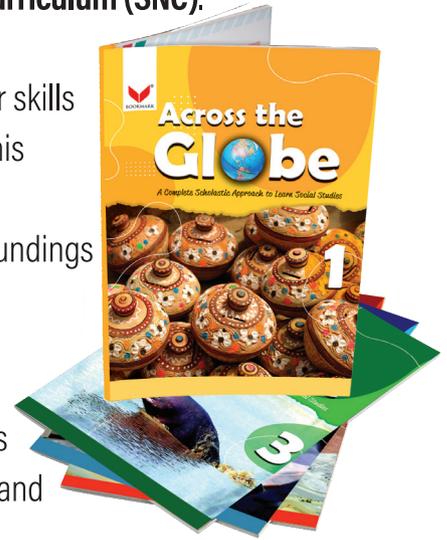


## About the Series

**Across the Globe** is a series designed to support the needs of students from **Pre-Primary to grade 5**, fully aligned with **Pakistan's Single National Curriculum (SNC)**.

The topics are carefully chosen to be age-appropriate, engaging, and meaningful for children. It develops cognitive, affective, and psychomotor skills while encouraging curiosity, exploration, and critical thinking. Through this approach, *Across the Globe* nurtures problem-solving, social interaction, collaboration, and civic sense, helping students connect with their surroundings at local, national, and global levels.

A separate **Skills Book** extends learning with end-of-chapter exercises, including questions and answers, fill in the blanks, and activities such as Fun Time and Research Time, etc. These elements make learning active and enjoyable while strengthening essential skills.



## What's inside the book?

Each chapter in this book is organised with these features to help you learn, think and explore. Look out for the icons as you read, so you know when there's a fact, a question, an activity or something special about Pakistan.

**Excitement**   
Brings surprising information that sparks curiosity.

### WHAT DO YOU THINK?



Inspires reflection and independent thinking.

### DID YOU KNOW?

 Shares fun and interesting facts that stick in memory.

### Activity Time



Provides hands-on tasks that make learning active and fun.

**Recall:** Quick review questions to remember what you learnt.

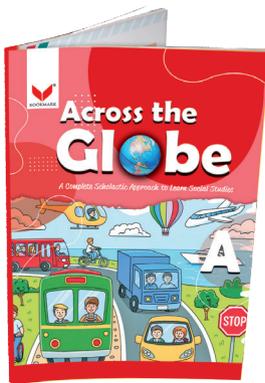
### WOW PAKISTAN!

Highlights about Pakistan—people, places, culture, nature.

### Let's Explore!

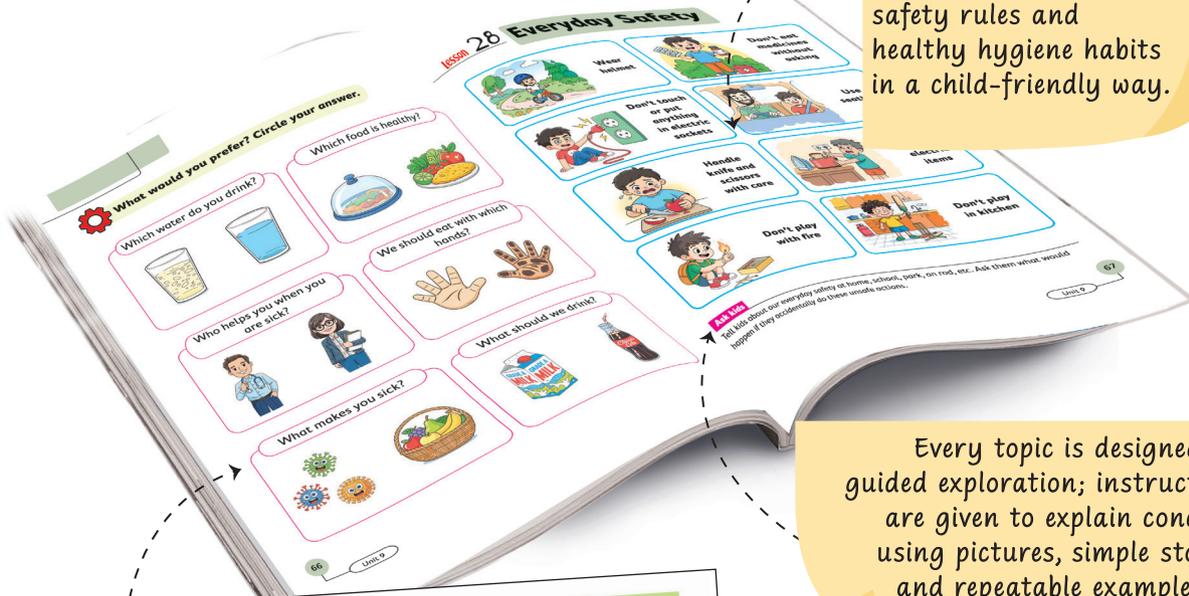


Allows children to discover and learn more about different topics.



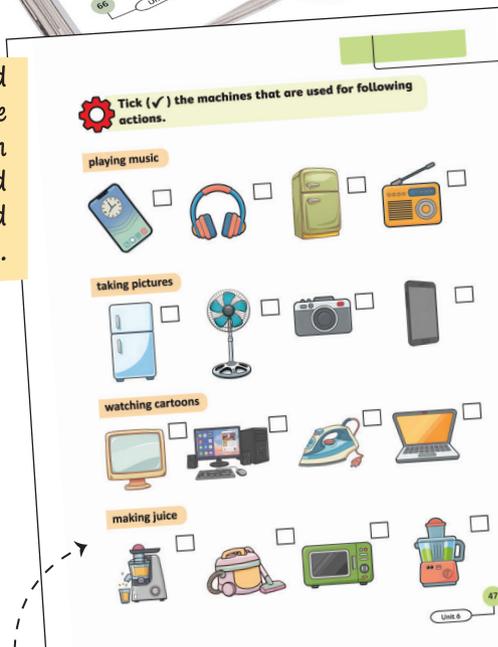
**Book A** This activity-based book is developed in accordance with the Single National Curriculum and focuses on introducing foundational concepts related to self, family, safety, environment, and community. Learning is supported through structured, picture-based activities that develop early cognitive, social, and life skills. The modular design ensures gradual and age-appropriate skill development.

Everyday situations are used to teach basic safety rules and healthy hygiene habits in a child-friendly way.

