

National Curriculum of Pakistan
2025

Non-Credit Curriculum

Life Skills Based Education (As a Standalone Subject)

Grades 9-12



NATIONAL CURRICULUM COUNCIL WING
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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P R E F A C E

In an era marked by rapid technological advancements, socio-economic challenges, and evolving societal norms, the need for comprehensive life skills education has never been more critical. Our youth are the torchbearers of tomorrow and equipping them with essential life skills is paramount to ensuring they are prepared to face the multifaceted demands of the modern world. The Life Skills Based Education (LSBE) Curriculum for grades 1 to 12 a dedicated effort to address this pressing need.

In the year 2022-23, a standalone curriculum on Life Skills-based Based Education for grades 1 to 8 was developed and approved by the National Curriculum Council Pakistan. Subsequently, textbooks for grade 4 and 8 were developed which were then piloted in the public schools under the Federal Directorate of Education Islamabad. The results of this intervention were quite satisfactory as not only the teachers but also the parents expressed gratitude after witnessing a marked change in the behaviour of their children.

This curriculum for grades 9 to 12 aims to provide students with a holistic education that extends beyond traditional academic subjects. It emphasizes the development of interpersonal, social, cognitive, digital, and wellness skills, which are indispensable for personal growth and societal engagement. By fostering these skills, we aspire to nurture individuals who are not only academically proficient but also emotionally resilient, socially responsible, and capable of critical thinking.

The expected outcomes of this curriculum are manifold. Students will gain a deeper understanding of themselves and their place in the world, enhancing their self-awareness and self-esteem. They will learn to communicate effectively, resolve conflicts amicably, and appreciate the importance of human rights. Critical thinking and problem-solving skills will enable them to make informed decisions and tackle challenges with confidence. Furthermore, digital literacy and online safety are addressed to prepare students for the increasingly digital landscape. Lastly, the curriculum promotes mental and physical well-being, teaching students to manage stress and maintain a healthy lifestyle.

The LSBE Curriculum represents a commitment to nurturing well-rounded individuals who can contribute positively to society and lead fulfilling lives. By embedding these essential life skills into the education system, we aim to prepare our students not only for academic success but also for the broader challenges.

The Ministry of Federal Education and Professional Training extends its heartfelt gratitude to all the experts who contributed to the development and review of this curriculum on Life Skills-Based Education for Grades 9 to 12. The vision shared by the Secretary of M/o FEPT, Mr. Muhyuddin Wani, was instrumental in elevating the curriculum to include essential practical skills aimed at the holistic grooming of the new generation.

Special thanks goes to United Nation Fund(UNFPA) and Aiming Change for Tomorrow(ACT) along with their team for development of the curriculum. We also acknowledge the valuable contributions of the members of the steering committee on Life Skills-Based Education. A special appreciation to the review committee members of NCC and experts from different educational institutions of ICT on their valuable feedback.

Dr. Tabassum Naz

Director

National Curriculum Council Secretariat Wing

Ministry of Federal Education and Professional Training

TABLE OF CONTENTS

SECTION - I

1.1 Introduction	6
Purpose of LSBE Curriculum as a stand-alone subject	
1.2 Conceptual Framework of Life Skills Based Education	7
Why invest in Life Skills Based Education Program?	
Importance of LSBE for Pakistan	
Adaptation of Global Frameworks	
Key Concepts and Topics	
1.3 Guiding Principles	11
1.4 LSBE Curriculum Alignment with Sustainable Development Goals (SDGs)	11
1.5 Establishing a Conducive Setting for LSBE	12
1.6 Guidelines for Teachers	14

SECTION - II

2.1 Design of Modules	17
Modules Plan Overview for Secondary Level (Grades 9-10) Modules	
Plan Overview for Upper Secondary Level (Grades 11-12)	
2.2 Competency Matrix	19
Competency Matrix for LSBE Thematic Areas (Grades 9 and 10)	
Competency Matrix for LSBE Thematic Areas (Grades 11 and 12)	
2.3 Student Learning Outcomes	23
2.3.1 Student Learning Outcomes Grades 9-10	23
2.3.2 Student Learning Outcomes Grades 11-12	26
2.4 Suggested Activities for LSBE (Grade 9-10)	32
2.5 Suggested Activities for LSBE (Grade 11-12)	50
References.....	82

SECTION – I

1.1 Introduction:

In today's rapidly evolving world, equipping our youth with essential life skills has become more crucial than ever. The Life Skills Based Education (LSBE) Curriculum for grades 9 to 12 in Pakistan is designed to address this imperative need. This curriculum aims to empower students with a comprehensive set of skills that are critical for personal development, effective social interactions, cognitive excellence, digital proficiency, and overall well-being.

The curriculum has been divided into five areas: interpersonal skills, social skills, cognitive skills, digital skills, and wellness skills.

Interpersonal Skills focus on fostering self-awareness and self-esteem and developing motivation and management skills. These foundational skills help students understand themselves better and build the confidence needed to navigate the complexities of adolescence and beyond. Additionally, addressing gender stereotyping is crucial in enabling students to break free from limiting societal norms, fostering equality and respect. Furthermore, educating students about the consequences of early marriages, such as the impact on health, education, and personal development, empowers them to make informed decisions and pursue their aspirations.

Social Skills emphasizes effective communication, active listening, conflict resolution, and an understanding of human rights. These skills are essential for students to interact positively with others, resolve conflicts peacefully, and appreciate the importance of respecting and upholding human rights in their communities. Additionally, addressing peer pressure, especially regarding the use of drugs, is vital in helping students make healthy choices and resist negative influences.

Cognitive Skills cover decision-making, logic and reasoning, and problem-solving. These cognitive abilities are critical for academic success and practical life, enabling students to make informed decisions, think critically, and solve problems efficiently.

Digital Skills include handling information and content and being safe online. As digital technology becomes increasingly integral to our daily lives, students need to learn how to manage digital information effectively and stay safe in the online environment.

Wellness Skills addresses mental health, stress management, and awareness of diseases. Fostering these skills helps students maintain their mental and physical health, manage stress effectively, and understand the importance of disease prevention and health promotion. Additionally, the curriculum emphasizes physical health, covering topics such as health, hygiene, and puberty. The topic of puberty may be discussed in the supplementary material specifically for boys and girls to ensure they receive essential information during this critical stage of development. Moreover, HIV prevention, drug abuse, and ways of safety, especially for adolescents, are also essential parts of wellness skills.

The process of the development of LSBE Standalone Curriculum was steered by NCC through technical support provided by the United Nations Population Fund (UNFPA) in collaboration with Aiming Change for Tomorrow (ACT).

This curriculum will be taught as a standalone subject, ensuring dedicated time and focus on these essential life



skills. By integrating these Domains into the education system, we aim to prepare our students not only for academic success but also for a balanced and fulfilling life. The LSBE Curriculum is a step towards nurturing well-rounded individuals who are capable of contributing positively to society and facing the challenges of the future with resilience and competence.

Why a Standalone Subject

Pakistan has acknowledged the significance of incorporating life skills education in schools to enhance the abilities of young individuals in promoting personal, community, and national development. However, implementing the required systems to support this has proven to be challenging. The system necessitates explicit policy, curriculum declarations, and standards for the execution of teaching and learning resources, encompassing materials for educators and students, as well as comprehensive teacher training packages for both pre-service and in-service training, and ongoing professional development. These mixtures are intricate and their progress necessitates careful planning and allocation of resources. This curriculum is a departure from the previous integrated approach used in LSBE integration in the national curriculum. It serves as evidence of acknowledging the significance of critical life skills in fostering positive development among teenagers. This has been accomplished by implementing a 'Stand-alone' strategy, which designates it as a distinct compulsory topic, and by conducting technical evaluations.

1.2 Conceptual Framework of Life Skills Based Education:

What is Life Skills Based Education (LSBE)?

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

Life Skills Based Education (LSBE) is an instructional methodology that aims to furnish learners with the fundamental competencies required to effectively navigate the complexities and stresses of daily existence. In contrast to the predominant emphasis on academic knowledge in conventional education, LSBE places significant emphasis on the cultivation of practical skills that are indispensable for one's personal growth, social engagement, and efficient operation within society. The aforementioned abilities comprise critical thinking, problem-solving, communication, decision-making, empathy, and emotional intelligence, among others.

LSBE's fundamental objective is to augment students' capacities to engage in productive lives, establish sound relationships, and make informed decisions. It aids in the development of self-awareness and self-esteem, enabling people to comprehend and regulate their emotions, establish attainable objectives, and sustain an optimistic perspective. Students gain critical competencies in today's fast-paced society through LSBE: the ability to manage tension, surmount obstacles, and adjust to shifting environments.

