



TURNING THE KEY COMPETENCIES

INTO REALITY a practical guide for teachers



Developed by

Fathimath Shaheema

Shirumeen Ahmed

Mariyam Laiza

Ali Riza

Yaugoob Hussain

Abdulla Zubair

National Institute of Education

Ghaazee Building

Ameer Ahmed Magu

Male' 20125

Maldives

+960 3323242

<http://www.nie.edu.mv>

Copyright © 2015 by National Institute of Education
All rights reserved.

ISBN: 978-99915-0-714-9

Table of Contents:

Purpose of this guide	1
1. Introduction to the key competencies	2
1.1 How are the key competencies developed in students	3
1.2 How do the key competencies contribute to achieve the vision	4
2. Practising Islam	5
2.1 Progression of Practising Islam across key stages	6
2.2 Weaving Practising Islam into teaching and learning	11
3. Understanding and Managing Self	17
3.1 Progression of Understanding and Managing Self across key stages	18
3.2 Weaving Understanding and Managing Self into teaching and learning	21
4. Living a Healthy Life	27
4.1 Progression of Living a Healthy Life across key stages	28
4.2 Weaving Living a Healthy Life into teaching and learning	32
5. Relating to People	38
5.1 Progression of Relating to People across key stages	39
5.2 Weaving Relating to People into teaching and learning	42
6. Thinking Critically and Creatively	48
6.1 Progression of Thinking Critically and Creatively across key stages	49
6.2 Weaving Thinking Critically and Creatively into teaching and learning	53
7. Making Meaning	59
7.1 Progression of Making Meaning across key stages	60
7.2 Weaving Making Meaning into teaching and learning	63
8. Using Technology & the Media	67
8.1 Progression of Using Technology & the Media across key stages	68
8.2 Weaving Using Technology & the Media into teaching and learning	71
9. Using Sustainable Practices	76
9.1 Progression of Using Sustainable Practices across key stages	77
9.2 Weaving Sustainable Practices into teaching and learning	81
10. Developing KCs through school-wide activities	86
11. Monitoring and keeping record of students' progress	94
11.1 Involving the students	95
11.2 Involving the parents	95
12. Sample strategies to assess the key competencies	96
Bibliography	102
Appendices	104

Purpose of this guide

The purpose of this guide is to contribute to the development of a common understanding of the eight key competencies specified in the National Curriculum Framework. The success in incorporating the key competencies into the curriculum depends on the development of a shared understanding and therefore this guide aims to:

- provide a brief definition of the key competencies.
- unpack the key competencies and demonstrate ways to implement the key competencies, in practical classroom applications, to emphasise their holistic nature.
- propose suggestions on how the key competencies could be developed through school-wide activities.
- suggest different ways to monitor and assess how the students develop the key competencies.

The suggestions and ideas in this guide is not an exhaustive list of activities but they provide guidance to schools and teachers. Schools are recommended to provide a wide range of experiences to the students that are relevant to their local community.

1. Introduction to the Key Competencies

The National Curriculum specifies eight key competencies which are essential for individuals to live, learn and contribute as active members of our nation and the world. These key competencies provide the basis for lifelong learning and employability in a progressive and challenging world. Each key competency is built on a combination of cognitive and practical skills, knowledge, values, attitudes, dispositions and other social and behavioural components.



Using Sustainable Practices



Practising Islam



Understanding and Managing Self



Using Technology and the Media



Living a Healthy Life

Key competencies



Making Meaning



Thinking Critically and Creatively



Relating to People

1.1 How are the Key Competencies developed in students?

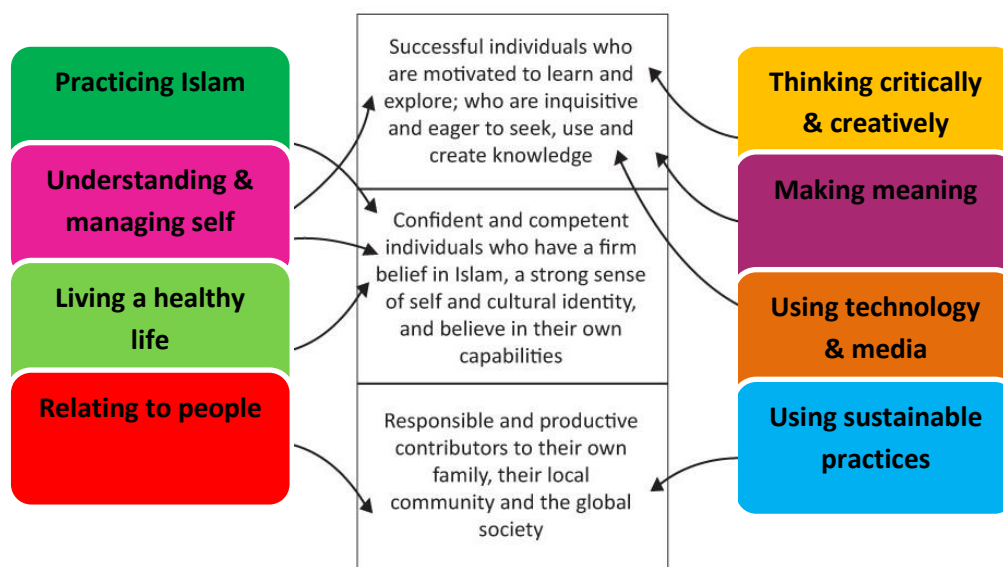
Developing the key competencies need a whole school approach which involves all the aspects of planning and teaching. The key competencies are relevant to all the key learning areas and they are developed simultaneously with the content areas of the curriculum.

Teachers need to support students in identifying the key competencies in use, its value and purpose in real life. Students also need to know how effectively they personally are using the key competencies and identify how the key competencies can be used more effectively.

Furthermore, students need to be presented with various opportunities throughout their whole learning experience, which challenge them to acquire and strengthen these eight interrelated key competencies. Schools need to encourage an active and creative attitude to learning, and a collaborative effort between students and teachers. Key competencies require teachers to notice not just what students are learning, but how they are learning and their capacity to continue learning. Co-operative and collaborative activities are a great platform for teachers to build students personal and team key competencies. Students should be capable of using these key competencies in diverse contexts- at school, in the community, at home and in all learning areas.

1.2 How do the Key Competencies contribute to achieve the vision?

The integration of key competencies in teaching and learning change the teachers' and students' roles in the classroom and the learning activities have a more student centered approach to teaching. For instance, classrooms where key competencies are applied, students have an active role in decision making related to their learning and they are given choices in learning. Teachers in such classrooms respond to learner needs, provide quality feedback to students and show themselves as learners. Additionally, the learning activities employed would make learning meaningful by taking students to authentic contexts. These types of learning experiences ultimately lead to have individuals who are motivated to learn, think critically, manage themselves, build and maintain positive relationships.



2.2 Weaving Practicing Islam into teaching and learning



وَأَمَّا بَعْدُ فَأَعْلَمُكُمْ سَبْعَ مَقَالٍ (عَمْرٍو سَهَابٌ)

سَبْعَ مَقَالٍ					مَقَالٌ
سَبْعَ مَقَالٍ					مَقَالٌ
<p>سَبْعَ مَقَالٍ</p> <p>• سَبْعَ مَقَالٍ</p>					<p>مَقَالٌ</p> <p>مَقَالٌ</p> <p>مَقَالٌ</p> <p>مَقَالٌ</p> <p>مَقَالٌ</p> <p>مَقَالٌ</p>
<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>
<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>
<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>
<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>
<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>
<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>	<p>مَقَالٌ</p>





پہلے صفحہ 1 (تیمہ 3-1)

اساتذہ محترمہ		اساتذہ محترم	
خوشیوں کی تلاش اور ان کی نشاندہی	ان کی ترویج اور ترویج	نہجی اور ان کی	خوشیوں کی تلاش اور ان کی نشاندہی
<ul style="list-style-type: none"> خوشیوں کی تلاش اور ان کی نشاندہی کے لیے اساتذہ محترمہ کو اپنی کلاس کے ماحول کو ایسا بنانا چاہیے جہاں ہر طالب علم اپنی خوشیوں کی تلاش کر سکیں اور ان کی نشاندہی کر سکیں۔ 	<ul style="list-style-type: none"> اساتذہ محترمہ کو اپنی کلاس کے ماحول کو ایسا بنانا چاہیے جہاں ہر طالب علم اپنی خوشیوں کی تلاش کر سکیں اور ان کی نشاندہی کر سکیں۔ 	<ul style="list-style-type: none"> اساتذہ محترمہ کو اپنی کلاس کے ماحول کو ایسا بنانا چاہیے جہاں ہر طالب علم اپنی خوشیوں کی تلاش کر سکیں اور ان کی نشاندہی کر سکیں۔ 	<ul style="list-style-type: none"> اساتذہ محترمہ کو اپنی کلاس کے ماحول کو ایسا بنانا چاہیے جہاں ہر طالب علم اپنی خوشیوں کی تلاش کر سکیں اور ان کی نشاندہی کر سکیں۔



پہلے صفحہ 2 (6-4)

اساتذہ کی صلاحیتیں			اساتذہ کی صلاحیتیں
<p>اساتذہ کی صلاحیتیں</p>	<p>اساتذہ کی صلاحیتیں</p>	<p>اساتذہ کی صلاحیتیں</p>	<p>اساتذہ کی صلاحیتیں</p>
<p>اساتذہ کی صلاحیتیں</p> <ul style="list-style-type: none"> اساتذہ کی صلاحیتیں 	<p>اساتذہ کی صلاحیتیں</p> <ul style="list-style-type: none"> اساتذہ کی صلاحیتیں اساتذہ کی صلاحیتیں 	<p>اساتذہ کی صلاحیتیں</p> <ul style="list-style-type: none"> اساتذہ کی صلاحیتیں 	<p>اساتذہ کی صلاحیتیں</p> <p>اساتذہ کی صلاحیتیں</p> <p>اساتذہ کی صلاحیتیں</p> <p>اساتذہ کی صلاحیتیں</p> <p>اساتذہ کی صلاحیتیں</p>
			



پاڻي پيئڻ		پاڻي پيئڻ	
<p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p>	<p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p>	<p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p>	<p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p> <p>پاڻي پيئڻ جي اهميت</p>



پاور پوائنٹ 4 (9-10)

پاور پوائنٹ 4 (9-10)			
پاور پوائنٹ 4 (9-10)		پاور پوائنٹ 4 (9-10)	
<p>پاور پوائنٹ 4 (9-10)</p> <ul style="list-style-type: none"> پاور پوائنٹ 4 (9-10) 	<p>پاور پوائنٹ 4 (9-10)</p> <ul style="list-style-type: none"> پاور پوائنٹ 4 (9-10) 	<p>پاور پوائنٹ 4 (9-10)</p> <ul style="list-style-type: none"> پاور پوائنٹ 4 (9-10) 	<p>پاور پوائنٹ 4 (9-10)</p> <ul style="list-style-type: none"> پاور پوائنٹ 4 (9-10)



3 Understanding and managing self

This key competency helps young people become more self-directed, so they can manage their learning in the long term. To do this they become more aware of themselves, identify their personal strengths and weakness, their interests and their limitations. It also develops students ability to set goals, implement plans, organise their time and evaluate their performance. Through this key competency young people learn to see themselves as capable, responsible and independent learners.

Through the key competency young people learn to:

- understand oneself
- maintain a positive self-image
- manage their behaviour in a range of situations
- set goals and review them
- organise and plan how to go about a task
- locate information from a range of sources
- manage time
- take responsibility for their learning
- ask for help

3.1 Progression of Understanding and Managing Self across key stages

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
-----	-----	-----	<p>UMS.KS3.04 Identify how character traits, interests, abilities, and achievement relate to attaining personal goals and identify ways on how to overcome the obstacles to make goals achievable.</p>	<p>UMS.KS4.04 Analyse why certain goals are achievable while others are not.</p>	<p>UMS.KS5.04 Evaluate on given scenarios and think of ways on how to overcome obstacles to make goals achievable.</p>
<p>UMS.FS.04 Set simple goals and work towards achieving it with support (eg: put away toys after play).</p>	<p>UMS.KS1.04 Set realistic short-term goals and demonstrate skills related to achieve them with support.</p>	<p>UMS.KS2.04 Set realistic short-term goals and demonstrate skills related to achieve them. (e.g., follow the steps involved in goal setting)</p>	<p>UMS.KS3.05 Set realistic short-term goals, make plans for achieving it and monitor its progress regularly in order to make continued improvement.</p>	<p>UMS.KS4.05 Set short and long-term goals, make plans for achieving it and monitor its progress regularly in order to make continued improvement.</p>	<p>UMS.KS5.05 Set a goal with action steps, timeframes, and criteria for evaluating achievement.</p>
<p>UMS.FS.05 Focus, sustain attention and persist with tasks</p>	<p>UMS.KS1.05 Focus and maintain concentration over a reasonable amount of time with tasks, despite distractions and interruptions.</p>	<p>UMS.KS2.05 Understand the importance of individual effort, hard work, and persistence.</p>	<p>UMS.KS3.06 Focus, sustain attention, and work with persistence to complete a task.</p>	<p>UMS.KS4.06 Demonstrates interest and enthusiasm towards achieving personal and life goals.</p>	<p>UMS.KS5.06 Demonstrates interest and enthusiasm towards achieving personal and life goals.</p>
<p>UMS.FS.06 Organise work area (e.g., keeping their belongings neatly in place)</p>	<p>UMS.KS1.06 Organise and plan their school and homework effectively.</p>	<p>UMS.KS2.06 Demonstrate good organizational skills (eg organizing books, coming to class prepared)</p>	<p>UMS.KS3.07 Organise and plan on how to go about a task.</p>	<p>UMS.KS4.07 Demonstrate the ability to plan and organise a given task.</p>	<p>UMS.KS5.07 Plan and organise events/ activities effectively.</p>

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>UMS.FS.07 Use a variety of resources available within the home and school to complete a given task.</p>	<p>UMS.KS1.07 Use their own and others' ideas to locate sources of information available within the school and home.</p>	<p>UMS.KS2.07 Use a variety of resources including books, internet, peers, tutors and people in the wider community to locate information.</p>	<p>UMS.KS3.08 Locate information from a range of sources and identify which type is the most appropriate to complete a task and use them effectively</p>	<p>UMS.KS4.08 Locate information from a range of sources and identify which type is the most appropriate to complete a task and use them effectively</p>	<p>UMS.KS5.08 Locate information from a range of sources to complete a task and adapt to new technologies and situations when needed</p>
<p>UMS.FS.08 Follow daily routines effectively.</p>	<p>UMS.KS1.08 Follow daily routines effectively.</p>	<p>UMS.KS2.08 Describe the importance of making daily schedule and following them for time management.</p>	<p>UMS.KS3.09 Identify and discuss the strategies for using time efficiently.</p>	<p>UMS.KS4.09 Evaluate how effective time management affects their daily life.</p>	<p>UMS.KS5.09 Explore and express ways how to manage time more effectively.</p>
<p>UMS.FS.09 Complete a simple task on time.</p>	<p>UMS.KS1.09 Complete a task on time.</p>	<p>UMS.KS2.09 Follow a sequence of activities and complete a task on time</p>	<p>UMS.KS3.10 Plan and organise a sequence of activities, managing resources if necessary.</p>	<p>UMS.KS4.10 Plan and organise different tasks, prioritising and reallocating resources in order to meet competing deadlines.</p>	<p>UMS.KS5.10 Plan and organise different tasks, prioritising and reallocating resources in order to meet competing deadlines.</p>
<p>UMS.FS.10 Take responsibility for own learning and behaviour within a supervised environment.</p>	<p>UMS.KS1.10 Take responsibility for own learning and behaviour within a supervised environment.</p>	<p>UMS.KS2.10 Take responsibility for own learning and behaviour within a supervised environment.</p>	<p>UMS.KS3.11 Demonstrate responsibility for actions to ensure a successful transition from lower secondary to secondary level.</p>	<p>UMS.KS4.11 Take responsibility for continuing academic development and behaviour</p>	<p>UMS.KS5.11 Use resilience in all areas of life (e.g., reflect on learning/behaviour and identify areas of improvement and work out their next learning goal).</p>

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>UMS.FS.11 Ask for help when needed.</p>	<p>UMS.KS1.11 Seek help when needed.</p>	<p>UMS.KS2.11 Identify situations requiring adult/ professional help and seek advice when necessary.</p>	<p>UMS.KS3.12 Identify situations requiring adult/ professional help and seek advice when necessary.</p>	<p>UMS.KS4.12 Identify situations requiring adult/ professional (e.g., counsellor/ psychologist) help and seek advice when necessary.</p>	<p>UMS.KS5.12 Identify situations requiring adult/ professional (e.g., counsellor/ psychologist) help and seek advice when necessary.</p>
<p>UMS.FS.12 Accepts change, difficulties, and responds to them positively.</p>	<p>UMS.KS1.12 Accepts change, difficulties, and responds to them positively.</p>	<p>UMS.KS2.12 Accepts change, difficulties, and responds to them positively.</p>	<p>UMS.KS3.13 Accepts change, difficulties, ups and downs as part of life and responds to them positively.</p>	<p>UMS.KS4.13 Accepts change, difficulties, ups and downs as part of life and responds to them positively.</p>	<p>UMS.KS5.13 Accepts change, difficulties, ups and downs as part of life and responds to them positively.</p>
<p>UMS.FS.13 Understand the value of good manners and apply skills in real life situations.</p>	<p>UMS.KS1.13 Demonstrate good manners and respectful behavior towards self and others.</p>	<p>UMS.KS2.13 Demonstrate good manners and respectful behavior towards self and others.</p>	<p>UMS.KS3.14 Demonstrate self-discipline and respectful behavior towards self and others and become a role model for others.</p>	<p>UMS.KS4.14 Demonstrate self-discipline and respectful behavior towards self and others and become a role model for others.</p>	<p>UMS.KS5.14 Demonstrate self-discipline and respectful behavior towards self and others and become a role model for others.</p>


3.2 Weaving Understanding and managing self into teaching and learning

Foundation Stage (Kindergarten)

INDICATOR	SOME SUGGESTED LEARNING ACTIVITIES		
UMS.FS.01 Identify and talk about own likes, dislikes, needs, wants, strength and weaknesses	HEALTH & WELLBEING <ul style="list-style-type: none"> Say things about self: Eg: I am _____ (name) I can _____ I'm happy to be me! List (orally) and draw 5 things they can do. (eg: I can draw me. I can build with blocks. I can play with my friends. I can sing songs.) 	CREATIVE ARTS <ul style="list-style-type: none"> Make a self-portrait (face) using a paper plate. Make life-size self-portraits: Sing simple songs and rhymes related to self and personal uniqueness. E.g: Sing <i>Everybody Says</i> and <i>I am different</i> 	SOCIAL SCIENCES <ul style="list-style-type: none"> Write their name on a strip of paper. And say something special about oneself or make an "I am special" book
	ISLAM & SPIRITUALITY <ul style="list-style-type: none"> Sing "Allah made me" song*¹ Talks about and appreciates Allah's creations (uniqueness of individuals) and know that individual abilities and skills given to them are gifts of Allah (SWT) and we have to be thankful to Allah (SWT) and use them in appropriate ways. 	ENVIRONMENT, SCIENCE & TECHNOLOGY <ul style="list-style-type: none"> Looks at one-self in a full-length mirror. Discuss their total appearance and how they are alike or different from their parents and/or other children. Observe and compare their body features, colour, hair texture etc.) with the help of teacher In pairs, blindfold and one at a time feel the face and hair of classmates and then feel their own face and hair. They will find that people feel different. (<i>links with Visual art</i>) 	MATHEMATICS <ul style="list-style-type: none"> Measuring body parts using non-standard units. Make hand and foot prints and compare them with the others in the classroom. Compare their height with their classmates and stand according to the height order.

