



PECTAA

GOVERNMENT OF THE PUNJAB

School Education Department

Punjab Civic Sense & Life Skills Model

An Activity-Based Framework for Character, Citizenship and Life Skills Development in Punjab Schools



Introduction

The Punjab Civic Sense & Life Skills Model provides a structured approach for developing values, behaviours and practical skills that students need in their everyday lives. It brings together civic responsibility, personal and social development, health and safety, environmental responsibility and practical life skills to help students apply these in school, at home and in the wider community.

The Model is not intended to introduce another subject or add to the existing curriculum load. Rather, it provides a whole school approach for integrating civic sense and life skills into every day school experiences. Students are provided regular opportunities to practice these behaviours and skills through assemblies, classroom activities, school routines, teacher modelling, student participation and home and community connections.

Vision

To raise children who are morally grounded, socially responsible and self-disciplined young people who carry the values, civic sense and everyday life skills they learn in school into their homes, streets and communities and who act on them without being told to.

Objectives

Through this model, students will:

- i. Understand the ethical principles behind responsible citizenship and feel a genuine commitment to them.
- ii. Carry values such as honesty, integrity, respect, empathy and accountability into their everyday conduct, not just recite them.
- iii. Build real relationships through good communication, teamwork and an appreciation for different points of view.
- iv. Behave responsibly in public — keeping shared spaces clean, following safety rules and taking care of public property.
- v. Develop healthy, well-organised daily routines, along with a working knowledge of basic health, hygiene and first aid.
- vi. Act safely and sensibly at school, at home and in public spaces, including as pedestrians and road users.
- vii. Take environmental responsibility seriously: use resources wisely, recycle and look after plants, animals and shared surroundings.
- viii. Grow in perseverance, self-discipline, adaptability, curiosity, teamwork, leadership and problem-solving.
- ix. Pick up the everyday life and consumer skills needed to make informed, responsible choices.
- x. Recognise emergencies such as fire, flood and earthquake and know the basic steps to stay safe.
- xi. Feel a real sense of ownership over their school and community and take part in civic life in meaningful ways.

Implementation Approach

The Model does not require a separate subject or additional curriculum. It is implemented through existing school structures including morning assemblies, classroom activities, school routines, practical activities, student leadership, home connections and school-wide initiatives. Themes are introduced through simple activities and reinforced through everyday practice so that students progressively translate learning into behaviour.

Roles and responsibilities



PECTAA

Implementation of the model is a shared responsibility across the school and the wider education system. The roles are embedded within the existing structure rather than creating additional administrative layers

Teachers: facilitate age appropriate activities, demonstrate behaviours promoted through the model and reinforce them through everyday classroom practices.

Head Teachers: Coordinate the implementation of the monthly and weekly themes and ensure that relevant activities are reflected in school routines and assemblies.

District Authorities: provide implementation guidance and monitor implementation through existing school support mechanisms.

The 13 Core Domains

This framework has grouped the competencies into thirteen broad domains. Each domain has a set of related themes that feed into weekly and monthly classroom and school-wide activities.

The domains provide the conceptual organisation of the Model, while the annual calendar (mentioned below) translates these domains into manageable monthly and weekly themes for implementation in schools.

#	Domain	Primary Focus	Themes Covered
1	Uprightness	Knowing and doing what is right	Integrity, honesty, no cheating, no theft, moral values, respect for elders, animal care, helping others, doing the right thing even when no one is watching
2	Citizenship & Civic Responsibility	Understanding and practising responsible participation in society	Rights and duties of a citizen, civic participation, respect for rules and laws, queue formation, cleanliness, no littering/spitting, community service, care of public property, use of public services
3	Human Rights, Dignity & Equality	Respecting the rights and dignity of self and others	Basic human rights, civic rights, equality, dignity, freedom of expression within limits, fairness, inclusion, respect for different perspectives
4	Values, Respect & Social Relationships	Building trust, empathy and respectful relationships	Social trust, empathy, helping others, respect for different opinions, peer support, teamwork and recognising and standing up against bullying — verbal, physical and social, not just online
5	Performance Character	Qualities needed to achieve worthwhile goals	Commitment, resilience, curiosity, problem solving, leadership, perseverance and practical skills
6	Individual Character & Well-being	Personal discipline and responsible choices	Self-control, personal hygiene, healthy routines, energy conservation, personal well-being
7	Etiquette & Responsible Behaviour	Manners and socially responsible conduct	Polite language, greetings, table/school etiquette, mindful eating, listening, courteous behaviour