Additionally, social skills, which are crucial for collaboration and cooperation, are fostered through LSBE. The programme instructs pupils on the fundamentals of effective communication, harmonious conflict resolution, and the value of diverse viewpoints. Not only do these interpersonal abilities prove advantageous in personal connections, but they are also held in the highest regard in professional environments.

An additional pivotal element of LSBE is its emphasis on health and wellness. The significance of physical health, mental health, and personal safety is instilled in students. They gain knowledge regarding nutrition, exercise, hygiene, and substance abuse prevention. LSBE further equips students with the knowledge necessary to safeguard themselves and others by addressing subjects such as internet safety and protection against various forms of harassment.



Additionally, LSBE imparts global citizenship and ethical conduct. It promotes the development of conscientious, moral, and proactive pupils who contribute to their communities. Students are better equipped to make constructive contributions to society through their comprehension and resolution of social issues, environmental sustainability, and cultural diversity.

In essence, Life Skills Based Education equips students with knowledge and abilities that are applicable to every facet of existence. It transcends scholarly education by emphasizing the practical competencies and principles essential for both individual and communal welfare. By incorporating LSBE into the educational system, we can cultivate capable, well-rounded individuals who are prepared to confront the challenges of the twenty-first century.

Why invest in a Life Skills Based Education Program?

In the contemporary era of fast change, conventional educational institutions that prioritize academic knowledge alone are no longer adequate. In order to effectively navigate the challenges of modern life, it is imperative to adopt a comprehensive approach to education that provides students with the practical skills required to address personal, social, and professional obstacles. Life Skills-Based Education (LSBE) is implemented in this context. LSBE programs are specifically designed to cultivate vital abilities that empower individuals to make well-informed decisions, successfully solve problems, communicate efficiently, and lead lives that are both healthy and productive. Such programs focus on students' holistic development, preparing them to make informed choices in life. Investing in LSBE is not only a necessity for education but also a calculated investment in the future of our society.

LSBE programmes foster the cultivation of robust self-awareness and confidence in pupils. By comprehending their aptitudes, limitations, and sentiments, pupils can effectively regulate their actions and cultivate a constructive sense of self-worth. By instructing adolescents in emotional intelligence abilities such as empathy, self-regulation, and motivation, they are equipped to effectively manage stress, make ethical choices, and cultivate positive relationships.

Life skills education enhances cognitive talents such as critical thinking and problem-solving, which are essential for achieving academic achievement. Students acquire the skills to assess circumstances, engage in original thinking, and generate inventive resolutions. Proficient communication abilities, encompassing active listening, articulate speaking, and proficient writing, are essential for academic success. LSBE programmes enhance students' ability to express their ideas coherently and engage in productive teamwork with both classmates and instructors.

In an interconnected and interdependent society, the skill to collaborate effectively with others is of utmost importance. LSBE promotes synergy and cooperation, enabling students to value varied viewpoints and strive towards shared objectives. Acquiring conflict resolution skills allows pupils to effectively handle disagreements amongst individuals, promoting a more peaceful and inclusive atmosphere within the school.

In today's job environment, there is a requirement for those who possess the ability to adapt and bounce back from challenges. Life skills education equips students with the necessary tools to adapt to change, surmount obstacles, and flourish in fast-paced professional contexts. Skills such as efficient allocation of time, establishing objectives, and internal drive are directly relevant to the professional environment. LSBE ensures that students possess not just strong academic skills but also the necessary preparation for the workforce.

LSBE programmes highlight the significance of both physical and mental well-being. Students get knowledge on



diet, physical activity, stress control, and the perils of substance misuse, resulting in the adoption of healthy living decisions. Acquiring knowledge about personal safety, particularly internet safety, enables students to safeguard themselves against many types of abuse and exploitation.

Life skills education fosters the development of responsible individuals who are aware of their global citizenship. Gaining comprehension of social issues, environmental sustainability, and cultural diversity equips students with the necessary knowledge and skills to make a good impact on society. Incorporating moral principles such as truthfulness, uprightness, and consideration for others is an essential element of LSBE. These principles serve as a moral compass for students, helping them make ethically informed choices throughout their lifetime.

Allocating resources towards a Life Skills Based Education programme is a strategic investment with long-term benefits. By providing students with the necessary skills to excel in all aspects of life, we are establishing a basis for a stronger, more competent, and empathetic society. The advantages of LSBE transcend beyond personal achievement, promoting a more cooperative, sound, and morally upright society. As educators, politicians, and stakeholders, we have a duty to incorporate life skills education within our educational framework, so creating a more promising future for everyone.

Importance of LSBE for Pakistan

The necessity for Life Skills Based Education (LSBE) is especially critical in the context of Pakistan. The nation is confronted with a distinct array of obstacles, such as rapid population expansion, divergent socio-economic conditions, and changing cultural standards. These complex problems cannot be resolved by traditional education alone. When it comes to building resilience, encouraging social cohesion, and equipping young people with the skills they need to negotiate these difficulties, LSBE can be a game-changer. Pakistan can ensure a brighter, more sustainable future for all by investing in LSBE and raising a generation of well-rounded individuals who can positively impact the country's progress.

Adaptation of Global Frameworks:

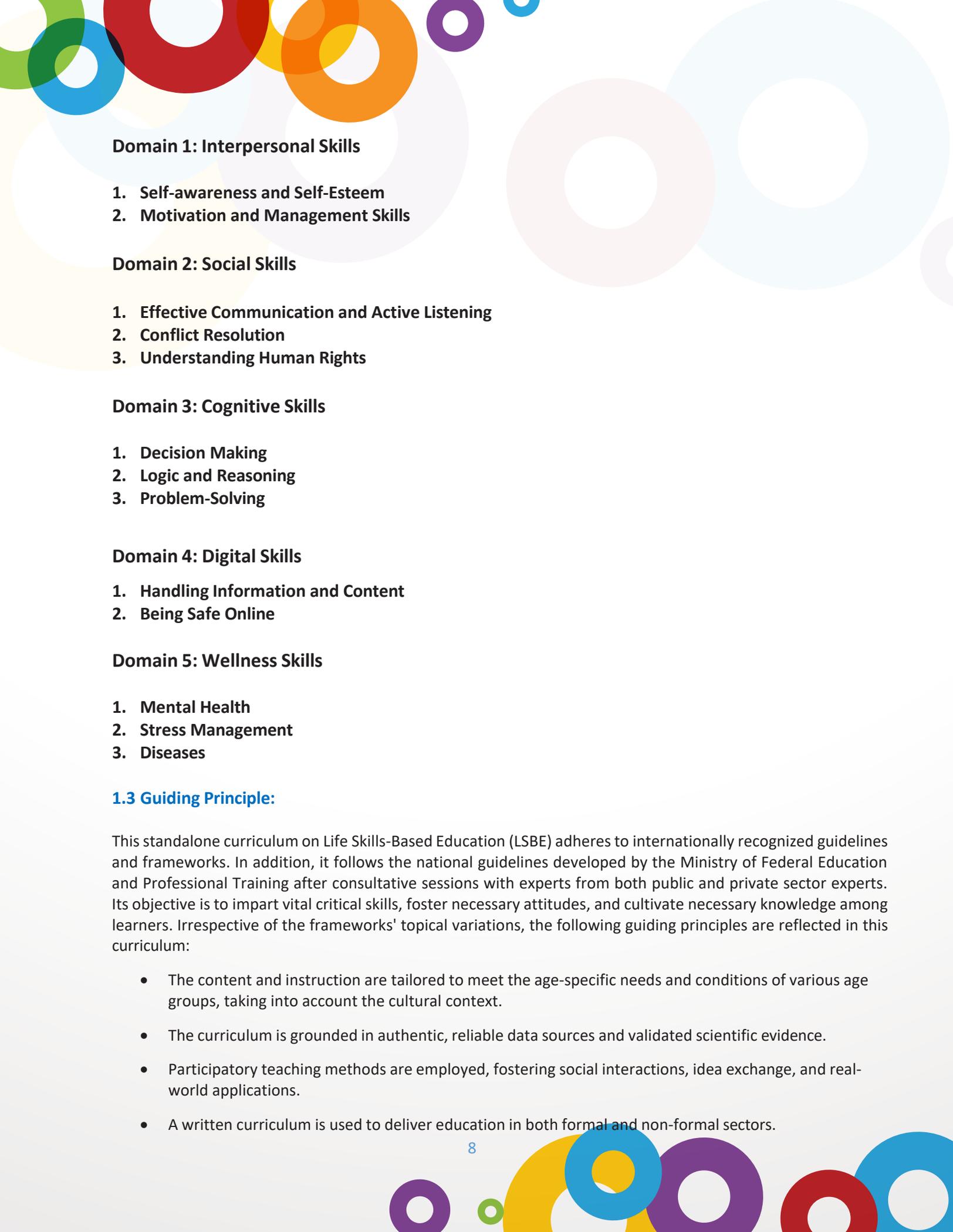
The World Health Organization (WHO), guidelines identify the following skills set as critical life skills set for young people:

- Self-awareness
- Empathy
- Decision-making and Problem Solving
- Creative and Critical Thinking
- Communication and Interpersonal Skills
- Coping with Emotions and Stress

In addition to the abovementioned skills, SDGs and 21st-century skills framework have also been considered.