¹ Refer to appendix



INDICATOR	LEARNING ACTIVITIES				
<p>UMS.KS1.02 Describe a range of emotions and discuss the situations that cause them</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Perform role-play and storytelling using puppets Pretend that something sad had happened to a friend and tell a story about how it happened and what you did to show you cared. 	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> Express different emotions through role plays, storytelling, gestures, facial expressions and miming. Create a dance using different emotions to express how students feel. (Refer to appendixes) Create movements that represent feelings/ emotions. Create artworks to show emotions (draw sleepy line, angry line, a surprised line, happy line). Create an art work using colours to convey emotions/ mood (e.g., red-anger) 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Create word cards to show positive and negative emotions. Make emotion graphics  Read, tell, listens to stories related to emotions/mood and behaviour. Express different emotions through simple activities (e.g., creative movement, facial expressions, gestures, role plays, storytelling, choral speaking, show and tell, rhymes, poems and songs) 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> Label emotions and talk about some things that have happened to the student/s which make them feel happy, sad or angry. Discuss when and why students have felt these emotions and if their feelings changed at some point, discuss why it changed. 	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> Create scenarios where students have to describe a range of emotions, and discuss the situations and coping strategies (e.g., practise saying special dua's in different situations such as loss of a family member, when one gets angry, lonely, sad etc) Listens to Islamic moral stories related to these topics. Talk about the importance of helping a person in need (when someone is sad) and sharing happiness or success of another (from an Islamic perspective).



INDICATOR	LEARNING ACTIVITIES			
<p>UMS.KS2.10 Take responsibility for own learning and behaviour within a supervised environment.</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> • Make choices about food, clothes and other objects. Write the reason for their choices. Make slogans: e.g., “Always make valid choices”. “Think before you choose” 	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> • Make own decision about the selection of materials/ equipments to create a particular music. • Create an artwork using materials, subject matter, colour etc of their own choice and discuss why a particular choice has been made. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> • Choose a controversial topic related to “Choices in our lives” Debate/ discuss the reasons for the choices they have made. 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> • Brainstorm a list of decisions they have made during the day or week. Who made each decision? How was the decision made (i.e., made by one person, by voting, by several people agreeing to it, by being told to by another person, because of a rule or law)? The teacher may choose to introduce words like autocratic, democratic, and consensus. Discuss, and give additional examples of the various types of decision-making processes. Divide the class into groups, give them each some relevant situations, and ask them to determine what kinds of decision-making processes might be used in each. Give reasons for choices. Report to class.



INDICATOR	LEARNING ACTIVITIES		
<p>UMS.KS3.04 Identify how character traits, interests, abilities, and achievement relate to attaining personal goals and identify ways on how to overcome the obstacles to make goals achievable.</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> • Take a self- evaluation and decide whether he/she is a responsible person. <p>Eg: personal responsibilities:</p> <ul style="list-style-type: none"> ○ I do what needs to be done ○ I am reliable and dependable ○ I never make excuses or blame others for my actions ○ I always follow through on my commitment. ○ Social responsibilities: ○ I do my part for the common good ○ I volunteer in my school or community ○ I participate in community service ○ I do what I can to help take care of the environment ○ I think I am/am not a responsible person because..... ○ For each question, rate yourself on a scale of one to five (1=awful, and 5=terrific). For each of these behaviors give an example of how you are either responsible or not, and what you could do to improve. 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> • Take a self-evaluation on a social science project (eg: booklet/ PowerPoint presentation) done on a relevant topic. • Rate on a scale of 1 to 5 (1=Not achieved, 3= developing and 5= Outstanding) <ul style="list-style-type: none"> ○ For knowledge gained on the topic (1=not achieved and 5= can accurately portray all related facts). Information search (1= limited interesting/ important information and 5= Information interesting and important. Relevancy of information evident. Visual presentation (1= formatting and organization of materials are confusing and 5= Exceptionally attractive formatting and well organized information. 	<p>SCIENCE</p> <ul style="list-style-type: none"> • Take a self-evaluation on a science project completed. • Rate on a scale of 1 to 5 (1=Not achieved, 3= developing and 5= Outstanding) • Content accuracy (1= no knowledge of the facts and its consequences and 5= All the facts are correct. Can accurately portray all related facts and its consequences. • Oral presentation (1= No effort shown in presentation and 5= Excellent effort shown in presentation.



INDICATOR	LEARNING ACTIVITIES		
<p>UMS.KS4.08 Locate information from a range of sources and identify which type is the most appropriate to complete a task and use them effectively</p>	<p>MATHEMATICS</p> <ul style="list-style-type: none"> Gathers and organize data to create and interpret tables and graphs. 	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> Gathers information about types of calligraphic art in different cultures. Search the internet and make a poster on art related careers. Questions a visiting artist about the lifestyles and the roles of art in the society. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Finds and reads online (e.g., CD-ROM, internet, intranet, newsgroups) and traditional sources (e.g., encyclopedia, books, periodicals) to answer an inquiry arising from class or personal activities. Use various forms—direct quotation, paraphrase, summary—to incorporate information from research into own writing. Use a variety of sources to confirm spelling of commonly misspelled words (e.g., lists, editing activities, word walls, reference materials, computers).
	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> Selects sources useful for finding information on the past (eg: oral, written and verbal sources, including maps, graphs and tables, objects, buildings, monuments, museums) 	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> Interviews a historian or elderly person from the community to find additional information on the environmental issues of Maldives 20 years back. Gathers information about the impact of technology on society and science. 	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Make <i>Student Newsletters</i>: Work in small groups to create a weekly or monthly newsletter for classmates and their families. Include health information, Q and A interviews, a “Dear -----”, illustrations, and related resources and websites. Consult and work with the school language and technology teachers for an integrated project. Gathers information on various health topics assigned. Cite at least three valid sources for health information.



INDICATOR	LEARNING ACTIVITIES		
<p>UMS.KS5.05 Set a goal with action steps, timeframes, and criteria for evaluating achievement.</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Write letters of advice for your future children to read when they reach the age you are right now. Tell them about the goals you had at this age, and what those goals did for you. Tell them about taking risks, what kind of risks are good/ bad. And tell them about how to deal with failure and disappointment so they won't be discouraged when things don't work out the way they want. Practice some goal setting exercises. Eg: Stop violence on the school grounds, Raise money to help kids with disabilities etc. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Think of three things you'd like to achieve in the next several months. These have to be things that are really important to you and within your power to make it happen. For each one describe in detail what you will need to do in order to succeed and lay out a plan for doing it, including deadlines. Make criteria for evaluating your achievement. Writes about a time when you succeeded at something because you made it a goal and committed to it. Describe what happened, how that made you feel and what did you learn from the experience. 	<p>ENTREPRENEURSHIP</p> <ul style="list-style-type: none"> Use simple goal setting strategies to identify areas for improvement (e.g., Primary Planning Sheet: Three strengths; two things I'd like to get better at; my goal[s] for the next quarter; things I'll do to work on my goal[s]). Establishes personal and learning goals related to career and life interests

4 Living a Healthy Life

This key competency helps students to acquire the knowledge and understanding, skills, capabilities and attributes they need in order to maintain their mental, emotional, social and physical wellbeing now and in the future. Participation in a wide range of health related activities at school enable students to better understand the factors that contribute to the wellbeing of themselves, others and the community.



Through this key competency young people learn to:

- identify factors that affect their safety
- maintain a healthy life style
- maintain personal hygiene
- use plans to manage time and priorities
- use effective strategies to maintain positive relationships
- make decisions that enhance their physical, social and mental wellbeing.

4.1 Progression of Living a Healthy Life across key stages

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>LHL.FS.01 Identify safe and unsafe situations at school, home, and community and recognise some local, national and international signs and symbols associated with safety (e.g., Stop signs, danger).</p>	<p>LHL.KS1. 01 Recognise the purpose of safety rules and describe actions to promote personal safety (e.g., follow road safety rules while crossing the road).</p>	<p>LHL.KS2.01 Explain what an emergency is and who can provide help during these situations (e.g., accident requiring first aid, emergency phone numbers).</p>	<p>LHL.KS3.01 Reflect on the effectiveness of strategies and language used in responding to an emergency.</p>	<p>LHL.KS4.01 Analyse situations that are dangerous to personal safety and recognise how to deal with such situations (e.g., gang violence, violence in relationships).</p>	<p>LHL.KS5.01 Evaluate the effectiveness of laws and policies that lead to personal and community safety (e.g. driving age).</p>
<p>LHL.FS.02 Demonstrate appropriate use of rules and routines (e.g., use equipment safely).</p>	<p>LHL.KS1. 02 Follow safety procedures in the home, school, and community (e.g., electrical safety, schoolyard rules).</p>	<p>LHL.KS2. 02 Practise some safe behaviours associated with roads for bicycles and pedestrians (e.g. walk on the pavement).</p>	<p>LHL.KS3. 02 Use appropriate strategies to prevent and reduce risks and promote well-being.</p>	<p>LHL.KS4. 02 Apply safe practice, rules, procedures in all activity settings, and take initiative to encourage others to do the same.</p>	<p>LHL.KS5. 02 Apply strategies to improve or maintain personal, family and community health by examining influences, rules and legal responsibilities that affect decisions.</p>
<p>LHL.FS1.03 Identify factors that affect growth process and describe simple life cycles of plants and animals.</p>	<p>LHL.KS1.03 Recognise that people go through similar life stages and develop at different rates.</p>	<p>LHL.KS2.03 Describe the physical changes at puberty (e.g., growth of body hair, changes in body shape).</p>	<p>LHL.KS3.03 Explain some major physical, social and emotional changes that have occurred in their life.</p>	<p>LHL.KS4.03 Analyse how body systems work and can be enhanced through health knowledge, nutrition and training.</p>	<p>LHL.KS5.03 Describe and analyse the physical, mental, emotional and sexual changes that occur over a lifetime, from birth to death.</p>
<p>LHL.FS. 04 Show positive attitudes toward own and others safety.</p>	<p>LHL.KS1. 04 Show positive attitude toward keeping themselves and others safe.</p>	<p>LHL.KS2. 04 Avoid behaviours that are harmful and risky to self and others.</p>	<p>LHL.KS3. 04 Follow appropriate behaviours and actions to enhance health in social environments.</p>	<p>LHL.KS4. 04 Show awareness of risk management measures established in the community (e.g., safe practices while travelling).</p>	<p>LHL.KS5. 04 Show awareness of risk management measures established in the community (e.g., safe practices while travelling).</p>

Turning the key competencies into reality: A practical guide for teachers

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>LHL.FS. 05 Identify some substances around the home that may be harmful (e.g., detergent).</p>	<p>LHL.KS1. 05 Identify medicines and household products that are harmful to the body (e.g., from their symbols and labels)</p>	<p>LHL.KS2. 05 Identify some of the harm associated with certain substances (e.g., tobacco)</p>	<p>LHL.KS3. 05 Analyse the effects of addictive drugs on body systems (e.g., alcohol, tobacco, and illegal drugs)</p>	<p>LHL.KS4. 05 Evaluate the effects of use and abuse of tobacco and addictive drugs (e.g., interpersonal, legal, economic).</p>	<p>LHL.KS5. 05 Outline the possible and negative consequences of substance use and abuse (e.g., alcohol syndrome, effects of steroid use).</p>
<p>LHL.FS.06 Describe a personal problem and identify who could provide help.</p>	<p>LHL.KS1. 06 Describe types of verbal and physical violence (e.g., name calling, kicking, hitting).</p>	<p>LHL.KS2. 06 Identify people and resources available in the community that can help someone experiencing harassment.</p>	<p>LHL.KS3. 06 Describe harassment and identify ways to dealing with it (e.g., by expressing the feelings and reporting incidents of harassment).</p>	<p>LHL.KS4. 06 Explore causes and consequences of violence in the community and how to minimise them (e.g., sexual harassment)</p>	<p>LHL.KS5. 06 Explore how the law and legal procedures prevent or protect people who experience harassment.</p>
<p>LHL.FS.07 Make healthy food choices (e.g., choose to eat healthy food during recess time).</p>	<p>LHL.KS1. 07 Make connections between particular foods and their health benefits.</p>	<p>LHL.KS2. 07 Set a personal healthy eating goal.</p>	<p>LHL.KS3. 07 Analyse factors affecting healthy body weight (e.g., food intake, growth spurts, and physical activity).</p>	<p>LHL.KS4. 07 Analyse personal eating habits in a variety of situations (e.g., at home, in school, in restaurants).</p>	<p>LHL.KS5. 07 Compare and contrast nutritional needs across a life span.</p>
<p>LHL.FS.08 Be aware that health information and services are available in the school and the community.</p>	<p>LHL.KS1.08 Identify examples of health information and services available in the community.</p>	<p>LHL.KS2. 08 Access health services in the local community.</p>	<p>LHL.KS3. 08 Locate valid health information, products and services.</p>	<p>LHL.KS4. 08 Demonstrate ways to obtain medically accurate information (e.g., from family members, school personnel, health professionals and other responsible adults).</p>	<p>LHL.KS5. 08 Evaluate the effects of media, technology and other factors on personal, family and community health.</p>

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>LHL.FS.09 Try to maintain personal hygiene and maintain the neatness of personal belongings (e.g., washing hands, brushing teeth).</p>	<p>LHL.KS1. 09 Follow good hygiene practices to improve and maintain personal health.</p>	<p>LHL.KS2. 09 Follow good hygiene practices to improve and maintain personal health.</p>	<p>LHL.KS3. 09 Follow good hygiene practices to improve and maintain personal health.</p>	<p>LHL.KS4. 09 Follow good hygiene practices to improve and maintain personal health.</p>	<p>LHL.KS5. 09 Follow good hygiene practices to improve and maintain personal health.</p>
			<p>LHL.KS3. 10 Participate in moderate to vigorous physical activity regularly and set personal goals to improve fitness and well-being.</p>	<p>LHL.KS4. 10 Participate in a wide variety of activities, including games, sports and lifetime physical activities.</p>	<p>LHL.KS5. 10 Participate in a variety of appropriate physical activities with personal goals, during and outside of school that develop physical fitness level.</p>
<p>LHL.FS1.11 Participate in small and large group activities, interacting cooperatively with one or more children.</p>	<p>LHL.KS1. 11 Practise cooperation in group tasks.</p>	<p>LHL.KS2. 11 Practise actions that promote positive relationships.</p>	<p>LHL.KS3. 11 Demonstrate skills to maintain positive relationships.</p>	<p>LHL.KS4. 11 Analyse how specific behaviours, attitudes and values can influence adolescent relationships.</p>	<p>LHL.KS5. 11 Apply positive characteristics of relationships and skills, attitudes and values needed to maintain or modify them (e.g., communicating, listening, valuing, respecting and empathising)</p>
<p>LHL.FS.12 Practise simple decision- making skills with teacher guidance. (e.g., use the decision making process to decide on an activity the class can do).</p>	<p>LHL.KS1.12 Use decision-making skills in familiar situations (e.g., decide on a date and place to have a class party).</p>	<p>LHL.KS2.12 Use decision-making and self-management skills (e.g., identify all options in a situation before making a decision).</p>	<p>LHL.KS3.12 Apply a decision-making process to address issues related to friends and family relationships.</p>	<p>LHL.KS4.12 Apply the steps of a decision-making process to deal with different situations related to personal health and well-being (e.g., substance use or abuse).</p>	<p>LHL.KS5.12 Make informed decisions and accept responsibility for consequences (e.g., consequences of smoking).</p>

Turning the key competencies into reality: A practical guide for teachers

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>LHL.FS.13 Use effective communication skills (e.g., interact with people, express needs and opinions, and interrupt appropriately).</p>	<p>LHL.KS1.13 Use effective communication skills (e.g., express own feelings by using assertive communication skills)</p>	<p>LHL.KS2.13 Use effective communication skills (e.g., active listening, understand non-verbal communication)</p>	<p>LHL.KS3.13 Use effective communication skills (e.g., refusal skills, active listening to deal with various situations)</p>	<p>LHL.KS4.13 Use effective communication skills (e.g., refusal skills and active listening skills) to deal with various relationships and situations.</p>	<p>LHL.KS5.13 Use effective communication in a variety of situations.</p>
<p>LHL.FS.14 Use age-appropriate strategies to prevent and manage conflict (e.g., how to react when friends have different opinions).</p>	<p>LHL.KS1.14 Use age-appropriate conflict resolution strategies and engage in developing solutions and work to resolve conflicts (e.g., seek help from adults)</p>	<p>LHL.KS2.14 Use assertive communication skills to manage conflict (e.g., express personal needs and let the other person to do the same).</p>	<p>LHL.KS3.14 Use assertive communication skills to manage conflict (e.g., state the effects of the other person's behaviour with appropriate verbal & non-verbal cues using "I" messages)</p>	<p>LHL.KS4.14 Use assertive communication skills to manage conflict (e.g., use a five step process for assertive behaviour).</p>	<p>LHL.KS5.14 Use assertive communication skills to manage conflict (e.g., use a five step process for assertive behavior).</p>
<p>LHL.FS.15 Believe that rest, food, and exercise affect the body.</p>	<p>LHL.KS1.15 Value the importance of food, exercise and physical activity for a healthy body.</p>	<p>LHL.KS2.15 Have a positive attitude towards healthy active living.</p>	<p>LHL.KS3.15 Value the importance of a balanced life.</p>	<p>LHL.KS4.15 Value the importance of a balanced life.</p>	<p>LHL.KS5.15 Value the importance of a balanced life.</p>

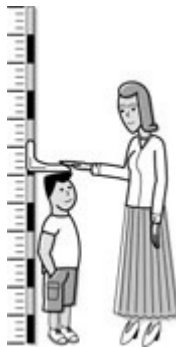
4.2 Weaving Living a Healthy Life into teaching and learning




Foundation Stage

INDICATOR	LEARNING ACTIVITIES							
LHL.FS.07 Make healthy food choices (e.g., choose to eat healthy food during recess time).	HEALTH & WELLBEING	ISLAM & SPIRITUALITY	ENVIRONMENT, SCIENCE & TECHNOLOGY	LANGUAGE & COMMUNICATION	CREATIVE ARTS			
	<ul style="list-style-type: none"> Sort out food according to 'healthy food' and 'junk food'. 	<ul style="list-style-type: none"> Teacher reads a story from the life of Prophet SAW which tells about diet and healthy food. 	<ul style="list-style-type: none"> Make a poster of fruits and vegetables. <table border="1" data-bbox="1084 568 1373 761"> <tr> <td>Fruits</td> <td>vegetables</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Fruits	vegetables			<ul style="list-style-type: none"> Read the story of 'Maakumbe' as a shared experience, draw and label pictures of food 'Maakumbe' should eat.
Fruits	vegetables							



INDICATOR	LEARNING ACTIVITIES		
<p>LHL.KS1.03</p> <p>Recognise that people go through similar life stages and develop at different rates.</p>	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> • Use one's own photographs and write a biography. or • Take different animal roles and interview animals to find out about their growth and development. <p>E.g.</p> <ul style="list-style-type: none"> ○ What were you called when you were a baby? ○ What did you eat when you were a baby? ○ When did you start to search for food on your own? 	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Measure the height/weight of different students in the class to be aware that people grow at different rates. 	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> • Talk about different stages of the growth and development of humans. E.g., babyhood, childhood, adolescence, adulthood. • Use pictures to understand the growth and development of humans while focusing on the following points: <ul style="list-style-type: none"> ○ the relative length of each stage ○ differences in capabilities at different stages ○ dependence on parents ○ eating habits <p>or</p> <ul style="list-style-type: none"> • Use life cycle sequence cards and explain life cycles of different living things.



