hours”
English	Drug Addiction (p.107)		There’s potential to make this an exercise to build self-efficacy and advocacy. Adapting the resources like the one below, students can be taught how to either help themselves out of an addiction or unhealthy habit or help others. This can also be run as a simulation https://kidshealth.org/misc/javascript/js_apps/planners/stop_smoking_guide.html
English	Noise in the Environment (p.121) Write a letter to the Executive Officer of the Environmental Protection Agency in your city/village, informing him/her about issues in the collection of solid waste in your locality	IP: Advocacy and Persuasion Skills, P: Self-efficacy	
Pakistan Studies	Elections 1970, Separation of East Pakistan and Emergence of Bangladesh (p.124)		Imagine yourself as someone living in East and/or West Pakistan between 1969 and 1972. You can be anyone, a common citizen, a political party member, an armed forces officer, a civil servant. Describe the incidents beginning from the election and describe how they impacted you. Were there services/ things you were unhappy with? Agreed with/Disagreed with?
Pakistan Studies	Violence Against Women (p.135)		This topic can be contextualized to build empathy, advocacy and skills for personal confidence. Students to discuss how they or women around them have faced any form of violence in their lives. Is violence ever justified? What are other ways of dealing with situations in which people resort to violence? What if you are ever in a situation where a woman is being subjected to violence or abuse?

مضمون	سبق	زمرہ بندی	تجاویز
اردو	امتحان ، صفحہ ۴۷		امتحانوں کے بانٹ ہونے والی پریشانی سے نبرد آزما ہونے کے لئے آپ کیا کر سکتے ہیں؟ کیا نقل کرنا کسی کے لئے مفید ہوتا ہے؟ جس شخص کی نقل سے حق تلفی ہوتی ہے، اس کے احساسات کو تحریر کریں۔
اردو	حوصلہ نہ ہارو، صفحہ ۹۹		طلبہ سے ۱۶ دسمبر کے متعلق ان کے اپنے خوف یا احساسات کو ظاہر کرنے کا موقع دیں۔

Grade 10

Subject	Chapter	Classification	Suggested Modification (if any)
English	Try Again (p.27)	(P)Skills for increasing self confidence	<p>This chapter has the potential to introduce children to the concept of Fixed and Growth Mindsets. These important concepts help students become lifelong learners. Lesson plans like the one below can be adapted and added to the book</p> <p>https://cdn.kastatic.org/KA-share/Toolkit-photos/FINAL+Growth+Mindset+Lesson+Plan.pdf</p>
English	First Aid (p.37)	(P) Skills for increasing self confidence	<p>Have a first aid worker (Rescue 1122 officer/Edhi worker/Nurse or Doctor) come in and give the students a demonstration of emergency first aid provision</p>
English	Selecting the right career (p.106)	(P) Skills for increasing self confidence	<p>It is necessary here to help students with practical counselling regarding choosing careers. For example, a self-analysis sheet that asks questions such as</p> <ol style="list-style-type: none"> 1. What are things I am interested in? 2. What are important considerations for me? What options do I have? What are their pros and cons? 3. How can I remain flexible in my choices for a few more years? 4. What universities and colleges are teaching the kind of studies I want to pursue. How are their admissions

			<p>announced? Newspapers, Television, Internet?</p> <p>5. If I want to work for some time before continuing my studies again, what should I keep doing in the meantime to make sure I am learning valuable skills?</p> <p>6. How can I build my computer-literacy? Typing skills?</p> <p>7. What is a CV? How can I apply to jobs that require a Matriculation degree only?</p>
Pakistan Studies	Afghan Jihad and the refugee problem (p.15)		<p>Potential for empathy building and critical thinking</p> <p>Imagine that you are a refugee or internally displaced person, and may not be able to return to your homeland for over 5 years. As you and your family arrive in an unknown area, what are your concerns? Write a story about yourself and your family and the support you would wish for yourself</p> <p>Identity, Status, Food, shelter Medical care, Jobs and education for yourself and children. What would you want the government to do for you? How about the treatment you expect from civil citizens?</p>
Pakistan Studies	Major Social Problems of Pakistan (p.127)	Critical Thinking	<p>Imagine that you are an advisor to the Prime Minister. Present in detail, one social problem (its causes, and remedies) to your class-fellows</p>

