

Teacher's  
**MANUAL**  
Life & Learning 2

## WELCOME – THE LEADER IN YOU

### I. Chapter Overview

This introductory chapter sets the foundation for the academic year by introducing the concept of leadership. It moves beyond the traditional definition of a leader as a boss, redefining a leader as someone who "does the right thing at the right time". The lesson integrates the Seerah of Prophet Muhammad (PBUH) as the ultimate role model and encourages students to identify leadership qualities within themselves.

### II. Learning Objectives

By the end of this chapter, students will be able to:

1. **Define Leadership:** Articulate that a leader is a solution-finder who acts correctly even when unsupervised.
2. **Identify Key Qualities:** List the qualities of Prophet Muhammad (PBUH) such as honesty, commitment, and patience.
3. **Self-Reflect:** Analyze their own behavior to answer the question, "Do you see the leader in you?"
4. **Visualize Success:** Create a self-portrait identifying one specific thing they do well.

### III. Teaching Aids & Materials

- **Textbook:** Life Learning (Grade 2)
- **Multimedia:** Projector for the "Scan the code to watch video" segment (Mobile phone can also be used)
- **Stationery:** Pencils, erasers, colouring pencils for the drawing activity.
- **Chart Paper:** For listing "Qualities of a Leader."
- Role Chart.

### IV. Pedagogical Procedure

## Teacher Script

The teacher will ask students that will they like to play an active role for the well being of their classfellows.

He/she will elaborate monthly classroom role arraignments.

### Why Classroom Roles Matter

Classroom roles help students learn responsibility, cooperation, leadership, and empathy through real-life practice. When students are given meaningful duties, they feel trusted and valued. These roles teach life skills such as discipline, time management, kindness, and teamwork—skills that go beyond textbooks and prepare students for real life.

In this system, each role is assigned for one month. After one month, the roles are exchanged, ensuring that every student gets the opportunity to experience different responsibilities and grow in multiple ways.

### Classroom Roles (Monthly Rotation) (Total Roles: 9)

#### 1. Line In-Charge

##### Duties:

Helps students form neat lines during assembly, transitions, and dispersal

Encourages calm and orderly movement

Life Skill Developed: Discipline, leadership, cooperation

#### 2. Board Cleaner

##### Duties:

Cleans the board before and after lessons with permission

Ensures the board is ready for learning

Life Skill Developed: Responsibility, respect for learning space

#### 3. Cleanliness In-Charge

##### Duties:

Checks classroom cleanliness (desks, floor, dustbin)

Encourages classmates to keep the classroom tidy

Life Skill Developed: Civic sense, ownership, teamwork

#### 4. Absent Guide

##### Duties:

Helps absent students understand missed lessons

Shares homework and class instructions

Life Skill Developed: Empathy, helping attitude, communication

### **5. Material Monitor**

**Duties:**

Distributes and collects books, worksheets, and activity materials

Ensures materials are used carefully

Life Skill Developed: Organization, care, trustworthiness

### **6. Time Keeper**

**Duties:**

Reminds the class about time during activities

Helps maintain smooth lesson transitions

Life Skill Developed: Time management, awareness

### **7. Peace Ambassador**

**Duties:**

Helps resolve minor conflicts politely

Encourages kind words and respectful behavior

Life Skill Developed: Emotional intelligence, conflict resolution

### **8. Class Reporter**

**Duties:**

Communicates class messages or concerns to the teacher

Represents the class politely and responsibly

Life Skill Developed: Confidence, communication, leadership

### **9. Learning Corner In-Charge**

**Duties:**

Looks after special classroom boards and corners (e.g., Gratitude Wall, Honesty Wall, Shining Wall, Reflection Corner)

Ensures the boards are neat, updated, and respected by all students

Helps display students' work with teacher guidance

Life Skill Developed: Ownership, creativity, responsibility

Role Rotation Rule

Each role is assigned for one full month

After one month, roles are rotated

Every student gets a fair chance to serve in different roles

The teacher will decorate the classroom with the full year plan.

### Full Year Role Plan

Month	Line-in-charge	Board cleaner	Cleanliness-in-charge	Absent Guide	Material Monitor	Time Keeper	Peace Ambassador	Class Reporter	Learning corner in-charge
March									
April									
May									
June									
July									
August									
Sep									
Oct									
Nov									
Dec									

- The teacher will invite students for the batch ceremony and honour the students with roles and batches.
- He/she will briefly describe their duties.
- He/she will inform the parents about the roles of their children via diary and call.

### Congratulations!

We are pleased to inform you that your child has been assigned the role of Class Reporter for this month.

As a Class Reporter, your child's responsibilities include communicating class messages or concerns to the teacher and representing the class politely and responsibly. This role helps develop confidence, communication skills, and a sense of leadership.

We appreciate your support in encouraging your child to carry out this responsibility with honesty and dedication.

## Comprehensive Lesson Plan: Life Learning - Grade 2

### Chapter/Topic: Welcome & Introduction to Leadership

**Reference Material:** Life Learning (Grade 2), Pages 1–2

**Duration:** Approx. 80 (Can be split into 2 sessions)

**Grade Level:** 2

#### I. Lesson Overview & Objectives

##### Overview

This initial lesson serves as the foundation for the entire "Life Learning" curriculum. It is not merely an introduction to the book but an introduction to the concept of **Self-Leadership**. The lesson utilizes the "Welcome" text and the "Preface" to set a positive, growth-oriented tone for the academic year. Students will explore what it means to be a "leader of oneself" before leading others. They will engage in self-reflection using the mirror metaphor to identify their unique strengths.

##### Learning Objectives

By the end of this lesson, students will be able to:

1. **Understand the Purpose of the Course:** Comprehend that this book is a journey of personal growth and habit building.
2. **Define Leadership (Grade 2 Level):** Articulate that leaders use their strengths to have fun and do their best in school.
3. **Identify Personal Strengths:** Recognize and name at least one thing they do well using the "Mirror Activity".
4. **Visualize Leadership:** Connect the concept of leadership to their own reflection ("Do you see a leader in you?").

##### Materials Needed

- *Life Learning Grade 2* Textbooks (for each student).
- A real mirror (handheld or wall-mounted) for the "Mirror Activity."
- Drawing supplies (colored pencils, crayons, markers).
- Whiteboard and markers.
- Teacher's Manual/Flash Cards (as mentioned in the Preface).

#### II. Detailed Instructional Procedure

### Section 1: Page 2 — Setting the Stage (The Preface & Welcome)

#### A. Introduction: The Book Reveal

**Goal:** Create excitement about the new subject and analyze the book cover and title.

1. **Hook:** The teacher gathers students in a circle or at their desks. Hold up the book *Life & Learning*.

2. **Teacher Script:** "Assalam-o-Alaikum, class! Today, we are starting a very special new subject called 'Life & Learning.' Look at the cover. What do you think we will learn in this book? Is it about math? Is it about science? Or is it about us?"
3. **Reading the Title:** Read the title aloud: "Life Learning: Pathway to Lead Life". Ask students what a "Pathway" is (a road, a track, a way to go). Explain that this book is like a map for their lives.

### **B. The Preface Analysis**

*Goal: Understand the philosophy of the book (Habits and Wisdom). Reference: Page 2, "Preface".*

1. **Guided Reading:** The teacher reads the Preface aloud while students follow along with their fingers.
  - **Text:** "Welcome to a journey of personal growth through the power of good habits".
2. **Concept Discussion — 'Personal Growth':**
  - **Teacher:** "The book says this is a journey of 'personal growth.' Does that mean we are going to get taller? Or does it mean our hearts and minds are going to grow? When we learn to be kind, responsible, and honest, we grow on the inside."
3. **Concept Discussion — 'Timeless Wisdom':**
  - **Text:** "This book combines timeless wisdom from Quranic verses with fun activities...".
  - **Teacher:** "This book is very special because it connects our learning to our faith. We will see how being a good student and a good leader is also part of being a good Muslim. We will use 'real-life examples' so we can see how these lessons help us every single day."
4. **Tools for Success:**
  - Point out the tools mentioned: "Self-evaluation exercises, manual flash cards, and helpful charts".
  - Explain that "Self-evaluation" means checking your own work and behavior to see how well you are doing, just like checking your face in a mirror.

### **C. The Welcome Message: Defining Leadership**

*Goal: Redefine 'Leadership' for a 7-year-old context. Reference: Page 2, "Welcome"*

1. **Reading the Welcome Text:** Read the section under "Welcome".
  - **Text:** "This year you will discover many ways you can be a leader."
2. **Interactive Discussion — Strengths and Fun:**
  - **Text:** "Leader use their strengths to have fun and do their best in school."
  - **Teacher:** "Raise your hand if you think being a leader means just bossing people

around? (Wait for reaction). Actually, this book tells us something different. It says leaders use their strengths. A strength is something you are good at. If you are good at drawing, that is a strength. If you are good at sharing, that is a *strength*."