PECTAA

#	Domain	Primary Focus	Themes Covered
8	Environmental Stewardship	Responsibility for the environment and sustainable living	Care of plants, gardening, recycling, waste segregation, conservation, care of animals
9	Health, Hygiene & Personal Safety	Healthy habits and responding to everyday needs	Cleanliness, hygiene, first-aid awareness, memorising name/address/parents' names, telling trusted adults from strangers, understanding good touch and bad touch and taking responsible care of oneself and others
10	Safety & Responsible Mobility	Safe behaviour in school, public spaces and on roads	Traffic rules, pedestrian safety, road signs, seatbelts, basic cycling safety
11	Consumer, Practical & Shared-Resource Skills	Making informed choices and managing everyday resources	Warranty/guarantee awareness, transport fares/tickets, basic repair, care of shared spaces
12	Digital Citizenship & Online Safety	Safe, respectful digital habits	Safe internet use, respectful online communication, recognising and reporting cyberbullying
13	Emergency & Disaster Preparedness	Knowing how to respond safely in a fire, flood, earthquake or other emergency	Fire safety and evacuation drills, earthquake safety, flood and water safety, knowing emergency numbers such as Rescue 1122 and basic emergency-preparedness habits at home and school

Values and Suggested Activities

This framework maps each core value onto an observable civic or life-skill behaviour, along with a recommended activity through which it is practised.

Core Value	Civic / Life Skill Behaviour	Recommended Activity
Respect	Waiting for one's turn and respecting others' space	Queue practice during assembly, canteen and dispersal
Responsibility	Caring for shared property and resources	Adopt-a-classroom-asset activity
Compassion	Helping people and caring for animals	Peer-support or animal-care activity
Honesty	Avoiding cheating, theft and dishonest behaviour	Scenario-based role play
Self-discipline	Following rules without supervision	Student responsibility chart
Cooperation	Working positively with others	Group civic-improvement project
Perseverance	Continuing a useful task despite difficulties	Long-term plant-care project
Cleanliness	Avoiding littering and spitting	Clean-school campaign
Stewardship	Conserving energy, water and other	Switch-off and water-saving campaign



PECTAA

Core Value	Civic / Life Skill Behaviour	Recommended Activity
	resources	
Tolerance	Respecting different opinions and perspectives	Structured classroom dialogue
Courage	Speaking up against harmful or unfair behaviour	Civic-dilemma discussion
Empathy	Understanding and responding to others' needs	Community or peer-support activity
Citizenship	Understanding and fulfilling one's responsibilities as a member of the school and community	“Good Citizen of the Week” activity; identify and practise one civic responsibility
Rights & Responsibilities	Recognising that rights are accompanied by responsibilities towards others	Rights-and-responsibilities scenario cards and classroom discussion
Human Dignity	Respecting the dignity, safety and basic rights of every person	“Everyone Matters” role play on fairness, inclusion and respectful treatment
Civic Rights	Understanding basic civic rights and using them responsibly	Classroom simulation of a community decision-making process
Courtesy / Etiquette	Using polite language, greetings, table manners and respectful behaviour in public	Etiquette role play: classroom, canteen, assembly, public transport and visiting a public office
Respect for Others	Listening to others, accepting differences and responding without ridicule or hostility	“Different Views, Respectful Voices” paired/group discussion
Rule Consciousness	Understanding and following rules because they protect individuals and the community	Why Do We Have Rules? School-rule mapping and role play
Safety	Following traffic rules and making safe decisions as a pedestrian, cyclist and passenger	Zebra-crossing, road-sign and pedestrian-safety demonstration
Civic Responsibility	Keeping public spaces clean and protecting community facilities	Adopt-a-public-space / school cleanliness responsibility activity
Environmental Responsibility	Reducing waste, recycling and protecting natural resources	Waste-segregation and recycling corner
Consumer Responsibility	Making informed choices and understanding basic consumer information, including public transport fares	Warranty/guarantee awareness activity using everyday products and transport tickets
Practical Responsibility	Using basic practical skills to solve everyday problems	Basic repair and maintenance demonstration
Health Responsibility	Maintaining personal hygiene and responding appropriately to minor emergencies	Hygiene routine and first-aid demonstration



