



National Rahmatul lil Aalameen Wa  
Khatamun Nabiyyin Authority

# A Strategy of Character Education

ECE to Grade 12



Ministry of Federal Education &  
Professional Training

A word cloud featuring various positive traits and values. The words are arranged in a circular pattern, with some larger than others. The background is white with light gray diagonal stripes in the corners.

Unconditional  
Reliable  
Persistence  
Happiness  
Humble  
Compassion  
Committed  
Bravery  
Loyalty  
Family  
Children  
Happy  
Empathy  
Pride  
Dedication  
Attentive  
Focus  
Today  
Time  
Love  
Loving  
Consistency  
Dedicated  
Adaptable  
Selflessness  
Honesty  
Caring  
Football  
Understanding  
Patience

# A Strategy of Character Education

## ECE to Grade 12



**National Rahmatul lil Aalameen Wa  
Khatamun Nabiyyin Authority**

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# A Strategy of Character Education ECE to Grade 12

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## P R E F A C E

Welcome to the inaugural edition of the "Character Education" Strategy Document for schools in Pakistan. As we navigate the ever-evolving landscape of education, it becomes increasingly evident that academic success alone is not sufficient to prepare our students for the challenges and opportunities of the 21st century. In recognition of this, we are proud to introduce a comprehensive Character Education curriculum that aims to foster the holistic development of our students by cultivating essential character traits and virtues.

This strategy is built upon the foundational belief that character development is a cornerstone of education and that the cultivation of character traits such as integrity, empathy, resilience, and responsibility is essential for the personal and social well-being of our students. To this end, we have organized the character traits into four categories: Civic Character, Moral Character, Performance Character, and Individual Character, each comprising nine distinct traits.

Furthermore, we have meticulously structured the Student Learning Outcomes (SLOs) into five benchmarks, tailored to the developmental stages of students from Pre-School to Grade 12. This ensures that the strategy is age-appropriate and scaffolded to support continuous growth and development throughout the academic journey.

In developing this strategy, we have drawn upon a diverse range of sources, including the Values Education curriculum supplement of 2018, the Character Education Foundation's Hasna Model, and international best practices in character education. By integrating insights and lessons from these sources, and most importantly from the blessed life of Rasulullah ﷺ, we aim to create a curriculum that is based on Seerah, grounded in research, responsive to local contexts and aligned with global standards of excellence.

We recognize that character education is a collective endeavor that involves the collaborative efforts of educators, parents, policymakers, and community stakeholders. As such, we invite all members of the education community to join us in this important journey of nurturing the character and values of our future generations.

Together, let us embark on this transformative journey towards building a society founded on the principles of character, integrity, and compassion.

It is hoped that this curriculum will become a source of such positive change in society that will result in a morally strong, inclusive, tolerant, and prosperous Pakistan.

# Message from the Secretary, Ministry of Federal Education and Professional Training



I feel immense joy and passion in presenting the first "Character Education" Strategy Document for Pakistani schools. I would like to express my sincere gratitude to everyone who helped create this extensive curriculum as we set out on this amazing adventure to cultivate the values and character of our country's children.

Our efforts to promote holistic development and equip our students for the opportunities and challenges of the twenty-first century are centred on character education. We enable students to become moral leaders, kind citizens, and lifelong learners by instilling in them the qualities of integrity,

empathy, resilience, and responsibility.

I am thankful to Mr. Mahmood Ahmad, the Chairman of the Character Education Foundation Pakistan for his support. I commend the National Rahmatul lil Aalameen Wa Khatamun Nabiyyin Authority for taking lead in this historic effort. I am also thankful to the Federal Directorate of Education, and the National Curriculum Council for working together to create a strategy, grounded in research, sensitive to national settings, and compliant with international standards of excellence. Through the integration of various sources, such as the Values Education curriculum supplement of 2018, the Hasna Model developed by the Character Education Foundation, and global best practices, we have developed a framework that honours the universal principles of character development while reflecting the rich cultural heritage and values of Pakistan.

I call on all the stakeholders to actively engage in the implementation of this strategy as we spread it throughout educational institutions around the country and to assist our kids in their quest to become responsible, moral, and compassionate people. Let's work together to build a moral and ethical culture that will influence our country's future for many years to come.

Muhyuddin Ahmad Wani



# Message from the Chairman, National Rahmatul lil Aalameen Wa Khatamun Nabiyyin Authority

It is my honour to introduce the "Character Education" Strategy Document, a significant milestone in our collective endeavor to foster positive change and promote ethical values in Pakistani society. As Chairman of the National Rahmatul lil Aalameen Wa Khatamun Nabiyyin Authority, I am deeply committed to our mission of nurturing a culture of modesty, simplicity, and dignity inspired by the noble example of Prophet Muhammad ﷺ, the Mercy to the Worlds and the Seal of the Prophets.

This strategy represents a significant step forward in realizing our objectives of instilling moral values, fostering empathy, and cultivating a non-materialistic approach to life

among our youth. By integrating character education into the fabric of our educational system, we aim to empower our students to become compassionate and responsible individuals who embody the teachings of our beloved Prophet (peace be upon him) in their thoughts, words, and actions.

I commend the dedicated efforts of the Authority's team, as well as our partners and stakeholders, in developing a curriculum that reflects our values, traditions, and aspirations as a nation. By drawing inspiration from the Seerah of Rasulullah (peace be upon him) and aligning with international best practices in character education, we have crafted a framework that is both rooted in our heritage and forward-looking in its approach.

As we embark on the implementation of this strategy, I call upon all members of our society to join hands in supporting our students on their journey toward personal and moral development. Let us strive together to create a society characterized by compassion, integrity, and solidarity, in accordance with the timeless teachings of the Holy Prophet Hazrat Muhammad ﷺ.



Khusrhid Ahmad Nadeem

## INTRODUCTION

On the directives of the Honourable Prime Minister of Pakistan, the Federal Secretary, Ministry of Federal Education and Professional Training Mr. Muhyuddin Ahmed Wani asked the National Rehmatul lil Aalameen Wa Khatamun Nabiyyin Authority to develop a Character Education Strategy for school going students from ECE to grade 12.

To devise a comprehensive strategy for this purpose, the Secretary constituted a committee. This committee was comprised of:

1. Mr. Khurshid Ahmed Nadeem, Chairman NRKNA
2. Mr. Mahmood Ahmed, Chairman CEF
3. Dr. Shafqat Ali Janjua, Director NCC
4. Mr. Suhail Bin Aziz, Director NRKNA
5. Ms. Riffat Jabeen, Director FDE
6. Mr. Saleem Tariq Lone, Former IG Police



The committee had its meeting to discuss the following agenda which was the agenda of the meeting:

1. Re-examination of National Education Policies and other government policy initiatives regarding character-building
2. Analysis of the CEF model in the context of PM directive
3. Comparison of both to identify gaps and overlaps.
4. Formulation of a comprehensive strategy for Character building
5. Inculcation of Islamic values and Seerah of the Holy Prophet ﷺ in strategy and educational environment for character building

After a detailed discussion, a sub-committee was formed to formulate a strategy for Character Education. The committee comprised of Mr. Suhail Bin Aziz, Mr. Mahmood Ahmad and Ms. Riffat Jabeen.

The committee held initial meetings to discuss the outline of the suggested strategy. Previous efforts of the Government of Pakistan and the private sector were assessed to find gaps. Moreover, policy documents including the National Education Policy 2009 and the National Curriculum of Pakistan were also consulted to find the areas related to Character Education. The Character Education Foundation very graciously shared the Student Learning Outcomes of their Hasna Model. These helped a great deal in finalizing the document.

The first report of the committee was presented to the Federal Secretary who approved the report and the assignment of finalizing the strategy was given to the National Rahmatul lil Aalameen Wa Khatamun Nabiyyin Authority Pakistan.

## THE AUTHORITY (NRKNA)

As per the directives of the Honourable Prime Minister of Pakistan and in line with the vision of the Secretary, Ministry of Federal Education and Professional Training, Mr. Muhyuddin Ahmad Wani, this strategy has been developed by the National Rahmatul lil Aalameen Wa Khatamun Nabiyyin Authority Pakistan under the patronage of the Honourable Prime Minister of Pakistan and supervision of the Chairman Authority Mr. Khurshid Ahmad Nadeem.

The authority was established through an Act of Parliament in 2022. According to the provisions of the Act, the NRKNA has the mandate of developing educational and learning processes for better personality development of the young generation across Pakistan. The NRKNA aims to formulate policies, and strategies for the advancement of empathy, care for others, tolerance, patience, contentment, and other such positive traits at the national level to address the contemporary social challenges and inculcate positive changes in Pakistani society.

The task of developing and finalizing the strategy document was assigned to Mr. Suhail Bin Aziz, the Director NRKNA. Mr. Suhail has vast experience in curriculum development and textbook authoring. The detailed SLOs, responsibilities of different stakeholders, and an implementation framework have been made a part of this strategy. It is hoped that the strategy will go a long way in helping build a nation that is aware of the value of a strong character for success in all walks of life.

## ACKNOWLEDGMENTS

The NRKNA would like to express its gratitude to everyone who has contributed to turning a vision and a dream into a workable and realistic reality. Their collaborative, encouraging, and dedicated efforts are truly appreciated.

First, the acknowledgment is due to the Secretary Ministry of Federal Education and Professional Training, Mr. Muhyuddin Ahmad Wani for his guidance and encouragement to reach this milestone. His inspiring personality is a beacon of light for the educational landscape of the country.

The Chairman Character Education Foundation Mr. Mehmood Ahmad and his team deserve applause for launching Character Education program in Azad Jammu & Kashmir and assisting the Authority to come up with this document. The Authority is thankful to him for sharing his curriculum that was duly consulted while finalizing this document.

Mr. Zafar Mahmood Malik, the Director General NRKNA, Ms. Riffat Jabeen, Director of Academics, Federal Directorate of Education, Dr. Shafqat Ali Janjua, Director of National Curriculum Council Pakistan and Mr. Saleem Tariq Lone, former IG Police also played an important role, being the members of the committee. We are also thankful to our team of designers, editors and volunteers at the NRKNA for their efforts in finalizing this document.

Most important acknowledgment is due to the Chairman NRKNA, Mr. Khurshid Ahmad Nadeem whose guidance and patronage made it possible for us to achieve this milestone in such a short time.

**Suhail Bin Aziz**

Director NRKNA/Project Lead

## Reexamination of Education Policies

Character education has been a priority in Pakistani education policies since 1947. Important virtues like honour, integrity, responsibility, self-lessons in service, tolerance, human kindness, self-sacrifice, self-help, the defence and assistance of the weak and the oppressed, goodness, truth, the universal brotherhood of man, and social justice were all covered at the 1947 National Education Conference.

Later initiatives also stressed focusing on character education. Integrity, cohesion, and unity in the National Education Policy and Implementation Programme 1979 and courage and confidence in the Education Policy 1998 are only a few examples of this emphasis.

The 2009 National Education Policy (NEP) of Pakistan emphasizes the fundamental importance of character education within the framework of the educational system. Key elements vis-à-vis character education as outlined in the NEP 2009 values-based education to foster the moral, ethical, and spiritual growth of students. It acknowledges the significance of education in cultivating virtues including integrity, honesty, tolerance, respect, and empathy.

A few of the character traits highlighted in the National Education Policy 2009 are the ability to face the truth, dutifulness, rights, and duties of all people; tolerance, patience, forgiveness; piety; honesty; chastity; simplicity; Islamic brotherhood; dignity of labour; truth; equality; halal earnings; commitment to promise; discipline; mutual co-existence; national unity; purity; cleanliness and a clean environment; care for the body and the soul; control over extravagance and pollution; self-motivation and timeliness.

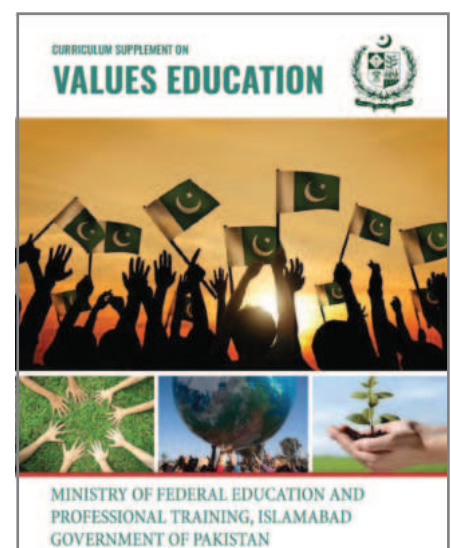
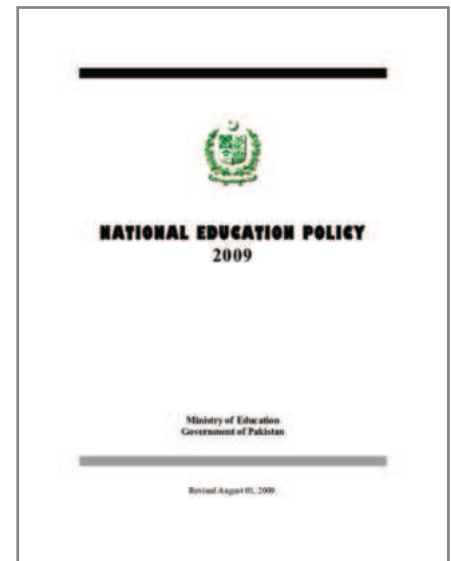
In addition to inclusion in the curriculum, and teacher training, the NEP 2009 also promotes the organization of co-curricular activities by schools that foster character development and facilitate social-emotional learning. These activities may consist of leadership development programs, character education seminars, community service projects, and debates on moral issues.

## Curriculum Supplement on Values Education

In 2017, during the curriculum review and update initiative of the Ministry of Federal education and Professional Training, a curriculum supplement for Values Education was developed.