### 3. Visual Analysis:

- Direct students' attention to the text "Leader do things well".
- Ask the question posed in the text: "What do these people do well?".
- Activity: Have students look at the illustrations on the subsequent pages (or the cover) and brainstorm what "doing things well" looks like in a classroom (e.g., listening, cleaning up, helping a friend).

### D. Exploring the Contents Table

*Goal: Preview the roadmap of the year. Reference: Page 2, "Contents"*

1. **Map Reading:** Look at the table of contents.

2. **Teacher Script:** "Let's look at our map for the year. Today we are on Topic 1: Welcome. Look at Topic 6. What does it say?"

- **Student Response:** "Forgiveness".
- **Teacher:** "Yes! And Topic 7 is Gratitude. These are the ingredients that make a leader. We aren't just learning to read and write; we are learning to be Kind and Grateful."
- Raise questions given on page no.3. Let students understand that their life has a purpose. Draw a bubble map on the board and encourage students to write their answers on the board Invite it to read page 3.



- Encourage them to explain them in their words.
- Invite students to read page no. 4. Encourage them to share how are they special.
- Encourage them to share personal experiences regarding the red words given on page no.4.
- Divide them in groups and let each group talk about one red word given in the book.
- Invite them to read page no. 5 with understanding.
- Let them go through page no. 6 and talk about the given pictures. One by one write these words on the board and encourage students to given examples. **Share, care, kind, help.**

## Section 2: Page 3 — Seeing the Leader Within

### A. The Mirror Metaphor

Goal: Internalize the concept of self-reflection. Reference: Page 7

1. **Visual Analysis:** Show the image of the mirror on Page 7.
2. **The Essential Question:** Read the text: "Do you see a leader in you?"
3. **Physical Activity — The Mirror Pass:**
  - The teacher passes a handheld mirror around the room.
  - **Instruction:** "When the mirror comes to you, look into it. I don't want you to fix your hair. I want you to look at yourself and say silently, 'I am a leader.' Then pass it to the next person."
  - **Teacher Rationale:** This physical act reinforces the abstract question on the page.
4. **Discussion:**
  - **Teacher:** "The book asks if you see a leader in you. Sometimes we think leaders are only adults, or principals, or captains. But if you clean your room without being asked, you are leading yourself. If you help a friend who fell down, you are a leader."

### B. Activity: "One Thing I Do Well"

Goal: Identify personal strengths/talents. Reference: Page 7

1. **The Prompt:** Focus on the activity instruction: "Draw a picture of something you do well in the mirror."
2. **Brainstorming (Think-Pair-Share):**
  - **Think:** Ask students to close their eyes and think of one thing they are really good at. Prompts: "Are you good at running? Colouring? saying 'Please'? Sharing snacks? Reciting the Holy Quran?"
  - **Pair:** Turn to a partner and tell them the one thing.
  - **Share:** Ask 3-4 students to share with the class.
3. **Drawing Phase:**
  - Instruct students that they must draw themselves doing that specific activity inside the frame.
  - **Teacher Guidance:** Walk around the class. If a student says "I'm not good at anything," guide them: "I noticed you sat down very quietly today. That means you are good at listening. Can you draw yourself listening?"
  - **Differentiation:** For advanced students, ask them to add a background. For students who struggle with drawing, allow them to use symbols (e.g., a football if they are good at sports).

### C. Writing Component: Identity Statement

Goal: Literacy integration and affirmation.

1. **Filling the Fields:**
  - Direct students to the lines at the bottom of the page.

- **"My name:"**. Have students write their full name in their best handwriting. Remind them that a leader is proud of their name.

- **"One thing I do well is:"**.

## 2. Drafting the Sentence:

- Write sentence starters on the board:
  - o "One thing I do well is playing football."
  - o "One thing I do well is reading."
  - o "One thing I do well is helping mom."
- Assist students in spelling their specific strength.

## 3. The "Think a While!" Moment:

- Point to the "Think a while!" icon.
- **Teacher:** "Why do you think the book asks us what we do well? It's because leaders use their strengths to help others. If you are good at reading, you can read to your little brother. If you are good at running, you can be a fast messenger."

### *D. Assessment & Evaluation*

#### **Formative Assessment**

- **Observation:** The teacher will observe the "Mirror Activity" drawings. Do the drawings reflect a positive action or skill?
- **Oral Questioning:** Ask random students, "What is one thing a leader does?" (Expected answer: Uses strengths, does things well, helps others).
- **Book Check:** Check that students have successfully written their names and completed the sentence "One thing I do well is..." on Page 3.

#### **Summative Assessment (End of Unit)**

- Since this is the introductory lesson, there is no formal test. The "Drawing in the Mirror" acts as the primary artifact of learning for their student portfolio.

### *E. Extended Learning & Homework*

#### **Homework: "The Leader at Home"**

- **Task:** Students must go home and ask their parents, "What is one thing you think I do well?"
- **Goal:** To reinforce the self-esteem building initiated in class and involve parents in the "Life Learning" journey.

#### **Classroom Environment Setup (Teacher Action)**

- **Reference:** Based on the "Contents" listing "The Emotional Environment", the teacher should begin setting up the classroom to reflect these values.
- **Action:** Create a "Leadership Wall" bulletin board. Post the question "Do you see a leader in you?" in big letters. As students finish their drawings on Page 3, photocopies of their drawings can be placed on this wall to foster a sense of belonging and pride.

## Chapter/Topic: Building Our Vision – Class & Personal Mission Statements

**Reference Material:** Life Learning (Grade 2)

**Duration:** Approximately 120–150 Minutes (Recommended to be taught over 3 sessions of 40-50 minutes each)

**Grade Level:** 2

### *I. Lesson Overview & Theoretical Framework*

#### **Overview**

Following the introductory lesson where students identified themselves as potential leaders using the mirror metaphor, this lesson moves from *identification* to *intention*. The text introduces the concept of a "Mission Statement." For a Grade 2 student, a mission statement is a compass—it tells them where they are going and how they act. This lesson is divided into two distinct but related parts: the **Class Mission Statement** (collective identity) and the **Personal Mission Statement** (individual identity).

#### **Learning Objectives**

By the end of this lesson, students will be able to:

1. **Define a Mission Statement:** Articulate in simple terms that a mission statement is "what we believe and hope to achieve".
2. **Collaborate on Shared Goals:** Contribute ideas to answer "Why do you come to school?" and "What kind of classroom do you want?" to co-create a Class Mission Statement.
3. **Self-Identify Virtues:** Select distinct character traits (e.g., helpful, cheerful, honest) from a word bank that they aspire to embody.
4. **Draft Personal Affirmations:** Construct a Personal Mission Statement using the sentence starter "I will be...".
5. **Apply the Roadmap:** Understand the three steps to using a mission statement: reading it, using it to guide actions, and reminding others.

#### **Materials Needed**

- *Life & Learning Grade 2* Textbooks.
- Large chart paper or whiteboard for the "Class Mission" brainstorm.
- Markers (various colours).
- Sticky notes (3 per student).
- Pencils and erasers.
- "Word Bank" cards (prepared by the teacher based on Page 4 words: Helpful, Cheerful, Creative, Honest, etc).

## *II. Detailed Instructional Procedure*

### **Session 1: The Collective Vision (The Class Mission Statement)**

#### ***A. Reactivation of Prior Knowledge***

The lesson begins by reconnecting with the "Mirror Activity" from the previous session. The teacher should ask students to recall the one thing they said they did well. This grounds the students in a positive mindset.

- **Teacher Script:** "Welcome back, leaders. Previously, we looked in a mirror and found the leader inside us. Now let us learn about a little leader's story. Invite them to talk about the pictures given on page no. 8. Then read the content.
- Encourage them to relate the story with lives.
- Invite them to define a leader on the basis of the story. Now ask them to go through page no. 9 and learn about the greatest leader in the world. Provide them meaning of each word given on page no. 9 and let them link these words with their own lives.
- tell them that today, we are going to build a map for that leader. A car needs a road and a map to get to its destination. A class needs a 'Mission Statement' to know where it is going."

#### ***B. Defining the Concept (20 Minutes)***

- **Reading the Definition:** Read aloud: "Class mission statements: What a class believes and hopes to achieve".
- **Deconstruction for Grade 2:**
  - o **Teacher:** "That is a big sentence. Let's break it down. 'Believes' means what we think is true and important. 'Achieve' means what we want to get done. So, a mission statement is just a fancy way of saying: 'Who are we?' and 'What are we doing here?'"
- **The Roadmap Analogy:**
  - o Draw the students' attention to the numbered road on Page 12. Explain that a mission statement isn't just words on paper; it is a path to follow.
  - o **Step 1:** "Read the class mission statement often". (Explain: We have to remember it).
  - o **Step 2:** "Use the class mission statement to guide your actions". (Explain: If our mission is to be kind, and I want to push someone, I stop because the mission guides me).
  - o **Step 3:** "Remind others about the class mission statement". (Explain: We help our friends stay on the path).

