

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

Communication Skills and Personal Grooming Practical Notebook



**PUNJAB EDUCATION, CURRICULUM,
TRAINING AND ASSESSMENT AUTHORITY**



All rights are reserved with the

Punjab Education, Curriculum, Training and Assessment Authority.

No part of this Practical Notebook can be copied, translated, reproduced or used for preparation of test papers, guidebooks, keynotes and helping books.

Author

- Mr. Suhail Bin Aziz

National Rahmatul-lil-Aalameen Wa Khatamun Nabiyyin Authority,
Ministry of Federal Education and Professional Training, Islamabad

Editor

- Mr. Aurangzeb Rehman

Joint Educational Advisor (R) Curriculum Wing, Federal Ministry
of Education (Defunct), Islamabad

Review Committee

- Mr Humayun Adil Hameed, Assistant Professor (English)
Faculty of Computing and IT, University of the Punjab, Lahore
- Prof. Mahmood Ahmad Chaudhary,
The Crescent College, Shadman, Lahore.
- Ms Sidrah Dilshad
English Teacher, The Educator , Quaid Campus, Lahore
- Mr. Nadeen Asghar
Associate Professor (Biology), HED, Lahore

Director (Curriculum & Compliance)

- Mr. Aamir Riaz

Deputy Director (Compliance-Sciences)

- Syed Saghir-ul-Hassnain Tirmizi

Supervision

- Rana Muhammad Akram Deputy Director (Curriculum - Sciences)

Incharge Art Cell

- Aisha Sadiq

Illustration and layout

- Sameira Ismail





CERTIFICATE

Certified that:

Student _____

Class _____ Roll No. _____

School _____

has completed practical work of Communication

Skills and Personal Grooming 9 for session _____

as per syllabus.

Signature
Science Teacher

Signature
Head of the Department





Contents	Page No
Preface	(i)
Learning Outcomes of Practical Work	(ii)
Recommended Moderation Kit for Schools	(iii)
General Instructions	(iv)
Guidelines for Teachers on Practical Work	(v)
Practical ► 1 Practising Public Speaking (Speech on Assigned Topics/ Self Introduction)	1
Practical ► 2 Writing Professional Emails and Letters	5
Practical ► 3 Conducting Group Discussions	8
Practical Based Assessment 1	11
Practical ► 4 Improving Body Language (Mirror Practice)	13
Practical ► 5 Telephone Communication Etiquette (Simulated Calls)	16
Practical ► 6 Personal Grooming Demonstrations (Dressing for Occasions)	19
Practical Based Assessment 2	22
Practical ► 7 Social Media Profile Assessment (Dos and Don'ts)	24
Practical ► 8 Effective Listening Practices (Active Listening and Summarizing Exercises)	28
Practical ► 9 Presentation Skills Using Visual Aids (PowerPoint, Posters)etc.	31
Practical Based Assessment 3	34
Practical ► 10 Confidence-Building Exercises (Impromptu Speaking)	36
Practical ► 11 Dining Etiquette Practical (Table Setting and Dining Manners)	39
Practical Based Assessment 4	42





Preface

The Government of Punjab is committed to improving education by introducing the Matric-Tech Stream, which integrates technology and entrepreneurial skills into the curriculum.

The subject "Communication Skills and Personal Grooming" aims to enhance students' communication, interpersonal and presentation skills for career success and entrepreneurship.

The Practical Notebook bridges the gap between theory and practical application, offering interactive learning experiences. It allows students to participate in hands-on activities and simulations to apply their knowledge in real-world scenarios.

Key features of the Practical Notebook include:

1. Interactive learning experiences
2. Experiential learning opportunities
3. Hands-on activities and simulations

Salient Features of this Practical Notebook include:

- ✓ Alignment with the Matric -Tech curriculum objectives
- ✓ Step-by-step instructions for each practical activity
- ✓ Student reflection boxes for self-assessment and learning consolidation
- ✓ Observation tables and assessment questions to promote critical thinking
- ✓ Real-life scenarios and role-play exercises to boost communication skills and confidence
- ✓ Focus on key themes like public speaking, professional grooming, business etiquette, teamwork, and workplace communication

This Practical Notebook is designed to foster active learning, build confidence and cultivate an entrepreneurial mindset in students. It supports the Government of Punjab's efforts to prepare youth for future employment and economic self-reliance. Best wishes to all students and teachers using this resource in classrooms across the province.

Chief Executive Officer

Punjab Education, Curriculum,
Training & Assessment Authority,
Lahore





Learning Outcomes of Practical Work

Students must participate in practical activities as part of the course. They should keep a Personal Development Record Book to document each activity, method used, observations, and reflections for improvement. These tasks aim to :

- Enhance communication skills through public speaking practice.
- Develop effective self-introductions for various settings.
- Learn conflict resolution strategies for respectful interactions.
- Practice professional conduct in mock interviews.
- Improve written communication with formal emails and letters.
- Participate actively in group discussions.
- Enhance body language for better communication.
- Improve telephone etiquette for clear communication.
- Manage time effectively using planners and prioritization.
- Practice appropriate grooming for different occasions.
- Evaluate and adjust social media presence for digital etiquette.
- Collaborate in team problem-solving activities.
- Practice active listening and summarizing key points.
- Create and deliver presentations with visual aids.
- Assess personal strengths and weaknesses.
- Engage confidently in impromptu speaking exercises.
- Learn professional greetings and handshakes.
- Role-play social etiquette scenarios.
- Apply stress-relief techniques like breathing exercises.
- Practice dining etiquette, including table manners





Recommended Moderation Kit for Schools

To ensure successful practical activities, teachers and students need essential materials. The Moderation Kit is a checklist of items for hands-on learning. Teachers should review the list beforehand to ensure interactive and engaging sessions. The materials are affordable and cater to the needs of Communication skills and Personal Grooming in the Matric-Tech Stream.

