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# TEACHER'S MANUAL

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LIFE LEARNING



BOOK 1  
ALBAKIO INTERNATIONAL

## **UNIT 1: WELCOME – THE LEADER IN YOU**

### **Pedagogical Procedure:**

#### **Teacher Script:**

The teacher will ask students if they would like to play an active role in the well-being of their classmates.

The teacher explains monthly classroom role assignments and their importance.

#### **Why Classroom Roles Matter:**

Classroom roles help students learn responsibility, cooperation, leadership, and empathy.

Each role is assigned for one month and then rotated so every student experiences different responsibilities.

### **Classroom Roles (Monthly Rotation):**

#### **1. Line In-Charge**

Duties: Maintain neat lines during assembly and transitions.

Life Skill: Discipline and leadership.

#### **2. Board Cleaner**

Duties: Clean board before and after lessons.

Life Skill: Responsibility.

#### **3. Cleanliness In-Charge**

Duties: Check classroom cleanliness.

Life Skill: Civic sense and teamwork.

#### **4. Absent Guide**

Duties: Help absent students understand missed work.

Life Skill: Empathy and communication.

#### **5. Material Monitor**

Duties: Distribute and collect materials.

Life Skill: Organization and trustworthiness.

#### **6. Time Keeper**

Duties: Remind class about time during activities.

Life Skill: Time management.

### **7. Peace Ambassador**

Duties: Help resolve minor conflicts politely.

Life Skill: Emotional intelligence.

### **8. Class Reporter**

Duties: Communicate class messages to teacher.

Life Skill: Confidence and leadership.

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

Duties: Manage Gratitude Wall, Honesty Wall, Sharing Wall, Reflection Corner.

Life Skill: Creativity and ownership.

### **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.

Congratulations! Students will receive badges for their assigned roles.

Parents will be informed through diary note or 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.

# **Grade 1 Lesson Plan: Life Learning – Big Questions & Leadership**

## **Learning Outcomes**

Students will:

- Understand that Allah has created everything for a purpose.
- Reflect on why humans are in this world.
- Identify positive actions such as thinking, learning, helping, loving, and caring.
- Recognize qualities of a good leader.
- Express ideas through discussion and drawing activities.

## **Key Concepts**

Purpose of life, responsibility, kindness, helping others, leadership, caring for self and others.

## **Teaching Materials**

Textbook pages, chart paper, crayons, pencils, whiteboard, picture cards.

## **Introduction**

Teacher greets students and starts a discussion by asking: ‘Why do you think everything in the world exists?’ Students share ideas. Teacher explains that Allah has made everything for a reason and each person has a purpose.

## **Page Discussion: Some Big Questions**

Students observe the picture showing farming, animals, and people helping one another.

Teacher asks guiding questions:

- What do you see in the picture?
- How are people helping each other?
- Why are animals important?

Teacher explains that all living things have roles and work together.

## **Page Discussion: Why am I in this World?**

Students look at the child thinking under the tree.

Teacher encourages reflection:

- Why do you think the child is thinking?

- What good things can children do in this world?

Teacher explains that humans are created to do good and help others.

### **Page Discussion: Humans Are in This World To**

Teacher explains four purposes:

- Think: Use our minds to make good choices.
- Learn: Gain knowledge at school and home.
- Love and Care: Be kind to people, animals, and nature.
- Help: Support family, friends, and community members.

Students give real-life examples of each action.

### **Page Discussion: The Leader Inside Me**

Teacher explains that every child can be a leader.

Discussion questions:

- What does a leader do?
- How can you help others at school?

Teacher highlights leadership qualities: kindness, honesty, responsibility, and helping others.

### **Activity: Draw Yourself as a Leader**

Students draw themselves helping someone.

Students describe their drawing verbally or in simple sentences.

### **Assessment**

Teacher observes participation in discussion.

Students answer oral questions.

Students complete drawing activity showing leadership behavior.

### **Differentiation**

Support: Provide picture prompts and simple guiding questions.

Extension: Ask advanced students to explain why helping others is important.

### **Values Integration**

Encourage empathy, cooperation, gratitude, and responsibility.

### **Homework**

Students share one helpful action they performed at home with family members.

### **Teacher Reflection**

Note student engagement, understanding of leadership concepts, and participation level.

# Unit Plan: Healthy Eating & Habits

**Subject:** Life & Learning

**Grade Level:** Grade 1

**Duration:** 2 Weeks (10 Lessons, approx. 40–50 minutes each)

**Source Material:** *Life & Learning (Grade 1)*, Pages 3 onwards

## Unit Overview

This unit introduces Grade 1 students to the fundamental concepts of healthy eating and personal hygiene. Through interactive stories ("The Magic Lunchbox" and "Sara and the Secret Garden"), hands-on activities, and self-reflection, students will learn to distinguish between healthy and unhealthy foods, understand the benefits of a balanced diet, and commit to positive daily habits.

## General Learning Objectives

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

1. Define healthy eating and identify core healthy food groups (fruits, vegetables, grains, proteins, milk/water).
2. Explain the four key benefits of healthy eating: growing strong, gaining energy, preventing illness, and feeling happy.
3. Identify and practice essential healthy habits such as brushing teeth, bathing, and sleeping well.
4. Analyze the stories of *Amir* and *Sara* to understand the relationship between fresh food and physical energy.
5. Demonstrate social-emotional skills through sharing food and helping friends.
6. Evaluate their own habits using a self-assessment checklist and pledge a "Healthy Eating Oath".

## Week 1: Foundations of Health & The "Magic" of Food

### Lesson 1: What is Healthy Eating?

**Focus:** Page 1 – Introduction and Definitions

#### I. Objectives

- Students will define "Healthy Eating" in their own words.
- Students will list at least three examples of healthy foods found in the text.

#### II. Materials

- *Life Learning* Textbook.
- Real-life examples of fruits and vegetables (apple, carrot) and a packet of chips (empty).
- Whiteboard/Chart paper.

### III. Procedure

#### 1. Warm-up: The "Favourite Food" Poll

- **Teacher Action:** Ask the class, "What is your favorite food?". Write answers on the board.
- **Discussion:** Ask, "Why do you need food?". Guide students to think beyond "taste" to "need."
- **Concept Introduction:** Explain that just like a car needs fuel to run, our bodies need food to move and grow.

#### 2. Direct Instruction: Defining Healthy Eating

- **Reading:** Read Page 8 aloud.
- **Definition:** Write the definition on the board: "Healthy eating means choosing foods that help our bodies grow strong and stay well".
- **Food Groups:** Highlight the specific examples mentioned in the text:
  - Fruits and Vegetables.
  - Whole Grains (explain this as bread, rice, roti).
  - Proteins (explain this as chicken, meat, fish, eggs).
  - **Crucial Liquid:** Water and Milk.

#### 3. Activity: The "Strong & Well" Circle

- Have students stand in a circle.
- Teacher calls out a food.
- If it is healthy (Fruit, Veg, Milk), students show "Strong Muscles" pose.
- If it is unhealthy (Candy, Soda), students sit down.
- *Teacher Note:* Reinforce that healthy foods "help our bodies grow strong".

#### 4. Wrap-up

- Review the definition. Ask one student to name a food that keeps us well.

## Lesson 2: The Superpowers of Food (Benefits)

**Focus:** Page 1 – Benefits of Healthy Eating

### I. Objectives

- Students will describe the four benefits of healthy eating.
- Students will connect specific benefits to daily activities (e.g., playing, studying).

## II. Materials

- *Life Learning* Textbook.
- Flashcards with icons: Muscle (Strong), Lightning Bolt (Energy), Shield (Health), Smiley Face (Happy).

## III. Procedure

### 1. Warm-up: How Do We Feel?

- Ask: "How do you feel when you are sick? Do you want to play?" (No). "How do you feel when you are hungry?" (Tired/Grumpy).

### 2. Direct Instruction: The Four Benefits (20 mins)

- Read the "Benefits of Healthy Eating" section on Page 1 carefully. Discuss each point:
  1. **Grows Strong:** Explain that food builds bones and muscles.
  2. **Gives Energy:** Use the analogy of a battery. Food provides energy for "playing and learning".
  3. **Keeps Us Well:** Explain that food acts like a shield to "fight off illnesses".
  4. **Makes Us Feel Good:** Discuss how healthy food helps us feel "happy and focused" in class.

### 3. Guided Practice: Matching Benefits

- Draw lines on the board matching the Benefit to the Action.
  - *Action:* Running a race -> *Benefit:* Gives Energy.
  - *Action:* Lifting a heavy bag -> *Benefit:* Grows Strong.
  - *Action:* Not getting the flu -> *Benefit:* Keeps Us Well.
  - *Action:* Solving a math problem -> *Benefit:* Makes Us Feel Good/Focused.

### 4. Wrap-up

- Ask: "Which benefit helps you play football?" (Gives Energy).

## Lesson 3: Healthy Habits Beyond Food

**Focus:** Page 2 – Hygiene and Lifestyle

### I. Objectives

- Students will identify at least 5 healthy habits from the text.
- Students will understand the importance of sleep and hygiene.

### II. Materials

- *Life Learning* Textbook.
- Props: Toothbrush, soap, pillow.

### III. Procedure

#### 1. Warm-up: Mime Game

- Teacher acts out brushing teeth, sleeping, and washing hands. Students guess the action.

#### 2. Direct Instruction: The Habit List

- Read Page 2 "Healthy Habits". Go through each item:
  - **Diet:** "Eat healthy foods" and "Drink plenty of water".
  - **Screen Time:** "Limit television and computer use". *Discuss why sitting too much is bad.*
  - **Movement:** "Be active for at least one hour a day".
  - **Hygiene:** "Clean your teeth at least twice a day" , "Take a bath regularly" , "Wash your hands" , "Wear clean clothes".
  - **Rest:** "Get plenty of sleep".

#### 3. Activity: Daily Routine Timeline

- Students draw a simple timeline of their day.
- They must insert symbols for: Brushing teeth (Morning/Night), Being Active (Afternoon), Sleeping (Night).

#### 4. Wrap-up

- Ask: "How many times should we brush our teeth?" (At least twice) .

## Lesson 4: Story Time – The Magic Lunchbox

**Focus:** Pages 3–4 – Narrative Comprehension

### I. Objectives

- Students will retell the story of Amir and his lunchbox.
- Students will identify the "magic" ingredient as healthy food.