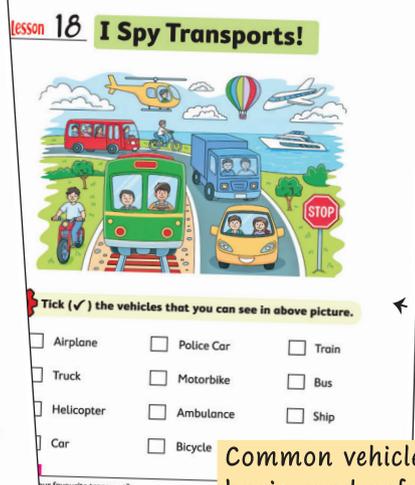


Every topic is designed for guided exploration; instructions are given to explain concepts using pictures, simple stories, and repeatable examples, as children are still developing reading and writing skills.

Food groups and healthy habits are taught through fun categorizing and picture-based activities.



Children learn about basic technology and communication tools in an engaging way.



Common vehicles and basic road safety rules are taught through recognition, matching and drawing activities.

Short sentences and familiar sight words help develop early reading skills without overloading young learners.

**Lesson 8 Polite Words**

**Magic Words**

<p>Hello! Greetings</p>	<p>How are you?</p>
<p>Please.</p>	
<p>Excuse me.</p>	<p>Thank You!</p>
<p>I am sorry.</p>	
<p>You are welcome.</p>	

**Ask kids**  
When do you use these polite words?

Unit 2 19

**Lesson 10 Provinces of Pakistan**

There are four provinces of Pakistan.

<p>Sindh</p>	<p>Punjab</p>
<p>Balochistan</p>	<p>Khyber Pakhtunkhwa</p>

**Ask kids**  
How many provinces of Pakistan?  
Which province do we live in?

Unit 3 22

The weather can be:

sunny	rainy
snowy	windy
cloudy	thunder

The weather is... cloudy

**Ask kids**  
How is the weather today?

Core concepts of Islam are introduced carefully, focusing on beliefs and daily practices suitable for young learners.

Children are gently introduced to Pakistan, its provinces and cultural elements through maps and pictures.

Match the place of worship to the correct kid.

Circle the symbols that belong to your religion.

Unit 4 23

Encourages noticing weather changes and seasons.

**Lesson 17 People and Places Around Me**

Unit 6

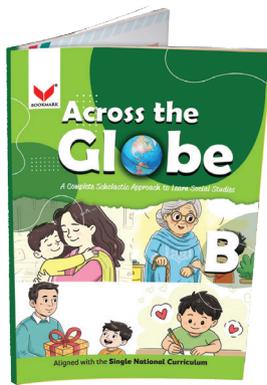
People around us help in many ways.

nurse	tailor	carpenter
milkman	cobbler	sweeper
doctor	driver	

**Ask kids**  
How do these people help us? What other people you see around?

Unit 6 38

Introduces neighbourhood places, people and simple surroundings.



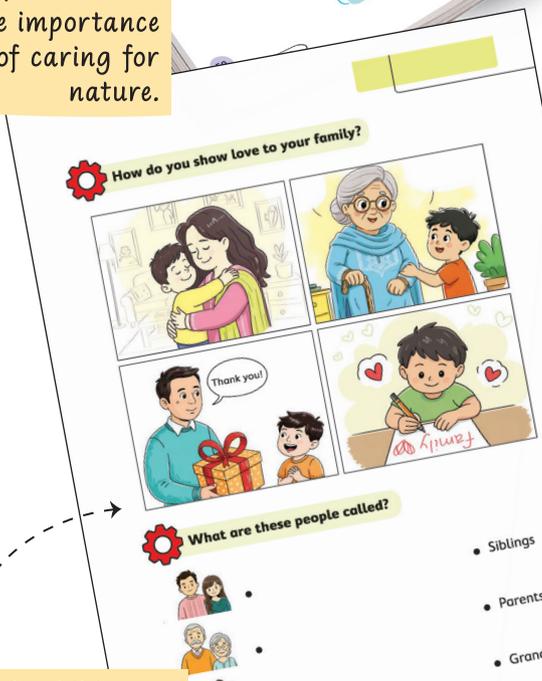
**Book B** Aligned with the Single National Curriculum, this book extends the same thematic areas through increased conceptual depth and guided thinking. Learners engage in activities that promote reasoning, decision-making, and independence. The structured progression supports the development of key competencies required for a smooth transition to primary education.

Every concept is introduced through clear visuals to support early understanding and visual recognition.



Children explore living things, their needs and the importance of caring for nature.

Classroom, home, and social rules are explained through scenarios that encourage positive behavior and discipline.



Activities help children identify family members, friends, roles, and relationships, building social and emotional awareness.



**Match the activities to the emotions.**

meeting a monster

winning a prize

having a birthday party

play with friends

happy

excited

16

Helps children recognise their likes, emotions and simple routines.

Concepts like weather, seasons, and saving the Earth are simplified with visuals and practical examples.

**Draw a 😊 for Good Behaviour or ☹️ for Bad Behaviour.**

23

Simple tasks and visuals teach responsibility, sharing, taking care of belongings and helping others.

**Lesson 27 Help Planet Earth**

How can you help the Earth?

**Tick (✓) your answer and explain how.**

I can recycle cans. Yes No

I can reuse paper. Yes No

I can use water wisely. Yes No

**Ask Kids**  
Do you waste water? Help kids identify practices that are harmful and useful for our environment.

25

**Lesson 8 Good Manners**

I always remember to:

 greet others	 be polite
 listen	 work with others
 take turns	 share

**Ask Kids**  
What good manners do you follow?

22

Reinforces everyday courtesy expressions through practice.

