Integrating Cross cutting Themes in the Curriculum

Curriculum Supplement on Values Education
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MINISTRY OF FEDERAL EDUCATION & PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN
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Acknowledgements

Over the past few years, particularly, there has been a growing recognition of the need for a balanced educational content consisting of both subjects content and real life skills and attributes such as care and compassion (for self, others and the environment), honesty and integrity, democracy, human rights and positive and responsible citizenship. This document on “values education: Integrating cross cutting themes in the curriculum” is the result of the recognition for this need that germinated in the M/o FE&PT after consistent requests from the Line Ministries and other relevant stakeholders for the need to integrate content relating to what can be clubbed under ‘character building’ for school children.

After over a decade since the revision of the curriculum in 2006, the M/o FE&PT’s initiative to review and update it for the Islamabad Capital Territory is driven by the Ministry’s passion for excellence and the keen interest of the associated line Ministries and public and private sector educationist for improved educational outcomes. In this regard the role of the Ministry of Environment, Ministry of Climate Change, Ministry of Human Rights, the National Disaster Management Authority (NDMA), National Accountability Bureau (NAB), National Counter Terrorism Authority (NACTA) and the Higher Education Commission (HEC) has been crucial in taking the curriculum review agenda forward. From the inception of the curriculum review agenda to its conclusion, these line ministries have given invaluable support and feedback throughout. Of particular value to the process has been the financial and technical support of WATERAID in making this endeavor a rich and highly participative one.

Special acknowledgements and thanks are due to the subject committees’ members including representatives of CA&DD, FDE, FCE, NEAS, FBISE and private schools, who worked tirelessly and with unbound energy during three 3-day workshops in May – June 2017. There subject content expertise and understanding of the incorporation of values across subject areas made the exercise a seamless progression towards an updated curriculum.

The excellent guidance and steering on the part of the Minister of State and his team in the M/o FE&PT and rich inputs from the Ministry of CA&DD has been instrumental in ensuring that the process of updating the curriculum remained on track by building on ongoing efforts in a highly participatory manner.
Introduction
1. Introduction

The key aim of quality education for all children is to produce successful, confident and creative individuals who are active and informed citizens. Quality education is expected to develop the capacity for creativity, innovation and critical thinking in students enabling them to develop a positive attitude towards themselves and their peers. Education aspires to create self-reliance and self-confidence in learners for knowledge acquisition and readiness for positive change while focusing alongside on nurturing strong values for integrity, respect for diversity, tolerance and social cohesion. Delivering quality education for all therefore, entails the promotion of equity, access and excellence.

Quality education enables all children and young people to develop their full potential by acquiring knowledge, skills and attitudes including personal, social and emotional skills to enable them to become economically, socially and personally active citizens and lifelong learners.

A substantial body of literature points at the irrefutable nexus between education quality and access. Delivering relevant and engaging quality content in education is increasingly being recognized as a way to increase enrolment and decrease dropout rates. The argument is that if the impact of schooling on the lives of the students is positive, then school enrolments will increase and dropout rates and absenteeism will diminish.

1.1 Holistic development in Education

Traditionally, education delivery through schools has remained focused only on the academic dimension, through classroom instructions. Although teachers try their best to apply academic theories pertaining to intellectual development of children and impart knowledge and skills to the students, the system fails to address the socio psychological needs of the learners. This model of education where the main focus is on acquisition of academic knowledge and cognitive development, enables students to only meet academic standards and do not necessarily develop the critical element of life skills and values. These skills and values are required for maintaining a positive self-image; nurturing healthy relationships and positive social behavior; and inculcating values for respect, tolerance and appreciation of diverse systems and values.

One of the key emerging trends in education is an emphasis on the holistic development of students through different educational experiences. Students find meaning and purpose in life through developing and nurturing human connections on an individual, group, community and world level. Holistic development focuses on development of students’ potential through creating a sense of personal identity, with strong and positive connections with the community, nature and the world in line with humanitarian values that promote social cohesion and harmony through the attributes of compassion, peace, respect and tolerance.
The NEP 2009 strongly advocates for holistic development in education by stating that

“Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.”

In everyday life, students face various situations and challenges that they try to make sense of and use their acquired knowledge and attitudes to deal with. During the growth process, they are also prone to negative social influences, which may lead to low self-image and subsequently the development of negative attitudes and behavior. In this regard, students need to be equipped with the requisite skills, values and attitudes to embrace life and its associated issues and challenges. Families, communities and schools all contribute to empowering students to develop the essential attitudes to overcome obstacles and advance towards success in life. To complement this process, education delivery can provide a structured and planned approach for the assimilation of values and attitudes that contribute to the holistic development of students’ personalities.

Holistic education entails that young people learn about themselves, about their environment and develop pro-social behavior together with social, emotional and aesthetic values that encourage appreciation of various life experiences.

Hence delivery of quality education maintains an added emphasis on character building and personality development alongside a focus on academics, which enables students to co-exist peacefully and responsibly in a diverse and complex world. The holistic development approach, thus, focuses on development of character through inculcation of values and attitudes that contribute positively towards the evolution and development of the society as a whole.

The core notion is that quality education is as much about building character as it is about imparting specific knowledge and skills.
1.2 Teaching values for holistic development

A well-rounded education programme needs to focus on teaching of content, skills, values and attitudes. Values are belief systems that guide the development of attitudes and shape our behaviour in our given environment. Our values system equips us to identify with a certain way of being and defines for us who we are in relation to others. In this regard a values system becomes an increasingly important element for coexistence within the largely diverse and changing world. Hence, integrating a strong focus on values in education programming is a powerful tool for ensuring that students are guided towards adoption of positive behaviours that support their own wellbeing and that of others and the environment as a whole.

Our core values guide us towards differentiating between what we perceive as right and just or wrong and unjust. Values play a big role in shaping our attitudes, which are manifested as our likes and dislikes towards things, people, actions and objects. Attitudes emanate from our values hence the importance of teaching values that promote positive attitudes of respect, tolerance and appreciation of self and others to enable the existence of a just, peaceful and tolerant society.

Our responses towards people and their differences are formed on the basis of the set of beliefs that we hold towards them. Our actions and opinions about events and actions are also largely dependent on the values we hold within ourselves. Our behavior, therefore, depicts our basic likes and dislikes towards fellow human beings and their actions and towards our surroundings and our responsibilities towards them. Our emotional responses towards the same also stem from the core beliefs held within.

Values constitute firmly held principles about what is essential or considered appropriate. Values are communicated through the style and manner in which people think and act in any given situation. A system of holistic development of students ensures that each student acquires the necessary values for peaceful co-existence, social cohesion and informed citizenship along with the requisite knowledge, understanding and skills for a productive and rewarding life in a just and informed society.

Having a strong set of core values helps the students to make decisions about right and wrong statements, events and actions.

1.3 What constitutes core values?

Individuals with well-rounded personalities possess basic social skills that enable them to maintain decent and conducive relationships with people with whom they interact throughout their lives. A concentrated and consistent focus on values education helps to prepare individuals to become productive, supportive, compassionate and successful in their interactions with family, community and the world at large.

Values education encompasses more than a narrow focus on selected moral values and rather includes a broader spectrum of principles designed to support a well-rounded belief system. These include highlighting the physical, emotional, aesthetic, moral and spiritual dimensions that result in the development of a well-rounded personality with the confidence and
conviction to make the world a better place.

The broader framework for values would therefore include a focus on self care, care for others and for the environment, awareness of rights and responsibilities, responsible citizenship, concern for their own and others’ safety and practicing honesty, compassion and kindness.

1.4 Role of Curriculum in Holistic Development

Education plays a critical role in shaping the lives of the nation’s future citizens. To play this role effectively, the intellectual, personal, social and educational needs of students must be addressed at the same time. Young people need a wide and adaptive set of knowledge, understanding and skills to meet the changing global expectations and to contribute to the creation of a more productive and just society. School curriculum, therefore, needs to acknowledge the changing trends across the globe for teaching in the 21st century and the challenges that will continue to shape learning in the future. The paradigm shift to the achievements of the highest standards of curriculum is important in setting out what will be taught, what students need to learn and the expected quality of that learning.

The curriculum lays the foundation for academic achievement of the students throughout their schooling. For this purpose the curriculum delineates aspirations for subject-based content, which the students need to study. In order to achieve this the scheme of studies is divided into subjects to be taught for different grade levels and their content streams per grade. These subjects include languages, natural and social sciences plus teaching of religious principles.

The curriculum plays an important role in setting the parameters for quality for what is to be taught to the students throughout their academic career. A curriculum;

- Sets targets and goals for all aspects of the cognitive and emotional and psychosocial development of students.
- Sets the direction and roadmap for the acquisition of requisite knowledge, skills, attitudes and values to provide a firm foundation to all learners for participation in the social and economic affairs of the nation.
- Contributes to the provision of quality education through including an emphasis on the development of core values along with the parameters for knowledge, understanding and skills needed for life and work in the 21st century.
- Provides a clear, common and shared understanding of what children should be taught and the quality of learning expected of them, regardless of their circumstances and social class and the type and location of their school.

The curriculum holds the capacity to integrate more than pure subject content. Therefore, in addition to the core subject streams there are several cross cutting areas including skills and values that can be integrated and carried alongside the knowledge domain. These themes (or disciplines or learning areas) become an integral part of the subject based streams rather than
being taught and learned as a separate discipline. These themes can enrich the curriculum without overloading it and facilitate interdisciplinary connections.

Examples of cross cutting themes include core ethics and values, Democratic values, human rights, peace education, local and global citizenship, education in emergencies, health education, gender equality, respect for diversity, environmental education.

1.5 Building character through integrating values across the curriculum

The best way to implement character education is through a holistic approach that integrates character development into different educational experiences. It affects the development of positive relationships with peers, family and community. It emphasizes on social and emotional learning through academic interactions and leads to cooperation and collaboration among students. Values such as fairness, respect, and honesty need to be part of everyday experiences in and out of the classroom.