INDICATOR	LEARNING ACTIVITIES				
<p>LHL.KS2.12 Use decision-making and self-management skills (e.g., identify all options in a situation before making a decision).</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Use a decision making process to choose one item from a given list of products (e.g., food/toiletries). <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Reflect what you feel about the items</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Gather information & research</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Evaluate the consequences</div> <p style="text-align: center;">↓</p> <p style="text-align: center;">Make a decision</p> </div>	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> Apply a decision making process in case scenarios for making informed decisions regarding healthy diet, safety measures, engaging in physical activity, disease prevention etc. 	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> Use a decision making process to choose a healthy meal according to the teachings of Islam. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Work in groups and use a decision making process to decide one of the following activities students would choose to take part. <div style="text-align: center;">    </div> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> Read a story in which a character makes a number of decisions. Then identify whether the influence to make the decisions come from within the person (internal) or outside (external) sources. 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> Use a decision making process to develop an action plan to promote health and wellbeing in the community.

Key Stage 3 (grade 7-8)

INDICATOR	LEARNING ACTIVITIES			
<p>LHL.KS3. 08 Locate valid health information, products and services.</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> • Use strategies of first-aid in teacher created scenarios. E.g., <ul style="list-style-type: none"> ○ insect sting, burns, broken bones, bleeding 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> • Prepare brochures to create public awareness on emergencies and how to behave during emergencies. <p>Note: students can include the following information in their brochure:</p> <ul style="list-style-type: none"> ○ Describe some common emergencies that occur in the community. ○ Safety precautions. ○ Important emergency numbers 	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> • Learn prayers to recite during natural disasters. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> • Take part in a role-play for an accident-related scenario. E.g., <ul style="list-style-type: none"> ○ You discover a fire in your neighbour’s house. ○ You see a man with a head injury on the road <p>or</p> <ul style="list-style-type: none"> • Write a description of an accident



INDICATOR	LEARNING ACTIVITIES		
<p>LHL.KS4. 08 Demonstrate ways to obtain medically accurate information (e.g., from family members, school personnel, health professionals and other responsible adults).</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Research various sources and do a presentation on the causes, prevention and treatment for certain diseases. (e.g., diabetes, cancer). <p>Or</p> <ul style="list-style-type: none"> Interview a health professional to get information about a disease and share the information with the class. 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> Use reliable sources of nutrition and health information to learn about health related issues. <p>Note: Students can use set criteria to determine reliable sources of information.</p> <p>E.g., use information based on sound research.</p>	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Locate and compare information about health related issues from various sources and write a report or give an oral presentation.

INDICATOR	LEARNING ACTIVITIES			
<p>LHL.KS5. 05 Outline the possible and negative consequences of substance use and abuse (e.g., alcohol syndrome, effects of steroid use).</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Evaluate the short term and long term effects of the use of tobacco, alcohol and drugs. Then plan and implement a school wide campaign to create awareness on the threats involved in these behaviours. 	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> Examine past epidemics such as cholera and make predictions about future epidemics. 	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> Identify the role of Islam in the prevention of diseases. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Work in groups and research selected diseases focusing on symptoms, transmission, and prevention. Then write a grant proposal to help eliminate a disease in the community.

5 Relating to people

This key competency is about working, interacting and living in harmony with a diverse range of people. To do this, young people need to develop the ability to listen actively, take turns, share ideas, show empathy, negotiate and find ways to resolve conflicts. By relating to people, young people learn to take different roles in different situations, they are aware of how their behaviour impacts others and they can come up with new ideas to improve their learning.



Through the key competency young people learn to:

- work collaboratively
- communicate effectively with a diverse range of people
- listen actively, take turns and share ideas
- respect different points of view
- be aware of how their actions affect others
- adapt their behavior and language to suit different people and situations
- negotiate and resolve conflict
- be fair
- give and respond to feedback from others

5.1 Progression of Relating to People across key stages

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
RP.FS.01 Be willing to join in, learn to work and play co-operatively.	RP.KS1.01 Participate in paired, group activities and discussions and become more adept at turn taking, sharing and co-operating.	RP.KS2.01 Engage with others, be willing to interact and help others with their learning.	RP.KS3.01 Demonstrate independence in working collaboratively using a team approach.	RP.KS4.01 Take responsibility for work assigned in teams and suggest ways of improving their approach to working collaboratively.	RP.KS5.01 Analyse group dynamics in a variety of situations.
RP.FS.02 Give and take within a group situation.	RP.KS1.02 Recognise their personal strengths and weaknesses in terms of the various roles within a group.	RP.KS2.02 Takes on different roles at different times (e.g., contributing as a member or as a leader when needed).	RP.KS3.02 Vary their roles in order to play to their strengths and address those which could be improved upon.	RP.KS4.02 Undertake a range of roles within group work and carry out these efficiently and with increasing independence.	RP.KS5.02 Adopt the roles within the group and identify and agree on working towards a collective goal.
RP.FS.03 Learn from demonstrations and modeling.	RP.FS.03 Show the ability to learn from shared and modeled activities.	RP.KS1.03 Understand and learn to respond to feedback from others.	RP.KS3.03 Give and respond appropriately to feedback from others.	RP.KS4.03 Give and respond appropriately to feedback from peers and adults and understand its importance for learning.	RP.KS5.03 Give and respond appropriately to feedback from peers and adults and understand its importance for learning.
RP.FS.04 Identify some verbal and nonverbal ways of communication (e.g., smile, nod, eye contact, facial expression, talking, writing, and reading).	RP.FS.04 Identify a few purposes for communicating (e.g., to express needs/wants, to share ideas and information, to build a positive relationship with peers/ adults).	RP.KS1.04 Identify and develop the skills required for effective communication.	RP.KS3.04 Examine the barriers to effective communication and identify ways to improve (e.g., poor listening skills, interference, assumptions, improper use of questions etc).	RP.KS4.04 Identifies strengths and areas of improvement in one's own communication using a criteria.	RP.KS5.04 Identify verbal and nonverbal ways to present ideas and information to an audience, accurately, coherently and clearly.

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>RP.FS.05 Use verbal and non-verbal communication in social interactions (e.g., sharing their needs/wants, ideas, feelings and experiences verbally or by using pictures/signs, miming/role-play).</p>	<p>RP.KS1.05 Use verbal and nonverbal communication in social interaction (eg: sharing ideas, feelings and experiences through miming/role-play, movement & discussion).</p>	<p>RP.KS2.05 Communicates appropriately with adults and peers in their environment.</p>	<p>RP.KS3.05 Communicates appropriately with adults and peers who are unfamiliar.</p>	<p>RP.KS4.05 Transfer skills of effective communication according to audience, purpose, and setting.</p>	<p>RP.KS5.05 Use effective communication skills according to audience, purpose, and setting to enhance interpersonal relationships.</p>
<p>RP.FS.06 Recognise the importance of listening (e.g., to interact with others, to enjoy, to follow simple instructions etc).</p>	<p>RP.KS1.06 Identify purposes for listening in different situations (e.g., to interact, to enjoy, to follow simple instructions to exchange ideas etc)</p>	<p>RP.KS2.06 Identify the characteristics of active listening (e.g., paying attention on the speaker, maintain eye contact, show acceptance, smile etc).</p>	<p>RP.KS3.06 Observe and describe the importance of listening skills in building & maintaining relationships.</p>	<p>RP.KS4.06 Identify, analyse and evaluate the impact of active listening skills.</p>	<p>RP.KS5.06 Distinguish between listening and hearing and explain the difference between empathetic and objective listening.</p>
<p>RP.FS.07 Listen attentively (e.g., follow instructions, make eye contact), take turns and share ideas</p>	<p>RP.KS1.07 Use active listening strategies with peers and adults (e.g., listens patiently without interrupting and wait for their turn to speak, show interest by maintaining eye contact with the speaker, nodding, or asking relevant questions).</p>	<p>RP.KS2.07 Listen attentively (e.g., give other members an opportunity to speak, respond positively to others, stay on topic and speak to the point)</p>	<p>RP.KS3.07 Use active listening skills (e.g., concentrate on the topic, show interest, verbal and non-verbal reactions, make own notes) and respond appropriately Use active listening skills to identify the feelings and perspective of others.</p>	<p>RP.KS4.07 Listens attentively and restate, reflect and summarize major ideas and feelings</p>	<p>RP.KS5.07 Use different types of listening appropriate to the listening situation (interpretive, empathic and critical listening).</p>

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>RP.FS.08 Show respect by listening to the views and opinions of others.</p>	<p>RP.KS1.08 Show fairness to others and respect other’s ideas and feelings even if they are different from their own.</p>	<p>RP.KS2.08 Listens and respect to others’ different view-points and express their opinion using appropriate language.</p>	<p>RP.KS3.08 Demonstrate how to express understanding of those who hold different opinions.</p>	<p>RP.KS4.08 Demonstrate tolerance, respect diversity of others and respect the rights and feelings of others.</p>	<p>RP.KS5.08 Demonstrate tolerance, respect diversity of others and respect the rights and feelings of others.</p>
<p>RP.FS.09 Identify appropriate and inappropriate words and actions (eg: screaming, fighting etc) and use appropriate behaviour and words in different situations.</p>	<p>RP.KS1.09 Use appropriate words or actions and think about how they affect others.</p>	<p>RP.KS2.09 Recognise inappropriate behaviour and adapt their behaviour as appropriate.</p>	<p>RP.KS3.09 Analyse how one’s behaviour may affect others and adapts their behaviour as appropriate.</p>	<p>RP.KS4.09 Adapts their behaviour and actions to suit different people and situations.</p>	<p>RP.KS5.09 Examine and evaluate how the actions of one person affect the behaviours of others and adapt those with appropriate behaviour.</p>
<p>RP. FS.10 Show by action that they are trustworthy (e.g., respect for the rights and property of others, taking responsibility for one’s own actions, fairness, caring, etc.)</p>	<p>RP.KS1.10 Exhibit the principles of character (e.g.: compassion, trustworthiness, responsibility, respect, caring, honesty, justice, fairness, etc. when dealing with others.)</p>	<p>RP.KS2.10 Exhibit the principles of character (e.g.: compassion, trustworthiness, responsibility, respect, caring, honesty, justice, fairness, etc. when dealing with others.)</p>	<p>RP.KS3.10 Demonstrate core ethical values (e.g.: compassion, trustworthiness, responsibility, respect, caring, honesty, justice, fairness, etc. when dealing with others.)</p>	<p>RP.KS4.10 Demonstrate core ethical values (eg: compassion, trustworthiness, responsibility, respect, caring, honesty, justice, fairness, etc. when dealing with others.)</p>	<p>RP.KS5.10 Demonstrate core ethical values (e.g.: compassion, trustworthiness, responsibility, respect, caring, honesty, justice, fairness, etc. when dealing with others.)</p>
<p>RP. FS.11 Identify a problem, suggest a solution with guidance.</p>	<p>RP.KS1.11 Work with peers to reach agreements and begin to manage disagreements.</p>	<p>RP.KS2.11 Identify and use strategies for handling conflict in a peaceful way.</p>	<p>RP.KS3.11 Demonstrate compromise and negotiation skills to resolve interpersonal conflicts.</p>	<p>RP.KS4.11 Demonstrate compromise and negotiation skills to resolve interpersonal conflicts.</p>	<p>RP.KS5.11 Identify and uses ways to resolve conflicts using negotiation skills and evaluate the effects of using these skills to reach win-win solutions.</p>

5.2 Weaving Relating to people into teaching and learning

Foundation Stage (Kindergarten)

INDICATOR	LEARNING ACTIVITIES				
<p>RP.FS.01 Be willing to join in, learn to work and play co-operatively.</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> • Play constructively together with peers. • Learn to share equipment/ resources and take turns when playing/ working with others. • Play games to build friendship with peers and allow others to join (e.g., Spin a web as a group”). • Allow others to join play activities. 	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> • Role-play collaboratively and share stories about experiences. • Show willingness to engage in group music performances/ composing activities (e.g., One group claps, one whistles, one taps on their seats, one group makes shushing sounds with their mouths. Each group makes the sound when the teacher/ leader points at them) • Talks and share personal stories about their own artworks. • Create group murals, collage, printmaking and 3-D art works. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> • Use an object/ toy during circle time activities to indicate who’s turn it is. Support the learners to take turns in a game, communicating and waiting in conversation, or sharing an object or toy. • Read as in pairs, small groups and as a whole class and welcome others to join in. • Share resources such as story books with others. 	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Shares, play and work well with others using building blocks • In groups sort out shapes according to colour, shapes, and size. 	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> • In pairs and in groups engage in play activities in the sand/water tray, playing alongside one another. (e.g., making water wheels)



INDICATOR	LEARNING ACTIVITIES			
<p>RP.KS1.07 Use active listening strategies with peers and adults (e.g., listens patiently without interrupting and wait for their turn to speak, show interest by maintaining eye contact with the speaker, nodding, or asking relevant questions).</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> • Develop active listening through games and play (e.g., “what’s the time Mr Wolf?”, “Ali says”) 	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> • Tell/ dramatise a fairy tale story such as Goldilock and the three bears, The three little Pigs, or Little Red Riding Hood in a different version where they • With eyes closed, listen to the sounds they hear and tell if they are sounds heard either indoors or out. • Draws an animal, building or scene by listening to the teacher/ peer giving step-by-step instruction. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> • Listens to another student while he/ she describes a favourite activity and after two or three minutes restate what was said by saying, “I heard you say that...” Have your peer tell you ways that you showed you were a good listener. • In a group create a story. One student starts the story and after sometime the next student continues the story. This goes from one student to another till the story ends. • Interview another student/ person about a topic such as family experiences, foods, movies, TV programs, etc. Students who are reporters write down the answers given. Discuss to find out if the reporters accurately listened and reported what they were told. Discuss how listening skills were helpful in completing the assignment. 	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> • Interview another students/ person about a related topic and complete a task/ assignment.



INDICATOR	LEARNING ACTIVITIES		
<p>RP.KS2.11 Identify and use strategies for handling conflict in a peaceful way.</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Brainstorm on questions such as “Have you ever started working on a project with a friend and gotten into a disagreement? What caused the disagreement?”, “How did you feel and what did you say or do?” Read a story or create a situation where a conflict arises, discuss what caused the conflict, and how the characters solved them. Write out steps for working out conflicts. Discuss each step. Describe a variety of conflicts that commonly occur at school. List these. Select one and discuss in pairs the how the steps for working out conflicts could be applied to the situation. Apply the concept of using words to express feelings instead of blaming someone else or using physical force. (Use “I” message to state what’s bothering him/her and why e.g., “It really bothers me that you aren’t willing to work this out together instead of arguing all the time.”) 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> List down several conflict situations that occur between students. Divide a sheet of paper in half and on one side write “blaming” messages for the situation and on the other side write “why” messages that could be used instead. Write a short story about a conflict. Make up two endings. In one ending the conflict is resolved peacefully and fairly, and in the other the conflict is not resolved properly. 	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> Gather knowledge about the principles and values in the Qur'an, Hadith, and Islamic tradition that support the application of nonviolence and peace building strategies in resolving conflicts eg: ‘Hudhaibiyah ge sulha



INDICATOR	LEARNING ACTIVITIES						
<p>RP.KS3.09 Analyse how one's behaviour may affect others and adapts their behaviour as appropriate.</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> • Defines the term 'appropriate behavior/ actions'. Students list some of the benefits of it. Talk about how one's behaviour/ action can affect others. • Students brainstorm and list down characteristics of 'appropriate behaviour and 'Inappropriate behaviour' <table border="1" data-bbox="465 582 1008 965"> <thead> <tr> <th data-bbox="465 582 734 614"><u>Appropriate:</u></th> <th data-bbox="734 582 1008 614"><u>Inappropriate:</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="465 614 734 965"> <ul style="list-style-type: none"> • Smiling • Being fair • </td> <td data-bbox="734 614 1008 965"> <ul style="list-style-type: none"> • Shouting • Screaming • </td> </tr> </tbody> </table>	<u>Appropriate:</u>	<u>Inappropriate:</u>	<ul style="list-style-type: none"> • Smiling • Being fair • 	<ul style="list-style-type: none"> • Shouting • Screaming • 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> • Create scenario and role play various appropriate and inappropriate behaviour and words. After the presentation discuss with others on the skills used to deal with inappropriate actions/ words. • Suggest other ways they could handle the situation. 	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> • Discuss considering Islamic perspective of the importance of behaving appropriately
<u>Appropriate:</u>	<u>Inappropriate:</u>						
<ul style="list-style-type: none"> • Smiling • Being fair • 	<ul style="list-style-type: none"> • Shouting • Screaming • 						



Key Stage 4 (grade 9-10)

INDICATOR	LEARNING ACTIVITIES	
<p>RP.KS4.01 Take responsibility for work assigned in teams and suggest ways of improving their approach to working collaboratively.</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> • Observe and listen to one group’s discussion and use for whole class feedback • Mix up groups so they will be less prone to consensus. • Have groups agree their own ways of working. • Have groups self-assess their performance. • Ask individuals to assess their contribution to the group. • Enable peer coaching and mentoring 	<p>SCIENCE</p> <ul style="list-style-type: none"> • Demonstrate and share expertise with a genuine desire to help others to learn. • Respond constructively and sensitively to others. • Give and receive feedback within a group taking into account feelings and past experiences of other group members • Engage in peer assessment • Lead a group, ensure all tasks are covered, monitoring progress in a practical activity of group project. • Be aware of the structure and function of the group when determining how to proceed.



Key Stage 5 (grade 11-12)

INDICATOR	LEARNING ACTIVITIES	
<p>RP.KS5.11 Identify and uses ways to resolve conflicts using negotiation skills and evaluate the effects of using these skills to reach win-win solutions.</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Students role-play a situation in which a group of people must work together to solve a problem (or problems) in the workplace using a win-win solution where both parties are satisfied with the agreement, secondly, a win-lose situation where one party has to compromise and the other wins, and thirdly a lose-lose situation where both parties lose. Discuss the advantages of the win-win solution. Students select an issue and role play negotiations, ensuring that all parties who would be involved in the particular negotiations are represented. Other students might play the role of mediator or arbitrator. Include plenty of time for research and the preparation of each interest group's case. <p>The following are examples of negotiations students might explore:</p> <ul style="list-style-type: none"> negotiations regarding a change in minimum wage civic issue (such as smoking regulations) school issue (such as rules regarding spares) union contract negotiations. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Students find a newspaper write-up reporting on labour negotiations that have occurred recently in the atoll or community. Conduct research regarding events which led to the need for negotiation (on both sides), and details about the points of negotiation. Students make a chart in which they draw three columns. In each of the two outside columns, list the demands of the employees and the demands of the employers respectively. In the centre column, list the areas in which compromise either could occur or has occurred (if there has been a settlement). If a settlement has been reached, students should summarize what the settlement meant for each side in terms of gains and compromises. Note how long the negotiations took, and what other people were involved, if any. Invite a guest to class who deals with negotiations in his or job. The person could be a union negotiator, a management representative in contract negotiations, a land claims negotiator, a marriage counsellor, a mediator, etc. Prepare questions ahead of time.

6 Thinking critically and creatively

This key competency encourages young people to develop personal responses, exploration, experimentation and invention. The critical and creative process involves asking questions, interrogating and solving problems as well as exploring different possibilities and alternative solutions. It will also allow them to make reasoned judgments and decisions rather than jumping to immediate conclusions. It will allow them to learn from their mistakes and perceived failures.