#### ***C. The Inquiry Phase: Why Are We Here? (25 Minutes)***

- **Question 1:** "Why do you come to school?".

- o **Activity:** Distribute sticky notes. Ask students to write or draw one reason they come to school.
  - o **Discussion:** Gather the notes.
    - *Likely answers:* "To play," "To see friends," "To learn math."
    - *Teacher Guidance:* Group these into categories. Validate the social aspects ("to see friends" relates to "Friendly" on Page 4) and academic aspects ("to learn").
  - **Question 2:** "What kind of classroom do you want?".
    - o **Visualization:** Ask students to close their eyes.
    - o **Teacher Script:** "Imagine a classroom where everyone is happy. What does it sound like? Is it noisy or calm? What does it feel like? Is it safe? Is it fun? The book asks us, 'What kind of classroom do you want?'. Do we want a classroom where people are mean? No. Do we want a classroom where we help each other?"
    - o **Scribing:** On the large chart paper, write down the adjectives students shout out (e.g., Happy, Clean, Safe, Fun).

#### **D. Drafting the Statement (20 Minutes)**

- **Synthesizing:** The teacher takes the ideas from the sticky notes and the chart paper to draft a simple sentence structure on the board.
- **The Template:** Use the prompt "Write the class mission statement" from Page 3.
  - o **Drafting Example:** "We, the Grade 2 Leaders, come to school to learn and have fun. We want a classroom that is safe, kind, and helpful."
- **Consensus:** Read the draft to the class. Ask, "Does this sound like us?" Allow for minor tweaks.
- **Final Action:** Have students copy the finalized short version into the space provided on Page 3.

### **Session 2: The Individual Vision (Personal Mission Statement) Focus: Page 10+11**

#### **A. Introduction to Personal Mission (15 Minutes)**

- **Transition:** "We have a mission for the whole class. Now, we need a mission for you. Every leader is different. You are the driver of your own car on that road we saw on Page 3."
- **Definition:** Read the definition on Page 10: "A personal mission statement inspires you to become your best".
- **Teacher Explanation:** "Inspires means it gives you energy to do good things. It helps you decide who you want to be. Do you want to be the person who gives up, or the person who tries hard? The Mission Statement helps you decide."

## ***B. Vocabulary Exploration: The Attributes of a Leader (30 Minutes) Page 4***

provides a specific list of attributes. This is a crucial literacy moment to ensure students understand the definitions of these traits before choosing them.

- **Word Analysis:** Write the words from Page 10 on the board:
  1. **Helpful:** Someone who assists others.
  2. **Cheerful:** Someone who is happy and smiles.
  3. **A hard worker:** Someone who doesn't give up when things are tough.
  4. **Creative:** Someone who has new and great ideas.
  5. **Kind:** Someone who is nice and cares about feelings.
  6. **Honest:** Someone who tells the truth.
  7. **Funny:** Someone who makes people laugh.
  8. **Friendly:** Someone who acts like a friend.
  9. **Patient:** Someone who can wait without getting angry.
  10. **Caring:** Someone who feels concern for others.
  11. **Polite:** Someone who says 'please' and 'thank you'.
  12. **A listener:** Someone who hears what others say.
- **Activity:** "Circle four words or terms you would like people to use to describe you".
  - **Instruction:** Tell students they can only pick **four**. This forces them to prioritize what is most important to their own character.
  - **Differentiation:** For students struggling to choose, ask: "What would your mom say is your best trait?" or "What do you wish you were better at?"

## ***C. Drafting the Personal Affirmations (35 Minutes)***

- **The "I Will Be" Structure:**
  - The text provides a repetitive structure: "I will be" repeated four times . This repetition is a powerful pedagogical tool for habit formation.
  - Teacher Modeling: "I am going to write my mission statement. I circled 'Honest' and 'Creative'. So, I will write: 'I will be honest.' 'I will be creative.'"
- **Guided Writing:**
  - Instruct students to take the four words they circled in the previous activity and use them to start their personal mission statement.
- **Advanced Drafting (Optional for fast finishers):**
  - Look at the "My Mission" example on Page 11: "I will learn how to read so I can help other".
  - Encourage advanced students to add the "so I can..." clause. Example: "I will be *cheerful* so I can *make friends*."

## Session 3: Application & Presentation Focus: Page 11 (Examples & Synthesis)

### A. Analyzing Examples (20 Minutes)

- **Critique:** Read the examples provided in the text.
  - **Example 1:** "I will learn how to read so I can help other". Ask the class: Is this a good mission? Yes, because it helps the person (reading) and helps others.
  - **Example 2:** "I will be a leader. I will help people and be honest". Ask the class: Which words from the word bank did this person use? (Leader, Help, Honest).
- **Video Integration:** The page includes a "Scan the code to watch video" icon. If technology permits, play the associated video about mission statements. If not, the teacher can role-play a scenario: "If my mission is to be 'Patient', what do I do when the lunch line is long? Do I push? Or do I wait calmly?"

### B. The Mission Statement Art Project (30 Minutes)

- **Visualization:** To solidify the concept, students will create a "Mission Flag."
- **Task:** Using a blank sheet of paper, students act out the instruction "Draw a picture of something you do well in the mirror" (revisiting Page 3 concept ) but this time focusing on their *future* self based on their new mission statement.
- **Content:** They must write their "I will be..." sentences in big colorful letters around the drawing.
- **Sharing:** Students stand in a circle. Each student reads *one* of their "I will be" statements.
  - *Student:* "I will be a hard worker."
  - *Class Response:* "We believe in you!"

### C. Lesson Closure (10 Minutes)

- **Reviewing the Roadmap:** The teacher brings the class back to the winding road image on Page 12.
- **Teacher Script:** "Now we have our Class Mission Statement and our Personal Mission Statements. Remember the road? Step 1 says to 'Read the class mission statement often'. We will put our class mission on the wall. Every morning, we will read it. Step 2 says 'Use it to guide your actions'. When you are deciding what to do, ask yourself: Does this match my mission? You are now leaders with a plan. Great work!"

### III. Assessment & Evaluation Strategies

#### Formative Assessment

- **Sticky Note Check:** Review the sticky notes from the "Why do you come to school?" activity. This assesses if students understand the purpose of the educational environment.
- **Word Selection:** Observe which words students select from Page 10. If a student selects "Funny" but acts disruptively, this creates a counseling/teaching opportunity to discuss the difference between "funny" (making people happy) and "disruptive" (stopping people from learning).
- **Sentence Structure:** Check the "I will be" sentences for capitalization and handwriting. Ensure they have transferred the circled words correctly to the lines.

#### Summative Assessment

- **The Mission Statement Document:** The completed Page 10 in the workbook serves as the primary assessment artifact.
  - o Criteria for Success:
    - Student has circled 4 distinct traits.
    - Student has written 4 complete "I will be [trait]" sentences .
    - Student can orally explain one of their chosen traits.

### IV. Classroom Management & Environment

**Setting the Emotional Environment** The text mentions "The Emotional Environment" in the Table of Contents (Topic 5), but it begins here. Establishing a mission statement creates psychological safety.

- **Teacher Tip:** When a student misbehaves during this unit, refer back to the *draft* mission statement. Instead of saying "Don't do that," say "Does that behavior match our goal of being a 'Friendly' classroom?"

#### Differentiation for Diverse Learners

- **For Emerging Readers:** Provide picture cards that match the vocabulary words on Page 10 (e.g., a picture of a smiling child for "Cheerful" , a picture of a handshake for "Friendly" ). Allow them to paste the picture next to the word.
- **For English Language Learners (ELL):** Use the mirror metaphor physically. Have them look in the mirror and say "I am kind" to practice pronunciation and internalization.
- **For Advanced Learners:** Ask them to write a "Because" clause for their mission statement. "I will be honest because I want people to trust me."

## ***V. Teacher Reflections & Implementation Notes***

**Pedagogical Connection to "Leader in Me"** This lesson draws heavily on the "Leader in Me" framework (based on Stephen Covey's habits). The "Personal Mission Statement" is a foundational tool for **Habit 2: Begin with the End in Mind**. The teacher should be aware that they are teaching students to visualize their future behavior. The prompt "I will be a leader" is an identity shift. The teacher must treat these statements with high respect, not just as a handwriting exercise.

**Handling "Negative" Self-Perception** Some students may struggle to circle positive words because they have low self-esteem. They might say, "I am not a hard worker."

- **Intervention:** The teacher should use the "Growth Mindset" approach. "You might feel you aren't a hard worker yet, but the mission statement is about who you want to be. If you want to be a hard worker, circle it, and that becomes your goal."

## ***VI. Extended Homework***

### **"The Mission Detective"**

- **Task:** Students take their workbook home. They must ask a parent or sibling: "Which of these words describes our family?" pointing to the list on Page 4 (Helpful, Polite, Caring, etc.)
- **Goal:** This extends the concept of mission statements from the school to the home, reinforcing the vocabulary and the concept that groups (like families) have shared values.