The fundamental training and development in ethics and morals takes place and in turn influences behavior and attitudes towards self, family and the larger community and helps to foster healthy and tolerant relationships and human interactions. These values and behaviors are inculcated through experiences and learning from interactions with the immediate family, community and school and in turn each influences the mind set and behavior of the future citizens of the country and the globe.

Educational programmes, therefore, need to build in essential components of character building within their academic programmes starting from personal care and respect going on to respect for diversity and values for integrity and compassion. This can be achieved by integrating an optimal blend of themes within core subjects to create the right balance between knowledge content and elements geared towards the development of a holistic personality.

Education should focus as much on building character as it is on the provision of specific knowledge and skills. Values based education can strengthen students’ self-esteem, confidence and commitment to personal fulfillment and societal benefits; and help students exercise ethical judgment and social responsibility.

1.6 Background, approach and methodology for developing ‘values education’ curriculum

This document captures the results of a consultative process between the Ministry of Federal Education and Professional Training as a focal point and the relevant line Ministries such as NAB, NDMA, NECTE, M/O Climate Change and the M/o Human Rights. The process entailed a demand responsive approach, whereby, a joint consultative session was held with all the Line Ministries mentioned above that had approached the M/o FE&PT with the desire of coverage of their respective thematic areas in the curriculum in an incremental manner from early schooling to grade 12. During the meeting all the line ministries expressed the need for
inclusion of current social, political, environmental and economic concerns such as conservation and efficient use of resources, corruption, human rights, militancy and terrorism, and positive citizenship etc. through incremental build up of the values of integrity and honesty, truthfulness, fairness, diversity, human rights, democracy, inclusion, civic education and responsible citizenship.

The forum agreed upon one on one meetings with the M/o FE&PT as a next step during which they would share their institutional material containing thematic areas of concern. The meetings were held and a rich base of documentation and insights was collected which were later on synthesized into write-ups and specific student learning outcomes across the grades moving from simple concepts to more complex ones at the higher grades following the scheme and spirit of the curriculum and with a focus on the development of critical, creative and analytical thinking and application of the concepts and values to real life situations.

The draft document was subsequently shared with the subject review committees constituted for the review of the 2006 curriculum (Pre 1 – grade 5) for incorporation of emerging crosscutting themes in content, teaching and assessment and new local and global developments. This exercise is currently being conducted for the Islamabad Capital Territory, but upon completion the revised curriculum will be shared widely with the areas and provinces for them to potentially adopt/adapt the revised curriculum.

For the purpose of curriculum review, subject committees were constituted for English, Urdu, General Knowledge, Social Studies, Islamiat, General Science and Mathematics. These subject committees consist of experts from the various organizations responsible for education delivery in ICT, including CA&DD, FDE, FCE, NEAS and FBISE. To make the process truly participatory and to capture the rich experiences and leanings from the private sector, representation from private sector schools was also solicited which grew in size after requests from more private schools to be a part of the process.

The subject review committees, after thorough deliberations on the student learning outcomes, reviewed the existing curriculum SLOs of the said subjects and confirmed the existing coverage of values education in the curriculum by a review of the SLOs therein. As a subsequent step, additions were made to the existing SLOs in the subject curricula to ensure that all themes and the associated SLO of the values education curriculum supplement document are covered incrementally across the curriculum. During the process, the subject committees also reviewed and finalized the values education (curriculum supplement).

In the next workshop planned for June 5-7, 2017, the subject committees will review their work on the subject curricula and ensure incorporation of the values education SLOs throughout the reviewed curriculum document.

As a next step, the reviewed version of the values education curriculum supplement will be shared with the relevant line ministries to ensure that the content is fully conversant with the demands of their respective thematic areas.
Following the incorporation of any comments and feedback, the finalized version of the values education curriculum supplement/document will be presented to the Minister of State (M/o FE&PT) for final approval and notification for implementation in the ICT.

The document will also be then shared with the NCC for deliberation and possible adoption/adaptation in the provinces and areas.

1.7 Guiding Framework for values Education

Living a successful life depends largely upon an individual’s life choices, decisions and actions. These are in turn based on the individual’s value system formed within his/her societal norms and environment. Perceptions of situations and actions of an individual are determined by a set of core values and beliefs formed within her/his societal context. Therefore, what we do and why we do it are decidedly interconnected and impinge upon a value system that enables human beings to live their lives according to codes that appear appropriate to them.

The key, therefore, is to learn, acquire and promote values and attitudes that enable individuals to make their own as well as others’ lives successful and happy. Every individual must, therefore, learn values that promote, enrich and benefit their lives and well being along with that of others. Values promote peaceful coexistence through the belief and expression of compassion, kindness, respect and tolerance towards all living beings. The purpose is to promote humane and safe life experiences that empower all individuals to recognize and express their potential in an increasingly diverse and multifarious society.

Values contribute towards the development of character and personality. Positive values contribute towards character building and the development of a harmonized, tolerant and peaceful society. A strong value system enables individuals to choose actions that promote the well being of the society and to reject actions that are likely to create disturbance and fear. Values that promote peace, harmony and integrity are universally accepted and endorsed by societies across the globe. In this regard, education experiences of children and young people provide a viable opportunity for efforts at instilling these universal values in the growing minds from the very beginning to pave the way for them to act and behave responsibly. The ultimate aim of education for an individual is therefore to carve out successful social, political and economic outcomes for herself/himself and for his/her family, the larger community, the society and the world at large.

Nonetheless, it must also be noted that effective education delivery offers a credible potential to significantly impact individual and societal values to an extent. Aware and capable teachers, effective teaching and assessment of learning outcomes, all need to be centered on a comprehensive curriculum covering values education in a systematic and incremental manner. The curriculum must therefore be tailored to include all the core values that children must acquire to become productive, aware and responsible citizens locally and globally. The success of the curriculum however depends mainly upon its effective implementation through a structured implementation, monitoring and feedback mechanism, which must be developed and adopted.
1.8 Guiding Principles

- Religious teachings form a strong basis for teaching of values. All religions emphasize on honesty, kindness, respect and tolerance all of which are considered to be the fundamentals of good character. Islam stresses the importance of all aspects of good behavior and lays down the framework for values defining the rights and responsibilities within various relationships. These include acting kindly towards parents, family members, neighbors, friends, acquaintances, widows, orphans and the community in general including all fellow human beings and animals. (Ethics, Morality and Character: Moral System in Islam). In addition Islamic teachings, in the light of the Holy Quran and Sunnah, set high benchmarks for moral behaviour, so that all thoughts and actions are based on principles of honesty, integrity and truthfulness.

- The constitution of Pakistan also lays a high emphasis on peaceful coexistence of all segments of society including the minorities and the marginalized groups. It emphasizes on the freedom to profess religions and manage religious institutions by stating that: Every citizen shall have the right to profess, practice and propagate his religion; and every religious denomination and every sect thereof shall have the right to establish, maintain and manage its religious institutions that on the equality of all citizens in the eyes of law with no discrimination (Article 20). The constitution propagates the equality of all citizens in the eyes of law with no discrimination between the genders and the socio economic status (article 25 34 and 37). The constitution acknowledges the rights of minorities by stating that the state shall safeguard the legitimate rights and interests of minorities, including their due representation in the Federal and Provincial services (article 36)

- The founder of Pakistan Quaid e Azam Mohammad Ali Jinnah in his address in the Pakistan Educational Conference, held in Karachi on 27th November, 1947 stated:

‘There is no doubt that the future of our State will and must greatly depend upon the type of education and the way in which we bring up our children as the future servants of Pakistan. Education does not merely mean academic education, and even that appears to be of a very poor type. What we have to do is to mobilize our people and build up the character of our future generations’’

- The National Education Policy 2009 sets the vision for the holistic development of students in education by stating:

“Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.”
In view of the above considerations the content of values education curriculum is focused on care and compassion, honesty and integrity, truthfulness, trustworthiness, human rights, disaster risk reduction, environmental resources conservation, human rights, democracy, access to justice, rule of law and peaceful coexistence. These thematic areas often cross cutting, form the basis of values that each child must be exposed to and taught in order to safeguard the future of our children, communities, country and the world.
Compassion & Care
2. Compassion & Care

A future with peaceful and sustained development of our world depends mainly on how well, we as a global polity inculcate and nurture, compassion and care as a core value. Compassion forms the foundation for paving the way for responsible citizenship. Values education with a core focus on the development of compassion and care enables the students to develop appreciation of ecological concerns, including care and conservation in the use of all kinds of resources and a deeper understanding of their environment and hazards to it. Appreciation of diversity in humanity that brings a variety of perspectives that exists around them. Education cannot be considered complete without developing a sense of celebration for different worldviews and situations that people confront in their daily lives.

Compassion as a key personality attribute is a vital ingredient for maintaining healthy relationships, well functioning communities and meaningful communications. At the school level the practice of compassion needs to be built in as a core element of teaching in order to create a safe, tolerant and respectful environment for everyone. Teachers need to demonstrate compassion in diverse situations and promote a student centered compassionate environment.

Compassion refers to the feeling of understanding and consideration towards someone stricken by misfortune, accompanied by a strong desire to help in alleviating the suffering. A compassionate person has the ability to understand the emotional state of another person. Therefore compassion forms the basis for deeper human attributes such as empathy, and together these two personal attributes enable individuals to feel and understand the physical and emotional misfortunes or troubles of fellow human beings. The added element of having a desire to alleviate or reduce the suffering of another therefore places empathy and compassion as core elements in individuals who instinctively rise to help others paving the way for peaceful and progressive society.

