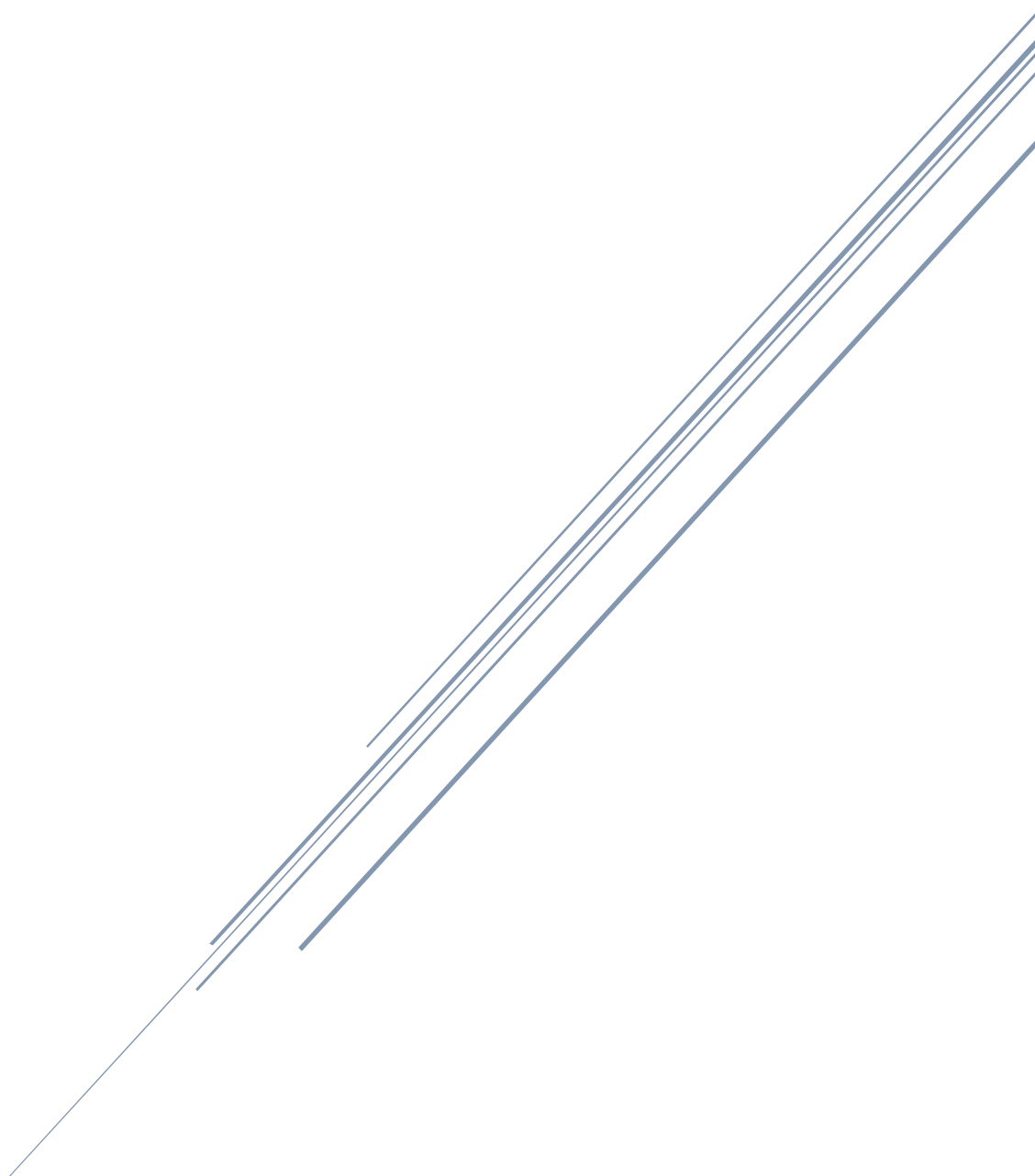


# Teacher's Manual Life & Learning

BOOK 4



ALBAKIO INTERNATIONAL

# Unit Plan: Welcome and Class mission Statement

**Subject:** Life Skills / Social Emotional Learning (SEL) **Grade Level:** 4 **Source Material:** *Life Learning*, Book 4 (Pages 1–3) **Duration:** Approx. 3–4 Class Periods (40–50 minutes each)

## Part 1: Unit Overview & Pedagogical Approach

### Unit Summary

This introductory unit sets the tone for the academic year by establishing two fundamental concepts: personal leadership and collective purpose. Based on the first three pages of the *Life Learning* text, students will first look inward to identify their own leadership potential ("Welcome") and then look outward to define the culture and goals of their learning community ("Class Mission Statement").

### Core Themes

1. **Personal Leadership:** Redefining leadership not just as "being in charge," but as making the right choices, planning, and supporting others.
2. **Self-Perception:** Encouraging students to recognize their own strengths through self-reflection.
3. **Collective Purpose:** Understanding *why* we come to school and how a shared vision (Mission Statement) creates a positive environment.

### Learning Objectives

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

- **Define** leadership according to the text, specifically as "doing the right thing at the right time".
- **Identify** at least three key qualities of a leader, such as honesty, commitment to outcomes, and passion.
- **Evaluate** their own strengths by completing the "Mirror" activity.
- **Explain** the purpose of a Class Mission Statement.
- **Collaborate** to draft a shared mission statement that reflects their classroom values (e.g., peaceful, happy, or competitive).

## Part 2: Lesson Plan 1 — "The Leader in Me"

**Focus:** Page 1 (Welcome) **Time Allocation:** 2 Class Periods

## 1. Introduction and Hook (15 Minutes)

### Teacher Preparation:

- Write the word **LEADER** in big letters on the whiteboard.
- Have the textbook *Life Learning* ready to display or distribute.

### Scripted Opening:

"Good morning, class! Welcome to a brand new year of *Lifes Learning*. Today, we are going to start with a very big question. When you hear the word 'Leader,' who do you think of? Do you think of a president? A captain of a cricket team? A superhero?"

Often, we think leaders are only the people holding the microphone or wearing the badge. But our book tells us something very different. Open your books to **Page 3**. Let's look at the title: '**Do you see a leader in you?**'.

Today, we are going to discover that leadership isn't just about a job title. It's about *action*."

### Activity: The "Stand Up" Game

- Read a series of statements. Ask students to stand if they think the statement describes a leader.
  - "Someone who tells everyone what to do." (Debate this).
  - "Someone who helps a friend when they drop their books." (Affirm this).
  - "Someone who finishes their homework on time." (Affirm this).
- **Goal:** To start breaking down the misconception that leadership is only about power.

## 2. Guided Reading & Concept Breakdown (30 Minutes)

**Text Analysis :** Have students read the "Welcome" section aloud. Stop after every key sentence to unpack the meaning.

### A. The Definition of a Leader

- **Text:** "A leader is someone who does the right thing at the right time."
- **Teacher Elaboration:** "This is a very specific definition. It doesn't say a leader is 'strong' or 'loud.' It says they do the *right thing*.
  - *Discussion Question:* If the teacher leaves the room and everyone starts shouting, but you sit quietly and read, are you being a leader?"
  - *Answer:* Yes, because you are doing the right thing at the right time."

### B. Problem Solving

- **Text:** "A leader looks for solutions."
- **Teacher Elaboration:** "Leaders don't just complain about problems; they fix them. If the bin is full, a non-leader complains. A leader finds a way to empty it or tell the janitor."

### C. Planning and Outcomes

- **Text:** "A leader always identifies the outcome that needs to be achieved. He/she plans his/her action plan and work accordingly."
- **Teacher Elaboration:** "This means leaders act with *purpose*. They don't just guess; they plan. Imagine you have a test on Friday.
  - *Non-Leader Approach:* Watch TV all week and panic on Friday morning.
  - *Leader Approach:* Identify the outcome (Getting an A), create an action plan (Study 20 mins a day), and work accordingly."

### 3. Deep Dive: Key Qualities of a Leader (30 Minutes)

**Group Activity: The Quality Detectives** Divide the class into small groups. Assign each group one of the bullet points from **Page 3**. They must create a short skit or draw a poster representing that quality.

- **Group 1: Teamwork**
  - *Text Reference:* "He/She loves to work in a team."
  - *Task:* Show the difference between a bossy person and a team player.
- **Group 2: Encouragement**
  - *Text Reference:* "Ability to encourage and support others."
  - *Task:* Act out a scene where someone fails a test, and the leader encourages them.
- **Group 3: Honesty**
  - *Text Reference:* "Honesty and essential behaviour."
  - *Task:* Roleplay admitting to a mistake (like breaking a vase) instead of hiding it.
- **Group 4: Commitment & Passion**
  - *Text Reference:* "Commitment to outcomes. Passion and energy."
  - *Task:* Show a student working hard on a project even when they are tired.
- **Group 5: Recognition**
  - *Text Reference:* "Give recognition to others for their efforts and achievement."
  - *Task:* Show a leader congratulating their team after a win, rather than taking all the credit.

**Presentation:** Have groups present their skits/posters. After each, ask the class: "*Which specific line from Page 1 did they show us?*"

### 4. Individual Activity: The Mirror Reflection (25 Minutes)

**Context:** Refer to the illustration on **Page 4** (The boy looking in the mirror) and the activity on **Page 2** (The mirror template).

**Script:**

"Look at the picture on Page 4. The boy is looking in the mirror. Does he see just a boy? No, the star text asks: 'Do you see a leader in you?'

Turn to Page 4. You will see a blank box with the prompt: '**Draw a picture in the mirror of something you do well.**'

Often, we are shy about our talents. But a leader knows their strengths. I want you to think about one thing—it can be small—that you are good at. Maybe you are good at sharing? Good at math? Good at being on time?"

### Student Task (Step-by-Step):

1. **Name:** Students fill in "My name: \_\_\_\_\_" on the bottom of Page 2.
2. **Identify:** Students identify "One thing I do well is: \_\_\_\_\_".
3. **Visualize:** Inside the mirror outline on Page 2, students draw themselves performing this action.
  - *Differentiation:* For students who struggle with drawing, allow them to write descriptive words inside the mirror instead (e.g., "KIND," "FAST," "HELPFUL").
4. **Pair-Share:** Students turn to a partner and explain their drawing. "I drew myself cleaning my room because I am organized."

### 5. Assessment & Closure (10 Minutes)

**Exit Ticket:** On a sticky note, ask students to answer this question based on the text: "According to our book, what does a leader do when they see a problem?" (Expected Answer: Looks for solutions ).

**Homework:** "Observe your family tonight. Identify one person acting like a leader (doing the right thing, finding a solution, or planning). Be ready to share tomorrow."

## Part 3: Lesson Plan 2 — "Designing Our Purpose"

**Focus:** Page 3 (Class Mission Statement) **Time Allocation:** 2 Class Periods

### 1. Introduction: The "Why" (15 Minutes)

#### Teacher Preparation:

- Write "MISSION" on the board.
- Prepare chart paper and markers.

#### Scripted Opening:

"Welcome back, leaders. Yesterday we talked about *who* a leader is. Today, we are going to talk about *where* we are going.

Turn to **Page 3**. The title is '**Class Mission Statement**'.

The book asks you a very simple but deep question right at the start: '**Why do you come to school?**'.

I don't want you to say 'because my parents make me.' I want you to think like a leader. What is the *purpose*?"

**Brainstorming:** Create a mind map on the board with "Why School?" in the center. Elicit answers like:

- To learn.
- To make friends.
- To get a job later.
- To become a good person.

## 2. Concept Definition & Analysis (20 Minutes)

### Text Analysis (Page 5):

- **Definition:** "Class mission statements: What a class believes and hopes to achieve."
- **Teacher Analogy:** "Imagine a ship setting sail. If the captain doesn't have a map or a destination, the ship just floats around. A Mission Statement is our map. It tells us what we believe in and where we want to go by the end of Grade 4."

**Analyzing Perspectives:** The book provides three distinct examples of what different students want their classroom to be. Let's analyze them :

1. **Ali's Vision:** "Ali wants a peaceful classroom."
  - *Ask:* What does a peaceful classroom look like? (Quiet working, no fighting, raising hands).
2. **Sana's Vision:** "Sana wants a happy classroom."
  - *Ask:* What does a happy classroom look like? (Smiling, sharing jokes, celebrating birthdays, kindness).
3. **Sheza's Vision:** "Sheza wants a classroom encouraging healthy competition."
  - *Ask:* What is *healthy* competition? (Trying to beat your own score, spelling bees, sports days—but shaking hands afterwards).

**Critical Thinking Discussion:** "*Can we have all three? Can a classroom be peaceful, happy, AND competitive? Or do we have to choose?*" (Guide students to realize that a good mission statement can combine these elements).

## 3. Collaborative Activity: Drafting Our Mission (40 Minutes)

### Step 1: The "Wish List" (Individual)

- Refer to the question in the book: "**What kind of classroom do you want?**".
- Ask each student to write down 3 adjectives (describing words) they want for their class. (e.g., Safe, Fun, Smart, Clean, Respectful).