			This could be done by selecting one cause at a time, viz. climate change, rampant child sexual abuse and lack of protection; lack of public transport especially challenges for girls and women etc.
Pakistan Studies	11 th August Speech of Quaid e Azam and the status of minorities in Pakistan (p.137)		Think about the words of the founder of Pakistan Quaid e Azam about the protection of minorities in Pakistan. What kind of protections are available to them? Do you think these protections are provided to them? If not, why not? Do you know of instances where minorities are subjected to violence due to their beliefs, outlook or practices? Compare this persecution to the persecution of Muslims in India before 1947. How are they similar or different?
Pakistan Studies	Protection of Women (p.150)	Self-awareness, including awareness of rights	
<p>نوٹ: دھم کی اردو کی کتاب میں تمام اسباق کسی مشہور مضمون، افسانے یا ناول سے ماخوذ ہیں۔ ان سے فن اور ادب کی تعریف اور قدر و قیمت کے لحاظ سے مواد موجود ہے، لیکن مہارت زندگی ابھارنے کا مواد کی کمی ہے۔ کتاب میں مزید اسباق شامل ہو سکتے ہیں جن میں حالیہ سماجی ایشوز کا تذکرہ ہو۔ نیچے دی ہوئی تجاویز میں ایسے مضامین کا ذکر ہے۔</p>			

Key Findings and Recommendations

The in-depth analysis of the curriculum documents and the textbooks brings forth a few important findings:

- The curriculum and textbooks include a few *specific* topics related to life skills. However, there are significant opportunities to include content on social-emotional learning, financial literacy, career readiness, and LSBE issues (physical, emotional and sexual abuse, bullying, early child marriages, adolescence, menstrual care, safety on the internet and other technologies, protection of women and marriage rights, including population planning decisions, climate change, resisting drugs and crime)
- Although many Student Learning Outcomes refer indirectly to *generic* life skills, these SLOs are often implicit, and not systematically designed to teach those life skills
- Even when present, the *topics and skills* in the textbooks are presented in a didactic manner, rather than a participatory manner, thus not allowing optimal skill development

Finding 1: The curriculum and textbooks include a few *specific* topics related to life skills

As mentioned in the approach sub-section, life-skills are contextualized through a range of socially/culturally relevant topics or issues. Overall, it is encouraging to note that the curricula and textbooks address some of these topics, for example: gender equality, child protection, empathy toward people with special needs, interfaith harmony, population education, violence against women, terrorism and health, safety and drug education.

The curricula are disproportionately weighted in favor of interpersonal skills such as sharing, cooperating, listening to others, respecting elders, etc. This is largely because these SLOs are originally targeted for “ethical and social development” as expressed in the preamble of multiple subject-wise curriculum documents. Therefore, in order to balance the type of skill development in focus from the early grades, additional SLOs explicitly targeting cognitive and personal skill development may be added.

While we have catalogued the learning outcomes and content in the textbooks that relates to life skills, in order for the Punjab Curriculum and Textbook Board to term its curricula one that fosters and promotes life skills, an explicit focus and content has to be present across the curriculum across four areas:

1. **Social Emotional Learning:** The set of skills through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, build resilience and make responsible decisions.
2. **Financial Literacy:** The set of skills and knowledge that allows an individual to make informed and effective decisions with all of their financial resources.
3. **Career Readiness:** Attainment and demonstration of requisite competencies that broadly prepare high school or college graduates for a successful transition into the workplace.
4. **Understanding the Need for Actions to Slow Down Climate Change: The set of skills that provide a window into both individual and societal responsibilities through teaching on problems associated with and steps to slow down climate change.**
5. **Special Issues:** Contextual challenges faced by children (abuse, bullying, awareness of their rights, early child marriages, adolescence, safe hygienic menstrual awareness and practices, protection of women against violence and marriage rights, including population planning decisions, understanding and averting climate change, resisting drugs and crime)

In the Annex section below (p.115), we present suggested topics and resources for children across Grades 1-10 to prepare them for social and economic life. It is important to note that these skills must be embedded across subjects to be meaningfully transferred to children.

Finding 2: Although many Student Learning Outcomes refer indirectly to generic life skills, these SLOs are often implicit, and not systematically designed to teach those life skills