Teaching compassion in schools helps build healthy and conducive relationships among students enabling them to coexist peacefully despite their differences. They will learn to appreciate and cooperate with one another, include others and will be encouraged towards exhibiting kindness and ultimately feel secure and happy within the school environment. Being kind and caring for others in actions depicts empathy in practice leading to a sense of solidarity with those in the surroundings. A deeper look into the elements that constitute the caring process reveals that the foundation of conceptual and emotive understanding of the notion of caring must be coupled with a deep regard and respect for the state of others - humans, animals, plants and non-living things - and their own inert value. The recognition of and the motivation, willingness and skills to act to protect and enhance the state of others depicts a caring process that is critical to the welfare and advancement of communities in an equitable and sustainable manner.

Demonstrating care and kindness in turn develops children’s confidence and self-image and encourages them to express themselves and to acknowledge and accept the expression of others. A focus on compassion contributes to developing a deeper understanding existence
beyond the school environment. What they learn will impact their relationships and communication with their families and community members and will contribute to a more appreciative and tolerant society.

Compassion begins with self-care as the top priority. A self-caring person has a higher potential to express compassion for other individuals. It includes addressing both physical and emotional well being of one-self and others. However compassion does is not limited to the human domain but rather extends its manifestation to include all living beings inhabiting the planet. Care and compassion needs to embrace and include expression of kindness, acceptance and appreciation towards betterment of the society and environment to enable a healthy, safe and enabling world.
2.1 Compassion and Care for Self

Self care refers to developing habits and practices that contribute to health, grooming and sustained wellbeing of students. Personal care leads to healthy lifestyles that contribute to the overall wellbeing, confidence, motivation and performance of students.

Self-care is an important life skill and signifies practices that students can engage in on a regular basis in order to maintain and enhance health and wellbeing. Self-care is essential for the effectiveness in realization and achievement of personal, social and professional goals.

Practicing self-care helps students to achieve more balance in their lives through supporting and boosting the attention they pay to their personal wellbeing. It entails taking care of the physical and psychological health of students to enable them to lead fulfilling lives and achieve a balance between schools, home and subsequently work life.

The main objective is to help students develop and practice healthy living habits. It focuses on key areas including hygiene, nutrition, exercise, sleep, recreation, and more. Any measures taken by the schools towards supporting the students in adopting a healthier lifestyle can have a major impact on the current and future wellness of the individuals. Improvement in physical health also impacts positively on mental health. Students struggling with low self-esteem due to poverty or other reasons can positively benefit through personal attention, a focus on self-care and the realization that all individuals count.

A comprehensive health education framework needs to be an important part of the curriculum. Starting from ECE and continuing through high school, it provides an introduction to the human body and to factors that prevent illness and promote or damage health.

Health education needs to be sequentially built across the curriculum from grades k – 12 addressing the physical, mental, emotional, social, and spiritual dimensions of health and must be designed to encourage students to sustain and improve their health, prevent disease, and avoid health-related risk behaviors. The curriculum would focus on motivating students to develop and demonstrate informed knowledge, attitudes and skills, through a variety of topics, including personal health, personal hygiene, mental and emotional health, nutrition and control of disease. Well-implemented health education would improve to a great extent the integration of healthy practices amongst students leading to improved school achievement.

The goal of health and hygiene education is not only to increase the students’ knowledge but to also inculcate positive attitudes of further enhancing one’s own wellbeing and healthy behavior. Integrating elements of health education in the curriculum contributes to building the knowledge, skills, and positive attitudes of students about their own health and wellness and that of others. Health education concepts focus on understanding physical, mental and emotional health issues and encourages students to manage, improve and maintain their health and prevent diseases. Health education can help students learn skills they will use to make healthy choices throughout their lifetime.
Practicing **personal hygiene** helps support health education through introducing practices that help to maintain health and prevent the spread of diseases and includes all steps and lifestyle adjustments that create a safe and healthy environment. Personal hygiene is the first step to good health. Health education includes:

- **Understanding causes of disease; understanding germs and bacteria** and how they are transferred and cause illness
- **Recognition of unhealthy habits** that cause disease and illness and practice prevention
- **Hand and body hygiene; Cleanliness** - understand and identify the ways and means by which they can keep themselves clean (washing hands before and after meals, clipping nails, brushing teeth, taking bath etc.)
- **Food Hygiene** to understand causes and prevention of food related diseases
- **Hygiene at home**: practicing cleanliness at home, recognizing and mitigating disease-causing practices, clean drinking water, kitchen hygiene, sanitary hygiene

<table>
<thead>
<tr>
<th>Grades</th>
<th>Care for self – Health Education</th>
</tr>
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<tbody>
<tr>
<td>Lower Primary (grades 1 – 3)</td>
<td><strong>Personal Health and Hygiene</strong></td>
</tr>
<tr>
<td></td>
<td>• Understand and identify the ways and means by which they can keep themselves clean</td>
</tr>
<tr>
<td></td>
<td>o washing hands several times daily using soap and water</td>
</tr>
<tr>
<td></td>
<td>o washing hands before and after meals</td>
</tr>
<tr>
<td></td>
<td>o washing hands after using the bathroom</td>
</tr>
<tr>
<td></td>
<td>o washing hair regularly</td>
</tr>
<tr>
<td></td>
<td>o clipping nails</td>
</tr>
<tr>
<td></td>
<td>o maintaining dental hygiene by brushing teeth daily</td>
</tr>
<tr>
<td></td>
<td>o taking a bath regularly</td>
</tr>
<tr>
<td></td>
<td>o keeping feet and underarms clean</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate through role-play the steps for washing hands, brushing teeth etc.</td>
</tr>
<tr>
<td></td>
<td>• Practice measures to keep themselves, their clothes and their homes clean</td>
</tr>
<tr>
<td></td>
<td>• Recognize the importance of keeping themselves clean for their health</td>
</tr>
<tr>
<td></td>
<td>• Understand the link between health and cleanliness</td>
</tr>
<tr>
<td></td>
<td>• Recognize the importance of washing food items before eating/cooking</td>
</tr>
<tr>
<td></td>
<td>• Understand the hazards of eating dirty food from outside their homes</td>
</tr>
<tr>
<td></td>
<td>• Understand the importance of keeping their homes clean and how dirty homes impact health</td>
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<tr>
<td></td>
<td>• Identify what makes their neighborhood dirty</td>
</tr>
<tr>
<td></td>
<td>• Design messages related to health and cleanliness to share with their family members</td>
</tr>
<tr>
<td></td>
<td>• Recognize the fact that germs can cause disease and list ways to avoid germs</td>
</tr>
<tr>
<td></td>
<td>• Understand the importance of playing games and exercise for better health</td>
</tr>
<tr>
<td>Grade</td>
<td>Objectives</td>
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</table>
| **Upper Primary** (Grades 4 – 5) | • Participate in games and sports activities in their homes and schools  
• Recognize the role of doctors and nurses in treating health disorders  
• Understand the importance of maintaining dental hygiene  
• Understand the role of rest and sleep for maintaining good health  
• Recognize the hazards of staying unclean  
• Identify unhealthy habits that cause common illnesses  
• Identify the various causes of common illnesses  
• Name some common illnesses and their prevention  
• Categorize diseases related to water supply and sanitation  
• Understand the benefits of games and exercise for maintaining good health  
• List various ways of protecting oneself from diseases (keeping self and surroundings clean, drinking clean water and eating healthy food, getting vaccinated)  
• Recognize the importance of a balanced diet for good health  
• Create a food plan for their own wellbeing based on the family resources  
• Prepare a chart of healthy habits and display in school and home  
• Understand the role of hospitals in treating health problems  
• Understand the basics of first aid (minor injury, mild fever, dehydration) |
| **Middle** (Grade 6 – 8) | • Recognize that safe drinking water, sanitation and hygiene are the three most important conditions for keeping communities healthy  
• Identify sources of water within their community  
• Find out whether they have access to clean drinking water  
• Recommend ways to improve the quality of water (boiling, filtering)  
• Make a list of good and bad habits in terms of health and hygiene (work in groups)  
• Design a campaign for community awareness about health and hygiene and share with their immediate and extended family members (or community members if they have access)  
• Recognize that certain deficiencies can occur if a balanced diet is not followed  
• Recognize the hazards of smoking for health  
  o Learn to say No when offered cigarettes  
• Recognize the hazards of taking drugs  
  o Learn to say No when offered drugs  
• Recognize ways to avoid habits that are unpleasant for people to see and hear (swearing, picking nose, biting nails, using slang)  
• List the various services that hospitals offer  
• Narrate incidents where they or their family members have visited a hospital  
• Understand that the internet is a source of information from around the world  
• Recognize the difference between good and bad information |
| **Secondary** (Grades 9 – 10) | • Understand the importance of eating the right kind of foods and the hazards of fast food and eating out  
• Evaluate how vitamin, iron and iodine deficiencies occur and list foods that can |
<table>
<thead>
<tr>
<th>Prevent these</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand the link between vitamin, iron and iodine and various diseases</td>
</tr>
<tr>
<td>• Recognize the negative effects of overweight and obesity</td>
</tr>
<tr>
<td>• Analyze various food hygiene and safety management issues</td>
</tr>
<tr>
<td>• Identify the items that can spread infection if shared (razor blades, syringes)</td>
</tr>
<tr>
<td>• Recognize why good personal hygiene matters (body odor, smelly feet, bad breath)</td>
</tr>
<tr>
<td>• Demonstrate responsibility while surfing the net and understand the difference between reliable and unreliable information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Higher Secondary (Grades 11 – 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognize the link between proper hygiene education and reduction of illness and death from disease</td>
</tr>
<tr>
<td>• Identify and implement solutions to water and sanitation issues in their community</td>
</tr>
<tr>
<td>• Name various serious illnesses and their causes and treatments (heart disease, cancer, stroke)</td>
</tr>
<tr>
<td>• Recognize the link between improved health and poverty reduction, and socio-economic development</td>
</tr>
<tr>
<td>• Practice ethical cyber search and recognize the difference between good and bad information on the internet</td>
</tr>
</tbody>
</table>
2.2 Compassion and Care for others

Compassion is the ability to understand different perspectives and situations and act proactively in a positive way to reduce the troubles of others. Compassion directed towards self and others helps create a considerate and caring society. It refers to one’s awareness about the suffering of others coupled with the desire to help ease their suffering. Compassion for others stems from a deep-rooted understanding of the kinds of physical and emotional hurt people go through and the feelings associated with it. Compassion leads to individuals helping other individuals during their periods of suffering.