PECTAA

Core Value	Civic / Life Skill Behaviour	Recommended Activity
Leadership	Taking initiative and encouraging others to contribute positively	Student-led civic improvement project
Social Trust	Keeping promises, supporting peers and behaving reliably	Peer-support and trust-building activities
Environmental Stewardship	Caring for plants, animals and the school environment over time	Adopt-a-plant / school gardening project
Personal Safety Awareness	Knowing one's name, address and parents' names and telling trusted adults from strangers	"My Safety Circle" activity
Body Safety	Understanding good touch and bad touch and knowing which trusted adult to tell	Age-appropriate body-safety session led by a trained counsellor
Digital Responsibility	Using the internet safely and treating others respectfully online	Guided discussion on safe browsing, plus a "Speak Up" activity on recognising and reporting cyberbullying
Standing Up Against Bullying	Recognising unkind or hurtful behaviour towards peers and responding with courage and kindness	"Stand Up, Speak Up" bullying-awareness role play and peer-support circle
Travel Readiness	Planning ahead and staying calm and resourceful away from home	Simulated travel-planning exercise covering packing and emergency contacts
Emergency Preparedness	Knowing how to respond safely to a fire, flood or earthquake and who to call for help	Fire, flood and earthquake safety drill, including Rescue 1122 awareness

Learning Process

Each theme follows a five-stage learning process, moving learners from understanding a value or life skill to practising, applying and progressively internalising it in everyday behaviour.

Phase	Stage Name	Learning Objective & Execution
Phase 1	Understanding the Value	Introduce the idea through stories, real examples, guided conversation or everyday scenarios children can relate to.
Phase 2	Reflecting on It	Help children think through why it matters — what motivates the behaviour and what happens, to themselves and others, when it is ignored.
Phase 3	Practising Safely	Let children try the behaviour out through role play, structured routines and classroom games, before it counts for real.
Phase 4	Putting It into Practice	Encourage children to carry what they've learned into real situations at school, at home and in the community.
Phase 5	Making It a Habit	Reinforce the behaviour over time through gentle tracking, encouragement and repetition, until it becomes second nature.



Age-Appropriate Mapping

Stage	Core Values	Civic and Life Skills Application
ECCE to Grade 2	Understanding of good manners <u>Recognizing and practicing appropriate behaviours</u>	Practising gratitude, sharing, waiting for one's turn, mindful eating and table manners, caring for belongings, recognising safe and trusted adults and taking part in basic fire and safety drills
Grades 3 to 5	<u>Awareness</u> <u>Understanding</u> values and basic responsibilities	Keeping surroundings clean, helping classmates, careful use of water and electricity, knowing one's name, address and parents' names, understanding stranger danger and good touch-bad touch, a light introduction to safe screen-time habits and fire, earthquake and flood safety awareness
Grades 6 to 8	<u>Applying values and skills in different situations</u> Living out core values in group settings	Team projects, waste management, respectful dialogue, first aid, school-improvement activities, safe and responsible use of the internet, recognising and standing up against bullying, an introduction to travelling safely and staying at unfamiliar places and emergency drills including Rescue 1122 awareness
Grades 9 to 10	Values-driven <u>Responsible decision making and leadership</u> and decision-making	Awareness of community and social issues, voluntary service, mentoring younger students, deepening understanding of digital citizenship, online privacy and reporting cyberbullying, reinforcing independent travel practices and taking a more active role in emergency preparedness
Grades 11 to 12	Civic responsibility and social impact <u>Independent action, citizenship and community contribution</u>	Social campaigns, advocacy, student-led community projects, community service, planning and managing travel and unfamiliar situations independently, managing online reputation responsibly and mentoring younger students on safety, digital and emergency-preparedness habits