Through this key competency young people learn to:

- experiment with ideas
- take risks and face challenges
- generate questions
- make assumptions and judgment
- make decisions and solving problems
- seek opportunities from mistakes and failures
- monitor and evaluating their progress
- analyse multiple perspectives
- understand relationships and patterns

6.1 Progression of Thinking Critically and Creatively across key stages

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>TCC.FS.01 Classify sequence and compare simple objects. (E.g. Placing given pictures into two groups)</p>	<p>TCC.KS1.01 Separate the whole into logical parts and study its parts.</p>	<p>TCC.KS2.01 Hypothesise, forecast and find cause and effect of a given situation.</p>	<p>TCC.KS3.01 Compare, discriminate and contrast on a given situation.</p>	<p>TCC.KS4.01 Examine parts of a whole, and their relationships.</p>	<p>TCC.KS5.01 Clearly define and use a set of criteria for studying ideas and critique on the studied areas.</p>
<p>TCC.FS.02 State an idea or hypothesis; give reasons and opinions to support it.</p>	<p>TCC.KS1.02 State an idea or hypothesis, give reasons to support it and state its limitations.</p>	<p>TCC.KS2.02 Construct and develop logical arguments for a common situation.</p>	<p>TCC.KS3.02 Assess information reasonableness, find relevance, uncover assumptions, and draw inference articulate reasoned judgments.</p>	<p>TCC.KS4.02 Create a logical argument that defends, promotes or challenges a point of view.</p>	<p>TCC.KS5.02 Reflectively create and critique multi-faceted arguments to support or challenge a point of view.</p>
<p>TCC.FS.03 Find pattern, similarities and differences to generate ideas.</p>	<p>TCC.KS1.03 Explore and Identify different perspectives of looking into a task to form new ideas and concepts.</p>	<p>TCC.KS2.03 Explore and imagine possibilities in discovering originality and alternatives.</p>	<p>TCC.KS3.03 Critically analyse a situation to imagine the possibilities in discovering originality and alternatives Elaborate, transform and create innovative ideas and possibilities.</p>	<p>TCC.KS4.03 Experiment with innovative possibilities within the parameters of a task.</p>	<p>TCC.KS5.03 Elaborate, transform and create innovative ideas and possibilities.</p>
<p>TCC.FS.04 Look into the positive consequence and the benefits of a given situation through guided activities.</p>	<p>TCC.KS1.04 Look into the positive consequence and the benefits of a given situation through guided activities.</p>	<p>TCC.KS2.04 Look into the positive consequence, values benefits of a given situation and think of possible ways to make the task work.</p>	<p>TCC.KS3.04 Look into the positive consequence, values benefits of a given situation and think of possible ways to make the task work.</p>	<p>TCC.KS4.04 Look into the positive consequence and the benefits of a given situation while considering the strengths and weakness.</p>	<p>TCC.KS5.04 Look into the positive consequence and the benefits of a given situation while considering the strengths and weakness.</p>

Turning the key competencies into reality: A practical guide for teachers

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>TCC.FS.05 Identify some actions that have to be cautious and careful about.</p>	<p>TCC.KS1.05 Identify and think of possible actions to a risks and consequences of a certain action.</p>	<p>TCC.KS2.05 Identify and state the importance of being cautious when taking certain actions.</p>	<p>TCC.KS3.05 Analyze the words of wisdom that comes from certain actions or risks.</p>	<p>TCC.KS4.05 Look in to the insight of a situation and analyze the difficulties and possible consequences.</p>	<p>TCC.KS5.05 Look in to the insight of a situation and analyze the difficulties and possible consequences.</p>
<p>TCC.FS.06 Ask simple close-ended and open-ended questions.</p>	<p>TCC.KS1.06 Ask simple close-ended and open-ended questions to compare and contrast a situation.</p>	<p>TCC.KS2.06 Apply a range of questions in order to use acquired knowledge in a novel situation.</p>	<p>TCC.KS3.06 Ask probing, leading questions to apply, analyze and evaluate the acquired knowledge.</p>	<p>TCC.KS4.06 Ask probing and leading questions including intellectually challenging questions to make judgment about the acquired knowledge in making the right decision (E.g. How we could apply this technique in this particular situation? What priorities do you foresee---?)</p>	<p>TCC.KS5.06 Ask probing and leading questions including intellectually challenging questions to make judgment about the acquired knowledge in making the right decision (E.g. How we could apply this technique in this particular situation? What priorities do you foresee---?)</p>
<p>TCC.FS.07 Examine a situation closely to identify the problems or challenges present.</p>	<p>TCC.KS1.07 Identify the ideas or facts from the available information to locate possible solutions.</p>	<p>TCC.KS2.07 Describe and redefine a problem using own words and use an appropriate problem solving strategy to generate possible solutions.</p>	<p>TCC.KS3.07 Describe and redefine a problem using own words and conduct a fair test to generate possible solutions.</p>	<p>TCC.KS4.07 Independently provide workable solutions to a given situation or problem.</p>	<p>TCC.KS5.07 Independently provide workable solutions with an appropriate explanation of the process.</p>

Turning the key competencies into reality: A practical guide for teachers

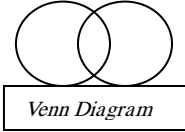
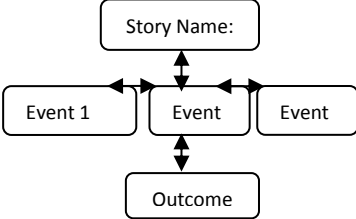

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>TCC.FS.08 Use a given tool (graphic organizer, metaphor, analogies) to organize thinking. (Teacher Guided)</p>	<p>TCC.KS1.08 Select and use appropriate tools (from a given set of graphic organizers, use analogies and metaphors) to break information into parts to and understand relationships. (Teacher guided)</p>	<p>TCC.KS2.08 Select and use appropriate tools (from a given set of graphic organizers, use metaphors and analogies) to break information into parts to explore and understand relationships. (Without Teachers Guidance)</p>	<p>TCC.KS3.08 Organise acquired knowledge and understanding using an appropriate graphic organizer, metaphor and analogy to organize thinking.</p>	<p>TCC.KS4.08 Organise acquired knowledge and understanding using an appropriate graphic organizer, metaphor and analogy to organize thinking.</p>	<p>TCC.KS5.08 Organize acquired knowledge and understanding using an appropriate graphic organizer, metaphor and analogy to organize thinking.</p>
<p>TCC.FS.09 Create something after finding patterns and similarities.</p>	<p>TCC.KS1.09 Create an original piece of work after exploring and Identifying different perspectives of looking into a task.</p>	<p>TCC.KS2.09 Critically analyze a situation and imagine the possibilities and create an original piece of work.</p>	<p>TCC.KS3.09 Critically analyze a situation and imagine the possibilities and create an original piece of work.</p>	<p>TCC.KS4.09 Create an origin piece of work I after elaborating, ideas and possibilities.</p>	<p>TCC.KS5.09 Create an origin piece of work I after elaborating, ideas and possibilities.</p>
<p>TCC.FS.10 Accept that there are different viewpoints and that people think differently.</p>	<p>TCC.KS1.10 Accept that there are different viewpoints and that people think differently.</p>	<p>TCC.KS2.10 Show willingness to listen to others' ideas and accept different viewpoints.</p>	<p>TCC.KS3.10 Accept different viewpoints and give constructive criticism.</p>	<p>TCC.KS4.10 Compare and contrast different viewpoints to adjust accordingly to one's own belief system when taking actions.</p>	<p>TCC.KS5.10 Compare and contrast different viewpoints to adjust and value accordingly to one's own the belief system and respect that of the others when taking actions.</p>

Turning the key competencies into reality: A practical guide for teachers

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>TCC.FS.11 Show curiosity towards new ideas and accept change and newness.</p>	<p>TCC.KS1.11 Show curiosity towards generating new ideas and creation by viewing situation outside the boundaries.</p>	<p>TCC.KS2.11 Show curiosity towards generating new ideas and creation by viewing situation outside the boundaries.</p>	<p>TCC.KS3.11 Show willingness towards risk taking through fair test and by looking into new ways to improve.</p>	<p>TCC.KS4.11 Show willingness towards risk taking through fair test and by looking into new ways to improve.</p>	<p>TCC.KS5.11 Show fluency and flexibility in producing original creations.</p>
<p>TCC.FS.12 Respond with wonderment and discuss new ways of looking into things.</p>	<p>TCC.KS1.12 Appreciate existing practice while observing new perspectives to find patterns and see relationship.</p>	<p>TCC.KS2.12 Show the ability of imagination through word- and deed.</p>	<p>TCC.KS3.12 Show the ability of imagination through word- and deed.</p>	<p>TCC.KS4.12 Show enthusiasm in exploring ideas in different viewpoints in producing innovative creations.</p>	<p>TCC.KS5.12 Show enthusiasm in exploring ideas in different viewpoints in producing innovative creations.</p>
<p>TCC.FS.13 Show trust and confidence over one's ability.</p>	<p>TCC.KS1.13 Show trust and confidence over one's ability even when the answer to a solution is not immediate or apparent.</p>	<p>TCC.KS2.13 Respond to new and challenging tasks confidently.</p>	<p>TCC.KS3.13 Show enthusiasm to use knowledge and ability to highest through intensive engagement in tasks.</p>	<p>TCC.KS4.13 Appreciate and value different ideas and viewpoints.</p>	<p>TCC.KS5.13 Accept and use critics as ingredient for developing one's potential.</p>
<p>TCC.FS.14 Recognize that they can learn from mistakes.</p>	<p>TCC.KS1.14 Recognize that one can learn from failure/ mistakes.</p>	<p>TCC.KS2.14 Recognise that mistakes are essential to the learning process.</p>	<p>TCC.KS3.14 Recognise that mistakes are essential to the learning process.</p>	<p>TCC.KS4.14 Recognise that mistakes are essential to the learning process.</p>	<p>TCC.KS5.14 Recognise that mistakes are essential to the learning process.</p>

6.2 Weaving thinking critically and creatively into teaching and learning

Foundation Stage (Kindergarten)

INDICATOR	LEARNING ACTIVITIES																
<p>TCC.FS.08 Use a given tool (graphic organizer, metaphor, analogies) to organize thinking. (Teacher Guided)</p>	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> Compare things made by people with things Created by Allah. Use a Venn diagram to record the similarities and differences.  <p>Venn Diagram</p>	<p>MATHEMATICS</p> <ul style="list-style-type: none"> Use number grid to do simple operation. Colour all the squares that are multiples of two. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Read a story to students and ask them to draw a story map to show the main events of the story. 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> What if you are from another country? Choose a country of your choice and make a concept map. 													
	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> Use of recycled water for drinking. <p>P – pluses, M – minuses, I – interesting,</p> <p>Facts, thoughts, opinion</p> <table border="1" data-bbox="555 1090 741 1214"> <tr> <td>P</td> <td>M</td> <td>I</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	P	M	I				<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> Create a Y-Chart for a concert. <p>Looks like Feels like Sounds like</p> <table border="1" data-bbox="965 1007 1126 1182"> <tr> <td>Looks like</td> <td></td> </tr> <tr> <td>Sounds</td> <td></td> </tr> <tr> <td>Feels</td> <td></td> </tr> <tr> <td>like</td> <td>like</td> </tr> </table>	Looks like		Sounds		Feels		like	like	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Make metaphors to identify the benefits of healthy food. <p>Eg: Apple is a doctor; Metaphor sense: Apple cures diseases.</p>
P	M	I															
Looks like																	
Sounds																	
Feels																	
like	like																

INDICATOR	LEARNING ACTIVITIES			
<p>TCC.KS1 04 Look into the positive consequence and the benefits of a given situation through guided activities.</p>	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> Explain the meaning of “thedhuverikan” and the benefits of the act. 	<p>MATHEMATICS</p> <ul style="list-style-type: none"> Explain the benefits of taking measurements when arranging given objects in a box or a container. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Explore words that can be used when comparing two things (eg. Cos and prons of a watching T,V) and explain how those words fit its purpose comparing. 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> Name 5 things that you would never do in the school. Talk about the consequences.
	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> What if you lived in a jungle, North Pole or desert? Record the changes to your life, how you would feel, benefits of living in that place and what it would be like. 	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> Explore the effects that would bring to on an art work when specific colour groups are used. 	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Record the benefits of the food below: Food: Like Don't Like Feelings benefits 	<p>ENTREPRENEURSHIP</p> <ul style="list-style-type: none"> You are the teacher of your class. Think of the qualities that you need to have and the positive consequences of having those qualities.

INDICATOR	LEARNING ACTIVITIES			
<p>TCC.KS2.05 Identify and state the importance of being cautious when taking certain actions.</p>	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> Valuable class time is wasted. Think of the consequences of wasting time? Let the students find out the Islamic perspective of wasting time and make a brochure to grade one children to advice on use the time in a useful way. 	<p>MATHEMATICS</p> <ul style="list-style-type: none"> Solve a given problem. Discuss on the following. <ul style="list-style-type: none"> What went well? What were the difficulties? What are other alternative ways the same problem can be solved? What did not work well? 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Read a book and let the students have a discussion on the following questions. <ul style="list-style-type: none"> What are the dangers involved in visiting ... (the setting of the book)? What are the disadvantages in trying to solve problems that way? When ___ did ____, what problems did they encounter? 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> Plan an interview to find about rituals and ceremonies celebrated in some families of Maldives. In your plan list down the things that you have to be cautious of when visiting homes and asking personal questions to people.
	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> You came across a littered place. What can be the consequences of the act? List down the disadvantages of littering and state ways to keep the environment clean. 	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> Design a poster to make the community aware of the consequences of global warming on small island nation. 	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> You saw a new brand of breakfast cereal called 'Bubble Flakes' on a TV commercial advertisement. The ingredients and the nutrition facts are not mentioned in the product. <ul style="list-style-type: none"> List down the consequences of using this new product? Discuss about the risk of using such an unknown food? 	<p>ENTREPRENEURSHIP</p> <ul style="list-style-type: none"> Discuss in groups, the disadvantage of carrying all the money you have saved to a fun fair held for only kids.



INDICATOR	LEARNING ACTIVITIES			
<p>TCC.KS3.02 Assess information reasonableness, find relevance, uncover assumptions, and draw inference articulate reasoned judgments.</p>	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> Research on the divisive issues in Islam and create a logical argument on the right way of practicing the studied issue. 	<p>MATHEMATICS</p> <ul style="list-style-type: none"> Give a problem and ask the students to solve. (E.g.: If 1 red marble equals 3 purple marbles, and 1 purple marble equals 4 black marbles, how many red marbles are in 24 marbles?) Ask students to think of possible solutions and challenge their point of view. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Make a word puzzle using names of different states with guideline of the answers. 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> What if your school has no rules? Write down 8 consequences. Think of a better system to make sure the established rules are followed. Give reasons to support your point of view.
	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> Look at the figure and think of three possible ways to save the fish from the contaminated water. Justify your answers to show how realistic each suggested way is. 	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> Design and construct a working model Ferris wheel using 20 plastic straws, 1 egg carton, 2 items of your choice and only 1 small roll of sticky tape. Take a photograph of your completed design. Check the gadget for its appropriateness. 	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Give three possible explanations for why millions of lemons suddenly begin falling out of the sky. 	<p>ENTREPRENEURSHIP</p> <ul style="list-style-type: none"> Grandfather had to monitor his salt intake. What changes would you bring to the salt bottle in order to check his salt intake?



INDICATOR	LEARNING ACTIVITIES			
TCC.KS4.02 Create a logical argument that defends, promotes or challenges a point of view.	ISLAM & SPIRITUALITY <ul style="list-style-type: none"> The word “taqwa” in Quran is used in various senses. Go through all the meanings and come to a conclusion what it means as a whole. What inference could you make from all the different meanings given in Quran verses regarding “tagwa”? (Pg 76, Sociology and Islam) 	MATHEMATICS <ul style="list-style-type: none"> Evaluate a given expression after changing the order of operations. Justify your reason for choosing the strategy selected in solving a problem. 	LANGUAGE & COMMUNICATION <ul style="list-style-type: none"> Give a persuasive speech arguing for/against on the use of media as a way for education. 	SOCIAL SCIENCES <ul style="list-style-type: none"> Make a booklet about five school rules you see as important. Convince others.
	ENVIRONMENT, SCIENCE & TECHNOLOGY <ul style="list-style-type: none"> Prepare a list of criteria to judge environment friendly ways of using fertilizers when farming. 	CREATIVE ARTS <ul style="list-style-type: none"> Design a public bill board advising on changes needed in people to provide a better environment. 	HEALTH & WELLBEING <ul style="list-style-type: none"> Prepare a case to present your view about the unhealthy food sold in local restaurants. 	ENTREPRENEURSHIP <ul style="list-style-type: none"> Carry out a panel discussion to find different viewpoints on how to manage home economy in a beneficial way.



INDICATOR	LEARNING ACTIVITIES				
TCC.KS5.03 Elaborate, transform and create innovative ideas and possibilities.	ISLAM & SPIRITUALITY <ul style="list-style-type: none"> Review the chapter on “drug abuse in Islamic Law” and create a “madhaha” or a song to make the youth of the country aware on the consequences on using drug. 	MATHEMATICS <ul style="list-style-type: none"> Describe some patterns that you recognized in the construction of Pascal’s Triangle. What kind of table can you create that represents change in temperature? 	LANGUAGE & COMMUNICATION <ul style="list-style-type: none"> Make up a new language and use it in an example. Ask others for meaning and translate what is communicated. 	SOCIAL SCIENCES <ul style="list-style-type: none"> Design new type of money, while keeping all the characteristic of money in mind. 	
	ENVIRONMENT, SCIENCE & TECHNOLOGY <ul style="list-style-type: none"> Write a TV show play, puppet show, role play, song <i>or</i> pantomime about proper waste management techniques. 	CREATIVE ARTS <ul style="list-style-type: none"> Design a record, book or magazine cover for education. 	HEALTH & WELLBEING <ul style="list-style-type: none"> Write a TV show play, puppet show, role play, song <i>or</i> pantomime about the importance of regular exercise for a better mind and body. 	ENTREPRENEURSHIP <ul style="list-style-type: none"> Create a new product. Give it a name and plan a marketing campaign. 	



7 Making Meaning

This key competency is about discovering in-depth meaning from different forms of representations and ideas. Through making meaning students develop the ability to understand and use language, symbols, and text effectively for various purposes such as communicating information, experiences, feelings and ideas. Students, who are competent in making meaning, are able to use language, adapt to new ideas and situations, and interpret symbolic representations and visual texts to make meaning in various contexts.