### Step 2: The "Cluster" (Group)

- Group students into tables of 4-5.
- Have them compare their lists and pick their **Top 3** words as a table.
- Ask one representative from each table to write their Top 3 words on the main whiteboard.

### Step 3: Drafting the Statement (Whole Class)

- Look for common themes on the whiteboard.
  - *Teacher:* "I see 'Respectful' written three times. I see 'Hardworking' twice. These seem very important to us."
- Draft the statement together using a sentence starter formula:
  - *"We, the students of Grade 4, are on a mission to..."*
  - *"In this classroom, we believe in..."*
- **Example Output:** "We, the students of Grade 4, believe in a **happy** and **peaceful** classroom. We promise to engage in **healthy competition** to help each other grow." (Incorporating Ali, Sana, and Sheza's concepts).

#### 4. Visual Arts Integration: The Mission Poster (30 Minutes)

**Task:** Once the class agrees on the sentence, every student will contribute to a "Class Mission Poster."

- Write the Mission Statement in the center of a large poster paper.
- Have students come up and sign their names around it (like a contract).
- **Extension:** Ask students to draw a small symbol next to their signature that represents one part of the mission (e.g., a smiley face for "Happy," a handshake for "Peaceful").

**Connection to Text:** Remind them of the "Video Scan Code" mentioned on Page 3. Explain that just like the video would show examples, this poster is our visual example of who we are.

#### 5. Assessment & Reflection (10 Minutes)

**Reflective Journaling:** Ask students to open their notebooks and answer:

1. *Which student from the book (Ali, Sana, or Sheza) are you most like? Why?*
2. *How will YOU help achieve our new Class Mission Statement tomorrow?*

## Part 4: Extended Teacher's Guide & Resources

### A. Key Vocabulary List

To ensure comprehension of pages 3 to 6, pre-teach the following terms:

1. **Leader:** Someone who influences others by doing the right thing.
2. **Solution:** The answer to a problem.
3. **Outcome:** The result or what happens at the end.
4. **Action Plan:** A list of steps to achieve a goal.
5. **Commitment:** sticking to a promise or goal.
6. **Recognition:** Noticing and praising someone for their good work.
7. **Mission Statement:** A sentence that explains the purpose or goal of a group.
8. **Sustainable Development Goals (SDGs):** Briefly mention these as "world goals" mentioned on Page 2 to foreshadow future lessons, even if not the main focus today.

### B. Differentiation Strategies

### For Advanced Learners (The "Captains"):

- **Challenge Task (Lesson 1):** Ask them to create a "Leader's Checklist" based on the qualities on Page 1. They can use this checklist to observe the class for a week and report back on positive leadership behaviors they saw.
- **Challenge Task (Lesson 2):** Ask them to write a "Personal Mission Statement" (foreshadowing Page 7 ) that aligns with the Class Mission Statement.

### For Struggling Learners/ESL Support:

- **Visual Aids:** Use flashcards for the qualities of a leader (e.g., a picture of a heart for "Passion," a handshake for "Honesty").
- **Sentence Frames:** Provide sentence starters for the Mirror activity:
  - "I am good at..."
  - "I can help others by..."
- **Scaffolded Reading:** Read the definitions on Page 3,4,5,6 in a "Choral Reading" style (everyone reads together) to build fluency.

### C. Discussion Prompts (For Circle Time)

Use these prompts to facilitate deeper discussion during the unit:

1. Page 1 says a leader "does the right thing at the right time.". Can you tell me a time when it is HARD to do the right thing? (e.g., telling the truth when you broke something).
2. Page 1 mentions "Passion and energy". Why does a leader need energy? Can a tired person be a leader?
3. On Page 3, Sheza likes "healthy competition". What is the difference between "healthy" competition and "mean" competition?
4. Why do you think the book includes "Give recognition to others" as a leadership quality? Why shouldn't a leader take all the credit?

### D. Home-School Connection

Draft a brief note to parents to reinforce the learning:

"Dear Parents, We have started our *Lifes Learning* curriculum. This week, we covered Pages 1-3. We discussed that leadership is about 'doing the right thing' and 'finding solutions.'

**Activity:** Ask your child to show you the 'Mirror Drawing' they created in class. Ask them what their 'One thing I do well' is. **Mission:** We also created a Class Mission Statement. Ask your child what our class hopes to achieve this year! Thank you for supporting our young leaders."

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## Part 5: Detailed Content Breakdown (For Teacher Reference)

This section provides the teacher with deep background knowledge on the specific text segments to answer student questions effectively.

## 1. Decoding "Leadership"

The text presents a servant-leadership and action-oriented model.

- "Does the right thing at the right time": This speaks to **Integrity** and **Situational Awareness**. It removes the ego from leadership. It implies that leadership is a series of decisions, not a personality trait.
- "Looks for solutions": This defines the leader as a **Problem Solver**. It empowers students to fix things rather than waiting for an adult.
- "Identifies the outcome... plans action plan": This introduces **Strategic Thinking**. Even at Grade 4, students can learn backward design (Start with the goal, plan the steps).
- "Loves to work in a team": This emphasizes **Collaboration**. It counters the "lonely hero" narrative.

## 2. The 7 Pillars of Leadership

The book lists distinct qualities. The teacher should treat these as the "Ingredients" of a leader:

1. Encourage/Support: Empathy component.
2. Honesty: Moral component.
3. Essential Behaviour: (Note: This phrase in the text is slightly ambiguous, likely meaning "appropriate" or "role-model" behavior). Teacher should interpret this as "Acting the way you want others to act."
4. Commitment to Outcomes: Perseverance/Grit.
5. Passion: Enthusiasm.
6. Energy: Vitality/Active participation.
7. Recognition of Others: Humility/Gratitude.

## 3. The Psychology of the Mission Statement

The text moves from the "Me" (Leader) to the "We" (Class).

- Ali (Peaceful): Represents the need for safety, quiet, and conflict resolution. Essential for concentration.
- Sana (Happy): Represents the emotional climate. Essential for belonging and mental health.
- Sheza (Healthy Competition): Represents drive, ambition, and excellence. Essential for academic growth.
- **Teacher Synthesis:** The lesson here is **Balance**. A class cannot just be happy (all play, no work) or just competitive (stressful). The Mission Statement blends these values.

## Part 6: Assessment Rubrics

### Rubric 1: The Mirror Activity (Formative)

- **3 Stars (Exceeds):** Student identifies a specific, genuine strength. The drawing or text description is detailed. Student can verbally explain *how* this strength helps them be a leader.
- **2 Stars (Meets):** Student identifies a strength. The drawing is present. Student can explain it simply.
- **1 Star (Developing):** Student struggles to identify a strength or leaves the mirror blank. (Teacher intervention required to help student find a strength).

### **Rubric 2: Class Mission Participation (Summative)**

- **Active Contributor:** Student offered suggestions during brainstorming, listened to others, and signed the poster with genuine intent.
- **Passive Participant:** Student listened but did not offer suggestions. Signed the poster.
- **Disruptive/Unengaged:** Student distracted others during the drafting process or refused to participate in the shared vision.

## **Part 7: Final Checklist for Teachers**

Before starting this unit, ensure you have:

1. Read Pages 1-3 of *Life Learning* carefully.
2. Prepared the "Mirror" worksheet (or ensured students have the book).
3. Set up the "Quality Detectives" roleplay cards.
4. Cleared a space on the wall for the "Class Mission Poster."
5. Reviewed the definition of "Healthy Competition" to prevent any confusion with aggressive behaviour.

# Unit Plan: Mastering Clear Expectations

**Subject:** Life Skills / Social Emotional Learning (SEL)

**Grade Level:** 4

**Source Material:** *Life Learning*, Book 4 (Pages 4–5)

**Topic:** Clear Expectations

**Duration:** Approx. 3 Class Periods (40–50 minutes each)

## Part 1: Solution Key

Below are the exact answers derived from the text for the activities and lists found on pages 4 and 5.

### 1. Expectations for Group Leader (Page 6 + 7)

Based on the text, the four specific expectations for a group leader are:

1. **Listen** to the group members.
2. **Help** them in tasks.
3. **Share** ideas and objects whenever needed.
4. **Represent** the group.

### 2. Expectations as a Muslim (Page 6 + 7)

Based on the text, the expectations are:

1. To **worship only Allah Almighty**.
2. To **follow the Quran and the Sunnah**.
3. To be **kind and helpful to others**.

### 3. Expectations as a Student (Page 6 + 7)

Based on the text, the expectations are:

1. To **focus on studies**.
2. To **transform into a good human being**.
3. To be a **successful person**.

**4. Personal Reflection Questions** (*These questions require subjective student answers. Teachers should look for answers that align with the themes of responsibility and self-improvement.*)

- **Q:** Does anyone expect something from yourself? (interpreted as: Does anyone expect something *from you*?)
  - *Sample Answer:* My parents expect me to keep my room tidy. My teacher expects me to complete my homework on time.
- **Q:** Do you expect something from you?

- *Sample Answer:* I expect myself to tell the truth and to improve my handwriting.

## Part 2: Comprehensive Unit Plan

### Unit Overview

This unit focuses on the critical life skill of understanding **Expectations**. Students often struggle not because they lack ability, but because they lack clarity on what is required of them. Using the story of Saad and the lists of duties, this unit will teach students that success comes from knowing your role and the specific actions required to fulfill it—whether as a leader, a student, or a person of faith.

### Learning Objectives

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

- **Analyze** the relationship between clear expectations and success using the text's definition.
- **Identify** the four key responsibilities of a group leader .
- **Categorize** responsibilities into different life roles (Faith vs. Academics) .
- **Formulate** personal expectations for their own behavior and future success.

### Lesson 1: The Confusion of Leadership

**Focus:** Page 4 (Saad's Story & Group Leader Expectations) **Time Allocation:** 40 Minutes

#### *1. Introduction: The "Blindfold" Analogy (10 Minutes)*

**Teacher Preparation:** Have a blindfold ready. **Script:**

"Good morning, class. I need a volunteer. I am going to blindfold you and ask you to find the red marker in this room. (*Allow student to struggle for a moment*). It's hard, isn't it? You don't know where to look. You don't have clear instructions. Now, open your books to **Page 4**. We are going to read about a boy named Saad. Look at the text: '**Saad has an important leadership role in his class. He is the Group leader, but he does not know what is expected of him.**'. Saad is like our volunteer—he has the job, but he is 'blindfolded' because he doesn't know the rules."

#### *2. Guided Reading & Text Marking (15 Minutes)*

**Task:** Read the section "Clear Expectations" together. **Discussion Points:**

- **The Definition:** The text says, "It is important for leaders to know what to do. Clear expectations help them to be successful."
  - *Ask:* Why do expectations make us successful?

- *Answer:* Because we don't waste time guessing; we know exactly what steps to take.

### 3. Activity: *The Leader's Checklist (15 Minutes)*

**Context:** The class works together to "help" Saad by creating a checklist based on the text.

**Instructions:**

1. Draw a large clipboard on the board.
2. Ask students to find the list titled "**Expectations for Group Leader**".
3. Have students act out each of the four points as you write them:
  - **Point 1:** "Listen to the group members.". (*Action: Cup hand to ear.*)
  - **Point 2:** "Help them in tasks.". (*Action: Mime lifting a heavy box together.*)
  - **Point 3:** "Share ideas and objects whenever needed.". (*Action: Mime handing a pencil to a neighbor.*)
  - **Point 4:** "Represent the group.". (*Action: Stand tall and speak into a pretend microphone.*)

## Lesson 2: The Two Pillars of Life

**Focus:** Page 5 (As a Muslim & As a Student) **Time Allocation:** 40 Minutes

### 1. Introduction: *The Balancing Act (5 Minutes)*

**Script:**

"Yesterday we helped Saad become a better leader. Today, we are looking at *you*. You are not just one thing. You are a student, but many of you are also Muslims. Turn to **Page 7**. The book divides your life into two very important columns. Let's see if we can balance them."

### 2. Comparative Analysis: *Faith vs. School (20 Minutes)*

**Task:** Create a Venn Diagram on the board. Label one circle "**Faith (Muslim)**" and the other "**School (Student)**". **Step-by-Step Analysis:**

- **Faith Circle:** Read the section "As a Muslim, what is expected of you?".
  - Add keywords to the diagram: *Worship Allah , Quran & Sunnah.*
- **School Circle:** Read the section "As a student, what is expected of you?".
  - Add keywords to the diagram: *Focus on studies , Success.*
- **The Overlap (The "Good Human" Zone):**
  - Look at Point 3 in the Muslim list: "To be kind and helpful to others."
  - Look at Point 2 in the Student list: "To transform into a good human being."
  - *Teacher:* "Class, do you see how these connect? Being kind makes you a good Muslim AND a good human. This goes in the center of our diagram. Your expectations connect!"