**Lesson 23 Parts of a Plant**

Seeds

Flower

Leaf

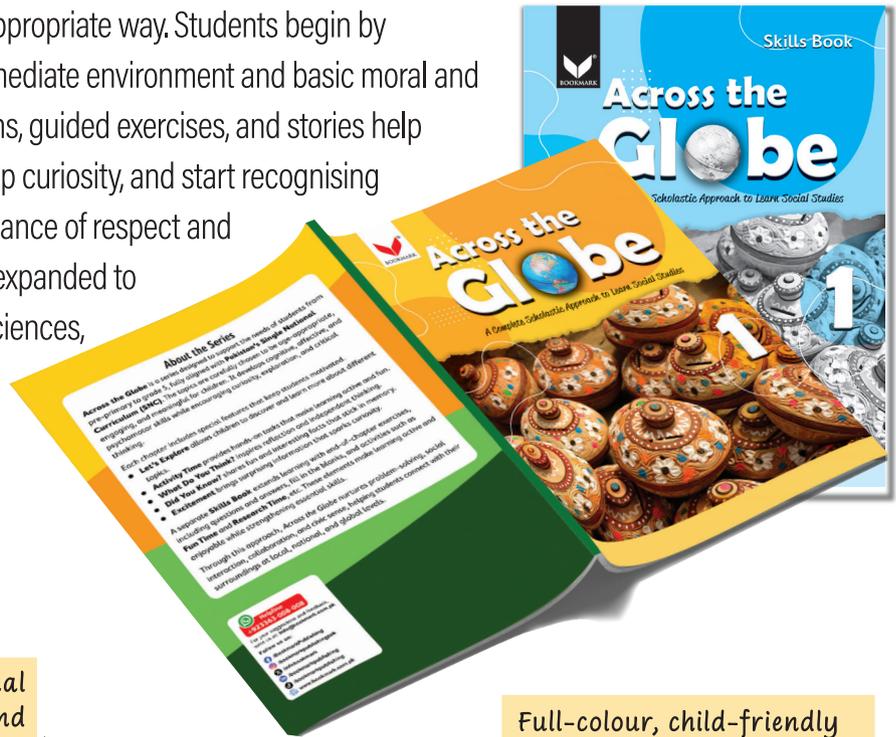
Stem

Roots

**Ask Kids**  
Show them a plant and ask about its basic parts. Show different types of plants like indoor, and outdoor, that grow in pots, that grow as big trees. Ask them what do we get from plants, how do we use these things, etc.

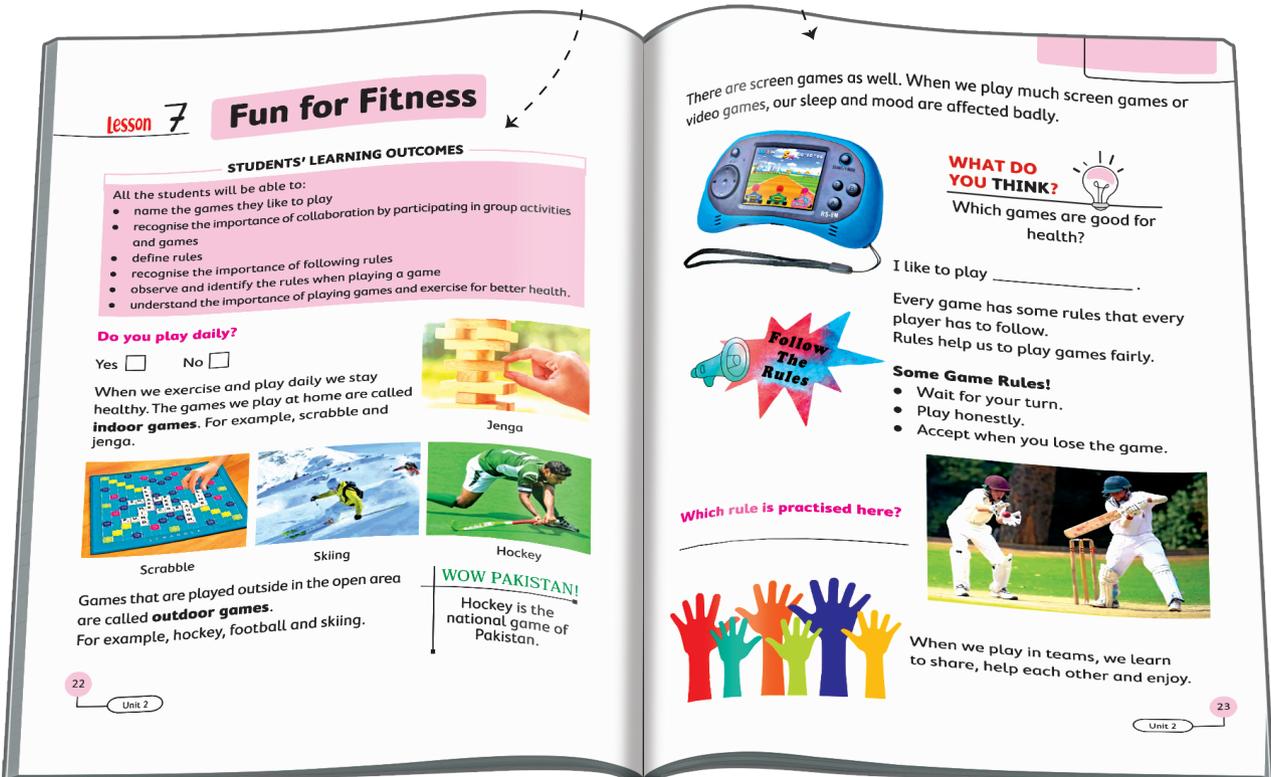
Guides children to observe plants, animals and their features.

**Book 1** This book introduces young learners to foundational social, environmental, and scientific concepts in an engaging and age-appropriate way. Students begin by understanding themselves, their immediate environment and basic moral and ethical behaviours. Simple illustrations, guided exercises, and stories help children explore everyday life, develop curiosity, and start recognising rules, responsibilities, and the importance of respect and cleanliness. Concepts are gradually expanded to include basic natural and physical sciences, civic awareness, and patriotism, laying a strong foundation for lifelong learning.



Fully aligned with national curriculum standards and modern pedagogical approaches for social studies learning.

Full-colour, child-friendly visuals that simplify complex ideas and sustain learner interest.



**Lesson 5 Clean Body**

1. Answer the following as **Yes** or **No**.

- Do you trim your nails every week?
- Do you take shower daily?
- Have you ever seen germs?

2. Answer the following questions.

- How many times do you brush your teeth daily?
- Where are germs?
- What can germs cause?

3. Mark (✓) or (X) next to every sentence.

- When we keep our body clean, we stay healthy.
- A clean body is a healthy body.
- When we sneeze, we should not cover our nose.

12 Unit 1

**FUN TIME!**

- Let's have a cleaning day.
- Wash hands
  - Brush teeth
  - Clean your seat and surrounding area

**Creativity**

Make a card for your family and write a message about cleanliness.