This text represented a singular attempt to meet the nation's demand for comprehensive education. As a result, various ministries contributed significantly by offering their advice and assistance along a number of areas. In addition to others, these ministries and departments included the National Disaster Management Authority (NDMA), the National Accountability Bureau (NAB), the National Counter Terrorism Authority (NACTA), the Higher Education Commission (HEC), the National Education Assessment System, and the Ministries of Environment, Climate Change, and Human Rights.

The guiding principles of the document were the teachings of Islam, ideals set in the constitution of Pakistan, the sayings of Quaid e Azam Muhammad Ali Jinnah, and the guidelines mentioned in the National Education Policy 2009.



The document focused on core values such as Compassion and Care for self, others, and the environment, safety and security, integrity, and honesty (truthfulness, trustworthiness, fairness, hard work, and pursuit of excellence, and saying no to corruption).

The themes of responsible citizenship, society, observance of fundamental laws, rules, and regulations, the law, including traffic etiquette, line-forming for services and waiting for one's turn while respecting others' rights to it, democracy and the rule of law, human rights, government roles and responsibilities, citizen rights, global governance structures, the role of the government, citizens, civil society, media (including social media), and information management ethics are covered.

Collaboration, respect for diversity, tolerance, and peace and social cohesion are among other themes included in this document.

The themes of the document were included in the first phase of the National Curriculum of Pakistan 2020-2021. Ultimately, the same was introduced through the textbooks published for the subjects of General Knowledge, Social Studies, English, Urdu, and Islamiyat.

## Character Education in the National Curriculum of Pakistan

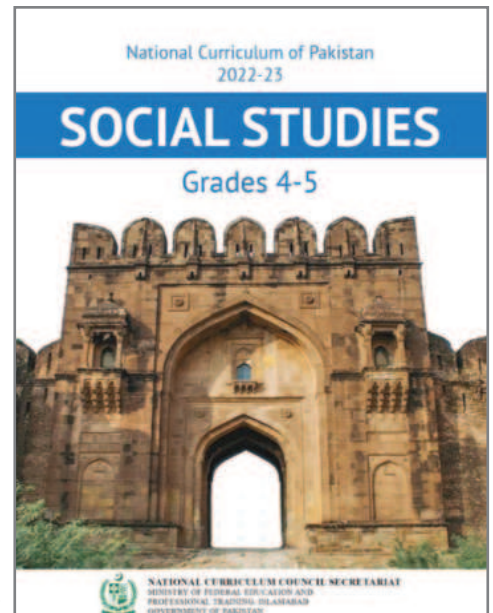
Character development is an essential element of the Pakistan National Curriculum 2022-2023, functioning as an all-encompassing concept incorporated into a multitude of academic disciplines. The comprehensive approach strives to imbue students with fundamental values, ethics, and social competencies, thereby nurturing their holistic growth into conscientious members of society.

Character education places significant emphasis on principles of social justice, patriotism, and civic responsibility, as observed in courses such as General Knowledge, Social Studies, History, Pakistan Studies, and Civics. Respect for diversity and equality, the significance of active participation in democratic processes, and the rights and responsibilities of citizens are all topics covered in different classes.

Integrating character education into the curriculum of Languages entails the examination of moral quandaries, ethical motifs, and the representation of virtuous individuals. By engaging in reading and writing

exercises, pupils cultivate empathy, appraise the repercussions of their actions, and contemplate their values. Several suggested topics for textbook authors in both Urdu and English are based on character education. These include topics on soft skills such as time management, teamwork, stress management, communication and collaboration, and decision-making, in addition to various aspects of character like tolerance, human rights, media literacy, saving, peace, and inter-faith dialogue.

Character education in sciences emphasizes the significance of environmental stewardship, sustainability, and reverence for the natural environment. Students gain an understanding of the significance of their actions in safeguarding ecosystems, addressing climate change, and formulating informed choices that benefit future generations.



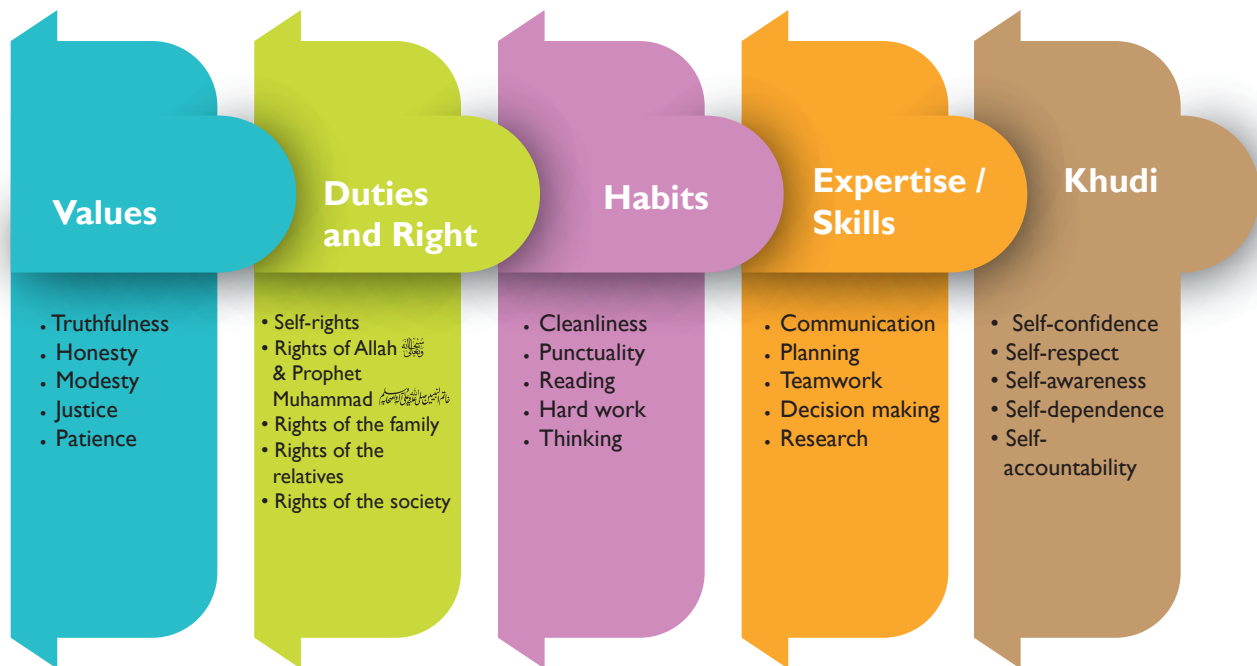
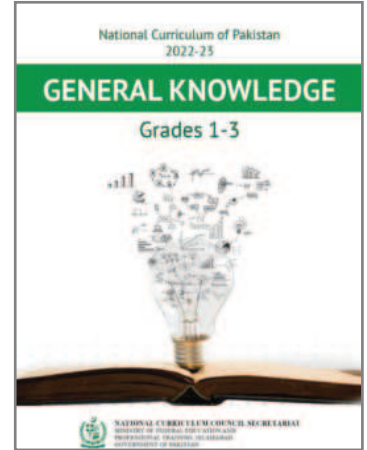


The most important subject where character education has been focused in the NCP is Islamiyat. Through the specific domains: Ethics and manners, the goodness of affairs and society, Islamic teachings and contemporary needs and Seerat e Tayyaba.

Through the incorporation of performance-oriented, civic, and moral attributes into diverse academic fields, educators may foster the development of holistic individuals who possess the aptitudes and principles essential for making constructive contributions to society.

## Analysis of the CEF Hasna Self-Development Model in the Context of the PM Directive

Character education was conceptualized and described focusing on five basic areas. This model is based on the 'Purpose of Life' and the foundation of this model is further based on five basic domains of a child's personality. These domains are:



Learning outcomes for each topic have also been developed from grades 1 to 10.

## Comparison of both to Identify Gaps and Overlaps

While most of the themes have been added to the National Curriculum of Pakistan as a cross-cutting theme, there is a dire need to introduce these themes and areas as a holistic framework that consists of curriculum, textbooks, teaching-learning experiences, teachers' development, and involvement of parents and the families.

## Formulation of a comprehensive strategy for Character building

Keeping in view the actions suggested in the education policies, the requirements of the national and international commitments and the requirements of the present age, the following model is suggested. The themes in this model have been derived from the blessed life of Rasulallah ﷺ.

The framework needs to add the following four aspects of character:



### Civic Character Aspect

Civic character aspects encompass qualities or attributes that serve as an indication of an individual's active participation, accountability, and societal, and global, influence. These characteristics influence an individual's engagement with their environment, involvement in public matters, and efforts to improve society.

Examples of typical civic qualities include:

- 01 Self Rights:**  
 The inherent rights and entitlements that individuals possess as human beings, including the right to autonomy, dignity, and self-determination.
- 02 Human Rights:**  
 Fundamental rights and freedoms that every individual is entitled to, regardless of race, religion, nationality, or other status, encompassing civil, political, economic, social, and cultural rights.
- 03 Civic Responsibility:**  
 The duty and obligation of citizens to actively participate in the democratic process, uphold the rule of law, and contribute to the well-being of society.

04

### Rights of Allah ﷻ :

The rights owed to the Creator, including belief in His oneness, worship, obedience to divine commands, and seeking forgiveness for transgressions.

05

### Rights of Rasulullah ﷺ:

The rights owed to the Prophet Muhammad ﷺ, including following his teachings, respecting his authority, and upholding his legacy of mercy and compassion.

06

### Rights of Family:

The rights and responsibilities that family members owe to one another, encompassing care, support, respect, and nurturing of familial bonds.

07

### Rights of Society:

The collective rights and duties that individuals owe to the community, including promoting social justice, harmony, and the common good.

08

### Environmental Stewardship:

The responsibility to protect and preserve the natural environment, including conserving resources, reducing pollution, and promoting sustainable

09

### Animal Rights:

Advocacy for the ethical treatment and welfare of animals, recognizing their intrinsic value and promoting compassion and respect towards all living beings.



## Moral Character Aspect

Moral character aspects are qualities or attributes that demonstrate the ethical principles, values, and conduct of an individual with regard to matters of righteousness and immorality. These characteristics dictate an individual's approach to interpersonal relationships, decision-making, and moral quandaries. Examples of prevalent moral character traits are:

01

### Personal Hygiene

Commitment to maintaining personal hygiene and tidiness in surroundings, promoting health and well-being.

02

### Truthfulness:

Consistently expressing honesty and sincerity in words and actions, fostering trust and integrity.

03

### Fairness:

Upholding principles of impartiality and equity in decisions and treatment of others, ensuring just outcomes.

04

### Honesty:

Adhering to principles of integrity and truthfulness, and refraining from deceit or dishonesty in interactions.

05

### Patience:

Cultivating the ability to remain calm and composed in the face of challenges or delays, demonstrating endurance and resilience.

06

**Modesty:**

Displaying humility and restraint in behavior and achievements, avoiding arrogance or excessive self-promotion.

07

**Justice:**

Advocating for equality, fairness, and accountability in systems and relationships, ensuring the protection of rights and dignity.

08

**Forgiveness:**

Choosing to let go of resentment or anger towards those who have wronged us, promoting healing and reconciliation.

09

**Generosity:**

Demonstrating a willingness to share resources, time, or kindness with others, fostering a spirit of giving and empathy.

## Performance Character Aspect

Character traits or qualities that contribute to an individual's capacity to excel, achieve success, and perform effectively in a variety of endeavors are referred to as performance characteristics. These characteristics comprise a variety of individual qualities and practices that empower people to establish objectives, surmount obstacles, and attain triumph in their endeavors.

The following are typical performance character traits:



01

**Creativity:**

The ability to think innovatively and generate original ideas or solutions, fostering imagination and ingenuity.

02

**Communication:**

Effectively conveying thoughts, ideas, and information to others through verbal, written, or non-verbal means, promoting understanding and connection.

03

**Planning:**

Strategically setting goals, organizing tasks, and outlining steps to achieve desired outcomes, ensuring efficiency and effectiveness.

04

**Organizing:**

Structuring and arranging elements or resources in a systematic manner to facilitate productivity and orderliness.

05

**Decision Making:**

Thoughtfully evaluating options and consequences to make informed choices or judgments, demonstrating clarity and decisiveness.

06

**Research:**

Systematically gathering and analyzing information or data to gain insights, solve problems, or support conclusions.

07

**Financial Literacy:**

Understanding of how to manage money wisely, make informed financial decisions, and plan for future financial well-being.

08

**Media Literacy:**

Ability to critically analyze and evaluate media messages, understand their influence, and make responsible choices in consuming and creating media content.

09

**Tolerance:**

Respecting and accepting differences in opinions, beliefs, or backgrounds, promoting empathy and harmony in diverse communities.

## Individual Character Traits

Individual character traits are unique qualities or attributes that define a person's personality, temperament, and behavior. These traits shape how individuals interact with others, approach challenges, and navigate life experiences. While there is a wide range of individual character traits, here are some common examples:

01

**Punctuality:**

Consistently being on time and respecting deadlines, demonstrating reliability and respect for others' time.

02

**Cleanliness:**

Maintaining cleanliness and orderliness in personal hygiene and surroundings, promoting health and well-being.

03

**Self-Awareness:**

Understanding one's own thoughts, feelings, and behaviors, fostering personal growth and development.

04

**Hard Work:**

Demonstrating dedication and persistence in striving towards goals, achieving success through effort and determination.

05

**Politeness:**

Showing respect and consideration towards others through words, actions, and manners.

06

**Self Respect:**

Valuing and honoring oneself, setting boundaries, and advocating for one's own well-being and dignity.

07

**Self Confidence:**

Believing in one's abilities and worth, and facing challenges with courage and assurance.

08

**Self Discipline:**

Exercising control over one's actions, impulses, and habits, and consistently adhering to commitments and goals.

09

**Self Accountability:**

Taking responsibility for one's actions, decisions, and their consequences, fostering integrity and maturity. The character traits within these four categories may be taught through both curricular as well as co-curricular activities.