### 3. Deep Dive Discussion: "Transformation" (15 Minutes)

**Focus Word:** "Transform".

- **Definition:** Explain that "transform" means to change completely, like a caterpillar turning into a butterfly.
- **Discussion:**
  - "The book says a student is expected 'To transform into a good human being'. This means school isn't just about math and reading. It's about changing who you are inside. How does following rules help us change into better people?"

## Lesson 3: Personal Responsibility Workshop

**Focus:** Page 5 (Reflective Questions) **Time Allocation:** 40 Minutes

### 1. Introduction: The Mirror of Expectations (10 Minutes)

**Script:**

"We have looked at what the group needs. We have looked at what religion and school need. Now, look at the bottom of **Page 7**. It asks two very personal questions: 1. Does anyone expect something from you? 2. Do you expect something from yourself? Today, we are going to write our own 'Personal Constitution'."

### 2. Activity: The Expectation Tree (25 Minutes)

**Materials:** Green construction paper (cut into leaves), markers, a large poster of a tree trunk on the wall. **Instructions:**

1. **Root Expectations (External):** On one side of the leaf, students write one thing someone else expects of them (e.g., "My mom expects me to pray," or "My teacher expects me to listen").
2. **Branch Expectations (Internal):** On the other side of the leaf, students write one thing they expect of *themselves*.
  - *Teacher Prompt:* "Do you expect yourself to be brave? To be creative? To be honest even when no one is looking?"
3. **Assembly:** Have students come up and stick their leaves onto the tree.
4. **Review:** Read a few aloud to show the diversity of personal standards in the class.

### 3. Conclusion & Exit Ticket (5 Minutes)

**Script:**

"We have built a tree of expectations. Remember, just like Saad learned on Page 6, we cannot succeed if we don't know what to do. Now you have the rules for leadership, faith, school, and yourself."

**Exit Ticket Question:**

- "Fill in the blank from our lesson on Page 4: A leader does not just command; a leader \_\_\_\_\_ the group."
  - (Correct Answer: Represents or Listens to or Helps )

## Teacher Resources & Pedagogy Notes

### *Differentiation Strategies*

- **For Visual Learners:** When discussing the "Scattered Numbers" on Page 4 , bring actual numbered cards to class. Drop them on the floor to show chaos. Then, ask a student to organize them in a line to visually demonstrate "Clear Expectations."
- **For Advanced Learners:** Ask them to write a short paragraph explaining how "Following the Quran and Sunnah" can help a student "Focus on studies". (e.g., Discipline in prayer leads to discipline in homework).

### *Vocabulary Bank*

- **Represent:** To act or speak officially for others.
- **Transform:** To change in form, appearance, or structure.
- **Sunnah:** The way of life prescribed as normative for Muslims.
- **Expectation:** A strong belief that something will happen or be the case.

### *Assessment Rubric*

Criteria	Beginning (1)	Developing (2)	Mastering (3)
<b>Understanding Roles</b>	Cannot list duties of a Group Leader.	Lists 1-2 duties of a Group Leader.	Lists all 4 duties (Listen, Help, Share, Represent) .
<b>Categorization</b>	Confuses Student and Muslim duties.	Correctly identifies duties but misses the connection (Kindness/Good Human).	Correctly categorizes all duties and explains how they overlap.
<b>Self-Reflection</b>	Unable to articulate personal expectations.	Identifies external expectations (parents/teachers) only.	Articulates distinct internal expectations for self-growth.

# Unit Plan: Global Goals & Personal Action

**Subject:** Life Skills / Social Emotional Learning (SEL)

**Grade Level:** 4

**Source Material:** *Life Learning*, Book 4

**Topic:** Sustainable Development Goals (SDGs) & Personal Mission Statements

**Duration:** Approx. 3 Class Periods (40–50 minutes each)

## Part 1: Solution Key

### 1. Definition of SDGs (Page 8)

- **What are they?** 17 important goals that world leaders agreed on.
- **Purpose:** To make the world a better place for everyone, protect the planet, and improve people's lives.
- **Examples found in text:** No Poverty, Zero Hunger, Good Health, Quality Education, Clean Water, Gender Equality, Climate Action.

### 2. Personal Mission Statements: Character Analysis (Page 9)

- **Character 1: Sara**
  - **Mission:** To help everyone have enough food and ensure no one goes hungry.
  - **Action Plan:**
    - Learn about why people don't have food.
    - Support farmers to grow more food.
    - Improve food delivery to distant places.
- **Character 2: Ali**
  - **Mission:** To help those who cannot attend school.
  - **Action Plan:**
    - Collect data on why children do not go to school.
    - Organize an awareness campaign about the importance of education.
- **Character 3: Umar**
  - **Mission:** To reduce poverty in his surroundings.
  - **Action Plan:**
    - Raise awareness by talking to friends and family.
    - Collect donations (clothes, toys).
    - Talk to needy people about how to earn money.

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## Part 2: Detailed Lesson Plan

### Unit Overview

In this unit, students move from understanding global responsibility to personal responsibility. They will first learn about the **Sustainable Development Goals (SDGs)** as a "To-Do List for the World." Then, using **Page 9** as a guide, they will analyze how three

children (Sara, Ali, and Umar) turned these big global goals into specific, actionable **Personal Mission Statements**.

## Learning Objectives

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

1. **Explain** what SDGs are and why world leaders agreed on them.
2. **Identify** key global problems like hunger, poverty, and lack of education.
3. **Analyze** the components of a mission statement: The **Goal** (What I want to do) and the **Plan** (How I will do it).
4. **Draft** a basic personal mission statement inspired by the examples in the text.

## Lesson 1: The World's To-Do List

**Focus:** Page 6 (Sustainable Development Goals) **Time Allocation:** 40 Minutes

*1. Hook: The Broken Planet (10 Minutes)*

### Teacher Script:

"Imagine if our classroom was messy, the lights were broken, and some students didn't have lunch. We would need a plan to fix it, right? Well, the Earth has some problems too. Open your books to **Page 6**. Look at the title: '**Sustainable Development Goals**'. This is a very big name for a simple idea. The text tells us these are '**17 important goals that world leaders agreed on**'. Think of it as the 'World's To-Do List' to make the future better."

*2. Guided Reading & Icon Hunt (15 Minutes)*

### Activity: "The Icon Detective" **Instructions:**

1. Read the introductory paragraph on Page 6 aloud.
2. Ask students to underline the three main purposes mentioned in the text:
  - Protect the planet.
  - Improve people's lives.
  - Make sure we all have a better future.
3. **The Hunt:** Direct attention to the colorful wheel/icons on Page 6. Call out a problem, and ask students to find the matching Goal name from the text.
  - *Teacher:* "People are hungry." -> *Student:* "**Zero Hunger**".
  - *Teacher:* "The earth is getting too hot." -> *Student:* "**Climate Action**".
  - *Teacher:* "Some kids can't go to school." -> *Student:* "**Quality Education**".
  - *Teacher:* "People don't have money." -> *Student:* "**No Poverty**".

*3. Critical Thinking: "Why Together?" (15 Minutes)*

### Discussion:

- **Quote Analysis:** The text says, "Each goal is a way to guide countries to work together".
- **Question:** Why do countries need to work *together*? Can one person fix the whole climate?
- **Activity:** Have the whole class try to lift a heavy desk (or imaginary heavy object). Explain that SDGs are heavy tasks that need everyone's hands.

## Lesson 2: From Global to Personal (Case Studies)

**Focus:** Page 7 (Sara, Ali, and Umar) **Time Allocation:** 40 Minutes

### 1. Introduction: Picking Your Battle (5 Minutes)

#### Teacher Script:

"Yesterday we looked at 17 huge goals. You cannot fix all 17 by yourself today. But you can pick one. Turn to **Page 9**. We are going to meet three children—Sara, Ali, and Umar. They each picked **one** goal and made a **Personal Mission Statement**."

### 2. Group Analysis: The Mission Detectives (20 Minutes)

**Task:** Divide the class into three groups. Assign each group one character from Page 7.

- **Group A (Sara):**
  - *Goal:* Which SDG did she pick? (Answer: Zero Hunger) .
  - *Plan:* How will she fix it? (Answer: Support farmers, improve delivery) .
- **Group B (Ali):**
  - *Goal:* Which SDG did he pick? (Answer: Quality Education) .
  - *Plan:* How will he fix it? (Answer: Awareness campaigns, collecting data) .
- **Group C (Umar):**
  - *Goal:* Which SDG did he pick? (Answer: No Poverty) .
  - *Plan:* How will he fix it? (Answer: Collect donations, teach people how to earn) .

**Presentation:** Have one student from each group stand up and say: "My character is [Name]. Their mission is [Goal]. Their plan is [Action]."

### 3. Deep Dive: The "Learn-Plan-Act" Model (15 Minutes)

**Teacher Note:** highlighting the structure on Page 9 is crucial.

- Show students that every character on Page 9 follows a pattern:
  1. **Learn:** (e.g., Sara learns about hunger , Ali learns about education , Umar learns about poverty ) .
  2. **Make a Plan/Raise Awareness:** (e.g., Ali organizes a campaign ) .
  3. **Act/Work with Others:** (e.g., Sara teams up with organizations ) .
- **Takeaway:** A mission statement isn't just a wish; it involves *learning* and *planning*.

---

## Lesson 3: Drafting My Mission

**Focus:** Page 10 + 11 (Application) **Time Allocation:** 40 Minutes

### 1. Brainstorming: The "I Will" Statement (10 Minutes)

#### Script:

"Now it is your turn. You are going to write a mini-mission statement just like Sara, Ali, or Umar. First, pick a problem you care about."

- *Options:* Animals (Life on Land), Clean Water, Kindness (Peace).

### 2. Activity: The Mission Roadmap (25 Minutes)

**Materials:** Paper folded into three sections. **Instructions:**

- **Section 1: My Goal (The Mission)**
  - Students write: *"I want to help..."* (e.g., animals, poor people, sick people).
  - *Reference:* Sara said, *"I want to help everyone have enough food"*.
- **Section 2: Learn**
  - Students write: *"I will learn about..."*
  - *Reference:* Umar read books to understand poverty.
- **Section 3: My Action**
  - Students write: *"I will take action by..."*
  - *Reference:* Ali told friends and family about the importance of education.

### 3. Closing Circle: Sharing Missions (5 Minutes)

- Ask 3-4 students to read their "Section 1" (My Goal) to the class.
- **Teacher Concluding Thought:** "The book says these goals help people and nature thrive. By writing your mission today, you are starting to thrive as a leader."

## Teacher Resources & Pedagogy Notes

### Differentiation Strategies

- **For Struggling Readers:** Focus on the visual icons on **Page 8**. Instead of reading the dense text on Page 9, ask them to draw a picture of themselves doing one kind act (like giving food to someone) and label it "My Mission."
- **For Advanced Learners:** Ask them to connect their personal mission to the **Sustainable Development Goals**. For example, if their mission is to recycle paper, ask them which Goal on Page 6 that fits into (Answer: Climate Action or Life on Land).

### Key Vocabulary

- **Sustainable:** Something that can last for a long time without running out.
- **Development:** Growing or becoming better.
- **Mission Statement:** A sentence that says what your main goal is.
- **Awareness:** Knowing about something (like Ali creating awareness for education).
- **Donations:** Giving things to help others (like Umar collecting clothes).

### Assessment Check

- **Oral Check:** Can the student name one global goal mentioned on Page 9? (e.g., Zero Hunger).
- **Written Check:** Did the student successfully identify the "Action" part of Sara, Ali, or Umar's plan during the group activity?
- **Mission Draft:** Does the student's personal mission include an action (verb), not just a wish? (e.g., "I will *clean* the park" vs. "I like parks").

# Unit Plan: Project Work — Turning Values into Action

**Subject:** Life Skills / Social Emotional Learning (SEL) **Grade Level:** 4 **Source Material:** *Life Learning*, Book 4 **Topic:** Project Work & Personal Mission Statement **Duration:** 3–4 Class Periods (40–50 minutes each)

## Part 1: Solution Key (Model Student Responses)

Use these model answers to guide students or write them on the board as examples of high-quality work.

### 1. Project Selection

- **My Goal:** To reduce plastic waste in my school lunchroom.
- **Reasons Behind the Selection:** I noticed that many students throw away plastic bottles that could be recycled. This hurts our environment and the animals.
- **How will these traits help you?**
  - **Discipline:** I will stand by the recycling bin for 10 minutes every lunch break to help students sort their trash, even when I want to play.
  - **Empathy:** I care about the cleaning staff who have to work harder when we make a mess, so I want to help them.
  - **Optimism:** I believe that if I teach my friends, they will start recycling too, and our school will become cleaner.
  - **Confidence:** I will be brave enough to ask the principal for a new bin and speak to my class about the project.

