

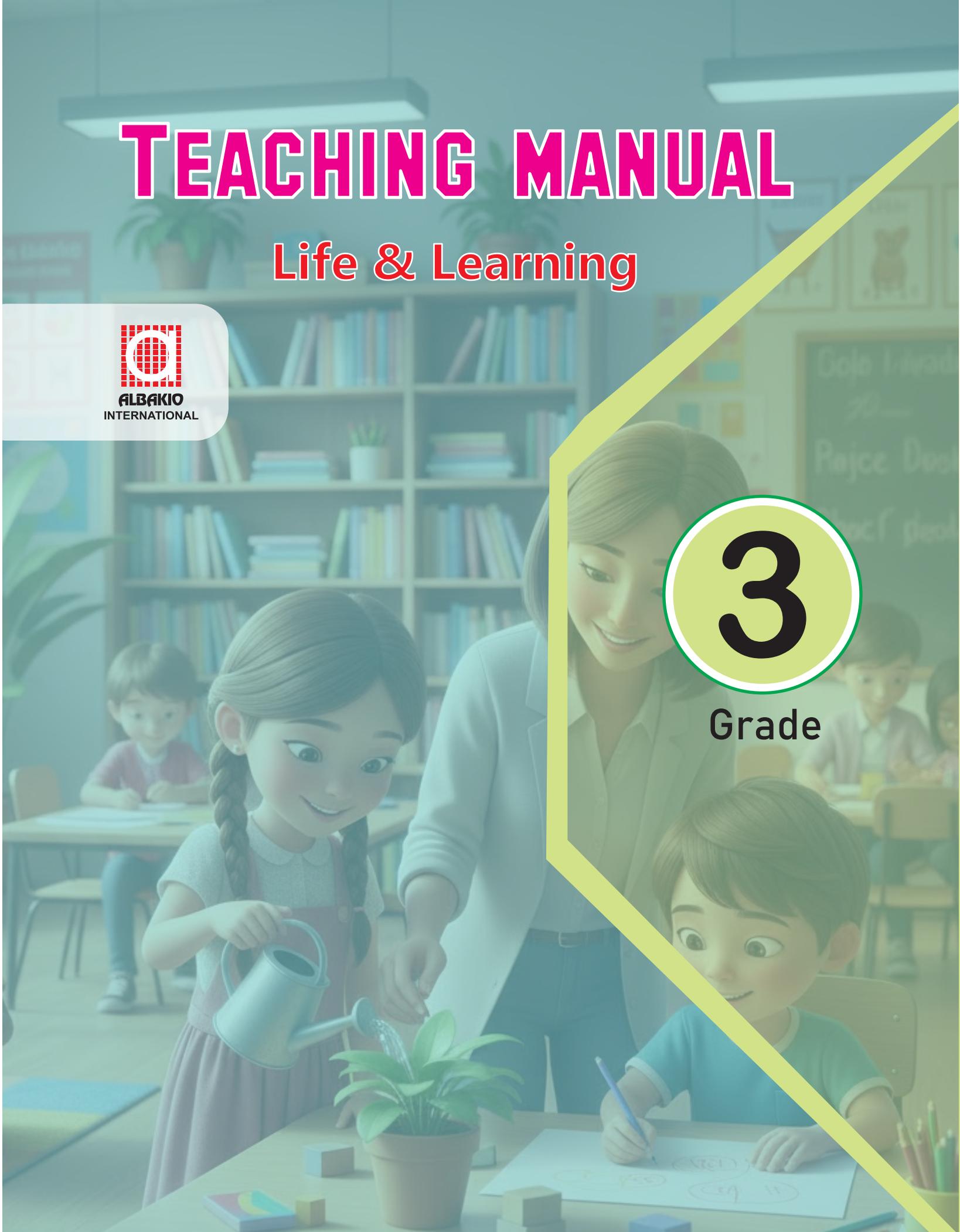
TEACHING MANUAL

Life & Learning



3

Grade



UNIT

1

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 3)
- **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."

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 assignments.

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, Sharing 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

This role takes care of special Life & Learning spaces like:

Gratitude Wall, Honesty Wall, Sharing Wall, Reflection / Corner

It beautifully reinforces ownership, creativity, and responsibility, and fits perfectly with the philosophy of the Life & Learning book.

Now your system looks complete and intentional:

Academic responsibility

Social responsibility

Emotional & value-based responsibility

Visual learning space responsibility

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

Full Year Role Plan

Month	Line-in-charge	Board cleaner	Clean lines in-charge	Absent Guide	Material Monitor	Time Keeper	Peace Ambassador	Class Reporter	Learning Corner in-charge
March									
April									
May									
June									

Month	Line-in-charge	Board cleaner	Clean lines -in-charge	Absent Guide	Material Monitor	Time Keeper	Peace Ambassador	Class Reporter	Learning Corner in-charge
July									
August									
Sep									
Oct									
Nov									
Dec									

- He/she 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.

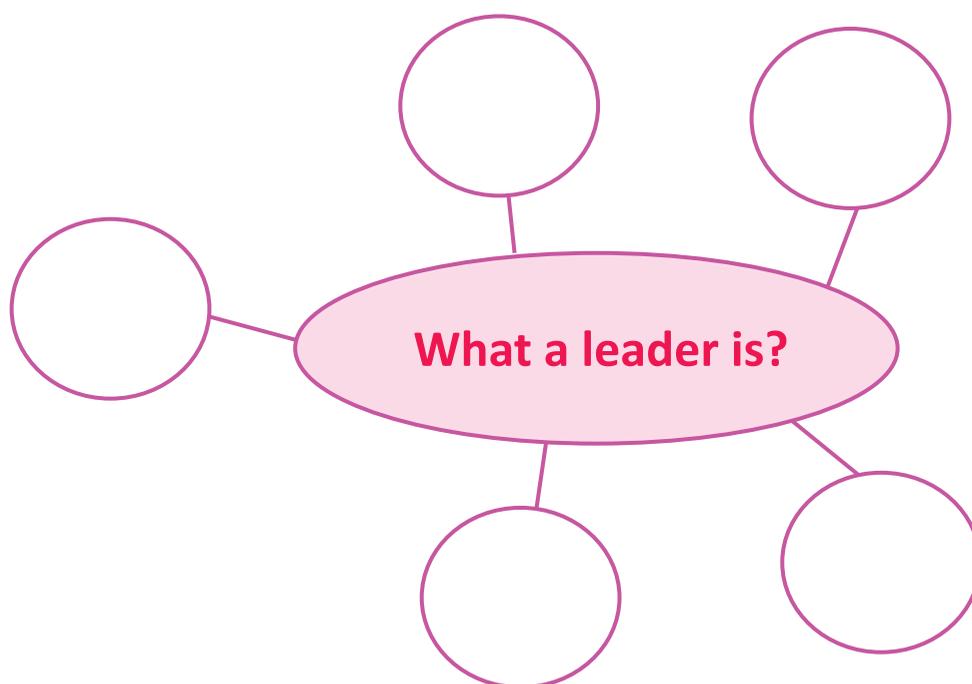
We appreciate your support in encouraging your child to carry out this responsibility with honesty and dedication.

Regards,
Class Teacher

Period 1: Defining a Leader

Step 1: Introduction & Warm-up (10 Minutes)

- **Teacher Script:** "Welcome back to school! This year, we are going to discover something very special."
- Have you ever helped a friend ?
- Do you think before you act?
- Do you care about others and do what's right?
- **Activity:** Brainstorm answers on the board.



- **Core Concept:** Guide students to the book's definition. "A leader is not just someone in charge. A leader is someone who does the right thing at the right time. A leader looks for solutions."

Step 2: Interactive Reading & Discussion (10 Minutes)

- **Reading:** Have students read Page 3 aloud.
- **Discussion Points:**
 - "What does it mean to identify an outcome?" (Explain: Knowing what needs to be achieved).
 - "Why does a leader plan their action plan?"
 - "Do leaders work alone?" (No, they love to work in a team).