Domains and Standards

As mentioned earlier, the present Life Skills Based Education (LSBE) curriculum is thoughtfully structured around five core domains: Interpersonal Skills, Social Skills, Cognitive Skills, Digital Skills, and Wellness Skills. Each domain encompasses critical topics and concepts that are essential for holistic development. This comprehensive approach ensures that students are well-equipped with the necessary skills to thrive in various aspects of life. Below, we delve into the key concepts and topics under each Domain.



Domain 1: Interpersonal Skills

- 1. Self-awareness and Self-Esteem**
- 2. Motivation and Management Skills**

Domain 2: Social Skills

- 1. Effective Communication and Active Listening**
- 2. Conflict Resolution**
- 3. Understanding Human Rights**

Domain 3: Cognitive Skills

- 1. Decision Making**
- 2. Logic and Reasoning**
- 3. Problem-Solving**

Domain 4: Digital Skills

- 1. Handling Information and Content**
- 2. Being Safe Online**

Domain 5: Wellness Skills

- 1. Mental Health**
- 2. Stress Management**
- 3. Diseases**

1.3 Guiding Principle:

This standalone curriculum on Life Skills-Based Education (LSBE) adheres to internationally recognized guidelines and frameworks. In addition, it follows the national guidelines developed by the Ministry of Federal Education and Professional Training after consultative sessions with experts from both public and private sector experts. Its objective is to impart vital critical skills, foster necessary attitudes, and cultivate necessary knowledge among learners. Irrespective of the frameworks' topical variations, the following guiding principles are reflected in this curriculum:

- The content and instruction are tailored to meet the age-specific needs and conditions of various age groups, taking into account the cultural context.
- The curriculum is grounded in authentic, reliable data sources and validated scientific evidence.
- Participatory teaching methods are employed, fostering social interactions, idea exchange, and real-world applications.
- A written curriculum is used to deliver education in both formal and non-formal sectors.

- Implementation is sensitive to and respectful of cultural and other contextual factors in the environment.
- Education is provided in a safe, healthy, and supportive environment, free from discrimination, stigmatization, or judgment.
- There is a strong focus on youth and civic empowerment, enabling learners to become agents of change within their communities and areas of influence.

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

The Life Skills Based Education (LSBE) curriculum is designed to equip learners with essential skills for navigating the complexities of modern life. These skills align closely with the Sustainable Development Goals (SDGs) set by the United Nations, aiming to promote sustainable development globally. By integrating LSBE Domains with the SDGs, we can ensure that education contributes to achieving broader societal goals such as health, equality, and economic growth.

Below is a table illustrating the alignment between LSBE curriculum Domains and the corresponding SDGs.

Sustainable Development Goal (SDG)	LSBE Domain
SDG 1: No Poverty	Interpersonal Skills: Self-awareness and Self-Esteem, Motivation and Management Skills Social Skills: Effective Communication and Active Listening, Conflict Resolution, Understanding Human Rights
SDG 3: Good Health and Well-being	Interpersonal Skills: Self-awareness and Self-Esteem, Motivation and Management Skills Wellness Skills: Mental Health, Stress Management, Diseases
SDG 4: Quality Education	Social Skills: Effective Communication and Active Listening, Conflict Resolution, Understanding Human Rights Cognitive Skills: Decision Making, Logic and Reasoning, Problem-Solving Digital Skills: Handling Information and Content, Being Safe Online
SDG 5: Gender Equality	Social Skills: Effective Communication and Active Listening, Understanding Human Rights
SDG 8: Decent Work and Economic Growth	Interpersonal Skills: Motivation and Management Skills Cognitive Skills: Decision Making, Problem-Solving
SDG 9: Industry, Innovation, and Infrastructure	Digital Skills: Handling Information and Content, Being Safe Online
SDG 10: Reduced Inequalities	Social Skills: Conflict Resolution, Understanding Human Rights
SDG 16:	Social Skills: Effective Communication and Active Listening, Conflict Resolution, Understanding Human Rights

Sustainable Development Goal (SDG)	LSBE Domain
Peace, Justice, and Strong Institutions	

This alignment underscores the LSBE curriculum’s role in fostering holistic development and preparing learners to contribute positively to their communities and the world at large. By embedding these crucial life skills within the framework of the SDGs, education systems can more effectively support sustainable development and empower individuals to make meaningful contributions to society.

1.5 Establishing a Conducive Setting for Life Skills-Based Education (LSBE)

The establishment of a conducive atmosphere is vital for the effective execution of Life Skills Based Education (LSBE). An enabling environment guarantees that students receive comprehensive instruction on critical life skills, complemented by the necessary resources and support to effectively apply and internalise these skills. Key elements and approaches for establishing such an environment are outlined below:

i. A Secure and Encouraged Learning Environment

An environment that is secure and encouraging for learning is fundamental to LSBE. This includes maintaining an emotionally and physically conducive school environment to facilitate learning. It is unacceptable for any form of violence, intimidation, or discrimination to occur in the classroom. A culture of inclusion, respect, and empathy must be cultivated by faculty and staff so that each pupil feels safe and valued.

ii. Methods of Inclusive Education

Regarding LSBE, inclusivity is a cornerstone. This entails modifying instructional approaches and resources to accommodate the varied requirements of every learner, including individuals with disabilities and those hailing from marginalised communities. By promoting inclusive education practices, each student is guaranteed equitable access to educational opportunities and is actively encouraged to engage in all classroom activities.

iii. Appealing Pedagogical Approaches

Participatory and active instructional strategies are crucial for effective LSBE. Group discussions, role-playing, peer instruction, and project-based learning are some of these approaches. In addition to enhancing student engagement, these interactive methods facilitate the growth of critical thinking, collaboration, and communication abilities.

iv. Educator Development and Professional Growth

Educators are indispensable in the implementation of LSBE. Consistent professional development and comprehensive training are imperative in order to furnish educators with the requisite knowledge, abilities, and self-assurance to impart life skills in an effective manner. The curriculum of the LSBE, in addition to student-centered teaching methodologies and classroom management, should be included in the training.

v. Participation of Parents and the Community

Parental and community participation is crucial for the reinforcement of life skills that are taught in schools. It is recommended that educational institutions foster parental engagement by means of consistent communication, seminars, and participation in school activities. Community partnerships can offer



supplementary resources and assistance, thereby enhancing students' educational experiences in a more comprehensive manner.

vi. Infrastructure and Policies That Foster Support

To institutionalize LSBE, policies that provide support at the school, local, and national levels are required. These policies should encompass provisions for sufficient funding, integration of life skills education into the overall curriculum, and mechanisms to ensure accountability and quality assurance. Institutions must also have access to technology and adequately furnished classrooms in order to facilitate effective learning and instruction.

vii. Assessment of Learning Outcomes

Consistent monitoring and evaluation are critical components in determining the efficacy of LSBE programmes. Data collection on pupil outcomes, teacher performance, and programme implementation is required. The utilization of feedback from parents, students, and instructors is imperative for the ongoing enhancement of the curriculum and pedagogical approaches.

viii. Methodology for the Whole Student Well-Being

LSBE-enabling environments also necessitate a comprehensive approach to the well-being of students. This includes addressing socio emotional development, physical health, and mental health. It is essential that schools provide students with access to counseling, health services, and extracurricular activities that promote well-being as a whole.

By placing emphasis on these elements, educational institutions and instructors can establish a conducive atmosphere that promotes the effective execution of Life Skills Based Education. By providing such an environment, students are not only better equipped to learn but also more capable of applying these critical skills in practical scenarios, thereby making a positive contribution to their own development and the betterment of society.

ix. Cultural Considerations

LSBE programs must be culturally sensitive and adaptable to resonate with students from various backgrounds. This involves integrating local languages, respecting religious beliefs, and aligning with societal expectations while promoting progressive and inclusive values. Educators should engage community leaders and parents to ensure cultural acceptance and support. By embracing cultural considerations, LSBE can be more effectively implemented, fostering an environment where students feel understood, respected, and motivated to apply the skills they learn in ways that are meaningful and relevant to their lives.

SECTION II

2.1 Design of Modules

Modules Plan Overview for Secondary Level (Grades 9-10):

The modules for Grades 9 to 10 have been developed based on an adaptation of the WHO Framework and 21st Century Skills. Moreover, the Higher Education Department Punjab has also adopted a similar framework that includes additional skills for the students at secondary and higher secondary levels.