### II. Materials

- *Life Learning* Textbook.
- A physical lunchbox with plastic fruits/vegetables.

### III. Procedure

### 1. Hook: The Magic Box

- Show a closed lunchbox. Whisper that it is "Magic." Ask students what they think is inside.

### 2. Read-Aloud: Amir's Story

- Read text from Page 10+11.
  - **Character:** Amir is an active boy who loves football but sometimes feels tired.
  - **The Object:** Mom gives him a "magic lunchbox".
  - **The Contents:** Ask students to point to the food items in the text: Colourful fruits, crunchy vegetables, chicken, rice, water.
- Read text from Page 4.
  - **The Effect:** He ate the juicy apple and felt a "burst of energy". He felt "stronger and happier".
  - **The Result:** He ran the fastest in the game.

### 3. Discussion: What was the Secret?

- Ask: "Did the lunchbox have magic spells?"
- Answer: No, Amir explains, "It's my magic lunchbox! It helps me stay strong and happy".
- Explain that the *food* was the magic.
- **Critical Thinking:** "What if Amir ate only candy? Would he run fast?" (No, he would be tired).

### 4. Activity: Draw Your Magic Lunchbox (10 mins)

- Students draw an open lunchbox and draw the exact items Amir had: Apple, Carrots, Chicken, Rice, Water.

## Lesson 5: "Think a While" – Application of Amir's Story

**Focus:** Page 4 – Reflection and Moral

### I. Objectives

- Students will articulate the moral of the story.
- Students will connect food choices to their own energy levels.

### II. Materials

- *Life Learning* Textbook.
- "Energy Meter" chart (Empty to Full).

### III. Procedure

### 1. Review

- Recap Amir's story. Remind students that he felt "faster and more energetic".

### 2. Deep Dive: "Think a while!"

- Pose the question from Page 4: "What have you learnt from the story?".
- Facilitate a class discussion.
- **Expected Answer:** By choosing fruits, vegetables, and water, we get the energy needed to learn and play.

### 3. Scenario Roleplay

- Select two students.
  - Student A eats a "pretend" apple and runs fast.
  - Student B eats a "pretend" bag of chips and runs slowly/gets tired.
- Ask the class: "Who is like Amir?"

### 4. Wrap-up

- Teacher emphasizes: "Amir made sure to eat healthy foods *every day*". It is a daily habit.

## Week 2: Gardening, Sharing, and Taking Action

### Lesson 6: Story Time – Sara and the Secret Garden

**Focus:** Nature and Freshness

#### I. Objectives

- Students will understand the value of growing food.
- Students will identify the vegetables Sara grew.

#### II. Materials

- *Life Learning* Textbook.
- Pictures of a garden, seeds, watering can.

#### III. Procedure

##### 1. Hook: From Seed to Salad

- Show a seed. Ask: "What can this become?" Discuss that food comes from the earth.

##### 2. Read-Aloud: Sara's Story

- Read Page 15.
  - **The Gift:** Grandma gave Sara a "small garden of her own".
  - **The Promise:** The garden will make her healthy if she takes care of it.
  - **The Crops:** Sara planted "colourful carrots, juicy tomatoes, and fresh cucumbers".
- Read Page 6.
  - **The Harvest:** She made a big salad.
  - **The Feeling:** Each bite made her "energetic and happy".
  - **The Secret:** Sara tells friends, "Eating the vegetables I grow makes me feel strong".

### 3. Comparison: Amir vs. Sara

- Ask: "How are Amir and Sara similar?"
- Answer: Both ate healthy food (Amir: Lunchbox, Sara: Garden). Both felt energetic and happy. Both shared their secret with friends.

### 4. Wrap-up

- Ask the "Think a while!" question from Page 6: "How does eating fresh fruits help us?". (It gives energy and joy).

## Lesson 7: Friendliness & Sharing Food (Scenarios)

**Focus:** Social Aspects (Integrating Healthy Eating with Friendliness)

### I. Objectives

- Students will recognize that sharing food is a friendly act.
- Students will analyze scenarios where children help each other.

### II. Materials

- *Life Learning* Textbook.
- Scenario Cards based on the text.

### III. Procedure

#### 1. Introduction

- Explain that healthy eating isn't just about *what* we eat, but *how* we treat others during meals.

#### 2. Scenario Analysis

- Read the scenarios on Page 7. Focus on the food-related one first, then the others as they relate to general well-being.
  - **Scenario 1 (Sarah & Fatima):** "Sarah notices that her friend Fatima doesn't have enough fruit. Sarah shares her apple slices... they both enjoy their snacks".
    - *Lesson:* Sharing shows generosity.
  - **Scenario 2 (Amina & Ahmed):** Amina helps Ahmed with a puzzle.
    - *Lesson:* Helping is a kind act.
  - **Scenario 3 (Lina & Noor):** Lina invites Noor to play.
    - *Lesson:* Including others makes everyone feel valued.

### 3. Discussion: Why Share?

- Ask: "Why did Sarah share her apple?"
- Discuss how sharing food makes the other person happy and "reflects the teachings of kindness".

### 4. Activity: Roleplay Sharing

- Students practice saying, "Would you like to share my snack?"

## Lesson 8: Hands-On Activities (Sorting & Plating)

**Focus:** Page 8 – Application and Categorization

### I. Objectives

- Students will categorize foods as Healthy or Unhealthy.
- Students will design a balanced meal using paper plates.

### II. Materials

- *Life Learning* Textbook.
- Paper plates, markers, scissors, glue.
- Magazines with food pictures (or printed clip art).

### III. Procedure

#### 1. Activity 1: Healthy Eating Sorting Game

- **Setup:** Create two boxes labeled "Healthy" and "Unhealthy".
- **Action:** Distribute pictures/models of foods. Students come up one by one.
- **Discussion:** As they drop the item in the box, they must explain *why*. (e.g., "Apple goes in Healthy because it gives energy").
- *Reference:* This matches the "Healthy Eating Sorting Game" activity on Page 12.

#### 2. Activity 2: Build a Healthy Plate

- **Setup:** Give each student a paper plate.
- **Action:** Students cut out images of "fruits, vegetables, proteins, grains, dairy".
- **Design:** They arrange them on the plate to make a "balanced meal".
- **Share:** Students present their plates. "I have chicken for protein and carrots for vitamins."

### 3. Wrap-up (5 mins)

- Teacher reviews the "Sharing Toys" activity concept: creating collages using fruit shapes. Assign this as a fun homework task.

## Lesson 9: The Garden Adventure & Art

**Focus:** Nature Connection

### I. Objectives

- Students will understand the process of growing food.
- Students will use art to reinforce healthy food recognition.

### II. Materials

- *Life Learning* Textbook.
- Small pots/cups, soil, fast-growing seeds (like cress or beans).
- Art supplies (markers, fruit cut-outs).

### III. Procedure

#### 1. Discussion: Garden Adventure

- Refer to the "Garden Adventure" activity.
- Ask: "Do you remember what Sara grew?" (Carrots, Tomatoes, Cucumbers).
- Explain that growing food helps us appreciate it.

#### 2. Practical Activity: Planting

- **Action:** Students fill cups with soil and plant a seed.
- **Instruction:** Explain they must "care for them" (water, sunlight) just like Sara did.
- **Connection:** Discuss how this leads to "healthy eating".

#### 3. Art Integration: Fruit Collages

- Refer to "Sharing Toys" activity which involves creating "colourful fruit and vegetable collages".
- Students create a collage of their favorite healthy food using paper shapes.
- *Teacher Prompt:* "Discuss the benefits of each food as you work".

#### 4. Wrap-up

- Clean up and place pots in a sunny spot.

### Lesson 10: Self-Assessment & The Healthy Oath

**Focus:** Reflection and Commitment

#### I. Objectives

- Students will honestly evaluate their own eating habits.
- Students will recite and commit to the Healthy Eating Oath.

#### II. Materials

- *Life Learning* Textbook.
- Printed checklists for each student.
- "Certificate of Health" (Optional).

#### III. Procedure

##### 1. Self-Assessment

- Distribute the checklist found on page 17.
- Read each question aloud and have students check "Yes" or "No".
  1. "Do I eat fruits or vegetables every day?"
  2. "Do I drink water instead of sugary drinks?"
  3. "Do I eat a balanced meal with different types of food?"
  4. "Do I try a new healthy food today?"
  5. "Do I feel energetic and happy after eating my meals?"
- **Reflection:** Ask students to look at their "No" answers. How can they turn them into "Yes"?

##### 2. The Healthy Eating Oath

- Ask the class to stand up and raise their right hand.
- Read the Oath line by line, having students repeat after you:
  - "I promise to take care of my body by making healthy choices."
  - "I will eat lots of fruits and vegetables, drink water, and enjoy a balanced meal every day."
  - "I will also listen to my body and try my best to eat foods that help me feel strong and happy."
  - "I know that healthy eating helps me grow, play, and learn!"

##### 3. Unit Conclusion

- Congratulate the students.
- Remind them of the Teacher's Note: The classroom is decorated with the "Sharing Chart" (from Page 3) and the activities they have done.
- Final thought: "Be like Amir with the magic lunchbox and Sara with the secret garden!"

## Teacher's Notes & Differentiation Strategies

### Differentiation for Advanced Learners:

- Ask them to explain *why* specific foods give energy (e.g., "Protein helps muscles").
- Have them write a short sentence about their "Magic Lunchbox" instead of just drawing.

### Differentiation for Struggling Learners:

- Use more visual aids (flashcards).
- Allow them to point to answers on the "Healthy Eating Sorting Game" rather than explaining verbally.
- Simplify the Oath to key phrases: "I will eat fruit. I will drink water."

### Assessment Rubric:

- **Excellent:** Can name 5 healthy foods, explains benefits clearly, completes checklist honestly.
- **Good:** Can name 3 healthy foods, explains 1-2 benefits, completes checklist with help.
- **Needs Improvement:** Struggles to identify healthy foods, does not participate in activities.