# Character Education Calendar

The 36 domains may be distributed in different months as per the following schedule:

Month	Civic Aspect	Moral Aspect	Performance Aspect	Individual Aspect
<b>April</b>	Self Rights	Personal Hygiene	Creativity	Punctuality
<b>May</b>	Human Rights	Truthfulness	Communication	Cleanliness
<b>August</b>	Civic Responsibility	Fairness	Planning	Self Awareness
<b>September</b>	Rights of Allah ﷻ	Honesty	Organizing	Hard Work
<b>October</b>	Rights of Rasulullah ﷺ	Patience	Decision Making	Politeness
<b>November</b>	Rights of Family	Modesty	Research	Self Respect
<b>December</b>	Rights of Society	Justice	Financial Literacy	Self Confidence
<b>January</b>	Environmental Stewardship	Forgiveness	Media Literacy	Self Discipline
<b>February</b>	Animal Rights	Generosity	Tolerance	Self Accountability

Students'  
Learning Outcomes

# Civic Aspect



# Self Rights

## Pre School to Grade 2

### Students' Learning Outcomes

- Understand the concept of personal boundaries and bodily autonomy.
- Practice expressing needs and preferences in a respectful manner.
- Recognize when someone violates their personal boundaries and seek help from trusted adults.
- Differentiate between healthy foods and junk foods and avoid eating sub-standard sweets, biscuits and chocolates.
- Learn proper eating manners and dress appropriately while meeting others.

## Grade 3 to Grade 5

- Explain the concept and meaning of self-rights and identify different types of self-rights, such as the right to privacy and the right to express opinions.
- Practice effective communication skills to express needs, feelings, and opinions.
- Take regular physical exercises and play healthy games.
- Practice good sleeping manners.
- Express their independent view politely at home and school.

## Grade 6 to Grade 8

- Understand the importance of prevention from various diseases, hazards and threats.
- Seek parents, teachers, elders help without any hesitation whenever any threat arises.
- Practice contentment as an important virtue to stay away from stress.
- Practice conflict resolution skills to assert self-rights while respecting the rights of others.
- Make friends with good people and spend time with them.

## Grade 9 and Grade 10

- Explore strategies for advocating for self-rights in various contexts, including school, work, and community.
- Understand their Inheritance Rights.
- Practice first aid skills in case of any emergency.
- Understand the causes of depression and negativity in themselves and practice remedial exercises.
- Ask for their rights in an appropriate manner from the state, society and family.

## Grade 11 and Grade 12

- Understand rights of children as per Islamic values.
- Sacrifice personal wishes if required.
- Show sensitivity towards unethical behaviour.
- Maintain a balanced routine by avoiding excessive screentime.
- Develop leadership skills for advocating for self-rights and social justice within diverse communities.
- Create a personal action plan for promoting self-rights and empowerment in their own lives and communities.



# Human Rights

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognise the need of love, food, and shelter.
- Learn about being courteous and understanding.
- Recognise and value the unique qualities in others.
- Recognise the ideas of sharing and fairness.
- Act cooperatively when playing and engaging in activities.

## Grade 3 to Grade 5

- Provide definitions and examples for the concepts "equality," "fairness," and "respect."
- Acknowledge incidents of prejudice or injustice and talk about their effects.
- Talk about how important it is to treat others with respect and decency.
- Determine strategies for advancing justice and equality in the community and in the classroom.
- Examine how preconceptions and stereotypes contribute to inequality and discrimination.

## Grade 6 to Grade 8

- Explain what is meant by "rights" and give instances of fundamental human rights.
- Recognise the relationship between rights and responsibilities.
- Examine how advocacy contributes to the advancement of human rights.
- Examine instances of both historical and modern human rights movements.
- Create and deliver human rights advocacy initiatives.

## Grade 9 and Grade 10

- Explain what is meant by "global citizenship" and how it relates to human rights.
- Examine international human rights concerns like healthcare, education, and poverty.
- Examine international human rights declarations and conventions.
- Analyse the success of various tactics for advancing and defending human rights.
- Participate in knowledgeable dialogue and debate over intricate human rights issues.

## Grade 11 and Grade 12

- Examine how human rights issues—such as those about gender, racism, and socioeconomic status—intersect.
- Assess the contributions made by people, NGOs, and governments to the fight against human rights abuses.
- Investigate particular human rights issues and report your results.
- Take up advocacy and activity to solve issues about human rights locally and internationally.
- Think about your own social justice and human rights principles and convictions.

# Civic Responsibility

## Pre School to Grade 2

### Students' Learning Outcomes

- List the fundamental rights, including the rights to healthcare, education, and safety.
- Recognise the value of justice and showing kindness to others.
- Acknowledge the value of collaboration and sharing in the community.
- Respect those in positions of authority, such as elders and instructors.
- Engage in basic decision-making exercises in the classroom.

## Grade 3 to Grade 5

- Give an explanation of "civic rights" and some examples, such as the freedom of speech and the right to an education.
- Talk about how the government upholds and advances civil rights.
- List and explain the various kinds of civic duties (such as voting and following the law).
- Examine historical occurrences that have an impact on Pakistan's fight for civil rights.
- Show consideration for inclusion and diversity in the community and in the classroom.

## Grade 6 to Grade 8

- Assess the role that civic participation plays in advancing social change.
- Talk about the importance of participating in the community and being an engaged citizen.
- Determine regional problems that impact civil rights and provide remedies.
- Examine how activity and advocacy affect the advancement of civil rights.
- Take part in community-based service-learning initiatives that meet needs.

## Grade 9 and Grade 10

- Recognise the fundamentals of democracy and how they relate to civil rights.
- Examine the provisions of the Pakistani Constitution that pertain to the protection of civil rights.
- Analyse how civil society and the media contribute to the advancement of civic awareness.
- Examine current concerns about Pakistan's liberties and rights as citizens.
- Participate in conversations and debates on striking a balance between society interests and individual rights.

## Grade 11 and Grade 12

- Examine the civic rights and obligations in the global perspective.
- Assess the efficiency of both legal and extralegal means of preserving civil rights.
- Exhibit critical thinking abilities when evaluating the policies and procedures of the government.
- Take on leadership positions in the community or at school to encourage civic engagement.
- Consider your own principles and views about civic duty and moral leadership.

## \* Rights of Allah ﷻ

### Pre School to Grade 2

#### Students' Learning Outcomes

- Define the term "Rights of Allah ﷻ" and explain their significance in Islam.
- Identify specific rights of Allah ﷻ, such as belief in His oneness (Tawheed) and obedience to His commands.
- Reflect on personal actions and behaviors in relation to fulfilling the rights of Allah ﷻ.
- Learn about the importance of sincerity (Ikhlas) in worship and righteous deeds.
- Engage in discussions and activities that emphasize the importance of fulfilling the rights of Allah ﷻ in daily life.

### Grade 3 to Grade 5

- Identify specific rights of Allah ﷻ, such as belief in His oneness (Tawheed) and obedience to His commands.
- Reflect on personal actions and behaviors in relation to fulfilling the rights of Allah ﷻ.
- Engage in discussions and activities that emphasize the importance of fulfilling the rights of Allah ﷻ in daily life.
- Explain why and how Muslims can become Allah's ﷻ responsible vice regents on earth.
- Thank Allah ﷻ whatever the circumstances and for each blessing by saying Alhamdulillah.

### Grade 6 to Grade 8

- Analyze verses from the Quran and Hadith related to the rights of Allah ﷻ.
- Explore the concept of Taqwa and its role in fulfilling the rights of Allah ﷻ.
- Discuss the importance of moral and ethical conduct in Islam, including honesty, kindness, and justice.
- Practice regular acts of worship and devotion, including prayer, fasting, and charity, with sincerity and devotion.
- Reflect on personal growth and development in fulfilling the rights of Allah ﷻ and strive for continuous improvement.

### Grade 9 and Grade 10

- Investigate the concept of servitude (ubudiyah) and its implications for fulfilling the rights of Allah ﷻ.
- Analyze the relationship between faith and action in Islam, and the importance of righteous deeds.
- Discuss the role of Islamic principles and values in addressing contemporary social and moral issues.
- Engage in self-reflection and self-assessment to identify areas for improvement in fulfilling the rights of Allah ﷻ.
- Engage in acts of worship, service, and activism that contribute to fulfilling the rights of Allah ﷻ and serving humanity.

### Grade 11 and Grade 12

- Believe that the existence of the Universe is not an accident but the will of Allah ﷻ.
- Critically evaluate Islamic teachings on the Rights of Allah in light of contemporary ethical debates and challenges.
- Analyze the concept of divine justice (Adl) and its implications for understanding the rights of Allah ﷻ.
- Explore the intersectionality of faith and reason in fulfilling the rights of Allah ﷻ and living a balanced life.
- Reflect on personal experiences and challenges in striving to fulfill the rights of Allah ﷻ and seek guidance from Islamic sources.

\* This section is only for Muslim students. Students belonging to religions other than Islam may be given relevant universal examples.

# \* Rights of Rasulallah ﷺ

## Pre School to Grade 2

### Students' Learning Outcomes

- Know that the name of our Rasulallah is Muhammad ﷺ .
- Recite “Sallallahu ‘alayhi wa Sallam”, May Allah bless him and grant him peace, whenever they hear or speak the name of our beloved Prophet ﷺ .
- Know that Hazrat Muhammad ﷺ is the last messenger of Allah ﷻ and that no prophet has ever come or will come after him.
- Understand the need of honouring and adoring Rasulallah ﷺ .
- Start to grasp the need of living according to Rasulallah's ﷺ Sunnah in day-to-day affairs.

## Grade 3 to Grade 5

- Understand the meaning and concept of the rights of the Prophet ﷺ .
- Respect the character, sayings and ideals of Rasulallah ﷺ from the depth of their hearts.
- Believe that the blessed character of Rasulallah ﷺ is a complete and perfect example for all humanity until the dooms day.
- Recognize behaviors that depict fulfilling the rights of the prophet ﷺ from case studies/ situations
- Realize that a Muslim loves the Prophet ﷺ more than his own life, wealth, family and everyone else.

## Grade 6 to Grade 8

- Analyze the effects of knowing and following, Rasulallah's ﷺ rights on a person.
- Believe that deliverance is possible only by following the Sunnah.
- Consciously make an effort to make Sunnah a part of their personality and give it priority
- Practice incorporating Sunnah practices into daily routines, such as following dietary guidelines and etiquette.
- Reflect on personal growth and development in fulfilling the rights of Rasulallah ﷺ and strive for continuous improvement.

## Grade 9 and Grade 10

- Examine how Rasulallah's ﷺ ethical teachings apply to moral problems of today.
- Find out how loving Rasulallah ﷺ affects both individual and community life.
- Talk about Rasulallah's ﷺ function as a justice, compassion, and mercy exemplar.
- Do introspection and self-evaluation to find out where you may do better in implementing Rasulallah's ﷺ rights.
- Participate in worship, charity, and activism that preserve and respect Rasulallah's ﷺ teachings and legacy.

## Grade 11 and Grade 12

- Analyse critically the rights of Rasulallah ﷺ in view of the Sunnah and teachings of the Quran.
- Examine the leadership, political, and spiritual guidance functions of Rasulallah ﷺ .
- Examine the spiritual meaning and effects on both individual and societal well-being of following Rasulallah's ﷺ Sunnah.
- Think back on your own struggles and experiences in attempting to uphold Rasulallah's ﷺ rights, and consult Islamic literature.
- Talk and argue theological and philosophical issues concerning human accountability and Rasulallah's ﷺ rights.

\* This section is only for Muslim students. Students belonging to religions other than Islam may be given relevant universal examples.

# Rights of Family

## Pre School to Grade 2

### Students' Learning Outcomes

- Know that obeying and respecting parents and elders is the prime responsibility of children.
- Treat the elders at home lovingly and respectfully.
- Live together in peace with siblings and the other children in the family.
- Adopt a loving and respectful attitude toward the elders in the house.
- Sympathize with their family members in the case of illness, excessive workload, pain or injury.

## Grade 3 to Grade 5

- Identify behavior regarding family rights, in different case studies and scenarios.
- Help parents and siblings in household chores.
- Understand and forgive family members in the case of a mistake.
- Realize that they cannot go to someone's bedroom without permission, even if it is their parents' room.
- Believe that a strong family system is the foundation of a nation's security and stability.

## Grade 6 to Grade 8

- Explore the role of empathy and understanding in fulfilling the rights of family members.
- Discuss the importance of sharing responsibilities and contributing to the well-being of the family.
- Practice effective communication skills to express needs, feelings, and concerns within the family.
- Reflect on personal growth and development in fulfilling the rights of family members and strive for continuous improvement.

## Grade 9 and Grade 10

- Have a sense of responsibility and encourage others to fulfil their responsibilities when needed.
- Give hope to each other during hardships and despair.
- Investigate the influence of cultural and societal norms on family relationships and dynamics.
- Analyze the impact of technology and modernization on family cohesion and communication.
- Discuss the role of parents as caregivers, educators, and role models within the family.

## Grade 11 and Grade 12

- Using their problem-solving skills, try to resolve family issues as and when arise.
- Remind and motivate each other about their responsibilities.
- Reflect on personal values and beliefs regarding family rights and responsibilities.
- Engage in discussions and debates on contemporary issues related to family rights, such as gender equality, parental rights, and intergenerational relationships.
- Analyze case studies and real-life scenarios to explore complex family dynamics and challenges.

# Rights of Society

## Pre School to Grade 2

### Students' Learning Outcomes

- Always take permission before taking anything that belongs to others.
- List fundamental social principles include sharing, cooperation, and kindness.
- Practise little deeds of thoughtfulness and kindness towards neighbours and classmates.
- Pay greetings to their teachers, parents, elders, and fellows.
- Understand the need of treating people fairly and with respect.

## Grade 3 to Grade 5

- Avoid calling others with bad names.
- Remove hurdles and obstacles from the path.
- Avoid seeking and searching others faults.
- Respect everyone irrespective of their religion, caste, and socioeconomic status.
- Find out the value of taking civic duty and making a constructive contribution to the society.