However, compassion does not limit itself to alleviating or easing the existing pain or distress but also contributes to avoidance of behaviours that can cause any kind of damage to the well being of others. This entails acquiring and practicing behavior that pivots on kindness and helpfulness towards fellow human beings both in deed and language.

Practicing a compassionate way of being requires that people demonstrate respect for each other despite the differences in race, religion and social status, treating each other with consideration and learning to allow for, regard and consider differing opinions on the same issue.

Compassion builds itself on the concepts of interdependence and fair play and is a strong factor in creating and maintaining a peaceful and just society where individuals take the onus for their actions, resolve conflicts in a non-confrontational manner and respect the viewpoint of peers and correct in a tolerant and amicable manner.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Ethics Attitudes and Values – Compassion &amp; Care for others</th>
</tr>
</thead>
</table>
| Lower Primary (grades 1 – 3) | • Learn to use common courtesy expressions like greetings, please, thank you, sorry, excuse me.  
• Recognize the importance of speaking politely,  
• Understand the term kindness and the importance of being kind to others  
• Understand the importance of sharing and list the things they can share with others (toys with friends etc.)  
• Identify responsibilities at home: toward family members, pets, plants, etc.  
• Identify responsibilities at school: toward friends, other students, adults and other living beings  
• Take turns when speaking and respect the right for others to speak  
• Recognize the importance of respecting elders and listening to their advice  
• Recognize that all human beings are equal and important  
• Be able to verbally narrate information about themselves and their likes, dislikes and aspirations  
• Be able to narrate the special qualities of some of their friends  
• Understand that mistakes are a natural outcome of learning and nothing to be ashamed of or to make fun of |
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| **Upper Primary (Grades 4 – 5)** | - Understand that making fun of others can cause distress and hurt others  
- Identify appropriate or inappropriate behavior while interacting with younger children, elderly, authority, friends, peers at school  
- Recognize the importance of being kind and differentiate between kind and unkind behaviours  
- Recognize the importance of and practice standing in queues and waiting for one’s turn  
- Recognize that their negative actions and words can impact the feelings of others and vice versa (telling lies, pushing others, using derogatory words)  
- Identify ways in which we can reduce the hurt caused to others (admit mistake, ask for forgiveness, do something special for them etc.)  
- Understand the importance of forgiving others and making up  
- Understand that everyone is different and it’s the differences that make people unique  
- Recognize that self confidence and self esteem is directly linked to appreciation of self and of others  
- Understand that when we hurt others through our attitude we cause mental distress which can damage the confidence have long lasting effects |
| **Middle (Grade 6 – 8)** | - Learn to have consideration for needs of others and the importance of helping others to fulfill their needs (family members, friends)  
- Recognize that all individuals are equal and must be treated with equal respect despite their social status or profession  
- Define kindness and make a list of ways of practicing kindness towards others  
- Understand the meaning of sympathy and situations where sympathizing with someone can be practiced as a trait of good behavior  
- Define empathy and understand the different ways in which they can practice empathy for others  
- Understand that both genders deserve equal respect, consideration and opportunities  
- Learn to communicate with respect and distance with members of the opposite gender  
- Recognize bullying as a negative trait and understand the effect it has on the victim  
- Conduct a seminar in school on the hazards of bullying |
| **Secondary (Grades 9 – 10)** | - Recognize the fact that different people may have different opinions on the same topic  
- Understand the importance of listening to others’ opinions and formulating and sharing own opinion with reasoning and logic  
- Understand that being kind to others and helping others also contributes to self happiness and increases self esteem |
| Higher Secondary (Grades 11 – 12) | • Recognize differences as sources of enrichment and conflict in life in society  
• Recognize and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy etc. relevant for peaceful coexistence between individuals, groups and nations |
2.3 Compassion and Care for environment

Personal wellbeing cannot remain confined only to taking care of oneself but is linked to positive and healthy interaction and collaboration with the society and environment as a whole. An unhealthy environment contributes to individual and collective health issues as well as issues pertaining to mental and emotional despair and low self-esteem. Environmental awareness and education contributes to understanding how individuals and groups can contribute to building healthy sustainable environments and develop appreciation for conservation.

Environment education enables the students to:

- **Understand the environment** and develop responsible environmental behavior and skills to improve the quality of the environment
- **Understand natural resources, the interdependence** of things in the environment, ecosystem and ecology, environmental degradation, development issues, overpopulation, weather, water and waste disposal.
- **Understand** their contributions to keeping their homes and neighborhoods clean
- **Appreciation of nature** and the role of human beings in sustaining and preserving it for themselves and the future generations
- **Preservation** of environment through attitudes and values that promote actions to address various environmental problems or promote environmental quality leading to **Sustainable development**
- **Conservation** of natural and man-made resources

<table>
<thead>
<tr>
<th>Grades</th>
<th>Care for environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Primary</strong></td>
<td>- Identify what makes their neighborhood clean</td>
</tr>
<tr>
<td>(grades 1 – 3)</td>
<td>- Identify what makes their neighborhood dirty</td>
</tr>
<tr>
<td></td>
<td>- Understand the importance of keeping their schools, homes and neighborhoods clean</td>
</tr>
<tr>
<td></td>
<td>- Define the term ecosystem</td>
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<tr>
<td></td>
<td>- Describe how living things depend upon each other in their environment</td>
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<tr>
<td></td>
<td>- Recognize importance of trees and animals in our environment</td>
</tr>
<tr>
<td></td>
<td>- Define the term pollution</td>
</tr>
<tr>
<td></td>
<td>- List different types of pollution (noise, air, water, land etc.)</td>
</tr>
<tr>
<td><strong>Upper Primary</strong></td>
<td>- Understand the causes and effects of pollution</td>
</tr>
<tr>
<td>(Grades 4 – 5)</td>
<td>- Explain different types of ecosystem and their components</td>
</tr>
<tr>
<td></td>
<td>- Define biodiversity</td>
</tr>
<tr>
<td></td>
<td>- List factors causing loss of biodiversity</td>
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<tr>
<td></td>
<td>- Develop a sense of responsibility of care for the immediate environment of home,</td>
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<tr>
<td></td>
<td>neighborhood and school (do not litter, save water, save electricity, save trees)</td>
</tr>
</tbody>
</table>
- Identify the different geographic zones of Pakistan
- Celebrate earth day, tree plantation day, green day, cleanliness day, water day etc.
- Understand the difference between ‘weather’ and ‘climate’

**Middle (Grade 6 – 8)**
- List the ways by which they can contribute to keeping their neighborhood clean
- Plan activities to resolve environmental issues in their homes, school and neighbourhood
- Define Natural resources
- Identify various Natural resources
- Explain the causes of resource depletion
- Describe the effects of population on environment
- Describe the effects of environmental degradation on humans
- Identify ways to protect biodiversity (National parks, wildlife etc.)
- Understand how climate change affects our environment (global warming, greenhouse effect)

**Secondary (Grades 9 – 10)**
- Demonstrate commitment to lifestyle for a sustainable world (saving water, careful use of electricity, reduce-reuse-recycle approach)
- Describe the responsibilities of a citizen in improving the environment
- Describe the effects of human activities on the environment locally and globally
- Suggest methods of conservation of natural resources (deforestation, water logging, salinity etc.)
- Differentiate between renewable and nonrenewable resources
- Describe environmental issues, their causes and effects on their community
- Understand the dimensions of climate change and explain its on the severity of natural hazards

**Higher Secondary (Grades 11 – 12)**
- Describe global issues and the reasons for these problems
  - climate change
  - poverty
  - pollution
  - disease
  - natural disasters
- Suggest strategies for sustainable development
- Recommend ways for alternate energy generation
- Evaluate how extreme weather can be hazardous for people
- Identify patterns of human behaviour, practices and lifestyles that are causing the climate to change
- Prepare charts, posters, banners, key messages to create awareness about the responsibilities to reduce environmental pollution and degradation
2.4 Safety and Security

The main purpose of integrating school safety and Disaster Risk Reduction (DRR) in the curriculum is to protect students and school staff from injury and harm in schools and to strengthen disaster resilience through relevant knowhow and skills.

DRR aims to reduce the risks related to disasters through introducing systematic interventions directed at understanding analyzing and thereby reducing the causal factors of disasters and exposure to hazards in schools resulting in improved preparedness and response to adverse events including man-made and natural disasters and safety risks.

Education authorities need to integrate disaster risk reduction into policies and practices in the education sector and strengthen institutions and capacities to build resilience to hazards by systematically incorporating risk reduction approaches into education programmes including the curriculum.