### 2. Action Plan

- **Step 1:** Ask the principal for permission to set up a "Plastic Only" bin in the cafeteria.
- **Step 2:** Make colorful posters that show which items can be recycled and hang them on the walls.
- **Step 3:** Monitor the bin for one week and count how many bottles we saved from the trash.

### 3. Personal Mission Statement

- **I will be:** A responsible leader who protects the earth.
- **Mission Statement:** "I will work to keep my environment clean and encourage others to care for nature so we can all have a healthy future."

## Part 2: Detailed Lesson Plan

### Module Overview

This unit transforms the students from passive learners into active "Changemakers." They will use the **Project Work** templates (Pages 8–9) to design a real-world service project based on the SDGs. Finally, they will solidify their identity as leaders by writing a **Personal Mission Statement**.

## Day 1: The Goal Setter

**Focus:** Selecting a goal and applying character traits. **Time Allocation:** 40 Minutes

### 1. Introduction: From Dream to Reality (10 Minutes)

- **Teacher Script:** "Class, we have learned about the 'World's To-Do List' (the SDGs). Now, it is time for you to pick *your* item on the list. Open your books to **Page 10**. The title is '**Project Work**'. Today, you are not just students; you are Project Managers."
- **Brainstorming:** Ask students to look back at the icons on Page 6 (SDGs) for inspiration. Ask questions like: "Do you care about hungry people? Stray animals? Dirty streets?"
- **Task:** Have students fill in the "**My Goal**" box on Page 10.

### 2. Guided Activity: The 4 Superpowers (25 Minutes)

- **Concept:** The book asks how **Discipline, Empathy, Optimism, and Confidence** will help achieve this goal. Explain that a goal without these 4 traits is just a wish.
- **Group Discussion:** Divide the class into 4 groups. Assign one trait to each group and ask them to discuss how it helps a project.
  - *Group 1 (Discipline):* Helps us keep working even when we are tired or want to play.
  - *Group 2 (Empathy):* Helps us care enough about others to start the project.
  - *Group 3 (Optimism):* Helps us believe that our project will actually succeed.
  - *Group 4 (Confidence):* Helps us be brave enough to take the first step.
- **Writing Task:** Students fill in the four boxes on **Page 10** and **Page 11** connecting these traits to their specific goal.

### 3. Closure (5 Minutes)

- Ask 2-3 students to share their "Reason Behind Selection".

## Day 2: The Roadmap (Page 11)

**Focus:** Creating an Action Plan (Steps 1, 2, 3). **Time Allocation:** 40 Minutes

### 1. Hook: The Staircase (5 Minutes)

- **Teacher Script:** "Imagine you want to go to the roof of a building. Can you jump there in one giant leap? No. You have to take the stairs. Your goal is the roof. The

**Action Plan on Page 11** is your staircase. We need to break your big goal into 3 small steps."

## 2. Workshop: Writing the Steps (25 Minutes)

- **Direct Instruction:** Explain the concept of logical sequencing.
  - *Bad Plan:* Step 1: Save the world. (Too big).
  - *Good Plan:*
    - **Step 1:** Preparation (Gather materials, learn, ask permission).
    - **Step 2:** Action (Do the work, clean the street, donate the clothes).
    - **Step 3:** Follow-up (Tell others, check if it worked).
- **Activity:** Students draft their 3 steps. The teacher circulates to ensure steps are realistic for a Grade 4 student.

## 3. Peer Review: The "Reality Check" (10 Minutes)

- Students swap books with a partner. The partner checks: "Can they actually do Step 1? Is Step 3 a good ending?"

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## Day 3: My Leadership Pledge (Page 12)

**Focus:** Writing the Personal Mission Statement. **Time Allocation:** 40 Minutes

### 1. Introduction: The Captain's Oath (10 Minutes)

- **Script:** "Turn to **Page 12**. We have planned a project. Now, we need to write our 'Captain's Oath'—your **Personal Mission Statement**. The book says: 'A personal mission statement inspires.' It is a promise to yourself about who you want to be."

### 2. Text Analysis: Analyzing Examples (15 Minutes)

- **Read Aloud:** Read the examples provided on Page 12 .
  - *Example 1:* "I will learn the Holy Quran..." -> Focuses on religious knowledge.
  - *Example 2:* "I will be a leader of helping people..." -> Focuses on character.
  - *Example 3:* "I will work for Pakistan..." -> Focuses on citizenship.
- **Discussion:** Ask students to identify the Action Words in these examples: *Learn, Spread, Help, Work*.

### 3. Writing Workshop: "I Will Be..." (15 Minutes)

- **Task:** Students complete the prompt "**I will be...**" on Page 12.
- **Template:** Suggest this formula to help them: "I will be [Adjective/Noun] who [Action]."
  - *Example:* "I will be a **kind friend** who **always listens**."
  - *Example:* "I will be a **brave student** who **never gives up on math**."

### 4. Final Presentation: The Circle of Leaders (10 Minutes)

- Have the class stand in a circle. Each student steps forward and reads *only* their mission statement. The class responds with: "We believe in you!" after each student speaks.
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## Assessment Checklist

Use this checklist to grade or review the students' work:

1. **Relevance:** Did the student select a positive, helpful goal ?
2. **Connection:** Did they correctly explain how a trait like "Discipline" helps them (e.g., "It helps me stay on schedule") rather than just defining the word?
3. **Logic:** Do the steps on Page 11 follow a logical order (Start -> Middle -> End)?
4. **Clarity:** Is the Mission Statement on Page 10 clear and actionable?

# Unit Plan: The Power of Discipline

**Subject:** Life Skills / Social Emotional Learning (SEL)

**Grade Level:** 4

**Source Material:** *Life Learning*, Book 4

**Topic:** Discipline

**Duration:** Approx. 5 Class Periods (40–50 minutes each)

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## Part 1: Solution Key (Model Answers)

Use these answers to guide class discussions and grade student work.

### A. Behaviours Checklist

- "I can't play video games today because I have a test tomorrow." -> **Yes**
- "I'm going to save my pocket money so I can buy a story book." -> **Yes**
- "I'm going to do homework without being reminded by mom and dad." -> **Yes**
- "I'm going to eat some junk food while dad isn't looking." -> **No**
- "I'm going to be noisy while mom is having an important call." -> **No**
- "I'm going to dress myself up and even tie my shoelaces on my own." -> **Yes**
- "I'm going to fight my classmate for not helping me doing a test class." -> **No**
- "I'm going to play on my phone while I'm eating." -> **No**

### B. Think Ahead! Actions & Consequences (*Model answers*)

- **Action:** You do not eat healthy food. -> **Consequence:** You might get sick, feel tired, or have a stomach ache.
- **Action:** You stay up late playing video games. -> **Consequence:** You will be sleepy in class and might miss the school bus.
- **Action:** You clean your room when your mom asks you to. -> **Consequence:** Your mom will be happy, and you will find your things easily.
- **Action:** You skip class. -> **Consequence:** You will miss important lessons and might get in trouble with the principal.
- **Action:** You copy the answer from someone else. -> **Consequence:** You won't learn the topic and might get caught for cheating.

### C. First Things First: Urgent vs. Important

- **Important & Urgent:** Homework due tomorrow, Tests.
  - **Important & Not Urgent:** Exercise, Family time, Long-term projects.
  - **Not Important:** Excessive TV, Video games, Gossip.
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## Part 2: Detailed Lesson Plan

### Module Overview

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This comprehensive unit covers pages 13 onwards. It moves students from a basic definition of discipline to practical application through time management, prioritization, and understanding consequences. The unit leverages stories (Aamir and Andy the Ant) to illustrate concepts before asking students to self-evaluate.

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## Day 1: Defining Discipline & Its Benefits

**Focus:** Pages 13 (Concept Definition) **Time:** 40 Minutes

### 1. Introduction: The "Chaos vs. Order" Experiment (10 Minutes)

- **Activity:** Ask the class to find a specific page in their book (e.g., page 50) as fast as possible. Then, ask them to find a pencil in their bag.
- **Teacher Script:** "Some of you found it instantly. Some of you had to dig. The difference is organization. Open to **Page 13**. The title is '**Discipline**'. The book asks: 'Do you keep your school bag organized?' and 'Do you stay focused?'. Today, we learn why this matters."

### 2. Concept Building: The Definition (15 Minutes)

- **Read Aloud:** Read the definition on Page 13: "*Being disciplined means having the ability to stay focused on the task at hand, being organized, managing your time effectively...*".
- **Board Work:** Write the keywords on the board: **FOCUS, ORGANIZE, TIME, PRIORITIZE.**
- **Discussion:** Ask students to give one example of "Focus" (e.g., not looking out the window during math).

### 3. Group Brainstorm: The Benefits (15 Minutes)

- **Task:** Assign small groups to discuss the "Benefits of Being Disciplined" list on Page 11 .
  - *Point 1:* We save time.
  - *Point 2:* We get better results.
  - *Point 3:* People appreciate us.
- **Prompt:** "Why do people appreciate disciplined students?" (Answer: Because they are reliable and don't cause problems).

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## Day 2: Case Studies in Success (Story Analysis)

**Focus:** Pages 14–15 (Aamir & Andy the Ant) **Time:** 40 Minutes

### 1. Story 1: Aamir's Routine (20 Minutes)

- **Read Aloud:** Read the story on **Page 14** about Aamir .
- **Analysis:** Ask students to identify Aamir's disciplined habits from the text:

- Wakes up at 5:00 a.m. for Fajr.
- Room is neat; books are stacked.
- Uses a calendar to plan.
- Helps his brother Bilal because he has managed his own time well .
- **Key Takeaway:** "Aamir could help his brother *only* because he finished his own work first. Discipline helps you help others."

## 2. Story 2: Andy the Great! (20 Minutes)

- **Read Aloud:** Read the story on **Page 15** about Andy the Ant .
- **Comparative Analysis:**
  - *Question:* What tool did Andy use? (Answer: A plan written in the sand/Timetable) .
  - *Question:* Did Andy work *all* the time? (Answer: No, the text says he still had time to play because he didn't waste time) .
- **Synthesis:** "Both Aamir and Andy used a tool—a calendar or a timetable. Tomorrow, we will make ours."

## Day 3: The Tools of Discipline (Time Management)

**Focus:** Pages 16 onwards (Timetables & Prioritization) **Time:** 50 Minutes

### 1. The Matrix: First Things First (15 Minutes)

- **Teacher Instruction:** Turn to **Page 22**. Introduce the concept of "Put First Things First".
- **The Grid:** Draw the box from Page 22 on the board. Explain the difference between **Urgent** (Must do now, like a fire alarm or homework due tomorrow) and **Important** (Good for you, like exercise or reading).
- **Activity:** Call out activities and ask students to point to "Urgent" or "Not Important."
  - "Video games?" (Not Important).
  - "Math test tomorrow?" (Urgent/Important).

### 2. Workshop: My Master Schedule (30 Minutes)

- **Task:** Use the blank timetable template on **Page 16** .
- **Step-by-Step Guide:**
  1. **Block Fixed Time:** Have students fill in school hours and sleep time first.
  2. **Block "First Things":** Fill in prayer times (like Aamir) and homework time.
  3. **Block Fun:** Fill in play time.
- **Teacher Script:** "Look at Andy's story again. He adjusted his plans if things changed. Your timetable is a guide, not a prison. But you must try to follow it."

### 3. Exit Ticket (5 Minutes)

- Ask students to write down one "Time Waster" they will stop doing (based on the "Not Important" list on Page 22).

## Day 4: Actions, Consequences & Integrity

**Focus:** Pages 17 onwards (Behaviour Analysis) **Time:** 40 Minutes

### 1. The "Yes/No" Challenge (10 Minutes)

- **Activity:** Rapid-fire round using **Page 17**. Read the statements aloud. Students give a "Thumbs Up" for disciplined behaviour and "Thumbs Down" for undisciplined behavior.
- **Discussion:** Focus on the difficult ones. "Why is eating junk food while dad isn't looking undisciplined?" (Answer: Because discipline is doing the right thing even when no one is watching—Self-Discipline).

### 2. Cause and Effect: The Chain Reaction (20 Minutes)

- **Writing Task:** Students complete the "Think Ahead!" chart on **Page 18**.
- **Deep Dive:** Discuss the cheating example on Page 18 ("You copy the answer...").
  - *Teacher Script:* "The immediate consequence is you get the right answer. But what is the long-term consequence? You don't learn, and you become a person who lies. Discipline protects your character."

### 3. Reflection: "Stop and Think" (10 Minutes)

- **Task:** Students fill out **Page 19** privately.
  - **Prompt:** Ask them to think of a real time they broke a rule. Ensure them this is not for punishment, but for learning. "What could I have done differently?" is the most important question here.
- 

## Day 5: Living the Value (Application)

**Focus:** Pages 17, 19, & 21 (Self-Discipline & Projects) **Time:** 50 Minutes

### 1. Concept Synthesis: Self-Discipline (10 Minutes)

- **Writing:** Students complete the "Self-Discipline" map on **Page 19 + 20**.
- **Definition:** Summarize that self-discipline means *you* control *you*. No one else has to tell you to do your homework.