## Grade 6 to Grade 8

- Know the manners of hospitality.
- Be respectful to the religious centers of non-Muslims.
- Help the needy and deserving people.
- Assist the victims of disaster and incidents.
- Know the rights of orphans, special persons and poor people.

## Grade 9 and Grade 10

- Take care of the assets of the state.
- Attend the funeral prayers of Muslims.
- Make peace among friends and try to settle their issues.
- Give respect and honor to women.
- Respect and obey the laws of the state and understand the importance and sanctity of Vote.

## Grade 11 and Grade 12

- Believe teachers as spiritual parents and know their rights.
- Invite their friends and neighbors in their social events.
- Avoid using the assets of school, mosque and any public entity for personal matters.
- Protect the honor, life and possession of friends.
- Think on your own morals and convictions about society obligations and rights.

# Environmental Stewardship

## Pre School to Grade 2

### Students' Learning Outcomes

- Determine what aspects of their neighbourhood are clean and which ones are dirty
- Recognise the value of maintaining their homes, schools, and neighbourhoods tidy.
- Explain the ways that organisms rely on one another in their surroundings.
- Acknowledge the significance of animals and trees in our surroundings.
- Define what pollution is and name the various forms of pollution (noise, air, water, land, etc.).

## Grade 3 to Grade 5

- Recognise the sources and consequences of pollution.
- Describe the various ecosystem types and their constituent parts.
- Explain biodiversity; enumerate the causes of its decline;
- Develop a sense of duty to take care of their immediate surroundings at home, in their neighbourhood, and at school (don't trash, use less water and electricity, and save trees).
- Celebrate different days such as Earth Day, Water Day, Tree Planting Day, Green Day etc.

## Grade 6 to Grade 8

- Enumerate how people can help maintain the cleanliness of their neighbourhood.
- Arrange for environmental issues in their community, school, and houses to be resolved.
- Describe the reasons behind the depletion of resources and the impact that population growth has on the ecosystem.
- Determine strategies to preserve biodiversity, such as national parks and wildlife.
- Recognise the effects of climate change on the environment, including the greenhouse effect and global warming.

## Grade 9 and Grade 10

- Describe the effects of human activity on the environment locally and globally.
- Show commitment to living a sustainable lifestyle (saving water, using electricity sparingly, reducing, reusing, and recycling).
- Offer suggestions for how to conserve natural resources (deforestation, water logging, salinity, etc.).
- Explain environmental problems, their origins, and how they affect the local community.
- Recognise the effects of climate change and how they affect the intensity of natural disasters.

## Grade 11 and Grade 12

- Explain global issues and the causes of problems like poverty, pollution, disease, and natural disasters;
- Make recommendations for strategies for sustainable development;
- Suggest methods for generating alternate energy;
- Identify patterns of human behaviour, practices, and lifestyles that are contributing to climate change;
- Create visual aids such as charts, posters, banners, and important messaging to raise awareness of the need to lessen environmental degradation and pollution.

# Animal Rights

## Pre School to Grade 2

### Students' Learning Outcomes

- Acknowledge that animals require food, drink, and shelter in order to survive.
- Show compassion and understanding for animals.
- Recognise the importance of treating pets with respect and providing them with care.
- Find easy methods to assist animals, including giving food to birds or treating insects gently.
- Talk about the significance of not hurting or making fun of animals.

## Grade 3 to Grade 5

- Explain what is meant by "animal rights" and why it matters.
- List the most prevalent types of animal abuse and talk about the effects.
- Talk about the ways through which they can show love to animals.
- Examine strategies to lessen animal suffering and encourage ethical pet ownership.
- Take part in events or initiatives that help local wildlife conservation efforts or animal sanctuaries.

## Grade 6 to Grade 8

- Analyse the moral effects of human activity on ecosystems and animal welfare.
- Investigate and evaluate the laws and rules pertaining to the protection and welfare of animals.
- Examine the various facets of animal rights advocacy, such as awareness-raising and lobbying.
- Take part in discussions about contentious issues pertaining to animal rights, like factory farming and animal testing.
- Create and carry out a project or campaign to address a particular animal rights concern in the neighbourhood.

## Grade 9 and Grade 10

- Examine international agreements and treaties pertaining to the conservation and wellbeing of animals.
- Examine the ethical and environmental effects of sectors such as wildlife commerce and animal husbandry.
- Analyse how consumer decisions can support animal rights and lessen suffering.
- Talk about how issues of social justice, such human poverty and environmental degradation, intersect with animal rights.
- Discuss and debate the moral implications of utilising animals for entertainment, clothing, or food.

## Grade 11 and Grade 12

- Analyse philosophical stances on speciesism and animal rights critically.
- Examine case studies of effective animal advocacy initiatives and their effects on public opinion and legislation.
- Examine new developments in animal rights, such as genetic engineering and biotechnology.
- Take part in moral discussions about issues like wildlife management, zoos, and animal testing.
- Consider your own moral principles and views about how animals should be treated and your ethical obligations to other living things.



# Moral Aspect



# Personal Hygiene

## Pre School to Grade 2

### Students' Learning Outcomes

- Acknowledge the connection between cleanliness and health.
- Maintain a clean appearance in their clothes, residences, and other areas of their lives.
- Acknowledge the significance of cleaning food items before consuming them.
- Recognise the significance of maintaining their homes clean and the negative effects of unclean homes on health.
- Recognise how crucial good personal cleanliness is to your general health and wellbeing.

## Grade 3 to Grade 5

- Recognize the need to maintain proper dental hygiene.
- Recognize how important rest and sleep are to preserving health.
- Determine the harmful practices that lead to frequent ailments.
- Determine the different reasons behind common illnesses
- Maintain proper hygiene on a regular and autonomous basis.

## Grade 6 to Grade 8

- Examine how personal hygiene affects one's emotional, mental, and physical health.
- Analyse their personal hygiene practices and note any shortcomings.
- Create plans for keeping their hands clean during puberty and adolescence.
- Adopt wholesome routines for hair, skin, and body odour control.
- Talk about how maintaining good personal hygiene can stop the spread of infectious diseases.

## Grade 9 and Grade 10

- Acknowledge that access to clean drinking water, proper sanitation, and good hygiene are important for health.
- Create a campaign to raise community knowledge of health and hygiene, and distribute it to members of their immediate and extended families as well as the general public if they have access.
- Understand that failing to maintain a balanced diet may result in certain deficits.
- Acknowledge the negative health effects of drugs and smoking, and develop the ability to refuse cigarettes when offered.
- Know how to avoid bad behaviours (swearing, picking your nose, biting your nails, and using slang) that are uncomfortable for other people to witness or hear.

## Grade 11 and Grade 12

- Identify and put into practice solutions to water and sanitation problems in their community.
- Acknowledge the connection between good hygiene education and a decrease in illness and disease-related mortality.
- List the different serious illnesses (such as cancer, stroke, and heart disease) along with their causes and treatments.
- Acknowledge the connection between increased health and the eradication of poverty as well as socioeconomic advancement.
- Use ethical online research techniques and be able to distinguish between reliable and unreliable sources of information.

# Truthfulness

## Pre School to Grade 2

### Students' Learning Outcomes

- Gain an understanding of truthfulness as being honest and telling the truth.
- Understand that Allah ﷻ is happy with those who speak the truth and is upset with the ones who lie.
- Determine the fundamental circumstances like stating the truth about deeds and emotions in which honesty matters.
- Acknowledge that relationships and trust are built mostly on truthfulness.
- Practice being truthful and owning up to your mistakes in a secure and encouraging setting.

## Grade 3 to Grade 5

- Explain the meaning of "truthfulness" and its significance in social and personal interactions.
- Recognize the effects that lying and dishonesty have on oneself and other people.
- Get in the habit of speaking the truth, even when it is challenging or uncomfortable.
- Acknowledge accountability for one's deeds and, if required, make remedies.
- Differentiate between jokes and lies, keeping in mind Rasulullah's ﷺ example.

## Grade 6 to Grade 8

- Examine how honesty affects a person's personality, particularly in light of the fact that people find liars to be unreliable.
- Using logical reasoning, establish that lying is the root cause of all misfortunes.
- Refrain from recounting fictitious, fabricated, and ludicrous ideas and events, and dissuade others from doing the same.
- Possess the discernment and grace to urge their classmates and friends to tell the truth instead of lying.
- Distinguish between veracity and deception, scheming, unfounded allegations, insincerity, and blaming.

## Grade 9 and Grade 10

- Practice critical thinking skills to evaluate information and distinguish between truth and falsehood.
- Reflect on personal experiences and challenges in upholding truthfulness and honesty.
- Make sure to be truthful in all financial transactions.
- Avoid using falsehoods for any form of selfish benefit.
- Be consistent in their thoughts and behaviors, and avoid being dishonest or hypocritical.

## Grade 11 and Grade 12

- Refrain from sowing discord through lies and backbiting and consider them satanic acts.
- Show awareness about punishment for false testimony according to Quran and Sunnah.
- Testify truthfully whether for friends or foes.
- Refrain from spreading non-verified news on the media and understand the propaganda war.
- Reflect on the teachings of Rasulullah ﷺ regarding truthfulness and honesty, and their relevance in contemporary society.

# Fairness

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognise the basic principles of fairness, such as sharing toys and taking turns.
- Acknowledge unfair treatment of others and let them know how you feel.
- During games and activities in the classroom, practise sharing and taking turns.
- Show empathy by taking into account the thoughts and feelings of others.
- Acknowledge that everyone is entitled to equitable treatment.

## Grade 3 to Grade 5

- Explain what "fairness" means and why it matters in day-to-day living.
- Determine examples of justice and injustice in various settings (e.g., community, school).
- Talk about the concepts of equality and justice in regard to fairness.
- Examine the effects that unfair treatment has on people as well as groups.
- Create plans for advancing justice and amicably settling disputes.

## Grade 6 to Grade 8

- Examine the idea of social justice and how it relates to equity.
- Examine instances of injustice and discrimination, both past and present.
- Talk about how institutions, laws, and policies all work to promote justice.
- Assess the equity of society's institutions and frameworks (such as healthcare and education).
- Take part in conversations and arguments about moral conundrums pertaining to justice and fairness.

## Grade 9 and Grade 10

- Recognise the distinction between equity and fairness.
- Examine how socioeconomic variables affect people's ability to access opportunities and resources.
- Examine human rights concerns pertaining to equity and prejudice.
- Analyse how well government initiatives and policies are working to advance equity.
- Take part in activism and advocacy to confront unfair practices and advance social justice.

## Grade 11 and Grade 12

- Analyse justice and fairness ideas critically from a philosophical standpoint.
- Examine case studies of judicial disputes and social movements aimed at achieving justice and equality.
- Examine how fairness intersects with other concerns of social justice, such as gender, racism, and religion.
- Take part in discussions about justice that touch on contentious issues like wealth redistribution and affirmative action.
- Consider their own moral principles and views about justice, as well as your ethical duty to build a just society.

# Honesty

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognize the importance of honesty in building trust and friendships.
- Recognize that taking someone else's property without their consent is wrong.
- Know the difference between being playful and distracting.
- Recognize the actions that waste food, water, and other resources and avoid them.
- Be honest when playing games.
- Recognize that honesty and truthfulness are highly valued in all religions.

## Grade 3 to Grade 5

- Identify the consequences of dishonesty on oneself and others.
- Learn to take responsibility for one's actions and make amends when necessary.
- Identify honest behaviors in different scenarios and case studies.
- Refrain from cheating in the exams.
- Practice being honest even when it is difficult or uncomfortable.

## Grade 6 to Grade 8

- Analyze the role of integrity and trustworthiness in personal and professional life.
- Evaluate personal values and beliefs regarding honesty and integrity.
- Develop strategies for resisting peer pressure and standing up for honesty.
- Discuss the Hadiths emphasizing the importance of honesty.
- Prove with arguments, that dishonesty turns a person into a hypocrite.

## Grade 9 and Grade 10

- Consider returning the Amanah to the rightful owner an act of honesty
- Understand that money earned through corruption is haram/ unlawful.
- Consider unlawful recommendations and favors to benefit their family, relatives, friends, or themselves wrong and abstain from them
- Understand that all malpractices like bribery, corruption, theft, cheating, and dishonesty in trade, should be avoided personally and that an effort should be made to, eradicate them from society through awareness of Islamic teachings
- Avoid misusing their authority over juniors and servants.

## Grade 11 and Grade 12

- Demonstrate and embody ideals like equity, justice, honesty, and empathy.
- Define bribery and its negative impact on society.
- Analyze the role of honesty in social justice, leadership, and governance.
- Consider the applicability of the Prophet Muhammad's ﷺ teachings on integrity and honesty in modern culture.
- Identify the common examples of academic dishonesty such as plagiarism, fabrication, deception, complicity etc.

# Patience

## Pre School to Grade 2

### Students' Learning Outcomes

- Be patient when waiting for their turn during any activity
- Take minor bumps and setbacks in stride without moaning.
- Form lines to enter and exit the classroom.
- Recognise that patience is a virtue and impatience a defect.
- Learn to be cheerful and appreciative rather than constantly whining and critiquing others. iv

## Grade 3 to Grade 5

- Define the term "patience" and explain why it is important in personal growth and success.
- Identify strategies for managing emotions and staying patient in challenging situations.
- Identify attitudes depicting patience in different case studies/ situations
- Refrain from being easily irritable and express gratitude for what they have
- Place their trust in Allah in case of some dangerous situation and bear it with patience knowing the trait to be a Sunnah

## Grade 6 to Grade 8

- Analyze the role of patience in achieving academic success and personal fulfillment.
- Evaluate personal values and beliefs regarding patience and perseverance.
- Differentiate between forbearance and cowardice
- Sacrifice themselves and their wealth for the country if needed
- Revert to patience and Salah in times of trouble and grief

## Grade 9 and Grade 10

- Know that Allah tests through fear, danger, hunger, loss of life and property and wealth.
- Advocate patience upon seeing a relative in trouble or their death without losing self-control
- Abstain from adopting illegal means when the situation is not in their favor
- Advocate comprehensively that wishing for death during difficulties is also a sign of impatience and is against Allah's command
- Patiently tolerate words of anger and slander whether from friend or foe, adult or child, Muslim or non-Muslim

## Grade 11 and Grade 12

- Examine patience's importance in leadership, resolving disputes, and bringing about social change.
- Examine religious and philosophical viewpoints on patience and how it relates to spiritual development and inner serenity.
- Examine how patience interacts with other virtues like humility, forgiveness, and compassion.
- Consider the lessons imparted by well-known historical individuals and leaders who have demonstrated perseverance and patience.
- Participate in conversations and debates about current topics pertaining to patience, such as the significance of delayed gratification and the effects of the culture of instant gratification.