Teacher Script

Step 3: Video Integration (15 Minutes)

- **Activity:** Use a device to scan the code on Page 3. Watch the video on leadership.
- **Debrief:** Ask students to name one thing they learned from the video that matches the text.

Step 4: Wrap-up (5 Minutes)

- Review the definition of a leader.
- **Homework:** Observe one person at home acting like a leader.

Period 2: The Ultimate Role Model

Step 1: Connection to Faith (10 Minutes)

- **Opening:** Ask students about the response they received from their family. Encourage the batch winners to explain their roles to the class.
- **Instruction:** Introduce the segment on Prophet Muhammad (PBUH). Page 4.
- **Discussion:** "Who is the best leader of the universe?"
- **List Building:** Write the qualities on the board as students read them from the text:
 - Honesty and truthfulness.
 - Commitment to outcomes.
 - Keenness to teach and raise awareness.
 - Courage.
 - Unification and justice.
 - Patience, leniency, and pardon.

Step 2: Deep Dive (20 Minutes)

- **Group Activity:** Divide the class into small groups. Assign one quality (e.g., "Patience") to each group. Ask them to come up with one example of how a Grade 3 student can show that quality.

- **Example:** "Patience" means waiting for your turn in line without pushing.

Encourage students to communicate their findings.

Step 2: Journaling (10 Minutes)

- Students write down which of the Prophet's PBUH qualities they want to practice this week.
- **Homework:** Ponder do you have the qualities given on page 14.

Period 3: Self-Evaluation Activity

Step 1: The "Me" Frame (10 Minutes)

- **Opening:** Ask about homework and encourage students to share their findings.
- **Reference:** Page 5 Activity.
- **Instruction:** "A leader knows their strengths. Look at the empty frame on Page 5. You need to draw a picture of something you do well."

Step 2: Execution (20 Minutes)

- Students draw their activity (e.g., reading, helping, sports).
- Students fill in the blanks:
 - "My name: _____".
 - "One thing I do well is: _____".

Step 3: Presentation (10 Minutes)

- **Sharing:** Selected students stand and show their drawing. "I am a leader because I am good at..."

Assessment

- **Formative:** Observation of participation during the "Prophet's PBUH Qualities" discussion.
- **Summative:** Completion of Page 5 (Drawing and writing "One thing I do well").

UNIT

2

CLASS MISSION STATEMENT

I. Chapter Overview

This chapter shifts focus from the individual to the collective. It encourages students to understand the purpose of schooling—not just attending, but learning and becoming something specific. It culminates in creating a "Class Mission Statement," defining the shared vision of the classroom (peaceful, happy, safe).

II. Learning Objectives

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

- 1. Articulate Purpose:** Complete sentences explaining why they come to school (to learn, to become).
- 2. Define Mission Statement:** Explain that a mission statement is "what a class believes and hopes to achieve".
- 3. Collaborate:** Contribute words and ideas to build a shared vision for the classroom environment.
- 4. Visualize Environment:** Identify key descriptors for their ideal class: peaceful, happy, safe, and full of collaboration.

III. Teaching Aids & Materials

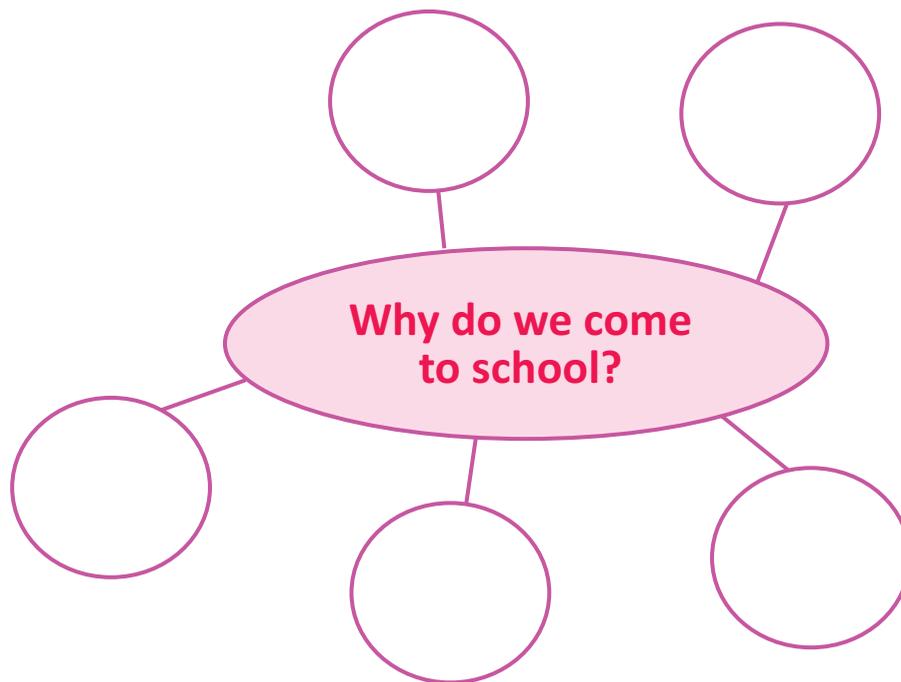
- **Textbook:** Life & Learning (Grade 3), Page 6.
- **Props:** A large poster board for the "Class Mission Statement."

IV. Pedagogical Procedure

Period 1: The "Why" of School

Step 1: Inquiry (10 Minutes)

- **Question:** Ask the big question from Page 6: "Why do you come to school?"
- **Activity:** Allow rapid-fire answers. A mind map can be drawn on the board to record the answers.



Step 2: Guided Writing (20 Minutes)

- **Textbook Work:** Direct students to the fill-in-the-blanks on Page 6.
 - "I come to school because I want to..." (Encourage creative answers).
 - "I come to school because I want to learn to... new things".
 - "I come to school because I want to be a...".
- **Peer Check:** Have students swap books to read their partner's goals.

Step 3: Video Introduction (5 Minutes)

- Scan the code. Watch the video about setting goals or mission statements. Discuss briefly.

Period 2: Building Our Mission

Step 1: Defining the Concept (10 Minutes)

- **Instruction:** Read the definition: "Class mission statements: What a class believes and hopes to achieve".
- **Analogy:** Compare it to a sports team having a goal to win and play fair.

Step 2: Brainstorming Activity (20 Minutes)

- **Prompt:** "What kind of a classroom do you want?"
- **Selection:** Use the words provided in the text as a starting point, writing them on the board:
 - Peaceful.
 - Happy.
 - Safe.
 - Full of collaboration.
- **Voting:** Have the class vote on which 6 words best describe their dream class.

Step 3: Drafting the Statement (10 Minutes)

- **Final Output:** On a large chart paper, write: "We, Grade 3, promise to make our class [Word 1], [Word 2] to [Word 6]."
- **Commitment:** Have every student sign the bottom of the poster. Paste it on the classrooms board.

Assessment

- **Written:** Completion of the "I come to school because..." sentences on Page 5.
- **Participation:** Contribution to the class voting process for the mission statement.

UNIT

3

CLEAR EXPECTATIONS

I. Chapter Overview

Leadership requires knowing what to do. This chapter introduces the concept of "Clear Expectations" to help students be successful. It uses a case study of "Rida, the Absent-student leader" to teach specific procedural expectations and broadens the scope to religious and academic expectations.

II. Learning Objectives

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

- 1.Understand Expectations:** Explain that knowing what is expected helps leaders succeed.
- 2.Procedure Application:** Memorize and act out the 5-step process for welcoming an absent student.
- 3.Role Identification:** Distinguish between expectations for a Muslim (worship, kindness) and a student (focus, success).
- 4.Problem Solving:** Help the character "Rida" understand her leadership role.