Sr. No.	List of Materials	Rationale
1.	Portable Microphone & Speaker	For practicing public speaking and mock interviews.
2.	Speech Timer & Stopwatch	To help students manage their speaking time.
3.	Mirror or Video Recording Equipment	For body language and mirror practice.
4.	Laptops / Tablets with Internet Access	For writing professional emails, letters, and creating presentations.
5.	Printed Email & Letter Templates	Sample formats for professional communication.
6.	Social Media Profile Evaluation Guide	Checklist for online professionalism.
7.	Mock Interview Question Bank	For students to prepare and practice.
8.	Name Tags & Role Cards	For role-playing different job roles in interviews and discussions.
9.	Phone Simulator / Headsets	For practicing telephone communication etiquette.
10.	Dress Code Samples or Posters	Examples of appropriate attire for interviews and events.
11.	Grooming Kit (Comb, Mirror, Skincare Samples)	For personal grooming demonstrations.
12.	Dining Etiquette Setup (Plates, Cutlery, Napkins etc.)	For table setting and dining manners.
13.	Planners & Task Prioritization Charts	For time management exercises.
14.	Activity-Based Cards for Teamwork Exercises	For collaborative problem-solving.
15.	Mindfulness & Breathing Exercise Guide	For stress-relief techniques.
16.	Projector & Screen or whiteboard	For visual aids and presentations.
17.	Debate Topics & Cue Cards	For structured argument development.
18.	Confidence-Building Flashcards	For impromptu speaking exercises.

(iii)





General Instructions

1. Act respectfully and confidently in all practical sessions.
2. Dress appropriately and maintain personal hygiene.
3. Be punctual, positive, and participatory.
4. Practice active listening without interrupting.
5. Respect others' opinions in discussions.
6. Use polite language in all communication.
7. Bring required materials to sessions.
8. Obtain consent before recording or taking photos.
9. Maintain confidentiality and respect privacy.
10. Provide honest and constructive feedback.
11. Follow teacher's instructions.
12. Report any issues to the teacher promptly.
13. Engage seriously in mindfulness and stress-relief practices.





Guidelines for Teachers on Practical Work

Teachers are encouraged to teach various concepts through learner-centered activities that promote curiosity, inquiry, creativity and critical discussions through group work and collaboration. The purpose of lab work is to enhance critical thinking skills, experimental design and instrument handling. Students should learn the skills to use tools, devices and apparatus with care and while noting observations and taking readings, they should strive for accuracy and precision. Students should not demonstrate a casual attitude toward practical work but should be active, careful and prioritize safety for themselves and their peers in the lab.

Preparation for Practical Work in the Lab

To optimize the use of limited lab equipment in a school setting, teachers should organize students into groups of 4 to 5 and encourage individual participation in handling apparatus and taking readings. A group-wise practical schedule chart should be prominently displayed in the lab, assigning multiple experiments to keep all groups engaged. The chart should track progress and indicate which group is assigned to each experiment. The lab in-charge should prepare apparatus in advance with teacher assistance, if needed. Teachers should supervise and provide support during lab work, keeping records of students' progress and providing feedback in their practical notebooks.

Bimonthly Practical Based Assessment / Evaluation

Some bimonthly practical-based assessment papers are provided in the practical manual. The teacher may prepare additional papers following the same pattern if the need arises to overcome the shortage of available apparatus for each group. The teacher should move around to monitor and assess the students' performance by asking prompt questions about their practical work. The teacher should also conduct a Viva-Voce on the experiment they are performing and ask questions that enhance their critical thinking skills. If a student is stuck somewhere, the teacher may address the issue or provide hints to guide him / her back on the right track. Based on the performance record, the teacher can identify students with below-average performance and provide them with extra care and personal attention to help them overcome their shortcomings.





Practical 1

Practising Public Speaking

(Speech on Assigned Topics/ Self Introduction)



Background Information

Public speaking is the skill of confidently expressing ideas in front of an audience. It enhances communication abilities, boosts self-confidence and prepares individuals for various real-life situations such as interviews, presentations and group discussions. Similar to how physical tools separate substances in a mixture, effective public speaking requires proper voice control, body language and organized thoughts to make a speech effective and impactful.



DID YOU KNOW?

Glossophobia is the fear of public speaking, which affects over 70% of people. Practice can help build confidence in speaking publicly.





Introduction:

The introduction sets the stage for the speech by grabbing the audience's attention, introducing the topic, and stating the main points to be covered.

Body:

The body of the speech provides the main content and supporting details, arguments, or examples to develop the topic and persuade or inform the audience.

Conclusion:

The conclusion summarizes the main points of the speech, reinforces the key message, and leaves a lasting impression on the audience.



Objective

To improve public speaking skills through structured speech delivery and self-introduction activities to build confidence, fluency and clarity.

Materials Required

- Notebook or cue cards
- Stopwatch or timer
- Mirror (for solo practice)
- Audio/video recording device (optional)



Instructions

The teacher will assign a topic or request a self-introduction.

Prepare Your Speech

1. Note your topic and write your speech in clear and simple language.
2. Use cue cards with keywords or short sentences for each part of your speech (Intro, Body, Conclusion).

Practice With a Partner

3. Practice alone in front of a mirror.
4. Practice your speech with a partner and ask for feedback.
5. Listen to your partner's speech and provide constructive feedback.

Delivering Your Speech in Front of the Class or a Small Group

6. Take a deep breath, stand straight and exude confidence before you begin.
7. Say Asalam-o- Alaikum / Good morning, respected teacher and dear friends. Clearly state your topic (e.g., "Today, I will be discussing the impact of social media on mental health etc.")
8. Speak clearly and confidently, paying attention to pronunciation, pitch, volume, and pace.





9. Address each idea from the cue cards individually.
10. Maintain good posture, eye contact, and appropriate gestures throughout the presentation.
11. Don't forget to say "Thank you for your attention".

