

Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Youth Skills Development Program

"Skills for All"



Course Contents / Lesson Plan

Course Title: ECCE (Early Childhood & Care Education)

Duration: 3 Months

First Edition

Trainer Name	
Author Name	Fatima Ahmed , Vice Principal , Global Montessori Coaching Institute , Lahore
Course Title	ECCE (Early Childhood & Care Education)
Objectives and Expectations	<p>Employable skills and hands-on practice in ECCE</p> <p>This is a special course designed to address unemployment in the youth. The course aims to achieve the above objective through hands on practical training delivery by a team of dedicated professionals having rich market/work experience. This course is therefore not just for developing a theoretical understanding/back ground of the trainees. Contrary to that, it is primarily aimed at equipping the trainees to perform commercially in a market space in independent capacity or as a member of a team.</p> <p>The course therefore is designed to impart not only technical skills but also soft skills (i.e. interpersonal/communication skills; personal grooming of the trainees etc.) as well as entrepreneurial skills (i.e. marketing skills; free lancing etc.). The course also seeks to inculcate work ethics to foster better citizenship in general and improve the image of Pakistani work force in particular.</p> <p><u>Main Expectations:</u></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"> i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc. so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document. ii. To materialize the main expectations, a special module on <u>Job Search & Entrepreneurial Skills</u> has been included in the latter part of this course (5th & 6th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be

	<p>encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.</p> <p>iii. A module on Work Place Ethics has also been included to highlight the importance of good and positive behavior in the workplace in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of the Pakistani workforce would undergo a positive transformation in the local as well as international job markets.</p> <p>To maintain interest and motivation of the trainees throughout the course, modern techniques such as:</p> <ul style="list-style-type: none"> • Motivational Lectures • Success Stories • Case Studies <p>These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).</p> <p>Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.</p> <p>(i) Motivational Lectures</p> <p>The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:</p> <ul style="list-style-type: none"> • Clear Purpose to convey the message to trainees effectively. • Personal Story to quote as an example to follow. • Trainees Fit so that the situation is actionable by trainees and not represent a just idealism. • Ending Points to persuade the trainees on changing themselves. <p>A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more.</p> <p>The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).</p> <p>As this tool is expected that the training providers would make arrangements</p>
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for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

Course-related motivational lectures online link is available in **Annexure-II**.

(ii) Success Stories

Another effective way of motivating the trainees is using Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation, or using a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of:-

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high-quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

The suggestive structure and sequence of a sample success story and its various shapes can be seen in **Annexure III**.

(iii) Case Studies

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is deemed suitable but only those cases must be selected that are relevant and of a learning value.

The Trainees should be required and supervised to carefully analyze the cases.

For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.

Case studies can be implemented in the following ways: -

- i. A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute)

	<ul style="list-style-type: none"> ii. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute) iii. Field visits(At least one visit to a trade-specific major industry/ site must be arranged by the training institute)
Entry-level of trainees	For a course of Early Childhood Care and Education proposed entry level is minimum Intermediate in relevant subject, so expectations from the trainees are to comprehend well dealing with foundational years of children <ul style="list-style-type: none"> •
Learning Outcomes of the course	By the end of this course, students will be able to: <ul style="list-style-type: none"> • Understand the significance of Early Childhood Care and Education • Implement different ECCE theories in the classroom • Create pedagogical relationship in the classroom • Improve Holistic development of children through Early Childhood Care and Education • Create learning environment with practical application
Course Execution Plan	The total duration of the course: 3 months (12 Weeks) Class hours: 4 hours per day Theory: 20% Practical: 80% Weekly hours: 20 hours per week Total contact hours: 260 hours
Companies offering jobs in the respective trade	<ul style="list-style-type: none"> • Preschools • Daycare Centers • School Head office
Job Opportunities	<ul style="list-style-type: none"> • Preschool Principal • Preschool Directress • Daycare Supervisor • Montessori Directress
No of Students	25
Learning Place	Classroom
Instructional Resources	<ol style="list-style-type: none"> 1. <u>Introduction to Montessori Education:</u> https://montessori-nw.org/about-montessori-education?gclid=EA1aIQobChMIip2egMyygwMVAgQGAB29yg0jEAAAYASAAEgJxbfD_BwE This link provides an overview of Montessori Teaching Methodology. 2. <u>Four Domains of ECCE:</u> https://mybrightwheel.com/blog/developmental-