III. Teaching Aids & Materials

- **Textbook:** Life & Learning (Grade 3)
- **Roleplay Cards:** Scripts for the "Absent Student" scenario.

IV. Pedagogical Procedure

Period 1: The Absent-Student Leader

Step 1: Scenario Introduction (10 Minutes)

- **Story:** Read about Rida. "Rida has an important leadership role... She is the Absent-student leader, but she does not know what is expected of her".
- **Problem:** Ask the class, "If Rida doesn't know her job, can she do it well?" (No).

Step 2: The 5-Step Protocol (20 Minutes)

- **Instruction:** Teach the class the clear expectations set for when an absent student returns.
 1. Walk over to the person.
 2. Say, "Assalam-o-alaikum. Welcome back to class."
 3. Ask about the reason for being absent.
 4. Tell what the class did yesterday (Share classwork/homework).
 5. Ask, "How may I help you?"

Step 3: Roleplay (10 Minutes)

- **Activity:** Pair students up. One acts as the absent student, the other as the leader. They must perform the 5 steps.

Period 2: Life Expectations

Step 1: Religious Expectations (10 Minutes)

- **Discussion:** "As a Muslim, what is expected of you?"
- **Text Review:**
 1. To worship only Allah Almighty.
 2. To follow the Quran and Sunnah.
 3. To be kind to others.(Note these responses on the board.)

Step 2: Academic Expectations (10 Minutes)

- **Discussion:** "As a student, what is expected of you?"
- **Text Review:**
 1. Focus on studies.
 2. Transform into a good human being.
 3. Be a successful person.(Note these responses on the board.)

Step 3: Self-Reflection (20 Minutes)

- **Written Work:** Answer the questions: "What do you expect of you?" and "Do you have a plan for this?"

V. Assessment

- **Performance:** Accurate roleplay of the "Welcome Back" protocol.
- **Written:** Personal reflection on what they expect of themselves.

UNIT

4

SUSTAINABLE DEVELOPMENT GOALS (SDGs)

I. Chapter Overview

This chapter introduces the concept of global citizenship through the UN Sustainable Development Goals (SDGs). It simplifies complex global issues into understandable goals like "No Hunger," "Clean Water," and "Education," explaining that these are agreements by world leaders to make the world better.

II. Learning Objectives

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

- 1. Define SDGs:** Explain that SDGs are 17 goals agreed upon to protect the planet and improve lives.
- 2. Identify Key Goals:** Recognize symbols for No Hunger, Quality Education, Clean Water, and Climate Action.
- 3. Global Awareness:** Understand that these goals are for "everyone, everywhere".

III. Teaching Aids & Materials

- **Textbook:** Life & Learning (Grade 3), Page 7 (Source Page 8/9).
- **Multimedia:** Video code on Page 7.
- **Visuals:** Printed icons of the 17 SDGs from the textbook.

IV. Pedagogical Procedure

Period 1: What are SDGs?

Step 1: Introduction (10 Minutes)

- **Hook:** Ask, "If you could fix one big problem in the world, like hunger or trash, what would it be?"
- **Definition:** Read the text: "Sustainable Development Goals, or SDGs, are 17 important goals that world leaders agreed on..."

- **Purpose:** Explain they exist to "protect the planet, improve people's lives".

Step 2: Exploring the Icons (20 Minutes)

- **Activity:** Look at the grid of icons on Page 8. Point to specific ones and discuss them:
 - No Hunger: (Ask: How can we help hungry people?)
 - Education. (Ask: Why is school important?)
 - Clean Water: (Ask: Do we waste water?)
 - Climate Action: (Ask: What happens if the earth gets too hot?)

Step 3: Video Watch (10 Minutes)

- Scan the code. Watch the explanatory video on SDGs.

Period 2: Goals for Everyone

Step 1: Review (10 Minutes)

- Quiz the students on the icons. "Which icon stands for Life Under Water?". "Which one is No Poverty?".

Step 2: Discussion (15 Minutes)

- **Prompt:** "These goals are for everyone, everywhere".
- **Question:** "Can a Grade 3 student help with these?" (Yes, by not wasting food, turning off lights for clean energy, etc.).

Step 3: Selection (15 Minutes)

- Have each student circle ONE goal on the page that they care about the most. Ask 3-4 students to explain why they picked it.

V. Assessment

- **Oral:** Ability to identify what "SDG" stands for.
- **Recognition:** Ability to match the icon (e.g., a book) to the goal (Education).

UNIT

5

PERSONAL MISSION STATEMENT

I. Chapter Overview

This chapter connects the global SDGs to personal action. It presents three case studies (Sara, Ali, and Umar) who align their personal missions with specific global problems (Hunger, Water/Environment, Poverty) . It teaches a structured approach to problem-solving: Learn -> Plan -> Act.

II. Learning Objectives

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

- 1. Analyze Case Studies:** Describe how Sara, Ali, and Umar plan to solve their chosen problems.
- 2. Strategic Thinking:** Identify the steps to achieving a mission: Learn, Make a Plan, Work with Others/Raise Awareness .
- 3. Application:** Understand practical actions like "Support Farmers" or "Organize a Clean-Up".

III. Teaching Aids & Materials

- **Textbook:** Life & Learning (Grade 3), Page 7 (Source Page 8/9).
- **Multimedia:** Video code on Page 8.
- **Worksheets:** A template with "Name," "Goal," and "Action Steps."

IV. Pedagogical Procedure

Period 1: Sara's Mission (No Hunger)

Step 1: Reading (20 Minutes)

- **Focus:** Read Sara's statement: "I want to help everyone have enough food...".
- **Steps Analysis:** Discuss her plan.
 - **Learn:** Find out why people are hungry.
 - **Plan:** Set clear goals.
 - **Support:** Help farmers grow food.

Step 2: Critical Thinking (20 Minutes)

- **Concept Check:** "Sara mentions 'Reduce Food Waste'. How can we do that at lunch time?"
- **Discussion:** Discuss "Fix problems like getting food to distant places".

Step 3: Video (10 Minutes)

- Scan code.

Period 2: Ali's Mission (Clean Water)

Step 1: Reading (15 Minutes)

- **Focus:** Ali wants clean water and surroundings.
- **Action Steps:**
 - **Learn:** Read books/watch videos about water.
 - **Share Knowledge:** Tell friends not to waste water.
 - **Act:** Organize a clean-up.

Step 2: Activity (25 Minutes)

- **Brainstorm:** "If we were Ali, where would we clean up in our school?" List areas (playground, canteen).

Period 3: Umar's Mission (Poverty) & Synthesis

Step 1: Reading (15 Minutes)

- **Focus:** Umar wants to reduce poverty.
- **Action Steps:**
 - **Raise Awareness:** Talk to family.
 - **Collect Donations:** Ask for used clothes/toys.

Step 2: Comparison (15 Minutes)

- **Ask:** "What did all three children do?"
 - They all **Learned** first.
 - They all **Shared/Talked** to others.
 - They all **Took Action**.

Step 3: Wrap Up (10 Minutes)

- Review how personal missions help the world.

V. Assessment

- **Comprehension:** Matching the character to their cause (Sara -> Hunger, Ali -> Water, Umar -> Poverty).

UNIT

6

PROJECT WORK

I. Chapter Overview

This chapter transforms the theory from the previous chapters into a tangible student project. Students must select a sustainable development goal, justify their choice, and create an action plan using the core values (Sharing, Cooperation, Honesty, Sympathy, Collaboration).

II. Learning Objectives

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

- 1. Goal Setting:** Select a specific SDG for themselves.
- 2. Justification:** Write reasons behind their selection.
- 3. Value Integration:** Explain how values like "Sharing" and "Honesty" help achieve their goal.
- 4. Action Planning:** Outline a 3-step action plan.

III. Teaching Aids & Materials

- **Textbook:** Life & Learning (Grade 3)
- **Multimedia:** Video code.
- **Project Templates:** Printed copies of the layout on Page 10-11 for drafting.