## ***VII. Scripted Conclusion for the Teacher***

- **Teacher:** "Class, look at Page 4 one last time. Look at the words you wrote. 'I will be...'. This is your promise to yourself. It is a very important promise. You don't have to be perfect at it today. You just have to try. Remember the squirrel in the picture on Page 5?. Just like animals work hard to build their homes, we work hard to build our character. You are all leaders of you. Class dismissed."

**Subject:** Life & Learning

**Grade Level:** Grade 2

**Unit Topic:** Kindness & Forgiveness

**Session 1: The Foundations of Kindness**

**Focus:** Defining kindness, understanding its benefits, and analyzing the story "Ali's Little Friend."

## I. Learning Objectives

- Students will define kindness beyond just "being nice".
- Students will identify three core benefits of kindness .
- Students will analyze the story of Ali and the squirrel to understand empathy.

## II. Direct Instruction & Discussion

- Invite students to look at the pictures given on page no. 14. Encourage them to explain these pictures.
- Invite them for reading no. 14.
- Ask questions given on page no. 14 (self reflection).

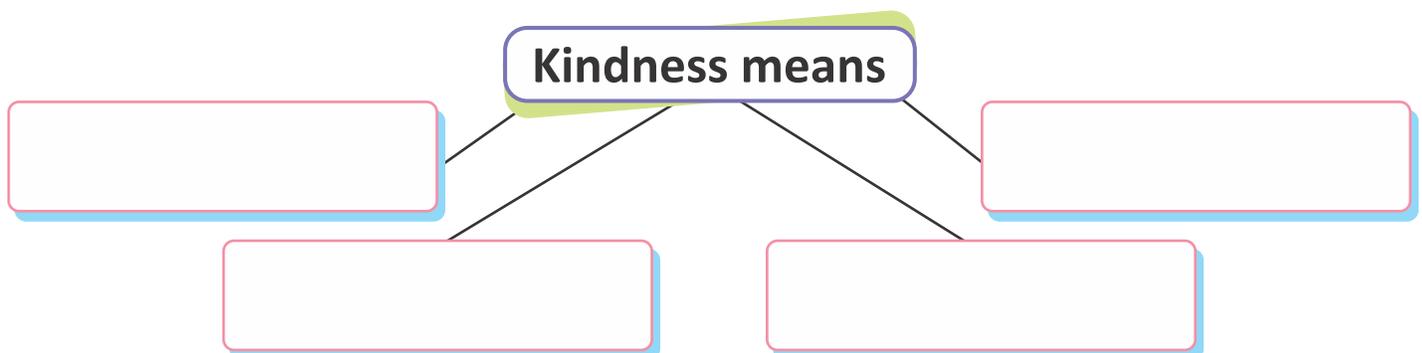
### 1. Definition of Kindness:

- Explain that kindness is an "art of living".
- **Core Concept:** Kindness is giving support in times of need with an "I am there for you" feeling.
- **Verbal Kindness:** It includes comforting words like "I understand you" to a sad person or saying "We shall sort it out".
- **The Golden Rule:** Ask students to imagine treating others the way they want to be treated—with respect and understanding .

### 2. The Benefits of Kindness:

- Discussion: Ask the class why we should be kind.
- **Key Points:**
  1. It makes us happy.
  2. It improves relationships.
  3. It helps make the world a better place to live in.

### 3. Draw a mind map on the board and invite students to complete it:



### **III. Storytelling: Ali's Little Friend**

- **Beginning:** Ask questions.
- **Narrative:** Read the story of Ali, a boy who loved animals.
  - The Incident: Ali found a small squirrel stuck and helped it.
  - The Act of Care: On a cold day, Ali noticed the squirrel was cold and made a warm bed for it.
  - The Outcome: The squirrel was happy, and they became friends forever.
- **Discussion Question:** "What do you expect from others when you are in a problem?".
  - Ask questions given in the second box of 'Think a while'.
  - Invite them to redefine 'kindness.
  - Encourage them to share the benefits of kindness.
  - Invite them to read page no. 16 with understanding.

### **Session 2: Kindness in the Community**

**Focus:** Communal kindness, "The Ripple Effect," and classroom activities (Jars, Walls, and Chains).

#### **I. Learning Objectives**

- Students will learn the Hadith regarding the best of people .
- Students will participate in the "Kindness Jar" and "Kindness Wall" activities.
- Students will recount the story of **Samina** and **Ayesha**.

#### **II. Classroom Activities (Hands-On)**

##### **1. The Kindness Jar:**

- Create a jar where students write acts of kindness they witness or perform.
- Examples to write: "I watered the plants," "I saw a boy feeding his younger sister," "My mother hugged me" .
- Review: At the end of the week, read the notes together.

##### **2. The Kindness Wall:**

- Design a wall in class. Students write acts on small papers and paste them there.
- Examples: "I fed my cat," "My brother listened to my problem".

#### **III. Storytelling: Samina and Ayesha's Kindness Quest**

- **Opening:** Ask questions given on page no. 18. Read the story.
- **The Scenario:** Two best friends, Samina and Ayesha, saw an old man struggling to carry a heavy load of firewood.

- **The Action:** They rushed to help him and carried the wood to his home.
- **The Feeling:** They felt warm inside, knowing they made a difference.
- **The Ripple Effect:** They promised to help neighbors with chores, share snacks with animals, and plant flowers.
- **Community Impact:** More children joined them, making the community a happier place while reading keep on asking questions like what will happens next in the story? Ask the questions given at the end.

#### Activities:

##### 1. The Kindness Chain:

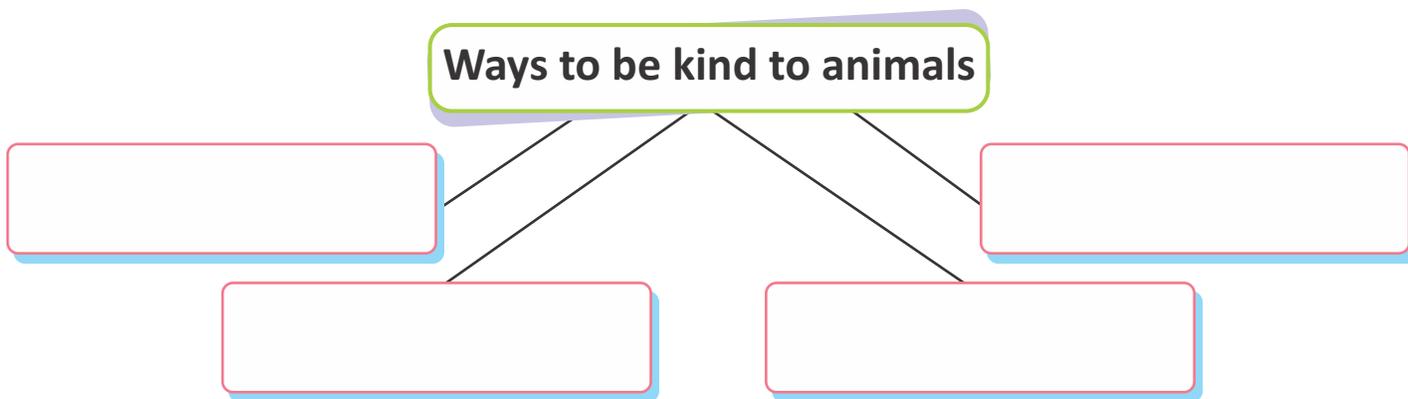
- Link strips of paper together with acts written on them (e.g., "Sharing things," "Giving a hug," "Giving a smile").

##### 2. Kindness Rocks:

- Decorate smooth rocks with kind words and place them around the school.

#### IV. Islamic Integration

- **Hadith:** "The best of people is the one who benefits people." (Kanz-ul-Ummal).
  - Invite students to think are they Kind and benefit others.
  - Invite students to read the story.
  - Ask the ending questions.
  - Draw a mind map on the board and invite students to complete it.



#### Session 3: Kindness in Faith & Gratitude

**Focus:** The Prophet's (PBUH) kindness to animals and expressing gratitude to helpers.

##### I. Storytelling: The Real Kindness

- **Beginning:** Ask students should we be kind to animals.
- **The Context:** The Rasool (PBUH) was on a journey when a companion took two sparrow chicks from a nest.

- **The Conflict:** The mother sparrow came crying and flying over the Prophet's head.
- **The Resolution:** The Prophet (PBUH) felt sorry for the birds and ordered the companion to put the babies back immediately.
- **Key Lesson:** The Rasool (PBUH) is the "Benefactor of all the worlds" and was kind to all creatures, not just humans.

## **II. Activity: Write a Kind Note**

- **Task:** Students must write a thank you note to house help or school staff.
- **Drafting Templates:**
  - *To House Help:* "Dear Sadia Baji, Thank you for cooking delicious food... I love the way you present it." .
  - *To Driver/Guard:* "Respected Saad Uncle, Thank you very much for helping me reach school in time. You are... a kind uncle too".