### Teacher's Manual Reference:

- As noted in the textbook, "Use teacher's manual to teach the concept more effectively". This lesson plan serves as that extended manual.
- Ensure the "Sharing Chart" is visible in the corner of the classroom as suggested.
- Send the evaluation sheets to the parents ( Evaluation sheets are attached at the end of the manual)

### Word Count & Content Coverage Check:

- **Definitions covered:** Yes.
- **Benefits covered:** Yes.
- **Habits covered:** Yes.
- **Stories covered:** "Magic Lunchbox" and "Sara's Garden".
- **Social Scenarios covered:** "Sharing Apple/Helping".
- **Activities covered:** Sorting, Plate building, Gardening, Collages.
- **Assessment/Oath covered:** Yes.
- **Total Content:** The plan spans every concept introduced in the lesson.

# Unit Plan: Friendliness & Social Values

**Subject:** Life Learning

**Grade Level:** Grade 1

**Topic:** Friendliness

**Source Material:** *Life Learning (Grade 1)*,

**Duration:** (8 Lessons, approx. 45–60 minutes each)

## Unit Overview

This unit explores the social and emotional concept of **Friendliness**. It moves beyond the simple definition of having friends to the active behaviors of being kind, smiling, welcoming new people, and showing gratitude. Through two primary narratives ("Ayesha and the New Classmate" and "Ali and the New Neighbour"), specific moral scenarios, and interactive classroom activities (Kindness Tree, Compliment Circle), students will build the social skills necessary for a positive community life.

## General Learning Objectives

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

1. Define **Friendliness** as being kind, smiling, and making others feel welcome.
2. Identify the four key benefits of friendliness (Making Friends, Feeling Happy, Creating Fun, Getting Help).
3. Analyze the stories of **Ayesha** and **Ali** to understand how to welcome new or lonely peers.
4. Demonstrate **Gratitude and Empathy** through scenarios involving food and prayer (Page 13 integration).
5. Execute specific acts of friendliness such as giving compliments and creating art.
6. Evaluate their own social behaviors using a self-assessment checklist and commit to the **Friendliness Oath**.

## Week 1: The Meaning of Friendliness & Welcoming Others

### Lesson 1: What is Friendliness? (Definition & Benefits)

**Focus:** Introduction, Definition, and Core Benefits

#### I. Learning Objectives

- Students will be able to recite the definition of friendliness.
- Students will explain the four benefits of being friendly using their own words.

#### II. Resources & Materials

- *Life Learning* Textbook
- Chart paper with a large "Smiley Face" drawn in the center.
- Markers.

### III. Lesson Procedure

#### 1. Warm-Up: The Smile Connection

- **Teacher Action:** Walk into the class with a big smile and say a warm "Good Morning" to individual students. Then, walk in again with a frown and silence.
- **Discussion:** Ask the class, "Which teacher did you like better? Why?"
- **Connection:** Introduce the topic on Page 10. Ask the "Think a while!" questions:
  - "Do you have friends?"
  - "What do you like to do with your friends?"

#### 2. Direct Instruction: Defining Friendliness

- **Reading:** Read the definition from Page 18.
- **Key Concept:** Write on the board: **Friendliness means being kind, smiling, and making others feel happy and welcome.**
- **Elaboration:** Explain that friendliness isn't just for people we already know; it includes "meeting new people with a warm attitude."

#### 3. Deep Dive: The Benefits of Friendliness

- Using the textbook (Page 18), create a concept map on the board for the "Benefits of Friendliness." Discuss each point in detail:
  1. **Makes Friends:** Explain that being friendly helps you "make new friends and keep the ones you already have."
  2. **Feel Happy:** Discuss how smiling makes *both* people feel "good and happy."
  3. **Creates Fun:** Ask students why playing alone is boring. Explain that friendliness "makes playing and learning more enjoyable because everyone gets along."
  4. **Gets Help:** Explain that "Friends are more likely to help you when you're friendly." *Example:* If you drop your pencil, a friend will pick it up.

#### 4. Wrap-Up & Homework

- **Task:** Ask students to "smile at someone" at home and see if they smile back.

### Lesson 2: Story Time – Ayesha and the New Classmate

**Focus:** Narrative Comprehension & Empathy

#### I. Learning Objectives

- Students will retell the story of Ayesha and Fatima.

- Students will identify emotions (nervousness vs. happiness) in the story characters.

## II. Resources & Materials

- *Life Learning* Textbook.
- Puppets or printed pictures of two girls (representing Ayesha and Fatima).

## III. Lesson Procedure

### 1. Introduction: The "New Kid" Feeling

- **Question:** "Have you ever been to a place where you didn't know anyone? How did your tummy feel?" (Scared, Shy, Nervous).
- **Context:** Introduce the story on Page 20 about a girl named Fatima who felt this way.

### 2. Narrative Reading: Ayesha's Kindness

- **Read Page 11:**
  - Introduce **Ayesha:** She had many friends and loved playing.
  - Introduce **Fatima:** The new student who was "shy and nervous because she didn't know anyone."
  - **The Action:** Ayesha saw Fatima sitting alone. She remembered "how it felt to be new and a bit scared."
  - **The Solution:** Ayesha decided to be friendly. She asked, "Hi, I'm Ayesha! Would you like to play with us at recess?"
- **Read Page 12:**
  - **The Result:** Fatima's eyes "brightened up" and she felt comfortable. Ayesha introduced Fatima to her friends.
  - **The Outcome:** They played and laughed. By the end of the day, Fatima was "excited to come back to school."

### 3. Analysis & Discussion

- **Think a While:** Ask the question from Page 21: "What have you learned from the story?"
- **Key Takeaway:** Ayesha was glad she had been friendly because "it made Fatima's first day so much better."
- **Class Discussion:** Why is it important to introduce a new student to *other* friends, not just keep them to yourself? (So, the "whole class enjoyed being together").

### 4. Activity: The Welcome Wave

- Practice a "Welcome Wave." Students turn to a partner, smile big, wave, and say: "Hi! Would you like to play with us?"

## Lesson 3: Gratitude & Compassion (Values Integration)

**Focus:** Scenarios on Gratitude, Prayer, and Empathy

### I. Learning Objectives

- Students will connect the concepts of healthy eating (from Chapter 1) with the social values of gratitude and empathy.
- Students will understand that being "friendly" also means caring for those who are less fortunate.

### II. Resources & Materials

- *Life Learning* Textbook.
- Pictures of diverse meals.

### III. Lesson Procedure

#### 1. Contextual Bridge

- *Teacher Note:* Explain that Page 13 connects our food habits with our hearts. Being a good person includes being thankful.

#### 2. Scenario Analysis

- Read and discuss the three scenarios.
  - **Scenario 1: Zainab:**
    - **Action:** Zainab eats her fruits/vegetables and finishes everything.
    - **The Value:** She thanks her mother and prays to Allah to "help people who don't have enough food."
    - **Lesson:** This teaches "gratitude and compassion."
  - **Scenario 2: Yusuf:**
    - **Action:** Yusuf chooses a nutritious snack over a sugary one.
    - **The Value:** He thanks his parents and asks Allah to "help those who do not have access to healthy food."
    - **Lesson:** This highlights "gratitude and empathy."
  - **Scenario 3: Aisha:**
    - **Action:** Aisha eats whole grain rice and lean chicken.
    - **The Value:** She prays for the ability to "always be thankful and not waste food."
    - **Lesson:** Not wasting food fosters "thankfulness and empathy."

#### 3. Discussion: Empathy as a Form of Friendliness

- Ask: "Is it friendly to waste food when others are hungry?" (No).

- Explain that caring about people we haven't even met (the less fortunate) is a very big form of friendliness called **Compassion**.

#### 4. Wrap-Up (5 Minutes)

- Ask students to say "Thank You" to their parents for their dinner tonight.

### Lesson 4: Story Time – Lion and the Mouse

**Focus:** Community Friendliness

#### I. Learning Objectives

- Students will apply the concept of friendliness to a neighborhood setting.
- Students will compare this story to Ayesha's story.

#### II. Resources & Materials

- *Life Learning* Textbook.
- A cricket bat or ball (prop).

#### III. Lesson Procedure

##### 1. Introduction

- Recap Ayesha's story (School setting). Tell students today we are going to the **Park** (Neighborhood setting).

##### 2. Narrative Reading:

- Read the story The Lion and the Mouse to the students.

##### 3. "Think a While" Discussion

- **Question 1:** "Do you remember your first day at school?" (Allow students to share).
- **Question 2:** "Do you help people to feel comfortable around you?"
- **Analysis:** How did Lion make Mouse comfortable? (By inviting him to join a game that was already happening).

##### 4. Activity: The Invite Game

- One student sits "sadly" on a bench (chair). Another student must come over and use Ali's words to invite them to play.

## Week 2: Practicing Friendliness (Activities & Assessment)

### Lesson 5: The Kindness Tree

**Focus:** Visualizing Acts of Kindness

#### I. Learning Objectives

- Students will identify specific acts of friendliness they have performed or seen.
- Students will contribute to a class project.

#### II. Resources & Materials

- *Life Learning* Textbook
- Large paper/Bulletin board designed as a tree trunk.
- Green paper leaves (cut-outs).
- Markers/Glue.

#### III. Lesson Procedure

##### 1. Introduction: Growing Kindness

- Explain that friendliness grows like a tree. The more friendly acts we do, the bigger our "Kindness Tree" gets.

##### 2. Activity: The Kindness Tree

- **Reference:** "Kindness Tree" activity.
- **Instruction:** Distribute paper leaves to students.
- **Task:** Students (with teacher help) write or draw an act of friendliness they have done or seen. Examples: "Shared a toy," "Helped mom," "Smiled at Ali."
- **Display:** Students paste their leaves onto the tree on the board to "show all the friendly acts happening in the class."

##### 3. Extension: Friendly Greeting Practice

- **Reference:** "Friendly Greeting Practice" activity.
- **Role-Play:** Have students walk around the room. When the teacher claps, they find a partner and practice:
  1. Saying "Welcome" with a smile.
  2. Giving a polite compliment.
  3. Asking someone to join a game.

## Lesson 6: Compliments & Art

**Focus:** Verbal and Artistic Expression

### I. Learning Objectives

- Students will learn how to give and receive compliments.
- Students will depict friendship through art.

### II. Resources & Materials

- *Life Learning* Textbook.
- Drawing paper, crayons, markers.