IV. Pedagogical Procedure

Period 1: Selection and Reasoning

Step 1: Video Inspiration (10 Minutes)

- Scan the code to motivate students for the project.

Step 2: Selection (15 Minutes)

- **Instruction:** Refer back to the SDGs. Ask students to pick ONE goal to be their "Project."
- **Writing:** Fill in "My Goal" on Page 9.

Step 2: Reasoning (15 Minutes)

- **Instruction:** "Why did you pick this?" (e.g., "I picked No Hunger because I see poor people on the street").
- **Writing:** Fill in "Reasons Behind the Selection...".

Period 2: Integration and Action Plan

Step 1: Connecting Values (20 Minutes)

- **Discussion:** "How does **Sharing** help with Ending Hunger?" (Sharing food). "How does **Cooperation** help with Clean Water?" (Working together to clean trash).
- **Writing:** Students briefly note how Sharing, Cooperation, Honesty, Sympathy, and Collaboration apply to their specific goal.

Step 2: The 3-Step Plan (20 Minutes)

- **Instruction:** Create a simple plan.
 - Step 1: (e.g., Save pocket money).
 - Step 2: (e.g., Buy a meal).
 - Step 3: (e.g., Give it to a needy person).
- **Review:** Teacher checks each student's plan for feasibility.

V. Assessment

- **Project Completion:** The filled-out pages 10, 11 and 12 serve as the assessment artifact.
- Assign a task to students to use internet to find out more about their project work. Tell students to prepare their portfolio files.

UNIT

7

SHARING

(Note: The subsequent chapters 7-11 cover the core values in extreme detail. Below is the lesson plan for the first Value Chapter, "Sharing", to demonstrate the depth required.)

I. Chapter Overview

This comprehensive chapter explores the value of "Sharing." It defines sharing as "being glad to give things to others" and expands the concept to sharing knowledge, time, and feelings. It includes religious integration (Reward from Allah, Ansar stories), a practical "Four Steps of Sharing" conflict resolution model, and a self-evaluation component.

II. Learning Objectives

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

- 1. Define Sharing:** Explain it as giving belongings, knowledge, or time happily.
- 2. Apply Religious Context:** Recount the generosity of the Ansar (Sa'ad ibn Ar-Rabi) towards the Muhajirun.
- 3. Execute Protocol:** Demonstrate the "Four Steps of Sharing" (Ask, Wait, Listen, Action) when wanting a toy.
- 4. Self-Evaluate:** Assess their own sharing habits using the scoreboard.

III. Teaching Aids & Materials

- **Textbook:** Life & Learning (Grade 3)
- **Multimedia:** Video code.
- **Props:** "Sharing Jar" materials, Toys for roleplay.
- **Classroom Decor:** "Sharing Chart" from the kit.

IV. Pedagogical Procedure

Period 1: The Concept of Sharing

Step 1: Scenario Analysis (10 Minutes)

- **Story:** Read about Saba giving a pencil to Nida.
- **Reflect:** "What would you do if you were Saba?"

Step 2: Broader Definition (15 Minutes)

- **Instruction:** Sharing isn't just toys. Discuss:
 - Sharing belongings.
 - Sharing knowledge.
 - Sharing time.
 - Sharing ideas.
 - Sharing feelings.
- **Key Point:** "It is better to give than to receive".
- Invite them to read page 13.

Step 3: Religious Motivation (15 Minutes)

- **Instruction:** Discuss barakah (blessing). "Allah Almighty places barakah in the time and wealth of those who give".
- **Activity:** In pair share your experiences of sharing.
- **Homework:** Take an empty bottle or jar.
- Write on small pieces of paper what have I shared today and put in the jar see if your sharing habit is getting improved.

Period 2: Conflict Resolution (The 4 Steps)

Step 1: The Problem (10 Minutes)

- **Scenario:** Two students want the same toy. How do we solve it?

Step 2: The Protocol (20 Minutes)

- **Teach the 4 Steps:**
 1. **Ask:** "Please may I play with these?"
 2. **Wait:** Count, breathe, or talk to self.
 3. **Listen:** Accept "Yes" or "No, not yet".
 4. **Action:** Say thank you.
- **Activity:** Roleplay the "Waiting" step. Practice saying, "I will have a turn, just not right now".

Step 3: Chart Display (10 Minutes)

- Place the "Four Steps of Sharing" chart in the class.
- Encourage students to express their feelings when they share something with them and when queers share something with them.

Period 3, 4, 5: Stories of Generosity

Step 1: Sharing is Caring (Ahmad's Soup)

- **Storytelling:** Read the story of Ahmad making soup for the village.

Keep the students engaged by asking different questions. For example, What will happen next in the story? What are your niemas about Ahmad? At the end, let them draw a T.chart to compare themselves with Ahmad.

Me	Ahmad

- **Moral:** "Even if you have little, sharing it... will make it grow".

Step 2: Reading of the story "The Journey to Madina"

- **Historical Context:** Explain the Muhajirun and Ansar .
- **Case Study:** Sa'ad ibn Ar-Rabi offering half his property to Abdul Rahman ibn Auf .
- **Case Study:** Abu Talha and Umm Sulaym giving their dates to the Prophet PBUH .
- **Discussion:** "Imagine life without sharing".

Don't forget to engage students by asking questions.

Step 3: Poem

- Read the "Sharing (Poem)" given in the book aloud with students.
- Divide them into pairs and ask them to invite their own poem about sharing and present it in the class.

Period 6, 7, 8: Activities and Self-Evaluation

Step 1: Sharing Circle

- **Activity:** Students sit in a circle and tell about a time they shared.
- **Project:** Design a "Sharing Wall" with the help of students and guide students to put objects there to help others. The corner incharge will look after this corner daily.

Step 2: Test Yourself

- **Situational Questions:** "Your friend forgets lunch...". "Palestine is burning... how can we share?". During this activity ensure that each and every student take a part and share his/her experiences.

Step 3: Self-Evaluation

- **Scoring:** Students fill out the table on Page 22 (e.g., "Do I like to share my toys?").
- **Award:** Calculate scores. "Congratulations! You are a sharing person".

V. Assessment

- **Formative:** Observation of the "4 Steps" roleplay.
- **Self-Assessment:** The Score Board on Page 22.

Note: Send a checklist to parents for their child.

Parent Assessment Checklist: Sharing & Caring

Purpose

This checklist helps parents assess their child's sharing spirit and social behaviour through daily observations at home and in social settings. Please choose the option that best reflects your child's usual behaviour.

Rating Scale (5-Point Rubric)

Score	Level	Description
5	Excellent	Consistently shows the behaviour willingly and happily
4	Very Good	Shows the behaviour most of the time with little reminder
3	Satisfactory	Shows the behaviour sometimes, needs reminders
2	Needs Improvement	Rarely shows the behaviour
1	Not Yet Developed	Does not show the behaviour

Checklist

(Circle or tick one option for each statement)

1. My child willingly shares toys or belongings with siblings or friends.

1 2 3 4 5

2. When another child asks to play with something my child owns, my child allows them to join.

1 2 3 4 5

3. My child is willing to share food or snacks with others.

1 2 3 4 5

4. My child takes turns while playing games or participating in group activities.

1 2 3 4 5

5. My child usually feels happy or positive after sharing with someone else.

1 2 3 4 5

6. My child tries to share books, stationery, or learning materials when needed.

1 2 3 4 5

7. When someone needs help, my child offers time, effort, or support.

1 2 3 4 5

8. My child feels happy when seeing others share with each other.

1 2 3 4 5

9. My child shares feelings, thoughts, or concerns with family members.

1 2 3 4 5

Total Score: ___ / 45

Interpretation Guide

Score Range Interpretation

38–45	Strong sharing spirit
29–37	Developing well
20–28	Needs guidance and practice
Below 20	Requires focused support

Ask students to record a video about what they know about sharing and send to it their friends and family.