### 2. Activity Station: Classroom Jobs (20 Minutes)

- **Reference:** **Page 21** "Classroom Jobs".
- **Action:** Assign roles for the week (Line Leader, Board Cleaner, Lights Monitor). Explain that doing these jobs without being asked is the highest form of discipline.
- **Extension:** Briefly discuss the "Outdoor Activities" mentioned on Page 21 (Relay races) as a way to practice following rules in a team.

### 3. The Score Board: Self-Evaluation (15 Minutes)

- **Assessment:** Students take the "Self-Evaluation" quiz on **Page 22** .
- **Scoring:**
  - Always = 2 marks
  - Sometimes = 1 mark
  - Never = 0 marks
- **Closing Circle:** Ask students to total their marks.
  - *Teacher Script:* "If you scored high, congratulations! If you scored low, that is okay. It just means you have room to grow. Use the timetable we made on Day 3 to improve your score for next time."

#### **4. Homework Assignment**

- **Reference:** Page 21 "Collect Stories".
- **Task:** "Research a soldier who won the Nishan-e-Haider. Write 3 sentences about how they showed discipline in their life."

# Unit Plan: The Power of Empathy

**Subject:** Life Skills / Social Emotional Learning (SEL)

**Grade Level:** 4

**Source Material:** *Life Learning*, Book 4

**Topic:** Empathy

**Duration:** 2 Weeks (8 Lessons, approx. 45–60 minutes each)

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## Part 1: Solution Key

This section provides model answers and expected student responses for all activities and questions found within the specified pages. Teachers should use these to guide discussions and assess understanding.

### A. Concept Check: What is Empathy?

- **Question:** What does empathy mean to you?
- **Model Answer:** Empathy means understanding how someone else feels by imagining yourself in their shoes. It is not just feeling sorry for them (sympathy), but feeling *with* them.
- **Question:** Why is it important?
- **Model Answer:** It helps us build friends, resolve fights without anger, and makes us kind human beings.

### B. Story Analysis: A Lesson in Understanding

- **Why was Ali sad?** Ali was sad because his family was in another city during Ramadan, and he missed them.
- **How did Adnan show empathy?** Adnan remembered a time he felt sad (when his grandmother couldn't visit), so he understood Ali's pain. He didn't just say "sorry"; he invited Ali to Iftar to make him feel like family.
- **Lesson from Islam (Page 24):** The texts emphasize that believers are like brothers. Being kind, merciful, and making peace are duties. We should not be happy at a brother's misfortune.

### C. Using Empathy: Scenarios

- **Scenario 1: Kamal (Called a bad name)**
  - **Feeling:** Hurt, embarrassed, angry, sad.
  - **Response:** "I am sorry they said that, Kamal. It is not true. You are a great friend. Do you want to play with me?"
- **Scenario 2: Javaid (Forgot to study)**
  - **Feeling:** Panicked, scared, regretful, anxious.

- **Response:** "Don't worry, Javaid. Take a deep breath. Maybe we can quickly review the main points together right now."
- **Scenario 3: Farhan (Giving a speech)**
  - **Feeling:** Nervous, shy, "butterflies in stomach," afraid of making a mistake.
  - **Response:** "You have practiced hard, Farhan. You will be great! Just look at me if you get nervous, and I will give you a thumbs up."

## D. Practicing Empathy at Home

- **Situation 1:** Brother asleep while studying in a cold room.
  - **Action:** I would quietly put a blanket on him and turn off the bright light or close the window.
- **Situation 2:** Mother cleaning after you arrive from school.
  - **Action:** I would put my bag away immediately and ask, "Mom, let me help you with the dusting/sweeping" instead of just sitting down.
- **Situation 3:** Brother returned from walking, looking tired/thirsty.
  - **Action:** I would run to the kitchen and bring him a glass of cold water before he even asks.
- **Situation 4:** Father loves sharbat on days off.
  - **Action:** I would surprise him by making the sharbat and serving it to him while he relaxes.

## E. Emphatic Quotes

- **"We have two ears and one mouth..."**
  - **Agreement:** Agree.
  - **Justification:** Listening is more important than talking because listening helps us understand others, while talking only tells others what we already know.
- **"We judge what we don't understand."**
  - **Agreement:** Agree.
  - **Justification:** When we don't know someone's story, we make wrong guesses. Empathy stops us from judging.

## F. What Would You Do?

- **Case 1: Sahir (Friends laughing at him)**
  - **Feeling:** Humiliated, lonely, "not good enough."
  - **Action:** I would not laugh. I would go to Sahir and say, "It's okay, everyone learns at different speeds. Let me help you try again."
- **Case 2: Kinza (Rank dropped)**
  - **Feeling:** Disappointed, like a failure, jealous of the new topper.
  - **Action:** "You are still very smart, Kinza. Top 2 is an amazing achievement! You worked hard, and that matters most."
- **Case 3: Sidra (Pushed down)**
  - **Feeling:** Physical pain, shock, anger.
  - **Action:** I would help her stand up, check if she is hurt, and take her to the teacher or nurse. I would tell the person who pushed her to be careful.

## G. Wonders / Transition to Optimism

- *Note: Page 31 introduces positive thinking stories.*
  - **Saad (New School):** Being optimistic (smiling) helped him make friends.
  - **Saad (Rainy Picnic):** Optimism helped him adapt and have fun indoors.
  - **Nida (Bike):** Optimism helped her keep trying until she learned.
  - **Noor (Talent Show):** Optimism gave her the confidence to perform.
- 

## Part 2: Comprehensive Lesson Plans

### Module Overview

This module moves beyond simple "kindness" to teach the cognitive and emotional skill of **Empathy**. It breaks down the process into three stages: **Noticing** (identifying feelings), **Understanding** (Perspective Taking), and **Acting** (Compassionate Response). The unit concludes with a transition into Optimism (Page 31), showing how positive traits connect.

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### Lesson 1: The Science of Feelings

**Focus:** Page 24 (Definition & Benefits)

**Time:** 50 Minutes

*1. Introduction: The "Alien" Visitor (10 Minutes)*

#### Teacher Script:

"Class, imagine an alien just landed in our school. This alien has no feelings. It doesn't know what 'sad' or 'happy' means. If it saw someone crying, it might think their eyes are leaking!

Today, looking at **Page 24**, we are going to learn a superpower called **Empathy**. The book defines it as 'the ability to understand and share the feelings of another person.'

Without empathy, we are like that alien—we see people, but we don't understand them."

*2. Text Analysis: The Benefits Breakdown (20 Minutes)*

#### Activity: "Benefit Mapping"

Have students look at the list on Page 24. Create a mind map on the board.

- **Improved Relationships:** Ask, "Why does empathy make friendship stronger?" (Ans: Because friends trust you with their secrets).
  - **Conflict Resolution:** Ask, "If two people are fighting over a toy, how does empathy stop the fight?" (Ans: You realize the other person wants to play just as much as you do).
  - **Promotes Kindness:** "Empathy is the fuel for kindness. You can't be truly kind if you don't know what the person needs."
-

- **Personal Growth:** Explain that understanding others makes *your* brain bigger and smarter (Emotional Intelligence).

### *3. Empathy Lab: The Mirror Game (15 Minutes)*

#### **Instruction:**

Pair students up. Student A must make a face (sad, excited, nervous). Student B must mirror the face and then guess the feeling.

**Discussion:** "When you copied their sad face, did you start to feel a little bit sad yourself? That is empathy working in your body."

### *4. Closure (5 Minutes)*

**Exit Ticket:** Write the definition of empathy in your own words.

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## **Lesson 2: Faith, Culture, and Community**

**Focus:** Pages 25–26 (Ali & Adnan Story)

**Time:** 50 Minutes

### *1. Story Time: "A Lesson in Understanding" (20 Minutes)*

**Context:** This story is set during Ramadan, a time of heightened spiritual awareness and community.

**Read Aloud:** Read the story on Pages 25-26.

#### **Teacher Guided Questions:**

- "Adnan noticed Ali was sad. What if Adnan was busy playing on his phone? Would he have noticed?" (Teaches: Empathy requires **Attention**).
- "Ali missed his family. How did Adnan fix this?" (He didn't just say 'don't be sad'. He provided a solution: a substitute family dinner).

### *2. Theology Connection: Lessons from Islam (15 Minutes)*

**Focus:** Page 26 citations.

#### **Teacher Script:**

"The book gives us beautiful verses. The Quran says believers are 'brothers' (49:10).

Imagine your actual brother is hurt. You feel it, right? Islam asks us to feel that same connection with everyone.

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The Hadith says, 'Do not express pleasure at the misfortune of a brother.' This is the opposite of empathy. If someone falls, and you laugh, you are breaking this rule."

### 3. Activity: *The Open Chair (15 Minutes)*

**Task:** Place an empty chair in the front.

**Prompt:** "Imagine a new student is sitting here. They don't speak our language and they miss their home. Based on the story of Adnan, what are three things we can do to make them feel like family?"

**Student Ideas:** Share lunch, learn a word in their language, smile at them.

---

## Lesson 3: The Empathy Detective

**Focus:** Page 27 (Using Empathy Scenarios)

**Time:** 60 Minutes

### 1. Introduction: *Decoding Clues (10 Minutes)*

#### Teacher Script:

"To be empathetic, you have to be a detective. You have to look for clues. Turn to **Page 27**. We have three mysteries to solve: Kamal, Javaid, and Farhan. We need to find out:

1. How do they feel?
2. What do they need?"

### 2. Group Work: *The Case Files (30 Minutes)*

**Instructions:** Divide the class into three groups. Assign one "Case" (Scenario) to each group.

- **Group Kamal (Name Calling):**
  - *Discussion:* Why do bad names hurt? Is it just the word, or the feeling of being rejected?
  - *Role Play:* One student acts as Kamal looking sad. Others practice coming up and saying comforting words.
- **Group Javaid (Forgot to Study):**
  - *Discussion:* Have you ever forgotten homework? How did your stomach feel? (Fear/Panic).
  - *Role Play:* Students practice being a calm friend who offers solutions, not judgment.
- **Group Farhan (Public Speaking):**
  - *Discussion:* Public speaking is the #1 fear for many. Empathy here means giving courage.
  - *Role Play:* Students practice being a supportive audience (smiling, nodding) vs. a bad audience (talking, laughing).

### 3. Synthesis: The "If-Then" Rule (15 Minutes)

**Writing Task:** On the board, write:

- "IF someone is sad, THEN I will listen."
- "IF someone is scared, THEN I will encourage."
- "IF someone is hurt, THEN I will help."

Students copy this into their notebooks as their "Empathy Code."

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## Lesson 4: Empathy Within Walls (Home)

**Focus:** Page 28 (Practicing Empathy)

**Time:** 45 Minutes

### 1. Hook: The Invisible Heroes (10 Minutes)

#### Teacher Script:

"We often practice empathy with friends, but forget the people we live with! We think our moms and dads are robots who never get tired.

Look at **Page 28**. It asks us to look at our family with new eyes."

### 2. Scenario Deep Dive (25 Minutes)

**Activity:** "Freeze Frame"

- **Scenario 1 (Brother Asleep):** Ask a student to pretend to sleep at a desk. Ask the class: "Shhh! What should we do?" (Whisper, cover with blanket). *Why?* Because we know studying is tiring.
- **Scenario 2 (Mother Cleaning):**
  - *Teacher Prompt:* "Your mom is cleaning. You just got home. You are tired too. Empathy is a battle here. Your tiredness vs. Her tiredness. Who wins?"
  - *Teaching Point:* A leader (from Unit 1) pushes past their own tiredness to help.
- **Scenario 3 (Father's Sharbat):**
  - *Discussion:* Empathy isn't just for sad things! It's also for happy things. Knowing what makes someone happy (like Sharbat) and doing it is 'Proactive Empathy'.

### 3. Homework Assignment (10 Minutes)

**Task:** "The Secret Agent of Kindness."

Students must do one empathetic deed at home tonight (based on the scenarios) *without being asked*. They must report back tomorrow on how their family member reacted.

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## Lesson 5: The Art of Listening

**Focus:** Page 29 (Quotes & Listening)

**Time:** 50 Minutes

### *1. Quote Analysis (20 Minutes)*

**Focus:** "We have two ears and one mouth..."

**Visual Aid:** Draw a funny face on the board with huge ears and a tiny mouth.

#### **Discussion:**

- "Why did nature design us this way?"
- "What happens if you use your mouth more than your ears?" (You miss information, you hurt feelings, you interrupt).
- **Task:** Students write a 2-sentence explanation of the Turkish Proverb: "If speaking is silver, then listening is gold." (Meaning: Silence and attention are more valuable than noise).