Through this key competency young people learn to:

- communicate with different audiences.
- organise information and ideas in order of priority
- use a variety of skills to access information and ideas from a variety of sources.
- justify own interpretation of ideas, information and events
- analyse and explain how features of text types are arranged to construct and communicate meaning in various contexts.
- explore point of view and opinions presented in different information sources.
- interpret communication in various forms and audiences.
- demonstrate critical listening and viewing skills and strategies



7.1 Progression of Making Meaning across key stages

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>MM.FS.01 Identify and explain meaning from print, symbols and images.</p>	<p>MM.KS1.01 Identify some symbols used in different subjects (e.g., recycle symbols for science, addition sign for mathematics) and contexts and explain what they mean.</p>	<p>MM.KS2.01 Use symbols to create text and form messages.</p>	<p>MM.KS3.01 Evaluate the way symbols are used in specific contexts and suggest ways to improve the used symbols.</p>	<p>MM.KS4.01 Evaluate the way symbols are used in specific contexts and suggest ways to improve the used symbols.(e.g., think of a new road sign)</p>	<p>MM.KS5.01 Create own symbols that could be used for various purposes to communicate certain messages. (e.g., Logo, Symbols. icons, billboards)</p>
<p>MM.FS.02 Explain what they understand from environmental text.</p>	<p>MM.KS1.02 Interpret meaning from variety of visual texts such as advertisements, photographs, videos and music scores.</p>	<p>MM.KS2.02 Interpret meaning from various sources of visual texts and relate to appropriate context.</p>	<p>MM.KS3.02 Interpret meaning from different sources of visual texts and choose appropriate source relevant to intended purpose.</p>	<p>MM.KS4.02 Interpret and analyse meaning from different sources of visual texts and communicate its understanding.</p>	<p>MM.KS5.02 Justify own interpretation of ideas, information and events from a range of texts.</p>
<p>MM.FS.03 Indicate whether or not information is useful for answering questions.</p>	<p>MM.KS1.03 Examine gathered information to decide what information to share or omit.</p>	<p>MM.KS2.03 Determine whether collected information is sufficient or inadequate for established purpose</p>	<p>MM.KS3.03 Recognise gaps in the information gathered and locate additional information needed for a particular form, audience and purpose.</p>	<p>MM.KS4.03 Evaluate the appropriateness of information for a particular form, audience, and purpose</p>	<p>MM.KS5.03 Assess the appropriateness of the amount and quality of information collected</p>
<p>MM.FS.04 Categorise objects and pictures according to visual similarities and differences.</p>	<p>MM.KS1.04 Identify and categorise information according to similarities, differences and sequences.</p>	<p>MM.KS2.04 Organize information and ideas into categories (e.g., who, what, where when, why, how) using a variety of strategies</p>	<p>MM.KS3.04 Organise information using graphic organizers (e.g., comparing and contrasting)</p>	<p>MM.KS4.04 Organise information and ideas by selecting or developing categories appropriate to a particular topic and purpose.</p>	<p>MM.KS5.04 Organize information and ideas in order of priority according to topic and task requirements.</p>

Turning the key competencies into reality: A practical guide for teachers

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>MM.FS.05 Ask questions to satisfy personal curiosity and information needs.</p>	<p>MM.KS1.05 Ask questions to clarify information and develop new understandings.</p>	<p>MM.KS2.05 Formulate a variety of relevant questions on a topic to establish a purpose for seeking information.</p>	<p>MM.KS3.05 Appraise ideas for clarity and ask extending questions; select from other’s experiences and ideas to extend ways of knowing the world.</p>	<p>MM.KS4.05 Ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding.</p>	<p>MM.KS5.05 Reflect initial understanding in light of new information, formulate relevant main and subordinate questions; listen to diverse opinions and recognise ambiguity.</p>
<p>MM.FS.06 Share experiences, feelings, and thoughts with a familiar audience.</p>	<p>MM.KS1.07 Use a variety of forms (gestures, expression...) to organize and give meaning to familiar experiences, ideas, and information.</p>	<p>MM.KS2.07 Experiment with alternative forms of self-expression to share and convey messages.</p>	<p>MM.KS3.07 Experiment with language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms.</p>	<p>MM.KS4.07 Communicate fluently and be discerning of information from a variety of sources.</p>	<p>MM.KS5.07 Talk coherently and effectively in any given situation.</p>
<p>MM.FS.08 Retell and represent ideas to clarify meaning.</p>	<p>MM.KS1.08 Revise illustrations and representations by adding or deleting words and details to make sense.</p>	<p>MM.KS2.08 Revise to create an interesting impression and check for sequence of ideas.</p>	<p>MM.KS3.08 Revise to eliminate unnecessary information and be concise with information.</p>	<p>MM.KS4.08 Revise to create effective sentences that convey content clearly and generate reader interest.</p>	<p>MM</p> <p>.KS5.08 Revise to enhance meaning and effect according to audience and purpose.</p>
<p>MM.FS.09 Share information and ideas in a group using gestures and facial expressions.</p>	<p>MM.KS1.09 Report briefly using clear voice, gestures, facial expressions and appropriate phrasing and intonation.</p>	<p>MM.KS2.09 Select, monitor, and use appropriate volume, expression, and non verbal cues in presentation, Use physical stance and gestures to enhance communication.</p>	<p>MM.KS3.09 Use gestures and facial expressions to enhance oral presentations (e.g., use and monitor emphasis and appropriate pacing, arrange presentation, space to focus audience attention).</p>	<p>MM.KS4.09 Deliver short oral presentations, debates and reports using verbal and non-verbal cues (e.g., diction, pacing, presence, project emotion appropriate to the subject and point of view).</p>	<p>MM.KS5.09 Present information after revising to enhance meaning and effect according to audience and purpose.</p>

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>MM.FS.10 Use illustrations, photographs, video programs, objects and auditory cues to understand ideas and information.</p>	<p>MM.KS1.10 Use specific library organisational system to locate information and ideas; use visual and auditory cues to make meaning.</p>	<p>MM.KS2.10 Use visual and auditory cues to identify important information such as indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, and dictionaries.</p>	<p>MM.KS3.10 Use a variety of tools to identify relevant information including bibliographies, thesauri, and technology to access information and ideas; use visual and auditory cues such as captions, intonation, and staging.</p>	<p>MM.KS4.10 Expand and use a repertoire of auditory and visual skills to access information and ideas from a variety of sources including visual and auditory. (e.g., formal interviews, surveys, documentaries, and broadcasts).</p>	<p>MM.KS5.10 Recall, expand, and use a variety of skills to access information and ideas from a variety of sources including subtitles, marginal notes and key words, electronic searches, previews and reviews, visual effects, and sound effects.</p>
<p>MM.FS.11 Listen to spoken texts that are personally significant (e.g., songs, stories poems).</p>	<p>MM.KS1.11 Actively listen to spoken texts such as personal experiences, action songs and rhymes using appropriate listening behaviours (e.g., asking questions, looking at the person who is speaking)</p>	<p>MM.KS2.11 Actively listen to conversations and other spoken texts (e.g., rhymes, simple narratives, recounts, and instructions).</p>	<p>MM.KS3.11 Actively listen to spoken and electronic texts such as narratives, poems, recounts, instructions, procedures and reports.</p>	<p>MM.KS4.11 Actively listen to spoken and electronic texts to identify and select specify information.</p>	<p>MM.KS5.11 Actively listen to spoken and electronic texts to broaden knowledge for a given purpose.</p>
<p>MM.FS.12 Demonstrate active listening skills and strategies (e.g., showing attentive facial expression, keeping respectful silence).</p>	<p>MMKS1.12 Demonstrate active listening and viewing skills and strategies (e.g., as giving non-verbal encouragement, asking questions).</p>	<p>MM.KS2.12 Show respect for presenter(s) through active listening skills and other appropriate audience behaviours (e.g. giving polite feedback, responding to the speakers gestures, showing attentive body language...)</p>	<p>MM.KS3.12 Demonstrate critical listening and viewing skills and strategies (e.g., recognising main ideas and details, identifying inferences) and show respect for presenter(s) through appropriate audience behaviours (e.g., giving non-verbal encouragement, responding to emotional aspect of the presentation).</p>	<p>MM.KS4.12 Demonstrate critical listening and viewing skills (e.g., evaluating, content, quality, presentation delivery) to focus audience attention; project emotions appropriate to the subject and point of view.</p>	<p>MM.KS5.12 Demonstrate critical listening and viewing skills and strategies (e.g., activating prior knowledge, integrating new information, evaluating the effectiveness of the introduction and conclusion) and show respect for presenter(s).</p>

7.2 Weaving Making Meaning into teaching and learning

Foundation Stage (Kindergarten)

INDICATOR	LEARNING ACTIVITIES				
MM.FS.01 Identify and explain meaning from print, symbols and images.	MATHEMATICS	CREATIVE ARTS	LANGUAGE & COMMUNICATION	ENVIRONMENT, SCIENCE & TECHNOLOGY	HEALTH & WELLBEING
	<ul style="list-style-type: none"> • Matching numbers with pictures and objects. 	<ul style="list-style-type: none"> • Move paint brush on the paper according to the tune of a music been played. - Colours can be selected according to the mood of the song. - Ask the student to explain what the painting means to them. 	<ul style="list-style-type: none"> • Talk about certain images that appear in their mind while teacher reads the poem. 	<ul style="list-style-type: none"> • Sort and match things that are the same or different; arrange things in simple patterns, based on their characteristics and communicate meaning of words and phrases like "more," "less," "a lot," and "the same as." 	<ul style="list-style-type: none"> • Think of a colours that make them feel : -very comfortable - peaceful, and relaxed. Then practice -- with closed eyes -- breathing in that colour and "sending" it (blowing it) throughout the body. For example, if the colour "blue," is chosen, visualise the blue going down the throat, into the neck and chest, down to the stomach, and so on until you are filled with the beautiful, peaceful, wonderful turquoise . . . and is relaxed and in control.



Key Stage 1 (grade 1-3)

INDICATOR				
LEARNING ACTIVITIES				
MM.KS1.07 Use a variety of forms (gestures, expression...) to organize and give meaning to familiar experiences, ideas, and information.	MATHEMATICS	LANGUAGE & COMMUNICATION	ENVIRONMENT, SCIENCE & TECHNOLOGY	ENTRENEURSHIP
	<ul style="list-style-type: none"> Discuss the steps followed when solving a given problem and explain to peers and others clearly and coherently the reasons for choosing those particular steps. 	<ul style="list-style-type: none"> Listen to different video clips and identify the audience and purpose of each of the clip. 	<ul style="list-style-type: none"> Identify the audience and purpose in order to convey a message to make the public aware of soil erosion. 	<ul style="list-style-type: none"> Role play a scenario of a shopkeeper carrying out a question and answer session to promote his products to public.

Key Stage 2 (grade 4-6)

INDICATOR			
LEARNING ACTIVITIES			
MM.KS2.02 Interpret meaning from various sources of visual texts and relate to appropriate context.	ISLAM & SPIRITUALITY	MATHEMATICS	ENVIRONMENT, SCIENCE & TECHNOLOGY
	<ul style="list-style-type: none"> Watch movies, read stories from Quran and read various text books to find about the life of some prophets. 	<ul style="list-style-type: none"> Read aloud, reformulate, draw pictures of a given problem to understand the problem and think of the various ways to solve the problem. (multi representation). 	<ul style="list-style-type: none"> Watch a movie (documentary film on planets) and relate what is seen in the movie to what they have already learnt from the lessons. Carry out a discussion of the important points explored.

Key Stage 3 (grade 7-8)

INDICATOR		LEARNING ACTIVITIES	
MM.KS3.05 Appraise ideas for clarity and ask extending questions; select from other's experiences and ideas to extend ways of knowing the world.	HEALTH & WELLBEING	ENVIRONMENT, SCIENCE & TECHNOLOGY	
	<ul style="list-style-type: none"> Students extend their understanding of dairy nutrients and bone health by reading a variety of texts. Students may then share/communicate their collective findings in a school paper article. 	<ul style="list-style-type: none"> Read information from a given document to find about the some global issues. Do share-pair. Discuss with the partner about what you understood from and the ideas that you think are important in the document. 	

Key Stage 4 (grade 9-10)

INDICATOR		LEARNING ACTIVITIES	
MM.KS4.02 Interpret and analyse meaning from different sources of visual texts and communicate its understanding.	SOCIAL SCIENCES	CREATIVE ARTS	
	<ul style="list-style-type: none"> Show a part of a movie which shows a gathering of people from diverse cultures. Record important points which are features and characters that belong to a certain culture. 	<ul style="list-style-type: none"> Create a role play emphasizing on the expression, voice and sound effects used to create mood and atmosphere. 	

INDICATOR	LEARNING ACTIVITIES	
<p>MM.KS5.04 Organize information and ideas in order of priority according to topic and task requirements.</p>	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> • Compile a booklet on a given topic after researching and gathering relevant information. Relate prior information and experiences to the new information and research for relevancy of its information. 	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> • Carry out a research to acquire information on an emerging technology.



8 Using Technology and the Media



Using technology and the media as a key competency enables students to gain the knowledge, skills, values and attitudes which are necessary to engage with technology and the media. This helps students to use technology and the media productively, safely and confidently.

Through this key competency young people learn to:

1. become familiar with commonly used technologies and understand visual and technological means of communication .
2. critically analyse messages presented through different forms of media for accuracy and coverage.
3. evaluate information collected to determine its accuracy, authority, validity, objectivity and coverage.
4. use appropriate tools and technology resources to complete tasks and solve problems
5. communicate with others using appropriate technology (e.g. chats, instant messaging, blogs)
6. demonstrate ergonomically safe use of equipment.
7. value the intellectual property associated with technologies and demonstrate ethical principles.

8.1 Progression of Using Technology and the Media across key stages

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>UTM.FS.01 Recognise that different media messages give different information and ideas.</p>	<p>UTM.KS1.01 Recognise that media messages have multiple perspectives and different opinion.</p>	<p>UTM.KS2.01 Analyse media messages to identify different points of view.</p>	<p>UTM.KS3.01 Explore point of view and opinions presented in different information sources.</p>	<p>UTM.KS4.01 Explore point of view and opinions presented in different information sources.</p>	<p>UTM.KS5.01 Explore point of view and opinions presented in different information sources.</p>
<p>UTM.FS.02 Describe details and feelings portrayed by illustrations.</p>	<p>UTM.KS1.02 Recognise choices that photographers make when taking pictures.</p>	<p>UTM.KS2.02 Compare and contrast news photographs for appropriateness and balance.</p>	<p>UTM.KS3.02 Recognise various techniques of persuasion used in advertising and be aware of the importance of making the right choices.</p>	<p>UTM.KS4.02 Recognise the subjective values inherent in media messages.</p>	<p>UTM.KS5.02 Analyse the values and lifestyles promoted in mass media.</p>
<p>UTM.FS.02 Recognise that online learning materials are useful but they should be explored with the help of an adult.</p>	<p>UTM.KS1.02 Recognise safety rules to be followed while using the internet (e.g., should not disclose personal information to anyone without permission from a parent or a teacher).</p>	<p>UTM.KS2.02 Identify cyber bullying (e.g., password theft, using photos, sending viruses, phishing scams) and ways to deal with such a situation.</p>	<p>UTM.KS3.02 Explore case studies of cyber bullying (e.g., someone using a false online identity) and identify ways to resolve the situation.</p>	<p>UTM.KS4.02 Explore how bullying behaviour on social networking sites and mobile phones can affect young people.</p>	<p>UTM.KS5.02 Explore how to take action when confronted with online situations that make them uncomfortable.</p>
<p>UTM.FS.03 View and interpret information in an information source selected by themselves or the teacher (e.g., viewing books in the reading corner).</p>	<p>UTM.KS1.03 Locate and retrieve information from a specified source (e.g., classroom display, computer folder, book, Web site, DVD, video).</p>	<p>UTM.KS2.04 Explore a variety of print or multi-media sources to meet information needs of a particular task.</p>	<p>UTM.KS3.04 Recognise when and how to use print, non-print and electronic resources (e.g., online catalogues, specialised databases, search engines, website).</p>	<p>UTM.KS4.04 Identify sources most likely to have the needed information (e.g., search databases and other electronic reference resources).</p>	<p>UTM.KS5.04 Determine the best resources or sources of information to accomplish a given task considering readability, timeliness, bias, point of view, authority, reliability, relevance.</p>

Turning the key competencies into reality: A practical guide for teachers





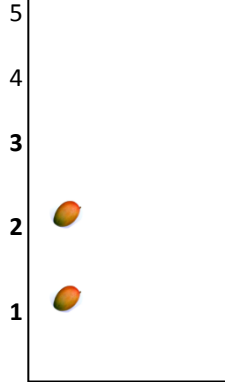


Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>UTM.FS.05 Sort, organise, and represent specific information.</p>	<p>UTM.KS1.05 Use different strategies to sort or organise information (e.g., graphic organisers).</p>	<p>UTM.KS2.05 Use a systematic plan for organising information (e.g., use a basic organising concept map).</p>	<p>UTM.KS3.05 Use mind maps or some kind of graphical conceptualisation of information to organise information from a variety of primary & secondary sources.</p>	<p>UTM.KS4.05 Organise and analyse information, finding connections that lead to a final product.</p>	<p>UTM.KS5.05 Synthesise search results retrieved from a variety of resources to create an information product for a target audience.</p>
<p>UTM.FS.06 State where information used in a work came from (e.g., books from the classroom, wall charts).</p>	<p>UTM.KS1.06 State where information used to complete a task came from (e.g., name of Websites, software).</p>	<p>UTM.KS2.06 Credit information used to complete a task or a product with teacher guidance.</p>	<p>UTM.KS3.06 Credit information used to complete a task or a product with teacher guidance.</p>	<p>UTM.KS4.06 Provide proper citation of sources of information used to complete a task.</p>	<p>UTM.KS5.06 Provide proper citation of sources of information used to complete a task.</p>
<p>UTM.FS.07 Explore age-appropriate technologies and different types of media formats used to communicate information (e.g., TV, WebPages, and phones).</p>	<p>UTM.KS1.07 Use technologies for particular content areas (e.g., calculators for math, and books on CD-ROM for language arts).</p>	<p>UTM.KS2.07 Produce a slide show from storyboard, using text, graphics and sound with appropriate transitions and effect.</p>	<p>UTM.KS3.07 Use appropriate tools and technology resources to complete tasks and solve problems.</p>	<p>UTM.KS4.07 Demonstrate understanding and use of media formats and collections (for example reference, periodicals, and databases).</p>	<p>UTM.KS5.07 Assimilate productivity and technological tools into all aspects of solving problems and managing personal information and communications.</p>
<p>UTM.FS.08 Engage in teacher-directed online learning activities (e.g., online field trips).</p>	<p>UTM.KS1.09 Communicate in a monitored, online discussion (e.g., discuss books being read).</p>	<p>UTM.KS2.09 Investigate technology resources for communication (e.g., online discussions, e-mails).</p>	<p>UTM.KS3.09 Participate in different types of online learning environments (e.g., online classes, distance learning, video conferencing and productions).</p>	<p>UTM.KS4.09 Communicate with others using appropriate technology (e.g. chats, instant messaging, blogs).</p>	<p>UTM.KS5.09 Use all available online communication capabilities to make inquiries, do research and disseminate results.</p>

Turning the key competencies into reality: A practical guide for teachers

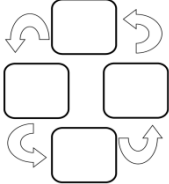
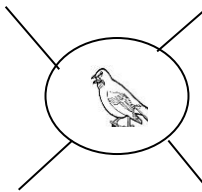
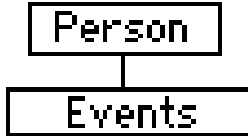