UNIT

8

COOPERATION

Topic: Together We Can – Understanding Cooperation **Reference Pages:** 23 onwards.

I. Learning Objectives

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

- 1. Define Cooperation:** Articulate that cooperation means "working together and helping others" to achieve a common goal.
- 2. Identify Benefits:** List at least three benefits of cooperation, such as learning to communicate, taking turns, and achieving goals faster.
- 3. Analyze Real-World Scenarios:** Distinguish between cooperative and non-cooperative behaviors in school and play settings.
- 4. Connect to Nature & Faith:** Explain how nature (e.g., ants, bees) and Islamic history (Battle of the Trench) demonstrate the power of unity.

II. Teaching Aids & Materials

- **Textbook:** Life Learning (Grade 3)
- **Multimedia:** Video resource codes from Page 20 and 23.
- **Props:** Building blocks for the challenge activity; Art supplies (large paper, paints) for collaborative art.
- **Visuals:** Printed images of ants/aphids, bees/flowers, and clownfish/anemones.

III. Pedagogical Procedure

Period 1+2: The Concept of Cooperation

Step 1: Introduction & Definition (10 Minutes)

- **Teacher Script:** "Good morning, class. Today we are starting a new chapter on a superpower called 'Cooperation'. Look at Page 23. Who can tell me what they see in the picture? Cooperation is not just working; it is working together."

- **Reading:** Have a student read the definition: "Cooperation means working together and helping others. It also means willing to be helpful by doing what someone asks or wants".
- **Discussion:** Ask students, "Do you like to be helpful to others?".

Step 2: Exploring Benefits

- **Activities:** Create a mind map on the board titled "Why Cooperate?".
- **Text Analysis:** Extract points from Page 23:
 - "You learn to play with others to achieve a common goal."
 - "You learn to communicate properly."
 - "You learn to take turns and accept others."
 - "You learn from others".
 - Divide students into group. Encourage them to share real life example of cooperation.

Step 3: Story Time – 'Together We Can' (15 Minutes)

- **Narrative:** Read the story of Ali, Fatima, Ahmed, and Ayesha from Page 21. But begin with the questions given at the beginning of the story.
 - **Scenario:** A heavy rain flooded the village near Lahore.
 - **Action:** Ali said, "Let's help!" They used buckets to scoop water and placed bricks.
 - **Roles:** Fatima found leaves for umbrellas, Ahmed brought food, Ayesha made warning signs. Keep on asking questions. For example: What would you do if you would be there?
- **Debrief:** "How did the siblings feel at the end?" (Proud). "Why?" (Because by working together, they helped their village).

Period 3+4: Cooperation in Faith and Nature

Draw a bubble map in the board. Write the word co-operation in the centre and encourage students to give their input.

Step 1: Islamic Integration (15 Minutes)

- **Historical Event:** Teach the "Battle of the Trench (Ghazwa-e-Khandak)".
- **Key Details:**
 - In 627 CE, 10,000 enemy soldiers attacked Medina.
 - Prophet Muhammad (PBUH) had a plan to dig a ditch.

- **The Lesson:** The Muslims worked day and night together. They proved that "When we work together, we are strong" .
- Keep them engaged by asking questions. Ask them to retell the story in their own words.

Step 2: Nature's Lessons

- **Visual Learning:** Use the examples given in the book.
 - **Ants and Aphids:** Ants protect aphids; aphids give sweet juice.
 - **Bees and Flowers:** Bees get nectar; flowers get pollination.
 - **Cleaner Fish:** Small fish clean big fish; big fish provide a meal.
 - **Clownfish:** Live in sea anemones for protection and keep them clean.
- **Critical Thinking:** "If a fish can cooperate, can we?"

Step 3: Reflection

- **Prompt:** "Why is cooperation needed in school?"

Period 5+6: Activities and Thinking Caps

Step 1: The Human Body Analogy

- **Concept:** "We are all part of a big family... Each person is a different part of a body" .
- **Discussion:** "If you are the hand, you take care of the sick. If you are the foot, you travel to tell people right things" .

Step 2: Group Discussion

- **Questions:**
 - "What happens when people don't cooperate?"
 - "Do Kashmir and Palestine issues need our cooperation?"

Step 3: Scenario Testing

- **Activity:** "Check or Cross" (Page 28). Read statements and ask class to vote.
 - "Haider was playing with Ali but wouldn't share the ball." (Cross) .
 - "The students worked well together on an art project." (Check) .
 - "Rayyan started arguing about the game not being fair." (Cross) .

Step 4:

Ask students to write in their notebook about co-operation.

Period 7+8+9+10: Projects and Oath

Step 1: Building Block Challenge

- **Procedure:** Divide class into groups. Provide blocks and a picture. Students must recreate the structure together.

Step 2: Invite students for the given activities

- **Activity 1: Build Together Challenge**

Objective: To help students understand teamwork.

Materials: Blocks, straws, paper cups, or recycled materials.

Instructions:

1. Divide students into small groups.
2. Give each group the same materials.
3. Ask them to build the tallest tower in 10 minutes.
4. Students must work together and share ideas.

Discussion Questions:

- Did everyone get a chance to share ideas?
- How did cooperation help your group?

- **Activity 2: Cooperation Story Circle**

Objective: To encourage listening and turn-taking.

Instructions:

1. Students sit in a circle.
2. One student starts a story with one sentence.
3. Each student adds one sentence.
4. The story continues until everyone participates.

Reflection:

- Why is listening important in cooperation?

- **Activity 3: Pair Drawing**

Objective: To practice teamwork and communication.

Materials: Paper and crayons.

Instructions:

1. Students work in pairs.
2. One student draws while the other gives instructions.
3. After 5 minutes, they switch roles.

Discussion:

- Was it easy to work together?
- What made it successful?

- **Activity 4: Helping Hands Chart**

Objective: To promote helpful behavior.

Instructions:

1. Draw a large hand on chart paper.
2. Students write one way they can cooperate at school or home.
3. Display the chart in the classroom.

- **Activity 5: Role Play – Solving a Problem Together**

Objective: To practice solving problems through cooperation.

Instructions:

1. Give groups a simple problem (e.g., two friends want the same toy).
2. Students act out how to solve it by cooperating.
3. Discuss different solutions.

V. Assessment

Teacher Observation Checklist:

- Participates in group work
- Listens to others
- Shares materials
- Encourages teammates

Step 3: The Oath of Cooperation

- **Recitation:** Have students stand and recite:
 - "Since I'm a member of a group... I'll listen, I'll take turns and share... If I give respect to you, I know you'll give respect to me" .

Step 4: Self-Assessment

- **Worksheet:** Students complete the "Score Board" on Page 30.
 - Items: "I listen to my classmates' ideas," "I include everyone," "I help my family".
 - Send the evaluation sheet to parents.

Parent Evaluation Sheet with Rubric

Concept: Cooperation

Grade Level: 3

Student Name: _____

Parent Name: _____

Date: _____

Instructions for Parents:

Please observe your child at home for one week. Tick (✓) the level that best describes your child's behavior.

Criteria	4 - Excellent	3 - Good	2 - Developing	1 - Needs Improvement
Shares toys and materials with siblings/friends.	Always shares willingly.	Usually shares.	Sometimes shares.	Rarely shares.
Listens carefully when others are speaking.	Always listens respectfully.	Usually listens.	Sometimes listens.	Often interrupts.
Helps family members without being asked.	Always offers help happily.	Often helps.	Helps when reminded.	Avoids helping.
Works peacefully in group activities.	Always works cooperatively.	Mostly cooperative.	Sometimes argues.	Often argues or refuses.
Solves conflicts calmly through discussion.	Always solves problems calmly.	Usually calm.	Needs help to solve.	Often reacts angrily.