Be a Good Listener

12. Be a respectful and supportive audience when your classmates are giving speeches. Listen quietly and give them your full attention.



Precautions

- Practice speaking clearly and concisely; avoid complex language; and maintain a moderate pace.
- Rehearse in a quiet environment to stay focused.
- Show respect and attentiveness when others are speaking.



Observations

(to be filled by the teacher)

Skills	Excellent	Good	Needs Improvement	Suggestions for Improvement
1. Content & structure				
2. Clarity & volume				
3. Facial expression gestures and eye contact				
4. Body language & confidence				
5. Overall impression				
One thing the speaker did really well:				





Assessment

1. How did you prepare for your speech?

2. Write the purpose of each part of a speech (Introduction, Body, and Conclusion).

3. Why is body language and eye contact important for effective speech delivery?



Practical Work

4. Write your speech on any of the following topics:

- i) Smog ii) Patriotism iii) Climate change iv) Effects of drugs



Thinking Cap

Why do some people fear public speaking more than exams? What can boost their confidence when speaking in front of a group?

Teacher's Signature: _____

Date: _____

Remarks: _____





Practical 2

Writing Professional Emails and Letters



Background Information

Writing is a crucial communication skill, especially in professional environments. Effective writing is essential for clear communication in professional settings. Structured and polite emails and letters are key to successful interactions in professional and social situations. Organizing content in writing ensures the message is conveyed effectively.



DID YOU KNOW?

Professionals often receive more than 100 emails a day. Writing clearly and respectfully can improve your chances of getting a response.



Objective

To learn how to write clear, formal emails and letters for professional communication.

Materials Required

- Sample email/letter formats
- Notebook or printed template
- Pen or digital device





Instructions

Your teacher will assign you one of the following:

- **Email:** You were sick and missed your English class. Write an email to your teacher, Mr. Hamza, to apologize for your absence and ask about the homework you missed.
- **Letter:** Your school is organizing a "Clean Campus Day." As the class representative, write a formal letter to the Principal to request permission for your class to participate.
 1. In the **"Subject Line"** of your draft, write a short title that summarizes your reason for writing.
 - Example for Email: Absence on October 26 & Homework Query - Ali Raza, 9-B
 - Example for Letter: Request for Participation in Clean Campus Day - Grade 9-A
 2. Write a **formal greeting (salutation)**. Use "Respected Sir/Ma'am," for a Principal or "Dear Mr./Ms. [Name]," for a teacher. Always place a comma (,) after the greeting.
 3. Compose the **body** of your message. In the first sentence, state your purpose directly. In the next few sentences, provide the necessary information.
 4. Choose a professional **closing** like "Sincerely," "Yours obediently," or "Regards,". Remember to put a comma after it.
 5. Below the closing, write your full name, and then your class and section.
 6. Review and edit your work for spelling errors, grammar mistakes, punctuation, and clarity.
 7. Share your draft with a peer for review and feedback.



Precautions

- Use formal language and avoid slang.
- Ensure correct spelling and grammar.
- Keep the message brief and focused.
- Do not share personal information unnecessarily.



Observations

(to be filled by the teacher)

Criteria	Yes	No	Comments / Suggestions
1. Clear Subject Line			
2. Formal Salutation			
3. Clear & Concise Body			
4. Professional Tone			
5. Correct Formatting			
6. No Errors			
7. Proper Closing & Signature			
One thing the speaker did really well:			





Assessment

1. Why is it crucial to have a clear and specific subject line in a professional email?

2. What aspects of your writing contributed to its professionalism?

3. When would you opt to send a formal letter rather than an email? Provide an example.



Practical Work

4. Write an e-mail to your father about how your career affected your role as father.

5. Write an e-mail to your mother describing your funniest childhood memory.

6. Write a letter to editor of a news paper regarding a social issue.

7. Write a letter to the Principal of a college to request information for discussion.



Speak Your Mind

What are the distinctions between composing a professional email and texting a friend? How do you adjust your tone and language accordingly?

Teacher's Signature: _____

Date: _____

Remarks: _____





Practical 3

Conducting Group Discussions



Background Information

Group discussions involve collaborative exchange of idea, problem-solving, and decision-making. They require active listening, turn-taking, and clear communication. Engaging in group discussions helps students develop teamwork, leadership skills, and respect for diverse perspectives.



Quick Fact

In many professional settings, group discussions are part of **the hiring process** to test communication and leadership skills.



Objective

To practise active participation in group discussions by listening, sharing ideas, and reaching agreements.

Materials Required

- Topic cards or prompts
- Timer
- Notebook for points



Instructions

Your teacher will assign you to form a small groups of 4-5 students and provide a discussion topic.

For example:

- "Is social media more helpful or harmful for students?"
- "How can we make our school environment more friendly?"
- "The importance of sports in a student's life."

1. Within your group, select members for the following roles:





- a. **Moderator:** Leads the discussion, keeps it on topic, and manages time.
- b. **Note-Taker:** Records key points discussed by the group.
- c. **Participants:** Listen actively and share their ideas on the topic.

2. Everyone in the group will note down the following rules:

Group rules:

- i. Let one speaker speak at a time without interrupting.
 - ii. Pay full attention to the speaker.
 - iii. Respect different opinions by saying "That's an interesting point, but I see it differently."
 - iv. Stay on topic.
 - v. Contribute without dominating the discussion.
3. Take 5 minutes to brainstorm and jot down 2-3 key points before the discussion.
 4. The moderator will kick off the discussion by introducing the topic and inviting the first participant to share his thoughts.
 5. Each member should share his ideas clearly and confidently.
 6. The note-taker will summarize the main points at the end of the discussion.
 7. The group will agree on a brief 1-2 sentence summary of the discussion.



Precautions

- Support your ideas with examples, reasoning and facts.
- Respect others' opinions and avoid dominating the conversation.
- Stay on topic and maintain a respectful tone. Provide examples, reasoning, and facts to support your points without repeating them.