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>UTM.FS.10 Use computer and multimedia technology with teacher assistance (e.g., use computer, DVD player, review teacher-selected internet resources).</p>	<p>UTM.KS1.10 Use input and output devices to operate and interact with computers and multimedia technology resources (e.g., digital cameras).</p>	<p>UTM.KS2.10 Investigate technology tools used to research, acquire information and data.</p>	<p>UTM.KS3.10 Use advanced software features to publish information in printed form (e.g., card, calendar, one-page report, flyer, newsletter).</p>	<p>UTM.KS4.10 Use equipment related to computer and multimedia technology imaging (e.g., digitalization, scanning,).</p>	<p>UTM.KS5.10 Apply the rules & conventions of formal presentations, including speeches, news reporting, and dramatic monologues.</p>
<p>UTM.FS.11 Demonstrate understanding of ergonomics and electrical safety when using computers.</p>	<p>UTM.KS1.11 Demonstrate understanding of ergonomics and electrical safety when using computers.</p>	<p>UTM.KS2.11 Demonstrate ergonomically safe use of equipment.</p>	<p>UTM.KS3.11 Demonstrate ergonomically safe use of equipment.</p>	<p>UTM.KS4.11 Demonstrate ergonomically safe use of equipment.</p>	<p>UTM.KS5.11 Demonstrate ergonomically safe use of equipment.</p>
<p>UTM.FS.12 Follow classroom rules for safe and responsible use of technology (e.g., Do not use the internet without the presence of an adult).</p>	<p>UTM.KS1.12 Protect one's own safety and respect the privacy and safety of others at school or at home.</p>	<p>UTM.KS2.12 Protect one's own safety and respect the privacy and safety of others at different levels (e.g., home, school, global contexts).</p>	<p>UTM.KS3.12 Protect one's own safety and respect the privacy and safety of others at different levels (e.g., home, school, global contexts).</p>	<p>UTM.KS4.12 Protect one's own safety and respect the privacy and safety of others at different levels (e.g., home, school, global contexts).</p>	<p>UTM.KS5.12 Advocate for safe, secure and responsible use of technology and the internet.</p>

8.2 Weaving Using Technology and the Media into teaching and learning

Foundation Stage

INDICATOR	LEARNING ACTIVITIES								
UTM.FS.05 Sort, organise, and represent specific information.	ENVIRONMENT, SCIENCE & TECHNOLOGY	SOCIAL SCIENCES	MATHEMATICS	LANGUAGE & COMMUNICATION	CREATIVE ARTS				
	<ul style="list-style-type: none"> Observe and record daily weather in a chart provided by the teacher. Children can also be asked to predict the natural phenomena. 	<ul style="list-style-type: none"> Children create structures with blocks that represent what they know of their community and neighborhood. 	<ul style="list-style-type: none"> Do simple surveys such as finding about what fruits their friends like and represent the data in a pictograph. 	<ul style="list-style-type: none"> Draw pictures to show the main events of a story that was read in class. 	<ul style="list-style-type: none"> Draw pictures to show personal hygiene practices. 				
	<table border="1"> <tr> <td>Sunday</td> <td></td> </tr> <tr> <td>Monday</td> <td></td> </tr> </table>	Sunday		Monday					
Sunday									
Monday									



INDICATOR	LEARNING ACTIVITIES								
<p>UTM.KS1.05 Use different strategies to sort or organise information (e.g., graphic organisers).</p>	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> Use a graphic organizer to show the life cycle of a butterfly. 	<p>MATHEMATICS</p> <ul style="list-style-type: none"> Use a table to show different types of transport used in the community. <table border="1" data-bbox="981 518 1355 694"> <tr> <td>Land</td> <td>Air</td> <td>Water</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Land	Air	Water				<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Read an information text (about birds) and represent the information using a graphic organizer. 
	Land	Air	Water						
	<p>MATHEMATICS</p> <ul style="list-style-type: none"> Solve problems by using tables or charts to sort or classify information. 	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> Use a biography diagram to make notes on the important events that took place in Prophet (SAWs) childhood. 	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Use a clock graphic organiser to record what students did the previous day and evaluate whether they had enough food, physical activity and rest. 						

INDICATOR	LEARNING ACTIVITIES			
<p>UTM.KS2.04 Explore a variety of print or multi-media sources to meet information needs of a particular task.</p>	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> Students research information about three different countries and create charts that include the following information about the countries. <ul style="list-style-type: none"> Location Population Type of government Currency GDP Any other information relevant to the group of students 	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Research internet websites to find out about various diseases that are caused by tobacco. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Collect information about plants that grow in the Maldives and prepare a booklet. 	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> Work in a group and research about an animal using print or multi-media resource and do an oral presentation about the animal.



INDICATOR	LEARNING ACTIVITIES	
UTM.KS3.09 Participate in different types of online learning environments (e.g., online classes, distance learning, video conferencing and productions).	SOCIAL SCIENCES	LANGUAGE & COMMUNICATION
	<ul style="list-style-type: none"> • Create a class blog and get students to post news about current events and take part in online discussions. 	<ul style="list-style-type: none"> • Chat with a student who is on another island and find out about the island/ write a guide book entry of the island.

INDICATOR	LEARNING ACTIVITIES	
UTM.KS4.02 Recognise the subjective values inherent in media messages.	LANGUAGE & COMMUNICATION	HEALTH & WELLBEING
	<ul style="list-style-type: none"> • Watch video clips of advertisements on TV and analyse them : <ul style="list-style-type: none"> ○ Who the target audience is ○ Effects used ○ The message conveyed 	<ul style="list-style-type: none"> • Analyse different media messages related to health and wellbeing, using the following questions as a guide. <ul style="list-style-type: none"> ○ Who is behind this message? ○ What is the message? ○ How is the person trying to convince me? ○ Is the person qualified to tell me what to do? ○ Why is this person sending me a message?

INDICATOR	LEARNING ACTIVITIES	
<p>UTM.KS5.05 Synthesise search results retrieved from a variety of resources to create an information product for a target audience.</p>	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> Examine the different views of women’s roles in Islam and do a PowerPoint presentation to the class. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Research various information sources and write an article to answer the following question: Should our society permit human cloning?



9 Using Sustainable Practices

This key competency helps students to understand the key elements of sustainable development and give them an opportunity to explore a range of social, economic, and environmental issues in their community. It is aimed to equip students with the knowledge, skills, understanding and values that empower them to take responsibility for creating a sustainable future. The experiences and activities embedded in this competency go beyond creating awareness to action learning. As a result, students understand how sustainable societies function and work towards creating a healthy, just, and sustainable society for all, now and in the future.

Through this key competency young people learn to:

1. understand the importance of taking ones responsibility.
2. make decisions that reflect social responsibility
3. value the importance of natural and cultural diversity to the wellbeing of the community.
4. value and respect the participation of people in the development of the community.
5. appreciate the interconnectedness of people and nature.
6. recognise that our actions may have implications for current and future generations.
7. accept and use critics as ingredient for developing one’s potential.
8. analyse their individual consumption of resources and identify ways to reduce, reuse and recycle.

9.1 Progression of Using Sustainable Practices across key stages

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>USP.FS.1 Identify basic needs (e.g., food, shelter).</p>	<p>USP.KS1.1 Recognise that people all over the world have the same basic needs (e.g., food, shelter).</p>	<p>USP.KS2.1 Differentiate between human needs and human wants (e.g., food is a need/ having a car is a want).</p>	<p>USP.KS3.1 Analyse how supply and demand create stress on particular resources.</p>	<p>USP.KS4.1 Analyse the potential costs and benefits of dependence on imported goods.</p>	<p>USP.KS5.1 Analyse how the imports and exports have been growing and identify the overall trend.</p>
<p>USP.FS.02 Recognise that human beings get their food from plants and other living things.</p>	<p>USP.KS1.02 Recognise the consequences of being unable to replace plants used by humans.</p>	<p>USP.KS2.02 Define the roles and interactions of producers, consumers, and decomposers within an ecosystem.</p>	<p>USP.KS3.02 Describe how energy is transferred in a food chain and the effects of decline in any part of the chain.</p>	<p>USP.KS4.02 Explain how plants used by humans are replenished and the consequences if plants are not replenished.</p>	<p>USP.KS5.02 Explain the importance of conserving natural resources.</p>
<p>USP.FS.03 Identify safety precautions related to daily weather (e.g., carry umbrellas on sunny days, walk carefully when the road is slippery).</p>	<p>USP.KS1.03 Explain unsafe situations related to the environment (e.g., floods, lightening) and safety rules to be followed in these situations.</p>	<p>USP.KS2.03 Differentiate between natural (e.g., Tsunami, coastal erosion, earthquakes) and human made hazards (e.g., fires, road accidents, sea accidents).</p>	<p>USP.KS3.03 Develop a family disaster plan for a situation that the Maldives experience (e.g., thunder, lightning, floods).</p>	<p>USP.KS4.03 Explore different ways of protecting ones properties and the community from disasters (e.g., insurance coverage).</p>	<p>USP.KS5.03 Develop an evacuation plan for a natural disaster.</p>
<p>USP.FS.04 Identify different jobs people in the community do.</p>	<p>USP.KS1.04 Classify jobs according to the nature of work and skills required for different jobs (e.g., outdoor, indoor).</p>	<p>USP.KS2.04 Explore different aspects of careers available in the community and their requirements.</p>	<p>USP.KS3.04 Explore different careers, the skills, interests and school subjects helpful for success.</p>	<p>USP.KS4.04 Analyse and explain how work contributes to the wellbeing of individuals, the community and the world.</p>	<p>USP.KS5.04 Research and find out careers in the community that are expected to grow and have a future.</p>

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>USP.FS.05 Identify the kinds of waste produced in the classroom (e.g., food and kitchen waste, plastics, glass).</p>	<p>USP.KS1.05 Identify the kinds of waste produced in the classroom (e.g., paper, food wrappings).</p>	<p>USP.KS2.05 Identify and classify types of waste produced by their school (e.g., e-waste, metals, paper, and plastics).</p>	<p>USP.KS3.05 Analyse positive and negative environmental impacts related to the disposal of pure substances and mixtures.</p>	<p>USP.KS4.05 Investigate how 3R's are being followed in the community.</p>	<p>USP.KS5.05 Investigate economically viable and environmentally convenient ways of recycling and waste disposal.</p>
<p>USP.FS.06 Reduce, reuse, and recycle materials during classroom learning experiences (e.g., reuse books, paper).</p>	<p>USP.KS1.06 Reduce, reuse, and recycle materials during classroom learning experiences (e.g., reuse books, use both sides of the paper).</p>	<p>USP.KS2.06 Plan and carry out a classroom course of action for minimising waste (e.g., place a garbage bin in class and weigh the contents regularly).</p>	<p>USP.KS3.06 Reduce, reuse and recycle materials and encourage others to minimise societal waste problems.</p>	<p>USP.KS4.06 Organise and establish a recycling programme at home and school (e.g., collect and sell recyclables from home and school).</p>	<p>USP.KS5.06 Organise and establish a recycling programme at home, school and in the community.</p>
<p>USP.FS.07 Analyse their individual consumption of resources with teacher support (e.g., water, paper, food, electricity).</p>	<p>USP.KS1.07 Assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible.</p>	<p>USP.KS2.07 Conduct a survey to estimate how much water is used in the school and come up with ideas for minimizing school's use of water.</p>	<p>USP.KS3.07 Organise school wide campaigns to advocate responsible consumption of water.</p>	<p>USP.KS4.07 Develop action plans that reflect the principles of sustainable development.</p>	<p>USP.KS5.07 Establish sustainability guidelines for school and participate in community sustainability projects.</p>
<p>USP.FS.08 Reduce personal use of energy (e.g., turn off lights and fans when leaving a room, don't leave water running when brushing teeth).</p>	<p>USP.KS1.08 Reduce personal use of energy (e.g., turn off lights and fans when leaving a room, don't leave water running when brushing teeth).</p>	<p>USP.KS2.08 Reduce personal use of energy (e.g., turn off lights and fans when leaving a room, don't leave water running when brushing teeth).</p>	<p>USP.KS3.08 Use energy from alternative ways where possible. (e.g., energy from the sun).</p>	<p>USP.KS4.08 Conduct an energy audit of the school and develop an action plan to reduce energy consumption.</p>	<p>USP.KS5.08 Evaluate energy efficiency at home and make suggestions for improvement (e.g., using energy efficient appliances - light bulbs).</p>


Turning the key competencies into reality: A practical guide for teachers

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>USP.FS. 09 Identify and perform roles that contribute to their classroom and family (e.g., help the teacher in keeping the classroom clean).</p>	<p>USP.KS1. 09 Identify and perform roles that contribute to their school community.</p>	<p>USP.KS2. 09 Participate and contribute to the community. (e.g., take part in cleaning the island).</p>	<p>USP.KS3. 09 Participate in activities that promote a sense of community. (e.g., take part in activities carried out in the school).</p>	<p>USP.KS4. 09 Develop, implement, and evaluate personal and group action plans that contribute to a healthy environment for themselves and for other living things.</p>	<p>USP.KS5. 09 Plan, implement, and evaluate their participation in activities and organisations that improve school climate.</p>
<p>USP.FS.10 Make decisions that reflect care, concern, and responsibility for the environment (e.g., avoid wasting food, use school supplies wisely).</p>	<p>USP.KS1.10 Make decisions that reflect care, concern, and responsibility for the environment (e.g., avoid buying products made from endangered plants and animals).</p>	<p>USP.KS2.10 Make decisions that reflect social responsibility (e.g., avoid purchasing disposable items).</p>	<p>USP.KS3.10 Make decisions that reflect social responsibility for the environment.</p>	<p>USP.KS4.10 Make decisions that reflect social responsibility for the environment.</p>	<p>USP.KS5.10 Make decisions that reflect social responsibility for the environment.</p>
<p>USP.FS.11 Appreciate and respect the natural environment while participating in outdoor physical activities.</p>	<p>USP.KS1. 11 Appreciate the natural beauty of the Maldives (e.g., beaches, coral reef).</p>	<p>USP.KS2. 11 Appreciate the significance of the land and natural resources in the development of the Maldives. (e.g., fish, sea, beaches).</p>	<p>USP.KS3. 11 Demonstrate behaviours that contribute to the well-being of the environment, at home, school, and in the community (e.g., use resources wisely).</p>	<p>USP.KS4. 11 Demonstrate behaviours that contribute to the well-being of the environment, locally, nationally, and globally (show preference to use a sustainable form of transport).</p>	<p>USP.KS5. 11 Demonstrate behaviours that contribute to the well-being of the environment, locally, nationally, and globally.</p>
<p>USP.FS. 12 Show care and kindness to living things (e.g., do not kill living things).</p>	<p>USP.KS1. 12 Show care and kindness to living things (e.g., feed animals in the environment).</p>	<p>USP.KS2. 12 Show care and kindness to living things (e.g., do not destroy animal habitats).</p>	<p>USP.KS3.12 Show care and kindness to living things. (e.g., make sure that the living conditions of their pets are comfortable).</p>	<p>USP.KS4.12 Show care and kindness to living things (e.g., avoid behaviours like animal sporting).</p>	<p>USP.KS5.12 Show care and kindness to living things (e.g., follow the conditions of slaughtering in Islam).</p>

Foundation Stage	Key stage 1 (grade 1-3)	Key stage 2 (grade 4-6)	Key stage 3 (grade 7-8)	Key stage 4 (grade 9-10)	Key stage 5 (grade 11-12)
<p>USP.FS.13 Believe that their personal choices regarding natural resources have certain implications.</p>	<p>USP.FS.13 Believe that their personal choices regarding natural resources have certain implications.</p>	<p>USP.KS2.13 Believe that their personal choices regarding natural resources have certain implications.</p>	<p>USP.KS3.13 Believe that their personal choices have economic implications.</p>	<p>USP.KS4.13 Believe that their personal choices have economic implications.</p>	<p>USP.KS5.13 Be willing to consider ethical questions related to sharing wealth and resources.</p>
<p>USP.FS.14 Avoid wasting food (e.g., When they are in a party do not take more than what they could eat).</p>	<p>USP.KS1.14 Believe that Islam calls for moderation in the use of resources (e.g., do not waste water while performing ablution).</p>	<p>USP.KS2.14 Believe that the natural resources are the provision of Allah for survival and for maintaining good health.</p>	<p>USP.KS3.14 Believe the importance of sharing food with relatives, neighbours and those who are in need.</p>	<p>USP.KS4.14 Believe that eating less is a method of sickness and disease.</p>	<p>USP.KS5.14 Believe that Islam encourages people to live a balanced life.</p>

9.2 Weaving Sustainable Practices into teaching and learning

Foundation Stage

INDICATOR	LEARNING ACTIVITIES		
<p>USP.FS.04 Identify different jobs people in the community do.</p>	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Use doctor/ nurse play set and role play doctor and nurse activities. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Mime and sing nursery rhymes related to jobs. E.g., I am a police officer. 	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> Draw pictures of family members and what they do for work and say some of the skills/attributes they need in order to do the jobs. (Note: children would not be able to write these ideas, therefore it is a good idea for an adult to ask probing questions and to get them to speak) <div style="text-align: center;">  <p>helpful</p> </div>



INDICATOR	LEARNING ACTIVITIES					
<p>USP.KS1. 12 Show care and kindness to living things (e.g., feed animals in the environment).</p>	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> Use pictures of different animals and classify them into different groups <p>or</p> <ul style="list-style-type: none"> Work in a group and investigate the characteristics of a specific animal or group of animals. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Write an information report about a living thing. <p>or</p> <ul style="list-style-type: none"> Make a KWL chart for a group of living thing. <p>E.g.,</p> <table border="0"> <tr> <td>What we know</td> <td>What we want to know</td> <td>What we learned</td> </tr> </table>	What we know	What we want to know	What we learned	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> Share some incidents from Prophet SAW’s life which reveal how Muslims should treat animals.
	What we know	What we want to know	What we learned			
<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> Make animal masks and act out stories. 	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Determine whether foods come from plants or animals. 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> Talk about different types of homes people live (e.g., igloo) and describe the habitats of some living things in the community. <p>Animal Habitat</p>				

INDICATOR	LEARNING ACTIVITIES		
<p>USP.KS2.04 Explore different aspects of careers available in the community and their requirements.</p>	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> Visit different workplaces in the community and do a presentation on different jobs available, trends and requirements of jobs. 		<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> List some lawful and unlawful ways of earning that occur in the community.
	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> Make 'appreciation cards' for people who have jobs that help students in different ways. 	<p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> List down safety measures required for different jobs. E.g., wearing appropriate clothes 	<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> Identify jobs of people they know (e.g., family member and people in the school) Conduct interview with some of these people and find out about their jobs.



INDICATOR	LEARNING ACTIVITIES		
<p>USP.KS3. 06 Reduce, reuse and recycle materials and encourage others to minimise societal waste problems.</p>	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Weigh a typical classroom waste (e.g., paper, food packaging) at the end of each day for a week (5 days). <ul style="list-style-type: none"> ○ Find the average of the weight. ○ Multiply the answer to 2 by 20 to estimate the amount of waste produced per month. ○ Do the same for other places in the school. E.g., office/ canteen. 	<p>LANGUAGE & COMMUNICATION</p> <ul style="list-style-type: none"> • Develop a brochure to encourage others to minimise societal waste problems. 	
	<p>ISLAM & SPIRITUALITY</p> <ul style="list-style-type: none"> • Work in groups and analyse how the principles of conservation are addressed in Islam. 	<p>ENVIRONMENT, SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> • Develop and implement an action plan to reduce waste in the school. 	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> • Make crafts from recycled containers or boxes and donate them to other students of the school.



Key Stage 4 (grade 9-10)

INDICATOR	LEARNING ACTIVITIES		
USP.KS4.13 Believe that their personal choices have economic implications.	Social Sciences	LANGUAGE & COMMUNICATION	ENVIRONMENT, SCIENCE & TECHNOLOGY
	<ul style="list-style-type: none"> Compare data from different countries to determine population dynamics and project population size into the future. 	<ul style="list-style-type: none"> Write a cause and effect essay about population growth. 	<ul style="list-style-type: none"> Compare facts from different countries and describe the trends in energy use and population growth in different countries.

Key Stage 5 (grade 11-12)

INDICATOR	LEARNING ACTIVITIES		
Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g. driving age, domestic violence, and vandalism).	HEALTH & WELLBEING	LANGUAGE & COMMUNICATION	SOCIAL SCIENCE
	<ul style="list-style-type: none"> Analyse policies related to personal and community safety and identify if the policies need to be changed or strengthened. 	<ul style="list-style-type: none"> Conduct a debate on whether to increase the driving age of the Maldives or not. 	<ul style="list-style-type: none"> Conduct a survey in the community to find their views about some of the laws and policies related to safety and how much people follow these guidelines.