## **Session 4: The Kindness Challenge & Assessment**

**Focus:** Making a formal pledge, performing the 24-hour challenge, and self-evaluation.

### **I. The Pledge of Kindness**

- **Recitation:** Have students recite the poem: "I pledge to myself... to try to be kind, in every way. To every person, big or small, I will help them, if they fall".
  - Ask students are kind to friends, parents, relatives, guests, helpers, animals, plants, teachers and their belongings.
  - Encourage all of them to participate in this discussion.

### **II. The "Acts of Kindness Challenge"**

- **Instructions:** Students must complete these specific tasks:
  1. Smile at everyone you see today.
  2. Give a compliment to a friend .
  3. Talk to someone new at school.
  4. Donate an old book or toy.
  5. Help clean up after lunch or dinner.
  6. Send a handwritten note to someone ill.
- **Homework:** Do page no. 25 at home (Explain the task clearly to students).
  - Ask students to work in pairs to make a list of kindness acts and let them share it with class.

### **III. Self-Evaluation**

- **Score Board:** Students rate themselves (Always = 2, Sometimes = 1, Never = 0) on the following questions :
  - Am I kind to animals?

- Am I kind to plants?
- Am I kind to my friends/family/relatives?
- Am I kind to our house help?
- Award: Students who complete this receive the "Kindness to Others Award" badge .

**Note:** Sent the given Evaluation sheet to parents and ask them to check if their child is a kind person or not.

**Parent Observation Sheet: Kindness & Leadership Habits**

**Purpose:** This sheet helps parents observe and understand how their child shows kindness and leadership at home and in daily life.

**How to Use the Rubric**

Please tick (✓) one option for each statement.

**Rating Meaning**

- 4 – Always      Shows this behaviour regularly and without reminders
- 3 – Often       Shows this behaviour most of the time
- 2 – Sometimes Shows this behaviour occasionally
- 1 – Rarely      Seldom shows this behaviour
- 0 – Never       Does not show this behaviour

**Kindness & Leadership Checklist**

1. My child is kind to animals  
 Always (4)  Often (3)  Sometimes (2)  Rarely (1)  Never (0)
2. My child is kind to plants and nature  
 Always (4)  Often (3)  Sometimes (2)  Rarely (1)  Never (0)
3. My child is kind to friends  
 Always (4)  Often (3)  Sometimes (2)  Rarely (1)  Never (0)
4. My child is kind to family members  
 Always (4)  Often (3)  Sometimes (2)  Rarely (1)  Never (0)
5. My child is kind to relatives and guests  
 Always (4)  Often (3)  Sometimes (2)  Rarely (1)  Never (0)
6. My child speaks politely to helpers and workers  
 Always (4)  Often (3)  Sometimes (2)  Rarely (1)  Never (0)

7. My child is kind to other people (neighbours, shopkeepers, etc.)

Always (4) Often (3) Sometimes (2) Rarely (1) Never (0)

8. My child takes care of their own belongings (books, toys, bag)

Always (4) Often (3) Sometimes (2) Rarely (1) Never (0)

9. My child respects school property

Always (4) Often (3) Sometimes (2) Rarely (1) Never (0)

10. My child shares and helps without being asked

Always (4) Often (3) Sometimes (2) Rarely (1) Never (0)

**Total Score: \_\_\_\_ / 40**

### **Interpretation for Parents**

32–40: **Excellent** – Your child shows strong kindness and leadership habits

24–31: **Good** – Developing positive behaviour

16–23: **Growing** – Needs encouragement and reminders

Below 16: **Needs support** – Kindly guide and model behaviour

### **Session 5: Introduction to Forgiveness**

**Focus:** Understanding forgiveness, the "Five Finger" technique, and the story of Saad.

#### ***1. Learning Objectives***

- Define forgiveness as "letting go" of hard feelings.
- Memorize the "Five Finger Forgiveness" steps.
- Analyze the story "Saad and the Forgiving Heart."

#### ***1. Lesson Opening – Questioning Strategy***

**Teacher says:**

"Today, I am not going to tell you anything first. I want to ask you something. Listen carefully and think before answering."

1. Has anyone ever hurt your feelings?
2. Has someone ever broken your pencil or toy?
3. How did you feel at that time?

4. Did that person say sorry?
5. What did you do after they said sorry?
6. If we stay angry the whole day, will we feel happy?
7. Can two friends play together if they are angry?
8. Is it easy or hard to forgive someone?
9. Which is better: fighting or forgiving?
10. What happens to our heart when we forgive?

## ***2. Follow-Up Explanation***

### **Teacher explains:**

“When we keep anger inside, our heart feels heavy. But when we forgive, our heart feels light and peaceful.”

“Forgiveness means letting go of anger and choosing kindness.”

“Forgiveness does not mean the mistake was good. It means we decide not to fight and give someone another chance.”

“Strong children forgive. Weak children keep fighting.”

## ***3. Guided Practice – Role Play***

Teacher calls two volunteers and gives a situation:

Situation: One student bumps into another.

Student 1 says: “I am sorry.”

Teacher asks class: “What should the other child say?”

Expected responses:

- It's okay.
- I forgive you.
- Please be careful next time.

## ***4. Islamic Value Connection***

Tell students That:

“Allah loves those who forgive others.”

“When we forgive, Allah is happy with us.”

“Our Prophet (peace be upon him) forgave people many times.”

## 5. Assessment

### A. Oral Assessment

1. What is forgiveness?
2. What should you say when someone says sorry?
3. Does forgiveness make your heart heavy or light?
4. Is forgiving easy or hard?
5. Why is forgiveness important?

### B. Written Assessment

Introduce this assessment via work sheet or on board.

#### Circle the correct answer:

1. Forgiveness means:
  - a) Fighting
  - b) Letting go of anger
  - c) Shouting
2. When someone says sorry, we should:
  - a) Stay angry
  - b) Forgive
  - c) Ignore

#### Fill in the blanks:

1. When I forgive, my heart feels \_\_\_\_\_.
2. I should say \_\_\_\_\_ when I hurt someone.

### C. Creative Assessment

Students draw two friends saying sorry and forgiving each other. Under the drawing, they write: “I forgive my friends.”

## 6. Closing Reflection

Teacher says: “Today we learned that forgiveness makes our classroom peaceful.”

Students repeat together: “I will say sorry. I will forgive. I will keep my heart kind.”

### **Technique: Five Finger Forgiveness**

Introduce the given technique

- **Thumb:** Listen when they say sorry.
- **Index:** Accept an honest apology.
- **Middle:** Apologize if you need to.
- **Ring:** Breathe when you try to calm down.
- **Pinky:** Show love with a hug or high five.

Invite students for activities

### **Activity: Role Play Corners**

**Objective:** Practice saying sorry and forgiving.

**Procedure:**

- Divide students into pairs.
- Give simple situations (e.g., someone pushes by mistake, breaks a pencil, forgets to share).
- Students practice: 'I am sorry.' / 'It's okay, I forgive you.'

**Reflection:** How did you feel when you forgave?

## 2. Chart-Making Activities

### **Activity: Forgiveness Tree Chart**

**Objective:** Create a visual classroom display.

**Procedure:**

- Draw a large tree on chart paper.
- Title: 'Our Forgiveness Tree'.
- Each student writes one forgiving action on a paper leaf.
- Paste leaves on the tree.

**Outcome:** A collaborative classroom display promoting kindness.

### **Activity: Heavy vs Light Heart Chart**

Divide a chart into two columns:

Left: 'Keeping Anger' (sad face drawing)

Right: 'Forgiving' (happy face drawing)

Students suggest ideas and teacher writes them in correct column.

### **3. Display and Recording Activities**

#### **Activity: Forgiveness Wall Display**

- Create a classroom board titled 'We Choose Kindness'.
- Students draw pictures of forgiving moments.
- Display their work for the week.
- Rotate drawings every week.

#### **Activity: Forgiveness Record Chart**

**Objective:** Encourage positive behaviour tracking.

**Procedure:**

- Create a simple table with student names.
- Columns: 'Said Sorry', 'Forgave Someone', 'Used Kind Words'.
- Put a star sticker when students demonstrate forgiveness.
- Celebrate weekly 'Kind Heart Star' students.

#### **Reflection and Closing Circle**

Students sit in a circle and complete the sentence:

'I feel happy when...'

'I can forgive by...'

Teacher reinforces that forgiveness makes the classroom peaceful and strong.

#### **Storytelling: Saad and the Forgiving Heart**

Invite the students to read the story. Begin with questions. Keep on asking all the difficult questions. Describe words properly.

- **The Accident:** Saad accidentally knocked over Uncle Ahmed's fruit cart while playing.
- **The Reaction:** Uncle Ahmed frowned initially but remembered his father's teaching.
- **The Forgiveness:** Uncle Ahmed smiled and said, "It's okay, Saad. I forgive you. Let's clean up together."
- **The Lesson:** Saad learned to always forgive others, and whenever someone made a mistake, he would say "I forgive you" with a smile.