Scoring Guide:

16–20 = Excellent Cooperation Skills

11–15 = Good Cooperation Skills

6–10 = Developing Cooperation Skills

1–5 = Needs Improvement

Total Score: _____ / 20

Parent Comments:

Parent Signature: _____

UNIT

9

HONESTY

Topic: The Truth Matters **Reference Pages:** 31 onwards.

I. Learning Objectives

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

- 1. Define Honesty:** Explain honesty as "doing the right things even when no one is looking".
- 2. Understand Consequences:** Differentiate between honest and dishonest actions through scenario analysis (e.g., cheating, lying).
- 3. Apply Islamic Teachings:** Narrate the story of Anas ibn Malik (RA) and the necklace, and cite relevant Quranic verses.
- 4. Practice Integrity:** Role-play scenarios involving finding lost items or admitting mistakes.

II. Teaching Aids & Materials

- **Textbook:** Pages 28-38
- **Multimedia:** Video code from the book.
- **Props:** A "Lost Wallet" prop for the introductory hook.
- **Charts:** "Honesty Chart" materials.

III. Pedagogical Procedure

Period 1+2: What is Honesty?

Step 1: The Hook

- **Scenario:** Teacher places a pen on a desk. "Sara bought a new pen. Nida took it without telling her. Is this good?".
- **Definition:** Write on board: "Honesty means doing the right things even when no one is looking at us".

Step 2:

- Ask students to define honesty in their own words.

Step 3: Benefits Analysis

- **Discussion:** Why should we be honest?
 - "We learn to be fair."
 - "We do not deprive someone of his/her rights."
 - "We learn to be obedient to Allah Almighty."
 - "We enjoy a good reputation" .
- **Step 3:** Let students compare benefits of honesty with the detents of dishonesty by using the T.chart.

Benefits of honesty	Demerits of dishonesty

Step 4: Story Analysis – Haider and the Lost Wallet (15 Minutes)

- **Reading:** Read the story on Page 32-33.
 - **Plot:** Haider finds a wallet full of money. He takes it to the mosque/Imam. The owner is found and rewards him .
- **Question:** "What would you do if you found a wallet on the road?".

Period 3+4: Honesty in Islam and Society

Step 1: Wisdom from Islam

- **Verses:** Discuss Quran 9:119 ("Be with those who are true") and Quran 2:42 ("Do not mix truth with falsehood") .
- **Hadith:** "Truthfulness leads to righteousness and righteousness leads to Paradise" .

Step 2: Prophet's (PBUH) Story

- **Narrative:** Read "Words of our Rasool (PBUH) about Honesty" (Page 36).
 - Context: A poor woman lost a necklace.

- Action: Prophet (PBUH) asked people to check. A young boy, Anas ibn Malik (RA), found it under his cloak.
- Conflict: Anas was afraid to speak up initially.
- Resolution: The Prophet (PBUH) praised him: "Be brave, Anas (RA). Honesty is always the best choice, even when you're afraid" .
- **Reflection:** Ask students to write one sentence about what they learned from Anas (RA).

Step 3:

- Encourage students to share examples of honesty from their real life.

Step 4: Warp Up

- **Review:** "Honesty requires courage."

Period 5+6+7: Honesty in Daily Life

Step 1: Role Models

- **Case Studies:** Read the examples on Page 34.
 - The Student: Maria returned a gold chain to Lost & Found.
 - The Milkman: Ahmed returned extra money paid by a customer.
 - The Mechanic: John fixed a minor problem without extra charge.
 - The Librarian: Raheem helped repair a damaged book instead of scolding.

Step 2: How to be Honest

- **Strategy:** Discuss practical steps from Page 35.
 - "Avoid behaviors that make you feel guilty."
 - "Stop comparing yourself to others."
 - "Accept consequences and decide to face them" .

Step 3: Honesty Test

- **Activity:** Rapid Fire (Yes/No).
 - "Saad cheats on spelling test." (No) .
 - "Asgar played sick to stay home." (No).
 - "Saad told mummy he broke the toy." (Yes).

Step 4: Invite students for a activities

- **Activity: Truth or Tale?**

Objective: To help students understand the difference between truth and lies.

Instructions:

1. The teacher reads short situations (e.g., 'Ali broke a vase and told his mother the truth.' / 'Sara spilled juice and blamed her brother.').
2. Students identify whether the action shows honesty or dishonesty.
3. Discuss why telling the truth is important.

Discussion Questions:

- How do you feel when someone tells you the truth?
- What happens when someone lies?
- **Objective:** Students will understand the importance of honesty and practice truthful behavior in daily life.

- **Activity: Role-Play – Choosing Honesty**

Objective: To practice honest decision-making.

Instructions:

1. Divide students into small groups.
2. Give each group a scenario (e.g., finding lost money, forgetting homework, breaking a toy).
3. Students act out both dishonest and honest responses.
4. Class discusses which choice is better and why.

- **Activity: Honesty Story Writing**

Objective: To encourage reflection on honesty.

Instructions:

1. Ask students to write a short story about a time when someone was honest.
2. They may write about themselves, a friend, or an imaginary character.
3. Volunteers share their stories with the class.

- **Activity: The Honesty Jar**

Objective: To promote daily acts of honesty.

Materials: A jar or box, small paper slips.

Instructions:

1. Place a jar in the classroom labeled 'Honesty Jar.'
2. Whenever a student shows honesty (e.g., returning a lost item, admitting a mistake), the teacher or classmates write it on a slip and place it in the jar.
3. At the end of the week, read some examples aloud and appreciate honest behavior.

Extension: When the jar is full, celebrate with a class appreciation activity.

- **Activity: Honesty Wall**

Objective: To visually celebrate honest actions.

Materials: Chart paper or bulletin board.

Instructions:

1. Create a display titled 'Our Honesty Wall.'
2. Students write or draw examples of honest actions.
3. Add their names and display them on the wall.
4. Encourage students to continue adding examples throughout the month.

Reflection Questions

1. Why is honesty important in school and at home?
2. How does honesty build trust?
3. What can you do if you make a mistake?

- **Teacher Observation Checklist**

- Tells the truth even when it is difficult.
- Admits mistakes honestly.
- Returns borrowed items.
- Encourages others to be truthful.

Period 8+9+10: Evaluation and Commitment

Step 1: Test Yourself

- **Scenario Worksheet:** (Page 40)
 - "You broke a glass... Mother asks who?" -> Select: "You tell her you did it".
 - "You want a friend's toy..." -> Select: "You ask to borrow it".
 - "Video game timer rings..." -> Select: "Stop playing".

Step 2: Do the activities

Circle of Control – “I Choose to Be Honest”

Leadership Tool: Circle of Control

Objective: Help students understand that honesty is their personal choice.

Instructions:

1. Draw two circles on the board:
Inner circle: Things I Can Control
Outer circle: Things I Cannot Control
2. Give situations like:
“My friend tells me to lie.”

“I broke something by mistake.”

3. Students decide what belongs inside the circle.

4. Emphasize: Telling the truth is always in our control.

Reflection:

What can you control when you make a mistake?

Why is honesty your responsibility?

Think-Win-Win – Honest Solutions

Leadership Tool: Think Win-Win

Objective: Show how honesty helps everyone.

Instructions:

1. Present a problem: “Two students claim the same pencil.”

2. In groups, students suggest honest solutions.

3. Discuss how telling the truth creates fairness.

Extension: Students draw a “Win-Win Honesty Badge.”

Reflection: How does honesty help both sides?

Emotional Bank Account – Trust Builder

Leadership Tool: Emotional Bank Account

Objective: Teach that honesty builds trust.

Instructions:

1. Explain that every honest act is like putting money in a trust bank.

2. Dishonesty removes trust.

3. Create a classroom chart with:

Deposits (Truth, Returning items, Admitting mistakes) Withdrawals (Lying, Blaming others)

Activity: Students give examples of “deposits.”

Discussion:

What happens when trust is broken?

How can we rebuild trust?