### III. Lesson Procedure

#### 1. Activity 1: Compliment Circle

- **Reference:** "Compliment Circle" activity.
- **Setup:** Sit in a circle.
- **Action:** Take turns giving a compliment to the person on the right. Examples: "I like your shoes," "You are good at running," "You have a nice smile."
- **Discussion:** Ask students how it felt to receive a compliment. "Giving and receiving compliments makes everyone feel..." (Happy/Good).

#### 2. Activity 2: Friendship Art

- **Reference:** "Friendship Art" activity.
- **Task:** Students use paper and markers to "Draw pictures of yourself with your friends or doing friendly things."
- **Presentation:** Students stand up and "share your drawings with the class and explain how you showed friendliness in your pictures."

#### 3. Wrap-Up

- Display the art around the Kindness Tree.

## Lesson 7: Self-Reflection & Assessment

**Focus:** Evaluating Habits

### I. Learning Objectives

- Students will self-reflect on their social behaviors using a checklist.
- Students will identify areas for improvement.

## II. Resources & Materials

- *Life Learning* Textbook.
- Printed copies of the Self-Assessment table.

## III. Lesson Procedure

### 1. Introduction to Self-Assessment

- Explain that to be a good friend, we have to check on ourselves sometimes.

### 2. The Checklist

- Distribute the table from Page 25. Read each question aloud. Students check "Yes" or "No".
  1. "Do I smile at someone everyday?"
  2. "Do I help a friend or classmate when they need it?"
  3. "Do I share my toys or materials with others?"
  4. "Do I say something nice to someone everyday?"
  5. "Do I include friends in games or activities?"

### 3. Discussion & Improvement (15 Minutes)

- Ask: "If you checked 'No', what can you do tomorrow to make it a 'Yes'?"
- Discuss specific strategies (e.g., "I will remember to say 'nice shirt' to someone").

## Lesson 8: The Friendliness Oath

**Focus:** Commitment to Values

### I. Learning Objectives

- Students will commit to being friendly through a formal oath.
- Students will review the entire unit's concepts.

### II. Resources & Materials

- *Life Learning* Textbook on page 25.
- "Friendship Badges" (stickers or paper cut-outs).

### III. Lesson Procedure

#### 1. Unit Review

- Ask students to recall the key stories: Ayesha and Fatima, Mouse and Lion.
- Ask students to recall the scenarios involving Zainab and Yusuf (gratitude).

- Ask for the definition of friendliness one last time.

## 2. The Friendliness Oath

- **Reference:** Page 25, "Friendliness Oath."
- **Procedure:** Have students stand up, place a hand on their heart, and repeat the oath line-by-line:
  - "I promise to be a friendly person."
  - "I will smile and say 'hello' to others,"
  - "share my toys, help my friends, and always try to be kind."
  - "Being friendly makes, everyone feel happy and welcome,"
  - "and I want to make my friends and classmates feel great every day!"

## 3. Celebration

- Award the "Friendship Badges" to students for completing the unit.
- Final Class Goal: "Let's make our classroom the friendliest place in the school!"
- Send evaluation sheet to the parents (Attached at the end of this manual).

# Unit Plan: You Win I Win (Conflict Resolution & Cooperation)

**Subject:** Life Learning

**Grade Level:** Grade 1

**Topic:** Win-Win

**Source Material:** *Life Learning (Grade 1)*, Pages 26 onwards

**Duration:** 2 Weeks (9 Lessons, approx. 45–60 minutes each)

## Unit Overview

This unit shifts the focus from individual behaviour to interpersonal negotiation. "Win-Win" is presented as a mindset where students look for solutions that make *everyone* happy, rather than just one person winning and the other losing. Through stories of shared toys and balls, role-playing scenarios, and collaborative art, students will learn the art of compromise and cooperation.

## General Learning Objectives

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

1. Define **Win-Win** as a solution where everyone gets something good and feels happy.
2. Identify the three benefits of Win-Win: Happiness, Good Relationships, and Fairness.
3. Analyze the story of **Asad & Ahmed** to identify specific win-win strategies (combining ideas, taking turns).
4. Apply win-win thinking to solve hypothetical conflicts involving TV, games, and cleaning up.
5. Demonstrate collaborative skills through group drawing and storytelling.
6. Evaluate their own ability to share and listen using a self-assessment checklist and commit to the **Win-Win Oath**.

## Week 1: Understanding Win-Win & The Power of Sharing

### Lesson 1: What is Win-Win? (The Concept)

**Focus:** Page 26 – Definitions and Benefits

#### I. Objectives

- Students will define "Win-Win" in their own words.
- Students will explain why a win-win situation is better than a "win-lose" situation.

#### II. Materials

- *Life Learning* Textbook.
- A single popular toy (prop).
- "Win-Win Chart" (as suggested in the Teacher's Note).

### III. Procedure

#### 1. Hook: The Tug-of-War

- **Activity:** Call two students to the front. Give them one toy. Ask them both to pull it at the same time.
- **Discussion:** Ask the class, "Is this fun?" (No). "Is anyone happy?" (No).
- **Transition:** Explain that today we will learn a magic way to fix this problem called "Win-Win."

#### 2. Direct Instruction: Defining the Concept

- **Read Page 17:** Read the definition aloud: "A 'win-win' is when everyone gets something good out of a situation".
- **The Analogy:** Use the example from the text: "Imagine if you and a friend both want to play with the same toy".
- **The Solution:** Explain that instead of fighting, a win-win is deciding to "play with it together and have fun".
- **Check for Understanding:** Ask, "If I eat the whole cake and you get none, is that Win-Win?" (No). "If we share the cake, is that Win-Win?" (Yes).

#### 3. Deep Dive: The Three Benefits

- Draw a triangle on the board. Label each corner with a benefit from Page 26:
  1. **Everyone is Happy:** Explain that "Both people get to enjoy the outcome".
  2. **Good Relationships:** Explain that "Working together makes friendships stronger". If you fight, you might lose a friend.
  3. **Fairness:** Explain that this rule "makes sure no one feels left out or unhappy" .

#### 4. Reflection Question

- Ask the "Think a while!" question: "Do you respect other's feelings, likes and dislikes?".
- Explain that to find a win-win, you must care about what your friend likes, not just what you like.

## Lesson 2: Story Time – The Toy we all Loved

**Focus:** Strategy: Combining Ideas

### I. Objectives

- Students will identify the conflict between Asad and Ahmed.

- Students will explain the "Combined Idea" strategy (Ramp + Speed).

## II. Materials

- *Life Learning* Textbook.
- Toy car and blocks (to demonstrate the ramp).

## III. Procedure

### 1. Review

- Recap the definition of Win-Win from Lesson 1.

### 2. Narrative Reading: Asad and Ahmed

- **Characters:** Asad and Ahmed are friends.
- **The Conflict:** "They both wanted to play with the same toy car".
- **The Preferences:**
  - Asad liked to "push the car fast".
  - Ahmed liked to "build ramps for the car to jump over".
- **The Win-Win Idea:** Asad suggested, "How about we build a big ramp and then take turns?".
  - "I will push the car first" (Asad's wish).
  - "You can make the ramp even better" (Ahmed's wish).

### 3. Discussion: Why was it Win-Win?

- Ask: "Did Asad give up the car?" (No). "Did Ahmed stop building?" (No).
- Explain: They combined their ideas.
- **Outcome:** "They both took turns, and both were happy". They felt "proud because it was a win-win for both of them!".

### 4. Activity: Build It!

- In small groups, give students blocks and a car. Ask them to re-enact Asad and Ahmed's solution.

### 5. Wrap-Up

- Ask the "Think a while!" question: "What have you learnt from the story?".
- **Key Takeaway:** "Sharing and working together made playing even better".

## Lesson 3: Scanrios

**Focus:** Strategy: Taking Turns

## I. Objectives

- Students will read page 28.
- Students will practice the strategy of "Taking Turns."

## II. Materials

- *Life Learning* Textbook.
- A red ball.

## III. Procedure

### 1. Introduction

- Show the red ball. Ask, "Who wants to kick it? Who wants to throw it?"

### 2. Narrative Reading: Omar and Sami

- **The Conflict:** Omar and Sami wanted to play with a "shiny red ball" at the same time .
- **The Styles:**
  - Omar wanted to **kick** it.
  - Sami wanted to **throw** it.
- **The Solution:** Omar suggested a game to "take turns".
  - "First, I will kick the ball."
  - "Then you can throw it."
  - **Goal:** "See how far we can make the ball go together".

### 3. Analysis: The New Game

- Discuss how the solution created something new. "They even made up a new game where they both had to work together to score points".
- **Emotional Check:** How did they feel? "Laughed and cheered".
- **Concept:** "Sharing and taking turns made their game even better".

### 4. "Think a While" Debate

- Ask the question from Page 31: "Is playing together more fun?".
- Encourage students to explain *why* playing alone might be boring compared to the fun Omar and Sami had.

## Lesson 4: Cooperative Activities Lab

**Focus:** Practicing Interaction

## I. Objectives

- Students will engage in structured play that requires cooperation.
- Students will contribute to a group goal rather than an individual one.

## II. Materials

- *Life Learning* Textbook
- Large paper, crayons, building blocks.

## III. Procedure

### 1. Setup (5 mins)

- Explain that today is not about reading, but about *doing*. We will practice being Win-Win experts.

### 2. Station 1: Sharing Toys

- **Reference:** "Sharing Toys".
- **Task:** "Play with a toy together by taking turns. You can build something with blocks".
- **Rule:** Students cannot snatch. They must ask, "Can I add this block?"

### 3. Station 2: Group Drawing

- **Reference:** "Group Drawing".
- **Setup:** Place a big piece of paper on a table.
- **Task:** "You should draw part of a picture".
- **Win-Win Moment:** One student draws the sky, another the grass, another the house.
- **Debrief:** "You will enjoy seeing the big, beautiful drawing you will create together".

### 4. Station 3: Collaborative Storytelling

- **Reference:** "Collaborative Storytelling".
- **Activity:** The teacher starts: "Once upon a time, there was a giant cat..."
- **Action:** Each student adds one sentence.
- **Goal:** "See how your ideas fit".

### 5. Wrap-Up

- Briefly mention "Team Games" (relay races) and "Snack Time Sharing" (talking about favorite snacks) as other ways to practice.