[domains#:~:text=There%20are%20four%20main%20domains,Let's%20dive%20deeper%20into%20each.](#)

This link provides an overview of Four Domains of ECCE.

3. **Fredrich Frobel:**

https://en.wikipedia.org/wiki/Friedrich_Fr%C3%B6bel

This link provides an insight about Fredrich Frobel.

4. **Dr. Maria Montessori:**

https://en.wikipedia.org/wiki/Maria_Montessori

This link provides an insight about Dr. Maria Montessori

5. **Erik Erikson:**

https://en.wikipedia.org/wiki/Erik_Erikson

This link provides an insight about Erik Erikson

6. **Ruldof Steiner:**

https://en.wikipedia.org/wiki/Rudolf_Steiner

This link provides an insight about Ruldof Steiner

7. **Reggio Emilia approach:**

https://en.wikipedia.org/wiki/Reggio_Emilia_approach

This link provides an insight about Reggio Emilia approach.

8. **Howard Gardner:**

https://en.wikipedia.org/wiki/Howard_Gardner

This link provides an insight about Howard Gardner.

9. **آہا ٹماٹر :**

<https://www.youtube.com/watch?v=shekwdXg2dM>

10. **بلبل کا بچہ**

<https://www.youtube.com/watch?v=Kn0iazTunQI>

11. **ابو لائے موٹر کار**

https://www.youtube.com/watch?v=k83yNjbv_lq

12. اللہ ھو
https://www.youtube.com/watch?v=pw0i_f7vTB8
13. میں طوطا، میں طوطا
<https://www.youtube.com/watch?v=X787Ntb8oMc>
14. کٹ کٹ کرتی آئی مرغی
<https://www.youtube.com/watch?v=gOgfKlsalxU>
15. **Baba Black Sheep:**
<https://www.youtube.com/watch?v=1dttq5p0xUM>
16. **Johny Johny, Yes Papa:**
<https://www.youtube.com/watch?v=4wUoWScjJ0M>
17. **Walking In The Jungle:**
<https://www.youtube.com/watch?v=GoSq-yZcJ-4>

MODULES

Schedu led Weeks	Module Title	Days	Hours	Learning Units	Home Assignment
Week 1	Introduction to ECCE Care of Self	Day 1	Hour 1	Orientation of ECCE	<p>•Task 1</p> <p>Make a presentation on rights of a child</p>
			Hour 2	Significance of ECCE	
			Hour 3	Rights of a Child presentation	
			Hour 4	Activity to introduce a letter to the child Options: Any of the letters from the Alphabet	
		Day 2	Hour 1	Issues in Implementing ECCE in today's world	
			Hour 2	Classroom conduct of the Directress and Students	
			Hour 3	Elementary Movement and initials Activities for children	
			Hour 4	Activities 1. Holding a glass	
		Day 3	Hour 1	Introduction of physical Domain	
			Hour 2	Developing Pedagogical relationship	
			Hour 3	Elementary Movements and Initial Activities 1. Carrying a glass	

			Hour 4	Role of Technology in Early Years	
		Day 4	Hour 1	Introduction to Language Domain	
			Hour 2	Developing language skills in a child	
			Hour 3	Nursery Rhymes Options: 'Ba ba black sheep' 'Johny Johny ! Yes papa'	
			Hour 4	Need of Collaborating with Parents	
		Day 5	Hour 1	Introduction to Cognitive domain	
			Hour 2	Improving Cognition through activities	
			Hour 3	Nursery Rhymes with Actions Wheels on the bus	
			Hour 4	Activity Holding a spoon	
Week 2	Care of Self	Day 1	Hour 1	Introduction to Language Development	•Task 2 Prepare an activity to introduce any letter of the English alphabet
			Hour 2	Care of Self 1. Washing Hands 2. Combing Hair	
			Hour 3	Urdu rhymes آہا ٹماٹر	