The integration of disaster and risk reduction in the curriculum encompasses the following areas

2.4.1 Understanding hazards and disasters

- **Natural disasters** such as hurricanes, floods, tsunamis and earth quakes; why and how they happen
- **Physical impacts**; trends and patterns in their occurrence
- **Climate change** and its link to natural hazards: global warming, green house effect
- **Impact of climate change** on life, safety and sustainability
- **Awareness of other safety hazards** (using electric appliances, staying safe from injury) within the school, home and community

2.4.2 Practicing Safety Measures

- **Learning safety measures and procedures** in the event of different hazards at school, at home or local environment
- **Familiarization** with hazard early warning signs, drills and exercises in evacuation or sheltering procedures
- **First-aid, health and safety measures** and staying safe before during and after a hazard
- **Advocating** the messages of disaster mitigation in the community
- **Building resilience in structures and in behaviour**
<table>
<thead>
<tr>
<th>Grades</th>
<th>Understanding hazards and disasters</th>
</tr>
</thead>
</table>
| Lower Primary       | • Recognize the fact that some natural and manmade disasters can be dangerous for human beings  
| (grades 1 – 3)      | • Recognize basic features of natural disasters such as earthquakes, floods and fire  
|                     | • Practice earthquake drills with the help of their teachers  
|                     | • Understand the risk and danger associated using electric appliances  
|                     | • Practice safety measures while using electrical appliances  
|                     | • List the various hazards they can face at home (naked wires, damaged roof, broken glass)  
|                     | • Understand the ways of being careful and staying safe in the classroom |
| Upper Primary       | • Recognize basic features of natural disasters such as drought, tsunamis, landslides  
| (Grades 4 – 5)      | • Understand and practice safety measures in case of an earthquake (at home and in school)  
|                     | • Practice earthquake drills (Drop, cover and hold on)  
|                     | • Develop a chart for earthquake safety and share with their family  
|                     | • Explain the various ways in which a fire can be put out  
|                     | • Practice fire mock drill ((stop, drop & roll)  
|                     | • List ways in which they keep safe during a severe thunderstorm (snow storm, dust storm)  
|                     | • Define and communicate warnings of hazard clearly and effectively |
| Middle (Grade 6 – 8)| • Define the terms ‘Disaster’ and ‘Hazard’  
|                     | • Identify the causes of various hazards and disasters (e.g., earthquakes, floods, drought, tsunamis, landslides, fire etc.)  
|                     | • Practice safety measures during disasters and mock evacuation drills  
|                     | • Recognize local hazards and identify sources of disaster  
|                     | • Describe trends and patterns in the occurrence of disasters (floods, earthquakes)  
|                     | • List ways in which they can be safe during disasters like earthquakes and floods  
|                     | • List ways in which they can practice safety during lab use and experiments  
|                     | • Define and communicate what they have learnt about hazards and disasters to family members  
|                     | • Recognize the importance of having a school safety plan  
|                     | • Inquire from their teachers if their school has a safety plan in place |
| Secondary (Grades 9 – 10) | • Understand the science of natural hazards such as hurricanes, tsunamis, floods and their physical impacts  
|                     | • Understand key disaster risk reduction concepts (e.g., hazard, disaster, emergency, risk, risk reduction, vulnerability, resilience)  
|                     | • Recognize fire as a natural & man-made Disaster; Do’s And Don’t’s, Forest Fire, Mock Drills;  
|                     | • Fire(stop, drop & roll)  
|                     | • EQ (drop cover &hold on) |
- Practice school evacuation plan & drills
- Read about the key disasters in recent history (earthquake, Tsunami, Flood)
- Define and communicate what they have learnt about hazards and disasters to members of the community

**Higher Secondary (Grades 11 – 12)**

- Describe local, national and global hazard and disaster trends
- Read about the key disasters in recent history (earthquake, Tsunami, Flood)
- Understand that disasters impacts differ according to gender and socio-cultural status
- Practice safety measures and procedures in the event of hazard, at school, at home in the local environment
- Practice first-aid, health and safety measures
- Understand how to stay safe before during and after a hazard
- Describe and communicate disaster risk reduction messages using appropriate mode of communication (e.g., brochures, posters, electronic media, social media,)
- Participate in the development of school safety plan (earthquake, flood, fire, terrorist attack etc.)
Integrity and Honesty
3. Integrity and Honesty

Integrity is demonstrated in positive personal values in all we do and say. Living with integrity means exhibiting sincerity, honesty and truthfulness in all communications and actions and recognizing and rejecting dishonesty and corruption at all levels. Integrity as a personal attribute enables the individual to gain the trust and respect of others and constitutes the basis for self-esteem and confidence.

Honesty entails acting in accordance with moral and ethical attitudes to ensure consistency between words and deeds. Teaching honesty includes addressing the root causes that sometimes prompt people to practice dishonest behaviours.

3.1 Truthfulness

The first step towards being honest to others is to respect their right to truth. Being honest requires a strong commitment to truthfulness. Lying about facts whether large or small constitute the first step towards dishonesty, which can start at a very young age. The schooling experience can definitely impact a student’s orientation towards being honest and upfront. A strong focus on teaching the value of honesty, therefore, needs to become a core part of everyday schooling.

However, preaching the value of truth and honesty alone may not address the problem optimally. For addressing the root cause of why children twist and bend the truth we need to look deeper. Children withhold the truth for various reasons, which could have a lot to do with their circumstances, their self-esteem and subsequently their desire to make themselves look better in the eyes of others to gain their respect. This can lead to exaggerations or overstatements about their achievements and their socio-economic status. Furthermore, it is commonly observed that truth is bent to avoid punishments and reproach for mistakes and under-achievements or to avoid the feeling of guilt or embarrassment.

Inculcating truthfulness and honesty in children during their developmental stages requires a step further than a lecture approach on the virtues of truth and honesty. The school environment as a whole must become more accepting with a positive school culture focusing on building constructive relationships and dealing empathetically with mistakes. Fostering healthy competitiveness rather than a harsh comparison between the achievers and non-achievers contributes to openness and the desire to improve performance (within ones abilities) without feeling threatened. Teachers must demonstrate ways to handle mistakes in a tolerant and accepting manner. Teaching practices can focus on dealing with situations of potential embarrassment through appreciation and understanding, encouraging peers to support each other as much as possible.

Open appreciation of honesty through positive feedback and show of respect, increases the probability of students’ assimilating this value within their belief system. Even if at times the consequences of telling the truth may be undesirable the students must understand the value of honesty and the strength of character in facing the results of their actions.
3.2 Trustworthiness

Honest people are trustworthy. Trustworthiness refers to honoring our commitments and upholding our word in all kinds of dealings within the home and school environment spreading out to the community and the country. Honesty and trustworthiness are closely linked and a consequence of one another. Students must recognize that honesty entails that their actions and words demonstrate similar trends and standards. A person known to be truthful is also considered trustworthy. This does not imply that there will never be difference in words and deeds because circumstances often dictate otherwise. However it implies staying true to our word to the best of our ability and owning up with integrity to any deviation. Students must understand that accepting one’s mistake and owning up to its consequences and making necessary amends alleviates the status of an individual. Such behavior builds upon itself establishing a sound foundation for integrity and honesty in deed and word. Accordingly, school programmes including teaching practices and curricular materials must focus on establishing the importance of these values through demonstration and expression of positive behavior.

3.3 Fairness

Fairness emanates from the virtues of equality and justice and the ability to deal with different situations through application of these values. Ensuring that all people are treated fairly, contributes to the development of a just society where the rights of individuals (to property, livelihoods, voice, etc.) are protected. Fairness is a character trait that has a strong impact on the outcomes of our daily interaction with those around us. Fairness in dealing with all and in all situations builds the credibility of the individual for being trustworthy and reliable. Such traits enable confidence building and a sense of satisfaction with the daily outcomes of interaction within the society leading to better collaboration for societal advancements in the economic, political and social spheres.

At the formative stages and throughout the developmental stages of children, an emphasis on fair actions can include guidance in their behavior on giving others their turn, following rules during games, listening to others and appreciating different points of view. Just like the other attributes of honesty and integrity discussed above, mere lecturing on fairness will not lead to attitudinal and behavioral development of children. One of the most effective ways to teach fairness is through role modeling. Adults, including teachers, need to practice fairness in their actions and act as role models for children to observe and follow. Therefore, teachers and the school administration can play an instrumental role in demonstrating a high degree of fairness in the teaching, grading and administrative aspects ensuring participation of all children and by meting out the same behavior to all. These elements will ensure that the students are getting the same messages of justice and build intolerance towards nepotism and solicitation thereof.

Schooling should, therefore, encourage students to practice fairness through engaging them in meaningful discussions, based on everyday situations or selected texts and stories. Being able to take decisions guided by fairness or behaving fairly hinges upon and is closely interwoven with the values of tolerance and respect. Students must understand that in some cases what appears as fair to one may seem unfair to another. Hence the tolerance to listen patiently and with respect to the points of view of others can lead to developing different points of view. This
will enable the inculcation of aversion to biases and acceptance of others’ point of view as equals.

Through incrementally building upon the concept of fairness across the grades, students must be taught to see that fairness entails treating all people equally and with respect. Students must learn through didactics and by practicing fairness during their education to be ready for a life of fair dealings as constructive and collaborative resources in the development of their society.

3.4 Hard work and pursuit of excellence

Hard work and pursuit of excellence is an attitude that helps individuals in achieving their life goals and have positive implications on their family, their communities and for the nation as a whole. Admiration is usually accorded to those that achieve the spotlight by excelling in their field of expertise, be it business, athletics, entertainment or the sciences. The key to success is invariably hard work and dedication to achievement of excellence. While generally perceived as the domain of a few that outshine, the fact remains that pursuit of excellence leads to positive outcomes and accomplishments of varying degrees in an environment of healthy competition. Some individuals outshine others but those left behind leave a mark in terms of their individual achievements against their personal goals with positive effects on their families and communities.

Similarly, all children have certain goals and aspirations which they pursue to whatever extent they can. Pursuit of goals often leads to recognition and experiences of successes and failures. During their education, children must know and understand the importance of setting personal and academic goals, which may evolve or totally change over time. Alongside, they must develop recognition of the fact that success and setback will be part of the process in their efforts towards their goals.

Pursuit of excellence requires working with perseverance, dedication and hard work whether it is at the academic or personal levels. There is no short cut to achieving distinction in anything. This topic provides students the platform to observe the cross cutting connections between assimilation of values such as integrity, honesty and truthfulness with the added ingredient of hard work and efforts towards excellence. At the same time, it draws attention to rejection of short cuts such as cheating, plagiarism and unhealthy competitive streaks that may be detrimental to their own growth as individuals and to other fellow students.