Suggested Weekly Pattern

Each weekly theme follows a common structure:

Component	Application
Weekly theme	One selected theme
Assembly message	Short story, Seerah example or real-life illustration
Classroom activity	Discussion, role play or practical exercise
Daily behaviour	One observable civic practice
Home connection	Simple family activity
Student reflection	What I learned and practised
Recognition	Appreciation of improvement and responsible behaviour

What This Means in Practice



PECTAA

- a) **Assembly message:** A short, two-to-three-minute message tied to the week's theme, read out at morning assembly — a brief story, a real-life example or a saying, usually led by a teacher or a student.

~~b)~~ **Classroom activity:** A short discussion, role play or practical activity linked to the week's theme, integrated into an appropriate existing period or classroom routine rather than introduced as an additional lesson. One regular class period given over to the week's theme — a discussion, role play or hands-on exercise led by the class teacher, not a separate lesson added on top of the syllabus.

[c)]

- b) **Daily behaviour:** One specific, observable action tied to the theme that is simply practised and noticed every day that week, rather than taught as a lesson.

c)[d] **Display, drawing or poster activity:** Every two weeks, students make a drawing or poster related to the theme, displayed in the classroom or hallway as a visual reminder and a creative outlet.

d)[e] **Home connection:** A simple prompt sent home to parents so the value is reinforced outside school too.

e)[f] **School-wide practical activity:** A bigger, once-a-month event involving the whole school rather than a single class, such as a cleanliness drive or a mock road-safety demonstration.

f)[g] **Student reflection:** The student briefly says or writes what they learned and practised, as a simple self-check rather than a test.

g)[h] **Recognition:** Acknowledging students who did well, through praise, a mention or a small certificate.



Civic Sense and Life Skills Calendar

The academic-year calendar sets out four focus areas for each month, forming the basis of the monthly and weekly activity plans that follow. The calendar is a mechanism through which the Model is translated into regular school practice. It allows the domains to be addressed through manageable focus areas across the academic year.

Month	Focus Area 1	Focus Area 2	Focus Area 3	Focus Area 4
April	School Responsibilities & Civic Discipline — following school rules, caring for shared spaces, responsible participation	Respectful Language & Etiquette — polite language, greetings, listening, taking turns and respecting others	Punctuality & Readiness — commitment, responsibility, consistency and completing tasks on time	Personal Hygiene & Well-being — cleanliness, hygiene routines, mindful eating and table manners
May	Social Trust & Helping Others — empathy, kindness, peer support and helping those in need	Respect for Elders & Different Opinions — dignity, equality, inclusion and respect for different perspectives	Communication & Cooperation — teamwork, positive interaction, responsible expression and conflict resolution	Positive Attitude & Friendly Behaviour — courteous conduct, emotional self-control and building positive relationships
August	Responsible Citizenship — rights and responsibilities, following rules and laws, responsible use of public services	Integrity & Honesty — no cheating, no theft, truthfulness and doing the right thing even when no one is watching	Commitment & Task Completion — perseverance, consistency, responsibility and achieving worthwhile goals	Self-Discipline — self-control, responsible behaviour, decision-making and personal accountability
September	Cleanliness of Shared Spaces — no littering, no spitting, waste management and care of common areas	Respect for Public Property — responsible use and care of school and public assets	Consistency in Civic Behaviour — queue formation, including on public transport, cooperation and respect for rules	Clean Personal Habits — personal hygiene, healthy routines and responsible care of oneself and others
October	Traffic Rules & Pedestrian Safety — road signs, zebra crossings, pedestrian bridges, safe movement and the importance of wearing a seatbelt	Consideration for Other Road Users — respect, patience, courtesy and responsible behaviour in public spaces	Alertness & Responsible Decision-Making — awareness, problem solving and making safe choices	First Aid & Personal Safety — basic first-aid awareness, emergency response, knowing one's name, address and parents' names, telling trusted adults from strangers and responsible care of self and others