Role Model Leader – Be a Trustworthy Person

Leadership Tool: Be Proactive / Role Model Thinking

Objective: Encourage students to become honesty leaders.

Instructions:

1. Ask students: “What does an honest leader look like?”

2. Students draw or write 3 qualities.

3. Create a classroom pledge:

Step 2: Oath and Writing

- **Activity:** Recite the Oath of Honesty.
- **Writing Task:** "Write ways to have an honest Pakistan".

Step 3: Self-Evaluation

- **Score Board:** Complete Page 41. "Do I tell the truth?", "Do I admit mistakes?", "Do I keep promises?".

Parent Evaluation Form Character Trait: Honesty

Student Name: _____

Class/Section: _____

Parent/Guardian Name: _____

Date: _____

Instructions: Please read each statement carefully and tick (✓) the level that best describes your child's behavior at home.

Rubric Scale

- 4 – Always: Consistently demonstrates honesty without reminders.
- 3 – Often: Usually honest but may need occasional reminders.
- 2 – Sometimes: Shows honesty inconsistently and needs reminders.
- 1 – Rarely: Seldom demonstrates honest behavior.

Evaluation Criteria

Criteria

4

Always

3

Often

2

Sometimes

1

Rarely

1. Tells the truth even when it is difficult.

2. Admits mistakes without blaming others.

3. Returns borrowed items in good condition.

4. Follows rules even when no one is watching.

5. Does not take things that do not belong to him/her.

Scoring Guide

Total Score: _____ / 20

Interpretation:

16–20: Excellent – The child consistently demonstrates honesty.

11–15: Good – The child usually demonstrates honest behavior.

6–10: Developing – The child needs guidance to strengthen honesty.

1–5: Needs Improvement – The child requires consistent support and monitoring.

Parent Comments:

Parent Signature: _____

UNIT 10

SYMPATHY

Topic: Feeling for Others **Reference Pages:** 43 onwards.

I. Learning Objectives

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

- 1. Define Sympathy:** Describe sympathy as helping, supporting, and understanding others.
- 2. Identify Opportunities:** Recognize situations requiring sympathy (sadness, injury, bullying, loss).
- 3. Emulate Kindness:** Retell the story of Hazrat Abu Huraira (RA) and the cat to illustrate sympathy for animals.
- 4. Demonstrate Support:** Role-play offering comfort to a friend in distress.

II. Teaching Aids & Materials

- **Textbook:**
- **Multimedia:** Video code from the book.
- **Visuals:** Pictures of a sad child, an injured knee, a lost pet.

III. Pedagogical Procedure

Period 1: Understanding Sympathy

Step 1: Scenario Introduction

- **Prompt:** "Sara and Atiqra are friends. Atiqra lost her textbook. What should Sara do?"
- **Definition:** "Sympathy means to help others. It means to support others. It means to understand".

Step 2: Benefits Discussion

- **Brainstorming:** Why be sympathetic?
 - Builds trust.
 - Brings peace to society.
 - Develops strong relationships.

Activities

Activity 1: When Someone is Sad

Objective: Students will learn how to respond when someone feels sad.

Materials: Situation cards (e.g., friend lost a toy, classmate is sick).

Procedure:

- Teacher reads a situation aloud.
- Ask students: What can you say to show sympathy?
- Students practice saying kind and comforting words.
- Discuss why comforting words are important.

Islamic Connection: Explain that comforting others brings reward from Allah.

Activity 2: Get Well Soon Cards

Objective: Students will express sympathy through kind messages.

Materials: Paper, crayons, markers.

Procedure:

- Discuss how we feel when we are sick.
- Students create a 'Get Well Soon' card for a sick person.
- Encourage writing kind and caring messages.
- Display or deliver the cards.

Islamic Connection: Share that visiting and caring for the sick is encouraged in Islam.

Activity 3: Helping Hands Chart

Objective: Students will identify ways to help someone in difficulty.

Materials: Chart paper shaped like hands.

Procedure:

- Draw a large hand on chart paper.
- Students suggest ways to help someone in trouble.
- Write responses inside the hand shape.
- Discuss how helping shows sympathy.

Islamic Connection: Connect to the teaching that Allah loves those who help others.

Activity 4: Story Time – A Caring Friend

Objective: Students will understand sympathy through storytelling.

Materials: Short story about a child helping a sad friend.

Procedure:

- Teacher reads the story.
- Ask: Why was the friend upset?
- How did the other child show sympathy?
- Students share similar experiences.

Islamic Connection: Mention that the Prophet (PBUH) was kind and caring to people in difficulty.

Activity 5: Role Play – Saying Kind Words

Objective: Students will practice expressing sympathy politely.

Materials: Simple role-play scenarios.

Procedure:

- Students work in pairs.
- One student pretends to be upset.
- The other student responds with kind words.
- Switch roles and repeat.

Islamic Connection: Remind students that gentle speech is loved by Allah.

Activity 6: Dua for Others

Objective: Students will learn to pray for people who are facing problems.

Materials: Small slips of paper.

Procedure:

- Students think of someone who needs help.
- Write a short dua for that person.
- Teacher explains how making dua for others shows care.
- Students read their duas silently.

Islamic Connection: Explain that making dua for others increases love among Muslims.

Activity 7: Community Care Discussion

Objective: Students will recognize people who need sympathy in society.

Materials: Pictures or discussion prompts.

Procedure:

- Discuss people who may need care (poor, elderly, sick).
- Ask how children can show sympathy.
- List ideas on the board.
- Encourage one practical action during the week.

Islamic Connection: Connect to the importance of charity (Sadaqah) in Islam.

Step 3: Story – A Helping Hand

- **Reading:** Read about Azan (Page 44-45).
 - Part 1: Azan sees Saad sad because he lost a book. Azan helps him search until they find it.
 - Part 2: Azan sees a new student (Ahmed) being teased. Azan introduces himself and invites Ahmed to play.
- **Discussion:** "Do Kashmiris and Palestinians need our sympathy?"

Period 2: Sympathy for All Creatures

Step 1: Animal Kindness Story

- **Narrative:** Read "Sympathy for Animals" (Page 46).
 - Character: Hazrat Abu Huraira (RA).
 - Event: He saw a mother cat with kittens and wanted to care for them but didn't want to separate them.
 - Inspiration: He remembered Prophet Muhammad (PBUH) cutting his cloak rather than waking a sleeping cat.
 - Action: He left them together, showing sympathy.

Step 2: Situational Analysis

- **Instruction:** Guide students through "Occasions to show sympathy" (Page 42).
 - When someone is sad: "Give a hug, say 'I'm here for you'".
 - When someone is hurt: "Help them up, get a bandage".
 - When someone is bullied: "Stand up for them, tell a teacher".
 - When someone fails: "Say 'better luck next time'".

Period 3: Assessment and Self-Reflection

Step 1: Role Play

- **Activity:** In pairs, students pick a scenario (e.g., lost pet) and act out the sympathetic response.

Step 2: Self-Evaluation

- **Score Board:** Complete Page 48.
 - "Do I listen carefully to classmates?"
 - "Do I apologize sincerely?"
 - "Do I stand up for someone treated unfairly?"

Parent Evaluation Sheet (Sympathy Development)

Dear Parents,

This evaluation sheet is designed to help you observe and reflect on your child's ability to show sympathy (care and concern for others). Please read each statement carefully and tick the level that best describes your child's behavior at home and in daily life.