Teaching the value of hard work with determination is an important element in a child’s social and emotional development. The challenge is to ensure the inculcation of this value in increasingly competitive economies characterized by a race for capital gains and accumulation of wealth. Teachers need to actively praise the effort of students so they see the value in making that effort regardless of the outcomes. Children must be enabled to understand that everyone will not achieve the same level of excellence. Students have differing talents and abilities. While some struggle with mathematics and sciences, others shine; some have artistic and creative talents, others struggle within the arts and crafts. Teachers, therefore, need to be
careful in showering their appreciation on the high achievers only, as this is likely to dishearten those struggling. Praise needs to be directed towards students who try hard to learn the skills that come easier to the ones with aptitude for them. Likewise, academic achievements as gauged through assessments results may lead to the categorization of some students as ‘mediocre’ and ‘low achievers’, leading to the development of disappointment and ultimately discouragement from hard work. Often times such feelings may lead to the rejection of hard work and to either a sense of complacence or adoption of cheating and other short cuts for success.

Understanding the value of hard work and pursuit of excellence on the part of individuals sets the tone for a lifelong learning along their particular growth trajectories wrought with issues and challenges. During the developmental stages and in the lives of young people, teachers and other adults serve as role models that the students to follow. In this regard, inclusion of stories of role models, quotes, anecdotes and references from religious texts can reinforce the concept of hard work and pursuit of excellence and thereby lead to the inculcation of values of determination, diligence and the resolve to achieve true merit.

3.5 Say No to Corruption
The development of honesty, truthfulness and integrity as core values has a strong bearing on fighting corruption. Assimilation of such values is expected to nurture the development of psychological processes that reject short cuts, nepotism and under hand dealing. At the same time students exposed to these values begin to see the advantage of assimilating skills and knowledge that enable them to participate in economic activity as meritorious and skilled resources. Exposure to understanding the values of honesty and integrity also leads to an inclination on the part of the students for transparency in all forms of dealing and often they begin to challenge the status quo with demands for accountability.

The education delivery mechanism, including all administrative processes, teaching, assessment and sports, need to be driven by the tenets of transparency with an eye to fairness and merit. Children begin forming ideas about how deal with situations and issues by observing what happens in their environment. If all processes and content focus on elimination of corruption in all its form, they are able to witness fairness, honesty and integrity at play. Playing by the rules thus helps in forming the behavior of children inline with the values of honesty, integrity and merit.
<table>
<thead>
<tr>
<th>Grades</th>
<th>Honesty and Integrity</th>
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</table>
| **Lower Primary**  | - Identify and list various aspects of good character (punctuality, politeness, honesty, truthfulness etc)  
| (grades 1 – 3)     | - Recognize the importance of telling the truth, being honest  
|                    | - Identify the difference between right and wrong actions in different situations (aggression vs forgiveness, lying vs truthfulness)  
|                    | - Understand that Islamic teachings place a high emphasis on honesty and telling the truth  
|                    | - Understand that all religions strongly advocate honesty and truthfulness |
| **Upper Primary**  | - Define the terms Responsibility, Respect, Fairness, Trustworthiness, Honesty  
| (Grades 4 – 5)     | - Draw inspiration from the stories of Prophet Muhammad (SallallahuAlaiheWassallum) with regard to Honesty, Integrity and truthfulness  
|                    | - Read about the honesty and integrity practiced by other Prophets  
|                    | - Recognize the importance of being honest and telling the truth  
|                    | - Differentiate between fair and unfair actions and the importance of accepting responsibility for treating others unfairly  
|                    | - Brainstorm and discuss how one can show fairness toward others.  
|                    | - Realize the consequences of taking stuff without permission (another child’s toy, pencil etc.)  
|                    | - Understand the importance of hard-work for achievement of goals |
| **Middle**         | - Define integrity and list ways in which integrity can be practiced  
| (Grade 6 – 8)      | - Understand the rights of others (space, property, belongings) and realize the consequences of encroaching on others rights  
|                    | - Take inspiration from stories of pursuit of excellence through hard work of national heroes (Quaid e Azam, AllamaIqbal)  
|                    | - Recognize the negative connotations of greed and acquiring something through wrong actions  
|                    | - Define the term cheating and describe the consequences of cheating  
|                    | - Practice and understand dignity of labor and develop respect for all professions and societal levels  
|                    | - Understand the importance of being grateful for what they have  
|                    | - Offer solutions to remedy a seemingly unfair situation  
|                    | - Understand that accountability is important for deviant behaviour |
| **Secondary**      | - Recognize and practice values and attributes such as equity, justice, honesty, empathy etc.  
| (Grades 9 – 10)    | - Define and understand the term bribery and describe the adverse affects of bribery on society  
|                    | - Identify values that guide relationships such as collaboration, mutual assistance, |
Sharing and concern for living beings

| Higher Secondary (Grades 11 – 12) | • Define what is corruption, tax evasion & money laundering  
• Recommend ways to alleviate corruption from our society  
• Describe the adverse impact of corruption, tax evasion & money laundering on self & society  
• Identify these common examples of academic dishonesty:  
  o Plagiarism, Fabrication, Deception, Complicity |
Responsible citizenship
4. Responsible Citizenship

All countries require dynamic, knowledgeable and responsible citizens who are aware of their rights and are willing to take responsibility and make contributions to the development of their country and to the overall peace and prosperity of the world. ‘Good’ citizens are concerned about their own welfare and that of others and are able to positively influence their environment enabling it to be more participative, non-discriminatory, inclusive and governed by the rule of law. Respect for human dignity (including for labour), the understanding that all people are equal and the realization of own and others’ rights (voice and access to resources including justice), self reliance and collaboration with others and a well rounded understanding of the local - global dynamics (including economic and political interdependency) are all key tenets of positive citizenship.

Children learn about values such as care and compassion, responsibility, collaboration, diversity and justice in their everyday life through their interface with their families, the wider communities and in educational facilities within their prevalent societal and cultural norms. In developing countries like Pakistan while ethnic and cultural differences exist within provinces, more pronounced differences are observable across provinces. Differences among individuals at home, spiral out to those that exists within the communities, the provinces, the country and at the global level. In the increasingly globalized and interconnected world today, it is imperative that young people during their developmental stages are exposed to and understand the existence of diversity within the country as well as across national boundaries in the light of the principles of democracy, human rights and the rule of law.

Citizenship education built upon democratic values and human rights education is essential for developing peaceful, sustainable and inclusive societies based on respect for the human dignity and the rights of each and every person. Citizenship education enables students to learn the requisite skills to become responsible and productive members of their own communities, the nation and the global community as a whole.

Democracy is intrinsically tied to the realization of human rights. All men, women and children are entitled to enjoy basic freedoms such as the right to shelter and making a living with dignity and respect. Human rights education for children can effectively lead to the incorporation of human rights values in their outlook and attitudes. Appreciation that everyone has basic rights that must be upheld in daily lives can effectively lead to the prevention of discrimination and promotes an atmosphere of inclusion and respect for diversity. In addition, it provides a value system that promotes the development of inter-personal relations of young people’s lives including within the household (gender, age) to the wider community including educational institutions (diversity – peers, neighbors). This leads to more harmony within the society, reduces frustrations and confusions, enhances learning and strengthens social and emotional wellbeing.
A good citizen needs to have democratic values and understand the broad notion of democracy and democratic form of government. However, during schooling, discussion of democracy at the level of theorization or definition in textbooks only, will not achieve the purpose of developing democratic values. A deeper layering in of the democratic processes is required in learning materials (activities and exercises therein), in class room teaching, in the overall school environment and in the way students are assessed. As a part of curriculum implementation, the school environment needs to evolve to allow for a higher degree of participation by children in school administration and maintenance. Such processes will have far reaching impacts on young people in terms of understanding of how human rights and democracy are operationalized. While participation enhances the students’ ability to do things on a practical level and they feel the reward and benefit of their contributions, it also fosters a balanced foundation of key democratic elements like accountability and civic responsibility. Understanding the need for the participation of all without discrimination opens young people’s view to celebrating diversity at all levels.

In view of the foregoing the framework of this chapter focuses on the local and global dimensions of citizenship, driven by the principles of democracy, human rights, rule of law and peaceful and mutually supportive coexistence.

**Local citizenship Education**

Local citizenship refers to the role of individuals within the local community, region and country. It entails the preparation of students for patriotism and love for the country and an understanding of the importance of their contributions, roles and responsibilities to advancement towards a prosperous future.

The aim is to prepare students with consciousness of their own behavior in exercising their rights and understanding the importance of the protection of others’ rights. Citizenship education includes an incremental build up of the students’ understanding about democracy, justice and equality and their contextual form of governance and organizations. Students acquire the knowledge and skills for understanding communal issues and creating solutions to addressing them in their personal capacity as well as by collaborating with others. It enables the development of basic literacy for the economic, social and political dimensions of their lives as participative and responsible citizens.

Students must also understand and appreciate diversity (ethnic, gender, cultural, etc.). They also understand and value the public goods and develop a sense of responsibility to preserve and efficiently utilize them. A focus also remains on the inculcating a sense of belonging and ownership of public property and on developing responsibility for protecting it along with an aversion to vandalism. While pertinent to the global context equally, environmental conservation awareness is increasingly becoming a requisite for citizens. Knowledge of and valuing the efficient use of natural resources and conservation of the overall environment forms a key feature of citizenship in the 21st century.
Global citizenship Education

Global citizenship entails cognizance of the wider world and the awareness of an individual’s role within it. Global citizenship entails the inculcation of a sense of belonging to a larger community and common humanity. It recognizes and emphasizes political, economic, social and cultural interdependencies and interconnectedness between the local, the national and the global levels.