### *2. Activity: The "Just Listen" Challenge (20 Minutes)*

#### **Game:**

1. Students pair up.
2. Student A speaks for 60 seconds about "My favourite weekend."
3. Student B **cannot speak**. No questions, no "me too," no interrupting. They can only nod and look at the eyes.
4. After 60 seconds, Student B must summarize what A said.

**Debrief:** "Was it hard to stay quiet? How did it feel to be fully listened to?"

### *3. Quote Debate (10 Minutes)*

**Focus:** "We judge what we don't understand."

**Class Vote:** Raise your hand if you agree. Ask for one example. (e.g., "We think someone is mean, but maybe they are just shy.")

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## Lesson 6: The Empathy Gym (Activities)

**Focus:** Page 30 (Role Playing & Creativity)

**Time:** 60 Minutes

### 1. Setup: Rotation Stations (5 Minutes)

Set up 3 stations in the room based on **Page 30**.

### 2. Station Work (45 Minutes - 15 mins per station)

- **Station A: Kindness Cards (Art Integration)**
  - *Materials:* Paper, markers.
  - *Task:* Create a card that says "You are Awesome" (as shown in the book). Inside, write a specific compliment. (e.g., "You are awesome because you always share your lunch").
- **Station B: Empathy Charades (Drama)**
  - *Materials:* Slips of paper with emotions (Lonely, Excited, Frustrated, Proud).
  - *Task:* One student acts out the feeling using *only* body language. The group must guess. Then, they must say one thing they would do for a person feeling that way.
- **Station C: Story Sharing (Verbal Skills)**
  - *Task:* Sit in a circle. Pass a "Talking Stick." Share a time someone was kind to you when you were sad.

### 3. Wrap Up: The Gallery Walk (10 Minutes)

Students walk around and view the Kindness Cards created by their peers.

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## Lesson 7: Advanced Empathy (Complex Problems)

**Focus:** Page 31 (What Would You Do?)

**Time:** 50 Minutes

### 1. Introduction: The Hard Stuff (5 Minutes)

#### Teacher Script:

"Sometimes showing empathy is hard. It takes courage. Look at **Page 31**. These children (Sahir, Kinza, Sidra) are facing tough situations: bullying, failure, and injury."

### 2. Case Study Deep Dive (30 Minutes)

**Format:** "Think-Pair-Share."

- **Case Sahir (Bullying/Exclusion):**
  - *Critical Question:* "The text says friends laugh at him. Are they real friends?"
  - *Empathy Action:* "Standing up to friends is scary. How can you help Sahir without getting laughed at too?" (Strategy: Take Sahir away from the group to play a different game).
- **Case Kinza (Academic Disappointment):**
  - *Critical Question:* "Kinza is Top 2. That is great! Why is she sad?"

- *Insight:* Empathy means understanding *her* standard, not yours. To her, it feels like a loss. Validation is key ("I know you wanted 1st, and it hurts").
- **Case Sidra (Physical Injury):**
  - *Action:* Immediate physical help. Empathy is not just feelings; it is action (Helping her up).

### 3. Journaling (15 Minutes)

**Prompt:** Choose one character (Sahir, Kinza, or Sidra). Write a letter to them.

- "Dear Kinza, I know you are sad about..."
- 

## Lesson 8: Self-Evaluation & The Bridge to Optimism

**Focus:** Page 32 (Self-Eval) & Page 33 (Transition)

**Time:** 50 Minutes

### 1. The Empathy Audit (20 Minutes)

**Activity:** "The Honest Scoreboard".

#### Instructions:

- Students fill out the checklist on Page 32 independently.
- **Teacher Note:** Emphasize that "Never" answers are okay. They are just areas to grow.
- **Scoring:** Have students calculate their marks.
- **Reflection:** Ask students to circle *one* item where they scored "Sometimes" or "Never" and write a goal to turn it into "Always" next week.

### 2. Transition: From Empathy to Optimism (25 Minutes)

**Focus:** Page 31 ("Wonders!").

#### Teacher Script:

"We have learned how to feel for others (Empathy). Now, look at **Page 33**. We meet Saad, Nida, and Noor.

Notice something? Saad was nervous, but he *smiled*. Nida fell off her bike, but she *kept trying*.

This is the next step in being a leader. Once you are kind to others (Empathy), you must be kind to yourself and hopeful about the future. This is called **Optimism**.

Look at the story of Saad on Page 33: 'Saad realized that being optimistic helped him make new friends.'

Do you see the link? Empathy helps you keep friends; Optimism helps you make them."

### 3. Final Unit Closure (5 Minutes)

**Ceremony:** "The Empathy Pledge."

Class recites together: "I have two ears and one mouth. I will listen. I will feel. I will help."

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## Part 3: Teacher Resources & Pedagogy

### A. Differentiation Strategies

- **For Struggling Readers:**
  - Use the images given in the book to decode the story before reading. Ask: "Look at the boy's face. Is he happy or sad? Why?"
  - For the "Case Studies", allow them to draw the solution (e.g., drawing themselves helping Sidra up) instead of writing.
- **For Advanced Learners:**
  - **Challenge Task:** Ask them to research a news story about a natural disaster and write a paragraph on how they can show empathy to people they have never met (Global Empathy).
  - **Islamic Integration:** Ask them to find one more Hadith about brotherhood or kindness to neighbors to share with the class.

### B. Key Vocabulary List

- **Empathy:** Feeling what others feel.
- **Sympathy:** Feeling sorry for someone (different from empathy).
- **Perspective:** Seeing things from another person's point of view.
- **Conflict Resolution:** Solving a fight peacefully.
- **Compassion:** The desire to help someone who is suffering.
- **Iftar:** The meal to break fast in Ramadan.

### C. Assessment Rubric (For Journaling & Role Play)

Criteria	3 Marks (Excellent)	2 Marks (Good)	1 Mark (Needs Improvement)
Identification	Clearly identifies the specific emotion (e.g., "anxious" not just "bad").	Identifies general emotion (e.g., "sad").	Cannot identify how the character feels.

Criteria	3 Marks (Excellent)	2 Marks (Good)	1 Mark (Needs Improvement)
Response	Offers a helpful, specific solution (e.g., "I will help you study").	Offers general comfort (e.g., "Don't cry").	Offers no solution or a negative response.
Connection	Connects to personal experience ("I felt this way when...").	Connects vaguely.	No personal connection made.

### D. Teacher Background Note: The "Empathy Gap"

- **Concept:** Children often struggle to have empathy for people who are different from them or when they are frustrated themselves (like the "Mother Cleaning" scenario on Page 26).
- **Strategy:** When teaching Page 26, emphasize that empathy is hardest when *we* are tired or hungry. That is when it counts the most. Use the term "Self-Regulation" – calming yourself down so you can care for others.

By following this extensive plan, you ensure that the concept of Empathy is not just read about, but experienced, analyzed, and practiced, creating a lasting impact on the students' character. The inclusion of Page 31 serves as a perfect narrative bridge to the next module, ensuring a seamless flow in the curriculum.

# Unit Plan: The Lens of Optimism

**Subject:** Life Skills / Social Emotional Learning (SEL) **Grade Level:** 4 **Source Material:** *Life Learning*, Book 4 (Pages 32–42) **Topic:** Optimism **Duration:** 2 Weeks (6 Lessons, approx. 50–60 minutes each)

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## Part 1: Solution Key

This section provides model answers for every question, activity, and reflection prompt found in the text. Teachers should use these to guide class discussions and assess student understanding.

### A. Concept Check: What is Optimism?

- **Definition:** Optimism is the attitude of expecting the best possible outcome. It is saying "I will make it happen" and "I know it will be great" .
- The 5 Benefits :
  1. **Happiness:** Positive thinking creates a happier life.
  2. **Social Connection:** Cheerful people attract friends.
  3. **Health:** A positive mindset makes you physically stronger.
  4. **Performance:** Believing in yourself helps you do better in school and sports.
  5. **Resilience:** Optimism helps you survive tough times.

### B. Quote Analysis

- **Quote 1:** "We can complain because rose bushes have thorns or rejoice that thorn bushes have roses."
  - **Condensed Meaning:** *Perspective Matters* or *Choose Gratitude*.
  - **Effect of Complaining:** Complaining makes us focus on the bad (thorns), which makes us unhappy and blind to the beauty (roses).
- **Quote 2:** "Optimism is a muscle that gets stronger with use."
  - **Testing the Statement:** Just like lifting weights builds arm muscles, practicing finding one good thing in a bad situation builds "hope muscles." If I practice today, it will be easier tomorrow.
- **Quote 3:** "Optimism is a strategy for making a better future...".
  - **Optimism & Responsibility:** Yes, I agree. If you don't believe you *can* fix a problem, you won't even try. Optimism gives you the energy to take responsibility.
- **Quote 4:** "Nothing can be done without hope and confidence."
  - **Achievement:** No, it is impossible to achieve big things without belief. If you think you will fail, you will stop trying.
  - **Meaning of Confidence:** Here, it means trusting that your hard work will pay off .

### C. Think and Learn!

- **Pessimism vs. Optimism:** Pessimism means expecting the worst (seeing the glass half empty). Optimism means expecting the best (seeing the glass half full) .
- **Effect on Others:** If we are pessimistic, we drain the energy of people around us and make them feel discouraged.
- **Helping a Friend:** If a friend speaks negatively ("I will fail"), I can say: "You have studied hard. I believe in you. Let's look at what you *do* know".
- **Blame Game:** When we blame others, we lose the power to fix the mistake ourselves.
- **Self-Talk Examples:** "I can do this," "Mistakes help me learn," "Tomorrow is a new start".

#### D. Story Analysis: Stay Positive

- **The Problem:** Ali kicked his football into a prickly bush and couldn't reach it .
- **The Pessimistic Reaction:** Ali felt frustrated, glum, and ready to give up .
- **The Solution:** Uncle Hassan encouraged positive thinking. He found a long stick to push the ball out .
- **The Lesson:** A positive attitude helps you look for solutions (the stick) instead of staring at the problem (the thorns) .

#### E. Story Analysis: Be Optimistic

- **The Accident:** Aisha broke her favorite pitcher at the well.
- **The Advice:** Fatima told her, "Everything happens for a reason" and "perhaps there is something better waiting for you" .
- **The Outcome:** A merchant saw the accident and gave Aisha a new, stronger pitcher made of sturdy clay .
- **Religious Connection:** "Don't be sad. Allah is with us" (9:40) and trusting in Allah's plan .

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## Part 2: Comprehensive Lesson Plans

### Module Overview

This module transforms the abstract concept of **Optimism** into a practical life skill. Students will move from definition to application using a variety of modalities: critical thinking (quote analysis), creativity (art/crafts), narrative analysis (stories), and self-reflection (oath/scorecard). The goal is to shift their "explanatory style" from negative to positive.

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### Lesson 1: The Lens of Life

**Focus:** Page 34 (Definition & Benefits) **Time:** 50 Minutes

*1. Hook: The "Glasses" Experiment (10 Minutes)*

**Materials:** Two pairs of sunglasses. Smear one with a little petroleum jelly or chalk dust (cloudy). Leave the other clean. **Teacher Script:**

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"I need two volunteers. (*Hand out glasses*). Volunteer A, describe the classroom. (*They will say it's blurry, dirty, dark*). Volunteer B, describe the classroom. (*They will say it's bright, clear*). Class, the room didn't change. Only the *lenses* changed. Today, on **Page 34**, we are learning about **Optimism**. Optimism is like wearing the clean glasses. It doesn't mean ignoring problems, but it means seeing them clearly and believing you can fix them."

### 2. Core Concept: Defining the Term (15 Minutes)

#### Text Analysis:

- Read the definition on Page 34: "*I will make it happen. I know it will be great.*" .
- **Teacher Explanation:** "Notice the book doesn't say 'I hope it happens.' It says 'I will make it happen.' Optimism is active, not passive."
- **Concept Board:** Write **OPTIMISM** in the center. Ask students for synonyms (Hope, Positivity, Confidence, Cheerful).

### 3. Deep Dive: The 5 Pillars of Benefit (20 Minutes)

**Activity:** "The Benefit Body" Draw a stick figure on the board. Ask students to map the benefits from Page 34 to the body parts:

- **Head:** *Enhances Performance* (Brain/School).
- **Mouth:** *Helps you make Friends* (Smiling/Talking).
- **Heart:** *Helps you feel Happy*.
- **Arms:** *Makes you Stronger* (Perseverance).
- **Whole Body:** *Keeps you Healthy*.

### 4. Closure (5 Minutes)

**Exit Ticket:** "Write one sentence about a time you were optimistic. Did it help?"

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## Lesson 2: The Mental Gym

**Focus:** Page 34 (Quotes & Critical Thinking) **Time:** 60 Minutes

### 1. Introduction: The Rose Bush Debate (15 Minutes)

**Focus:** Quote 1 on Page 35. **Visual:** Show a picture of a rose bush. **Teacher Script:**

"Look at this picture. Some people only see the thorns. They say, 'Ouch, why is this plant so sharp?' Others see the roses. They say, 'Wow, look at these beautiful flowers!' The book asks: '*How does complaining affect your mindset?*'. If you focus on the thorns, you never pick the flower. Complaining freezes you. Optimism moves you forward."