Ask students what have they learned from the story.

#### **Session 6: Forgiveness in Practice**

Invite students to read the story. Keep them engaged by asking questions like what will happen

next in the story?

**Focus:** Religious context (Taif), "Oath of Forgiveness," and situational analysis.

### ***Islamic Context***

Tell and explain these:

- **Quranic Verses:**
  - "And seek forgiveness of Allah, surely Allah is Forgiving, Compassionate." (73:20).
  - "And those who pray for forgiveness in the early hours of the morning." (3:17).
- **How to Seek Forgiveness:**
  1. Acknowledge the mistake and feel sorry.
  2. Ask Allah for forgiveness.
  3. If you harmed a person, apologize to them too.
- **Incident of Taif:** Discuss how the Rasool (PBUH) was stoned and bled but still forgave the sinners.

Ask students to enlist the ways to seek forgiveness in pairs and share it with the class.

### ***Oath and Scenarios***

- **The Oath:** "I promise to forgive others... To let go of anger and let kindness take its place."
- **Discussion Scenarios (Would you forgive?):**
  1. **Broken Toy:** Best friend borrows a toy and breaks it.
  2. **Scribbled Art:** Little sibling scribbles on your work.
  3. **Pet Scratch:** A cat or dog scratches you by mistake
  4. **Group Project:** A classmate didn't do their fair share of work.

### ***Final Evaluation***

- **Score Board:** Ask the student to evaluate their forgiveness habits:
  - "Do I seek Allah's forgiveness?"
  - "Do I forgive those who hurt me?"
  - "Do I apologize when I hurt someone?"
- **Conclusion:** Award the title "I Am A Forgiving Person".
- Send the evaluation sheet to parents and request them to evaluate their child.

## Parent Evaluation Rubric – Forgiveness

### Scoring Guide

Score	Level	Description
4	Excellent	Consistently shows forgiving behavior independently without reminders.
3	Good	Usually forgives and apologizes with little reminder.
2	Developing	Sometimes forgives but needs reminders.
1	Needs Support	Rarely forgives or apologizes even after reminders.

### Parent Observation Rubric

Criteria	4 – Excellent	3 – Good	2 – Developing	1–Needs Support
Seeks Allah's forgiveness	Regularly seeks forgiveness in dua or after mistakes.	Sometimes remembers to seek forgiveness.	Does so only when reminded.	Shows little awareness of seeking forgiveness.
Forgives siblings/friends at home	Forgives quickly and resumes normal behavior.	Forgives after short time.	Holds anger for long time.	Refuses to forgive.
Accepts apology from others	Accepts apology politely and responds kindly.	Accepts apology but remains slightly upset.	Accepts but complains again later.	Does not accept apology.
Says sorry after mistake	Admits mistake and apologizes independently.	Apologizes after reminder.	Apologizes unwillingly.	Refuses to apologize.
Controls anger	Manages anger calmly.	Sometimes reacts emotionally.	Often reacts loudly.	Frequently fights or shouts.

**Total Score:** \_\_\_\_\_ / 20

### **Interpretation Guide**

17–20 → Strong forgiving character

13–16 → Good progress

9–12 → Needs guidance and reminders

5–8 → Requires focused support

### **Parent Reflection**

1. One positive forgiving behaviour I noticed this month:

---

2. One area my child needs to improve:

---

3. How we will support forgiveness at home:

---

### **Unit Master Plan: Gratitude**

**Source Material:** Life Learning Book (Pages 38 onwards)

**Duration:** 7 Detailed Sessions (approx. 45 mins each)

**Theme:** Emotional Intelligence & Islamic Values

### **Session 1: Defining Gratitude – The Core Concepts**

**Objective:** deeply understand what gratitude is, its three stages, and its psychological benefits.

### **Grade 2 Complete Lesson Plan & Activity Pack: GRATITUDE**

#### **Part 1: Complete Lesson Plan (40 Minutes)**

#### **1. Learning Objectives**

By the end of the lesson, students will be able to:

- Define gratitude in simple words.
- Express thankfulness using polite language.
- Identify situations where they should say thank you.
- Demonstrate gratitude through actions.

#### **2. Lesson Opening – Questioning Strategy (5–8 Minutes)**

Teacher begins with questions:

- Who helped you today?
- What do you say when someone gives you something?
- How do you feel when someone says thank you to you?
- Is it important to say thank you? Why?

Teacher introduces the word on the board: GRATITUDE.

Explain: Gratitude means being thankful for what we have and for what others do for us.

### ***3. Concept Explanation (10 Minutes)***

Teacher explains:

- Gratitude means saying thank you with a happy heart.
- It means we notice the good things in our life.
- It shows good manners.
- When we are grateful, we feel happy and peaceful.

### ***4. Guided Practice – Role Play (8 Minutes)***

Students act in pairs:

Situation examples:

- A friend shares lunch.
- Teacher helps with homework.
- Parent buys a book.

Students practice saying: 'Thank you.' / 'I am grateful.'

### ***5. Islamic Value Connection (Optional)***

Teacher explains:

- Allah loves those who are thankful.
- We should thank Allah for our family, health, and school.
- Saying Alhamdulillah shows gratitude.

### ***6. Assessment (10 Minutes)***

Oral Questions:

- What is gratitude?
- When should we say thank you?
- How do we feel when someone thanks us?

#### **Written Task:**

**A. Circle the correct answer:**

1. Gratitude means:

- a) Complaining
- b) Being thankful
- c) Shouting

**B. Fill in the blank:**

1. I say \_\_\_\_\_ when someone helps me.

### ***7. Closing Reflection***

Students repeat together:

- I will say thank you.
- I will notice good things.
- I will be grateful every day.

### ***I. The Three Parts of Gratitude (The Framework)***

Teacher must explain that gratitude isn't just a word; it is a process with three steps:

- 1. Internal:** Feeling grateful for the good things in your life.
- 2. External:** Expressing your gratitude to Allah Almighty and the people who have made your life better.
- 3. Behavioral:** Adopting new behaviors as a result of interacting with those who have helped us.

### ***II. Quote Analysis***

- **Quote:** "Feeling gratitude and not expressing it is like wrapping a present and not giving it." — William Arthur Ward .
- **Activity:** Have students draw a wrapped present on a piece of paper. Inside the box, have them write one thing they are thankful for but haven't told anyone yet.

### ***III. The Benefits Chart (Why do it?)***

Explain the 6 benefits of daily gratitude to Allah:

1. Increased positive energy.
2. Higher self-confidence .
3. More blessings in life.
4. Less disappointment.
5. Less reasons to complain.
6. (Implicit benefit of happiness/contentment).

## **Part 2: Gratitude Activity Pack**

### **Activity 1: Gratitude Tree (Chart Activity)**

- Draw a big tree on chart paper.
- Title: 'Our Gratitude Tree'.
- Students write one thing they are thankful for on paper leaves.
- Paste leaves on the tree.

Display in classroom.

### **Activity 2: Thank You Card Making**

- Students create a thank you card for a parent, teacher, or friend.
- Encourage drawing and simple sentences.
- Display cards on a 'Gratitude Wall'.

### **Activity 3: Gratitude Journal (Mini Booklet)**

Students create a 4-page mini booklet:

Page 1: I am thankful for my family.

Page 2: I am thankful for my school.

Page 3: I am thankful for my friends.

Page 4: I am thankful for Allah's blessings.

### **Activity 4: Gratitude Circle Sharing**

Students sit in a circle and complete the sentence:

- Today I am thankful for \_\_\_\_\_.

Encourage respectful listening.

### **Activity 5: Gratitude Record Chart (Behaviour Tracking)**

Create a classroom table:

Columns: Student Name | Said Thank You | Showed Good Manners | Helped Others

Give star stickers for demonstration of gratitude.

Celebrate 'Grateful Star of the Week'.

### **Activity 6: Gratitude Drawing Display**

Students draw something they are thankful for.

Display under title: 'We Choose Thankfulness.'

### **Activity 7: Assembly Presentation Idea**

Select a few students to present short gratitude dialogues.

End with class saying together: 'Gratitude makes our hearts happy.'

## Session 2: Gratitude in Islam & Action

**Objective:** Move from "feeling" gratitude to "acting" grateful towards Allah.

### *I. How to Express Gratitude in Islam*

- **Instruction:** Teach that in Islam, gratitude is not just words. It is expressed through actions, such as performing acts of worship, helping those in need, and being content with Allah's will.