Global citizenship equips students for engagement with the challenges and opportunities of life in an increasingly interdependent and dynamic world. It seeks to prepare students for meaningful social and economic participation in the global world and contributing to making it peaceful, secure, just and on the path to sustainable development. Students are enabled to understand the economic, social and political dimensions of the 21st century’s global society and enabled to form opinions and views about the current issues in an informed manner.

An emphasis of global citizenship education therefore is on building the understanding of how the local context is inextricably linked to the global: socially and culturally through the flow of information (media) and people (migration); economically through trade routes and channels; environmentally by inhabiting the same planet; and politically through international relations, treaties and convention and the global regulation system. Thus, global citizenship education aims to foster the thirst for understanding global processes and outcomes based on facts rather than conspiracy theories.

Sub themes for Citizenship (local and global)

4.1 Understanding the organization of society, respect for the law, rules and regulations

- Adherence to basic rules, regulations, the law including traffic sense, formation of queues for service provision and waiting for your own turn as well as respecting the right of others for their turns,
- Democracy and the rule of Law
- Human Rights and how they are operationalized
- Structure, responsibilities and functions of government (local and provincial)
- Citizen rights and responsibilities and how it relates to the wider world
- Global governance structures and relations with national and local structures
- Role of government and citizens – suggesting ways in which people and government can work together to meet people’s needs
- Role of the Civil Society in development
- Role of media (including social media) and ethics of information use and management
<table>
<thead>
<tr>
<th>Grades</th>
<th>Democracy, Human Rights, rule of law</th>
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</thead>
</table>
| Lower Primary (grades 1 – 3) | • Recognize the fact that in the classroom and in the school  
• Understand why are rules necessary and how they help us  
• Identify some basic traffic rules (traffic lights, zebra crossing)  
• Understand that individuals have differing opinions and learn the importance of listening to others’ ideas and points of view patiently  
• Understand and demonstrate the importance of queuing up and waiting for own turn as well as respecting the right of others for theirs  
• Identify the safety rules and decorum they should follow while walking on the road, crossing a road, travelling by a bus etc.  
• Understand what basic human needs and rights are  
• Understand Basic human rights and that some people are deprived of these rights  
• List three rights they have (Rights to education, play, health care)  
• Identify their responsibilities with respect to each right (go to school regularly and do homework, take care of play equipment and do not pluck flowers in parks, wash fruits and vegetables before eating, boil water)  
• Understand what fairness is and what their responsibilities are to be fair in the classroom and with their parents, siblings, friends, relatives and neighbours |
| Upper Primary (Grades 4 – 5) | • Understand some more traffic rules  
• Recognize why rules and responsibilities exist and why they may change over time  
• Identify key public issues in their local area (drinking water, school, sewage system etc.)  
• Recognize that within the immediate surrounding there is authority and power with some groups and not with others.  
• Develop understand why and how some people use power and make decisions while others are excluded from decision making and follow rules  
• Understand what fairness is and how discrimination on the basis of social, biological, cultural and ethnic grounds exists and the negative effects of this discrimination on societal well being (escalating poverty)  
• Understand that everyone has the right to voicing their opinions and voice their own opinion in a non-confrontational manner  
• Believe that all individuals have equal rights and not to hurt the feelings of any individuals or groups based on any difference  
• Identify the Human Rights in Islam  
• Recognize that in a democracy individuals are aware of and uphold their own human rights as well as work towards upholding and protecting others’ rights.  
• Be able to use information (media and social media) ethically and morally for own and societal good |
| Middle (Grade 6 – 8) | • Understand how the country is governed and basics of organization of the government and their responsibilities  
• Understand and describe how the societal rules are set and how people take part in |
changing them

- Understand the notion of the democratic process in the household, the school and the community; and apply these in daily life.
- Understand the value and benefit of being diplomatic and putting across opinions, ideas and thoughts in an inoffensive and polite manner in interaction with family/household, at school and within the community.
- Describe good governance, rule of law, democratic processes, transparency
- Identify the personal traits of good citizens (trustworthiness, respect for law, responsibility, honesty and respect for the rights of others)
- Define Nation state, international organizations and bodies, multi-national corporations
- Understand the dimensions and causes of discrimination and human rights violations on the basis of gender, age ethnicity and class how these can be addressed individually and collectively
- Relate the Human Rights in Islam as applicable to the international narrative and view the prevalent violations of human rights in this light
- Understand the government’s responsibility with respect to human rights protection
- Understand that fairness demands inclusion of all voices in decision making and the supremacy of law particularly with regard to accusations which should be investigated on the basis of evidence.

<table>
<thead>
<tr>
<th>Secondary (Grades 9 – 10)</th>
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<tbody>
<tr>
<td>- Understand regional and global governance structures and processes and differences between regions and countries</td>
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<tr>
<td>- Identify and assess how distribution of power takes place within the society and how discrimination and exclusion affects the society</td>
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<td>- Observe the prevalence of injustices in the society and the role of the individual, collective action and the government in addressing these injustices</td>
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<td>- Define and describe ‘rights’, ‘civil rights’, ‘political rights’, ‘social rights’, ‘economic rights’ and apply these to their real life experiences</td>
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<td>- Describe the consequences of provisions or denial of different rights</td>
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<tr>
<td>- Have knowledge of and be able to participate in upholding democratic values, action against social injustices</td>
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<tr>
<td>- Understand the importance of democracy and democratic processes</td>
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<td>- Understand the background to the constitutional changes that led to the amended constitution of 1973</td>
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<tr>
<td>- Understand the characteristics of constitutional democracy and understand the misconceptions related to it.</td>
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<tr>
<td>- Understand and explain the role of political parties, media and civil society in the advancement of the democratic process in Pakistan</td>
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<tr>
<td>- Understand and be able to discuss the political, cultural and human rights of citizens enunciated in the constitution of Pakistan</td>
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<tr>
<td>- Know about the constitutional cover for the rights of minorities</td>
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- Identify / understand the various models of government in the world where democracy is flourishing
- Recognize and respect pluralism in the society and understand the prejudice, inequality and discrimination as breeding grounds for discontent and against the spirit of democracy
- Understand accountability as a key tenet of democracy and describe the channels of accountability in the democratic process
- Be able to balance own responsibilities in a democratic form of government

<table>
<thead>
<tr>
<th>Higher Secondary (Grades 11 – 12)</th>
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<tbody>
<tr>
<td>- Identify the rights and responsibilities of citizens, groups and states in the international community</td>
</tr>
<tr>
<td>- Identify and understand global challenges and methods of international collaboration for addressing them</td>
</tr>
<tr>
<td>- Understand and explain how the individuals, groups, civil society, the business and private sectors engage in the regional and global governance</td>
</tr>
<tr>
<td>- Describe and argue about how the international balance of power is divided between the countries and regions</td>
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<tr>
<td>- Understand the factors that hinder participative citizenship at the local, country and global level</td>
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<tr>
<td>- Understand universal human rights and the international machinery for human rights protection including knowledge of human rights conventions, especially those relating to marginalized and vulnerable groups (women, children, disabled, minorities)</td>
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<tr>
<td>- Articulate stance and action against social injustices and to uphold the rule of law and democracy</td>
</tr>
<tr>
<td>- Understand the importance of individual and group efforts towards the development of own community and surroundings through self help measures and through the interface with civil society and government bodies</td>
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</table>
4.2 Collaboration

- **Interaction** with the world around us (community, country, world) and develop intrapersonal and interpersonal skills to be able to celebrate and deal with diversity.
- **Personal and collective identity** and cultivate a sense of belonging to a common humanity.
- **Teamwork and cooperation** to interact and live peacefully with different social groups.
- **Lead and be led effectively** and understand basic leadership practices.
- **Roles of citizens** in a democracy – ways in which individuals can behave as responsible citizens – identify groups that citizens form to protect and promote their rights.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Collaboration</th>
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</table>
| **Lower Primary** (grades 1 – 3) | - Understand the importance of collaboration by participating in group activities in the class and while playing games  
- Understand that during class work or play depending upon the situation, lead by taking into account all peers’ opinions and effective participation and to follow the designated lead  
- Identify ways in which people are similar and different (geographically, linguistically, religion wise, socioeconomic status)  
- Recognize the need to respect all people as they are born equal with human dignity (participation, inclusion)  
- Identify ways in which they can show respect for others  
- Identify ways in which people have interdependencies and how they help each other to make differences in their own lives and for all within the community  
- Identify that people may have differing needs, likes, opinions based on varying perspectives and contexts |
| **Upper Primary** (Grades 4 – 5) | - In all activities whether in the classroom or playground ensure that all are included, given a fair chance and encouraged,  
- Work proactively towards eliminating all forms of bullying.  
- Understand that all human beings should be able to express their opinions and to listen and also present own point of view in a gentle and calm manner  
- Identify how the community links to the wider world in terms of differences and similarities  
- Identify ways they can demonstrate good citizenship (playing fairly, helping others, following rules, taking responsibility for one’s actions)  
- Identify the personal traits of good citizens (trustworthiness, respect for law, responsibility, honesty and respect for the rights of others) and how they are essential for mutually supportive coexistence  
- Understanding how mutually supportive attitudes and actions lead to improvements in the lives of all in terms of development of the society and the economy  
- Understand prejudices, sexism and how to combat these negative elements in order to minimize and eventually eliminate stereotyping and discrimination |
• Understand how diversity is natural and that all people within the community whether from the locality or migrants can together through participation contribute to the development of society
• Understand the concept of nation building through being patriotic, fair, supportive, collaborative and democratic