# Modesty

## Pre School to Grade 2

### Students' Learning Outcomes

- Understand the concept of Modesty (haya) as purity in behavior and speech.
- Identify basic situations where modesty is demonstrated, such as respecting personal boundaries and privacy.
- Refrain from changing clothes in front of others but do so in seclusion.
- Dress up decently according to the religious and cultural norms.
- Refrain from indecent activities and consider them wrong

## Grade 3 to Grade 5

- Refrain from exposing or publicizing others' weaknesses and flaws.
- Learn to dress modestly and appropriately in various social settings.
- Discuss the teachings of Islam and other religions regarding the importance of chastity (haya) and modesty.
- Avoid watching programs and playing games that are based on violence or indecency
- Avoid swearing and vulgar language

## Grade 6 to Grade 8

- Comprehend the positive implication of modesty on a personality
- Know the qualities of a chaste person
- Avoid making friends with immodest people
- Give practical suggestions to promote modesty
- Develop strategies for practicing chastity (haya) in behavior, speech, and appearance.

## Grade 9 and Grade 10

- Participate in discussions on modesty at home and in school.
- Talk decently and politely in daily life and on the phone.
- Avoid such events and characters which are in conflict with modesty and cause immodesty
- Practice chastity (haya) in online and offline interactions, including social media use and communication.
- Reflect on personal experiences and challenges in practicing chastity (haya) and modesty, and develop strategies for navigating social pressures and expectations.

## Grade 11 and Grade 12

- Develop relationships with others within the prescribed Islamic boundaries.
- Avoid vulgarity on social media and the internet.
- Investigate the intersectionality of chastity (haya) with other virtues such as integrity, honesty, and compassion.
- Consider illegal sex a major sin and avoid all of its forms.
- Recognize acts of nudity, vulgarity and indecency and shun them.



# Justice

## Pre School to Grade 2

### Students' Learning Outcomes

- Have the belief that food must be distributed fairly among siblings
- Recognise that justice is the equitable and fair treatment of others.
- Identify commonplace instances, like sharing toys and taking turns, when fairness is displayed.
- Develop compassion and empathy for the thoughts, feelings, and viewpoints of others.
- Start to see how important justice is to preserving peace in the community and fostering good connections.

## Grade 3 to Grade 5

- Give the definition of "justice" and discuss its significance for interpersonal interactions and behaviour.
- Determine the attitudes and actions that exhibit justice, such as empathy, fairness, and honesty.
- Consider your own choices and behaviours in light of equality and fairness.
- Learn how to negotiate and compromise in order to end arguments and problems.
- Talk about the significance of justice and equality as taught by Islam and other religions.

## Grade 6 to Grade 8

- Examine how justice contributes to societal cohesion, peace, and inclusivity.
- Have the resolve to never hurt anyone with their speech, hands and acts.
- Refrain from hurting anyone because of their sense of superiority.
- Create plans for encouraging fairness in actions, words, and choices.
- Talk about how crucial justice is to protecting human rights and dignity.

## Grade 9 and Grade 10

- Have awareness of legal and ethical rules to help fight injustice as a responsible citizen
- Know about the Islamic ideology of collective justice
- Counsel others to refrain from injustice, fraud, weighing less and adulteration in the light of Islamic teachings
- Examine the social and cultural norms surrounding equality and justice.
- Examine the effects of injustice, such as discrimination and oppression, on people and communities.
- Engage in local and worldwide advocacy for justice and equality.

## Grade 11 and Grade 12

- Make decisions in daily affairs fairly without indulging in self-interest and prejudice.
- Identify the societies facing injustice and suggest remedies to the problem.
- Examine critically the function of justice in the creation of laws, policies, and governance.
- Examine philosophical and theological stances on justice and how they relate to moral growth and virtue ethics.
- Examine how justice interacts with other qualities including empathy, integrity, and compassion.

# Forgiveness

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognise forgiveness as apologising and making amends.
- Acknowledge their own and other people's pain, hurt, and rage.
- Practise saying sorry when they make a mistake.
- Show empathy by being aware of the impact of your actions on other people.
- Start realising how important it is to move on and forgive others.

## Grade 3 to Grade 5

- Give an explanation of the term "forgiveness" and talk about its significance.
- Determine the circumstances (such as disputes with family or peers) under which forgiveness might be required.
- Consider your own experiences with forgiveness and the effects it has had on relationships.
- Talk about the part empathy plays in the process of forgiving.
- Engage in dispute resolution and forgiveness by using your communication and active listening abilities.

## Grade 6 to Grade 8

- Examine the advantages of forgiveness for emotional and mental health.
- Examine many methods for letting go of grudges and forgiving people.
- Talk about the part that reconciliation and apology play in the process of forgiving.
- Examine the relationship between resolving conflicts and forgiveness.
- Practise forgiving others and resolving conflicts by participating in role-playing activities and scenarios.

## Grade 9 and Grade 10

- Examine many religious and cultural viewpoints on forgiveness.
- Examine past instances of conflict resolution and forgiveness.
- Talk about how forgiveness helps to foster rapprochement and harmony in society.
- Consider the difficulties and impediments to forgiveness in social and personal settings.
- Take part in conversations and arguments about moral conundrums pertaining to justice, forgiveness, and reconciliation.

## Grade 11 and Grade 12

- Analyse forgiveness theories critically from both a philosophical and psychological standpoint.
- Examine case studies that examine forgiveness in traumatised and victimised environments.
- Examine the relationship that exists between healing, resilience, and forgiveness.
- Consider your own experiences with forgiveness and its capacity for transformation.
- Talk about the moral virtue of forgiveness and how it affects both individual and society ethics

# Generosity

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognise that being generous means sharing and giving to others.
- Acknowledge altruism and kindness in both oneself and other people.
- Share with your classmates your toys, snacks, and other possessions.
- Express your appreciation to people who are giving.
- Start realising the happiness and fulfilment that come from assisting others.

## Grade 3 to Grade 5

- Explain what "generosity" means and talk about its significance.
- Determine several forms of generosity, including lending money, time, or assistance.
- Consider your own instances of generosity and how it affects other people.
- Talk about the relationship between empathy and generosity.
- Engage in classroom and community-based activities that foster kindness and charity.

## Grade 6 to Grade 8

- Examine the advantages of giving that accrue to both the donor and the beneficiary.
- Examine some approaches to volunteering and acts of service.
- Talk about the idea of social responsibility and how kindness contributes to the development of a strong community.
- Determine which national and international issues call for kindness and compassion.
- Take part in service-learning initiatives that support social justice and address problems in the community.

## Grade 9 and Grade 10

- Examine the systemic problems that lead to poverty and inequality.
- Examine how generosity can be used to promote equity and solve social inequalities.
- Examine the idea of philanthropy and how society is affected by it.
- Analyse the success of various strategies for resolving societal issues, including lobbying, philanthropy, and policy reform.
- Take part in conversations and arguments about moral conundrums including charity, privilege, and power.

## Grade 11 and Grade 12

- Examine theories of generosity and altruism critically from a psychological and philosophical standpoint.
- Examine case studies of prosperous charitable endeavours and the effects they had on the community.
- Examine how generosity contributes to societal change and transformative leadership.
- Consider your own principles and convictions about altruism and moral obligations to others.
- Talk about how giving intersects with other social justice problems, such as human rights and environmental sustainability.

# Performance Aspect



# Creativity

## Pre School to Grade 2

### Students' Learning Outcomes

- Engage in imaginative play, storytelling, and creative expression.
- Use art materials to create original drawings, paintings, and crafts.
- Ask questions about the world around them.
- Explore natural phenomena, patterns, and cause-and-effect relationships.
- Adapt to changes and unexpected situations.

## Grade 3 to Grade 5

- Generate multiple ideas for a given problem.
- Brainstorm creative solutions individually and in groups.
- Write stories, poems, or create digital content.
- Participate in drama or visual arts activities.
- Discuss famous artists, inventors, and thinkers.

## Grade 6 to Grade 8

- Evaluate creative works (e.g., literature, films, designs).
- Formulate opinions and provide constructive feedback.
- Apply creative thinking to real-world challenges.
- Design and prototype solutions using available resources.
- Explore entrepreneurial ventures and social innovations.

## Grade 9 and Grade 10

- Present findings through essays, presentations, or projects.
- Conduct independent research on a creative topic.
- Reflect on the impact of creative works on society.
- Explore how creativity intersects with other subjects such as science and art.
- Collaborate on interdisciplinary projects.

## Grade 11 and Grade 12

- Undertake ambitious creative endeavors such as writing a novel, painting, calligraphy etc.
- Exhibit mastery of chosen creative forms.
- Inspire others through creative vision and innovation.
- Mentor younger students in their creative pursuits.
- Recognize creativity as a lifelong skill.

# Communication

## Pre School to Grade 2

### Students' Learning Outcomes

- Be a good example of active listening by keeping eye contact and adhering to directions.
- Use simple sentences and age-appropriate language to communicate their thoughts and feelings.
- Engage in class discussions by interacting with others and exchanging thoughts and experiences.
- Accurately recognise and label everyday objects and emotions.
- Use phrases like Assalam-o-Alaikum, Alhamdulillah, please forgive me, I'm sorry, thank you, much obliged, in their conversation.

## Grade 3 to Grade 5

- Know the etiquettes of conversing with teachers, parents, siblings and other people in society.
- Use clear and coherent language to express themselves.
- Participate in the morning assembly and contests held on special days and events.
- Learn how to stay focused while others are speaking.
- Give brief oral presentations with the proper articulation, volume, and speed.

## Grade 6 to Grade 8

- Effectively communicate using a variety of media, such as digital media, oral presentations, and written essays.
- Use short pauses, decent jokes and humor in their conversation to maintain the interest of the listeners.
- Report different happenings both orally as well as in writing.
- In interpersonal interactions, show empathy and understanding.
- Modify their communication style and tone to fit the needs of various audiences and goals.

## Grade 9 and Grade 10

- Participate in discussions and debates on different social, cultural, and ethical topics.
- Write essays that are convincing and backed up by facts and reason.
- Examine media messages critically, taking into account intended audience, credibility, and bias.
- Present difference of opinion politely and in an effective manner.
- Control their emotions even in provocative situations.

## Grade 11 and Grade 12

- Communicate difficult concepts clearly and convincingly.
- Using a range of sources, do independent research, synthesise data, and effectively convey findings.
- Participate in sophisticated public speaking events, such as formal debates and presentations.
- Utilise critical thinking techniques to assess and react to various points of view in social, professional, and academic settings.
- Use latest technology for communication keeping in view safety and decency.

# Planning

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognize that planning entails thinking before any action.
- Understand that for day-to-day matters such as getting ready for school or playtime planning is required.
- Acknowledge how important it is to set objectives and plan methods to reach them.
- Practice basic organising techniques by putting toys or other possessions in a methodical order.
- Brainstorm and collect the necessities before initiating work such as making a list of items for shopping.

## Grade 3 to Grade 5

- Understand the significance of planning for both academic and personal achievement.
- Determine the elements of a successful plan, such as resource allocation, goal-setting, and timeline creation.
- Understand how to divide more complex jobs into smaller, more doable steps.
- Demonstrate planning skills by making plans for homework schedule or simple co-curricular activities.

## Grade 6 to Grade 8

- Create a manageable schedule for their everyday activities.
- Periodically assess the efficacy of their programs with a critical eye.
- Arrange projects for summer break and solicit input from others.
- Take part in organizing tours that are both instructive and leisurely.
- Have an understanding of the planning technique used by the Prophet Muhammad ﷺ .

## Grade 9 and Grade 10

- Know the principles and methods of critical analysis and review.
- Plan to solve problems prevailing at home, school and community.
- Investigate the connection between effective planning and academic success, including study habits and exam preparation.
- Plan for the achievement of their purpose of life.
- Reflect on personal experiences and challenges in planning and organization, and develop strategies for continuous improvement.

## Grade 11 and Grade 12

- Analyse various planning strategies, such as risk assessment, project management, and strategic planning, critically.
- Examine the connections between the virtues of perseverance, resilience, adaptability, and planning.
- Consider the lessons imparted by well-known inventors and leaders who are known for organizing and making decisions.
- Do SWOT Analysis to make projects effective and successful.
- Create a GANT / PERT Chart to organize and distribute activities.



# Organizing

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognize that organizing is the act of placing things in a methodical order.
- Identify certain situations where organizing is required such as toy cleanup, book arrangement or helping parents to lay the table to get ready for a meal.
- Acknowledge the significance of storing possessions in their proper locations.
- Exercise fundamental organizing techniques, such as classifying items according to size or color.
- Help in clearing up and organizing, both at home and in school.

## Grade 3 to Grade 5

- List the advantages of organisation, like time savings and stress relief.
- Discover several organising techniques, including labeling, prioritizing, and categorizing.
- Identify examples of organizational skills in different situations and case studies.
- Pick up and return items strewn around in school and at home, back to their proper places.
- Practice keeping timetables, assignments, books, notebooks and other stationary items organised.

## Grade 6 to Grade 8

- Determine their own time management and organization strengths and shortcomings.
- Create plans for keeping notes, digital files, and workspaces organized.
- Practice using digital applications, planners, and calendars, among other organizational tools and approaches.
- Talk about the value of flexibility and adaptation in organising, as well as how to modify systems as necessary.
- Draw up the agenda of a meeting and conduct a meeting accordingly.