While there are a considerable number of student learning outcomes that are indirectly categorized as life-skills based-SLOs in the previous section, it is important to note that many of them are not systematically designed that way. For example, “Apply economics

in daily life, e.g. saving money etc.” [*Grade 3, Social Studies curriculum, sub-section on Economics*] requires students to exercise life skills such as decision making and critical thinking. However, this SLO is not designed to foster these skills. Instead, a more contextually relevant way to frame this learning outcome is: (1) Students will be able to make simple decisions related to money, for example, debate/defend if they would like to have one chocolate/candy today, or three candies next week. Or (2) Students will be able to make a budget for themselves, stating what they “earn” (from their parents) and how much they spend in a day/week/month. Similarly, the theme regarding career readiness in the Grade 6-8 curricula is titled “exploring educational opportunities” (sub-section on education and employment). This theme, thus, is open to interpretation by textbook developers, and teachers in the classroom, whereas it would benefit heavily from being systematically designed to help students discover and plan ahead for their careers. Thus, an SLO that helps develop career readiness skills of self-evaluation, motivation and self-awareness may be phrased as : (1) Students will be able to assess their own interests, strengths and areas of improvement and provide feedback to one peer about their strengths and weaknesses, or (2) Students will be able to reach out to teachers, common sources of information such as school seniors, siblings or members of the community to explore further schooling options (Technical or General) and resources to pursue those careers.

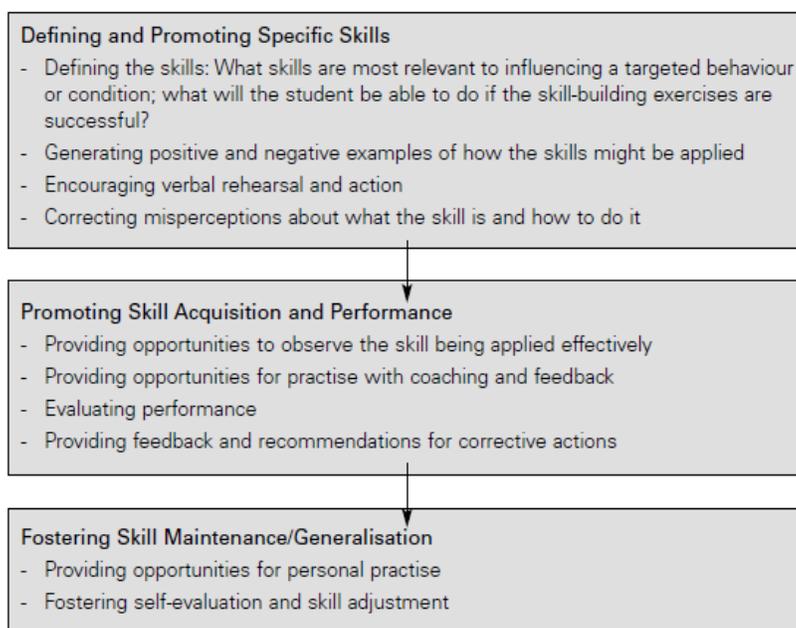
Similarly, the Science and Technology curricula sets out to “encourage students at all grade levels to develop a critical sense for wonder and curiosity about scientific and technological endeavors” (*Science & Technology curriculum, Grades III to X, p.3*). While the curriculum has suggested supplementary activities, there are many opportunities where the SLOs are framed in a way that may foster memorization as opposed to investigation. As an example, “Demonstrate the laws of reflection with the help of a ray diagram”, or “describe image formation by a plane mirror and mention its characteristics” (*Grade 6, Science & Technology, p. 28*) can be conducted as meaningful, low cost investigations led by students which helps to foster their cognitive critical thinking and collaborative problem-solving skills, in addition to building skills essential for cooperation and teamwork. Thus, an SLO that fosters creative and critical thinking on the same topic may be phrased like, “Students will be able to investigate how images and reflections are formed in a mirror, using everyday objects, describe how their reflection is different from the actual object to deduce the characteristics of mirror images”.

Finding 3: Even when present, the *topics and skills* in the textbooks are presented in a didactic manner, rather than a participatory manner, thus not allowing optimal skill development

The pedagogy of skill development lays more emphasis on participatory approaches to learning as compared to knowledge or factual acquisition. As Mangrulkar et al. (2001) explain, skills are developed through a three-step process of (1) Modelling (2) Providing opportunities to observe and practice with coaching and feedback and (3) continuous cycle of evaluation and practice. (Details in the figure below)

Figure 2: Cycle of Life-Skills Development

Source: Mangrulkar et. al., 2001^{xi}



Therefore, at a minimum, the content in the textbooks must be conducive to being utilized in participatory pedagogical practice. As an example, the Grade 6 English textbook features a chapter on drug abuse (Lesson 12, pp. 126-135). However, it is mostly developed as a mere description of facts, such as what drugs are, and the impact an addict may have on their surroundings. However, in order for the unit to develop children’s ability to refuse drugs and support their peers or family members in overcoming addiction, it must develop skills such as resisting social (peer) pressure to smoke, drink, and use drugs; coping with social anxiety and anger; and decision-making skills. An example of participatory methods that may be used to deliver these skills is a play that students can read and perform to demonstrate the impact of drugs on a character’s life, or on resisting gateway drugs such as cigarettes, sniffing glue or alcohol. Another example from the Grade 10 English textbook (Unit 9, Selecting the Right Career,

p.106) introduces students to a handful of careers (chartered accountancy, biomedical engineering and mass communication), but does not enable students to analyze their own interests and strengths, gather information about a range of careers, make decisions and set goals, all essential life-skills, perhaps more useful than the limited information about careers that can be provided in a single chapter.