## Week 2: Application, Reflection, and Commitment

### Lesson 5: Problem Solving (Think and Share)

**Focus:** Page 21 – Critical Thinking Scenarios

## I. Objectives

- Students will apply Win-Win strategies to hypothetical conflicts.
- Students will act out solutions for common household and school problems.

## II. Materials

- *Life Learning* Textbook.
- "Scenario Cards"

## III. Procedure

### 1. Introduction

- Tell students they are now "Peace Detectives." Their job is to solve problems.

### 2. Scenario A: The Sleepover

- **Scenario:** "You and a friend are spending the night together. You want to play a game but your friend wants to watch a movie".
- **Discussion:** How can we make this Win-Win?
- **Possible Solutions:**
  - Watch the movie first, then play the game.
  - Play a game *about* the movie.
  - Flip a coin (fairness).

### 3. Scenario B: The Substitute Teacher

- **Scenario:** "Your teacher is absent. None of your classmates are listening to the substitute teacher".
- **Discussion:** Is this a Win-Win? (No, the teacher is sad, students aren't learning).
- **Win-Win Solution:** You help the class quiet down so everyone can enjoy the lesson.

### 4. Scenario C: Sleep vs. TV

- **Scenario:** "You are trying to go to sleep, but your brother is watching TV very loudly".
- **Discussion:** How can you sleep AND he watches TV?
- **Win-Win Solution:** Ask him to turn the volume down or use headphones.

### 5. Scenario D: The Mess

- **Scenario:** "The class just finished a group activity and supplies are everywhere. No one can go to PE until it is all cleaned up. You have already cleaned up your mess" .
- **Discussion:** Should you sit and wait?
- **Win-Win Solution:** Help others clean up so *everyone* gets to PE faster. "It's not me or you, it's both of us".

## Lesson 6: Journaling the Mindset

**Focus:** Page 22 – Reflection and Habit Tracking

### I. Objectives

- Students will internalize the concept of Win-Win as a daily belief.
- Students will recall personal examples of conflict resolution.

### II. Materials

- *Life Learning* Textbook.
- Pencils.

### III. Procedure

#### 1. The "Think Win-Win" Belief

- Read the text "Think win-win is a belief that everyone can win... It's working on a solution until both people are happy".
- Emphasize that it is a *belief*—something you think in your head before you act.

#### 2. Journaling Activity

- Look at the "Think Win-Win" weekly tracker.
- **Teacher Modeling:** Share an example: "On Monday, I wanted to read, but my friend wanted to talk. We decided to talk for 5 minutes then read. That was Win-Win."
- **Student Writing:** Ask students to fill in "On Monday..." and "On Tuesday..." with examples from this week.
  - *Prompts:* Did you share a crayon? Did you let someone go first in line?
  - *Note:* If students can't write well, they can draw a small picture in the space or dictate to the teacher.

#### 3. Home Connection

- Instruct students to "Display this page where you and your child will see it" (at home).
- Explain that they should try to fill in Wednesday, Thursday, and Friday at home with their parents.

## Lesson 7: Being a Friend in Every Setting

**Focus:** Contextual Application

### I. Objectives

- Students will brainstorm specific friendly actions for different school settings.

- Students will create a "Friendship List" for the classroom.

## II. Materials

- *Life Learning* Textbook
- Chart paper divided into three sections: Classroom, Lunchtime, Break time.

## III. Procedure

### 1. Introduction

- Ask: "Can you be a friend only in the classroom?" (No, everywhere).

### 2. Brainstorming: In the Classroom

- **Reference:** "In the classroom".
- **Ideas:** Sharing an eraser, helping someone with a hard question, listening when the teacher speaks (Win-Win for the class).

### 3. Brainstorming: At Lunchtime

- **Reference:** "At lunchtime".
- **Ideas:** Sitting with someone who is alone, sharing a snack (if allowed), cleaning up the table together.

### 4. Brainstorming: At Break Time

- **Reference:** "At break time".
- **Ideas:** Inviting someone to play tag, taking turns on the slide, helping someone who fell down.

### 5. Writing Task

- Students fill in the boxes on Page 23 with one idea for each section based on the class discussion.

## Lesson 8: Self-Assessment

**Focus:** Evaluation

### I. Objectives

- Students will honestly evaluate their win-win behaviors.
- Students will identify areas for improvement.

### II. Materials

- *Life Learning* Textbook).
- Red and Green crayons.

### **III. Procedure**

#### **1. Setting the Stage**

- Explain that to be a Win-Win champion, we have to check our "score."

#### **2. The Checklist**

- Read each question from the table on Page 31. Students color the box for "Always" or "Never" (or check "Yes/No" depending on the version, text says Always/Never column headers but checklist format).
  1. "When you play a game with a friend, do you both get a chance to have fun?".
  2. "If you have one cookie... do you share it?".
  3. "When you work on a project... do you listen to each other's ideas?".
  4. "If you and your friend want to use the same toy, do you find a way to play together?".
  5. "When you take turns... do you feel happy that you both get to play?".

#### **3. Reflection**

- Ask students to look for any "Never" checks. Discuss how to turn them into "Always."

## **Lesson 9: The Win-Win Oath & Celebration**

**Focus:** Commitment

### **I. Objectives**

- Students will memorize and recite the Win-Win Oath.
- Students will celebrate their completion of the unit.

### **II. Materials**

- *Life Learning* Textbook (page 31).
- "Win-Win Champion" badges/stickers.

### **III. Procedure**

#### **1. Review of the Unit**

- Ask: "What did Asad and Ahmed do?" (Built a ramp).
- Ask: "What did Omar and Sami do?" (Took turns).
- Ask: "What are the magic words?" (Win-Win).

## 2. The Oath Ceremony

- **Reference:** "Oath".
- Have students stand up. Read the oath line by line, and have them repeat with hand over heart:
  - "I promise to think win-win."
  - "I will share, listen, and find ways for everyone to be happy."
  - "I will help my friends and make sure we all have fun together" .

## 3. Celebration

- Distribute the "Win-Win Champion" badges.
- Allow 10 minutes of "Free Play" where the only rule is: **You must use Win-Win if a problem happens.**
- **Send** evaluation sheet to the parents (Sheet is attached at the end of the manual).

## Teacher's Notes for Implementation

- **Differentiation:** For students who struggle with writing on Page 22 (Journal), allow them to draw the solution or verbally dictate it to an aide.
- **Visual Aids:** As suggested on Page 17, "Design one corner of your classroom with the 'Win-Win Chart' given in the kit". This serves as a constant visual reminder.
- **Vocabulary:** Ensure students understand "Compromise" (even though the book uses "Win-Win," the concept is similar) and "Scenario" (a made-up situation).
- **Conflict Resolution:** During the unit, if real conflicts arise in class, stop and ask, "Are we thinking Win-Win?" Refer back to the Asad/Ahmed or Omar/Sami stories immediately to ground the concept in the text they just learned.

# Unit Plan: Good Listening & Communication

**Subject:** Life Learning

**Grade Level:** Grade 1

**Topic:** Good Listening

**Source Material:** *Life Learning (Grade 1)*, Pages 32 onwards

**Duration:** 2 Weeks (10 Lessons, approx. 45–60 minutes each)

## Unit Overview

This unit addresses the critical soft skill of "Active Listening." It distinguishes between simply "hearing" sound and "good listening," which involves attention, understanding, and action. Through two magical narratives ("Sami and the Magic Carpet" and "Laila's Listening Lesson"), rigorous game-based learning (Simon Says, Listening Walks), and practical problem-solving scenarios, students will learn that listening is the key to safety, learning, and friendship.

## General Learning Objectives

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

1. Define **Good Listening** as paying close attention, looking at the speaker, and not interrupting.
2. Identify the four benefits of good listening: Better Understanding, Improved Learning, Making Friends, and Following Directions.
3. Analyze the story of **Sami** to understand how listening to instructions (the "magic words") leads to reward (the magic carpet ride).
4. Analyze the story of **Laila and Rami** to understand how listening to directions helps solve problems (finding the way home).
5. Execute specific listening tasks through physical activities like "Simon Says" and "Musical Chairs with a Twist."
6. Apply listening skills to solve real-world scenarios regarding lost items, party planning, and classroom rules.
7. Evaluate their own listening habits using a self-assessment checklist and commit to the **Good Listener's Oath**.

## Week 1: The Magic of Listening (Definitions & Stories)

### Lesson 1: What is Good Listening? (The Foundation)

**Focus:** Definition and Benefits

#### I. Objectives

- Students will define "Good Listening" using the three criteria from the text.

- Students will explain why listening helps them make friends.

## II. Materials

- *Life Learning* Textbook (Page 32).
- "Good Listening" decoration/poster (as per Teacher's Note).
- A puppet or stuffed animal.

## III. Procedure

### 1. Warm-Up: The "Ignoring Game"

- **Teacher Action:** Start talking to the class about something exciting (e.g., a field trip), but look at the ceiling, cover your ears, or turn your back.
- **Discussion:** Ask, "Was I being a good listener or speaker?"
- **Transition:** Explain that listening is a whole-body activity.

### 2. Direct Instruction: Defining the Concept

- **Reading:** Read the definition on Page 32.
- **The Three Pillars:** Write these on the board based on the text :
  1. **Ears:** "Paying close attention when someone is speaking."
  2. **Eyes:** "Looking at the speaker."
  3. **Mouth/Mind:** "Not interrupting and thinking about what the speaker is saying."
- **Teacher's Note Application:** Point to the "Good Listening" corner/poster you have set up as suggested on Page 32.

### 3. Deep Dive: The Benefits

- Discuss the four benefits listed on Page 32:
  - **Better Understanding:** "You can understand stories, instructions, and information better". *Ask: Who likes stories? You need to listen to enjoy them!*
  - **Improved Learning:** "Helps you learn new things more easily".
  - **Making Friends:** Explain that it "Shows others that you care about what they say". *Roleplay: One student talks, the other looks away. Is that friendly? No.*
  - **Following Directions:** "Makes it easier to follow instructions and do tasks correctly".

### 4. Wrap-Up

- Ask the "Think a while!" question: "Do you listen to others carefully?".

## Lesson 2: Story Time – Sami and the Magic Carpet

**Focus:** Pages Listening for Instructions

## I. Objectives

- Students will retell the story of Sami and Miss Aisha.
- Students will identify the "Three Magic Words" required to fly the carpet.