## Grade 9 and Grade 10

- Examine the relationship between preparation for exams and study habits.
- Examine case studies of people or businesses with well-established organizational structures.
- Participate in talks and debates about organizational ethics, such as equity and fairness in the distribution of resources.
- Achieve their academic and personal objectives, practice developing and executing organizational structures.
- Know how to gather pertinent resources and means to bring about a change in society.

## Grade 11 and Grade 12

- Prove the importance of organizational skills of the volunteers by providing evidence and examples.
- Familiar with the ways to instill mutual accountability in carrying out organizational skills.
- Try to adopt Rasulullah (P.B.U.H)'s leadership and organizational traits.
- Display good character in their team while avoiding hypocrisy.
- Showcase their skills to resolve organizational problems.

# Decision Making

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognize that making decisions involves selecting from a range of possibilities.
- Determine the fundamental choices kids make in their everyday lives, such what to play with or eat for a snack.
- Acknowledge how crucial it is to make wise choices in order to remain content and safe.
- Learn how to make basic judgments by practicing with adult supervision.
- Select a better place among various places for the purpose of playing games.

## Grade 3 to Grade 5

- Give an explanation of "decision making" and its importance in both academic and personal contexts.
- Determine categories of decisions, including routine, ethical, and problem-solving decisions.
- Prior to making a decision, learn to obtain information and weigh your options.
- Practice making decisions by calculating the benefits and drawbacks.
- Talk about how important it is to make responsible decisions.

## Grade 6 to Grade 8

- Analyze the factors that influence decision-making, including values, beliefs, emotions, and peer pressure.
- Evaluate personal decision-making styles and identify strengths and areas for improvement.
- Analyze the success and failure of a particular decision
- Judge the outcomes of their decisions and learn lessons from them.
- Develop strategies for making informed decisions, including setting goals, prioritizing, and seeking advice from trusted sources.

## Grade 9 and Grade 10

- Examine how decisions affect an adolescent's personal development and growth.
- Examine case studies of people or organisations who have to make difficult decisions.
- Develop techniques for making ethical and responsible choices by reflecting on personal experiences and problems in decision making.
- Aware of the principles, procedures and wisdom making decisions in light of the character of Rasulullah ﷺ .
- Practice making decisions on your own and accepting responsibility for the results.

## Grade 11 and Grade 12

- Analyse various decision-making theories and models, such as bounded rationality, intuition, and rational decision-making, critically.
- Examine how decision-making affects governance, societal transformation, and leadership.
- Learn lessons from the mistakes that stem from a particular decision and to not repeat such mistakes.
- Examine how decision-making intersects with other qualities like accountability, empathy, and resilience.
- Consider the lessons that well-known decision-makers and leaders who have proven to be adept at making decisions have to offer.

# Research

## Pre School to Grade 2

### Students' Learning Outcomes

- Have an inquisitive approach toward their surroundings and other things like the sky, earth, sun, and moon.
- Recognize that research is the process of discovering new information or expanding one's knowledge on a subject.
- Determine the fundamental information sources, including books, images, and adults.
- To acquire information, practice watching and investigating their surroundings.
- Start to appreciate the importance of informing others about their discoveries.

## Grade 3 to Grade 5

- Understand why it is important for learning and solving problems.
- List the various forms of research that exist, such as hands-on, online, and library research.
- Discover how to use dictionaries, encyclopedias, and search engines as fundamental research resources.
- Plan your research and practice posing research questions.
- Can work as a group on different projects.

## Grade 6 to Grade 8

- Understand that impartiality is compulsory for research.
- Know the names of the important researchers who have worked on the same topic.
- Use a scientific, investigative approach and refrain from listening to hear-say.
- Stay away from spreading unproven and uninvestigated information.
- Differentiate between facts and opinions.

## Grade 9 and Grade 10

- Give practical suggestions to improve investigative skills in others.
- Critically evaluate articles written by their class fellows and give positive feedback.
- Understand the criteria for evaluating any investigation.
- Understand the rules of investigation suggested in Islam.
- Understand the religious, economic, political and social missions of investigation.

## Grade 11 and Grade 12

- Analyse study results critically and reach conclusions based on solid data.
- Examine how research affects culture, society, and technological innovation.
- Examine how research intersects with other values including honesty, creativity, and critical thinking.
- Think about the openness and accountability that come with being a researcher or scholar.
- Participate in talks and debates about current research-related issues, such as knowledge sharing, scientific ethics, and academic integrity.

# Financial Literacy

## Pre School to Grade 2

### Students' Learning Outcomes

- Understand the concept of money, its usage in their daily life and also identify currency
- Count coins and currency notes of different values.
- Recognize that income is a source of money.
- Recognize the importance of shopping within certain norms, more thoughtfully, frugally, cautiously and conscientiously.
- Describe what saving is, and recognize it as a behaviour, habit, and way of life.

## Grade 3 to Grade 5

- Identify various banking channels, including online banking.
- Explain the features of a Minor Account and why every child should have one.
- Focus on savings with an investment goal in mind.
- Describe the qualities of an entrepreneur, including the 'can-do' attitude in the wake of all the adversities.
- Describe the importance of budgeting as a tool for financial planning.

## Grade 6 to Grade 8

- Distinguish between necessary, unnecessary, fixed, regular, and variable expenses and describe ways to eliminate or reduce non-essential and wasteful expenditures.
- Make budget for personal expenses as a way to manage and control costs.
- Compare the price, value and quality of products that they want to purchase.
- Make smart purchasing decisions based on personal values and key competencies.
- Develop a savings plan and establish a realistic savings goal.

## Grade 9 and Grade 10

- Describe how career choices, education, skills, and economic conditions affect income.
- Describe how recording expenses can lead to more disciplined spending.
- Appreciate the role of online shopping in purchasing decisions.
- Recognize different types of fraud prevailing in the banking industry.
- Describe how inflation affects purchase decisions and the price of goods and services.

## Grade 11 and Grade 12

- Compare rates of return on different types of investments and order them by risk.
- Describe the process of starting a business, avoiding common pitfalls, and pitching ideas more effectively.
- Describe how they can apply entrepreneurial competencies in addressing problems in their class, school, home, and community.
- Describe the importance of having a spending plan, a saving plan, and a plan for investments.
- Describe and explain the key terms and terminologies related to insurance.

# Media Literacy

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognise the various media forms, including books, the internet, and television.
- Recognise that the media provides us with tales and information.
- Acknowledge the fundamental components of media, including words, sounds, and images.
- Start to distinguish between fiction and reality when it comes to media content.
- Use age-appropriate media in a responsible and safe manner.

## Grade 3 to Grade 5

- Give a definition of "media literacy" and discuss its significance.
- List the functions of the various media (such as news, entertainment, and advertising).
- Examine the ways in which media messages are put together and how they affect people's attitudes and actions.
- Discuss the effects of bias and stereotypes in media representations after identifying them.
- Gain the capacity to critically think in order to assess the authority and dependability of media sources.

## Grade 6 to Grade 8

- Examine the ways in which media messages can be twisted to sway beliefs and actions.
- Recognise the persuasive strategies employed in propaganda and advertising.
- Analyse critically how social concerns and identities are portrayed in media.
- Gain the ability to analyse and comprehend media messages from a variety of angles.
- Respect privacy of other people online.

## Grade 9 and Grade 10

- Analyse how relationships, mental health, and personal identity are affected by digital media.
- Adopt proper online conduct, which includes protecting privacy and preventing cyberbullying.
- Examine how online experiences and viewpoints are shaped by algorithms and filter bubbles.
- Talk about censorship, media regulation, and the right to free speech.
- Act with empathy and positivity online.

## Grade 11 and Grade 12

- Analyse the ownership and effect of media conglomerates on media content critically.
- Differentiate between authentic and fake news.
- Independently investigate a media-related subject, then use a variety of media to convey your findings.
- Participate in discussions and debates about new developments in media and technology.
- Consider your own media consumption patterns and come up with plans for engaging with the media responsibly.

# Tolerance

## Pre School to Grade 2

### Students' Learning Outcomes

- Discover how people differ and are similar in their cultures.
- Acknowledge that all people have inherent worth and should be treated with respect.
- Determine how they can treat others with dignity.
- Locate the locations of various places of worship, such as churches, mosques, and temples.
- Understand that fair play and participation in group activities should be extended to all peers, regardless of their race, social status, or cultural background.

## Grade 3 to Grade 5

- Define variety and list the essential traits of several social groups in a given society.
- Respect others and themselves and acknowledge the diversity that occur among communities.
- Recognise similarities and contrasts within and between cultures and societies (gender, age, ethnicity, socioeconomic status, marginalised people).
- Treat others with respect and pay attention to their opinions even when there is disagreement.
- Show that they are aware that other people may have opinions, and that they should be respected.

## Grade 6 to Grade 8

- Demonstrate respect for diversity and interact with others in the community and around the world.
- Recognise that Pakistan is largely an Islamic state with a Muslim majority, but there are individuals who practice other religions.
- Respect pluralism and avoid prejudice and discrimination.
- Develop self-esteem as a Pakistani and be open to learning from various cultures.
- Understand and appreciate global cultural differences.

## Grade 9 and Grade 10

- Differentiate between global and Pakistani cultures and appreciate cultural diversity within society, country, and globally.
- Identify strategies to strengthen global diversity.
- Develop a deeper understanding and interaction with diverse cultures.
- Recognize global cultural, social, and political trends.
- Recognise and appreciate global religious diversity.

## Grade 11 and Grade 12

- Recognise the impact of diverse cultures, values, and beliefs on Pakistani society.
- Identify key components of a lifestyle that promotes diversity and tolerance.
- Value the benefits of working with people from diverse backgrounds.
- Inquire about another country's population, region, culture, religion, and diversity.
- Demonstrate respect for all individuals, regardless of religious or cultural background.

# Individual Aspect



# Punctuality

## Pre School to Grade 2

### Students' Learning Outcomes

- Determine the daily schedule and recognise the significance of adhering to it.
- Show that you can be on time by showing up for class and school on time.
- Gain an understanding of time by taking part in time-related activities.
- Wait patiently for turns out of respect for other people's time.
- Understand the emotions that come with arriving on time as opposed to being late.

## Grade 3 to Grade 5

- Explain the benefits of punctuality in school and home activities.
- Practice punctuality by completing tasks and attending events on time.
- Reflect on how being punctual helps in being organized and reduces stress.
- Understand the impact of punctuality on teamwork and group projects.
- Plan their daily, weekly and monthly schedule according to the available time

## Grade 6 to Grade 8

- Examine the effects of tardiness versus timeliness on academic achievement.
- Create a personalised time management strategy to improve on-time arrival.
- Consider how important punctuality is to preserving trust and relationships.
- Encourage their classmates to be on time as a way to show leadership.
- Examine how different cultural contexts view timeliness and punctuality.

## Grade 9 and Grade 10

- Look at the value of being on time in work environments.
- Use time management techniques to regularly fulfil deadlines in your academic work.
- Evaluate actual case studies in which timeliness affected results.
- Start community service programmes with an eye towards time commitment.
- Discover the development of timekeeping historically and its significance in society.

## Grade 11 and Grade 12

- Describe how being on time helps you to accomplish your long-term professional objectives.
- Plan a study to investigate how punctuality affects output.
- Setting an example of punctuality, guide younger pupils in time management.
- Explain the effects of punctuality on a personal, collective, national, and international level
- Plan tactics for getting beyond daily challenges to being on time.



# Cleanliness

## Pre School to Grade 2

### Students' Learning Outcomes

- Understand the need to maintain good personal cleanliness and tidy surroundings.
- Practice different actions of cleanliness and adopt the proper habits of washing hands, bathing, cleaning their nose, sneezing, eating food, and getting rid of their bodies from dirt and impurities.
- Consider combing, clipping of nails, and cleaning shoes, a good habit and 'Sunnah' of the Holy Prophet ﷺ.
- Observe the manners of using the washrooms, washing their hands before and after meals and using toilet.
- Participate in different activities to keep their house, school, and surroundings clean.

## Grade 3 to Grade 5

- Describe the advantages of personal hygiene and a clean surroundings for health.
- Create a schedule for both classroom duties and personal hygiene.
- Show how littering impacts the neighbourhood and the school.
- Know to clean clothes, utensils and personal items (mobile, computer, bed, bag, etc.)
- Organise school-wide clean-up campaigns.

## Grade 6 to Grade 8

- Analyze the impact of cleanliness on physical health, mental well-being, and social relationships.
- Evaluate personal habits and attitudes towards cleanliness and hygiene.
- Develop strategies for maintaining cleanliness in shared spaces, such as classrooms, bathrooms, and common areas.
- Practice proper waste management and environmental stewardship.
- Discuss the importance of cleanliness in promoting a positive school and community environment.

## Grade 9 and Grade 10

- Examine the effects on one's health and social standing of improper hygiene and sanitation procedures.
- Examine case studies of public health programmes meant to advance sanitation and hygiene.
- Practice lowering environmental effect and implementing sustainable hygienic habits.
- Think back on your own difficulties and experiences keeping things clean, and create plans to encourage others to do the same.
- Apply the practical ways to keep the body, school, home and environment clean with limited resources.

## Grade 11 and Grade 12

- Critically evaluate the role of cleanliness in preventing disease outbreaks and promoting public health.
- Analyze the intersectionality of cleanliness with other societal issues such as poverty, inequality, and access to sanitation facilities.
- Investigate the impact of cultural norms and traditions on attitudes towards cleanliness and hygiene.
- Reflect on the responsibilities of individuals and communities in promoting cleanliness and environmental sustainability.
- Engage in campaigns on contemporary issues related to cleanliness, including challenges in urban sanitation, water management, and hygiene education.

# Self Awareness

## Pre School to Grade 2

### Students' Learning Outcomes

- Sort and name fundamental emotions like fear, rage, sadness, and happiness.
- Determine your own advantages and potential for development, including your talents and abilities.
- Exhibit knowledge about your own hobbies and preferences.
- Learn to see how ideas, emotions, and deeds are related.
- Practice stating needs and feelings in a variety of contexts.