**Let's Discuss!**

An experience when unhealthy food or environment.

4. How do you feel when your body and clothes are clean?



**Lesson 14 Safety on the Roads**

1. Match the columns.

- pedestrian
- traffic signal
- zebra crossing

2. Fill in the blanks.

- When we have to cross a road, we should stand at one side of the \_\_\_\_\_ crossing.
- Wait for the \_\_\_\_\_ signal that stops vehicles.
- Look to your \_\_\_\_\_, then left side and again \_\_\_\_\_.
- Cross the road when it is \_\_\_\_\_.

3. Answer the following questions.

- Why do we use a zebra crossing?
- Who is a pedestrian?

26 Unit 4

Reinforces learning, improves recall, and develops critical thinking skills through engaging activities.

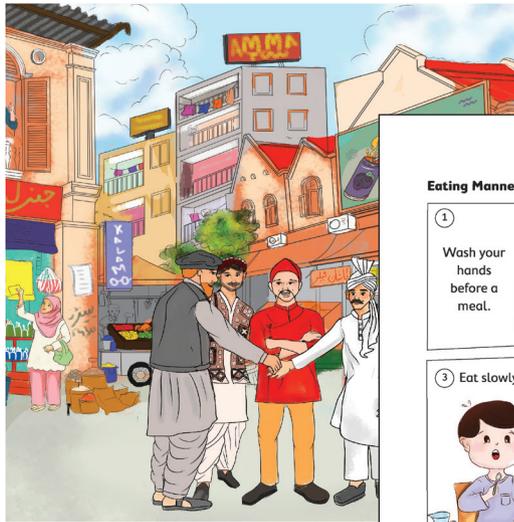
Encourages observation, analysis, decision-making, communication, and creativity through integrated tasks.

Clear structure, simple language, and consistent design support both guided and independent learning.

Includes 'Student Learning Outcomes' with each chapter to clearly show what skills and knowledge students are expected to gain.

Pictures of neighborhood places, families, and community helpers.

Neighbours can be people from different parts of the country. They can be from different countries too.



Good neighbours have good qualities. They keep their neighbourhood clean and green. They respect and help each other. They do not throw garbage in front of other's homes.

**Eating Manners**

- Wash your hands before a meal.
- Be seated while eating and drinking.
- Eat slowly.
- Chew with your mouth closed.
- Finish your food.
- Wash your hands and mouth after eating.
- Thank Allah after eating.

39 Unit 5

When we practise good manners we get respect. Now, how will you practice eating manners?

**Lesson 21 Our Planet Earth**

**STUDENTS' LEARNING OUTCOMES**

- All the students will be able to:
- identify Earth as a planet
  - recognise and identify the shape of the Earth
  - recognise that the Earth is covered with land and water.

A planet is a large body that revolves around the Sun all the time.

**Activity Time**

Colour the correct answer. Can you feel the Earth moving around the Sun?  Yes  No

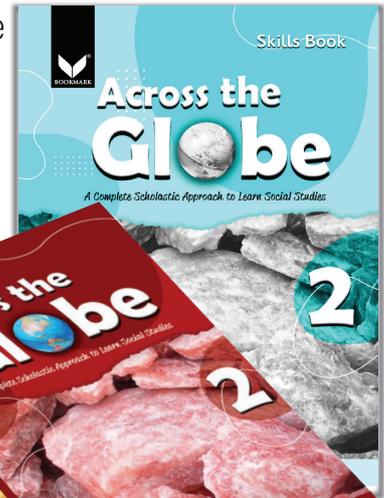
The Earth is a planet. It is our home because we all live on it. It is made up of land and water. There is more portion of water than land on our Earth. The Earth is round in shape just like the Sun and the Moon. But, the Earth is flat at top and bottom like an orange.



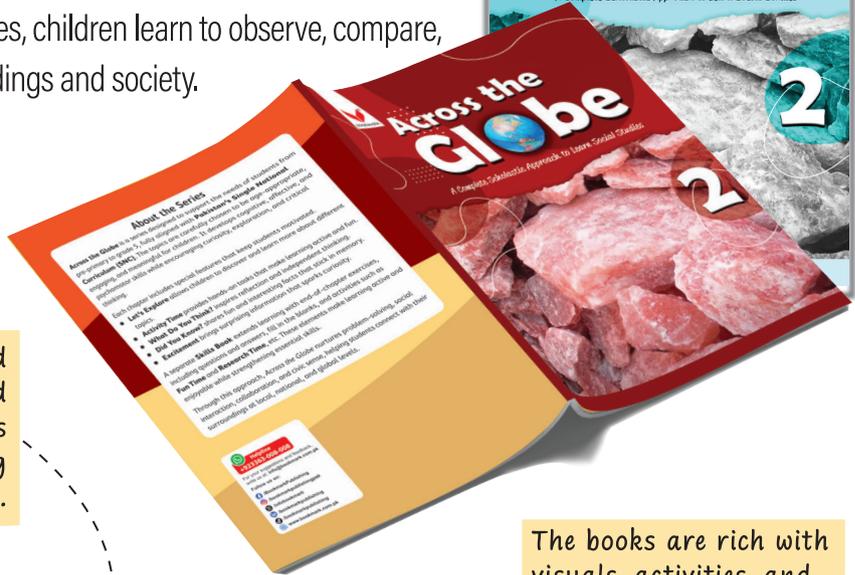
50 Unit 7

Step-by-step illustrations of cleanliness, hygiene, good manners and safety routines.