			Hour 4	Zip Frame Activity Button Frame Bow Frame
		Day 2	Hour 1	Introduction to Social Emotional Domain
			Hour 2	Creating conversational topics for children
			Hour 3	Care for Self Activity 1. Polishing Shoes
			Hour 4	Roleplay Activity A mother making the child learn why is it important to polish the shoes daily
		Day 3	Hour 1	Theory of Friedrich Froebel
			Hour 2	The ten gifts of Friedrich Froebel (1/2)
			Hour 3	The ten gifts of Friedrich Froebel (2/2)
			Hour 4	Care for self-Activity 1. Care of teeth, hands and nails
		Day 4	Hour 1	Theory of Dr. Maria Montessori
			Hour 2	The Montessori System
			Hour 3	Different areas of Montessori System
			Hour 4	Anger Management Soft Skill

		Day 5	Hour 1	Jean Piaget Theory	
			Hour 2	Care of Self 1. Folding Napkins	
			Hour 3	Professionalism in Teaching	
			Hour 4	Rhymes and Roleplay Option: Head , shoulders , knees and toes	
Week 3	Care of Environment	Day 1	Hour 1	Rudolf Steiner Theory	<p>•Task 3</p> <p>Prepare a demonstration on caring for environment</p>
			Hour 2	Waldorf Educational System	
			Hour 3	Care of Environment 1. Care of garden , Indoor plants and flowers	
			Hour 4	Urdu Rhymes بلبل کا بچہ	
		Day 2	Hour 1	Erik Erickson theory	
			Hour 2	The eight stages of Erik Erickson Theory	
			Hour 3	Care of Environment Activities 1. Use of the garbage bin 2. Cleaning the surroundings	
			Hour 4	Activity Shoelace frame	

		Day 3	Hour 1	Loris Malaguzzi theory				
			Hour 2	Reggio Amilia Approach				
			Hour 3	Care of Environment Cleaning the room				
			Hour 4	Roleplay Activity Keeping the room clean				
		Day 4	Hour 1	Howard Gardner				
			Hour 2	Care of environment Making the bed				
			Hour 3	Keeping the surrounding clean				
			Hour 4	Urdu rhymes ابو لائے موٹر کار with actions				
		Day 5	Hour 1	Naturalist Intelligence in Children				
			Hour 2	Physical development of Children (0 to 3 months)				
			Hour 3	Care of Environment 1. Cleaning the table				
			Hour 4	Viva				
		Week 4	Knowing about the World	Day 1		Hour 1	Bodily Kinesthetic Intelligence in Children	•Task 4 Prepare a demonstration about the different provinces of
						Hour 2	Physical development of children	

				(3 to 6 months)	Pakistan
			Hour 3	People around you Role play activity Options : 1. Imitating different cultures	
			Hour 4	Viva	
		Day 2	Hour 1	Logical mathematical Intelligence in children	
			Hour 2	Physical development of children (6 to 12 months)	
			Hour 3	Pakistan Our Country	
			Hour 4	Walking in line activity	
		Day 3	Hour 1	Intra personal Intelligence in Children	
			Hour 2	Physical development of Children (12 to 18 months)	
			Hour 3	Physical features of Pakistan	
			Hour 4	Assessment	
		Day 4	Hour 1	Interpersonal Intelligence in Children	
			Hour 2	Physical Development in Children (18 months to 2 years)	