## Grade 3 to Grade 5

- List and explain their own attitudes, values, and beliefs.
- Know their own qualities and shortcomings and can express a few.
- Realize how feelings affect ideas, actions, and judgment.
- Consider their own experiences, and note recurring patterns of actions and feelings.
- Talk about the need of self-awareness in establishing positive relationships and handling disagreements.

## Grade 6 to Grade 8

- Examine how knowledge of oneself affects development, resilience, and wellbeing.
- Know that everything given to human being is an amount and great responsibility.
- Know internal beauty is more important than external beauty and this is what is required from a human being.
- Analyse own advantages, disadvantages, and room for development.
- Understand that humans are Allah's ﷻ Caliphs on the earth and has a purpose to keep on struggling to gain Allah's ﷻ happiness.

## Grade 9 and Grade 10

- Look into how self-awareness shapes and explores identities during adolescence.
- Examine own morals and beliefs in light of social, religious, and cultural factors.
- Can prove from evidences that only a self aware person can improve his hidden talents.
- Make Rasulullah ﷺ their role model for self awareness.
- Think back on your own development, and make plans for future self-improvement.

## Grade 11 and Grade 12

- Knowing Allama Iqbal and his self-respect philosophy.
- Understand that knowing Allah ﷻ more fosters self-awareness.
- Analyse critically the ideas of self awareness and self concept found in existential, humanistic, and sociocultural perspective.
- See if spirituality and mindfulness can help with self-awareness and resilience.
- Keep evaluating every facet of oneself in order to get better.

# Hard Work

## Pre School to Grade 2

### Students' Learning Outcomes

- Know they will get appreciated if they work hard.
- Come to school happily and keenly and show interest in class.
- Know that the one who does his work with his own hands is Allah's friend.
- Do their work with commitment. (Completing homework, organizing books and notebooks after use)
- Participate enthusiastically in activities that involve physical and mental effort.

## Grade 3 to Grade 5

- Practice breaking down large tasks into smaller, manageable steps to facilitate hard work.
- Work hard to ensure the completion of the assigned task in time.
- Take part in educational tasks and activities eagerly and work wholeheartedly for the completion of a task.
- Demonstrate perseverance and persistence in completing tasks, even when they are challenging.
- Be aware of the endeavors of the life of Hazrat Muhammad ﷺ pertaining to hard work.

## Grade 6 to Grade 8

- Analyze the relationship between effort, perseverance, and success in personal and academic endeavors.
- Evaluate personal habits and attitudes towards hard work and identify areas for improvement.
- Complete the daily assigned tasks on the same day and not leave today's work to tomorrow.
- Develop strategies for staying motivated and focused on long-term goals through consistent hard work.
- Have complete confidence and trust in their abilities and potentials and work hard to achieve their goals.

## Grade 9 and Grade 10

- Examine how diligence impacts career readiness, personal development, and lifelong learning.
- Examine case studies of individuals who have attained success by means of diligence and perseverance.
- Understand that self-control and self-restraint are essential for avoiding diversions and sustaining concentration on objectives.
- Contemplate personal experiences and obstacles encountered while demonstrating diligence.
- Formulate plans for surmounting barriers and maintaining determination in pursuit of achievement.

## Grade 11 and Grade 12

- Determine priorities and goals and aim to struggle and work hard to achieve them
- Try to act upon the lessons taken from the endeavors and struggles of the life of Prophet PBUH and his companions.
- Apply the formula of "Do little but do it persistently" to themselves and aim for long term goals.
- Reflect on personal values and aspirations, and develop a personal philosophy of hard work and success informed by Islamic principles.
- Engage in discussions and debates on contemporary issues related to hard work, including the impact of globalization, technology, and socioeconomic factors on opportunities for success.

# Politeness

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognise the significance of saying "please," "thank you," and "pardon me."
- Practise saying "hello" and "goodbye" to people while grinning.
- Behave politely by giving and speaking kindly to others.
- Acquire the skill of listening to others and taking turns speaking.
- Start recognising other people's emotions and demonstrating empathy by acting civilly.

## Grade 3 to Grade 5

- Explain what "politeness" means and why it's important for fostering good relationships.
- Name certain courteous actions, including opening doors for others or extending assistance.
- Practice being courteous to adults, teachers, and peers in a variety of social contexts.
- Respect other people's viewpoints by paying attention when they speak and acting civilly when you react.
- Practise being courteous in various social situations and conversations, role-play scenarios.

## Grade 6 to Grade 8

- Examine how courteous conduct affects social and personal relationships.
- Determine the expectations and cultural norms surrounding civility and courteous communication.
- Practice being kind and considerate when providing and receiving constructive criticism.
- Show off your ability to be assertive while still being kind and diplomatic.
- Have conversations on how courteousness contributes to a healthy school and community atmosphere.

## Grade 9 and Grade 10

- Explore the role of politeness in professional settings, such as job interviews, meetings, and presentations.
- Analyze the impact of politeness on customer service and client relations.
- Practice professional communication skills, including email etiquette and phone manners.
- Discuss the importance of politeness in public speaking and debate.
- Engage in service-learning projects that involve interacting with diverse community members in a polite and respectful manner.

## Grade 11 and Grade 12

- Critically evaluate the role of politeness in diplomacy and international relations.
- Analyze case studies of successful diplomatic negotiations and conflict resolution processes.
- Develop advanced communication skills for navigating complex social and professional situations with politeness and tact.
- Reflect on personal values and cultural norms related to politeness and respectful communication.
- Engage in debates and discussions on ethical dilemmas related to politeness, diplomacy, and power dynamics.

# Self Respect

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognise and name basic emotions like fear, anger, sadness, and happiness.
- Acknowledge their personal assets and potential growth areas, including their abilities and skills.
- Show that they are aware of people's interests and preferences.
- Refrain from asking things from others and complaining over small things.
- Get comfortable expressing their wants and feelings in a variety of contexts.

## Grade 3 to Grade 5

- Give an explanation of "self respect" and its importance in appreciating both oneself and other people.
- Determine their own boundaries, values, and beliefs, then confidently state them.
- Acknowledge the significance of appropriate limits and self-care in preserving self-respect.
- Increase their sense of worth and confidence in themselves, use affirmations and positive self-talk.
- Using Islamic teachings on treating others with kindness and compassion as inspiration, talk about how important it is to respect others as a reflection of oneself.

## Grade 6 to Grade 8

- Examine how relationships, mental health, and overall well-being are affected by self-respect.
- Analyse one's own self-respecting behaviours and attitudes to pinpoint areas that need work.
- Define the meaning of a person or a nation's respect and honor and be prepared never to compromise on it in any situation.
- Develop their assertiveness abilities to successfully and respectfully express their needs, wants, and opinions.
- In light of Islamic teachings on humility and self-accountability, talk about the need of introspection and self-awareness in fostering self-respect.

## Grade 9 and Grade 10

- Examine case studies of people who have shown self-respect in the face of hardship, peer pressure, and cultural expectations.
- Participate in conversations and debates about social justice, integrity, and authenticity as ethical issues pertaining to self-respect.
- Prove In the light of the Qur'an and Sunnah that self-respect is an essential element of a successful and complete personality.
- Develop assertiveness and self-advocacy to defend their rights and ideas while respecting those of others.
- Consider their own experiences and obstacles to upholding self-respect as they devise plans for fostering self-compassion and resilience.

## Grade 11 and Grade 12

- Love their religion and country more than their life, wealth and honor.
- Protect their ideological and cultural heritage while pursuing education abroad.
- Abstain from an egoistic attitude and Consider arrogance and conceit detrimental to themselves.
- Critically assess ideas of self-esteem and self-respect, taking into account sociocultural and psychological viewpoints.
- Examine how other facets of identity, such as gender, colour, and culture, relate with self-respect.

# Self Confidence

## Pre School to Grade 2

### Students' Learning Outcomes

- Confidently identify and communicate their own talents and abilities.
- Show tenacity and perseverance when taking on new challenges and endeavours.
- To increase their sense of self-worth, use affirmations and constructive self-talk.
- Acquire a feeling of pride and success when they complete minor objectives.
- Acknowledge the significance of having faith in oneself and other people, taking cues from Islamic teachings of self-belief and faith in Allah ﷻ.

## Grade 3 to Grade 5

- Give an explanation of "self-confidence" and its importance in terms of having faith in one's own abilities and potential.
- Establish and pursue ambitious goals with tenacity and resolve.
- Develop positive self-reflection and self-evaluation techniques to pinpoint your areas of strength and development.
- Confidently voice one's needs, thoughts, and ideas while advocating for oneself and others.
- Discuss the need for self-assurance in overcoming obstacles and disappointments with fortitude, taking cues from Islamic teachings on bravery and constancy.

## Grade 6 to Grade 8

- Examine the elements that affect self-confidence, such as one's own experiences and accomplishments.
- Examine one's own views and convictions on one's efficacy and value.
- Create plans for handling self-doubt and confidently conquering challenges.
- Participate in extracurricular activities, leadership positions, and public speaking to hone their communication and confidence abilities.
- Consider their own experiences of overcoming obstacles and disappointments, and discuss with peers techniques for boosting self-esteem.

## Grade 9 and Grade 10

- In the light of the Qur'an and Sunnah know that self-respect is an essential element of a successful and fulfilled personality.
- Understand the relation of unlawful earning with lack of self-respect and confidence.
- Be able to differentiate between self-respect and arrogance.
- Using Islamic teachings on humility and serving others as motivation, consider their own values and beliefs in regard to leadership and self-confidence.
- Examine the connection between self-confidence and well-being on a personal, professional, and intellectual level.

## Grade 11 and Grade 12

- Evaluate ideas of self-efficacy and confidence critically, taking into account cultural, social, and cognitive aspects.
- Abstain from negative attitudes such as being shy or fearful.
- Investigate how self-compassion and mindfulness can improve your wellbeing and sense of self.
- Face criticism boldly and develop the habit of self-analysis.
- Protect their ideological and cultural sense while if they are pursuing education abroad.

# Self Discipline

## Pre School to Grade 2

### Students' Learning Outcomes

- Understand how important it is to abide by guidelines and directives.
- Get comfortable adhering to basic timetables and procedures.
- Show that you can regulate your emotions and impulses.
- Apply concentration and focus to your duties and activities.
- Get an understanding of the advantages of postponing gratification.

## Grade 3 to Grade 5

- Explain what "self-discipline" is and how important it is to reaching objectives.
- Determine their own discipline strong points and places for development.
- Prioritise their goals and make plans of action to reach them.
- Finish things quickly, practise organisation and time management techniques.
- Show resiliency in the face of difficulties and disappointments.

## Grade 6 to Grade 8

- Assess how self-discipline affects both personal and academic performance.
- Determine methods for maintaining concentration and beating procrastination.
- Use introspection and self-monitoring to evaluate your progress towards your objectives.
- Show that you can withstand peer pressure and make wise decisions.
- Take part in pursuits that enhance mental health and self-care.

## Grade 9 and Grade 10

- Examine how self-control and long-term achievement are related.
- Create plans for juggling extracurricular activities, personal interests, and academic obligations.
- Use self-control strategies to handle stress and preserve mental well-being.
- Act honourably and morally in both their personal and professional activities.
- Take charge of their own education and personal development by participating in self-directed learning.

## Grade 11 and Grade 12

- Analyse critically how discipline affects reaching one's own and one's career goals.
- Examine your prior experiences and difficulties to pinpoint places where your self-discipline still needs improvement.
- Create plans for sustaining self-control in the face of temptations and diversions.
- Showcase their leadership abilities by encouraging others and setting an example of self-control.
- Make a plan for their own personal growth that outlines your objectives and offers tactics for strengthening their discipline and reaching your long-term goals.

# Self Accountability

## Pre School to Grade 2

### Students' Learning Outcomes

- Recognize the concept of responsibility for one's actions and choices.
- Identify basic tasks and routines for which individuals are accountable, such as cleaning up toys and following classroom rules.
- Accept their mistakes and try not to repeat them in future.
- Apologize if they were not able to fulfill their commitments or caused any damage due to their misbehavior.
- Begin to develop a sense of ownership and responsibility for personal belongings and actions.

## Grade 3 to Grade 5

- Have a clear concept of 'what is self-assessment' and explain it, giving examples.
- Pay serious attention to instructions and seek and pray for Allah (S.W.T)'s forgiveness, if they make a mistake.
- Analyze their strengths and weakness, good and bad deeds on daily basis.
- Have the moral courage to accept and own their mistakes and are ready to make amend.
- Feel good when they do good deeds, and remorse when they make mistakes.

## Grade 6 to Grade 8

- Can work for self-purification through the process of self-evaluation.
- Take criticism positively and try to overcome their faults.
- Believe that none of their acts are hidden from Allah ﷻ.
- Develop a habit of analyzing the positive and negative aspects and results of the tasks or duties that the complete.
- Understand the relevance of self-evaluation through the Quranic teachings and the 'Seerah' of the Prophet ﷺ.

## Grade 9 and Grade 10

- Can prove by arguments that self-accountability is an effective means of attaining piety.
- Know the meaning of repentance and repent when sins are committed
- Examine the effects of self-accountability on human personality
- Practice advocating for oneself and others in promoting accountability and accountability in personal and social contexts.
- Reflect on personal experiences and challenges in maintaining self accountability, and develop strategies for building resilience and integrity.

## Grade 11 and Grade 12

- Critically evaluate theories of self accountability and moral development, including cognitive, social, and ethical perspectives.
- Analyze the intersectionality of self accountability with other virtues such as integrity, resilience, and leadership.
- Investigate the role of spirituality and mindfulness in enhancing self accountability and fostering ethical decision-making.
- Demonstrate advanced self-regulation and independence in learning and personal growth.
- Apply Islamic principles of accountability to prepare for adult responsibilities and societal roles.