PECTAA

Month	Focus Area 1	Focus Area 2	Focus Area 3	Focus Area 4
November	Family & Social Responsibility — respect, cooperation, helping others and fulfilling responsibilities	Honesty, Trust & Fairness — integrity, moral values, equality and fair treatment	Teamwork & Positive Interaction — peer support, cooperation, leadership and respect for different perspectives	Resilience — perseverance, commitment, self-control and responding positively to challenges
December	Responsible Consumption & Use of Resources — informed choices, avoiding waste and responsible use	Fair Dealing & Consumer Ethics — honesty, consumer awareness and responsible purchasing	Financial Literacy & Basic Repair Skills — practical problem solving, basic repair, warranties/guarantees, understanding fares and tickets on public transport and care of belongings	Energy Conservation — saving electricity, responsible use of resources and sustainable daily practices
January	Environmental Stewardship — environmental protection, recycling, waste segregation and care of shared natural spaces	Compassion for Animals — animal care, kindness and responsibility towards living beings	Planning & Managing Environmental Action — gardening, adopt-a-plant, plantation and teamwork in environmental activities	Responsible Use of Natural Resources — water conservation, energy saving, recycling and sustainable living
February	Home & Community Responsibility — civic participation, helping at home and contributing to the community	Care & Compassion — empathy, care for others, animals and those who need support	Curiosity, Practical Skills & Problem Solving — creativity, problem solving and responsible use of time	Self-Management & Safety — self-discipline, personal safety, healthy routines and responsible choices



Monthly Activity Calendar

The following sets out the month-by-month activity calendar, including the monthly message, weekly themes, suggested activities and the student behaviours expected by the end of each month.

Month 1: Mindful Commencement

“I take responsibility for myself and my school.”

Week	Theme	Suggested Activity
Week 1	Personal hygiene and well-being	Handwashing, personal hygiene, mindful eating/table manners and a healthy-routine demonstration
Week 2	Punctuality and readiness	On-time arrival/readiness chart and discussion on commitment and responsibility
Week 3	Respectful language and etiquette	Polite-words challenge, greetings and respectful-communication role play
Week 4	School responsibilities	Assign rotating classroom responsibilities and discuss care of shared spaces and school property

Demonstrated Student Behaviours

- Punctuality & Readiness:** Arrive fully prepared and on time.
- Respectful Interaction:** Communicate using polite expressions and courteous dialogue.
- Personal Wellness:** Uphold daily personal hygiene and healthy lifestyle routines.
- Shared Responsibility:** Complete assigned classroom duties and actively care for shared environments.

Month 2: Building Social Cohesion

“I lift others up through respect, reliance and continuous support.”

Week	Theme	Suggested Activity
Week 1	Social trust among children	Cooperative game where success depends on teamwork, trust and taking turns
Week 2	Helping others	Peer-support or classroom helping-partner activity focused on empathy and kindness
Week 3	Respect for different opinions	Structured discussion using a “listen before responding” rule and respectful disagreement
Week 4	Respect, inclusion and positive interaction	Role play on respecting elders, younger children and classmates with different perspectives

Demonstrated Social Outcomes

- Constructive Dialogue:** Listen actively without interrupting and navigate disagreements with respect.
- Collaborative Spirit:** Work effectively in team settings while offering support to peers.
- Empathetic Perspective:** Value diverse viewpoints and respond to different opinions with empathy.
- Inclusive Conduct:** Consistently show welcoming, courteous and respectful behaviour.