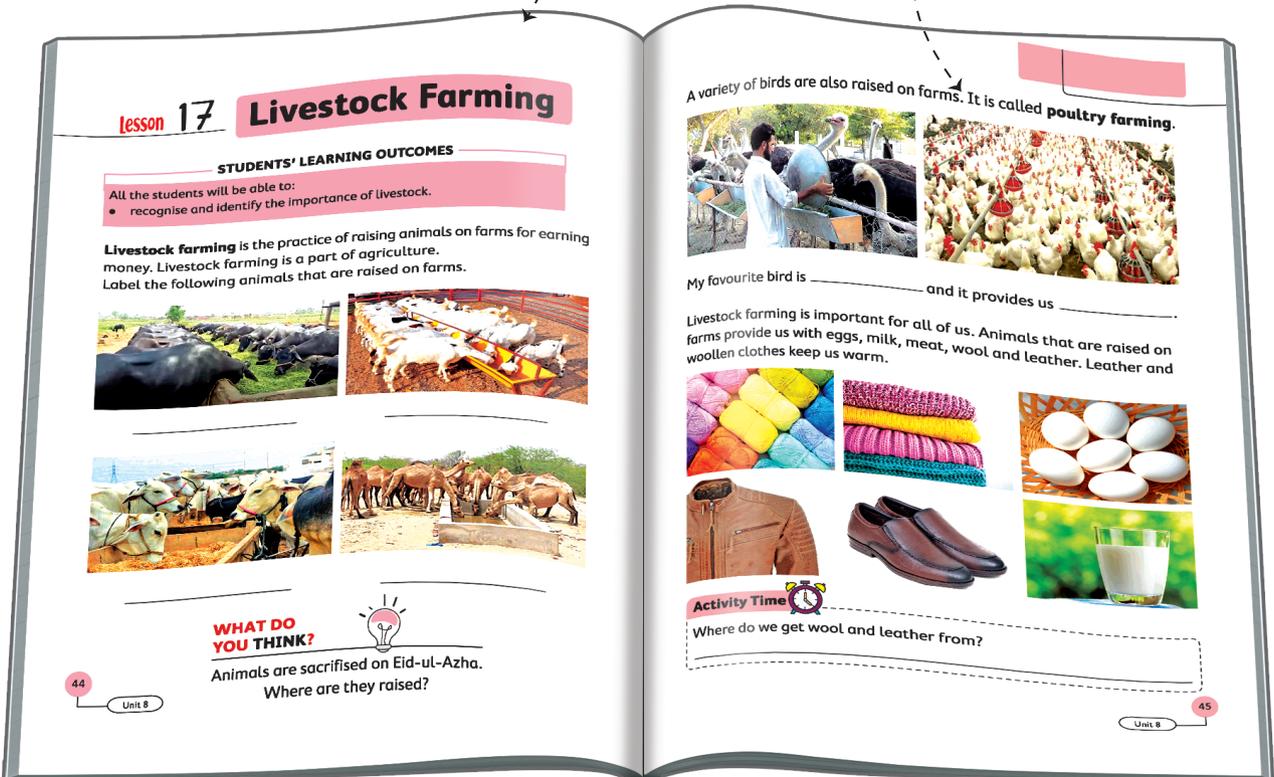
**Book 2** The Grade 2 book builds on the foundational skills developed in Grade 1. Children deepen their understanding of ethics, citizenship, and environmental care while exploring the differences between village and city life, professions, and natural and human-made resources. Science concepts are developed further, including plant and animal life, resources, heat, light, and simple machines. Through stories, illustrations, and guided activities, children learn to observe, compare, and think critically about their surroundings and society.



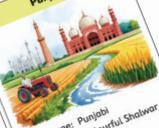
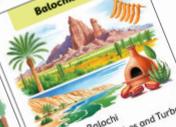
Each level offers a balanced blend of knowledge, skills, and values that help students connect classroom learning to real-life.



The books are rich with visuals, activities, and stories that bring lessons to life.



**Cultural Diversity in Provinces and Areas**

<p><b>Sindh</b></p>  <p>Language: Sindhi Dress: Ajrak and Sindhi Topi Food: Fish, Sindhi Biryani</p>	<p><b>Punjab</b></p>  <p>Language: Punjabi Dress: Colourful Shalwar Qamees Food: Saag, Makai ki Roti</p>
<p><b>Khyber Pakhtunkhwa</b></p>  <p>Language: Poshto Dress: Turbans and Waistcoats Food: Pulao, Kabab</p>	<p><b>Balochistan</b></p>  <p>Language: Balochi Dress: Long robes and Turbans Food: Sajji, Roti, Kook, Khaadi, Kabab</p>

Develops observation and analytical skills through comparisons of village and city life.

**LESSON 4 Village Life**

**STUDENTS' LEARNING OUTCOMES**

All the students will be able to:

- recognise that the people of Pakistan live in villages and cities and the work people do.

**Unit 2**

Hira lives in a city. During her vacations, she went to her uncle's village. There, she saw lots of greenery. The fresh air felt nice and clean.



**Unit 2**

Life in the village is different from life in the city. In villages, people wake up early in the morning. Their houses are small and made of mud, wood, or straw. They often use firewood and cow dung patties for cooking. Most men and women work on farms. Villages have fewer facilities than cities. There are clinics, small shops, tube wells and broken roads.

Celebrates Pakistan's cultural diversity, traditions, and heritage—instilling respect for all.

Every child has different abilities and needs.



We should help class fellows in learning when they find it difficult.




When parents and children take care of each other, they become friends.




Children must take care of their elders when they need them.

We all depend on each other.  
We need plumbers to repair taps.  
Farmers grow crops in villages and sell them in cities.

Can cities fulfill their food needs if farmers do not sell their crops in cities? Yes  No

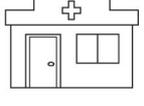
Illustrated stories and scenarios showing good manners, sharing and respect.

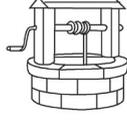
**2. Label the pictures with the words given below.**

Milkman   Farmer   Well   Tractor   Clinic  
Mud House   Straw House   Clay Pots










**Unit 2**

Encourages identifying parts of a picture, chart or diagram through labelling.

**LESSON 20 Forgiveness and Forgiving Others**

**1. Find the meanings of following words in dictionary.**

a. hurt \_\_\_\_\_  
b. misbehave \_\_\_\_\_  
c. forgive \_\_\_\_\_

**2. Answer the following questions.**

a. We should not make fun of others. Why?



\_\_\_\_\_  
\_\_\_\_\_

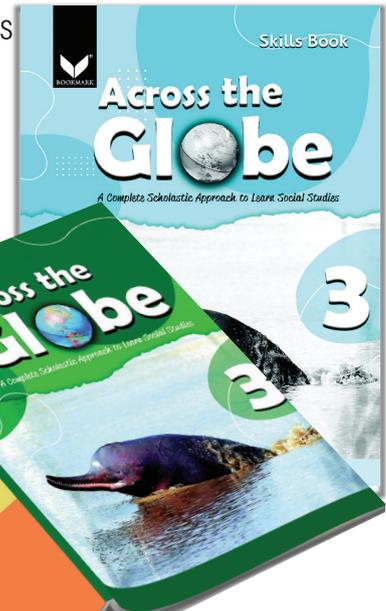
b. When we misbehave with others, we should ask for forgiveness. Why?