# Roles and Responsibilities

Character education is an essential component of students' overall growth, involving the nurturing of moral, ethical, and social-emotional skills that enhance their individual and academic achievements. Character education is of utmost importance in educational institutions since it significantly influences the values, attitudes, and behaviours of students, equipping them to be accountable and effective contributors to society.

In order to successfully carry out character education projects, it is necessary to have the active participation of different stakeholders, such as Head Teachers, teachers, parents, and the wider community. Each of these stakeholders has unique tasks and responsibilities in promoting a culture of character education within schools and in other contexts.

Here are the precise duties and obligations of Headteachers, teachers, parents, and community members in advancing character education and fostering the ethical and social growth of children in schools.

## Head Teachers

As leaders of the school community, Head Teachers play a crucial role in fostering a culture of character education. Their responsibilities include:

- Establishing the atmosphere for character education by exemplifying positive behaviours, values, and attitudes.
- Supervising incorporation of character education into the school routine, guaranteeing its integration throughout all topics and grade levels.
- Training and assistance to teachers in order to proficiently apply character education practices in the classroom.
- Establishing a secure and all-encompassing atmosphere by guaranteeing that the educational setting is free from harm, characterised by respect and inclusivity, where every student is esteemed and assisted.
- Cooperating with parents, families, and community members to advance character education projects and establish alliances that enhance student learning and well-being.

## Teachers

Teachers have a crucial role in regularly teaching pupils about character education. Their duties and obligations encompass:

- Exemplifying strong character attributes such as respect, empathy, and honesty, serving as role models for students.
- Sharing examples of the character traits from the blessed life of Rasulullah ﷺ. In this regard, authentic Ahadith and events from the Seerat un Nabi ﷺ are recommended to be used.
- Offering personalised assistance and direction to pupils, aiding them in cultivating self-awareness, self-regulation, and social-emotional aptitudes.
- Engaging in collaboration with colleagues to ensure that character education initiatives are coordinated and consistent across all grade levels and subject areas, promoting a unified approach throughout the entire school.

## Parents

Parents have a crucial role in strengthening character education within the household and fostering their children's moral and social growth. Their duties and obligations encompass:

- Strengthening character education ideals taught at school by exemplifying positive behaviours and effectively conveying family values and expectations.
- Presenting illustrations of the virtues from the auspicious life of Rasulullah ﷺ. The parents may promote the practical life lessons based on Seerat un Nabi ﷺ through different means including storytelling and sharing authentic literature.
- Creating a nurturing home environment that promotes the development of moral reasoning, empathy, and responsibility, and cultivates the ability to bounce back from difficulties.
- Exemplifying desirable character characteristics and demonstrating ethical decision-making in their relationships with their children and others, therefore functioning as influential role models.
- Actively engaging in school events, volunteer opportunities, and community service projects that foster character education and civic participation.

## Community

The wider community, encompassing local organisations, enterprises, and religious institutions, also has a substantial impact on character education. Their duties and obligations encompass:

- Cooperating with schools to offer resources, expertise, and assistance for character education initiatives and programmes.
- Mentoring and role modeling for pupils, imparting their expertise, abilities, and life experiences.
- Providing additional learning experiences, such as field trips, guest speakers, and service-learning projects, which aim to deepen students' comprehension of character education ideas.
- Championing the significance of character education in schools and endorsing policies and activities that foster positive youth development.
- Involving students in community service and civic activities that encourage social responsibility, empathy, and active participation in society.

In conclusion, the successful implementation of Character Education relies on the collective efforts of various stakeholders, including parents, teachers, headteachers, and society at large. Parents play a vital role in instilling values and morals at home, while teachers serve as role models and educators within the school setting. Headteachers provide leadership and support for Character Education initiatives, ensuring they are integrated into the school's ethos and curriculum. Additionally, society plays a crucial role in reinforcing ethical behavior and fostering a culture that values integrity, empathy, and respect. By working together collaboratively, these stakeholders can create an environment that nurtures the holistic development of students, equipping them with the character traits and skills needed to thrive as responsible and compassionate individuals in an ever-changing world.

# Implementation Framework for Character Education Strategy

## 1. Textual Material Integration:

- Age-appropriate textual materials, including literature, stories, poems, and articles will be developed/ selected, that exemplify and reinforce the character traits outlined in the strategy. Wherever possible, practical examples from the blessed life of Rasulullah ﷺ should be used. For students belonging to minorities, relevant examples may be quoted.
- Reading lists and recommended texts will be developed that is aligned with the character education themes and values, featuring diverse voices, cultures, and perspectives to promote empathy, understanding, and global awareness.
- Discussion guides, comprehension questions, and reflection prompts will be developed to accompany the textual materials, facilitating meaningful conversations and critical thinking about character development themes and moral dilemmas presented in the texts.

## 2. Teacher Training and Professional Development

- Comprehensive training sessions for teachers will be conducted to familiarize them with the strategy framework, character traits, and teaching strategies. The teaching methodology of Rasulullah ﷺ should also be shared with the teachers.
- Ongoing professional development opportunities will be provided. These will be focused on effective implementation strategies, classroom management techniques, and assessment methods for character education.
- Peer learning and collaboration among teachers will be supported to share best practices, resources, and lesson ideas for character education integration.

## 3. Parental Involvement:

- Orientation sessions and workshops for parents will be organized to introduce them to the character education strategy and its objectives.
- Resources and materials for parents will be provided to support character development at home, including tips for fostering positive character traits and engaging in meaningful conversations with their children.
- Parent-school partnerships will be encouraged through regular communication channels, such as newsletters, parent-teacher meetings, and family engagement events focused on character education.

## 4. Co-curricular Activities:

- Character education will be integrated into co-curricular activities such as sports, arts, and clubs to provide students with opportunities for experiential learning and character development.
- Themed events and projects will be organized. These will be centered around specific character traits, such as kindness campaigns, community service projects, and leadership workshops.
- Collaboration with external organizations and community partners will be initiated to expand

co-curricular offerings and provide diverse learning experiences aligned with character education goals.

## 5. Projects and Service Learning:

- Project-based learning experiences will be designed that allow students to explore real-world issues and apply character traits in authentic contexts.
- Service-learning initiatives will be implemented that engage students in meaningful community service projects, fostering empathy, responsibility, and civic engagement.
- Opportunities for students will be provided to reflect on their experiences, articulate their learning outcomes, and demonstrate their growth in character development through project presentations and reflections.

## 6. School Culture and Environment:

- A positive and inclusive school culture will be fostered that values and promotes character education through visible displays, recognition programs, and reinforcement of desired behaviors.
- Clear expectations and norms will be established for behavior aligned with the character traits outlined in the strategy, and consistently reinforce these expectations through reinforcement strategies such as praise, rewards, and recognition.
- Rahmatul lil Aalameen Youth Clubs will be initiated in the schools and colleges. These clubs will be responsible for organizing different activities related to character education based on Seerat un Nabi ﷺ.

## 7. Continuous Improvement and Feedback:

- Mechanisms will be established for ongoing monitoring and evaluation of the character education program, including regular review meetings, surveys, and feedback sessions with stakeholders.
- Feedback from teachers, students, parents, and community members will be collected to assess the effectiveness of the strategy implementation and identify areas for improvement.
- Data-driven insights and qualitative feedback will be used to make informed decisions and adjustments to the strategy, ensuring its relevance, responsiveness, and impact on student outcomes.

## 8. Integration of Technology:

- Educational technology tools and resources will be used to enhance character education instruction, such as interactive digital platforms, multimedia presentations, and online learning modules.
- Digital storytelling, gamification, and virtual simulations will be used to engage students in immersive learning experiences that reinforce character traits and values.
- Access to online resources and digital libraries will be provided that offers curated content on topics related to character education, social-emotional learning, and digital citizenship.

## 9. Morning Assembly Integration:

- Character Education themes and activities will be incorporated into morning assemblies to set a positive tone for the day and reinforce key values and principles.
- Specific days or themes will be designated for character education-focused assemblies, such as

"Kindness Day," "Respect Day," or "Integrity Day," where students participate in discussions, skits, or presentations related to the selected character trait.

- Opportunities for students will be provided to showcase their talents and leadership skills during morning assemblies, such as delivering speeches, performing skits or songs, or leading interactive activities that promote character development and foster a sense of community and belonging.

## 10. Assessment and Evaluation:

- Assessment tools and rubrics will be developed to measure student progress in acquiring and demonstrating character traits outlined in the strategy. A cluster in charge (For every 10 schools) will visit their schools for observation through a structured tool.
- Formative assessments will be implemented such as self-assessments, peer evaluations, and portfolio reviews to gauge students' understanding and application of character education concepts.
- Summative assessments will be used to evaluate students' overall character development and growth over time, considering both qualitative and quantitative measures.

## 11. Career Counselling:

Keeping in view the importance of career counseling, a career counseling program using multiple intelligences theory may be initiated for students from grade 6 onwards with the following steps:

- Department-wise selection of master trainers for career counseling.
- Career counselors will be selected at cluster level.
- Master Trainers will be trained to impart training to Cluster Counsellors.
- Cluster Career Counselors will carry out career counseling activities within their boundaries as per the given schedule.
- A career counselor will be designated in each school, who will provide continuous guidance and support to the students in the respective school regarding career choices.
- Keeping in view the importance of parenting in character building, a 30-hour course will be introduced. This course will be adapted from the CEF model as per the needs of the parents. The course will initially be conducted through School Management Committees and College Management Committees.
- Time-to-time parenting sessions will also be conducted to address different issues related to parenting as per the age of the child.

## 12. Seerah Lessons Integration

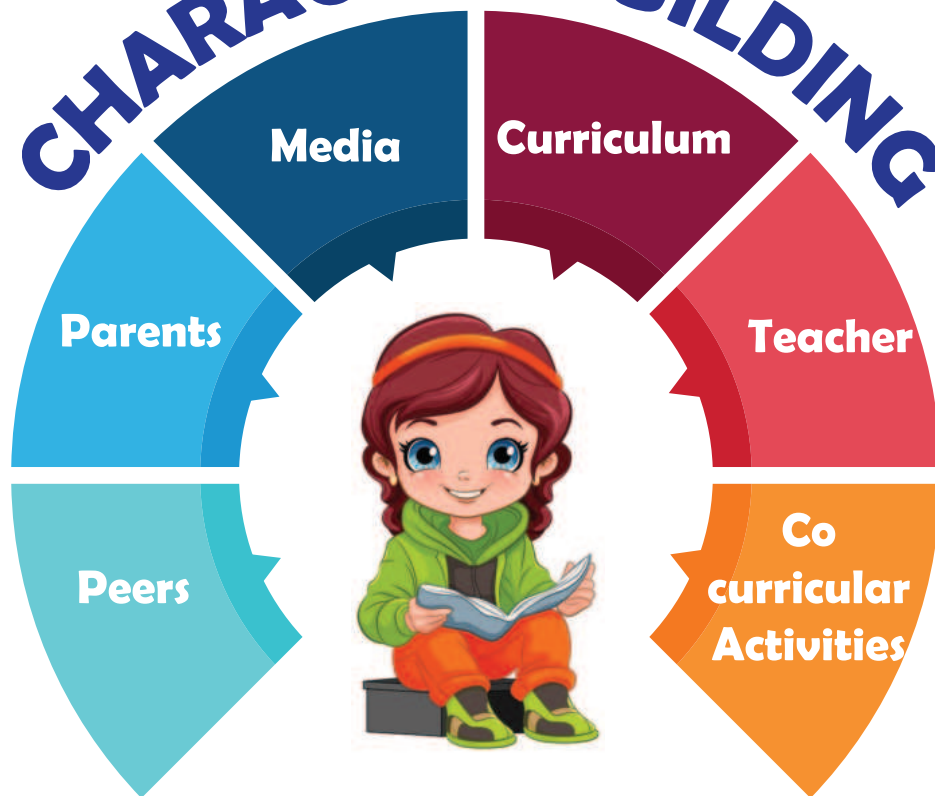
- Incorporate lessons from the Seerah of Rasulullah ﷺ to exemplify and illustrate character education themes and values, drawing inspiration from his exemplary life and teachings.
- Select key events, anecdotes, and teachings from the Seerah that demonstrate virtues such as compassion, honesty, perseverance, and forgiveness, and relate them to contemporary challenges and opportunities faced by students in their daily lives.
- Facilitate interactive discussions, storytelling sessions, and role-playing activities based on Seerah

lessons to engage students in deep reflection, moral reasoning, and ethical decision-making, promoting a deeper understanding and internalization of character education concepts.

### **13. Other Initiatives**

- At the primary school level, the schools may use their reading periods/library periods, especially for character education themes. This time may be utilized for different activities including storytelling, activities, projects etc.
- At the Middle School level, the same may be introduced as “Character and Personality Development Hour”. During this weekly period, a 40-minute workshop will be conducted to discuss the theme of the week.
- UN International Days, national celebrations, religious festivals, and days will be celebrated with the clear purpose of character development.
- Projects will be given to students on different topics such as volunteerism, charity, cleanliness, social awareness, anti-bullying, media literacy, financial literacy etc.
- Clubs and societies will be initiated in educational institutions based on the age and interest of students. These may include, Say No to Drugs Societies, Seerat Youth Clubs, Cleanliness Societies, and other platforms based on character themes.
- Student-led Bazm e Adab classes will be revived and held at least fortnightly.
- Guest speakers from diverse backgrounds who can share their experiences and inspire students to develop positive character traits will also be invited to interact with students and serve as examples of good character.
- Mentoring programs will be initiated where older students or community members mentor younger students to provide guidance and support in developing character traits and skills.
- Students will be encouraged to participate in service-learning projects to apply their character traits and skills in real-life situations through volunteering at local organizations, organizing community events, or initiating social impact initiatives.
- The engaged periods/fixtures (where the subject teacher is on leave) may be specially dedicated to the themes. The class teachers will be responsible for ensuring the implementation of the activities during the period. A resource guide/guided instruction booklet will be developed for this purpose.

# CHARACTER BUILDING







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