			Hour 3	Climate of Pakistan	
			Hour 4	Demonstrations Options: 1. How to practically teach children about the traffic rules	
		Day 5	Hour 1	Spatial Intelligence in Children	
			Hour 2	Physical development of Children (2 to 4 years)	
			Hour 3	Cultures of Pakistan	
			Hour 4	Activity: Roleplay activity on different Cultures	
Week 5	Normality and Deviation	Day 1	Hour 1	Linguistic Intelligence in Children	•Task 5 Prepare a demonstration on how to create a mathematical mind in children
			Hour 2	Physical development of Children (4 to 6 years)	
			Hour 3	Developing Mathematical mind in children	
			Hour 4	What comes before , between and after, in number	
		Day 2	Hour 1	Musical Intelligence in Children	
			Hour 2	Physical Development of Children (6 – 8 years)	
			Hour 3	Colors of the Pakistani Flag	

			Hour 4	Activity: Free hand drawing and painting of the Pakistani flag
		Day 3	Hour 1	Deviations in children
			Hour 2	Introduction to Art
			Hour 3	Significance of art
			Hour 4	1. Reinforcement of the previous learning 2. Artwork activity (Soft board borders décor) Peer work
		Day 4	Hour 1	Deviations in children
			Hour 2	Anger Management Soft Skill
			Hour 3	Discussion on Anger Management
			Hour 4	Viva
		Day 5	Hour 1	Types of Deviations Unconscious Absorbent Mind (0 to 3 years)
			Hour 2	Introduction to Culture
			Hour 3	Importance of teaching religion to children from early years

			Hour 4	Urdu Poems with actions اللہ ہو	
Week 6	Introduction to Zoology Care for Environment	Day 1	Hour 1	Conscious absorbent mind of children (3 to 6 years)	• Task 6 Prepare a storytelling by using puppets
			Hour 2	Introduction to Zoology	
			Hour 3	Why knowing Zoology for children is important	
			Hour 4	Reinforcement Discuss different ways on instilling religion in children	
		Day 2	Hour 1	What is Normality in early childhood	
			Hour 2	Introduction to Mammals	
			Hour 3	Nursery Rhymes with props Old Macdonald had a farm	
			Hour 4	Revision of Deviations in Children	
		Day 3	Hour 1	Cognitive Development in Children (0 to 3 months)	
			Hour 2	Introduction to Birds (Body parts and Habitat)	
			Hour 3	Urdu Rhyme Options:	

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			Hour 4	Overview of the content Assessment	
		Day 4	Hour 1	Cognitive Development in Children (3 to 6 months)	
			Hour 2	Introduction to Fish Body parts and habitat	
			Hour 3	Lesson Planning Profile ,objectives , warm up activity , teaching methodologies, wrap up activity, assessment , homework	
			Hour 4	Revision of the Cognitive development (0 to 6 months)	
		Day 5	Hour 1	Cognitive Development in Children (6 to 8 months)	
			Hour 2	Introduction to Reptiles Body parts and habitat	
			Hour 3	Art Activity with Origami Making different shapes of animals	
			Hour 4	Revision of Mammals , birds , fish and reptiles	
Week 7	Introduction to Botany Care for Environment	Day 1	Hour 1	Cognitive Development in Children (8 months to 12 months)	• Task 7 Demonstrate different stages of

			Hour 2	Introduction to Botany	plant development
			Hour 3	Stress Management (Soft skills)	
			Hour 4	Stress Management Q / A Session	
		Day 2	Hour 1	Cognitive Development in Early years (12 to 18 months)	
			Hour 2	Introduction to different kinds of plants and trees	
			Hour 3	Number Formation (from 1 to 10	
			Hour 4	In and out Activity Rhyme Make a circle big and small	
		Day 3	Hour 1	Cognitive Development in Children (18 months to 2 years)	
			Hour 2	Introducing parts of a plant	
			Hour 3	Art Activity Drawing and cutting of different parts of a plant	
			Hour 4	Demonstration Different stages of the growth of a plant	
		Day 4	Hour 1	Cognitive Development of a child (2 years to 4 years)	