Month 3: Personal Ownership and Honesty

“My choices define my character, whether anyone sees them or not.”

Week	Theme	Suggested Activity
Week 1	Citizenship: rights and responsibilities	Develop a class charter of rights and responsibilities, including rules for responsible participation
Week 2	Queue formation and civic discipline	Practise orderly queues during assembly, canteen, dispersal and on public transport, with emphasis on fairness, taking turns and offering seats to those who need them
Week 3	Commitment and task completion	Assign and complete a one-week classroom responsibility; reflect on consistency and perseverance
Week 4	Integrity and honesty	Discuss age-appropriate dilemmas involving cheating, theft, honesty and doing the right thing

Demonstrated Behaviours

- Rights & Duties:** Understand core expectations and personal responsibilities.
- Patience & Compliance:** Wait patiently and follow collective guidelines.
- Reliability:** Consistently follow through on work and commitments.
- Integrity:** Act truthfully and make accountable choices.

Month 4: Caring for Our Campus

“I keep my school clean and safe because it belongs to all of us.”

Week	Theme	Suggested Activity
Week 1	Cleanliness and hygiene	Classroom and school cleanliness inspection with a focus on healthy, hygienic routines
Week 2	No littering and waste segregation	Correct use of dustbins and a supervised waste-segregation activity
Week 3	No spitting and public cleanliness	Health-awareness demonstration and student-designed messages promoting clean public spaces
Week 4	School beautification and asset care	Adopt a classroom wall, corner, desk, plant or shared facility and plan its care

Demonstrated Student Behaviours

- Cleanliness:** Maintain tidy personal workstations and shared campus areas.
- Proper Disposal:** Sort waste correctly and always use appropriate trash receptacles.
- Civic Responsibility:** Recognise the health hazards and social costs of public mess.
- Property Stewardship:** Handle classroom resources, books and school fixtures with care.



Month 5: Traffic Awareness & First Aid Preparedness

“I protect myself and others by following road rules and knowing how to help in emergencies.”

Week	Theme	Suggested Activity
Week 1	Basic traffic rules	Introduce common road signs, traffic signals and the importance of wearing a seatbelt through games and demonstrations
Week 2	Zebra crossings and pedestrian bridges	Create a simulated road crossing in the school and practise safe crossing steps
Week 3	Safe behaviour on roads and in public places	Role play as pedestrians, cyclists, passengers and drivers, including responsible mobility
Week 4	First aid and personal safety	Age-appropriate first aid and emergency-response demonstration by a trained person, plus practice memorising one's name, address and parents' names, recognising trusted adults from strangers and understanding good touch and bad touch

Demonstrated Student Behaviours

- Road Sign Recognition:** Read and explain common traffic symbols and signals.
- Safe Pedestrian Habits:** Cross streets safely using established look-and-listen routines.
- Public Responsibility:** Act respectfully and attentively in public areas.
- Emergency Response:** Follow safety guidelines and demonstrate how to contact emergency helpers.

Month 6: Truthfulness, Reliability and Persistence

“People can rely on me because my actions match my promises.”

Week	Theme	Suggested Activity
Week 1	Family and social responsibility	Complete a responsible task at home or in school and reflect on how it contributes to others
Week 2	Positive interaction and teamwork	Practise listening, sharing, teamwork and resolving minor disagreements respectfully
Week 3	No cheating and no theft	Discuss scenarios involving lost property, copying, cheating and dishonest behaviour
Week 4	Resilience and perseverance	Use a problem-solving activity involving setbacks, second attempts and reflection on learning

Demonstrated Student Behaviours

- Community Duty:** Fulfil obligations to family and community with care.
- Positive Support:** Work cooperatively with peers using encouraging dialogue.
- Honesty & Fair Play:** Turn in found items and uphold academic honesty at all times.
- Emotional Fortitude:** Bounce back constructively from failures and unexpected challenges.