Student Name: _____

Class/Section: _____

Parent Name: _____

Date: _____

Rating Scale

4 – Always

3 – Often

2 – Sometimes

1 – Rarely

Evaluation Criteria

1. Shows concern when someone at home is sad or upset. 4 3 2 1
2. Uses kind and comforting words when others are hurt. 4 3 2 1
3. Offers help when someone is sick or tired. 4 3 2 1
4. Feels sorry when someone faces a problem. 4 3 2 1
5. Prays (makes dua) for others who are unwell or in difficulty. 4 3 2 1
6. Shares belongings with someone in need. 4 3 2 1
7. Avoids laughing at others' mistakes or problems. 4 3 2 1
8. Expresses regret when someone gets hurt. 4 3 2 1
9. Talks respectfully about people who are poor or struggling. 4 3 2 1
10. Takes small actions to make others feel better. 4 3 2 1

Overall Reflection Questions

1. Describe one recent situation where your child showed sympathy:

2. In which area does your child need more improvement?

3. How can school and parents work together to improve this quality?

Overall Rating (Circle One)

Excellent Very Good Good Needs Improvement

Parent Signature: _____

UNIT 11

COLLABORATION

Topic: Building Together – The Strength of Many **Reference Pages:** 49 onwards.

I. Learning Objectives

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

- 1. Define Collaboration:** Define it as helping one another to complete a task.
- 2. Appreciate Resilience:** Analyze the story of Ayesha and Omar in Palestine to understand community rebuilding through collaboration .
- 3. Connect to History:** Explain the collaborative effort in building Masjid an-Nabawi .
- 4. Identify Interdependence:** Use the "Chain" and "Food Supply" analogies to explain how we depend on each other .
- 5. Execute a Project:** Plan a collaborative activity (e.g., flood relief, community garden) .

II. Teaching Aids & Materials

- **Textbook:**
- **Multimedia:** Video code from the book.
- **Props:** Paper chains (strips of paper, glue) for the analogy activity.

III. Pedagogical Procedure

Period 1: Collaboration in Crisis

Step 1: Definition & Benefits

- **Concept:** "Collaboration means to help one another complete a task".
- **Benefits:** "New ideas, save energy/time, better results, increased strength" .

Activities

Activity 1: Build It Together

Objective: Students will learn to work as a team to complete a shared task.

Materials: Blocks or recycled materials.

Procedure:

- Divide students into small groups.
- Give each group materials to build a simple structure.
- Assign roles (leader, builder, material manager).
- Students build together within a time limit.
- Discuss how teamwork helped them succeed.

Activity 2: Group Story Writing

Objective: Students will collaborate to create a short story.

Materials: Paper and pencils.

Procedure:

- Place students in groups of four.
- Each student writes one part of the story (beginning, middle, problem, ending).
- Combine all parts into one story.
- Groups read their stories aloud.

Activity 3: Puzzle Challenge

Objective: Students will practice cooperation and patience.

Materials: Jigsaw puzzles.

Procedure:

- Give each group one puzzle.
- Students work together to complete it.
- Encourage sharing pieces and helping others.
- Reflect on how they solved disagreements.

Activity 4: Classroom Clean-Up Team

Objective: Students will understand shared responsibility.

Materials: Cleaning cloths, baskets.

Procedure:

- Assign small clean-up teams.
- Each team is responsible for one area of the classroom.
- Students work together to organize the space.
- Appreciate teams for cooperation.

Activity 5: Pair and Share

Objective: Students will develop listening and speaking skills.

Materials: Discussion question cards.

Procedure:

- Students work in pairs.
- One student shares an idea while the other listens.
- They switch roles.
- Pairs present each other's ideas to the class.

Activity 6: Team Art Project

Objective: Students will create a shared artwork.

Materials: Chart paper, crayons, markers.

Procedure:

- Give each group one large chart paper.
- Assign a theme (e.g., My School, Helping Others).
- Each student draws one part.
- Combine all drawings into one poster.

Activity 7: Problem-Solving Circle

Objective: Students will solve a simple problem together.

Materials: Scenario cards.

Procedure:

- Present a classroom problem scenario.
- Students discuss possible solutions in groups.
- Groups agree on one solution.
- Share solutions with the class.

Activity 8: Relay Learning Game

Objective: Students will practice teamwork through a learning game.

Materials: Flashcards (math or vocabulary).

Procedure:

- Divide class into teams.
- Students take turns answering questions.
- Team members help and encourage each other.
- Celebrate teamwork, not just winning.

Step 2: A Tale of Collaboration (Palestine)

- **Context:** Read the story on Page 50-51.
 - Setting: A small village in Palestine; siblings Ayesha and Omar.
 - Conflict: Soldiers destroyed homes, food, and the school .
 - Response: Ayesha and Omar did not sit and do nothing. They talked to villagers.
 - Action: They created a community garden with remaining seeds. They repaired homes together.
 - Outcome: "Through their cooperation and determination... their village began to rebuild and shine" .
- **Reflection:** Discuss how "united efforts could overcome great challenges".

Period 2: Historical & Modern Examples

Step 1: The Prophet's Helpers

- **Story:** The construction of Masjid an-Nabawi.
 - Key Figure: Salman al-Farsi (RA) suggested using palm trunks.
 - Community Effort: Companions carried materials and mixed supplies. It strengthened the bonds of brotherhood .

Step 2: Modern Scenarios

- **Discussion:** Read "Together We Can!" examples (Page 53).
 - Cooking: One chops, one cooks, one sets table .
 - Clean-up: Neighbors cleaning a park.
 - Flood Relief: Grade 3 students organizing a donation drive (posters, collecting food, packing) .

Period 3: The Mechanics of Collaboration

Step 1: The Chain Analogy

- **Visual:** Show a paper chain. "In a chain, every link makes the chain stronger. The links are interdependent".

- **Contrast:** Independence (doing things alone) vs. Interdependence (depending on each other).

Step 2: Supply Chain Activity

- **Flowchart:** Draw the "Food Journey" on the board :
 1. Farmer grows.
 2. Grocer buys.
 3. Driver drives.
 4. People buy.
 5. People eat.

Lesson: "If the driver stops, can we eat? No. We need each other."

Step 3: Oath (10 Minutes)

- **Recite:** "I promise to work together, Listen to others' ideas, Help my friends..."

Period 4: Optimization and Evaluation

Step 1: Optimize Strengths Activity

- **Task:** "Learning Buddies."
- **Brainstorming:** Students write down their strength (e.g., "I tell the truth") and a classmate's strength (e.g., "Sadia can write neatly").
- **Goal:** Leaders use everyone's strengths to accomplish goals.

Step 2: Final Self-Evaluation

- **Score Board:** Page 56.
 - "Do you like to work on group projects?"
 - "Do you say 'please' and 'thank you'?"
- **Project Reflection:** Ask students to fill out Page 52: "What have I learnt from this project?"

Step 3: Course Conclusion

Review the 5 traits: Sharing, Cooperation, Honesty, Sympathy, Collaboration.

Parent Evaluation Sheet (Collaboration Skills)

Dear Parents,

This evaluation sheet is designed to help you observe and reflect on your child's ability to work well with others. Please read each statement carefully and tick the level that best describes your child's behavior at home, school, and in social settings.

Student Name: _____

Class/Section: _____

Parent Name: _____

Date: _____

Rating Scale

4 – Always

3 – Often

2 – Sometimes

1 – Rarely

Evaluation Criteria

1. Works peacefully with siblings or friends. 4 3 2 1
2. Shares toys, books, and materials willingly. 4 3 2 1
3. Listens carefully when others are speaking. 4 3 2 1
4. Takes turns during games or group activities. 4 3 2 1
5. Accepts group decisions even if they are different from their own ideas. 4 3 2 1
6. Helps family members in shared tasks (e.g., setting table, cleaning up). 4 3 2 1
7. Resolves small conflicts calmly with guidance. 4 3 2 1
8. Encourages others during teamwork. 4 3 2 1
9. Completes assigned responsibilities in group tasks. 4 3 2 1
10. Shows respect for different opinions. 4 3 2 1

Overall Reflection Questions

1. Describe one situation where your child showed good teamwork:

2. What area of collaboration needs improvement?

3. How can school and parents support better teamwork skills?

Overall Rating (Circle One)

Excellent Very Good Good Needs Improvement

Parent Signature: _____