Life Skills Based Education at the high school level has been categorized into five thematic areas. However, these categories are bifurcated into further sub-groups in accordance with the age groups and learner abilities:

Thematic Areas for LSBE Curriculum for Grades 9 and 10

LSBE Thematic Areas	
Domains	Standards
Interpersonal Skills	<ul style="list-style-type: none">• Self-awareness and Self-Esteem• Motivation and Management Skills• Gender Stereotyping• Consequences of Early Marriages
Social Skills	<ul style="list-style-type: none">• Effective Communication and Active Listening• Conflict Resolution• Coping with Peer Pressure
Cognitive Skills	<ul style="list-style-type: none">• Decision Making• Logic and Reasoning• Problem-Solving
Digital Skills	<ul style="list-style-type: none">• Handling Information and Content• Being Safe Online
Wellness Skills	<ul style="list-style-type: none">• Physical Health and Hygiene• Mental Health

- Stress Management
- Diseases

Modules Plan Overview for Upper Secondary Level (Grades 11-12):

Subsequently, the LSBE modules constitute the following thematic LSBE content for Grades 11-12:

Thematic Areas for LSBE Curriculum for Grades 11 and 12

Domains	Standards
Advanced Personal Development	<ul style="list-style-type: none"> • Advanced Self-awareness and Self-Management • Leadership and Initiative- Resilience and Adaptability
Advanced Communication and Interpersonal Skills	<ul style="list-style-type: none"> • Effective Public Speaking and Presentation Skills • Negotiation and Mediation • Teamwork and Collaboration
Critical Thinking and Innovation	<ul style="list-style-type: none"> • Advanced Decision Making • Innovative Thinking • Research and Inquiry
Digital Literacy and Technology Proficiency	<ul style="list-style-type: none"> • Advanced Digital Citizenship • Information and Data Management • Cyber security and Privacy
Health and Well-being	<ul style="list-style-type: none"> • Advanced Mental Health • Physical Health and Nutrition • Hygiene and Puberty • Substance Abuse Awareness • HIV, TB and Hepatitis prevention
Civic Engagement and Social Responsibility	<ul style="list-style-type: none"> • Global Citizenship and Sustainable Development • Human Rights and Advocacy • Community Service and Engagement

While creating grade-specific textbooks, educational content will be carefully chosen that is suitable for the age, respectful of different cultures, and sensitive to gender issues. This content will be selected from multiple thematic areas and expanded upon.

2.2 Competency Matrix:

Consequently, by focusing on these specific areas, learners will attain the following learning goals and build essential life skills that are in line with the International LSBE Guidelines/Frameworks:

Competency Matrix for LSBE Thematic Areas (Grades 9 and 10)

Thematic Area	Standard	Basic Competency	Intermediate Competency	Advanced Competency
Interpersonal Skills	Self-awareness and Self-Esteem	Recognizes own emotions and strengths	Reflects on personal strengths and areas for improvement	Sets personal goals and takes steps to enhance self-esteem
	Motivation and Management Skills	Demonstrates basic self-motivation	Sets and works towards short-term goals	Manages time and resources effectively to achieve goals
	Gender Stereotyping	Recognizes the impact of gender stereotypes on personal choices and behavior.	Demonstrates strategies to challenge and counteract gender stereotypes	Advocate for gender equality by developing and implementing initiatives or campaigns that promote awareness and reduce the impact of gender stereotypes within the community.
	Early Marriages	Identify the key effects of early marriages on health, education, and personal development.	Analyze the social, economic, and psychological impacts of early marriages on individuals and communities.	Advocate for policies and programs that aim to reduce early marriages and support affected individuals through awareness and community engagement initiatives.
Social Skills	Effective	Communicates	Listens actively	Engages in meaningful

	Communication and Active Listening	basic ideas clearly	and responds appropriately	and constructive conversations
	Conflict Resolution	Recognizes simple conflicts and seeks help	Applies basic conflict resolution strategies	Mediates conflicts among peers using effective techniques
	Coping with Peer Pressure	Identify common situations where peer pressure occurs such as drug abuse	Demonstrate effective strategies to resist negative peer pressure and make independent, healthy choices.	Evaluate the influence of peer pressure on personal behavior and develop support systems to help peers cope with and overcome peer pressure.
Cognitive Skills	Decision Making	Makes simple decisions based on given options	Considers multiple factors before making decisions	Evaluates consequences of decisions and makes informed choices
	Logic and Reasoning	Understands basic logical processes	Applies logical reasoning to solve problems	Uses advanced logical reasoning in complex situations
	Problem-Solving	Identifies simple problems and possible solutions	Applies structured approaches to problem-solving	Solves complex problems using critical thinking and creativity
Digital Skills	Handling Information and Content	Uses basic digital tools to find and present information	Evaluates the reliability of digital sources	Manages digital information effectively and ethically
	Being Safe Online	Understands basic online safety practices	Applies online safety measures consistently	Advocates for digital safety and educates others on best practices
Wellness Skills	Mental Health	Recognizes basic mental health concepts	Uses strategies to maintain mental well-being	Promotes mental health awareness among peers
	Stress Management	Identifies sources of	Applies basic stress	Develops personalized stress management

		stress	management techniques	plans
	Diseases	Understands basic concepts of common diseases	Practices preventive measures for common diseases	Educates peers on disease prevention and health maintenance
	Substance Abuse Awareness	Identify the common substances that are abused and describe their immediate and long-term effects on health.	Explain the social, psychological, and legal consequences of substance abuse and demonstrate refusal skills in peer pressure situations.	Evaluate the impact of substance abuse on individuals and communities and create awareness campaigns or programs to prevent substance abuse.

Competency Matrix for LSBE Thematic Areas (Grades 11 and 12)

Thematic Area	Standard	Basic Competency	Intermediate Competency	Advanced Competency
Advanced Personal Development	Advanced Self-awareness and Self-Management	Recognizes own emotions and behaviors	Manages emotions effectively in various situations	Sets long-term personal and professional goals
	Leadership and Initiative	Takes responsibility for small tasks	Leads group projects and initiatives	Inspires and motivates others to achieve common goals
	Resilience and Adaptability	Copes with minor setbacks	Adjusts to changes in the environment	Thrives and excels in highly challenging and changing scenarios
Advanced Communication and Interpersonal Skills	Effective Public Speaking and Presentation Skills	Delivers basic presentations	Engages audience with clear and organized presentations	Persuades and influences audience with compelling presentations
	Negotiation and Mediation	Participates in simple negotiations	Mediates conflicts effectively between peers	Negotiates and mediates complex situations with multiple stakeholders
	Teamwork and Collaboration	Works cooperatively with peers	Leads team projects successfully	Fosters a collaborative environment and resolves team conflicts
Critical Thinking and Innovation	Advanced Decision Making	Makes informed decisions based on available information	Evaluates risks and benefits to make well-considered decisions	Incorporates ethical considerations into decision-making
	Innovative Thinking	Suggests creative ideas	Develops innovative solutions to problems	Initiates and implements innovative projects
	Research and Inquiry	Conducts basic research using available resources	Analyzes and interprets research data	Designs and conducts comprehensive research projects
Digital Literacy and Technology Proficiency	Advanced Digital Citizenship	Demonstrates responsible online	Understands the societal impacts of	Advocates for ethical use of digital technology

		behavior	technology	
	Information and Data Management	Manages digital information effectively	Analyzes and presents data in a clear manner	Uses advanced tools for data analysis and management
	Cyber security and Privacy	Practices basic online safety	Protects personal and organizational data	Implements advanced cyber security measures
Health and Well-being	Advanced Mental Health	Recognizes signs of stress and mental health issues	Utilizes stress management techniques	Advocates for mental health awareness and support
	Physical Health and Nutrition	Follows basic health and nutrition guidelines	Incorporates physical activity and balanced diet into lifestyle	Designs personalized health and fitness plans
	Substance Abuse Awareness	Understands the risks of substance abuse	Educates peers about substance abuse risks	Develops and implements substance abuse prevention programs
	Reproductive Health Rights (RHR)	Recognizes Basic Reproductive Health Rights and issues	Advocates for Reproductive Health Rights	Takes a leadership role in developing and implementing reproductive health advocacy campaigns.
	HIV, TB, and Hepatitis Prevention	Identify the causes, symptoms, and modes of transmission of HIV, TB, and Hepatitis.	Explain effective prevention strategies for HIV, TB, and Hepatitis.	Evaluate community health resources and initiatives related to HIV, TB, and Hepatitis prevention
Civic Engagement and Social Responsibility	Global Citizenship and Sustainable Development	Understands global issues and sustainability	Participates in sustainability initiatives	Leads projects that promote global citizenship and sustainability
	Human Rights and Advocacy	Recognizes basic human rights issues	Advocates for human rights and social justice	Leads advocacy campaigns for human rights
	Community	Participates in	Organizes	Develops and leads long-

	Service and Engagement	community service activities	community service projects	term community engagement programs
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This competency matrix provides a structured framework to assess and develop students' skills across various thematic areas in the LSBE curriculum for Grades 11 and 12.