Observations

(to be filled by the teacher)

Skills	Excellent	Good	Needs Improvement	Comments
Active listening skills				
Contribution				
Respect for others				
Collaborative attitude				
Participation balance				
Role fulfilment (if applicable)				
One thing this student did really well:				





Assessment

1. What are the two main responsibilities of a moderator in a group discussion?

2. What is the difference between "hearing" and "active listening" in a group discussion?

3. Your group member expresses an opinion that differs from yours. How will you respectfully communicate your contrasting perspective?



Practical Work

4. Divide the class into small groups (4 to 5 students). These groups will conduct group discussion on the following topics and each group will share their views one by one.

- i) Importance of education ii) On line classes vs Physical classes
- iii) Role of teachers in student life



Speak Your Mind

Why is it crucial to pay attention to others even when you have differing opinions? How does this contribute to fostering better communication?

Teacher's Signature: _____

Date: _____

Remarks: _____





Practical Based Assessment 1

Instructions for Teachers:

The teacher will divide students into groups and assign each group a specific practical from No. 1 to 3. Students are required to list the necessary apparatus, describe the procedure and note any precautions. They should also record their observations in the observation table, if necessary. The teacher will conduct a viva voce with each student to evaluate their performance. The teacher will also provide guidance to students on any discrepancies in their work and award marks accordingly.

Revision Task: The Guest Speaker Invitation

- Assign a public speaking topic to a student.
- Assign writing topics to students for emails or letters.
- Deliver a short speech in class to support your viewpoint.
- Divide students into groups and assign different discussion topics. Have a student from each group summarize the key points discussed.

1. What are three qualities of an effective public speaker, which you have practised?

2. How does formal writing (emails/letters) differ from casual texting?

3. How did you promote respectful listening and turn-taking in group discussions?





4. Which skill (from Practicals 1 to 3) do you think you have improved the most?

5. What was the main personal challenge you encountered during these activities?

6. Write your speech on any of the following topics:

i) Smog ii) Patriotism iii) Climate change iv) Effects of drugs

7. Write an e-mail to your father about how your career affected your role as father.

8. Write an e-mail to your mother describing your funniest childhood memory.

9. Write a letter to editor of a news paper regarding a social issue.

10. Write a letter to the Principal of a college to request information for discussion.

11. Divide the class into small groups (4 to 5 students). These groups will conduct group discussion on the following topics and each group will share their views one by one.

- i) Importance of education ii) On line classes vs Physical classes
iii) Role of teachers in student life





Practical

4

Improving Body Language (Mirror Practice)



Background Information

Body language is a key aspect of non-verbal communication. It includes posture, gestures, facial expressions, and eye contact, which can enhance your verbal message or detract from it. Positive body language involves standing tall, maintaining eye contact, smiling warmly, and keeping an open posture. Negative body language includes slouching, avoiding eye contact, staring, and excessive hand gestures. Practising in front of a mirror can help you become more conscious of your expressions and movements while speaking.



DID YOU KNOW?

What was the primary personal challenge you faced during these activities?



Objective

To observe and enhance body language for confident and effective communication.





Materials Required

- Mirror
- Prepared speech or short paragraph
- Notebook for reflection



Instructions

1. Stand in front of a mirror and practise a brief speech or introduction.
2. Maintain a confident stance by straightening your shoulders, lifting your head, and facing forward.
3. Introduce yourself with a smile and eye contact, saying, "Aslam-o-Alaikum, my name is [Your Name]."
4. Pay attention to your posture, facial expressions, hand gestures, and eye contact.

Working in Pairs:

5. Select a scenario to convey through body language (e.g., "Listening attentively" or "Feeling anxious about an exam").
6. The other participant will observe and complete the observation table to detail their observations.
7. After receiving feedback, switch roles to allow both partners to practise and observe.



Precautions

- Stand comfortably with good posture.
- Avoid fidgeting.
- Maintain natural eye movement.
- Choose a quiet, well-lit space.



Observations

(to be filled by your partner or by the teacher)

Body Language Cue	Excellent	Good	Needs Practice	Comments
1. Posture				
2. Facial Expression				
3. Eye Contact				
4. Gestures & Fidgeting				
5. Overall Confidence/Impression				
One thing your body language communicated very well:				





Assessment

1. Why is good posture important for effective communication?

2. Why crossing your arms can convey a negative message?

3. What are two examples of positive body language you can use to show your teacher that you are paying attention in class?



Practical Work

4. Deliver a speech to the class on the following topics:

- i) Importance of confidence
- ii) Importance of time management
- iii) Importance of reading books



Thinking Cap

Why is body language often more impactful than verbal communication?

Teacher's Signature: _____

Date: _____

Remarks: _____





Practical 5

Telephonic Communication Etiquette (Simulated Calls)



Background Information

Telephonic communication relies on paralanguage i.e. tone speed and volume of voice. Practising phone calls helps students develop professional speaking skills and handle conversations effectively without visual cues.



Quick Fact

Poor phone manners can create a negative impression in professional settings, regardless of the message.



Objective

To practise telephone conversations with proper tone, language, and etiquette.

Materials Required

- Phone or mock phone setup
- Notebook for feedback





Instructions

This activity will be performed in pairs. In this activity, you will work in pairs as the "Caller" and the "Receiver."

1. Your teacher will assign you a scenario to act out, such as calling a classmate's father about homework or contacting a school office for information.
2. Sit back-to-back with your partner.
3. Conduct the simulated call, speaking clearly and politely.
4. End the call politely (e.g., "Thank you for your help. Khuda Hafiz").
5. After the call, switch roles and repeat with a different scenario.
6. Choose a different scenario and repeat the activity.



Precautions

- Speak clearly and confidently.
- Start with a polite greeting and introduce yourself.
- Avoid using slang or informal language.
- Stay focused on topic and the reason for the call.