\_\_\_\_\_  
\_\_\_\_\_

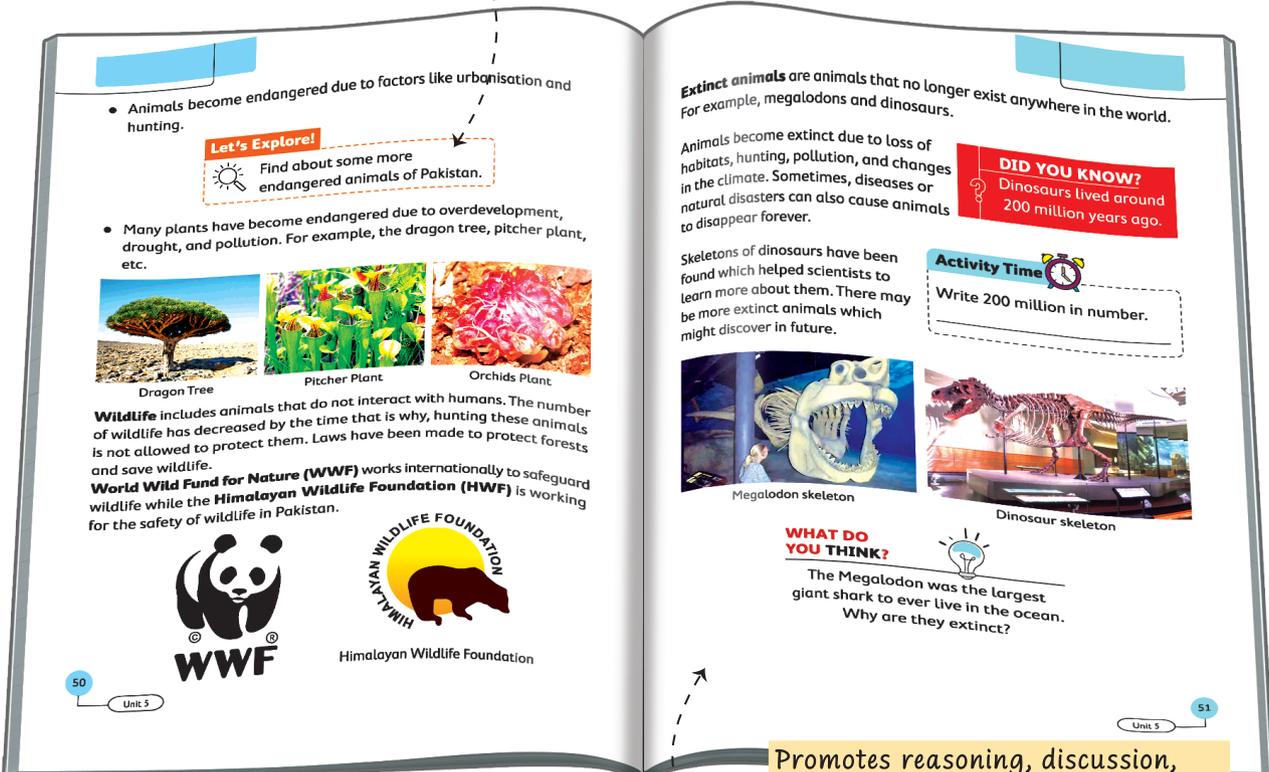
**Unit 9**

Promotes kindness, honesty and responsibility through relatable scenarios.

**Book 3** In Grade 3, students explore more complex ideas while connecting personal learning to community, country, and the natural environment. Ethical education extends to conflict resolution, citizenship, and social responsibility. Children study human and natural resources, basic economics of goods and services and the impact of human activities on the environment. Science topics include ecosystems, habitats, states of matter, forces, and energy. The book continues to use illustrations, guided questions and examples to support understanding and independent thinking.



Encourages awareness and responsibility for protecting endangered animals and plants.



Promotes reasoning, discussion, and personal expression—helping children develop critical and reflective thinking.

**Lesson 3 Living Things**

1. Label the life cycle of a butterfly.

2. Describe what happens in the growth of a butterfly.

Stages	What happens

Hands-on learning through drawing, mapping, dramatization, and group work — making every lesson active and fun.

Features activities that help students observe, understand, and sequence stages in the growth and development of living things.

**Activity Time**

Ask your grandparents, "How did you travel to school when you were my age?" Draw or paste that vehicle below.

4. Differentiate between vehicles then and now.

Vehicles Then	Vehicles Now

**FUN TIME!**

Play "Tug of War" and explain push and pull.

**Lesson 16 Quaid-e-Azam Muhammad Ali Jinnah**

1. Fill in the information below to see how much you know about Quaid-e-Azam رحمۃ اللہ علیہ.

Birthday: \_\_\_\_\_

Father's name: \_\_\_\_\_

Mother's name: \_\_\_\_\_

Youngest sister's name: \_\_\_\_\_

Wife's name: \_\_\_\_\_

Daughter's name: \_\_\_\_\_

2. Why is Fatima Jinnah called Mader-e-Millat?

3. Muhammad Ali Jinnah رحمۃ اللہ علیہ received education from:

a. At Karachi: \_\_\_\_\_

b. At London: \_\_\_\_\_

4. Whom Quaid-e-Azam رحمۃ اللہ علیہ called his friend and guide?

Each unit equips with reflection questions and short assessments to track learning progress.

**Making Economic Choices**

Every family earns a certain amount of money. We have to meet our needs within this amount. Since money is limited, we cannot buy everything we want. We need to choose what is most useful and affordable. This is called making an economic choice. It is important to use money wisely and save it.

Rs. 20,000/- Cycle  
Rs. 40,000/- Game  
Rs. 500/- Book

**What would you prefer to spend a good time on?**

**Money Circulation**

When people buy goods and services, the money circulates in the community. When salaries and wages are paid on time, it helps people to fulfill their needs.

Introduces national personalities through stories and visuals to help learners understand their role in creation of Pakistan.