2.3 Student Learning Outcomes

2.3.1 Progression Grid for LSBE Grades 9 and 10

Domain A: Interpersonal Skills

Standard 1: Self-awareness and Self-esteem

Students will demonstrate an understanding of their emotions, strengths, and areas for improvement, and apply strategies to build and maintain positive self-esteem..

Grades 9-10

[SLO: LSBE-9/10-A-01] Identify and describe their own emotions and how they influence behavior.

[SLO: LSBE-9/10-A-02] Recognize their personal strengths and areas for improvement.

[SLO: LSBE-9/10-A-03] Demonstrate an understanding of self-esteem and its impact on their actions and interactions.

[SLO: LSBE-9/10-A-04] Set realistic personal goals and create a plan to achieve them.

[SLO: LSBE-9/10-A-05] Reflect on their progress and adjust their goals as needed.

Standard 2: Motivation and Management Skills

Students will learn to identify motivational factors, set and achieve personal goals, and use time management and problem-solving strategies to navigate challenges effectively.

Grades 9-10

[SLO: LSBE-9/10-A-06] Identify factors that motivate them and explain how these factors influence their behavior.

[SLO: LSBE-9/10-A-07] Set short-term and long-term goals and develop a plan to achieve them.

[SLO: LSBE-9/10-A-08] Demonstrate effective time management skills by prioritizing tasks and meeting deadlines.

[SLO: LSBE-9/10-A-09] Utilize strategies to stay motivated and overcome obstacles.

[SLO: LSBE-9/10-A-10] Reflect on their successes and challenges and adjust their strategies accordingly.

Standard 3: *Gender Stereotyping*

Students will critically examine the roots and effects of gender stereotypes and advocate for gender equity in their personal interactions and communities.

Grades 9-10

[SLO: LSBE-9/10-A-11] Explain the concept of gender stereotyping and its historical and cultural roots in Pakistan.

[SLO: LSBE-9/10-A-12] Identify and discuss common gender stereotypes found in media, literature, and everyday language.

[SLO: LSBE-9/10-A-13] Analyze the impact of gender stereotypes on personal aspirations, career choices, and social behaviour.

[SLO: LSBE-9/10-A-14] Demonstrate ways to challenge and counteract gender stereotypes in personal interactions and community activities.

[SLO: LSBE-9/10-A-15] Evaluate the effects of gender stereotyping on social justice and equity, proposing strategies to promote gender equality..

Standard 4: *Early Marriages*

Students will understand the physical, emotional, and socio-economic impacts of early marriages and propose strategies to address this issue through education and community engagement.

Grades 9-10

[SLO: LSBE-9/10-A-16] Identify the socio-economic impacts of early marriages on families and communities, including educational and employment opportunities.

[SLO: LSBE-9/10-A-17] Analyze the legal framework surrounding early marriages in Pakistan, including the laws and regulations aimed at prevention.

[SLO: LSBE-9/10-A-18] Discuss the psychological and emotional challenges faced by individuals in early marriages, highlighting case studies and personal stories.

Domain B: Social Skills

Standard 1: Effective Communication and Active Listening

Students will develop verbal, non-verbal, and active listening skills to engage respectfully and meaningfully in various social situations.

Grades 9-10

[SLO: LSBE-9/10-B-01] Demonstrate clear and concise verbal communication skills.

[SLO: LSBE-9/10-B-02] Practice active listening by summarizing and reflecting on what others say.

[SLO: LSBE-9/10-B-03] Use non-verbal communication effectively, including body language and eye contact.

[SLO: LSBE-9/10-B-04] Engage in meaningful conversations and ask relevant questions.

[SLO: LSBE-9/10-B-05] Demonstrate respectful communication in various social situations.

Standard 2: Conflict Resolution

Students will identify causes of conflict, apply appropriate resolution strategies, and reflect on the outcomes to enhance their ability to navigate disagreements constructively.

Grades 9-10

[SLO: LSBE-9/10-B-06] Identify common causes of conflict and describe their impact on relationships.

[SLO: LSBE-9/10-B-07] Demonstrate basic conflict resolution strategies, such as negotiation and compromise.

[SLO: LSBE-9/10-B-08] Practice using “I” statements to express their feelings and needs in conflict situations.

[SLO: LSBE-9/10-B-09] Role-play different conflict scenarios and apply appropriate resolution techniques.

[SLO: LSBE-9/10-B-10] Reflect on past conflicts and identify what strategies were effective or ineffective.

Standard 3: Coping with Peer Pressure

Students will recognize the influence of peer pressure, distinguish between positive and negative forms, and practice strategies to make independent, healthy choices in challenging situations.

Grades 9-10

[SLO: LSBE-9/10-B-11] Identify three common scenarios where peer pressure occurs and categorize them as positive or negative.

[SLO: LSBE-9/10-B-12] Explain the psychological and social effects of peer pressure on decision-making and behavior.

[SLO: LSBE-9/10-B-13] Develop and practice three refusal skills to resist negative peer pressure such as drug abuse or self-harm.

[SLO: LSBE-9/10-B-14] Analyze the impact of peer pressure on values and relationships through case studies.

[SLO: LSBE-9/10-B-15] Create a personal action plan to cope with peer pressure, including support systems, and evaluate its effectiveness.

Domain C: Cognitive Skills

Standard 1: Decision-Making

Students will understand and apply the decision-making process, evaluate options, and reflect on their outcomes to make informed and effective choices.

Grades 9-10

[SLO: LSBE-9/10-C-01] Describe the decision-making process and identify the steps involved.

[SLO: LSBE-9/10-C-02] Evaluate different options and their potential outcomes before making a decision.

[SLO: LSBE-9/10-C-03] Demonstrate the ability to make informed decisions in hypothetical scenarios.

[SLO: LSBE-9/10-C-04] Reflect on decisions they have made and analyze the outcomes.

[SLO: LSBE-9/10-C-05] Apply decision-making skills to real-life situations and adjust their approach based on results.

Standard 2: Logic and Reasoning

Students will use logical reasoning to analyze information, solve problems, and differentiate between logical and illogical arguments in various contexts.

Grades 9-10

- [SLO: LSBE-9/10-C-06] Identify logical steps to solve a problem or reach a conclusion.
- [SLO: LSBE-9/10-C-07] Apply logical reasoning to analyze information and make connections.
- [SLO: LSBE-9/10-C-08] Solve puzzles and problems using logical strategies.
- [SLO: LSBE-9/10-C-09] Differentiate between logical and illogical arguments.
- [SLO: LSBE-9/10-C-10] Explain their reasoning process in solving complex problems.

Standard 3: Problem-Solving

Students will systematically identify problems, brainstorm solutions, evaluate alternatives, and implement and reflect on the effectiveness of their chosen approaches.

Grades 9-10

- [SLO: LSBE-9/10-C-11] Identify problems and define them clearly.
- [SLO: LSBE-9/10-C-12] Brainstorm multiple solutions to a given problem.
- [SLO: LSBE-9/10-C-13] Evaluate the pros and cons of different solutions and choose the best one.
- [SLO: LSBE-9/10-C-14] Implement chosen solutions and monitor their effectiveness.
- [SLO: LSBE-9/10-C-15] Reflect on problem-solving processes and outcomes to improve future approaches.

Domain D: Digital Skills

Standard 1: Handling Information and Content

Students will learn to search, evaluate, organize, and create digital content using appropriate tools and techniques while maintaining accuracy and ethical standards.

Grades 9-10

- [SLO: LSBE-9/10-D-01] Use digital tools to search for and retrieve information.
- [SLO: LSBE-9/10-D-02] Evaluate the credibility and reliability of online sources.
- [SLO: LSBE-9/10-D-03] Organize and present information using digital media.
- [SLO: LSBE-9/10-D-04] Create digital content that is clear, accurate, and well-organized.
- [SLO: LSBE-9/10-D-05] Cite sources correctly and avoid plagiarism.

Standard 2: Being Safe Online

Students will identify online risks, practice safe online behaviors, and promote responsible digital citizenship, ensuring their safety and privacy in the digital environment.

Grades 9-10

[SLO: LSBE-9/10-D-06] Identify potential online risks, such as cyber bullying and identity theft.

[SLO: LSBE-9/10-D-07] Demonstrate knowledge of online privacy settings and how to use them.

[SLO: LSBE-9/10-D-08] Practice safe online behaviors, including creating strong passwords and recognizing phishing attempts.