Observations

(to be filled by the teacher)

Phone Etiquette Skill	Yes	No	Comments
1. Polite greeting			
2. Clear introduction			
3. Voice clarity & pace			
4. Professional tone			
5. Active listening			
6. Clear purpose			
7. Polite closing			
One thing the student did very well on the call was:			





Assessment

1. Why is it important to introduce yourself when answering a phone call?

2. List three things you should avoid while you are on a formal or important phone call.

3. How can you enhance your phone communication in the future?



Practical Work

4. Conduct simulated calls on the following topics:

- i) Inquire about Admission ii) Booking an appointment with the doctor
- iii) Inviting someone to an event iv) Emergency call to 1122 about an accident



Thinking Cap

How does your voice differ when speaking on the phone compared to in person and why do you think this occurs?

Teacher's Signature: _____

Date: _____

Remarks: _____





Practical

6

Personal Grooming Demonstrations (Dressing for Occasions)



Background Information

Personal grooming is important as it reflects how we take care of our appearance and hygiene. Dressing appropriately for different occasions, such as school, interviews, or social events, shows respect and boosts confidence.



Objective

To understand and demonstrate personal grooming and appropriate dressing for various occasions.

Materials Required

- Mirror
- Clothing samples or dress code visuals
- Checklist of grooming points/Checklist for personal grooming.



Instructions

Your teacher will assign each small group a specific occasion, such as a family wedding, Eid celebration, school sports day or professional interview.



DID YOU KNOW ?

Research indicates that maintaining good grooming habits can boost self-esteem and enhance social interactions.





1. Prepare a live demonstration with one student as the "model" and another as the "narrator" explaining the choices.
2. Bring necessary clothing items and accessories from home.
3. The model can wear key items over his school uniform to demonstrate the look.
4. Focus on cleanliness, neatness and suitability for the occasion.
5. The narrator will explain the importance of each part of the dress during the presentation.
6. Analyze and provide feedback on other groups' demonstrations.



Precautions

- Dress appropriately for the occasion.
- Avoiding flashy or inappropriate accessories.
- Maintain personal hygiene and respect cultural norms.



Observations

(to be filled by the teacher)

Grooming & Presentation Skill	Excellent	Good	Needs Improvement	Comments
1. Appropriateness of attire/clothing				
2. Neatness & cleanliness				
3. Attention to details such as shoes, hairstyle or accessories like a watch.				
4. Clarity of explanation by the narrator				
5. Presentation & Confidence				
This demonstration effectively highlighted:				





Assessment

1. Why is formal attire important for weddings?

2. Besides your clothing, name three other essential aspects of good personal grooming.

3. You have an interview for a school leadership position. Describe a suitable dress you could wear and explain why it would create a good first impression?



Practical Work

4. Bring necessary items and accessories from home and wear key items over uniform to demonstrate the look for:

- | | |
|-----------------------|----------------------|
| i) A wedding ceremony | ii) A job interview |
| iii) A formal meeting | iv) A birthday party |



Speak Your Mind

Does your appearance influence how others treat you? Why or why not?

Teacher's Signature: _____

Date: _____

Remarks: _____





Practical Based Assessment 2

Instructions for Teachers:

The teacher will divide students into groups and assign each group a specific practical from No. 4 to 6. Students are required to list the necessary apparatus, describe the procedure and note any precautions. They should also record their observations in the observation table, if necessary. The teacher will conduct a viva voce with each student to evaluate their performance. The teacher will also provide guidance to students on any discrepancies in their work and award marks accordingly.

Revision Task (Group Work): The Mock Job Interview

- Stage a mock interview for a part-time position as a "School Library Assistant".
- Demonstrate and explain the appropriate professional attire for the interview.
- Role-play the phone call where the candidate confirms the interview time with the interviewer.
- Conduct a brief mock interview where the candidate must demonstrate confident and respectful body language.

1. What non-verbal cues did you focus on improving during body language practice?

2. How did your phone communication differ from in-person interactions?





3. What new dressing concept did you learn for various occasions?

4. How do personal grooming and communication skills benefit you in school and social situations?

5. Which of these three activities did you enjoy the most and why?

6. Deliver a speech to the class on the following topics:

i) Importance of confidence ii) Importance of time management iii) Importance of reading books

7. Conduct simulated calls on the following topics:

i) Inquire about Admission ii) Booking an appointment with the doctor
iii) Inviting someone to an event iv) Emergency call to 1122 about an accident

8. Bring necessary items and accessories from home and wear key items over uniform to demonstrate the look for:

i) A wedding ceremony ii) A job interview iii) A formal meeting iv) A birthday party





Practical 7

Social Media Profile Assessment (Dos and Don'ts)



Background Information

Social media is a key aspect of communication today. How we portray ourselves online is a reflection of our values and personality. A carefully curated profile can enhance our image, while inappropriate content may have negative consequences.



DID YOU KNOW?

Employers commonly review job applicants' social media profiles before making hiring decisions.



Objective

To evaluate and enhance personal social media profiles with digital etiquette guidelines.





Materials Required

- Internet access or printed screenshots
- Checklist of dos and don'ts and notebook for notes



Instructions

This activity involves group discussion and demonstration.

During this activity, you will discuss and demonstrate creating a social media profile.

1. In small groups, discuss:
 - i. What makes a social media profile appealing or unappealing?
 - ii. What risks come with sharing incorrect information?
 - iii. How can a profile reflect pride in being Muslim and Pakistani in a positive manner?
2. Create a mock profile on a large sheet of paper with a profile picture, username, biodata, and sample posts (avoid using real information).
3. Follow these "Dos and Don'ts" for creating a safe and positive profile:

✓ The Dos (What to Include)	✗ The Don'ts (What to Avoid)
• Share authentic and uplifting Islamic content.	• Spreading unverified information and refraining from engaging in disrespectful arguments about Islam.
• Show pride in being Pakistani.	• Sharing unverified negative news or rumours about Pakistan.
• Use a clear and appropriate profile picture.	• Sharing personal information like your address or phone number.
• Write a positive and respectful biodata.	• Using inappropriate usernames or profile pictures.
• Share about your accomplishments, hobbies, and interests.	• Posting angry, rude, or hateful comments.
• Be a supportive friend online by sharing positive comments.	• Sharing embarrassing information about others.