As suggested in the detailed analysis above, this chapter would benefit from having students undertake a self-evaluation, introduce them to the concepts of fixed and growth mindsets and include activities that enable them to see how working toward a problem collaboratively with multiple strategies tends to solve problems we usually find “impossible” to solve. These activities range from using self-analysis sheets, which question students about their goals and aspirations, to them imagining various scenarios concerning problems, and demonstrating and presenting to the class solutions to said problems using critical thinking and problem solving skills. To quote an example, in order to boost critical thinking skills, as outlined as one of the goals in the Pakistan Studies textbook of Grade 10, students could be asked to imagine themselves as advisors to the current Prime Minister, and then to choose a current social problem facing the country and to provide its solution to the class. Such participatory activities would not only engender critical thinking and problem-solving skills but also self-confidence of students by encouraging them to publicly present their solutions and ideas to the entire class.

These participatory approaches are conducive to not just building critical thinking and problem-solving skills but also to build empathy in students. Case in point, in the chapter from Grade 10 Pakistan Studies Textbook (Afghan Jihad and the refugee problem, p.15), students can be asked to imagine themselves as refugees and write a story on the possible struggles they may have to face. Such participatory approaches can help in building empathy by exposing students to alternative worldviews, in turn fostering tolerance for and accepting harmony in differences,

Other ways to foster participatory approaches to skill development are to radically alter the end-of chapter exercises to include case study discussions, role play, debates, storytelling exercises and small group discussions. As the textbooks are the primary, and often the only, source of instructional material in classrooms, it is essential that these activities be included in the textbooks rather than be left at teachers’ own lesson planning.

Finally, in the box below, we present a case study of how, even an explicit LSBE learning outcome weakens as it is reflected in the curriculum and then passed on to the textbook. Based on this loss of information, and the absence of any life-skills training or education of most public schoolteachers, it is safe to estimate that very little, if any, life skills are imparted in our classrooms.



Case Study

An example of how LSBE content may get watered down from the curriculum to the classroom

Subject: Pakistan Studies

Grade: 10

Topic: Population, Society and Culture of Pakistan: Gender composition

Learning Outcome: Discuss the gender composition, gender discrimination and its related problems with their solution.

At a first glance, the learning outcome seems developmentally appropriate and related to life-skills, as it may enable students to evaluate their own biases against women, understand how institutions discriminate against women systematically, and how it can be remedied.

However, the first level of dilution occurs at the stage where the learning outcome is interpreted in the textbooks. In the image below, from the Grade 10 Pakistan studies textbook (p.97), the learning outcome has been truncated, only focusing on one-third of the SLO, i.e. discussing the gender composition of Pakistan's population.

(D) Gender-wise Distribution of Population

Gender-wise distribution of population means division of population on the basis of being male or female. According to the facts and figures of 2013-14, males constitute about 51.35% of the total population of Pakistan, while females constitute about 48.65% of it. People move to urban areas from rural areas in search of work. Most of these people are males. That is why urban areas have a larger number of males while rural areas have a low number of males. Facts and figures show that the rate of birth of males in Pakistan is more than that of females. These facts can be declared to be very

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suitable for economic development and activities. In the labour force males are 86.5% while females are 13.5%. It is possible to increase economic development in Pakistan by making individuals skilled.

This textbook has a chapter on the protection of women that indirectly addresses gender-based discrimination. Titled, "Protection of Women", the chapter lists some of the rights and features of the Punjab Protection of Women Against Violence Act 2016. The issue of gender discrimination (p.124) is discussed as follows:

Present Condition of Women

In the 21st century, women have been given certain rights, but their condition remains less than satisfactory. Discrimination against women in the distribution of bequeathed property, unfair treatment at workplace, ill-treatment by their husbands, low wages despite equal rank, dowry-related violence, narrow-mindedness of parents regarding girls' education and not being given basic human rights are extremely common experiences for women. To some extent, laws have been passed to safeguard their rights. However, despite this, their access to the courts of law for the recovery of their rights is extremely restricted.