[SLO: LSBE-9/10-D-09] Understand and follow guidelines for ethical online behavior.

[SLO: LSBE-9/10-D-10] Educate peers about online safety and responsible digital citizenship.

Domain E: Wellness Skills

Standard 1: Mental Health

Students will identify signs of mental health issues, practice self-care strategies, and promote awareness, fostering a supportive and informed environment.

Grades 9-10

[SLO: LSBE-9/10-E-01] Recognize signs and symptoms of common mental health issues.

[SLO: LSBE-9/10-E-02] Identify strategies for maintaining good mental health, such as mindfulness and relaxation techniques.

[SLO: LSBE-9/10-E-03] Demonstrate the ability to seek help and support when needed.

[SLO: LSBE-9/10-E-04] Create a personal mental health plan that includes stress management techniques.

[SLO: LSBE-9/10-E-05] Promote mental health awareness among peers.

Standard 2: Stress Management

Students will recognize sources of stress, implement effective stress management techniques, and reflect on their strategies for continuous improvement.

Grades 9-10

[SLO: LSBE-9/10-E-06] Identify common sources of stress in their lives.

[SLO: LSBE-9/10-E-07] Describe the physical and emotional effects of stress.

[SLO: LSBE-9/10-E-08] Practice stress management techniques, such as deep breathing and time management.

[SLO: LSBE-9/10-E-09] Develop a personalized stress management plan.

[SLO: LSBE-9/10-E-10] Reflect on the effectiveness of their stress management strategies and make adjustments as needed.

Standard 3: Diseases

Students will understand the causes, symptoms, and prevention of diseases, emphasizing hygiene, vaccination, and healthy lifestyle choices to reduce health risks.

Grades 9-10

[SLO: LSBE-9/10-E-11] Describe the causes, symptoms, and prevention of diseases including HIV/Aids.

[SLO: LSBE-9/10-E-12] Understand the importance of hygiene and vaccination in disease prevention.

[SLO: LSBE-9/10-E-13] Identify healthy lifestyle choices that reduce the risk of disease.

[SLO: LSBE-9/10-E-14] Demonstrate knowledge of how to seek medical help and information.

[SLO: LSBE-9/10-E-15] Educate peers about disease prevention and health maintenance.

Standard 4: Substance Abuse Awareness

Students will identify the consequences of substance abuse, develop refusal skills, and actively engage in raising awareness to prevent its occurrence.

Grades 9-10

[SLO: LSBE-9/10-E-16] Identify common substances that are abused and describe their immediate and long-term effects

[SLO: LSBE-9/10-E-17] Explain the social, psychological, and legal consequences of substance abuse.



[SLO: LSBE-9/10-E-18] Develop and practice refusal skills and strategies to resist peer pressure related to substance use.

[SLO: LSBE-9/10-E-19] Analyze the impact of substance abuse on individuals, families, and communities using real-life case studies.

[SLO: LSBE-9/10-E-20] Create an awareness campaign or presentation highlighting the dangers of substance abuse.

2.3.2 Progression Grid for LSBE Grades 11 and 12

Domain A: Interpersonal Skills

Standard 1: Advanced Self-awareness and Self-Management

Students will identify and reflect on complex emotions, strengths, and areas for improvement, developing strategies for continuous self-improvement and the pursuit of long-term goals.

Grades 11-12

[SLO: LSBE-11/12-A-01] Identify complex emotions and understand their impact on behavior and decision-making.

[SLO: LSBE-11/12-A-02] Reflect on their personal strengths and weaknesses in various contexts.

[SLO: LSBE-11/12-A-03] Develop and implement strategies for self-improvement and personal growth.

[SLO: LSBE-11/12-A-04] Set and pursue long-term personal and professional goals.

[SLO: LSBE-11/12-A-05] Monitor and adjust personal goals based on ongoing self-assessment.

Standard 2: Leadership and Initiative

Students will demonstrate leadership by organizing projects, motivating peers, and mentoring others, while continuously evaluating and refining their leadership styles.

Grades 11-12

[SLO: LSBE-11/12-A-06] Demonstrate leadership qualities in group settings.

[SLO: LSBE-11/12-A-07] Take initiative in organizing and leading projects or activities.

[SLO: LSBE-11/12-A-08] Inspire and motivate others to achieve common objectives.

[SLO: LSBE-11/12-A-09] Evaluate their own leadership style and make improvements.

[SLO: LSBE-11/12-A-10] Mentor and support peers in developing their leadership skills.

Standard 3: Resilience and Adaptability

Students will develop strategies to cope with challenges, adapt to changing circumstances, and support others in building resilience and coping skills.

Grades 11-12

[SLO: LSBE-11/12-A-11] Identify and cope with significant challenges and setbacks.

[SLO: LSBE-11/12-A-12] Demonstrate flexibility in adapting to new situations and environments.

[SLO: LSBE-11/12-A-13] Develop strategies for maintaining resilience under pressure.

[SLO: LSBE-11/12-A-14] Reflect on past experiences to enhance future adaptability.

[SLO: LSBE-11/12-A-15] Support others in developing resilience and coping mechanisms.

Domain B: Advanced Communication and Interpersonal Skills

Standard 1: Advanced Public Speaking and Presentation Skills

Students will prepare and deliver engaging presentations using various techniques to influence audiences, handle feedback confidently, and continuously refine their public speaking abilities.

Grades 11-12

[SLO: LSBE-11/12-B-01] Prepare and deliver clear, organized, and engaging presentations.

[SLO: LSBE-11/12-B-02] Use various presentation techniques to capture and maintain audience attention.

[SLO: LSBE-11/12-B-03] Persuade and influence audiences through compelling arguments and evidence.

[SLO: LSBE-11/12-B-04] Handle questions and feedback confidently during presentations.

[SLO: LSBE-11/12-B-05] Evaluate and improve their public speaking skills through practice and feedback.

Standard 2: Negotiation and Mediation

Students will articulate their needs, apply negotiation strategies, mediate conflicts, and reflect on these experiences to enhance their skills in resolving complex interpersonal situations.

Grades 11-12

[SLO: LSBE-11/12-B-06] Identify and articulate their own needs and interests in negotiation scenarios.

[SLO: LSBE-11/12-B-07] Apply effective negotiation strategies to reach mutually beneficial agreements.

[SLO: LSBE-11/12-B-08] Mediate conflicts between peers by facilitating constructive dialogue.

[SLO: LSBE-11/12-B-09] Develop and implement conflict resolution plans in complex situations.

[SLO: LSBE-11/12-B-10] Reflect on negotiation and mediation experiences to improve future outcomes.

Standard 3: Teamwork and Collaboration

Students will work collaboratively in diverse teams, demonstrating respect for differing perspectives, managing team projects effectively, and fostering an environment conducive to achieving common goals..

Grades 11-12

[SLO: LSBE-11/12-B-11] Work effectively within diverse teams to achieve common goals.

[SLO: LSBE-11/12-B-12] Demonstrate active listening and respect for different perspectives in team settings.

[SLO: LSBE-11/12-B-13] Lead and manage team projects successfully.

[SLO: LSBE-11/12-B-14] Resolve team conflicts and foster a collaborative environment.

[SLO: LSBE-11/12-B-15] Evaluate team dynamics and make adjustments to improve collaboration.

Domain C: Critical Thinking and Innovation

Standard 1: Advanced Decision-Making

Students will apply structured decision-making processes, evaluate risks and benefits, incorporate ethical considerations, and reflect on outcomes to make strategic, goal-aligned choices..

Grades 11-12

[SLO: LSBE-11/12-C-01] Apply structured decision-making processes to complex situations.

[SLO: LSBE-11/12-C-02] Evaluate risks and benefits to make well-considered decisions.

[SLO: LSBE-11/12-C-03] Incorporate ethical considerations into their decision-making.

[SLO: LSBE-11/12-C-04] Reflect on past decisions to identify lessons learned and areas for improvement.

[SLO: LSBE-11/12-C-05] Make strategic decisions that align with long-term goals and values.

Standard 2: Innovative Thinking

Students will generate creative ideas, develop and implement innovative projects, and evaluate their feasibility and impact while fostering a culture of innovation in others.

Grades 11-12

[SLO: LSBE-11/12-C-06] Generate creative ideas and solutions to problems.

[SLO: LSBE-11/12-C-07] Apply innovative thinking to develop new projects or initiatives.

[SLO: LSBE-11/12-C-08] Evaluate the feasibility and impact of innovative ideas.

[SLO: LSBE-11/12-C-09] Implement innovative solutions and monitor their effectiveness.

[SLO: LSBE-11/12-C-10] Encourage and support innovative thinking in others.

Standard 3: Research and Inquiry

Students will design and conduct thorough research projects, analyze and interpret data, and present findings effectively while critically evaluating the reliability of information sources.