4. Finally, one group member will act as the narrator and present his/her mock profile to the class. He/She will explain his/her choices and how your sample posts align with the principles of "Think Before You Share."



Precautions

- Avoid sharing personal or sensitive information online.
- Be respectful in all posts and comments.
- Refrain from posting inappropriate photos or language.
- Keep privacy settings updated.





Observations

(to be filled by the teacher)

Criteria for a Good Profile	Excellent	Good	Needs Improvement	Comments
1. Safety and privacy				
2. Positive digital identity				
3. Respectful communication				
4. Responsible sharing of content				
5. Clarity of explanation				
The best feature of this mock profile was:				



Assessment

1. What aspect of a social media profile creates the most significant impact?

2. Before sharing a post about Islam, ask yourself: Is this information accurate and respectful?





3. What changes will you make to your digital behaviour after this activity?



Practical Work

4. In small groups, discuss on the following topics and each group write main points and present in the class:

- i) Safe vs unsafe social media use
- ii) Responsible vs irresponsible posting on social media
- iii) How social media affects reputation

5. Create a mock (Fake) profile of facebook with a profile picture, username, biodata and sample posts



Thinking Cap

Would you be okay with your teacher or potential employer viewing your profile? Why or why not?

Teacher's Signature: _____

Date: _____

Remarks: _____





Practical 8

Effective Listening Practices (Active Listening and Summarizing Exercises)



Background Information

Active listening is crucial in communication. It involves focused, understanding and thoughtful response. This skill helps build respect, reduce misunderstandings and improve relationships. Summarizing involves restating the main ideas briefly and accurately in your own words.



Quick Fact

Studies show that active listening enhances trust and reduces conflict in personal and professional relationships.



Objective

To enhance listening skills with activities that target attention, memory and summarization.

Materials Required

- Short audio clip or read-aloud passage
- Notebook
- Timer





Instructions

1. The teacher will read a short story or passage to the entire class.
2. During the reading, your task is to actively listen.
3. The teacher will observe students for good listening behaviour such as posture, eye contact and focus.
4. After the reading, you will summarize the passage in 2-3 sentences in your notebook.
5. Focus on the key points in your summary.
6. Selected students will share their summaries with the class.



Precautions

- Stay focused while listening.
- Allow the speaker to finish without interruption.
- Pay attention to both the message and the delivery
- Summarize in your own words not verbatim.



Observations

(to be filled by the teacher)

Skills	Excellent	Good	Needs Practice
1. Active listening			
2. Summary accuracy			
3. Summary conciseness			
4. Overall performance			
Notes/Comments			



Assessment

1. What is the difference between 'hearing' and 'actively listening'?





2. List two examples of body language which reflects that a person is an active listener.

3. What challenges did you encounter while summarizing?



Practical Work

4. Teacher will play short audio clip in the class. Students will actively listen that clip. After listing, each student will summarize into 2-3 sentences in their notebooks and selected students will share their summaries with the class.
5. Teacher will read a passage before the entire class. The students will listen actively that passage, will write key points in their own words, and will share their points in the class.



Speak Your Mind

Recall a moment when someone listened attentively to you. How did his listening affect you?