### 2. Critical Thinking Lab: The Muscle Metaphor (20 Minutes)

**Focus:** Quote 2 ("Optimism is a muscle..."). **Activity:** "The Negative-Positive Flip."

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- Explain that we have to *exercise* our optimism.
- Read the question on Page 33: "Write out some negative thoughts... and replace them with positive thoughts."
- **Board Exercise:**
  - *Negative:* "Math is too hard. I will fail." -> *Flip:* "Math is a challenge. I will practice and improve."
  - *Negative:* "It's raining. I can't play." -> *Flip:* "It's raining. I can read my favorite book inside."

### 3. Discussion Circle: The Blame Game (20 Minutes)

**Focus:** Page 35 Questions.

**Prompt:** "What happens when we blame someone else for our mistakes?". **Discussion:**

- Teacher: "If I drop my ice cream and say 'The wind did it!', do I learn to hold it tighter next time? No. Optimists take responsibility because they believe they can do better next time."
- **Pair Share:** Ask students to discuss the question: "Who is one optimistic person that helps you feel positive?".
- Invite them to go through page 36.

## Lesson 3: The Toolkit of Joy

**Focus:** Page 36 & 37 (Activities & Crafts) **Time:** 60 Minutes (Art-focused session)

### 1. Introduction: Tangible Optimism (5 Minutes)

#### Teacher Script:

"Optimism is a feeling, but sometimes we need objects to remind us to feel it. Today, we are going to build our 'Optimism Toolkit' using the ideas on Pages 37 and 38."

### 2. Station 1: The Positive Thought Jar (25 Minutes)

**Materials:** Clean empty jars (or cups), colored paper strips, markers. **Instructions:**

1. Students decorate their jar with stickers or drawings.
2. **Writing Task:** On the strips, write "Affirmations" (short power sentences).
  - *Examples from text:* "I can do it!", "Today will be a great day!".
  - *Teacher additions:* "I am loved," "I am a problem solver."
3. **Usage Rule:** "Every morning before school, pull one paper out. That is your thought for the day."

### 3. Station 2: The Gratitude Wall (20 Minutes)

**Reference:** Page 36 . **Materials:** Sticky notes, a large poster on the classroom wall titled "WE ARE GRATEFUL". **Activity:**

- Teacher explains that Gratitude is the fuel for Optimism. You can't be angry and grateful at the same time.
- Students write 3 things they are grateful for (e.g., Family, Friends, Pets) on sticky notes.
- Students stick them on the wall to create a "Mosaic of Thanks."

#### 4. Extension: Optimism Bracelets (10 Minutes)

**Reference:** Page 37 . **Activity:** If time/materials permit, students bead a simple bracelet using colors that make them happy. Explain that when they look at the bracelet, it is a reminder to "Check their Lenses" (Go back to the Lesson 1 Hook).

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## Lesson 4: The Problem Solver

**Focus:** Pages 39–40 (Ali's Story - "Stay Positive") **Time:** 50 Minutes

### 1. Storytelling: The Stuck Ball (15 Minutes)

**Read Aloud:** Read the story on Page 37-38. **Stop & Predict:**

- *Stop after:* "...Ali started to feel frustrated."
- *Ask:* "What would a pessimist do now?" (Go home, cry, leave the ball).
- *Ask:* "What would an optimist do?" (Look for a stick, ask for help, climb).

### 2. Character Analysis: Uncle Hassan (15 Minutes)

**Focus:** Uncle Hassan's role.

- **Quote Analysis:** Uncle Hassan says, "*There's always a way.*"
- **Discussion:** This is the motto of an optimist. Optimism isn't magic; it's resourceful.
- **The Action:** They used a stick to push the ball.
- **Key Takeaway:** A positive attitude solves problems. A negative attitude creates panic.

### 3. Role Play: "What If You Were There?" (20 Minutes)

**Activity:** Divide class into groups.

- **Scenario:** You are at the park. Your kite gets stuck in a tree.
  - **Task:** Create a short skit showing two versions:
    - **Version A (Pessimism):** Crying, blaming the wind, going home sad.
    - **Version B (Optimism):** Laughing, finding a tall parent to help, or deciding to make a new kite.
- 

## Lesson 5: Finding the Blessing

**Focus:** Pages 41–42 (Aisha's Story - "Be Optimistic") **Time:** 50 Minutes

*1. Introduction: The Broken Pitcher (10 Minutes)*

**Teacher Script:**

"Sometimes, bad things happen that we cannot fix with a stick (like Ali's ball). Sometimes, things break forever. Can we still be optimistic? Let's read Aisha's story on **Page 39**."

*2. Story Mapping: Tragedy to Triumph (20 Minutes)*

**Activity:** "Sequence Chain" Students draw a chain of events in their notebooks:

1. **Event:** Aisha breaks her favorite pitcher.
2. **Emotion:** She feels sad and disappointed.
3. **Advice:** Fatima says, "Everything happens for a reason".
4. **Resolution:** A merchant gives her a *better*, stronger pitcher . **Discussion:** "If Aisha had stayed home crying and refused to talk to anyone, would she have met the merchant? No. Her optimism (trusting Fatima) kept her open to the blessing."

*3. Theology & Ethics: Trusting the Plan (20 Minutes)*

**Focus:** Page 40 "Lessons from Islam". **Teacher Note:** Handle this with cultural sensitivity appropriate to the school context.

- **Verse Analysis:** "Indeed, no one despairs of relief from Allah except the disbelieving people."
- **Concept:** *Tawakkul* (Trust). Explain that optimism in faith means trusting that even bad days are part of a good plan.
- **Reflection:** Ask students to write about a time something went wrong, but it turned out okay later (e.g., Missing a bus but meeting a friend).

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## Lesson 6: The Optimist's Graduation

**Focus:** Pages 43–44 (Oath & Self-Evaluation) **Time:** 50 Minutes

*1. The Ceremony: Oath of Optimism (15 Minutes)*

**Reference:** Page 41 . **Activity:** "Choral Reading."

- Stand up. Have students place a hand on their heart.
- Read the poem together line by line.
- **Highlight Lines:**
  - "I'll smile and cheer, no matter what I face".
  - "If things don't go as planned, I won't be sad, I'll learn and grow".
- **Teacher:** "This is your contract with yourself. You are promising not to let bad days defeat you."

## 2. The Score Board: Self-Audit (25 Minutes)

**Reference:** Page 44 . **Activity:** Independent Assessment.

- Students fill out the checklist.
- **Teacher Guidance:** "Be honest. If you mark 'Sometimes' or 'Never', that is okay. It just tells you where to practice."
- **Reviewing Categories:**
  - *Facing Challenges:* Do I give up?.
  - *Being Happy for Others:* Are you jealous or happy when friends win?.
  - *Gratitude:* Do I say thank you?.

## 3. Final Reflection & Goal Setting (10 Minutes)

**Task:** Based on the Score Board, ask students to pick **one** area to improve.

- *Example:* "I scored low on 'Looking Forward'. My goal is to wake up tomorrow and say 'It will be a good day'."

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# Part 3: Teacher's Toolkit & Resources

## A. Differentiation Strategies

- **For Visual Learners:**
  - Use the "Glasses" metaphor (Lesson 1) frequently. When a student is being negative, just tap your own glasses to remind them to "switch lenses."
  - Focus on the *Optimistic Artwork* activity. Let them draw their optimism if they cannot write it well.
- **For Storytellers/Verbal Learners:**
  - Have them retell Ali or Aisha's story from the perspective of the *object* (The Football or The Pitcher).
  - *Prompt:* "I am the football. I was stuck in a bush. I was scared Ali would leave me, but then..."
- **For Logical/Analytical Learners:**
  - Focus on the "Score Board" . Have them graph their results or create a "Plan of Action" to increase their score by 5 points next month.

## B. Key Vocabulary List

- **Optimism:** Expecting the best outcome.
- **Pessimism:** Expecting the worst outcome.
- **Persevere:** To keep trying even when it is hard.
- **Strategy:** A plan of action.
- **Gratitude:** Being thankful.
- **Dislodge:** To remove something that is stuck.

## C. Psychological Background for Teachers

- **Learned Optimism:** Psychologist Martin Seligman teaches that optimism is a skill, not just a trait. It's about how we explain setbacks to ourselves.
  - *Pessimist:* "I failed because I'm stupid" (Permanent, Personal).
  - *Optimist:* "I failed because I didn't study this chapter" (Temporary, Specific).
  - *Lesson Connection:* Use this concept when discussing the quote ("Optimism is a muscle"). Teach students to view failures as temporary.

## D. Home-School Connection

### Email Draft to Parents:

"Dear Parents, We are learning about **Optimism**. We discussed that optimism isn't just 'being happy,' but a strategy for solving problems. **Home Activity:** Ask your child to show you their 'Positive Thought Jar' or 'Gratitude Sticky Notes.' **Discussion Starter:** At dinner, ask: 'What is one 'rose' (good thing) and one 'thorn' (challenge) you had today? How can we fix the thorn?'"

## E. Extension: The "Wonders" of Optimism

- *Note:* Although Page 31 was in the previous unit, it serves as the intro to this section. Remind students of **Saad, Nida, and Noor** mentioned in the book.
- **Saad:** Turned a rainy picnic into an indoor party (Adaptability).
- **Nida:** Fell off the bike but kept trying (Resilience).
- **Noor:** Was nervous but believed in herself (Confidence).
- Use these characters as "Optimism Mascots" throughout the week.

# Unit Plan: Building Unshakable Confidence

**Subject:** Life Skills / Social Emotional Learning (SEL) **Grade Level:** 4 **Source Material:** *Life Learning*, Book 4 **Topic:** Confidence **Duration:** 2 Weeks (6 Lessons, approx. 50–60 minutes each)

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## Part 1: Solution Key

This section provides model answers for every question, activity, and reflection prompt found in the text. Teachers should use these to guide class discussions and assess student understanding.

### A. Concept Check: What is Confidence?

- **Definition:** Confidence is a feeling of trust in someone or something. To be self-confident means having trust in yourself.
- The 3 Steps to Confidence :
  1. **Assess:** Consider where you want to be and where you are now.
  2. **Reflect:** Look at what you have already achieved and think about your strengths.
  3. **Act:** Set goals and develop the skills you need.

### B. Story Analysis: Ahmed's Art

- **The Problem:** Ahmed loved to draw but was shy and didn't think his work was good enough compared to his friends .
- **The Turning Point:** His teacher, Miss Ayesha, encouraged him to believe in his abilities.
- **The Action:** Ahmed overcame his nervousness and entered the art competition .
- **The Outcome:** He won a prize, received congratulations, and gained the courage to share his art more often .
- **The Lesson:** Believing in yourself is the first step to achieving dreams. Self-doubt holds you back, but courage moves you forward .

### C. Story Analysis: Ayesha & Prophet Ibrahim (AS)

- **The Incident:** Ayesha accidentally spilled a bowl of flour and worried her mother would be upset .
- **The Mother's Response:** Instead of getting angry, she helped clean up and told a story about trust .
- **The Religious Connection:** The story of Prophet Ibrahim (AS) who was thrown into a fire but remained safe because he had complete confidence (trust) in Allah .
- **The Takeaway:** Just as the Prophet trusted Allah in a huge crisis, we can trust Allah to help us find solutions in our daily mistakes .

### D. Activities & Applications

- **Positive Affirmations:** Examples include "I am smart," "I am kind," and "I can do anything I set my mind to".
- **Goal Setting:** Steps include setting achievable goals (like reading books) and tracking progress to boost confidence .
- **Sharing Strengths:** Identifying a personal skill (e.g., helping others, sports) helps build a positive self-image .

## E. Test Yourself Scenarios

- **Scenario 1: Trying a New Sport (Football)**
  - **Challenge:** Feeling nervous about joining a team with no experience .
  - **Confident Action:** Deciding to try anyway, practicing, and listening to the coach.
  - **Result:** Scoring goals and having fun.
- **Scenario 2: Presenting in Class**
  - **Challenge:** Feeling shy and worried about judgment.
  - **Confident Action:** Preparing the speech and practicing at home.
  - **Result:** Speaking clearly, receiving applause, and realizing capability .
- **Scenario 3: Making New Friends**
  - **Challenge:** Seeing a new student (Emma) but fearing rejection.
  - **Confident Action:** Taking a deep breath, introducing oneself, and inviting her to lunch .
  - **Result:** Finding a new friend and feeling brave.
- **Scenario 4: Challenging Math Problem**
  - **Challenge:** Frustration with a tricky problem and wanting to give up .
  - **Confident Action:** Asking for help and trying different methods instead of quitting.
  - **Result:** Solving it and feeling proud of learning .