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This is the second level of dilution, where, even if the learning outcome explicitly targets an LSBE-based issue, the content is presented in an unimaginative way, as a listing of facts and reasons rather than an exercise into evaluating students' own beliefs and validating their experiences to help them support each other. Thus, in the absence of experiential and participatory learning, this learning outcome does not allow students to build skills such as critical thinking, decision-making, advocacy and empathy.

A final, assumed level of dilution may occur at the classroom level. Pressed by the need to complete her/his instruction in time, and the demands of assessments, teachers may not favor elaborate discussions on these topics, thus not allowing any (or allowing very little) exposure to any awareness, or self-evaluation based on gender-discrimination as laid out upfront in the learning outcome. Alternatively, teachers may either not have a deep understanding of the topic, or may hold contrasting views to the topic in question. In this case again the learning outcome of self-evaluation based on gender discrimination may not be properly achieved.

Thus, it can be seen that if we are to expect any success with life-skills based education, they must be cascaded from curriculum to classroom with fidelity, with care that they are not excluded or diminished from the curriculum and textbooks. In order to see whether and how learning outcomes are being achieved, it is important to discern how textbooks are translated into pedagogy.

Annex A

Suggested topics and resources for inclusion in the textbooks

Grades 1-3

Skill	Helpful Resources:
<p>Social Emotional Skills:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulation • Social awareness, • Positive communication, • Determination • Responsible decision-making 	<p>The World Bank’s Step-By-Step Program provides a workbook for students and an accompanying teacher’s guide covering all the skills listed above</p> <p>Grade 1: http://documents.worldbank.org/curated/en/145171527191909091/pdf/126566-WP-v2-P149416-PUBLIC-WB-Grade-1.pdf</p> <p>Grade 2: http://documents.worldbank.org/curated/en/571231527274914214/pdf/126567-WP-v2-P149416-PUBLIC-WB-Grade-2.pdf</p> <p>Grade 3: http://documents.worldbank.org/curated/en/388431527276540923/pdf/126568-WP-v2-P149416-PUBLIC-WB-Grade-3.pdf</p>
<p>Financial Literacy</p> <ul style="list-style-type: none"> • Making simple decisions based on likes and dislikes • Familiarity with spending money • Concept of saving money today to spend on a more expensive need/good/service 	<p>https://www.incharge.org/wp-content/uploads/2015/07/Student-Lesson-1-YC.pdf</p> <p>https://www.incharge.org/wp-content/uploads/2015/07/Student-Lesson-2-YC.pdf</p> <p>https://www.incharge.org/wp-content/uploads/2015/07/Student-Lesson-3-YC.pdf</p>
<p>Career Readiness</p> <ul style="list-style-type: none"> • Age-appropriate competencies covered in Social-Emotional Learning 	
<p>Special Issues</p> <ul style="list-style-type: none"> • Protection from abuse and abduction: Knowing a “good” and “bad” touch, good and bad interactions, Saying no and asking for help if someone breaches your safe distance. 	<p>http://www.villagecounselingcenter.net/Good_Touch_-_Bad_Touch_-_Workbook.pdf</p> <p>https://tedibear.ecu.edu/wp-content/pv-uploads/sites/2402/2019/07/My-Body-is-MINE.pdf</p>

Grades 4-5

Skill	Helpful Resources:
<p>Social Emotional Skills:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulation • Social awareness, • Positive communication, • Determination • Responsible decision-making 	<p>The World Bank’s Step-By-Step Program provides a workbook for students and an accompanying teacher’s guide covering all the skills listed above</p> <p>Grade 4: http://documents.worldbank.org/curated/en/682841527277810167/pdf/126569-WP-v2-P149416-PUBLIC-WB-Grade-4.pdf</p> <p>Grade 5: http://documents.worldbank.org/curated/en/511881527279190694/pdf/126570-WP-v2-P149416-PUBLIC-WB-Grade-5.pdf</p>
<p>Financial Literacy</p> <ul style="list-style-type: none"> • Concept of budgeting, spending, saving and investing • Taking responsibility with money • Setting goals for finances and life • Setting up a budget 	<p>https://www.incharge.org/wp-content/uploads/2015/07/Student-Guide-Lesson-Four.pdf</p> <p>https://www.incharge.org/wp-content/uploads/2015/07/Student-Guide-Lesson-Three.pdf</p> <p>https://www.incharge.org/wp-content/uploads/2015/07/Student-Guide-Lesson-2-Part-2.pdf</p> <p>https://www.incharge.org/wp-content/uploads/2015/07/Student-Guide-Lesson-One.pdf</p>
<p>Career Readiness</p> <ul style="list-style-type: none"> • Age-appropriate competencies covered in Social-Emotional Learning 	
<p>Special Issues</p> <ul style="list-style-type: none"> • Saying no, asking for help, and helping others that may be abused • Protection from bullying • Using the internet/ cell phones 	<p>Abuse:</p> <p>http://www.villagecounselingcenter.net/Good Touch - Bad Touch - Workbook.pdf</p> <p>http://www.villagecounselingcenter.net/Its OK to Tell - Workbook.pdf</p> <p>https://www.icmec.org/wp-content/uploads/2017/03/Personal-Safety-International-Wbook_12AugFinal.pdf</p> <p>Bullying:</p> <p>https://www.pacer.org/bullying/classroom/elementary/activities/pdf/Activity-Workbook.pdf</p> <p>https://www.pacer.org/bullying/classroom/elementary/activities/stick-puppet.asp</p>