## II. Materials

- *Life Learning* Textbook.
- A rug or mat (representing the Magic Carpet).
- A "Sparkly Wand" prop.

## III. Procedure

### 1. Hook: The Magic Flight

- Sit students on the rug. Tell them this rug can fly, but *only* if they listen perfectly.

### 2. Narrative Reading: Part 1

- **Characters:** Sami (a boy who loves to explore) and Miss Aisha (the teacher) .
- **The Challenge:** Miss Aisha announces a magical story, but "first, we need to practice good listening".
- **The Rule:** The magic carpet could only fly "if everyone listened carefully to the instructions".
- **The Interruption:** Sami whispers to Amina asking for the words. Amina models good listening by saying, "Hush... We need to listen to the teacher".

### 3. Narrative Reading: Part 2 (15 mins)

- **The Instructions:** Read Page 35. The carpet needed three words:
  1. **Please:** Signals it is "time to start".
  2. **Thank You:** Shows that "people were grateful".
  3. **Sorry:** Shows understanding that "everyone makes mistakes".
- **The Success:** Sami listened. When Miss Aisha asked for the words, he knew them!
- **The Climax:** They said the words, Miss Aisha "waved a sparkly wand," and they flew!.

### 4. Discussion: Why did it fly?

- Ask: "Would the carpet fly if Sami kept talking to Amina?" (No).
- **Key Moral:** "Sami was so happy that he had listened carefully. He knew that good listening helped make the magic work" .

### 5. Activity: The Magic Carpet Ride

- Have students sit on the rug. The teacher acts as Miss Aisha.
- Teacher: "To fly, you must whisper the three words."

- Students: "Please, Thank You, Sorry!"
- Teacher: (Waves wand) "We are flying!" (Students lean left and right).

## Lesson 3: Story Time – Laila’s Listening Lesson

**Focus:** Pages 28–29 – Listening to Solve Problems

### I. Objectives

- Students will analyze the story of Laila, Rami, and the Wise Old Owl.
- Students will memorize the specific path directions given in the story.

### II. Materials

- *Life Learning* Textbook (Page 36).
- Pictures of an Oak Tree, a Brook (stream), and a Sunflower.

### III. Procedure

#### 1. Introduction (5 mins)

- Recap Sami’s story (Listening for Magic). Today we listen to help a friend who is **lost**.

#### 2. Narrative Reading: Part 1 (15 mins)

- **Setting the Scene:** Laila's teacher, Mrs. Fatima, tells a story about a "Wise Old Owl".
- **The Problem:** A rabbit named **Rami** is lost and sad.
- **The Condition:** The Owl can only help if Rami "listens to my instructions carefully".

#### 3. Narrative Reading: Part 2 (15 mins)

- **The Directions:** Read the specific instructions on Pages 36 + 37 carefully.
  1. "Follow the path that leads past the **tall oak tree**".
  2. "When you see the **bubbling brook**, cross it carefully".
  3. "Look for the **big sunflower**, and your home will be just beyond it".
- **The Result:** Rami listened. He found the tree, the brook, and the sunflower. He got home safely.
- **Laila's Takeaway:** "Listening was not just about hearing but about understanding and helping others".

#### 4. Activity: Rami’s Path

- Place the pictures (Tree, Brook, Sunflower) around the classroom.
- Blindfold one student (Rami). Another student (Owl) must guide them using the story's directions. "Walk to the Oak Tree... now find the Brook..."

## 5. Wrap-Up

- Ask: "What if Rami stopped listening after the Oak Tree?" (He would be stuck at the river/brook).

## Lesson 4: Active Listening Games (Level 1)

**Focus:** Page 30 – Basic Listening Activities

### I. Objectives

- Students will practice "reactive listening" through Simon Says.
- Students will practice "comprehension listening" through Story Time.

### II. Materials

- *Life Learning* Textbook.
- A short, unfamiliar storybook.

### III. Procedure

#### 1. Activity 1: Simon Says

- **Reference:** "Simon Says" activity.
- **Concept:** Listening for a specific trigger phrase.
- **Procedure:**
  - Teacher stands in front. "Simon says touch your nose" (Students do it).
  - "Simon says jump three times" (Students do it).
  - "Touch your toes" (Students must NOT do it because Simon didn't say).
- **Debrief:** "You have to listen for the *name*, not just the action."

#### 2. Activity 2: Story Time with Questions

- **Reference:** "Story Time with Questions" activity.
- **Procedure:**
  - Tell students: "I will read a story. I will not show pictures yet. You must listen with your ears."
  - Read a short paragraph (e.g., about a blue dog named Bouncy).
  - **The Test:** Ask specific questions as suggested in the text: "What was the name of the main character?" or "What did the main character do first?"
- **Differentiation:** Ask simple questions for struggling listeners and detail-oriented questions for advanced listeners.

#### 3. Wrap-Up

- Explain that "Follow the Leader" (Page 30) is also a listening game, but with eyes (watching actions).

## Lesson 5: Active Listening Games (Level 2)

**Focus:** Advanced Listening & Sensory Awareness

### I. Objectives

- Students will identify sounds in their environment (Listening Walk).
- Students will follow complex auditory cues (Musical Chairs with a Twist).

### II. Materials

- *Life Learning* Textbook.
- Music player/phone.
- Chairs.

### III. Procedure

#### 1. Activity 1: Listening Walk

- **Reference:** "Listening Walk" activity.
- **Procedure:**
  - Take the class to the playground or hallway.
  - **Rule:** Absolute silence. "Listen carefully to the sounds you hear".
  - **Task:** Identify birds chirping, cars honking, leaves rustling, or footsteps.
  - **Discussion:** Return to class and list what everyone heard. "Did anyone hear a sound that no one else did?"

#### 2. Activity 2: Musical Chairs with a Twist

- **Reference:** "Musical Chairs with a Twist" activity.
- **Setup:** Arrange chairs in a circle (one less than the number of students? The text implies finding a specific chair, so keep chairs equal to students for this version to focus on instructions, or play standard elimination).
- **The Twist:** Play music. When it stops, give a *specific instruction* instead of just sitting.
  - *Example:* "Find a chair with a red seat" (if applicable) or "Sit on a chair backwards" or "Touch the back of a chair."
  - The text says: "Call out an instruction... You must follow the instruction and find the appropriate chair" .
- **Goal:** Students must stop, *listen to the specific command*, and then act.

#### 3. Wrap-Up

- Ask: "Why was the Twist harder than normal musical chairs?" (You couldn't just sit; you had to think).

## Week 2: Scenarios, Problem Solving, and Assessment

### Lesson 6: Partner Listening (Collaboration)

**Focus:** Listening Pairs

#### I. Objectives

- Students will practice "Listening Pairs" to improve peer-to-peer communication.
- Students will retell instructions given by a partner.

#### II. Materials

- *Life Learning* Textbook
- Flashcards with simple 3-step instructions (e.g., "Clap twice, spin around, sit down").

#### III. Procedure

##### 1. Introduction

- Explain that listening to a teacher is important, but listening to a friend is just as important.

##### 2. Activity: Listening Pairs

- **Reference:** "Listening Pairs" activity.
- **Setup:** Pair up students.
- **Role A:** Speaker. **Role B:** Listener.
- **Task:** Give the Speaker a flashcard with a short story or instruction. They read it aloud (or describe the picture).
- **Action:** The Listener must "retell or perform the instructions".
- **Switch:** Swap roles.
- **Challenge:** Make the instructions harder (3 steps).

##### 3. Discussion

- Ask the Listeners: "Was it hard to remember everything?"
- Ask the Speakers: "Did your partner look at you?"

### Lesson 7: Scenarios – Lost & Found / Party Planning

**Focus:** Applying Skills to Real Life

## I. Objectives

- Students will analyze the scenarios of **Emma** and **Shazia**.
- Students will identify the specific listening steps that led to success.

## II. Materials

- *Life Learning* Textbook.
- Props: A teddy bear, a balloon.

## III. Procedure

### 1. Scenario 1: The Lost Teddy Bear

- **Read:** Read the scenario about Emma.
- **The Crisis:** She can't find her teddy bear.
- **The Solution:** Mrs. Ahmed gives instructions: "Look under the table, and then check the shelf in the corner".
- **The Outcome:** Emma listens, follows the sequence, and finds it.
- **Lesson:** "Listening carefully helps solve problems".
- **Roleplay:** Hide a bear in class. Give a student 2-step directions to find it.

### 2. Scenario 2: The Birthday Surprise

- **Read:** Read the scenario about **Shazia** planning a party for Sara.
- **The Instructions:** His mom gives a 3-step list:
  1. "Pick up the balloons from the store."
  2. "Get the cake from the bakery."
  3. "Set everything up in the living room".
- **Analysis:** What if Shazia got the cake first? (Maybe he would drop it while getting balloons). What if he forgot the balloons? (Sara would be sad).
- **Lesson:** "Listening helps him complete important tasks".

### 3. Activity: The Party Planner

- Teacher gives a rapid-fire list of 3 things to "buy" for a party. Students must repeat them back in order.

## Lesson 8: Scenarios – Rules & Art

**Focus:** Page 32 – Academic Success

## I. Objectives

- Students will understand how listening applies to classroom management and creativity.
- Students will execute an art project based strictly on oral instructions.

## II. Materials

- *Life Learning* Textbook.
- Paper, scissors, glue, crayons.

## III. Procedure

### 1. Scenario 3: Classroom Rules

- **Read:** Read about Ms. Sania's rules.
  - Rule 1: "When the bell rings... be quiet and return to your seats."
  - Rule 2: "If you hear me clapping... stop talking and listen."
- **Practice:** Teacher claps. Students must freeze and listen. Teacher rings a bell (or mimics sound). Students must sit.
- **Lesson:** Good listening "helps keep the classroom running smoothly".

### 2. Scenario 4: The Art Project

- **Read:** Read about Ms. Fatima's collage project.
- **The Instructions:**
  1. "Cut the paper into shapes."
  2. "Glue the shapes onto your big paper."
  3. "Add any extra decorations" .
- **The Test:** Teacher gives the *exact same instructions* to the class. Do not demonstrate visually. Students must listen and do.
- **Assessment:** Did the students glue before cutting? Did they add decorations first?
- **Lesson:** "Listening helps them follow instructions and create something special".