Teacher's Signature: _____

Date: _____

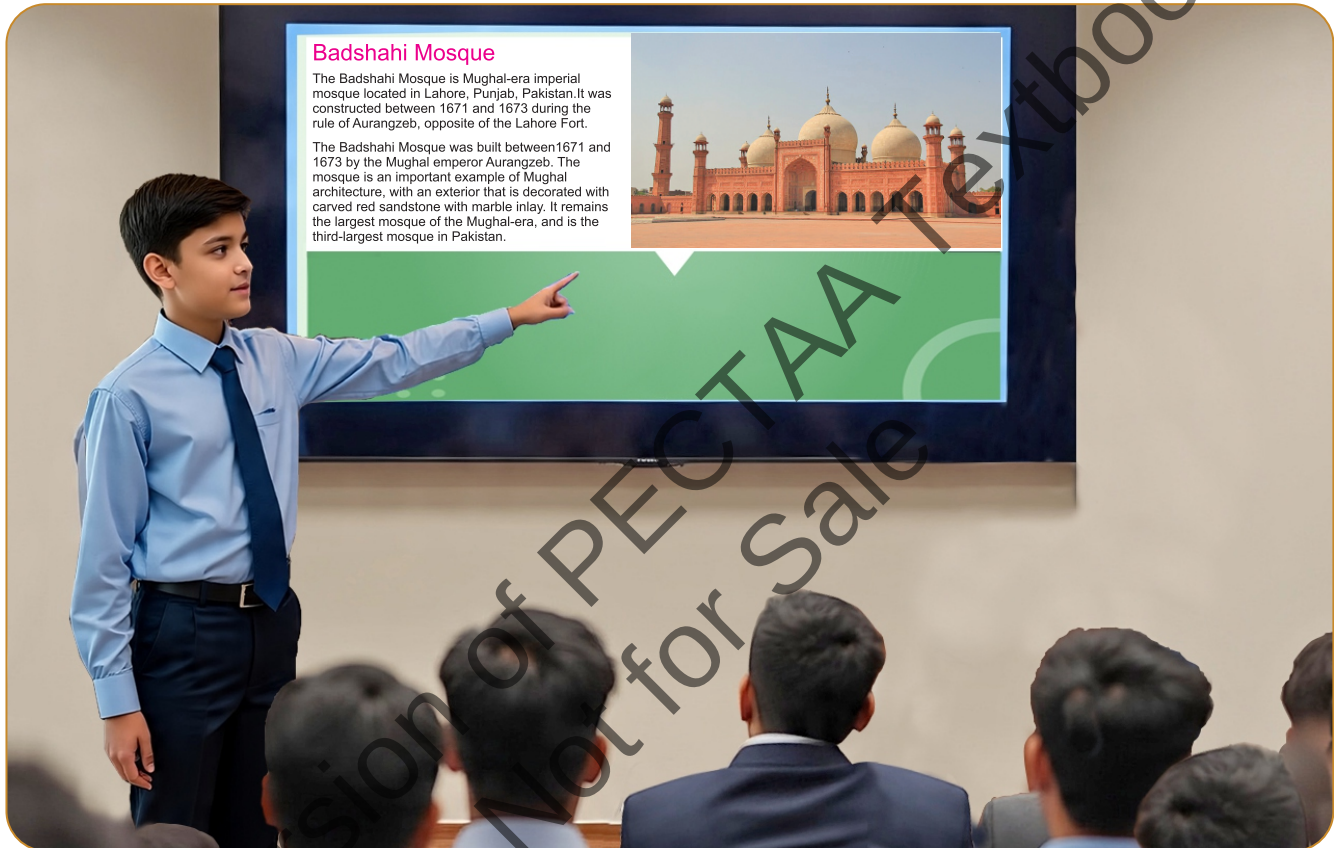
Remarks: _____





Practical 9

Presentation Skills Using Visual Aids (PowerPoint, Posters) etc.



Background Information

Presentations are effective for communicating ideas clearly to an audience. Visual aids such as slides or posters can enhance understanding and engagement. Practising presentations helps develop public speaking, planning, and visual communication skills.



Objective

To plan and deliver a short presentation using a visual aid such as a PowerPoint slides or posters.

Materials Required

- Chart paper or PowerPoint software
- Markers or digital device
- Projector (if available)



DID YOU KNOW?

Pairing information with relevant visuals can improve retention by up to 65%.





Instructions

1. Your teacher will group you into small teams and assign each team a basic topic (such as "The Advantages of Reading," "Our Country's Flag," "Ways to Save Water").
2. Your team's job is to create a brief (2-3 minute) presentation on your assigned topic. You must produce one visual aid to accompany your presentation: either a handmade poster on chart paper or a single, well-crafted PowerPoint slide.
3. When creating your visual aid, remember these important guidelines:
 - i. Keep it straightforward (avoid overcrowding with text).
 - ii. Use keywords and bullet points (not lengthy sentences).
 - iii. Include at least one relevant image or diagram.
 - iv. Ensure the text is large and clear enough for the entire class to see.
4. During your presentation, each team member should speak for a specific time.
5. Point to different sections of your poster or slide as you discuss them.



Precautions

- Use clear visuals that are not cluttered.
- Engage with the audience, not just read from the slides.
- Use keywords instead of lengthy paragraphs.
- Practice your presentation to boost confidence.



Observations

(to be filled by the teacher)

Skill / Criteria	Excellent	Good	Needs Improvement	Comments
1. Visual Aid: Clarity & Readability				
2. Visual Aid: Design & Layout				
3. Presentation: Clarity & Confidence				
4. Team Participation				
The presentation/visual aid excelled in:				





Assessment

1. What is the main purpose of using visual aids like a poster or a PowerPoint slide in a presentation?

2. What visual aid did you use and how did it assist you?

3. Why is it important for every member to speak in a group presentation?



Practical Work

4. Group the class in small teams and each group create a brief (2-3 minutes) presentation on the following topics in PowerPoint/posters:

- i) Advantages and disadvantages of internet
- ii) Use of Artificial Intelligence (AI) in daily life
- iii) Effects of Global use of Warming



Speak Your Mind

What are the reasons for avoiding writing your entire speech on your poster or slide?

Teacher's Signature: _____

Date: _____

Remarks: _____





Practical Based Assessment 3

Instructions for Teachers:

The teacher will divide students into groups and assign each group a specific practical from No. 7 to 9. Students are required to list the necessary apparatus, describe the procedure and note any precautions. They should also record their observations in the observation table, if necessary. The teacher will conduct a viva voce with each student to evaluate their performance. The teacher will also provide guidance to students on any discrepancies in their work and award marks accordingly.

Revision Task (Group Work): The School Event Report

- Imagine your school recently hosted a significant event, such as the Annual Sports Day or a Milad Celebration. As the student reporting team, you are tasked with summarizing the event's highlights based on a teacher's detailed description.
- After actively listening to the teacher's account, you will identify and present the three most important moments from the event.
- Create a "Highlights" poster featuring a title, pictures and brief captions that encapsulate the essence of these key moments. Your group will then present this poster to the class.
- Additionally, craft a mock social media post for the school's page to commemorate the event's success. Ensure that the post is positive, respectful and reflects the school's spirit and pride.
- Share the post with the class as part of your presentation.

1. Can you share two key takeaways you gained about effectively managing a high-quality social media presence?





2. How did the listening exercise enhance your focus and understanding?

3. What strategies did you use to engage your audience during your visual presentation?

4. How can active listening and effective presentation skills benefit you in job interviews?

5. What is one aspect you would like to enhance in your upcoming presentation?

6. In small groups, discuss on the following topics and each group write main points and present in the class:

- i) Safe vs unsafe social media use ii) Responsible vs irresponsible posting on social media
- iii) How social media affects reputation

7. Create a mock (Fake) profile of facebook with a profile picture, username, biodata and sample posts.

8. Teacher will play short audio clip in the class. Students will actively listen that clip. After listening, each student will summarize into 2-3 sentences in their notebooks and selected students will share their summaries with the class.

9. Teacher will read a passage before the entire class. The students will listen actively that passage, will write key points in their own words, and will share their points in the class.