Grades 6-8

Skill	Helpful Resources:
<p>Social Emotional Skills:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulation • Social awareness, • Positive communication, • Determination • Responsible decision-making 	<p>The World Bank’s Step-By-Step Program provides a workbook for students and an accompanying teacher’s guide covering all the skills listed above</p> <p>Grade 6: http://documents.worldbank.org/curated/en/877051527261597006/pdf/126571-WP-v2-P149416-PUBLIC-WB-Grade-6.pdf</p> <p>Grade 7: http://documents.worldbank.org/curated/en/633211527268261853/pdf/126572-WP-v2-P149416-PUBLIC-WB-Grade-7.pdf</p> <p>Grade 8: http://documents.worldbank.org/curated/en/579351527280392030/pdf/126573-WP-v2-P149416-PUBLIC-WB-Grade-8.pdf</p>
<p>Financial Literacy</p> <ul style="list-style-type: none"> • Enterprising • Credit • Influence of Advertising • Consumer Awareness • Saving and Investing • Recognizing your “Money Personality” • Value for Money 	<p>https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities7.pdf</p> <p>https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities10.pdf</p> <p>https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities11.pdf</p> <p>https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities12.pdf</p> <p>https://barclayslifeskills.com/educators/lessons/steps-to-starting-a-business/</p> <p>https://barclayslifeskills.com/educators/lessons/recognising-your-money-personality/</p> <p>https://barclayslifeskills.com/educators/lessons/value-for-money/</p>
<p>Career Readiness</p> <ul style="list-style-type: none"> • Understanding your personal strengths • Problem-solving • Coding and problem-solving • Building self-confidence 	<p>https://barclayslifeskills.com/educators/lessons/exploring-personal-strengths-for-employment-lesson/</p> <p>https://barclayslifeskills.com/educators/lessons/problem-solving/</p> <p>https://barclayslifeskills.com/educators/lessons/what-is-coding/</p> <p>https://barclayslifeskills.com/educators/lessons/self-confidence/</p>
<p>Special Issues</p> <ul style="list-style-type: none"> • Bullying (including cyber-bullying) • Early marriages 	<p>Bullying:</p> <p>https://d2wldr9tsuuj1b.cloudfront.net/5291/documents/2014/2/BullyingLessonPlanforaBully3-2011-1.pdf</p> <p>https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/bullyingrethink.pdf</p>

<ul style="list-style-type: none"> • Adolescence and Puberty (differentiated by gender and appropriateness of messaging) • Peer pressure in the context of behaviors, drugs etc. • Safely using the internet 	<p>Early marriages https://www.girlsnotbrides.org/ https://pcsw.punjab.gov.pk/child_marriage</p> <p>Adolescence and Puberty (These resources can be made more implicit) https://www.advocatesforyouth.org/wp-content/uploads/storage//advfy/lesson-plans/lesson-plan-puberty-part-i-and-ii.pdf https://advocatesforyouth.org/wp-content/uploads/3rscurric/documents/4-Lesson-1-3Rs-MakingSenseOfPuberty.pdf</p> <p>Peer Pressure: https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/peer-pressure http://headsup.scholastic.com/teachers/lesson-the-science-of-decision-making-and-peer-pressure</p> <p>Internet Safety: https://kidshealth.org/en/kids/online-id.html?WT.ac=p-ra</p>
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Grades 9-10