## F. Self-Evaluation

- **Score Board Metrics:** Students evaluate themselves on:
  1. **Believing in Myself:** Feeling good and trying new things.
  2. **Facing Challenges:** Trying again after mistakes.
  3. **Speaking Up:** Sharing ideas in class.
  4. **Making Friends:** Meeting new people confidently.
  5. **Handling Changes:** Adapting when plans fail.
  6. **Setting Goals:** Achieving personal targets.
- **Project Review (Page 53):** Reflecting on the "Project Work" from earlier in the book (Page 8) to see how confidence helped achieve those goals .

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# Part 2: Comprehensive Lesson Plans

## Module Overview

This module is the capstone of the *Life Learning* book. It synthesizes previous traits (Discipline, Empathy, Optimism) into **Confidence**. The unit is structured to first build

internal belief (Self-Confidence) and then externalize it through action (Social Confidence and Resilience).

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## Lesson 1: The Anatomy of Trust

**Focus:** Page 43 (Definition & The 3 Steps) **Time:** 50 Minutes

*1. Hook: The "Trust Fall" (Finger Version) (10 Minutes)*

### Activity:

- Ask students to pair up. One student closes their eyes and holds up their index finger. The other student must guide their finger to touch a specific dot on their desk without them looking.
- **Teacher Script:**

"To hit the target, you had to trust your partner. **Confidence** is similar, but it is about trusting *yourself*. Open to **Page 43**. The book defines confidence as 'a feeling of trust'. To be self-confident is to trust that *you* can handle what comes next."

*2. Concept Breakdown: The 3-Step Ladder (20 Minutes)*

**Visual Aid:** Draw a ladder with 3 rungs on the whiteboard. Label them Step 1, 2, and 3 based on Page 43.

- **Rung 1: The Map (Consider where you are).**
  - *Teacher:* "You cannot go to a destination if you don't know where you are standing. Be honest. Are you shy? Are you loud? That is your starting point."
- **Rung 2: The Trophy Room (Look at achievements).**
  - *Teacher:* "Look at Step 2. It says 'think about your strength.'. Everyone has a 'mental trophy room.' Maybe you are good at tying shoelaces? Maybe you are good at Quran recitation? These are proofs that you can succeed."
- **Rung 3: The Workout (Set goals).**
  - *Teacher:* "Confidence isn't magic; it's a skill you 'develop'. You build it by setting a small goal and crushing it."

*3. Activity: The "I Can" Inventory (15 Minutes)*

**Task:** Students take out a sheet of paper.

- **List A:** Write 3 things they are already good at (Step 2).
- **List B:** Write 1 thing they *want* to be good at (Step 1).
- **List C:** Write 1 small step to get there (Step 3).
- *Example:* "I am good at drawing. I want to be good at math. Step: Do one extra sum tonight."

#### 4. Closure (5 Minutes)

**Exit Ticket:** "Complete the sentence: Confidence means trusting in \_\_\_\_\_." (Answer: Myself/Yourself).

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## Lesson 2: The Artist within (Ahmed's Story)

**Focus:** Pages 46–47 (Narrative Analysis) **Time:** 60 Minutes

### 1. Introduction: The "Inner Critic" (10 Minutes)

#### Teacher Script:

"Have you ever done something good, but a little voice inside said, 'It's not good enough'? That voice is the enemy of confidence. Today, on **Page 46**, we meet Ahmed. He has that same voice. He thought his drawings weren't good enough compared to his friends. Let's see how he defeated that voice."

### 2. Storytelling: From Hidden to Hero (20 Minutes)

**Read Aloud:** Read the story on Pages 46–47 dynamically. **Stop & Analyze Points:**

- **The Hiding:** "Ahmed kept his drawings hidden in his notebook."
  - *Ask:* Why do we hide our talent? (Fear of judgment).
- **The Catalyst:** Miss Ayesha said, "Believe in yourself."
  - *Ask:* Sometimes we need to borrow confidence from others until we have our own. Who is your 'Miss Ayesha'?
- **The Action:** "Despite feeling nervous, he reminded himself to stay confident."
  - *Key Insight:* Confidence doesn't mean you aren't nervous. It means you do it *even though* you are nervous.

### 3. Critical Thinking: "What If?" (15 Minutes)

**Discussion:** The "Think a while!" prompt on Page 47 asks, "What have you learnt from the story?".

- **Scenario A:** What if Ahmed never entered? (He would never know he could win).
- **Scenario B:** What if he entered and lost? (He would still be a winner because he defeated his fear).
- **Teacher Note:** Emphasize that the *winning* (prize) isn't the main point; the *doing* (entering) is the victory.

### 4. Creative Extension: The "Hidden Talent" Show (15 Minutes)

**Activity:** Students draw a quick sketch or write a poem on a sticky note about a hidden talent they have. They stick it on the board anonymously. The teacher reads a few out loud to validate them.

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## Lesson 3: Faith and Resilience (Ayesha's Story)

**Focus:** Pages 46–47 (Religious & Moral Connection) **Time:** 50 Minutes

*1. Hook: The "Spill" (10 Minutes)*

### Teacher Script:

"Raise your hand if you have ever broken a glass or spilled milk. How did you feel? Scared? Worried mom would yell? On **Page 48**, Ayesha spills flour. She says 'Oh no!'. She loses confidence in herself. But her mother teaches her a different kind of confidence."

*2. Narrative Link: The Story of Fire (20 Minutes)*

**Read Aloud:** Read the story of Prophet Ibrahim (AS) on Pages 48–49. **Concept Mapping:**

- **Ayesha's Crisis:** Spilled flour (Small problem).
- **Prophet Ibrahim's Crisis:** Thrown in fire (Huge problem).
- **The Common Thread:** Trust (Confidence).
- **Teacher Explanation:** "The book tells us Prophet Ibrahim had 'complete trust and confidence in Allah'. This is spiritual confidence. It means believing that even if things look bad (like a fire or spilled flour), there is a solution."

*3. Application: The "Clean Up" Strategy (15 Minutes)*

**Focus:** The mother's reaction. "Let's clean it up together." **Role Play:**

- Pair students. One acts as the person who made a mistake (dropped a book, forgot homework).
- The other acts as the "Confident Helper" who says, "Don't worry, we can fix this."
- **Goal:** Teach students that confidence comes from knowing mistakes are fixable.

*4. Reflection (5 Minutes)*

**Journaling:** "Write about a time you made a mistake. How could trusting that 'it will be okay' (like Ayesha learned) help you feel better?"

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## Lesson 4: The Confidence Workshop

**Focus:** (Activities & Practical Skills) **Time:** 60 Minutes

*1. Station 1: Positive Affirmations (20 Minutes)*

**Materials:** Index cards, markers, stickers. **Teacher Script:**

"The book says we should create cards with messages like 'I am smart' or 'I am kind'. These are called Affirmations. They are like vitamins for your brain." **Task:**

- Students create 3 cards.
- **Rule:** They must start with "I am..." or "I can...".
- They must decorate them and place them in their pencil case to see every day.

### 2. Station 2: Role-Playing Confidence (20 Minutes)

**Reference:** Page 50 . **Scenarios:**

- *Scenario A:* Standing up to a bully.
- *Scenario B:* Asking the teacher a question when you are confused. **Instruction:** Students act these out. The "Audience" gives a "Confidence Score" based on:
  - Eye Contact.
  - Clear Voice.
  - Posture (Standing tall).

### 3. Station 3: Sharing Strengths (20 Minutes)

**Reference:** Page 51 . **Activity:** "The Proud Peacock."

- Students stand in a circle.
  - Each student steps forward and says: "I am proud that I..." (e.g., "...am a fast runner," "...help my little sister").
  - The class responds: "We are proud of you too!"
  - **Teacher Note:** This builds the "Making Friends" confidence metric mentioned on Page 50.
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## Lesson 5: The Simulation (Real World Scenarios)

**Focus:** Pages 52–53 (Test Yourself) **Time:** 50 Minutes

### 1. Introduction: The "What If" Game (10 Minutes)

#### Teacher Script:

"We have practiced in the classroom. Now we need to prepare for the real world. Pages 50 and 52 give us four tough situations. We are going to simulate them."

### 2. Scenario Analysis: Group Rotation (30 Minutes)

Divide class into 4 groups. Give each group one scenario from the text to analyze and present.

- **Group 1: The Football Game.**
  - *The Fear:* Missing a kick, embarrassment.
  - *The Confident Move:* Listening to the coach, accepting mistakes are okay.

- *Key Quote:* "She scored her first goal and felt proud."
- **Group 2: The Brave Presentation.**
  - *The Fear:* Butterflies in stomach.
  - *The Confident Move:* Preparation ("Practiced his speech at home" ).
  - *Key Lesson:* Preparation creates confidence.
- **Group 3: The New Friend.**
  - *The Fear:* "Not sure if they'll want to talk to you".
  - *The Confident Move:* Just saying "Hello."
  - *Key Lesson:* Taking the first step is the hardest part.
- **Group 4: The Math Problem.**
  - *The Fear:* Frustration/Stupidity.
  - *The Confident Move:* Asking for help.
  - *Key Lesson:* Confident people are not afraid to ask for help.

### 3. Debrief (10 Minutes)

**Discussion:** "Which of these 4 is the hardest for you? Why?" (Open floor discussion to normalize fear).

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## Lesson 6: The Final Review & Self-Audit

**Focus:** Pages 54–55 (Evaluation & Integration) **Time:** 60 Minutes

### 1. The Confidence Scoreboard (20 Minutes)

**Reference:** Page 54 (Table). **Activity:**

- Students complete the checklist independently.
- **Metrics to Check:**
  - *Speaking Up:* "Do I raise my hand?"
  - *Handling Changes:* "Am I confident I can find a solution?"
- **Scoring:** Always = 2, Sometimes = 1, Never = 0.
- **Goal Setting:** Ask students to identify their lowest score and write one specific action to improve it next week.

### 2. Project Reflection (20 Minutes)

**Reference:** Page 55 / Textbook Page 53 . **Teacher Script:**

"Turn to **Page 55**. Remember the project you started at the beginning of the book? Now, look at Question: '*What have I learnt from this project and how shall I utilize this experience?*'. Did you need confidence to finish that project? Did you need optimism? Write down how these traits helped you."

### 3. The Grand Finale: Trait Integration (20 Minutes)

**Reference:** Page 56 / Textbook Page 55 . **Activity:** "The Hero's Shield."

- Draw a shield on a piece of paper. Divide it into 4 quadrants.
  - Label them: **Discipline, Empathy, Optimism, Confidence.**
  - In the **Confidence** quadrant, students write their biggest takeaway from this unit (e.g., "I am an Artist like Ahmed" or "I trust like Ayesha").
  - **Closing Ceremony:** "You have completed the book. You now have the 4 pillars of a Leader. Go out and lead!"
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## Part 3: Teacher's Pedagogy & Resources

### A. Psychological Background: "Growth Mindset"

- **Concept:** This unit relies heavily on Carol Dweck's "Growth Mindset."
- **Application:** When discussing the Math Problem scenario (Page 50), emphasize that "I can't do it" should always be followed by "...YET."
- **Teacher Tip:** Praise *effort* ("You worked hard on that drawing like Ahmed") rather than fixed traits ("You are a natural artist"). This builds sustainable confidence.

### B. Differentiation Strategies

- **For Anxious Students:**
  - During "Role Play" (Lesson 4), allow them to be the "scriptwriter" or "director" if they are too shy to act initially.
  - Use the "Affirmation Cards" (Lesson 4) as a silent communication tool. They can show you a card when they are feeling unsure.
- **For Overconfident/Boisterous Students:**
  - Focus on the **Empathy** link. Remind them that confidence isn't about being better than others; it's about helping others (like the "Making Friends" scenario). True confidence is quiet and kind, not loud and bossy.

### C. Home-School Connection Email

**Subject:** Building Superheroes: Our Week on Confidence

Dear Parents,

We have reached the final chapter of our Life Learning journey: **Confidence.**

#### What we learned:

- Confidence is trusting yourself (like Ahmed the artist).
- Confidence is trusting that mistakes can be fixed (like Ayesha in the kitchen).

**At-Home Challenge:** Your child has created "Positive Affirmation Cards." Ask them to show you! Also, if they make a mistake this week (spilling something, forgetting a chore), remind them of Ayesha's story and ask, "How can we confidently fix this together?"

Thank you for raising such wonderful future leaders!

## D. Key Vocabulary List

- **Confidence:** Trust in oneself.
- **Affirmation:** A positive statement used to encourage oneself.
- **Hesitation:** Pausing before doing something because of fear (Ahmed hesitated).
- **Distress:** Extreme anxiety or pain (Ayesha felt distress).
- **Adapt:** To change your plan when things go wrong.