Grades 11-12

[SLO: LSBE-11/12-C-11] Design and conduct comprehensive research projects.

[SLO: LSBE-11/12-C-12] Analyze and interpret research data to draw meaningful conclusions.

[SLO: LSBE-11/12-C-13] Present research findings in clear and organized formats.

[SLO: LSBE-11/12-C-14] Critically evaluate sources of information for reliability and validity.

[SLO: LSBE-11/12-C-15] Reflect on the research process to improve future inquiries.

Domain D: Digital Literacy and Technology Proficiency

Standard 1: Advanced Digital Citizenship

Students will demonstrate ethical and responsible online behavior, understand the societal impacts of digital technology, and advocate for digital rights and responsibilities.

Grades 11-12

- [SLO: LSBE-11/12-D-01]* Demonstrate responsible and ethical behavior online.
- [SLO: LSBE-11/12-D-02]* Understand and discuss the societal impacts of digital technology.
- [SLO: LSBE-11/12-D-03]* Advocate for digital rights and responsibilities.
- [SLO: LSBE-11/12-D-04]* Educate peers about digital citizenship and online ethics.
- [SLO: LSBE-11/12-D-05]* Reflect on their own digital behavior and make improvements.

Standard 2: Information and Data Management

Students will use advanced digital tools to organize, analyze, and present information accurately while evaluating the reliability of sources and improving data management practices.

Grades 11-12

- [SLO: LSBE-11/12-D-06]* Use advanced digital tools to manage and analyze information.
- [SLO: LSBE-11/12-D-07]* Present data clearly and accurately using digital media.
- [SLO: LSBE-11/12-D-08]* Evaluate the credibility and reliability of digital sources.
- [SLO: LSBE-11/12-D-09]* Develop and implement data management plans for projects.
- [SLO: LSBE-11/12-D-10]* Reflect on data management practices to improve efficiency and accuracy.

Standard 3: Cyber security and Privacy

Students will identify and mitigate cyber security threats, implement advanced online safety practices, and advocate for data privacy and security awareness.

Grades 11-12

- [SLO: LSBE-11/12-D-11]* Identify and mitigate common cyber security threats.
- [SLO: LSBE-11/12-D-12]* Implement advanced online safety practices to protect personal and organizational data.
- [SLO: LSBE-11/12-D-13]* Understand the principles of data privacy and security.
- [SLO: LSBE-11/12-D-14]* Advocate for cyber security awareness and education.
- [SLO: LSBE-11/12-D-15]* Evaluate and improve their own cyber security measures.

Domain E: Health and Wellbeing

Standard 1: Advanced Mental Health

Students will recognize and address mental health issues, apply stress management techniques, and advocate for mental health awareness and support in their communities.

Grades 11-12

[SLO: LSBE-11/12-E-01] Recognize and address signs of mental health issues in themselves and others.

[SLO: LSBE-11/12-E-02] Apply advanced stress management techniques to maintain mental well-being.

[SLO: LSBE-11/12-E-03] Develop and implement comprehensive mental health plans.

[SLO: LSBE-11/12-E-04] Advocate for mental health awareness and support in their community.

[SLO: LSBE-11/12-E-05] Reflect on their mental health practices and make improvements.

Standard 2: Physical Health and Nutrition

Students will design personalized health and fitness plans, apply advanced nutritional knowledge, and educate others on maintaining physical health and preventing common health issues..

Grades 11-12

[SLO: LSBE-11/12-E-06] Design personalized health and fitness plans.

[SLO: LSBE-11/12-E-07] Apply advanced knowledge of nutrition to maintain a balanced diet.

[SLO: LSBE-11/12-E-08] Understand and prevent common health issues through lifestyle choices.

[SLO: LSBE-11/12-E-09] Educate peers about the importance of physical health and nutrition.

[SLO: LSBE-11/12-E-10] Reflect on their health practices and make adjustments for improvement.

Standard 3: Substance Abuse Awareness:

Students will understand the risks of substance abuse, develop prevention strategies, support peers, and advocate for awareness programs.

Grades 11-12

[SLO: LSBE-11/12-E-11] Understand the risks and consequences of substance abuse.

[SLO: LSBE-11/12-E-12] Develop and implement strategies for preventing substance abuse.

[SLO: LSBE-11/12-E-13] Support peers in making healthy lifestyle choices.

[SLO: LSBE-11/12-E-14] Advocate for substance abuse awareness and prevention programs.

[SLO: LSBE-11/12-E-15] Reflect on their understanding of substance abuse and improve their knowledge.

Standard 4: Reproductive Health Rights

Students will explain key reproductive health concepts, critically analyze policies and organize community-based awareness and education initiatives..

Grades 11-12

[SLO: LSBE-11/12-E-16] Explain the fundamental concepts of reproductive health rights.

[SLO: LSBE-11/12-E-17] Develop and present proposals for school or community-based awareness campaigns.

[SLO: LSBE-11/12-E-18] Identify and access available reproductive health resources and services in their community.

[SLO: LSBE-11/12-E-19] Critically analyze current reproductive health policies at local, national, and international levels.

[SLO: LSBE-11/12-E-20] Organize peer-education programs that promote safe and healthy reproductive practices.

Domain F: Civic Engagement and Social Responsibility

Standard 1: Global Citizenship and Sustainable Development

Students will understand global challenges, advocate for sustainability, and participate in initiatives that promote environmental responsibility and global citizenship.

Grades 11-12

[SLO: LSBE-11/12-F-01] Understand and discuss global challenges and sustainability issues.

[SLO: LSBE-11/12-F-02] Participate in initiatives that promote sustainable development.

[SLO: LSBE-11/12-F-03] Advocate for global citizenship and environmental responsibility.

[SLO: LSBE-11/12-F-04] Educate peers about the importance of sustainable practices.

[SLO: LSBE-11/12-F-05] Reflect on their contributions to global citizenship and sustainability.

Standard 2: Human Rights and Advocacy

Students will recognize human rights issues, develop and implement advocacy campaigns, and educate peers about social justice, fostering a culture of respect and equity.

Grades 11-12

[SLO: LSBE-11/12-F-06] Recognize and discuss human rights issues locally and globally.

[SLO: LSBE-11/12-F-07] Advocate for human rights and social justice in their community.

[SLO: LSBE-11/12-F-08] Develop and implement advocacy campaigns for human rights.

[SLO: LSBE-11/12-F-09] Educate peers about the importance of human rights and social justice.

[SLO: LSBE-11/12-F-10] Reflect on their advocacy efforts and make improvements.

Standard 3: Community Service and Engagement

Students will actively participate in community service, lead projects, and develop long-term engagement plans that encourage civic participation and meaningful involvement in societal development.

Grades 11-12

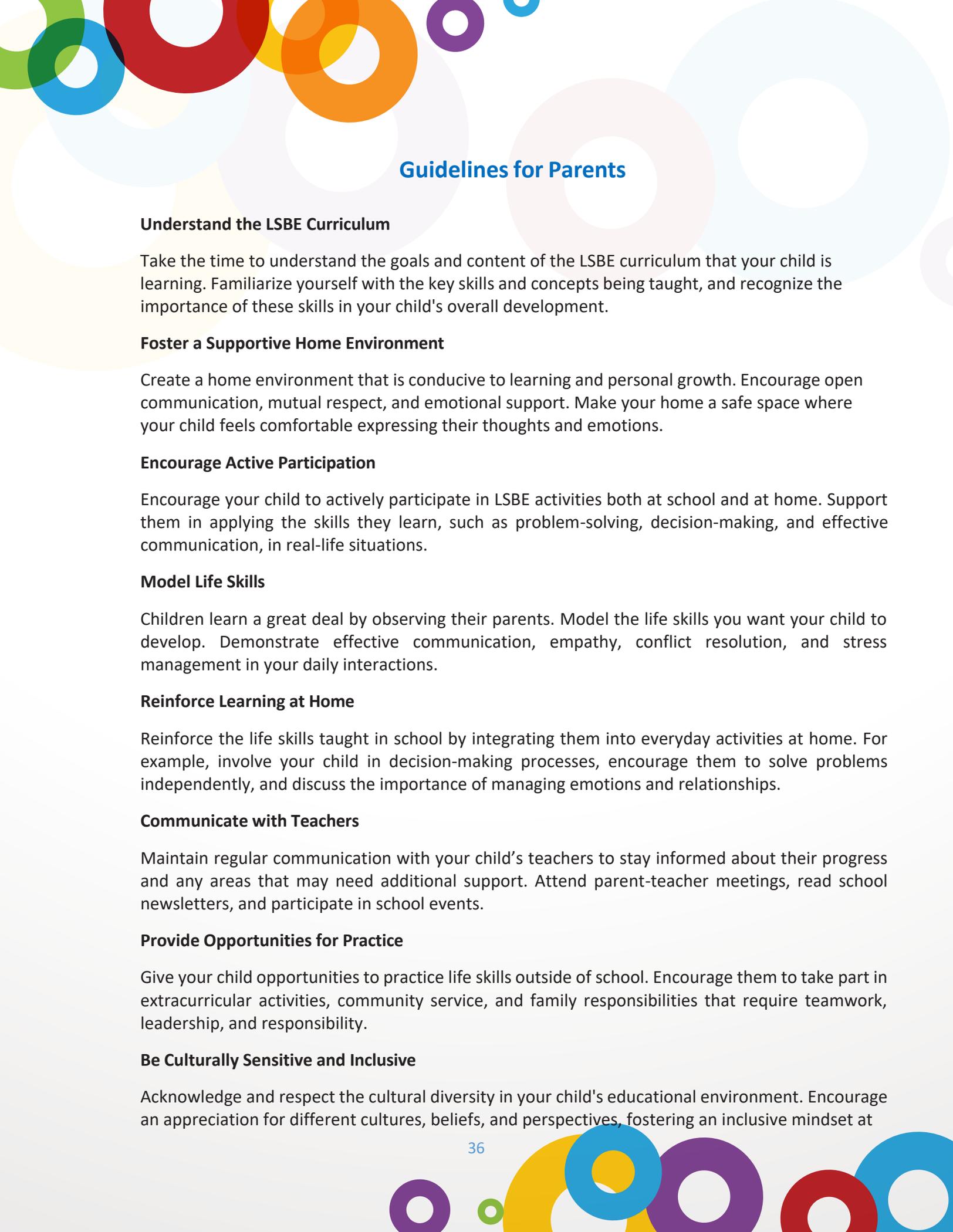
[SLO: LSBE-11/12-F-11] Participate actively in community service activities.