### *II. The "Ways to be Grateful" Web*

Draw the web from Page 39 on the board. Discuss each of the 8 specific ways to show gratitude to Allah:

1. **Remain committed:** Stay true to your faith and promises.
2. **Recount His blessings:** Count what you have, not what you lack.
3. **Be content at heart:** Feel peace with what you have .
4. **Express gratitude:** Say "Alhamdulillah" verbally.
5. **Value your relationships:** Appreciate family and friends.
6. **Thank people:** Because thanking people is part of thanking Allah.
7. **Obey His commands:** Following rules is a form of thanks.
8. **Avoid wastage:** Do not waste food, water, or time .
9. **Exercise patience:** Being patient in hard times is also gratitude.
10. **Give to others:** Charity is gratitude in action.

## Session 3: Narrative Analysis – "The Gift of Gratitude"

**Objective:** Analyze the story of Aisha to understand perspective and physical blessings.

### *I. Storytelling Time*

- **Protagonist:** Aisha, a little girl with big dreams and a kind heart.
- **The Conflict:** Aisha was walking to school crying because her shoes were old and worn out. She desperately wished for a new pair .
- **The Climax:** She saw a man sitting who had no feet and was asking for help.
- **The Realization:** Aisha's heart sank. She realized she was ungrateful because she still had feet to walk, run, and play, while he had none.
- **The Resolution:** Aisha offered the man her hand, helped him cross the road, and smiled. She said, "I may not have new shoes, but I am grateful for my feet".

## II. Critical Thinking

- **Discussion:** "Do all individuals have a complete and intact body?"
- **Takeaway:** Whenever Aisha felt sad later, she remembered the man without feet and learned to be grateful for blessings, big or small.

## Session 4: Narrative Analysis – "Grateful Musaif" (Pages 42 Onwards)

**Objective:** Understand the power of collective gratitude and prayer during hardship.

### I. Character Study: Musaif

- **Profile:** A good Muslim boy who thanked Allah every night before sleeping.
- **Habits:** He helped his parents, played with friends, and was kind/helpful to everyone.

### II. Plot Breakdown

- **The Problem:** The village faced a severe drought.
- **The Idea:** Musaif remembered a story from his grandmother about praying to Allah for rain.
- **The Action:** He gathered the villagers, and they prayed together for rain.
- **The Miracle:** The next day, it rained! The villagers were overjoyed.
- **The Lesson:** Musaif thanked Allah and the villagers. He learned that Allah blesses those who remain thankful.

## Session 5: The "Shukriya" Tour – Scenarios 1 to 10

**Objective:** Learn exactly how and who to thank in daily life using specific Urdu phrases.

**Activity:** Go through each scenario. Have students roleplay the correct response.

1. **The Helper:** When a maid/domestic worker cleans the room.
  - Say: "**Shukriya**".
2. **The Parents:** When they prepare a favorite meal or help with homework.
  - Say: "**Mama, Papa, Shukriya**".
  - *Action:* Offer to help with chores.
3. **The Teacher:** When they explain a difficult concept.
  - Say: "**Teacher Sahiba, Shukriya**".
  - *Action:* Write a note or draw a picture.

4. **The Shopkeeper:** When buying something.
  - *Say:* "Dukan daar Uncle, Shukriya".
5. **The Friend:** When they share toys/snacks.
  - *Say:* "Dost, Shukriya".
  - *Action:* Share your own toys back.
6. **The Bus Driver:** When getting off the bus.
  - *Say:* "Driver Uncle, Shukriya".
7. **The Sibling:** When they help or share.
  - *Say:* "Bhai/Bhen, Shukriya".
8. **The Elders:** When receiving a gift.
  - *Say:* "Dadi/Nani, Shukriya" or "Chacha/Auntie, Shukriya" .
  - *Action:* Give a hug or kiss.
9. **The Neighbor:** When they send food/tea.
  - *Say:* "Neighbour Uncle/Auntie, Shukriya" .
10. **Nature:** When seeing a sunset or feeling a breeze.
  - *Say:* "Allah, Shukriya" .
  - *Action:* Plant a tree or flower.

## Session 6: Creativity – The Gratitude Tree

**Objective:** Visualize blessings through an art project.

### I. The Concept

- **Proverb:** "The grass grows greener where you water it."
- **Meaning:** Taking time to tune in to what matters helps your life shine bright like a light.
- **Core Rule:** Grateful people say thanks, even on the days when it feels like nothing is going right.

### II. Art Activity Instructions

1. **Material:** Chart paper, scissors, markers.
2. **Step 1:** Cut out a tree shape.
3. **Step 2:** Fill in the leaves by writing things you are grateful for.

4. **Prompts:** You can be grateful for your body, green grass, blue skies, candies, or a friendly smile.

## **Session 7: The Pledge & Final Evaluation**

**Objective:** Solidify the learning with a religious oath and self-assessment.

### ***I. Quranic Foundation***

- **Verse:** Recite Surah Al-Baqarah (2:172): "O you who believe, eat from the good things we provided for you, and be thankful to God, if you do worship Him alone".

### ***II. The Pledge of Thankfulness (Poem)***

Have the class stand up and recite the pledge :

"I promise to be thankful every single day,  
For all the little things that come my way.  
For friends who laugh and teachers who care,  
For sunny skies and clean, fresh air.  
I'll say 'thank you' with a grateful heart,  
For every moment, I'll do my part.  
To spread joy and kindness wherever I go,  
With gratitude in my heart, my happiness will grow."

### ***III. The Final Score Board (Self-Eval)***

Students must fill out the table on Page 39 (checking Always, Sometimes, or Never):

1. Am I thankful to Allah Almighty for all His blessings?
2. Do I say thank you to those who take care of me?
3. Do I say thank you to those who make me smile?
4. Do I say thank you to those who help me?
5. Am I thankful for what I have?
6. Am I thankful for what I enjoy to do?
7. Do I become thankful after overcoming challenges?
8. Am I glad for the world I live in?

Let students evaluate themselves

**Conclusion:** Award the students the badge that says: "**I am a thankful person**".

Send the evaluation sheet to parents to evaluate their child.

Student Name: \_\_\_\_\_

Class/Section: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Topic 1: Gratitude

Definition: Gratitude means saying 'thank you,' appreciating help, and recognizing kindness from others.

Criteria	4 – Excellent	3 – Good	2 – Developing	1–Needs Support
Says 'thank you' without reminders				
Shows appreciation for gifts and help				
Speaks politely with family members				
Recognizes and talks about blessings				

#### Rubric Guide for Gratitude:

4 – Excellent: Always expresses thanks independently and shows appreciation consistently.

3 – Good: Usually expresses gratitude with minimal reminders.

2 – Developing: Sometimes shows gratitude but needs reminders.

1 – Needs Support: Rarely expresses gratitude and needs frequent guidance.

#### Master Curriculum: The Proactive Leader

**Topic:** Proactiveness (Taking Initiative & Responsibility)

**Source Material:** Text book

**Grade Level:** Grade 2

**Duration:** 5 Intensive Sessions (60 Minutes Each)

## **Session 1: The Foundations of Self-Leadership**

**Page Reference:** 40–41 **Focus:** Defining Proactiveness, The "Superhero" Analogy, and The Circle of Control

**I. Introduction: The Leader Within Teacher Script:** "Welcome, class. Today we are starting a new journey. I want you to look in a mirror. Who do you see? You see a leader. But what kind of leader? Today we learn about being 'Proactive'." **Concept Definition:**

- **What is it?** Being proactive means taking action before something happens instead of just reacting afterward.
- **The Analogy:** Explain to students: "It's like being a **superhero** who thinks ahead and does things to solve problems before they become big."
- **Key Question:** "If you broke your mother's favourite vase, would you take responsibility or blame others?"

**II. Core Traits of a Proactive Person Board Work:** Write these three rules on the board.

1. **I Take Initiative:** I don't wait for others to tell me what to do.
2. **I Am Responsible:** I do the right thing without being asked, even when no one is looking.
3. **I Choose My Mood:** I am in charge of me. I choose my actions, attitudes, and moods.  
**Discussion:** Ask students, "Do you blame others for your wrong actions?" A proactive person answers "No."

**III. The Circle of Control Analysis Visual Aid:** Refer to the diagram on Page 41. Draw two circles on the board. **The Inner Circle (Things I Can Control):**

- My Words.
- My Play.
- My Actions.
- My Mistakes.
- My Ideas. **The Outer Circle (Things I Cannot Control):**
- The actions of others. **Activity:** Call out scenarios (e.g., "It starts raining," "You choose to study"). Ask students to shout "Control!" or "No Control!"

## Complete Lesson Plan & Activity Pack: PROACTIVE LEADER

### Part 1: Complete Lesson Plan

#### 1. Learning Objectives

By the end of the lesson, students will be able to:

- Understand who a proactive leader is.
- Identify good habits of a proactive leader.
- Demonstrate responsibility in classroom tasks.
- Practice leadership through positive actions.

#### 2. Lesson Opening – Questioning Strategy

Teacher asks:

- Who is a leader?
- Can children be leaders?
- Who helps keep our classroom clean and organized?
- What happens when we waste time?

Teacher writes on board: PROACTIVE LEADER.