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<thead>
<tr>
<th>Grade</th>
<th>Content</th>
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</table>
| Middle (Grade 6 – 8) | Describe the activities that individuals perform for the welfare of the local community  
Describe the term human rights  
Recognize, value and respect all human and living beings, the environment and things  
Identify and understand issues affecting the local community (environmental, social, political, economic or other) and suggest ways in which these can be countered through collective action |
| Secondary (Grades 9 – 10) | Understand that identity is multifaceted, complex and flexible.  
Define and be able to give examples of the terms ‘rights’, ‘civil rights’, ‘political rights’, ‘social rights’, ‘economic rights’  
Describe the consequences of provision or denial of different rights and how own rights as well as those of individuals can be upheld  
Define and understand responsibilities on the basis of morality and social conscience  
Demonstrate a commitment to life style for a sustainable world (saving water, careful use of electricity, reduce-reuse-recycle approach) and to form coalitions for the same purpose through self-help groups or by volunteering at civil or government organizations. |
| Higher Secondary (Grades 11 – 12) | Observe and analyze the status of human rights within the diverse society (locally and globally)  
Identify positive elements within the current situation of human rights of all citizens and the degree of collaboration by different stakeholders in safeguarding and promoting the same |
4.3 Respect for diversity and Tolerance

- **Unity in diversity**, and development of positive attitudes towards fellow human beings
- **Worthy relationships** with diverse individuals and groups Understanding individual worth simultaneously valuing diversity and equality among people.
- **Values, attitudes and skills** to manage and engage with diverse groups and perspectives.
- **Appreciation of differences** in culture, language, religion, gender and development of skills for living in an increasingly diverse world
- **Human dignity and rights**: All human beings are equal and need to play a role in decisions concerning their wellbeing and that of others
- **Respecting others and appreciating their diversity** (elders, religion, ethnic groups, gender, social class)

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<tr>
<th>Grades</th>
<th>Respect for diversity and Tolerance</th>
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</thead>
<tbody>
<tr>
<td><strong>Lower Primary</strong></td>
<td>• Identify ways in which people are similar and different culturally and in their beliefs</td>
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<tr>
<td>(grades 1 – 3)</td>
<td>• Recognize the need to respect all people as they are born equal with human dignity</td>
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<td></td>
<td>• Identify ways in which they can show respect for others</td>
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<td></td>
<td>• Identify the places of worship for different religions (mosque, church, temple etc.)</td>
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<td></td>
<td>• Understand that they must respect all places of worship</td>
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<td></td>
<td>• Name the main religious festivals in Islam</td>
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<td></td>
<td>• Name some religious festivals celebrated by Christians, Hindus and Sikhs</td>
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<tr>
<td></td>
<td>• Know that fair dealing must be exercised and all peers regardless of their ethnicity, social class, cultural background etc. should be included in games and group work.</td>
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<tr>
<td><strong>Upper Primary</strong></td>
<td>• Define the term diversity and identify the key characteristics of diverse groups within societies</td>
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<tr>
<td>(Grades 4 – 5)</td>
<td>• Identify similarities and differences within and between cultures and societies (gender, age, ethnicity, socioeconomic status, marginalized populations)</td>
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<td></td>
<td>• Respecting others and self and appreciate differences that exist among societies</td>
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<td></td>
<td>• Willingness to listen to the ideas and perspectives of others as equals even if disagreement is felt</td>
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<tr>
<td><strong>Middle</strong></td>
<td>• Recognize and respect diversity</td>
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<tr>
<td>(Grade 6 – 8)</td>
<td>• Learn to appreciate and respect diversity and interact with others in the community and wider world</td>
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<tr>
<td></td>
<td>• Recognize the fact that Pakistan is predominantly an Islamic state and a majority of Pakistanis are Muslims</td>
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<td></td>
<td>• Recognize the fact that different people follow different religions</td>
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<td></td>
<td>• Understand that they must respect all religions and their practices including places of worship, rituals and religious festivals</td>
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<td></td>
<td>• Willingness to learn about others’ way of life, experiences, etc.</td>
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</tbody>
</table>
| **Secondary (Grades 9 – 10)** | • Appreciate and show respect for pluralism and build awareness of negative elements such as prejudices and discrimination  
• Develop values and skills that enable people to live together peacefully (respect, equality, caring, empathy, solidarity, tolerance, inclusion, communication, negotiation, managing and resolving conflict, accepting different perspectives, non-violence)  
• Uphold own views and self esteem as a Pakistani and develop willingness to learn from other cultures  
• Understand cultural differences globally  
• Differentiate between global culture and Pakistani culture, appreciate cultural diversity within own society, in the country and globally  
• Identify the ways to strengthen diversity at global level  
• Deepen understanding of and interaction with different cultures and be aware of changes taking place culturally, socially and politically at the international and global level  
• Recognize and appreciate religious diversity from around the world |
| **Higher Secondary (Grades 11 – 12)** | • Understand the diversity in Pakistani society and identify the contribution of different cultures, values and beliefs to our lives and society  
• Identify key components of a life style that promotes diversity and tolerance in society  
• Understand and value the benefits of working with others from different backgrounds  
• Research and inquire about another country in terms of population, area, culture, religion and diversity |
4.4 Peace and social cohesion

- **Conflict management and conflict resolution** skills for dealing with others in situations of disagreement in everyday settings (community, national and global).
- **Communication and problem solving** is a way for resolving conflict.
- **Tolerance, respect** for each other, cooperation, forgiveness and support and concern for each other for peaceful coexistence between individuals, groups and nations.
- **Cooperative learning** where children are encouraged to work together in groups and pairs to solve problems and carry out activities to foster learning and sharing.
- **Consequences of peace and conflict** – understand their attitude may result in peace or conflict – ways to create peace recognize that conflicts are inevitable and can be managed –
- **Promotion of nonviolence** manifested through values such as respect for human rights, freedom and trust and by principles of equality, responsibility, and solidarity.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Peace and social cohesion</th>
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</thead>
<tbody>
<tr>
<td><strong>Lower Primary</strong></td>
<td>• Identify ways in which they can show respect for others</td>
</tr>
<tr>
<td>(grades 1 – 3)</td>
<td>• Know that difference exists across space and time.</td>
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<td></td>
<td>• Understand how one’s own actions have consequences.</td>
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<td></td>
<td>• Understand how disagreements lead to conflicts and recommend some basic ways for</td>
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<tr>
<td></td>
<td>managing and avoiding conflicts.</td>
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<tr>
<td><strong>Upper Primary</strong></td>
<td>• Learn to listen, understand, agree and disagree, accept different views and perspectives</td>
</tr>
<tr>
<td>(Grades 4 – 5)</td>
<td>• Know the differences between own and other ethnicities and integrate acceptance of</td>
</tr>
<tr>
<td></td>
<td>other ways of being and beliefs</td>
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<tr>
<td></td>
<td>• Define the term ‘conflict’ and ‘conflict resolution’</td>
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<tr>
<td></td>
<td>• Recognize the causes of disagreements and how they escalate into conflicts at the</td>
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<td>personal and peers level, the household and neighborhood levels</td>
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<td></td>
<td>• Know and understand some causes of conflict within own community/city through examples</td>
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<td>• Recognize when individuals’ or groups’ rights are being violated and discuss such</td>
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<td>violations with the teachers and parents.</td>
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<tr>
<td></td>
<td>• Understand that anger, frustration and aggression are negative elements to be avoided</td>
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<tr>
<td><strong>Middle</strong></td>
<td>• Define the term tolerance</td>
</tr>
<tr>
<td>(Grade 6 – 8)</td>
<td>• Identify the causes of social intolerance in the society</td>
</tr>
<tr>
<td></td>
<td>• Identify key components of a lifestyle that promotes tolerance</td>
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<td></td>
<td>• Know about the ways of in which conflict can be mitigated or resolved in a fair manner</td>
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<td></td>
<td>• Recognize the signs of emerging and ongoing conflicts and to not be a bystander and</td>
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<td>report the matter to elders for intervention by the authorities</td>
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<tr>
<td></td>
<td>• Identify the reasons for why some people scavenge on others</td>
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<tr>
<td></td>
<td>• Know that migrants and displaced people have a certain set of conditions that may</td>
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</table>
lead to their marginalization

- Describe the term peace and understand the importance of a peaceful society
- Understand that violent protests or demonstrations are detrimental to sustainable peace and security
- Understand strategies for repairing damaged relationships through communication and negotiation

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<tr>
<th>Secondary (Grades 9 – 10)</th>
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<tbody>
<tr>
<td>• Identify the causes of conflicts (prejudice, discrimination, stereotype, cultural differences)</td>
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<tr>
<td>• Identify the structured ways of resolving conflicts (discussion, negotiation, mediation) and be able to do the right thing when they witness a conflict arising</td>
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<tr>
<td>• Identify strained relationships between states and describe the basic reasons and facts that lead to the strained relationships and war eventually</td>
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<tr>
<td>• Recognize the connections between justice, conflict and security, and sustainable peace</td>
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<tr>
<td>• Understand the value of peaceful protests against injustices or for holding the government accountable for service delivery</td>
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<tr>
<th>Higher Secondary (Grades 11 – 12)</th>
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<tbody>
<tr>
<td>• Identify the causes of conflict(s) and war at the local, national and global level</td>
</tr>
<tr>
<td>• Identify the consequences of conflict(s) and war at the local, national and global level</td>
</tr>
<tr>
<td>• Recognize the importance of common values (respect, tolerance and understanding, solidarity, empathy, caring, equality, inclusion, human dignity) in learning to co-exist peacefully</td>
</tr>
<tr>
<td>• Recognize the value of good relationships between individuals, groups, societies and nation states for peaceful co-existence, personal and collective well-being</td>
</tr>
<tr>
<td>• Describe global issues (climate change, poverty, gender inequality, pollution, crime, conflict, disease, natural disasters) and the reasons for these problems</td>
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<tr>
<td>• Understand and form opinions about global issues and relationships based on facts and an account of events and discard conspiracy theories</td>
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