Skill	Helpful Resources:
<p>Social Emotional Skills:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulation • Social awareness, • Positive communication, • Determination • Responsible decision-making 	<p>The World Bank’s Step-By-Step Program provides a workbook for students and an accompanying teacher’s guide covering all the skills listed above</p> <p>Grade 9: http://documents.worldbank.org/curated/en/407901527281382170/pdf/126575-WP-v2-P149416-PUBLIC-WB-Grade-9.pdf</p> <p>Grade 10: http://documents.worldbank.org/curated/en/709601527282362604/pdf/126576-WP-v2-P149416-PUBLIC-WB-Grade-10.pdf</p>
<p>Financial Literacy</p> <ul style="list-style-type: none"> • Enterprising • Credit • Influence of Advertising • Consumer Awareness • Saving and Investing • Recognizing your “Money Personality” • Value for Money 	<p>https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities7.pdf</p> <p>https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities10.pdf</p> <p>https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities11.pdf</p> <p>https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities12.pdf</p> <p>https://barclayslifeskills.com/educators/lessons/steps-to-starting-a-business/</p> <p>https://barclayslifeskills.com/educators/lessons/recognising-your-money-personality/</p> <p>https://barclayslifeskills.com/educators/lessons/value-for-money/</p>
<p>Career Readiness</p> <ul style="list-style-type: none"> • Understanding your personal strengths • Workplace Skills • Building a CV and applying for jobs • Interviewing for jobs • Internet and email skills • Building confidence and assertiveness • Adaptability • Mental Well-being • Problem-solving • Social Action Skills 	<p>https://barclayslifeskills.com/educators/lessons/exploring-personal-strengths-for-employment-lesson/</p> <p>https://barclayslifeskills.com/educators/lessons/problem-solving/</p> <p>https://barclayslifeskills.com/educators/lessons/building-confidence-and-assertiveness/</p> <p>https://barclayslifeskills.com/educators/lessons/social-action-toolkit/</p> <p>https://barclayslifeskills.com/educators/lessons/recognising-skills-for-success-in-the-workplace-lesson/</p> <p>https://barclayslifeskills.com/educators/lessons/tailoring-your-cv-and-using-networks-lesson/</p> <p>https://barclayslifeskills.com/educators/lessons/send-interview-skills-lesson/</p> <p>https://barclayslifeskills.com/educators/lessons/teaching-internet-and-email-skills-11-16/</p> <p>https://barclayslifeskills.com/educators/lessons/adaptability/</p> <p>https://barclayslifeskills.com/educators/lessons/wellbeing-toolkit/</p>

Special Issues

- Bullying (including cyber-bullying)
- Women's rights and resources for support (including marriage rights, reproductive health and family planning etc.)
- Adolescence and puberty
- Peer pressure in the context of behaviors, drugs etc.

Bullying:

<https://d2wldr9tsuuj1b.cloudfront.net/5291/documents/2014/2/BullyingLessonPlanforaBully3-2011-1.pdf>

<https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/bullyingrethink.pdf>

Internet Safety and Cyber Bullying

<https://kidshealth.org/en/teens/internet-safety.html?WT.ac=p-ra>

<https://kidshealth.org/en/teens/cyberbullying.html?WT.ac=p-ra>

<https://kidshealth.org/en/teens/online-id.html?WT.ac=p-ra>

<https://kidshealth.org/en/teens/harassment.html?WT.ac=p-ra>

Women's rights and support resources

https://pcsw.punjab.gov.pk/child_marriage

https://pcsw.punjab.gov.pk/womens_rights

<https://www.girlsnotbrides.org/child-marriage/pakistan/>

<https://images.dawn.com/news/1178937>

https://www.youtube.com/watch?v=R_Kuraa28rk

<http://courtingthelaw.com/2015/12/17/commentary/nikah-nama-nuances/>

<https://www.unfpa.org/sites/default/files/resource-pdf/English-PDF-v2.pdf>

https://www.unfpa.org/sites/default/files/resource-pdf/51936_-_UNFPA_Global_Study_on_Disability_-_Easy_Read_EN_-_web.pdf

[_UNFPA Global Study on Disability - Easy Read EN - web.pdf](https://www.unfpa.org/sites/default/files/resource-pdf/51936_-_UNFPA_Global_Study_on_Disability_-_Easy_Read_EN_-_web.pdf)

Adolescence and Puberty (These resources can be made less explicit)

<https://www.advocatesforyouth.org/wp-content/uploads/storage//advfy/lesson-plans/lesson-plan-puberty-part-i-and-ii.pdf>

<https://advocatesforyouth.org/wp-content/uploads/3rscurric/documents/4-Lesson-1-3Rs-MakingSenseOfPuberty.pdf>

Resisting drugs and crime:

https://kidshealth.org/misc/javascript/js_apps/planners/stop_smoking_guide.html#

<http://headsup.scholastic.com/teachers/teaching-guide>

[https://www.cmich.edu/colleges/se/Geography/Michigan%](https://www.cmich.edu/colleges/se/Geography/Michigan%20Geographic%20Alliance/Environmental%20Education/Documents/GR%206-ATOD%20layout%207.pdf)