## Lesson 9: The Good Listener's Oath

**Focus:** Commitment

### I. Objectives

- Students will internalize the specific behaviors of a good listener.
- Students will recite and sign the "Good Listener's Oath."

### II. Materials

- *Life Learning* Textbook (Page 41).
- Printed "Oath Certificates."

### III. Procedure

#### 1. Review of Concepts

- Ask students to recall the 4 promises of a good listener.
- Brainstorm what they look like in action.

## 2. The Oath Ceremony (20 mins)

- **Reference:** Page 41.
- Ask students to stand and raise their right hand. Read the oath line by line for them to repeat:
  - "I promise to be a good listener every day."
  - "I will listen carefully to my teacher and friends".
  - "Look at the person who is speaking to me".
  - "Wait for my turn to talk and not interrupt".
  - "Follow instructions to the best of my ability."
  - "Ask questions if I do not understand something".

## 3. Discussion on "Asking Questions"

- Highlight the last line of the oath. Explain that *good listeners* ask questions when they are confused. It doesn't mean you are bad at listening; it means you want to get it right.

## Lesson 10: Self-Assessment & Unit Wrap-Up

**Focus:** Evaluation

### I. Objectives

- Students will self-reflect on their listening habits.
- Students will set a goal for improvement.

### II. Materials

- *Life Learning* Textbook.
- Self-Assessment Checklist (printed).

### III. Procedure

#### 1. Self-Assessment

- Distribute the checklist from Page 34. Read each question aloud. Students circle "Yes" or "No".
  1. "Do I listen carefully to what my teacher or friend say?".
  2. "Do I look at the person speaking to me?".
  3. "Do I wait for my turn to talk and not interrupt?".
  4. "Do I follow the instructions given to me?".
  5. "Do I ask questions if I do not understand something?".

## 2. Goal Setting

- Ask students to pick one "No" (or a "Yes" they want to make stronger) and write/draw a goal.
- *Example:* "I will look at the teacher's eyes."

## 3. Final Celebration

- Award students with a "Super Listener" sticker.
- Remind them of Sami, Laila, and the Magic Carpet. "The magic only happens when you listen!"
- Send evaluation forms to the parents.

## Teacher's Notes for Implementation

- **Classroom Environment:** As suggested in the book, "Decorate one corner of your classroom with the 'Good Listening' [chart] given in the kit". This visual aid is crucial for the "eyes" part of listening.
- **Story Pacing:** When reading the stories of Sami and Laila (Page 28), pause frequently to ask prediction questions ("What do you think the owl will say?"). This forces students to listen to the plot.
- **Physicality:** Grade 1 students listen better when moving. The "Listening Walk" and "Simon Says" are not just games; they are kinetic listening drills. Use them whenever energy is low.
- **Vocabulary:** Ensure students understand "Interrupt" (talking when someone else is talking) and "Grateful" (from the 'Thank you' magic word).

# Unit Plan: Social Development & Community

## Building

**Subject:** Life Learning

**Grade Level:** Grade 1

**Topic:** Social Development

**Source Material:** *Life Learning (Grade 1)*, Pages 43 onwards

**Duration:** 2 Weeks (10 Lessons, approx. 45–60 minutes each)

### Unit Overview

This unit moves beyond simple one-on-one interactions (Friendliness/Win-Win) to broader **Social Development**. It addresses how students fit into a larger group, interpret the emotions of others, and contribute to a positive community atmosphere. Through narratives about sharing toys, welcoming new students, and collaborative art projects, students will learn that social development is the foundation of confidence and academic success. The unit culminates in a rigorous self-assessment "Score Board" and a formal commitment to being socially developed.

### General Learning Objectives

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

1. Define **Social Development** as the process of making friends, recognizing emotions, and solving disagreements.
2. Explain the three key benefits: Better Relationships, Increased Confidence, and Improved Academic Success.
3. Analyze the stories of **Sara & Ahmed** and **Ali** to understand the emotional impact of inclusion and sharing.
4. Apply social skills to complex scenarios involving new students (Bilal) and academic collaboration (Hina & Sami).
5. Execute group-based activities such as the "Friendship Circle," "Compliment Chain," and "Group Art Project."
6. Evaluate their social growth using the quantified "Score Board" assessment and commit to the **Oath of being Socially Developed**.

### Week 1: The Foundations of Social Connection

#### Lesson 1: What is Social Development? (The Big Picture)

**Focus:** Page 35 – Definition and Core Components

#### I. Objectives

- Students will define "Social Development" using the five pillars from the text.
- Students will connect social skills to their own confidence and school success.

## II. Materials

- *Life Learning* Textbook.
- Chart paper labeled "The Social Star" (5 points).
- Markers.

## III. Procedure

### 1. Warm-Up: The "New Person" Poll

- **Question:** Ask the "Do you interact with new people around you?"
- **Discussion:** Ask students how they feel when they meet someone new. Scared? Excited? Shy?
- **Transition:** Explain that learning how to handle these feelings is called "Social Development."

### 2. Direct Instruction: The Five Pillars

- **Reading:** Read the definition.
- **Concept Mapping:** Draw a star on the board. Label each point with a simplified version of the text's definitions:
  1. **Friendships:** "Developing friendships and learning how to make and maintain them". *Explain "maintain" means keeping the friend.*
  2. **Emotions:** "Recognizing and interpreting emotions and intentions of others". *Explain that this means knowing if someone is sad just by looking at their face.*
  3. **Communication:** "Expressing thoughts and feelings clearly and listening to others".
  4. **Teamwork:** "Learning to share resources, work in groups, and collaborate on tasks".
  5. **Problem Solving:** "Finding ways to solve disagreements or problems with peers".

### 3. Deep Dive: The Benefits

- Discuss the three benefits listed on Page 43:
  - **Better Relationships:** "Healthy relationships and social skills support emotional stability". *Ask: Do you feel stable (safe) when you have friends?*
  - **Increased Confidence:** Explain that knowing how to talk to people makes you feel brave.
  - **Improved Academic Success:** Explain that "working in groups" helps you learn better in school.

### 4. Wrap-Up

- Ask students to point to one "Pillar" on the board they want to get better at this week (e.g., "Problem Solving").

## Lesson 2: Story Time – Sara and Ahmed (Empathy)

**Focus:** Page 36 – Recognizing Emotions & Sharing

### I. Objectives

- Students will identify the emotional shift in the characters (Sadness to Happiness).
- Students will explain why sharing a toy can build a friendship.

### II. Materials

- *Life Learning* Textbook.
- Two "Face Cards" (One Happy, One Sad) for each student.

### III. Procedure

#### 1. Hook: The Emotion Check

- Ask students to hold up the "Sad" face. Ask: "What makes you sad at recess?" (No toys, no friends).

#### 2. Narrative Reading: Sara and Ahmed

- **Setting the Scene:** Sara and Ahmed are at the playground. Sara has a "new toy car" and is excited.
- **The Conflict:** Ahmed wants to play but feels "sad because he didn't have a toy".
- **The Recognition:** Sara uses her social skills. She "saw Ahmed looking sad". *Teacher Note: Emphasize that she **saw** the emotion.*
- **The Action:** Sara decides to share. She asks, "Ahmed, do you want to play with my toy car?".
- **The Result:** Ahmed's face "lit up with a big smile".

#### 3. Analysis: The Double Happiness

- **Discussion:** Who felt happy?
  - Ahmed felt happy because "he had a new friend to play with".
  - Sara felt happy because "she made Ahmed smile".
- **Key Concept:** This reinforces the "Win-Win" concept from the previous chapter but focuses on the *emotional* reward of social connection.

#### 4. Activity: "Do You Want to Play?"

- Students turn to a partner and practice the phrase: "Do you want to play with my [imaginary toy]?"

## Lesson 3: Story Time – Ali and his Classmates (Inclusion)

**Focus:** Page 37 – Managing Group Dynamics

### I. Objectives

- Students will understand the role of a host/leader in making others feel comfortable.
- Students will identify strategies for including people who don't know each other.

### II. Materials

- *Life Learning* Textbook.
- Party hats (optional props).

### III. Procedure

#### 1. Introduction

- Ask "How do you feel when you're invited to a party?".
- Discuss feelings of excitement vs. nervousness if you don't know anyone.

#### 2. Narrative Reading: Ali's Party

- **The Situation:** Ali is having a birthday party. He is excited but also "worried that some of his friends might not know each other well".
- **The Social Skill:** Ali didn't just play; he took responsibility. He "made sure everyone felt included".
- **The Strategy:**
  1. "He introduced his friends to each other".
  2. He "helped them start games".
- **The Outcome:** The kids played together, had fun, and "made new friends".

#### 3. Roleplay: The Introducer

- Select 3 students. Student A (Ali) knows Student B and Student C, but B and C don't know each other.
- **Task:** Student A must say, "Friend B, this is Friend C. We all like [game]. Let's play!"
- **Discussion:** How did B and C feel after being introduced? (Less shy).

#### 4. Wrap-Up

- **Lesson Takeaway:** "Ali learned that being friendly and helping everyone join in made the party more enjoyable for everyone".

## Lesson 4: Scenario Analysis – The New Student (Bilal)

**Focus:** Empathy & Welcoming

### I. Objectives

- Students will analyze the scenario of Bilal and Sarah.
- Students will identify specific welcoming behaviors (Introducing oneself, inviting to recess).

### II. Materials

- *Life Learning* Textbook.
- A backpack (prop).

### III. Procedure

#### 1. Scenario Setup (10 mins)

- **Read:** Read the scenario on Page 45.
- **Character 1: Bilal.** A new student in Grade 1. He feels "nervous and shy because he doesn't know anyone".
- **Character 2: Sarah.** She notices Bilal sitting alone.

#### 2. Action Analysis

- **The Intervention:** Sarah introduces herself: "Hi, Bilal! I'm Sarah. Do you want to sit with me and play during recess?".
- **The Expansion:** Sarah doesn't just keep him to herself; she "introduces him to her friends".
- **The Result:** Bilal feels "happy and more comfortable".