**Lesson 16 Quaid-e-Azam Muhammad Ali Jinnah**

**STUDENTS' LEARNING OUTCOMES**

- All the students will be able to:
  - introduce Quaid-e-Azam رحمۃ اللہ علیہ as the founder of Pakistan
  - narrate the major events in the life of Quaid-e-Azam رحمۃ اللہ علیہ (date of birth, founder of Pakistan, few major contributions, and the date when he died).

Identify the person in the picture and write his name.

Let's learn more about him.

**Personal Life**

His real name was Muhammad Ali Jinnah. His father's name was Jinnah Poonja and his mother's name was Meethi Bai.

Wazir Mansion

He was born on 25<sup>th</sup> December 1876 at Wazir Mansion in Karachi. He had three brothers and four sisters. Fatima Jinnah was his youngest sister, and a dental surgeon by profession.

Topics evolve from personal and family life to broader social, cultural and environmental understanding.

We depend on each other. We need teachers to teach us. Similarly, we need doctors to treat us when we fall sick.

People living in communities have to face different problems. For example, shortage of drinking water, pollution, lack of health and educational facilities, poor sewerage system, etc.

There are certain people in each community who are responsible to look after these problems and resolve them.

This is a problem of \_\_\_\_\_ in my area.

If this problem, we \_\_\_\_\_

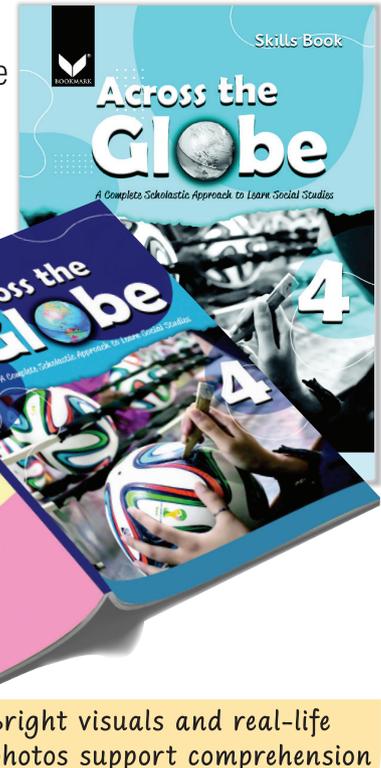
**Role of the Government**

Government is responsible to provide education and health facilities to the people of its country.

Government to open schools and hospitals. A large number of people are able to avail these facilities due to lack of schools and hospitals in some communities.

Connects lessons to students' surroundings—home, school, festivals and everyday experiences.

**Book 4** The Grade 4 contents build on earlier foundational learning to introduce students to more complex social, cultural and scientific concepts. Children explore the roles and responsibilities of citizens in their local and national communities, while developing an understanding of diversity, tolerance, and peaceful conflict resolution. Cultural awareness is expanded to include the concept of a nation, different ethnicities, languages, and religions, and the importance of interfaith harmony. Students also begin to learn about the structure of state and government and democracy.



Structured according to national standards, ensuring age-appropriate progression and complete syllabus coverage.

Bright visuals and real-life photos support comprehension and sustain interest in every topic.

**Lesson 8 Ancient Civilisations**

**STUDENTS' LEARNING OUTCOMES**

All the students will be able to:

- define history
- identify early settlements and their areas
- identify ancient civilisations along major rivers and coastal areas of the world (Mesopotamia, Nile Valley (Egyptian), and Indus Valley along with their timeline)
- describe the advent, lifestyle and decline of (Mesopotamia, Egyptian, and Indus Valley).

**History** is the study of the past. It helps us understand the causes and results of events so that we can plan our future better.

A **settlement** is a place where people live together as a community.  
An **early settlement** is a place where people lived thousands of years ago.

**DID YOU KNOW?**  
A historian is a person who studies and writes about history.

When people first made settlements, they selected areas near rivers because rivers provided water for fishing and farming. Rivers also made travel and trade easier. At first, people made stone tools. Later, they learned to use copper, bronze, and iron to make better tools.

A **Civilisation** is the advanced and organised form of settlement of its time. Most ancient civilisations near rivers. For example, Mesopotamian Civilisation, Egyptian Civilisation and Indus Valley Civilisation.

**Archaeology** is the study of past human life through dugout sites, artefacts, and physical remains. It helps us find out the history of the area.

**Archaeologists** are the people who work on archaeological sites and its artefacts. Dr. Asma Ibrahim is the first female archaeologist of Pakistan.

The **Mesopotamian** civilisation is one of the earliest civilisations in the world. It began around 3500 BCE in the land that is today Iraq and nearby countries. It was a very fertile land between

**Excitement**  
A smile is a form of non-verbal communication. It shows friendliness.

**Let's Explore!**  
Why are tone and facial expressions important in our communication?

**Activity Time**  
Write how you are feeling now.

**Writing** was started around 5,000 years ago. After that, written messages were sent. A letter is one of the oldest forms of written communication. In the olden days, pigeons and people on horses used to deliver letters. After reaching one station, another horse was used to cover the next distance, just like a relay race.

Now, post offices perform this duty. The **Pakistan Post Office (PPO)** delivers letters and parcels all over the world. It also delivers money through money orders within Pakistan. Today, many courier companies also provide these services.

**DID YOU KNOW?**  
Postcards are sent without any envelopes.

A **postcard** is used to send short messages and ideas. It has an image on one side. On the other side, there is the mailing address, space for a stamp and a message. A postcard is also used as a souvenir.



Unit 1

Fascinating facts that spark curiosity and extend learning beyond the page.

In Pakistan, about 67% of the **labour force** (people who earn money by working) is engaged in agriculture, which includes both crop farming and livestock farming.

**Human Activities that Change the Natural Environment**  
Some changes are useful, while others can harm nature.

Deforestation (cutting down forests) is done for urbanisation, growing crops and accessing minerals. This reduces oxygen in the air and increases air pollution.

Dams such as Tarbela Dam and Mangla Dam are multipurpose projects. They help store water, generate electricity and provide lakes for recreation. But sometimes people living in the area have to leave their homes when dams are built.

**Occupations Affecting the Environment**  
Some occupations affect the environment in harmful ways. Such as, agriculture, mining and industries.



Unit 2

**Economic choice** means choosing goods and services according to one's earnings. It is important because our earnings are limited. We cannot have everything we want. That's why, we choose one thing over another, depending on what is needed more.



For example, celebrating a birthday, buying a dictionary or a globe.