[20Geographic%20Alliance/Environmental%20Education/Documents/GR%206-ATOD%20layout%207.pdf](https://www.cmich.edu/colleges/se/Geography/Michigan%20Geographic%20Alliance/Environmental%20Education/Documents/GR%206-ATOD%20layout%207.pdf)

Next steps

This report has provided a detailed catalogue of the life-skills referenced in PCTB's 2018-19 curriculum and 2019-2020 academic year textbooks. However, it has also concluded that some critical competencies and topics must be included in the curriculum in order to ensure the provision of meaningful, quality education that impacts students' lives for the better.

Internationally, there are three ways in which a life-skills curriculum can be implemented in schools:

- **A core subject** – Life Skills-based education can be a core (or separate) subject in the broader school curriculum
- **Carrier subject** – Life Skills-based education is sometimes placed in the context of related health and social issues within an existing, so-called carrier subject that is relevant to the issues, such as science, civic education, social studies, or population studies.
- **Infusion across many subjects** – Topics can be included in all or many existing subjects by regular classroom teachers.

It seems appropriate to recommend that in order to comprehensively address Life Skills Based Education, it can be developed as a coherent subject, with an experiential project-based learning (PBL) approach across all schools in Punjab. The School Education Department and its attached institutions can support this curricular change through the following ways:

- Fully reflect LSBE in its upcoming Sector Plan, and policy **to consolidate** the financial, resource and political commitment to empowering students with life skills,
- Use recommendations and resources from this report to **include life-skills in curriculum for students across all grades (1-10/12)**,
- Devote financial and technical resources, supporting PCTB and other partners to developing, sourcing and translating **materials** that address Life-skills in an experiential manner, and

- **Develop and deliver training** to teachers on developing life skills as a mandatory part of their pre-service as well as in-service induction training and continuous professional development; QAED and its district training, monitoring and support units/focal persons must be a lead partner to implement this recommendation.

Notes and sources

ⁱ WASH Data, UNICEF Pakistan, Available at <https://www.unicef.org/pakistan/wash-water-sanitation-and-hygiene-0>

ⁱⁱ News story on helminth deworming program in Pakistan, Available at <https://www.app.com.pk/govt-to-deworm-5-70000-school-age-children-in-the-federal-capital/>

ⁱⁱⁱ Maternal and neo-natal health data, UNICEF. Available at <https://data.unicef.org/country/pak/>

^{iv} Eckstein, D., Hutfils, M.L. and Wings, M., 2019. Global Climate Risk Index 2019, Briefing Paper published by Germanwatch e.V.. Available at: https://germanwatch.org/sites/germanwatch.org/files/Global%20Climate%20Risk%20Index%202019_2.pdf

^v News story on child abuse in Kasur. Available at <https://www.aljazeera.com/indepth/features/hussain-khanwala-village-scarred-child-abuse-scandal-180308110000963.html>

^{vi} Inclusion of Life Skills Based Education in the Sindh Curriculum, Available at: <https://www.pakistantoday.com.pk/2018/01/18/sindh-approves-life-skills-based-education-for-class-6-to-9/>

^{vii} Supreme Court of Pakistan, Judgement for Human Rights Case No. 17599 of 2018 regarding the alarming high population growth rate in the country. Hearing date: 02 January 2019.

^{viii} Skills for Health, Skills-based health education including life skills: An important component of a child-friendly/health-promoting school. World Health Organization, 2003. Information Series on School Health, Document 9. Available at: <https://apps.who.int/iris/handle/10665/42818>

^{ix} OECD Learning Compass 2030. Retrieved on 22 September 2019. Available at <http://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/>

^x OECD Transformative Competencies for 2030, Learning Compass 2030. Retrieved on 22 September 2019. Available at: http://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies/Transformative_Competencies_for_2030_concept_note.pdf

^{xi} Mangrulkar, L., Vince Whitman, C., & Posner, M. (2001). Life skills approach to child and adolescent healthy human development. Washington, D.C.: Pan American Health Organisation.

Note: For a detailed analysis of imparting life-skills based education (policy and practice), see WHO Information Series on School Health, Document 9 and 10.



YOUNG اُمنگ
STRIVING FOR YOUTH RIGHTS

Idara-e-Taleem-o-Aagahi (ITA)
1/A, Canal Park,
Gulberg II, Lahore, Pakistan
Phone: (+92) (42) 35711107-9

www.itacec.org

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