Understanding and Managing Self

Understanding and managing self is a fundamental area of students' development that needs to be emphasised in schools in order to help students to plan their learning and achieve personal goals. Following are some of the activities that schools could carry out to develop students' ability to manage themselves.

- Help students to understand their strengths, and give them opportunities to develop these through various activities in the school.
- Use portfolios to keep record of student's progress.
- Give opportunities for students to organise different events in the school.
- Give students, leading roles in managing various clubs in the school (co-curricular activities).
- Create parental awareness on aspects of self-management.
- Involve students in decision making and leadership.
- Get students to set learning goals.
- Give time to reflect on their learning/ work / achievement and behaviour.
- Conduct teacher –student conferences termly to discuss student achievement and to help them plan for future learning (involve parents).
- Provide opportunities for students to share their achievements/ work. (E.g., school assembly)
- Provide opportunities for students to organise, plan and manage school wide activities.
- Have students' reflective journals or running logs.



Living a Healthy Life

Schools have great potential to influence students' behaviour and beliefs about health and wellbeing by providing explicit opportunities to practise healthy life skills through an integrative learning approach. The following are some of the activities the schools could carry out in order to promote healthy life styles.

- Have initiatives including physical education, food education and skills development.
- Include physical activity as part of everyday learning.
- Create opportunities for students with common interests to participate in physical activities in non-competitive settings.
- Enable all students to participate in sports and physical activities.
- Provide emotional support to students and help them build healthy relationships and social interactions through various recreational activities.
- Conduct routine check-ups.
- Encourage students to bring healthy meals and snacks to school.
- Model healthy eating behaviours and conduct programmes to develop food preparation skills.
- Engage students in cooking and growing food in the school.
- Allow younger children (F-K2) to choose healthy meals from a variety of foods provided and older students to prepare healthy meals from a given choice.
- Create safe play areas in the school and ensure that the play space is accessible for students of all ages to play.
- Include a regular section in class or school magazines about healthy life styles.
- Use a bulletin board to inform parents and students about proper nutrition, information about fitness activities and upcoming sports activities and events in the community.



Relating to People

Schools have the potential to develop students' social and interpersonal skills by engaging them in a wide range of collaborative activities within and after school. Following are some of the activities schools could carry out to promote relating to people.



- Encourage open exchange of ideas.
- Students must be encouraged and given the opportunity to build commitment, pride, team spirit, and strong relationships.
- Help students to learn how to choose good friends to develop healthy relationships.
- Provide opportunities for a wide range of club activities including singing (choir), band, Arts, athletics, football, netball, drama, science, computer, cookery, sewing, drama festivals and concerts
- Provide opportunities for peer – teaching/ and peer assessment.
- Provide opportunities to interact and socialise with children among different age groups, culture and nationality.
- Involve students in conflict resolution and decision making and relate these practices to Islam.
- Encourage sharing and caring for others.
- Identify roles of different people in school (teachers / principal / students / others / parents) in trying to maximise this competency.
- Foster an environment that supports diverse individuals and perspectives, fairness, dignity, compassion, and creativity in the school.

Thinking Critically and Creatively

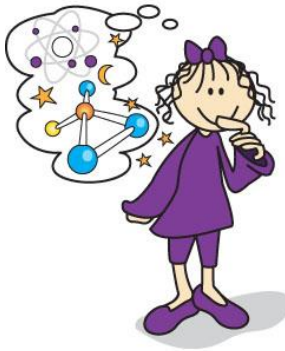
Schools could play a critical role in the development of thinking abilities of young people by providing opportunities to explore and discover unlimited creative potential through teamwork, cooperation, and mutual respect. The following are some of the activities that could be carried out in order to develop critical and creative thinking skills.

- Create a rich environment that invites children to discuss, ask questions, find their own learning journey and share their discoveries in different ways to different audiences.
- Have outdoor lessons to enhance students' creativity.
- Use displays that stimulate memory and enhance thinking.
- Give student time to think during different activities.
- Use questions as a process to develop thinking.
- Offer a variety of age- appropriate and challenging activities inside and outside the classroom.
- Provide stimulating resources.
- Provide leadership roles with specific roles and responsibilities.
- Create opportunity for the students to interact and socialise through different activities.
- Provide opportunities to discover, experiment and experience new things and places.
- Relate lessons to daily problem solving.



Making Meaning

The ability to make meaning in different contexts is the key to success in all the learning areas. Therefore, it is crucial for schools to create opportunities for students to interact with others, express their ideas and feeling, and interpret messages in authentic settings. The following are some of the activities that could be carried out in order to develop students' ability to make meaning for different purposes and in different contexts.



- Display posters with variety of text types, symbols and imagery.
- Provide comfy reading corners with frequent rotation of books.
- Provide variety of reading materials.
- Display signs and symbols used in science, mathematics and other subjects with its meanings.
- Use variety of tools and strategies to make sense of and convey meaning.
- Use multi- representation for each lesson and activity.
- Allow sharing of ideas and understanding during the lesson.
- Make sure what is taught is understood by reviewing and asking questions.
- Offer opportunities to express feelings through different means.

Using Technology and the Media

The ability to use technology and the media is essential for young people who are living in a rapidly changing world. For optimum result, technology and the media need to be an integral part of the learning process. The following are some of the activities the schools could carry out in order to promote the use of technology and create media awareness.

- Have school based policies that encourage teachers to integrate technology into everyday teaching and learning.
- Help students to develop digital literacy and information literacy skills through hands-on activities.
- Design interdisciplinary projects that combine multiple technologies to assist and encourage technological skill.
- Provide opportunities to investigate issues, solve problems, to communicate, share and work collaboratively in local and global environments.
- Establish networks with other schools.
- Encourage students to share opinions, ideas and research using the internet.
- Use ICT as a teaching and learning tool integrated into all learning areas.
- Allow students to publish class magazines and create opportunities to gather meaning from information presented in different formats.
- Organise events where students can share information with different audiences.
- Allow students to access, analyse, evaluate and communicate information.



Learning sustainable practices

Developing sustainable practices require schools to employ a holistic and participatory approach. The following are some strategies schools could use to help students connect to the world beyond the classroom and to the community.

- Ensure that school policies, programmes and operations are based on the principles of sustainable development.
- Design school buildings (where possible) in ways that visibly demonstrate sustainable development (e.g., have windows to give light).
- Schools could be good models of using renewable energy (e.g., wind, solar) and water conservation.
- Promote sustainable development across all the learning areas.
- Form proactive groups or clubs to encourage students to involve in sustainability issues throughout the school's operations (e.g., coordinating waste minimisation).
- Develop students' confidence and self-esteem by getting them to plan and manage school-wide activities.
- Organise nature trips to inspire students to enjoy the natural environment and to promote a caring and responsible approach towards it.
- Maintain gardens in the school and help students to take care of the plants.
- Encourage students to take part in community activities.
- Encourage students to reuse text books, and other materials (e.g., costumes used for concerts. etc).
- Involve students in keeping the whole school clean.
- Invite senior citizens to school and share their stories to the students.
- Rear animals in the school (where possible) and allow students to take responsibility of taking care of the animals.
- Organise events such as 'food days' that promote healthy, local and sustainable food/drink.
- Plan learning activities to develop cooperation and team work skills.



11. Monitoring and keeping records

Monitoring and keeping records of students' progression at each key stage is important. Monitoring of the key competencies could be done formatively through classroom activities and other school-wide activities. Key competencies within the students have to be observed and monitored while students are involved in:

- assigned classroom activities and tasks.
- informal social gatherings and formal activities.
- interactions with others, group works and group discussions.
- performing different tasks in real situations.
- applying the key competencies in day- to -day life at school.

Teachers need to provide sufficient opportunities to develop the key competencies as well as keep the records of students' development in each of the key areas. This can be done by:

- Keeping anecdotal/ portfolio notes of students (qualitative and quantitative information).
- Creating an e- portfolio to be communicated with parents.
- Making students do self and peer assessment in the form of learner logs or journals.
- Evaluating lessons /units for both content and key competencies.

11.1 Involving the students

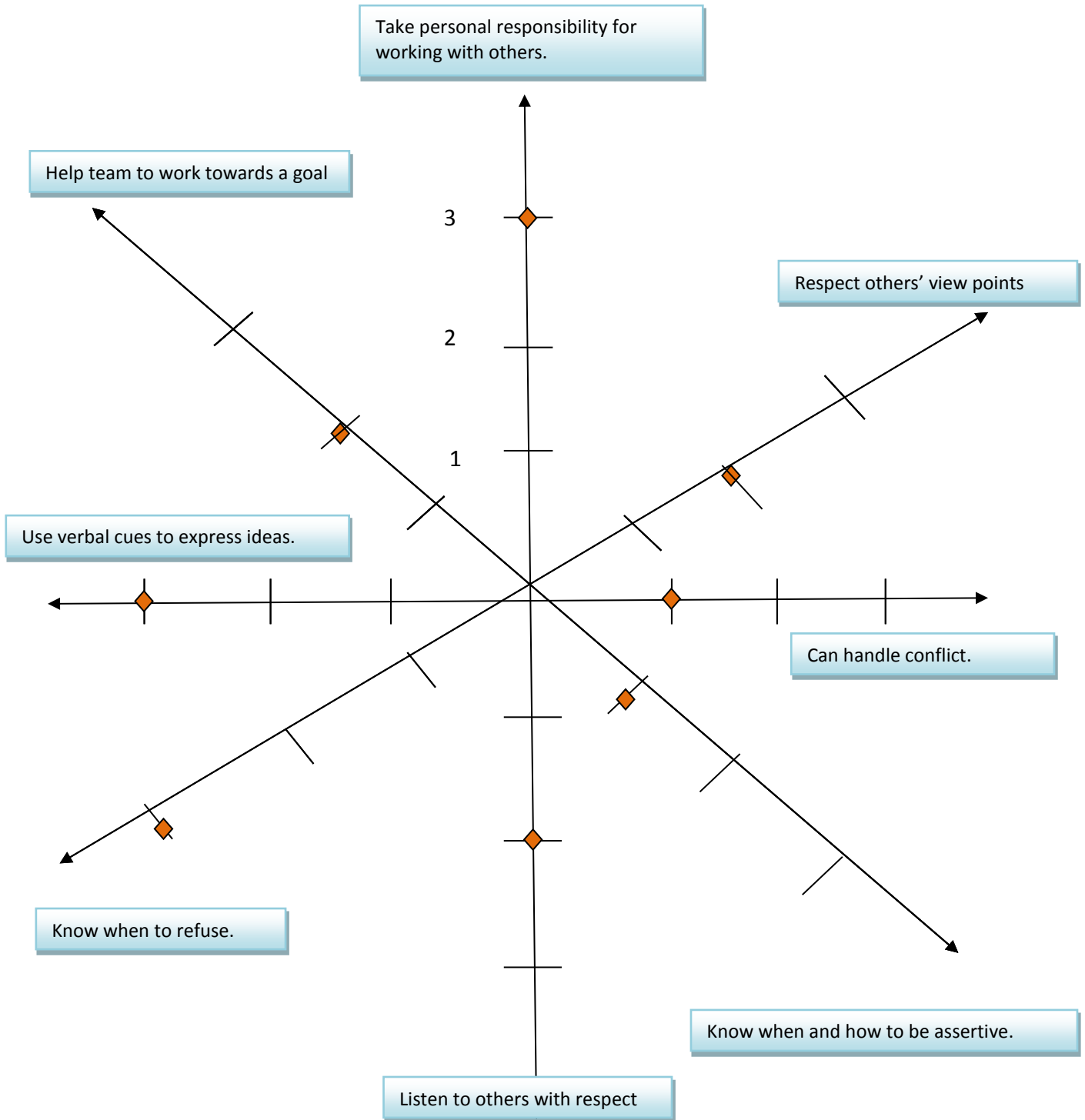
Successful development of the key competencies takes place when students are aware of the key competencies they are expected to develop during a lesson or during the course of a school term. Student's involvement could take place through a range of activities such as reflection, self and peer evaluation. These methodologies help students to celebrate their achievements, gain an understanding of the skills, and knowledge they are to acquire and build a common understanding and a language to describe the key competencies and the next steps. This enables students to take responsibility of developing themselves and assist others too.

11.2 Involving the parents

It is imperative to take the parents on board if the students are to develop the key competencies. Therefore, it is crucial to create a common understanding of the key competencies so that parents are able to support and contribute in developing the key competencies.

12. Sample strategies to assess the key competencies

Peer Assessment Check List (Relating to people: key stage 2)



Key:

- 1- Very Good
- 2- Good
- 3- Needs improvement
- 4- Self-Management (Understanding and managing self: key stage 1)

Instruction: Use the following sheet to see how you are improving.

Performance Criteria:

- Plan and organise the work.
- Finish tasks on time.
- Organise tools and learning materials.

Date	Performance task:	When my work is compared against the criteria these are my strengths:	When my work is compared against the criteria these are my weaknesses:	My next steps toward improvement and achieving the targets:
------	-------------------	---	--	---

Thinking Rating Scale (Thinking Critically and Creatively: key stage 5)

	Thinking Skill	Constantly	Usually	Sometimes	Rarely
Knowledge	Recall and adapt information to be used in a given situation				
	Translate and communicate information in own words.				
	Apply knowledge in the most appropriate novel situation.				
	Critique on the studied areas using a set criteria.				
	Critique multi-faceted arguments to support or challenge a point of view.				
	Elaborate, transform and create innovative ideas and possibilities.				
	Adjust feelings into the best way based on emotions and perceptions while considering the prejudices that are present				
	Gather and assess relevant information (using abstract ideas to interpret it) and carry out research work				
	Look into the positive consequences and the benefits of a given situation while considering the strengths and weaknesses.				
	Make an action plan based on the big idea while considering all the consequences of each plan.				
Analyse the difficulties and possible consequences.					
Skills	Ask probing and leading questions including intellectually challenging questions				
	Provide workable solutions with an appropriate explanation of the process.				
	Organise knowledge and understanding using an appropriate graphic organiser, metaphor and analogy.				
	Create an original piece of work after brainstorming ideas and possibilities.				
Values	Adjust and value one's own belief system after comparing and contrasting other's viewpoints.				
	Show fluency and flexibility in producing original creations.				
	Show enthusiasm in exploring new ideas and viewpoints.				
	Appreciate and value different ideas and viewpoints.				

Student Anecdotal Notes (Making Meaning: key stage 3)

Name: Amira Class: 6B D.o.B: 12. 10 1998		
12.02. 2	Interpretation of visuals in media text.	Eg: Amira is able to examine visuals that are used to add meaning to multimedia texts. She can interpret meanings of drawings and communicate her understanding with others.
Date	Identify organisational patterns and features of spoken texts.	Details
Date	Convey personal perceptions, feelings, and experiences.	Details

Learning contract

My Topic for this contract is living things

To learn about living things:

I will read about living things.

I will draw living things.

I will share what I know with my friends.

I will look and listen to living things.

I will make clay models of living things.

I will finish my tasks by
Date:
Signature:

Note: Teachers and children could have one-to-one meetings to complete this contract.

Student Assessment Check List (Using Technology and the Media: key stage 4)

Student Self-Assessment				
Using Technology and the Media				
Name: _____ Grade: _____				
Read the descriptions of tasks that you can do. Check the appropriate areas that indicate how you rate yourself.				
<u>Description</u>	Yes	No	Comment	What I need to improve
I can do the following:				
• Generate questions that foster investigations & explorations relevant to the task assigned.				
• Explore point of view and opinions presented in different information sources.				
• Identify sources most likely to have the needed information (e.g., search databases and other electronic reference resources).				
• Compare and contrast the accuracy of a message or a communication product presented in different sources.				
• Uncover and identify values and lifestyles embedded in media messages and the target audience intended for different media texts.				
• Recognise the subjective values inherent in photographs.				
• Provide proper citation of sources of information used to complete a task.				
• Select the appropriate device to store needed information, save and access stored information from portable devices.				
Describe other tasks that you can perform.				
Which of the above descriptions are you willing to demonstrate? List in priority order.				

My reflective health journal (Living a healthy life: key stage 4)



Living a healthy life

My Details

My Name is:

My Height is:

My Weight is:

My favourite food is:

My favourite sport is:

My overall health is:

Caring for My Body

I understand to keep my body, mind and soul healthy I need to:

- eat the right choice of food
- understand how physical, social and emotional changes affect my identity and self esteem
- follow good hygienic practices
- participate in varieties of activities.
- apply safe practice, rules, and procedures in all activities.