10. Group the class in small teams and each group create a brief (2-3 minutes) presentation on the following topics in PowerPoint/posters:

- i) Advantages and disadvantages of internet
- ii) Use of Artificial Intelligence (AI) in daily life
- iii) Effects of Global use of Warming



**Practical
10****Confidence-Building Exercises
(Impromptu Speaking)****Background Information**

Impromptu speaking involves giving a speech or presentation without prior preparation. It helps build confidence by training you to think quickly and clearly, even when faced with unexpected questions or tasks.

**Objective**

To build confidence and improve speaking skills by practising spontaneous responses to various topics.

**Quick Fact**

Impromptu speaking is commonly used in speech competitions and job interviews to assess one's ability to think quickly and effectively under pressure.





Materials Required

- Topic jar or cards
- Timer
- Notebook for reflection



Instructions

1. Your teacher will provide a list of topics such as "Globalization", "Social Media Dos and Don'ts", or "If I Had a Superpower".
2. Once your name is called by the teacher, you will receive a topic.
3. You will have approximately 30 seconds to 1 minute to stand up, organize your thoughts and speak on the given topic for about one minute.
4. When you begin speaking, remember to take a deep breath, maintain good posture and make an effort to establish eye contact with your peers. Speak clearly and confidently.



Precautions

- Remain composed and inhale deeply before beginning.
- Articulate your words clearly and maintain a consistent pace.
- Refrain from using filler words such as 'um' or 'like'.
- Show respect and offer support to your classmates when it is their turn.



Observations

(to be filled by the teacher)

Confidence-Building Skill	Excellent	Good	Needs Practice	Comments
1. Willingness to try				
2. Body language				
3. Clarity of speech				
4. Generating ideas				
5. Overall self-confidence				
The student's most confident action was:				





Assessment

1. Why is impromptu speaking beneficial for boosting confidence?

2. What part of your speech was successful?

3. What areas do you plan to focus on for improvement in the future?



Practical Work

4. Teacher randomly calls some students one by one and provides them any topic such as:
- i) Benefits of time management
 - ii) My dream in life
 - iii) what will you do if you become a leader/etc.



Thinking Cap

Justify that a supportive audience help a speaker to feel more comfortable.

Teacher's Signature: _____

Date: _____

Remarks: _____





Practical 11

Dining Etiquette Practical (Table Setting and Dining Manners)



Background Information

Dining etiquette involves polite behaviour during meals, including setting a table, using cutlery and showing respect. This group activity will demonstrate European and Islamic dining manners.



Objective

To learn basic table setting, utensil use and etiquette for meals.

Materials Required

- Plates, cutlery, napkins, glassware
- Printed etiquette checklist
- Dastarkhwan
- Demonstration space



Instructions

Your teacher will assign you to groups to set up a dining space and demonstrate key manners on either European or Islamic dining etiquette.



Quick Fact

Good dining etiquette demonstrates respect and boosts confidence in formal settings.





For European Style Groups:

1. They will set a formal dining table with plates, cutlery and napkins.
2. They will demonstrate proper cutlery usage and etiquette.
3. Key points include:
 - a. Placing the fork on the left and the knife/spoon on the right.
 - b. Placing the napkin on the lap.
 - c. Using the knife and fork together.
 - d. Chewing with your mouth closed.

For Islamic Style Groups:

4. They will arrange a clean eating area with plates, utensils and a dastarkhwan/mat.
5. They will demonstrate the Sunnah of eating including:
 - a. Washing hands.
 - b. Saying 'Bismillah' before starting.
 - c. Eating with the right hand.
 - d. Avoiding overfilling the plate.
 - e. Saying 'Alhamdulillah' after finishing.



Precautions

- Handle cutlery and dishes with care.
- Eat quietly.
- Wait your turn and speak politely.
- Wash your hands before and after the meal.



Observations

(to be filled for by the teacher)

Skill / Criteria	Excellent	Good	Needs Improvement	Comments
1. Correct table/space setting				
2. Accurate demonstration of manners				
3. Clarity of explanation				
4. Respect & dignity				
5. Teamwork & participation				
One thing this group demonstrated very well:				





Assessment

1. What is the main difference between European and Islamic dining styles?

2. Why is it important in Islamic dining etiquette to say 'Bismillah' before eating and use the right hand?

3. How can you incorporate these manners into your daily life?



Practical Work

4. Teacher will divide the class into two groups. One group will demonstrate European dinning manners and other will demonstrate Islamic dinning manners.



Speak Your Mind

Why do different cultures have unique dining customs and what insights can we gain from them?

Teacher's Signature: _____

Date: _____

Remarks: _____





Practical Based Assessment 4

Instructions for Teachers:

The teacher will divide students into groups and assign each group a specific practical from No. 10 to 11. Students are required to list the necessary apparatus, describe the procedure and note any precautions. They should also record their observations in the observation table, if necessary. The teacher will conduct a viva voce with each student to evaluate their performance. The teacher will also provide guidance to students on any discrepancies in their work and award marks accordingly.

Revision Task (Group Work): The Gracious Host

- Your group will host a formal dinner. Prepare a formal dining table for one person in either European or Islamic style for a dinner event.
- Your teacher will act as a curious guest and ask impromptu questions about the table setting or manners. Be prepared to answer the questions confidently without prior preparation.

1. Which three skills from this notebook do you think will be most beneficial for your future career?

2. How has your confidence improved over time?





3. Consider how your personal grooming and etiquette can impact the initial impression you make in interviews or formal situations.

4. What have you learned about teamwork and respecting different perspectives?

5. Select one personal habit you intend to change after finishing these practicals.

6. Teacher randomly calls some students one by one and provides them any topic such as: i) Benefits of time management ii) My dream in life iii) what will you do if you become a leader/etc.
7. Teacher will divide the class into two groups. One group will demonstrate European dinning manners and other will demonstrate Islamic dinning manners.