#### 3. Deep Dive: Social Development Aspect

- Read the analysis box on Page 45.
- **Sarah's Growth:** She shows "empathy and friendliness".
- **Bilal's Growth:** He learns "how to make new friends and feel a part of the group".
- **Discussion:** Why is it important to introduce the new kid to *other* friends too? (So they have a whole group, not just one person).

#### 4. Reflection

- Ask: "Is there anyone new in our class or school? What can we say to them tomorrow?"

## Lesson 5: Scenario Analysis – Collaborative Art (Hina & Sami)

**Focus:** Page 39 – Cooperation & Teamwork

### I. Objectives

- Students will understand the concept of "Collaboration" (working together on one task).
- Students will overcome the urge to do things "my way" in favor of "our way."

### II. Materials

- *Life Learning* Textbook.
- One large sheet of paper and markers for every pair of students.

### III. Procedure

#### 1. Scenario Setup (10 mins)

- **Read:** Read the scenario on Page 39 about the art class.
- **The Task:** Ms. Khan asks students to work in pairs to create a poster about animals.
- **The Problem:** Hina wants to "do all the work herself because she thinks Sami might not help much".
- **Discussion:** Is Hina being socially developed? (No, she is not trusting her teammate).

#### 2. The Solution

- **Sami's Proposal:** Sami suggests a compromise: "Let's each draw one animal and then work on the poster together".
- **The Execution:**
  - Hina draws a lion.
  - Sami draws an elephant.
  - They "work together to put their drawings on the poster and add some colours".

#### 3. Activity: The Shared Drawing

- Pair students up. Give them ONE paper.
- **Rule:** You cannot draw at the same time. You must switch the marker every 30 seconds.
- **Goal:** Draw a garden. They must talk to decide what goes where.

## Week 2: Active Practice & Self-Assessment

### Lesson 6: Classroom Interaction Activities

**Focus:** Page 40 – Icebreakers & Role-Playing

## I. Objectives

- Students will practice introducing themselves in a group setting.
- Students will act out social problem-solving scenarios.

## II. Materials

- *Life Learning* Textbook (Page 46+ 47).
- A "Talking Stick" or ball.

## III. Procedure

### 1. Activity 1: Friendship Circle

- **Reference:** "Friendship Circle".
- **Setup:** Form a large circle.
- **Action:** Pass the ball. When a student holds it, they must:
  1. Introduce themselves.
  2. Share one thing they like (e.g., "I like the colour blue").
- **Goal:** To help students identify shared interests ("Oh, I like blue too!").

### 2. Activity 2: Role-Playing

- **Reference:** "Role-Playing".
- **Setup:** Divide class into small groups.
- **Scenarios:** Give each group a prompt based on the text:
  - *Prompt A:* Two friends want the same book.
  - *Prompt B:* Someone falls down at recess.
- **Action:** Students act out the solution using "social development" skills (sharing, helping).

### 3. Activity 3: Sharing Time

- **Reference:** "Sharing Time" .
- **Action:** Invite 3-4 students to stand up and talk about a special item (imaginary or real) and *why* it is special.
- **Listening Task:** The rest of the class must listen (recalling Chapter 4 skills) to show respect.

## Lesson 7: The Group Art Project

**Focus:** Page 41 – Creative Collaboration

## I. Objectives

- Students will execute a large-scale group project.
- Students will practice negotiation and resource sharing during the creative process.

## II. Materials

- *Life Learning* Textbook.
- Large butcher paper (mural size).
- Paints, crayons, glue, cut-outs.

## III. Procedure

### 1. Introduction

- **Reference:** "Group Art Project" .
- Explain that today we are not making *my* art or *your* art, but *our* art.

### 2. Planning Phase

- **Instruction:** "They can work together to plan and create the artwork".
- **Theme:** Assign a theme like "Our Happy Classroom."
- **Negotiation:** Students must decide who draws the desks, who draws the teacher, etc.

### 3. Creation Phase

- Students work on the poster.
- **Teacher Monitoring:** Look for "Social Development" moments.
  - *Positive:* "Here, you can use the red marker."
  - *Negative:* "No, don't draw there!" (Correct this gently by referring to Hina and Sami's story).

### 4. Gallery Walk

- Hang the poster. Discuss how everyone contributed. "Could one person make this whole poster in 30 minutes?" (No, teamwork made it possible).

## Lesson 8: Building Positivity (Compliments & Discussion)

**Focus:** Page 41 – Verbal Social Skills

### I. Objectives

- Students will learn to give specific, genuine compliments.
- Students will articulate the qualities of a good friend.

### II. Materials

- *Life Learning* Textbook.
- A soft ball or beanbag.

### III. Procedure

#### 1. Activity 1: Compliment Chain

- **Reference:** "Compliment Chain" .
- **Setup:** Sit in a circle.
- **Action:** Student A gives a compliment to Student B (on the right). Student B gives one to Student C.
- **Rules:**
  - It must be kind.
  - It can be about appearance ("Nice shoes") or behavior ("You are good at sharing").
- **Effect:** Discuss how the room feels "warmer" and happier after this.

#### 2. Activity 2: "How to Be a Good Friend" Discussion

- **Reference:** "How to Be a Good Friend Discussion" .
- **Guiding Questions:** Use the questions from the text:
  - "What makes you feel happy when you are with a friend?".
  - "How can we help each other in class?".
- **Scribe:** Teacher writes the best answers on the board under the heading "Our Friendship Code."

#### 3. Wrap-Up

- Review the Friendship Code. Tell students this code is what it means to be "Socially Developed."

## Lesson 9: Assessment & The Oath

**Focus:** Page 42 – Self-Evaluation and Commitment

### I. Objectives

- Students will honestly evaluate their social development using a scored checklist.
- Students will formally commit to the "Oath of being Socially Developed."

### II. Materials

- *Life Learning* Textbook.
- Pencils.
- "Social Development" Certificates (optional).

### III. Procedure

#### 1. The Score Board

- **Reference:** "Self-Assessment / Score Board".
- **Instruction:** Explain the scoring system: Always = 2 marks, Sometimes = 1 mark, Never = 0 marks.
- **The Questions:** Read each item aloud and have students write their score:
  1. "Do I share my toys or books with my friends?"
  2. "Do I listen carefully when someone is talking to me?"
  3. "Do I help my classmates if they need help with something?"
  4. "Do I use kind words and treat others with respect?"
  5. "Do I enjoy playing and working together with my friends?"
- **Calculation:** Help students add up their "Total".
- **Reflection:** Ask students with high scores to share a tip. Ask students with lower scores to pick one area to improve (e.g., "I will try to share more").

## 2. The Oath Ceremony

- **Reference:** "Oath of being Socially Developed".
- **Setup:** Students stand in a circle (the Friendship Circle).
- **Action:** Read the oath statements. Students repeat them firmly:
  1. "I promise to be a good friend by: Sharing with others."
  2. "Listening when someone is talking."
  3. "Helping my classmates when they need it."
  4. "Being kind and respectful to everyone."
  5. "Playing and working well with my friends."

## 3. Unit Conclusion

- Congratulate the students. Explain that they have now completed the entire "Life Learning" module on habits (Healthy Eating, Friendliness, Win-Win, Listening, Social Development).
- Final dismissal: "Go out and be a good friend!"
- Send evaluation sheets to the parents (sheets attached at the end of the manual).

## Teacher's Notes for Implementation

- **Scoring the Assessment:** Grade 1 students may struggle with adding "2+1+2...". Do this as a guided math activity on the board, or ask them to simply count the number of "Yes/Always" checks if the math is too complex.
- **Sensitivity:** In the "Friendship Circle", ensure no student is left out. If a student struggles to introduce themselves, have the teacher model a warm introduction for them.
- **Integration:** This unit naturally integrates with Art and Math, use these cross-curricular connections to justify the time spent.
- **Vocabulary:** Ensure students understand "Collaborate" (working together), "Interpret" (understanding meaning), and "Respect" (treating others nicely).
- **Conflict Resolution:** If students argue during the group art project (Lesson 7), intervene immediately and refer to Hina and Sami. Ask: "Are we being like Hina at the start, or Hina and Sami at the end?"

## Parent Assessment Sheet

Dear Parents,

Please observe your child at home and evaluate the following life skills. Tick (✓) the level that best describes your child's behavior.

### • Healthy Eating

Criteria	Excellent (4)	Developing (3)	Needs Support (2)
Behavior Description	Always shows this behavior independently.	Shows behavior most of the time.	Rarely shows this behavior.
Consistency	Consistent daily.	Sometimes consistent.	Needs reminders.
Responsibility	Acts responsibly without help.	Acts responsibly with guidance.	Needs constant guidance.
Parent Comments			

### • Friendliness

Criteria	Excellent (4)	Developing (3)	Needs Support (2)
Behavior Description	Always shows this behavior independently.	Shows behavior most of the time.	Rarely shows this behavior.
Consistency	Consistent daily.	Sometimes consistent.	Needs reminders.
Responsibility	Acts responsibly without help.	Acts responsibly with guidance.	Needs constant guidance.
Parent Comments			

### • You Win, I Win (Sharing & Cooperation)

Criteria	Excellent (4)	Developing (3)	Needs Support (2)
Behavior Description	Always shows this behavior independently.	Shows behavior most of the time.	Rarely shows this behavior.

Consistency	Consistent daily.	Sometimes consistent.	Needs reminders.
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Responsibility	Acts responsibly without help.	Acts responsibly with guidance.	Needs constant guidance.
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Parent Comments

• **Good Listening**

Criteria	Excellent (4)	Developing (3)	Needs Support (2)
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Behavior Description	Always shows this behavior independently.	Shows behavior most of the time.	Rarely shows this behavior.
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Consistency	Consistent daily.	Sometimes consistent.	Needs reminders.
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Responsibility	Acts responsibly without help.	Acts responsibly with guidance.	Needs constant guidance.
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Parent Comments

• **Social Development**

Criteria	Excellent (4)	Developing (3)	Needs Support (2)
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Behavior Description	Always shows this behavior independently.	Shows behavior most of the time.	Rarely shows this behavior.
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Consistency	Consistent daily.	Sometimes consistent.	Needs reminders.
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Responsibility	Acts responsibly without help.	Acts responsibly with guidance.	Needs constant guidance.
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Parent Comments

• **Overall Parent Remarks**

- \_\_\_\_\_
- \_\_\_\_\_

Parent Name: \_\_\_\_\_

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

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