			Hour 2	Introduction to Amphibians Body parts and habitat	
			Hour 3	Kinds of amphibians	
			Hour 4	Disruptive behavior of children Aggressive in Children	
		Day 5	Hour 1	Cognitive development of children (4 to 6 years)	
			Hour 2	Introduction to Geography Significance of Geography	
			Hour 3	Urdu rhymes with actions کٹ کٹ کرتی آئی مرغی	
			Hour 4	General Assessment	
Week 8	Introduction to Geography	Day 1	Hour 1	Cognitive Development in Children (6 to 8 years)	• Task 8 Make a presentation of Slow Learners
			Hour 2	Introduction to Geography Plateau and Island	
			Hour 3	How to deal with slow learners	
			Hour 4	Reinforcement Debate about the slow learners (Group work)	
		Day 2	Hour 1	Cognitive Development in children (8 to 10 years)	
			Hour 2	Dealing with Attention Deficit and Hyperactivity	

				Disorder (ADHD)	
			Hour 3	Activity Making models of landscapes from recycling	
			Hour 4	Viva	
		Day 3	Hour 1	Introduction to Geography Deserts	
			Hour 2	Activity Discussion between children about land forms	
			Hour 3	Group work activity Making solar system with a playdough	
			Hour 4	Revision of lesson	
		Day 4	Hour 1	Introduction to Geography Hills and Mountains	
			Hour 2	Examples of all Land Forms	
			Hour 3	Activity Identification by Child	
			Hour 4	Reinforcement of topic	
		Day 5	Hour 1	Introduction to Geography Water forms	
			Hour 2	Examples of Water Forms	
			Hour 3	Activity Identification by Child	

			Hour 4	Reinforcement of topic	
Week 9	Language Development Listening Speaking	Day 1	Hour 1	Introduction to Language Development	<p>• Task 9 Prepare a demonstration for introducing any letter to the child using flash cards</p>
			Hour 2	Types of Language Spoken Written	
			Hour 3	Activity Introduction of a letter using Flash Cards	
			Hour 4	Revision	
		Day 2	Hour 1	Language development in children (0 to 3 months)	
			Hour 2	Organs involved in producing sounds	
			Hour 3	Function of the organ involved in producing sounds	
			Hour 4	Activity Circle the correct sound by writing letters and making shapes relevant to the letters	
		Day 3	Hour 1	Language development in children (3 to 6 months)	
			Hour 2	What is the importance of spoken language	
			Hour 3	Activity Match the capital letter with the small letter	

			Hour 4	Reinforcement of the topic	
		Day 4	Hour 1	Language Development in children (6 to 12 months)	
			Hour 2	Importance of Written Language	
			Hour 3	Activity Picture Description	
			Hour 4	Assessment	
		Day 5	Hour 1	Language development of children (12 to 18 months)	
			Hour 2	Nurturing habit of reading books in children	
			Hour 3	Activity Storytelling with a book	
			Hour 4	Reinforcement of the lesson	
Week 10	Language Development Reading & Writing	Day 1	Hour 1	Language development in children (18 to 2 years)	• Task 10 Prepare a demonstration for recognition and use of Vowels, Consonants and Articles
			Hour 2	Activity Arrange the letters in an order (shuffle the letters and let the child rearrange them in a sequence)	
			Hour 3	Do the same activity in groups and by making peers	

			Hour 4	Children Disability Dyslexia
	Day 2	Hour 1	Language development in children (2 to 4 years)	
		Hour 2	Activity Writing formation of letters (a to m) by all learners	
		Hour 3	Activity Writing formation of letters (n to z) by all learners	
		Hour 4	Reinforcement of Learning	
	Day 3	Hour 1	Language Development in Children (4 to 6 years)	
		Hour 2	Activity Recognition of Vowels and consonant through demonstration	
		Hour 3	Activity Recognition of Consonants through demonstration	
		Hour 4	Reinforcement of Learning	
	Day 4	Hour 1	Language Development in children (6 to 8 years)	
		Hour 2	Activity Introduction to articles (A or An)	