[SLO: LSBE-11/12-F-12] Organize and lead community service projects.

[SLO: LSBE-11/12-F-13] Develop long-term community engagement plans.

[SLO: LSBE-11/12-F-14] Advocate for civic participation and community involvement.

[SLO: LSBE-11/12-F-15] Reflect on their community service experiences and identify areas for improvement.



Guidelines for Parents

Understand the LSBE Curriculum

Take the time to understand the goals and content of the LSBE curriculum that your child is learning. Familiarize yourself with the key skills and concepts being taught, and recognize the importance of these skills in your child's overall development.

Foster a Supportive Home Environment

Create a home environment that is conducive to learning and personal growth. Encourage open communication, mutual respect, and emotional support. Make your home a safe space where your child feels comfortable expressing their thoughts and emotions.

Encourage Active Participation

Encourage your child to actively participate in LSBE activities both at school and at home. Support them in applying the skills they learn, such as problem-solving, decision-making, and effective communication, in real-life situations.

Model Life Skills

Children learn a great deal by observing their parents. Model the life skills you want your child to develop. Demonstrate effective communication, empathy, conflict resolution, and stress management in your daily interactions.

Reinforce Learning at Home

Reinforce the life skills taught in school by integrating them into everyday activities at home. For example, involve your child in decision-making processes, encourage them to solve problems independently, and discuss the importance of managing emotions and relationships.

Communicate with Teachers

Maintain regular communication with your child's teachers to stay informed about their progress and any areas that may need additional support. Attend parent-teacher meetings, read school newsletters, and participate in school events.

Provide Opportunities for Practice

Give your child opportunities to practice life skills outside of school. Encourage them to take part in extracurricular activities, community service, and family responsibilities that require teamwork, leadership, and responsibility.

Be Culturally Sensitive and Inclusive

Acknowledge and respect the cultural diversity in your child's educational environment. Encourage an appreciation for different cultures, beliefs, and perspectives, fostering an inclusive mindset at



home.

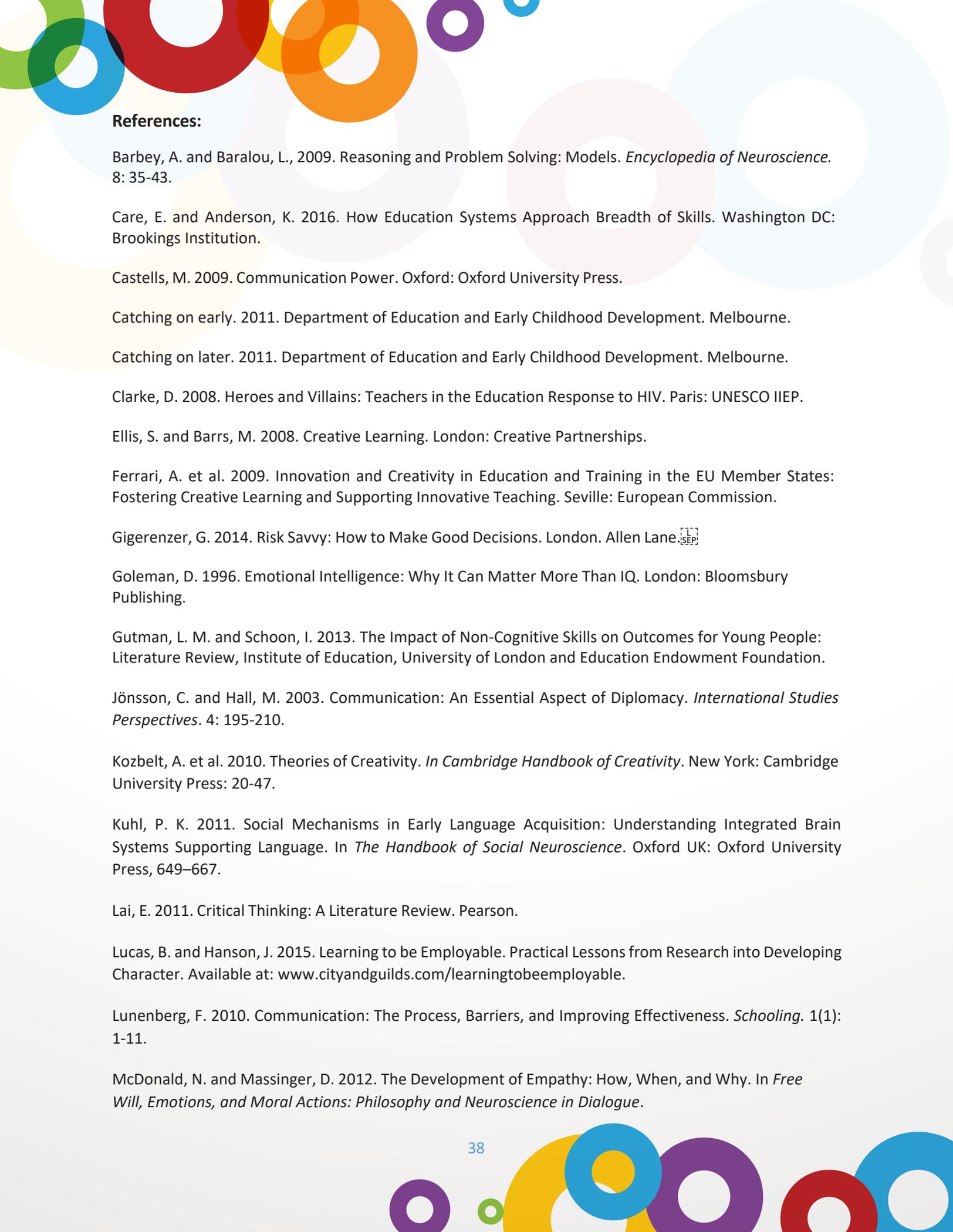
Support Mental and Emotional Well-being

Be attentive to your child's mental and emotional health. Encourage healthy habits such as regular physical activity, balanced nutrition, and adequate sleep. Be available to listen and support them through challenges and stressors.

Stay Informed and Engaged

Stay informed about the latest developments in LSBE and related educational practices. Engage in parent workshops, seminars, and other learning opportunities offered by the school or community organizations to enhance your understanding and ability to support your child.

Through these guidelines, parents can play a crucial role in supporting and reinforcing Life Skills Based Education. This partnership between home and school is essential in helping children develop the skills they need to navigate life successfully, fostering their growth into well-rounded, capable individuals.



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NOTIFICATION

F. No. 1(2) 2024-LSBE-NCC: In pursuance of Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 1976, the competent authority i.e. Director, NCC has been pleased to approve "**Life Skill Based Education (LSBE) Curriculum for Grade 9-12**" as Non-Credit Curriculum/Supplementary Learning Material for implementation in all Public and Private Educational Institutions of Islamabad Capital Territory (ICT) and the educational institutions under Federal Government across the country w.e.f academic year 2025-26. This non-credit curriculum is available at ncc.gov.pk

2. The essence of this curriculum is to inculcate more social skills in the children to deal with day to day life problems.



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