Month 7: Financial Literacy & Resource Stewardship



PECTAA

“I think carefully about how I use money, time and materials every day.”

Week	Theme	Suggested Activity
Week 1	Warranty, guarantee and consumer awareness	Examine sample product labels, receipts, warranty/guarantee cards and transport tickets and identify key information
Week 2	Financial literacy and responsible choices	Plan a simple budget based on needs and wants and discuss informed consumer choices
Week 3	Basic repair, maintenance and care of assets	Demonstrate safe, age-appropriate care and basic maintenance of books, clothing or simple objects
Week 4	Energy conservation and shared resources	Conduct a classroom energy audit and launch a switch-off and responsible-resource-use campaign

Demonstrated Student Behaviours

- Needs vs. Wants:** Identify the difference between necessities and desires.
- Informed Decisions:** Read and understand basic consumer details before purchasing, including public transport fares.
- Belongings Maintenance:** Protect, clean and properly store personal and shared tools.
- Resource Conservation:** Turn off unused utilities and minimise everyday waste.

Month 8: Environmental Stewardship

“I care for nature and use resources responsibly.”

Week	Theme	Suggested Activity
Week 1	Care of plants and gardening	Adopt a plant or classroom garden area and create a simple care schedule
Week 2	Compassion for animals	Discuss responsible animal care and create student messages promoting kindness towards animals
Week 3	Environmental action and recycling	Conduct a supervised recycling and waste-segregation activity and plan a small environmental action
Week 4	Responsible use of natural resources	Carry out a water- and energy-saving audit and identify practical conservation actions

Demonstrated Student Behaviours

- Living Care:** Treat plants and animals with respect and kindness.
- Environmental Awareness:** Explain the importance of protecting the natural world.
- Smart Waste Habits:** Sort trash accurately, recycle materials and dispose of waste responsibly.
- Sustainability Steps:** Use practical daily methods to conserve water, energy and materials.

Month 9: Staying Safe, Curious and Community-Minded

(new — proposed to give water safety and disaster preparedness a proper home)



PECTAA

“I stay alert, prepared and ready to help my community.”

Week	Theme	Suggested Activity
Week 1	Home and community responsibility	Identify one way to help at home and one way to help in the community this month
Week 2	Care and compassion	Peer-support and animal/community-care activity focused on empathy
Week 3	Curiosity and problem-solving	Open-ended problem-solving challenge or inquiry-based project
Week 4	Self-management, water safety and emergency preparedness	Fire, flood and earthquake safety drill, introduction to Rescue 1122 and other emergency numbers and a discussion on water safety around canals, rivers and during monsoon flooding

Demonstrated Student Behaviours

- Community Engagement:** Contribute meaningfully at home and in the community.
- Empathetic Action:** Show care and compassion for people, animals and those in need.
- Problem-Solving:** Approach challenges with curiosity and creative thinking.
- Emergency Readiness:** Know basic safety steps for fire, flood and earthquake and how to reach emergency help.

Grade-wise Activities

Grade Band	Nature of Activities
ECE to Grade 2	Stories, poems, pictures, demonstrations, guided routines and basic fire-safety drills
Grades 3 to 5	Role plays, classroom duties, simple projects, reflection cards and fire, earthquake and flood safety awareness
Grades 6 to 8	Case studies, teamwork, school surveys, improvement projects, an introduction to safe and responsible use of the internet, an introduction to travelling safely and staying at unfamiliar places and emergency drills including Rescue 1122 awareness
Grades 9 to 10	Campaigns, mentoring, problem solving, student leadership, structured discussions on digital citizenship and online safety, reinforced independent-travel practice and a more active role in emergency preparedness
Grades 11 to 12	Civic inquiry, community service, advocacy, action projects, planning and managing travel and unfamiliar situations independently, managing digital life responsibly and mentoring on emergency-preparedness habits