From the above I was able to accomplish:

My thoughts towards my achievement are:

My feelings towards my achievement are:

What I learnt is:

The progress I made includes:

My experiences are:

What I found best was:

My next plan is:

Things I need to do differently next time:

Bibliography

- Marrapodi,J,(2003)Critical Thinking and Creativity An Overview and Comparison of Theories, Retrived from <http://www.applestar.org/capella/CRITICAL%20THINKING%20AND%20CREATIVITY.pdf>
- Wendell, O., (1999) Think it! Contract Activites, Retrived from <http://www.kurwongbss.eg.edu.au/thinking/Contracts/contracts.htm> Oliver Wendell
- Enchanted Learning,LLC (2003) Graphic Organizers, Retrived from <http://www.enchantedlearning.com/graphicorganizers/>
- Paul,R & Elderly (2005) Critical Thinking competency Standards, Foundation for Critical Thinking. Retrieved from www.criticalthinking.org
- Curriculum Corporation, (2005) Statement of Learning for English Australia. Retrieved from <http://www.curriculum.edu.au>
- English Language Arts, 2010, Province of Manitoba. Retrieved from <http://www.edu.gov.mb.ca/k12/cur/ela/index.html>
- Hipkins, R. (2006) The Nature of the Key Competencies (A background paper) New Zealand for Educational Research, Wellington, New Zealand
- Social Emotional Learning Performance Descriptors http://www.isbe.state.il.us/ils/social_emotional/pdf/descriptor_1-5.pdf
- Anonymous, (2010) Key Competencies, Capabilities for Living and lifelong learning. Retrieved from <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Key-competencies>
- Selepak, J., & Walck, M., Skill Development Focus and Objectives by Grade level. Retrieved from <http://signalhill.schoolfusion.us/modules/cms/pages.phtml?pageid=40283&sessionid=4232cb1d390b394d20591c797a9d2bc2>
- Alberta Health Services (2010)–Building Healthy Relationships. Retrieved from www.teachingsexualhealth.ca/media/lessons/CALM_RelationshipsLess1.pdf
- Weiss, R., Orley,J., Evan, v., lee,J., Spuger, B., \$ Pellaux, D (1994) Life Skill Education for Children and Adolescents, World Health organization. Retrieved from http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_93.7A_Rev.2.pdf
- Sustainable Employee Motivation, () An Exercise in Reflective Listening and Empathy <http://www.sustainable-employee-motivation.com/reflective-listening.html>
- Carney, S (2007) Top Ten Refusal Skills for Teens. Retrieved from <http://www.suite101.com/content/top-ten-refusal-skills-for-teens-a29626>
- Anonymous, (2010) How Could We Monitor Key Competencies? Retrieved from <http://keycompetencies.tki.org.nz/Monitoring>
- Anonymous, (2010) Authentic Contexts: Activities. Retrieved from <http://keycompetencies.tki.org.nz/In-teaching/Discussion-tools/Authentic-contexts-Activities>
- Anonymous (1998) Health Education: a Curriculum Guide for the Elementary Level . Retrieved from <http://www.sasked.gov.sk.ca/docs/health/health1-5/index.html>
- Anonymous () Cross-Curriculum Dimensions: AI planning Guide for Schools Retrieved from http://curriculum.qcda.gov.uk/uploads/Cross%20curriculum%20dimensions%20-%20a%20planning%20guide%20for%20schools%20publication_tcm8-14464.pdf
- Department of Education (2010) Health and Well Being. Retrieved from: <http://www.education.tas.gov.au/curriculum/standards/health>
- Centre for Media Literacy (2010) Reading Room. Retrieved from: http://www.medialit.org/reading_room.html
- Compton, V., (2007) technology and Curriculum Support. Retrieved from: <http://www.techlink.org.nz/curriculum-support/pdfs/technology-curriculum-support-2010.pdf>
- Anonymous () Whole School Model : <http://www.lsf-1st.ca/en/projects/transforming-schools/whole-school-models>
- Australia's Biodiversity Conservation Strategy Commonwealth of Australia (2010) Australia's Biodiversity Conservation Strategy Retrieved from <http://www.environment.gov.au/>

- United Nations (2009) Division for Sustainable Development. Retrieved from http://www.un.org/esa/dsd/index.shtml?utm_source=OldRedirect&utm_medium=redirect&utm_content=dsd&utm_campaign=OldRedirect
- Cox, B., Fien, J., & White, C., (2005) Sustainable Futures Across the Curriculum <http://www.unesco.org/education/tlsf/>
- Person Education Inc (2010) Lesson plans. Retrieved from: <http://www.teachervision.fen.com/lesson-plan/resource/5775.html>
- Heinemann Educational: Discovering Religions Islam: Activity and Assessment Pack BIAE (Bureau Islamic and Arabic Education) Islamic Syllabus and Bookwork. Retrieved <Http://www.teachislam.co.za/?Reloaded=true>
- BC Muslim School : Parents and Students Handbook (2010-2011) Retrieved from <Http://www.bcmuslimschool.ca/PDF/handbook1.pdf>
- <http://sites.google.com/a/mystma.org/7th-grade-health-and-physical-education--mrs-lapointe/unit-1-mental-health-1>
- <http://www.goodcharacter.com/>
- <http://www.tig.org.nz/content/a96c4ee2-1eb9-4a95-aff9-779dfc453544.html>
- http://www.mediaawareness.ca/english/resources/educational/media_education/alberta/curriculum_charts/ab_ict_1-3_chart.cfm

Appendices

" جَاءَ رَجُلٌ إِلَى اللَّهِ فَمَدَّ يَدَهُ إِلَى اللَّهِ فَقَالَ لَهُ اللَّهُ مَا تَصْنَعُ قَالَ جَاءْتُكَ بِمِائَةِ نَسَمَةٍ مِنْ نَسَمَةِ الْبَيْتِ الْمَقْدِسِ " (أبو داود)

14- رَضِيْتُ بِاللَّهِ رَبًّا وَبِالْإِسْلَامِ دِينًا وَبِمُحَمَّدٍ نَبِيًّا (أبو داود)

"اللَّهُمَّ زِدْ قَلْبِي عِلْمًا وَزِدْ لِي مِنْ مَعْرِفَةِ مَا فِي بَيْتِكَ مِنْ عِلْمٍ وَزِدْ لِي مِنْ مَعْرِفَةِ مَا فِي بَيْتِكَ مِنْ عِلْمٍ وَزِدْ لِي مِنْ مَعْرِفَةِ مَا فِي بَيْتِكَ مِنْ عِلْمٍ وَزِدْ لِي مِنْ مَعْرِفَةِ مَا فِي بَيْتِكَ مِنْ عِلْمٍ " (أبو داود)

15- سُبْحَانَ اللَّهِ وَبِحَمْدِهِ (مسلم)

"اللَّهُمَّ زِدْ قَلْبِي عِلْمًا وَزِدْ لِي مِنْ مَعْرِفَةِ مَا فِي بَيْتِكَ مِنْ عِلْمٍ وَزِدْ لِي مِنْ مَعْرِفَةِ مَا فِي بَيْتِكَ مِنْ عِلْمٍ وَزِدْ لِي مِنْ مَعْرِفَةِ مَا فِي بَيْتِكَ مِنْ عِلْمٍ وَزِدْ لِي مِنْ مَعْرِفَةِ مَا فِي بَيْتِكَ مِنْ عِلْمٍ " (أبو داود)

وَمِنْ مَعْرِفَةِ مَا فِي بَيْتِكَ مِنْ عِلْمٍ

16- لَا بَأْسَ طَهُورٌ إِنْ شَاءَ اللَّهُ

"قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: إِذَا دَخَلَ بَيْتٌ مِنْ بَيْتَاتِ الْمَدِينَةِ فَسَلِّطُوا فِيهِ طَهُورًا " (أبو داود)

17- أَسْأَلُ اللَّهَ الْعَظِيمَ رَبَّ الْعَرْشِ الْعَظِيمِ أَنْ يَشْفِيكَ (الترمذي وأبو داود)

" قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: إِذَا دَخَلَ بَيْتٌ مِنْ بَيْتَاتِ الْمَدِينَةِ فَسَلِّطُوا فِيهِ طَهُورًا " (أبو داود)

وَمِنْ مَعْرِفَةِ مَا فِي بَيْتِكَ مِنْ عِلْمٍ

18- اَللّٰهُمَّ اِنِّيْ اَسْتَلِكْ خَيْرَهَا وَاَعُوْذُبِكَ مِنْ شَرِّهَا (أبو داود)

" قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: إِذَا دَخَلَ بَيْتٌ مِنْ بَيْتَاتِ الْمَدِينَةِ فَسَلِّطُوا فِيهِ طَهُورًا " (أبو داود)

وَمِنْ مَعْرِفَةِ مَا فِي بَيْتِكَ مِنْ عِلْمٍ

19- اللَّهُمَّ اسْقِنَا غَيْثًا مُغِيثًا مَرِينًا مُرِينًا ، نَافِعًا غَيْرَ ضَارٍّ ، عَاجِلًا غَيْرَ آجِلٍ (أبو داود)

"رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ!"

20- اللَّهُمَّ صَيِّبًا نَافِعًا (البخاري)

"رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ!"

وَرَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ!

21- اللَّهُمَّ حَوَالَيْنَا وَلَا عَلَيْنَا، اللَّهُمَّ عَلَى الْأَرْكَامِ وَالظَّرَابِ، وَبُطُونِ الْأُودِيَةِ، وَمَنَابِتِ الْأَشْجَارِ (البخاري)

(مسلم)

"رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ!"

رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ!"

رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ!"

22- سُبْحَانَ الَّذِي يُسَبِّحُ الرَّعْدُ بِحَمْدِهِ وَالْمَلَائِكَةُ مِنْ خِيفَتِهِ (الموطأ)

"رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ!"

رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ!"

رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ!"

23- اَسْتَوْدِعُ اللَّهَ دِينَكَ، وَ اَمَانَتَكَ، وَخَوَاتِيمَ عَمَلِكَ (أحمد/ الترمذي)

"رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ!"

رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ! رَبِّهِمْ وَرَبِّهِمْ وَرَبِّهِمْ!"

24- اَسْتَوْدِعُكُمْ اللَّهُ الَّذِي لَا تَضِيْعُ وَدَانِعُهُ (أحمد/ ابن ماجه)

"اللَّهُ رَبُّكُمْ وَمَا لَهُ آلِهَةٌ شَرٌّ مِنْكُمْ وَلَا مَوْلَى لَهُمْ وَلَا مَوْلَى لَكُمْ وَلَا إِلَهٌ إِلَّا اللَّهُ" (سورة البقرة: 217)

اللَّهُ رَبُّكُمْ وَمَا لَهُ آلِهَةٌ شَرٌّ مِنْكُمْ وَلَا مَوْلَى لَهُمْ وَلَا مَوْلَى لَكُمْ وَلَا إِلَهٌ إِلَّا اللَّهُ

25- سُبْحَانَ الَّذِي سَخَّرْنَا هَذَا وَمَا كُنَّا لَهُ مُقْرِنِينَ وَإِنَّا إِلَى رَبِّنَا لَمُنْقَلِبُونَ (القرآن)

"سُبْحَانَ الَّذِي سَخَّرْنَا هَذَا وَمَا كُنَّا لَهُ مُقْرِنِينَ وَإِنَّا إِلَى رَبِّنَا لَمُنْقَلِبُونَ" (سورة البقرة: 255)

سُبْحَانَ الَّذِي سَخَّرْنَا هَذَا وَمَا كُنَّا لَهُ مُقْرِنِينَ وَإِنَّا إِلَى رَبِّنَا لَمُنْقَلِبُونَ

26- أَعُوذُ بِكَلِمَاتِ اللَّهِ التَّامَاتِ مِنْ شَرِّ مَا خَلَقَ (أبو داود والترمذي)

"أَعُوذُ بِكَلِمَاتِ اللَّهِ التَّامَاتِ مِنْ شَرِّ مَا خَلَقَ" (أبو داود والترمذي)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

27- سُبْحَانَ اللَّهِ (البخاري/مسلم)

"اللَّهُ رَبُّكُمْ وَمَا لَهُ آلِهَةٌ شَرٌّ مِنْكُمْ وَلَا مَوْلَى لَهُمْ وَلَا مَوْلَى لَكُمْ وَلَا إِلَهٌ إِلَّا اللَّهُ"

اللَّهُ رَبُّكُمْ وَمَا لَهُ آلِهَةٌ شَرٌّ مِنْكُمْ وَلَا مَوْلَى لَهُمْ وَلَا مَوْلَى لَكُمْ وَلَا إِلَهٌ إِلَّا اللَّهُ

28- اللَّهُ أَكْبَرُ (البخاري/الترمذي/مسند أحمد)







"اللَّهُ أَكْبَرُ" (البخاري/الترمذي/مسند أحمد)

اللَّهُ أَكْبَرُ

29- أَعُوذُ بِاللَّهِ وَقُدْرَتِهِ مِنْ شَرِّ مَا أَجِدُ وَأُحَاطِرُ (مسلم)

Appendix: 2

a) Thinking Hats

-  **Red Hat:** - This hat allows students to reflect on the emotions, intuitions and gut reactions when taking certain decisions and actions. This helps others to understand your reasons and emotions related to your decisions and actions.
-  **Black Hat:** Students learn to think about things that they have to be cautious of when taking an action. Through this they see why ideas and approaches might not work well which in return helps them to highlight the weak points in a plan or course of action. It helps the students to find alternatives and to be prepared for the consequence of the action.
-  **Yellow Hat.** This hat helps students to think positively while considering all the benefits and opportunities available. This thinking acts as a motivating factor to go ahead when things look gloomy.
-  **Green Hat:** The Green Hat enhances creative solutions to a problem. This hat helps to reflect on the ideas and possibilities when creating something new.
-  **Blue Hat:** The Blue Hat stands for process control. This hat helps one to think about own thinking
-  **White Hat:** Helps in when calling for information known or needed

Adapted from: http://www.thinkingschool.co.uk/resource/six_thinking_hats

b) Blooms Taxonomy (Cognition)

Remember: Recalling information

Understand: Explaining ideas and concepts

Apply: Using information in another familiar or concrete situation

Analyze: Breaking into parts to explore and reveal the relationships among them.

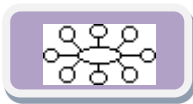
Evaluate: Justify or make judgments of a decision or course of action.

Create: Generate new ideas, products or ways of viewing things from many disorganised elements or parts.

Adapted from <http://www.tedi.uq.edu.au/downloads/bloom.pdf>

Appendix: 3 Graphic Organizers

Graphic organizers are visual ways of organizing ideas. This helps the students to exhibit complex information in a simple easy-to-understand manner. Example:



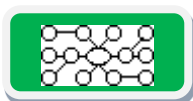
Star: This can be used to identify all the related ideas of a single topic Example: Finding how the body functions. E.g., listing the organs, systems, and functions.



Spider: Can be used to obtain more details of a central idea. E.g., Investigating factors affecting the global warming.



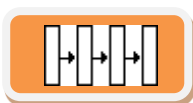
Fishbone: Used to investigate the cause and effect of a complex topic and how they inter-relate with each other. E.g., Examining the cause and effect of cancer



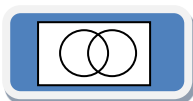
Cloud/Cluster: Can be used when brainstorming to show a cluster of ideas.



Tree: Used if the topic ends with multiple outcomes or results. E.g., Displaying the probabilistic results of tossing coins.



Continuum/Timeline: Used to show a number of events in between where a definite beginning and end is identified. E.g., Showing how a child develops.



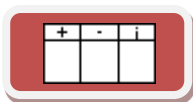
Venn Diagram: Used to find similarities and differences of two or three items. E.g., when comparing the similarities and differences between two civilizations.



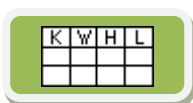
Y-Chart Diagram: Can be used when comparing three qualities. E.g., Take a character and identify how he/she looks like, what positive and negative qualities he/she has.



T-Chart Diagram: Used when analysing two aspects of a topic or an idea. E.g., Identify the pros and cons of the internet.



PMI Diagram: Used to analyse a concept and identify a Positive, Negative and something Interesting about a topic. E.g., evaluate the positive, negative and interesting points associated with a new job.

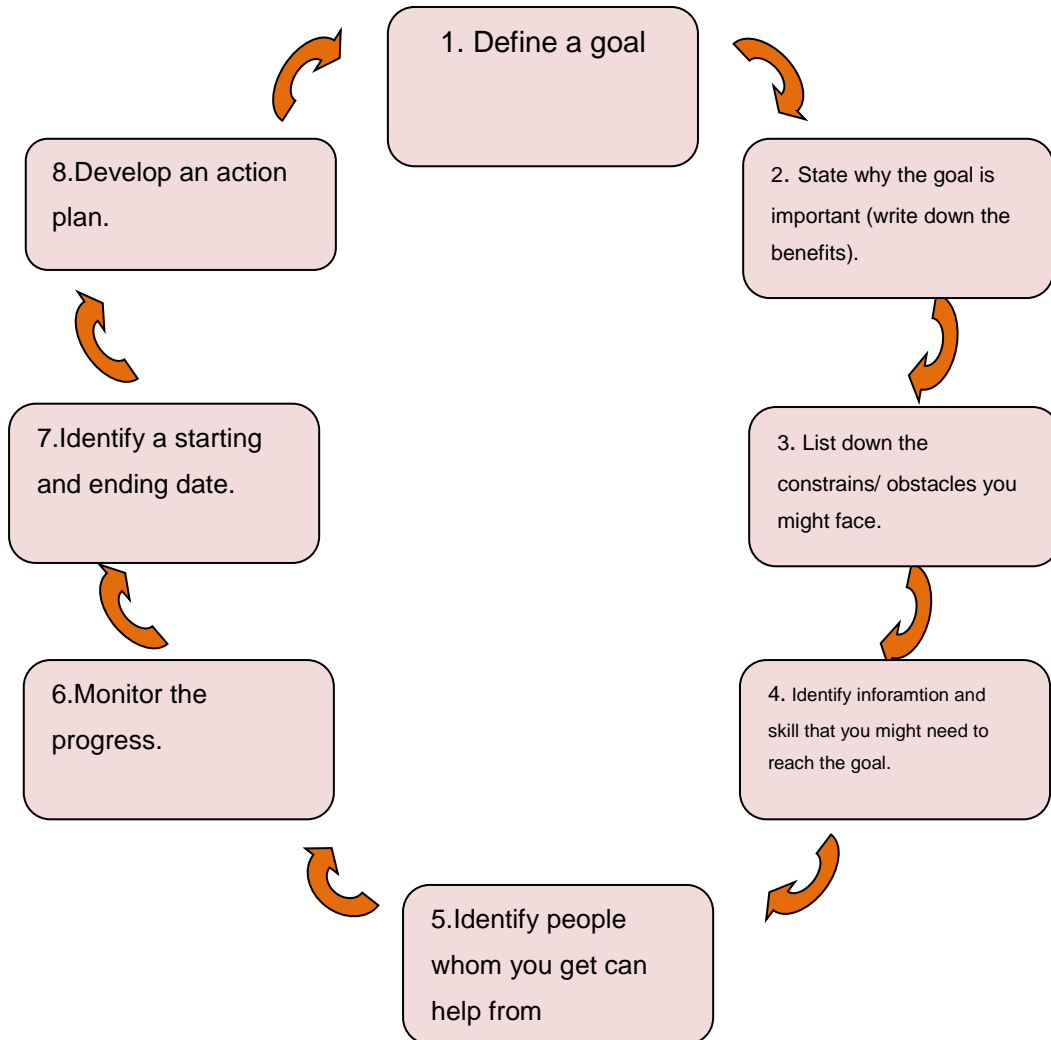


KWHL Diagram: **K** stands for what you already KNOW about the subject. **W** stands for what you WANT to learn. **H** stands for figuring out HOW you can learn more about the topic. **L** stands for what you LEARN as you read. E.g., Fill out a KWHL chart before, during, and after reading about a topic.

Adapted from <http://www.enchantedlearning.com>

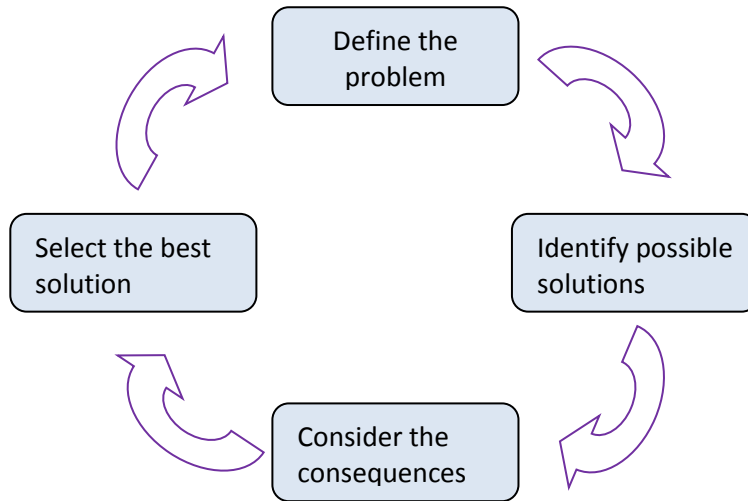
Appendix: 4

Goal Setting (steps)



Appendix: 5

Decision making process /Conflict resolution



Appendix: 6

Songs

Everybody says

Everybody says

I look just like my mother.

Everybody says

I'm the image of Aunt Zeena

Everybody says

My nose is like my father's,

But I want to look like ME!

I am different

I am different from my head to my toes

(point to self then to head and toes)

I am different from my eyes to my nose

(point to self then eyes and nose)

I come from a place that is far and wide

(point to self then spread arms wide open)

A place where we all smile instead of cry

(act like you are tracing your lips into a smile and bring hands down eyes as if you were crying)

I am very different as you can see

(point to self then at a friend)

But I still have a lot of love in me!

(point to self place hand over the heart then hug yourself)

Allah made me: (Tune: "The Farmer in the Dell") Slap your thighs and clap your hands as you sing it.

Allah made me, Allah made me,

Allah made everything and Allah made me.

(Go around the room and use each child's name.) Allah made ____, Allah made ____,

Allah made everything and Allah made ____.

"I am special" (Tune: "Are You Sleeping")

I am special, I am special (close fist and hold up little finger and bring to chest-- this is the sign for I)

Allah made me, Allah made me. (raise outstretched arms to the sky)

I am special, I am special.

So are you, so are you.