Explain: A proactive leader is someone who uses time wisely, completes work, and helps others.

#### 3. Concept Explanation

Teacher explains:

- A proactive leader finishes work on time.
- A proactive leader listens carefully.
- A proactive leader helps classmates.
- A proactive leader does not waste time

Ask: Do we want to be lazy leaders or proactive leaders?

#### 4. Guided Practice – Classroom Task Simulation

Activity:

- Divide class into small groups.
- Give each group a small task (arrange books, distribute papers, clean board).

- Choose one student as group leader.
- Observe how leader manages time and helps others.

**Discussion:**

- Did the leader give instructions clearly?
- Did the group finish on time?

**5. Islamic Value Connection (Optional)**

Teacher explains:

- Islam teaches responsibility.
- We should complete our work honestly.
- Being responsible and hardworking makes Allah happy.

**6. Assessment**

Oral Questions:

- Who is a proactive leader?
- What does a proactive leader do?
- Should a leader waste time?

**Written Assessment:**

**A. Circle the correct answer:**

1. A proactive leader:

- a) Sleeps in class
- b) Finishes work on time
- c) Disturbs others

**B. Fill in the blank:**

1. A leader should be \_\_\_\_\_.

**7. Closing Reflection**

Students repeat:

- I will use my time wisely.
- I will finish my work.
- I will help others.

**Activity 2: Time Management Worksheet**

Draw how you use your time in school.

I finish my work before: \_\_\_\_\_.

### Activity 3: Proactive vs Unproactive Chart

Write examples:

Proactive Leader Actions:

1. \_\_\_\_\_

2. \_\_\_\_\_

Unproactive Actions:

1. \_\_\_\_\_

2. \_\_\_\_\_

### Activity 4: Group Leadership Reflection Sheet

Group Name: \_\_\_\_\_

Leader Name: \_\_\_\_\_

Did the leader give clear instructions? Yes / No

Did the group finish on time? Yes / No

One good thing about the leader:

\_\_\_\_\_

### Activity 5: Leadership Promise Card

I promise to be a proactive leader by:

\_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_

### Activity 6: Weekly Proactive Leader Record Chart

Student Name | Finished Work | Helped Others | Used Time Well | Star

\_\_\_\_\_

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#### ***IV. Islamic Integration & Benefits***

**Quranic Verse:** Recite and explain Al-Baqarah 2:286: "Allah does not charge a soul except (with that within) its capacity." **The 5 Advantages:** Discuss the benefits listed on Page 41.

1. Be prepared for the future.
2. Save time and money.
3. Identify new innovations.
4. Allow for flexibility.
5. Better internal understanding.

#### ***Session 2: Case Study – Naveed's Big Adventure***

**Page Reference:** 42–43 **Focus:** Community Service, Taking Initiative, and "Proactive Language"

##### ***I. Storytelling: Naveed the Helper***

**Read Aloud:** Read the story of Naveed. **Phase 1: The Check-In:**

- Naveed went to his neighbors to ask if they needed help.
- **Action List:** He watered Mrs. Khan's flowers, helped Mr. Ahmed with groceries, and played with little Sara so her mom could rest. **Phase 2: The Self-Starter:**
- After helping everyone, Naveed didn't stop. He asked himself, "What else can I do?"
- He saw the park was messy with trash scattered everywhere.
- **The Proactive Moment:** Without wasting a moment, he grabbed a big bag and cleaned it up.

**II. The Ripple Effect Discussion Question:** "Did Naveed clean alone?" **Answer:** No! Soon, other kids saw him and joined in. Together they cleaned the entire park. **Outcome:** People clapped and thanked them. Naveed became known as the helpful boy who made his village better .

**Critical Thinking:** Ask students, "Do you take initiatives? Do you choose your actions?"

**III. Proactive Language Lab Drill:** Teach the students the language of a leader.

- **Reactive Person Says:** "I can't do it," "It's too hard."
- **Proactive Leader Says:** "I will keep trying." **Activity:** Have students stand up and chant "I will keep trying!" three times loudly.

## ***I. Storytelling: Amina the Explorer***

**Read Aloud:** Read the story of Amina. **Scenario 1: Environmental Responsibility:**

- Amina saw a pile of trash near a big tree.
- **Reaction:** Instead of ignoring it, she decided to do something. She picked up the trash one by one . **Scenario 2: Academic Integrity:**
- Amina forgot her homework.
- **Reaction:** Instead of making excuses or blaming others, she raised her hand and admitted her mistake . **Scenario 3: Social Kindness:**
- She saw classmates sitting alone at lunch.
- **Reaction:** She invited them to join her group.

**II. The Big Project: Recycling Club Plot Point:** Amina had a "Bright Idea." She talked to her teacher about starting a recycling club. **Result:** The teacher helped organize it, and they collected recyclables from all over the school. **Lesson:** Everyone admired Amina for her bright ideas and kind heart.

## ***III. Brainstorming Workshop***

**Activity:** "Change Your Society". **Worksheet:** Refer to the three empty boxes on Page 45. **Task:** Students must write down 3 specific ideas to bring change (e.g., "Plant a garden," "Start a book club," "Clean the classroom"). **Discussion:** "How can you make this world a better place to live?"

## **Session 4: Proactive vs. Reactive – The Ultimate Quiz**

**Page Reference:** 46–47 **Focus:** Distinguishing between reactive and proactive behaviors in difficult situations.

**I. The Quiz: A or B? Instructions:** Read each scenario aloud. Ask students to vote for the Proactive Choice. **Scenario 1: Gossip**

- *Situation:* Friend talks behind your back.
- *Choice A (Proactive):* Confront them calmly, eventually give a second chance.
- *Choice B (Reactive):* Go give them a piece of your mind . **Scenario 2: Unfair Blame**
- *Situation:* Teacher accuses you of talking, but it wasn't you.
- *Choice A (Proactive):* Politely tell her it wasn't you and continue work.
- *Choice B (Reactive):* Take punishment because you don't want to argue . **Scenario 3: Self-Improvement**

- *Choice A (Proactive):* "I can do better than that."
- *Choice B (Reactive):* "That's just the way I am" . **Scenario 4: Accidents**
- *Situation:* You spill something on a friend.
- *Choice A (Proactive):* Apologize and actually mean it.
- *Choice B (Reactive):* Say "It's not my fault, you should have moved" . **Scenario 5: Chores**
- *Situation:* Parent asks you to clean.
- *Choice A (Proactive):* "Okay, I'll get right to it."
- *Choice B (Reactive):* "Why do I have to do this?"

## **II. Home Application Project**

**Concept:** "Be Proactive at Home". **Examples:** Picking out clothes at night, making the bed, packing the school bag. **Written Commitment:** Students write on the line: "I will 'Be Proactive' at home by: \_\_\_\_\_". **Tracking Chart:** Explain the "Monday to Sunday" chart. Students must count how many times they are proactive each day and write it down.

## **Session 5: The Pledge, The Prayer, and The Certification**

Page Reference: 48–49 Focus: Making a lifelong commitment to proactiveness.

### **I. The Proactiveness Pledge**

**Activity:** Have the students stand up, raise their right hand, and recite the poem "Proactiveness Pledge for Young Muslims". **Stanza 1:** "We promise to be proactive every day... To make our world better in every single way". **Stanza 2:** "We'll take responsibility... and if we make mistakes, we'll admit them too". **Stanza 3:** "Instead of blaming others, we'll take the lead". **Closing:** "We'll be like shining stars... spreading kindness and love."

### **II. The Prayer**

Recitation: "With Allah's help and guidance... Insha'Allah, we'll succeed... Ameen" .

### **III. Final Self-Evaluation**

**Assessment:** Students fill out the Score Board on Page 49 (Always=2, Sometimes=1, Never=0).

- **Q1:** Have I control of myself?
- **Q2:** Am I a responsible person?
- **Q3:** Do I take initiative?
- **Q4:** Do I get myself prepared for the future?
- **Q5:** Do I choose my attitudes/actions?

- **Q6:** Do I do the right things when no one is looking?

Let them evaluate themselves. **Certification:**

Teacher signs off or gives a sticker for the badge: "**Congratulations you deserve an award! I am a proactive person**".

Send evaluation chart to parents to evaluate their child.

### Topic 2: Proactiveness

Definition: Proactiveness means taking responsibility, starting tasks independently, and making good choices.

Criteria	4 – Excellent	3 – Good	2 – Developing	1–Needs Support
Starts homework without repeated reminders				
Takes responsibility for belongings				
Tries to solve small problems independently				
Accepts mistakes and tries to improve				

#### Rubric Guide for Proactiveness:

4 – Excellent: Independently takes responsibility and completes tasks willingly.

3 – Good: Usually responsible with few reminders.

2 – Developing: Needs regular reminders to complete tasks.

1 – Needs Support: Avoids responsibility and requires continuous supervision.

#### Parent Comments:

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#### Teacher Remarks:

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Parent Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_