			Hour 3	Activity Use of articles (A or An) for words starting with Consonants or Vowels	
			Hour 4	Revision of the lesson	
		Day 5	Hour 1	Language Development in children (8 to 12 years)	
			Hour 2	Vocabulary building through Picture Description	
			Hour 3	Activity Picture Identification through Word Bank	
			Hour 4	Revision of the lesson	
Week 11	Social Emotional Domain	Day 1	Hour 1	Introduction of Social Emotional Domain	<p>• Task 11 Prepare a demonstration on ways to improve the social emotional domain of children</p>
			Hour 2	حروف تہجی کی لکھائی (’ا‘ سے ’ث‘)	
			Hour 3	Understanding emotions (happy) (Role play)	
			Hour 4	Revision of the lesson	
		Day 2	Hour 1	Social Emotional Domain (0 to 3 months)	

			Hour 2	حروف تہجی کی لکھائی (’ج‘ سے ’ذ‘)
			Hour 3	Understanding emotions (sad) (Role play)
			Hour 4	Revision of the lesson
		Day 3	Hour 1	Social Emotional Domain (3 to 6 months)
			Hour 2	حروف تہجی کی لکھائی (’ز‘ سے ’ض‘)
			Hour 3	Activity (Using filled and painted balloons to show different emotions)
			Hour 4	Revision of the lesson
		Day 4	Hour 1	Social Emotional Domain (6 to 12 months)
			Hour 2	حروف تہجی کی لکھائی (’ع‘ سے ’گ‘)
			Hour 3	Understanding emotions (angry) (Role play)

			Hour 4	Revision of the lesson	
		Day 5	Hour 1	Social Emotional Domain (12 to 18 months)	
			Hour 2	حروف تہجی کی لکھائی (’ل‘ سے ’ن‘)	
			Hour 3	Understanding emotions (surprised, fear) (Role play)	
			Hour 4	Revision of the lesson	
Week 12		Day 1	Hour 1	Social Emotional Domain (18 months to 2 years)	• Task 12 Prepare a demonstration on how to make children socially and emotionally active.
			Hour 2	حروف تہجی کی آدھی اشکال (’ا‘ سے ’ز‘)	
			Hour 3	Activity English Rhyme (Walking in the Jungle)	
			Hour 4	Revision of the lesson	
		Day 2	Hour 1	Social Emotional Domain (2 to 4 years)	
			Hour 2	حروف تہجی کی آدھی اشکال (’س‘ سے ’ن‘)	

			Hour 3	Activity (Roleplay) Teaching grace & courtesy to children (use of 'please', 'sorry', 'thank you' etc.)
			Hour 4	Revision of the lesson
		Day 3	Hour 1	Social Emotional Domain (4 to 6 years)
			Hour 2	فلکی حروف، درمیانی حروف، نشیبی حروف
			Hour 3	Autism (Child Disability)
			Hour 4	Revision of the lesson
		Day 4	Hour 1	Social Emotional Domain (6 to 8 years)
			Hour 2	مصوتے
			Hour 3	Activity بھاری حروف
			Hour 4	Revision of the lesson
		Day 5	Hour 1	Social Emotional Domain (8 to 12 years)
			Hour 2	تخلیقی لکھائی

			Hour 3	Revision of the lesson	
			Hour 4	Assessment Written form	

Annexure-II:

Workplace/Institute Ethics Guide

Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. It is a set of values-centered on the importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

1. Attendance:

Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

2. Character:

Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.

3. Team Work:

The ability to get along with others including those you don't necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with an idea and when to compromise by blend ideas together.

4. Appearance:

Dress for success set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a lifetime

5. Attitude:

Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems, and procedures in light of changing responsibilities.

6. Productivity:

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

7. Organizational Skills:

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

8. Communication:

Written communication, being able to correctly write reports and memos.
Verbal communications, being able to communicate one on one or to a group.

9. Cooperation:

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.

10. Respect:

Work hard, work to the best of your ability. Carry out orders, do what's asked the first time. Show respect, accept, and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.