**Goods** are items we can use or consume. For example, food, toys and medicines.



**Pakistan is famous for sports goods.**

Pakistan's sports goods are famous in the world. It is a small scale industry that is located in Sialkot, Punjab. The uneducated but skilled children and women work along with men in this industry.



Unit 3

Here's how the 'Activity Time, Let's Explore, Excitement and Did You Know' looks inside the book.

Builds habits of care for nature and provides environmental awareness through simple, practical lessons.

12. Name the rivers along which the following civilisations were located.

a. Mesopotamian Civilisation → \_\_\_\_\_ and \_\_\_\_\_

b. Egyptian Civilisation → \_\_\_\_\_

c. Indus Valley Civilisation → \_\_\_\_\_

13. What were the reasons of decline of the Egyptian Civilisation?

a. \_\_\_\_\_

b. \_\_\_\_\_

**Research Time!**

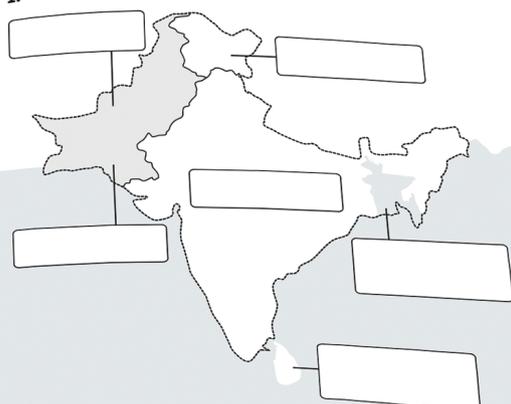
1. What does UNESCO stand for?  
U \_\_\_\_\_  
N \_\_\_\_\_  
E \_\_\_\_\_  
S \_\_\_\_\_  
C \_\_\_\_\_  
O \_\_\_\_\_

2. UNESCO has declared Mohenjo-Daro as a World Heritage Site. What does it mean?  
\_\_\_\_\_  
\_\_\_\_\_

Unit 4

**Lesson 9** **Contribution to the Creation of Pakistan**

1. Label the map.



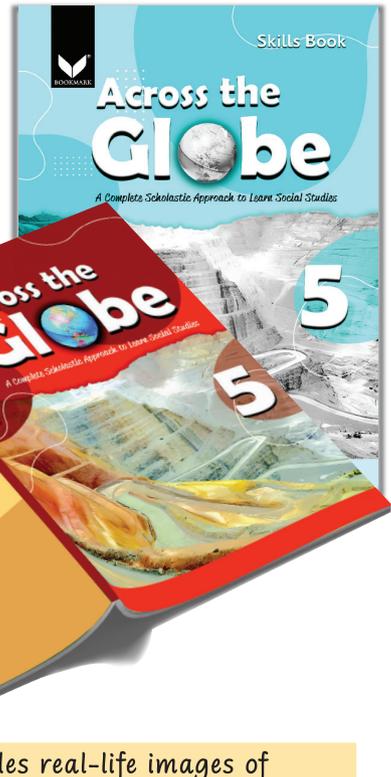
Partition of the Indian Subcontinent in 1947

Unit 4

Activities that develop inquiry and critical thinking skills through independent exploration.

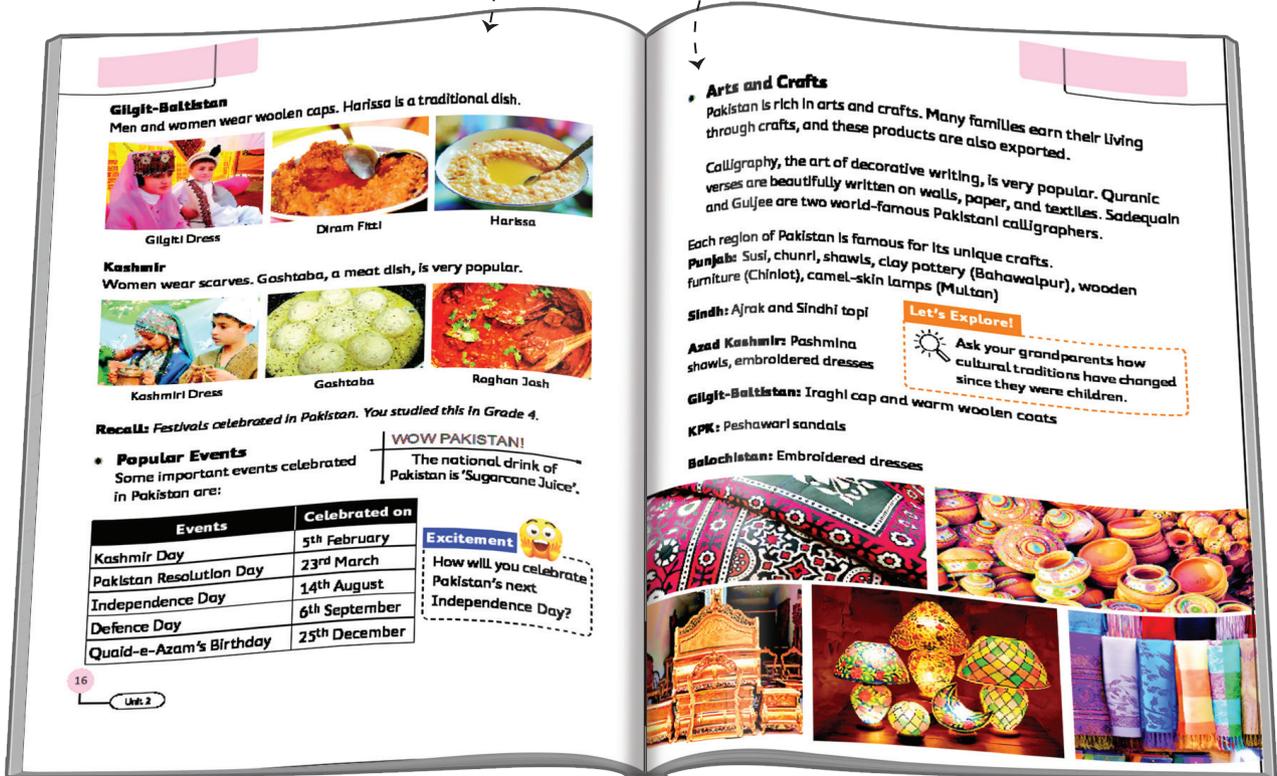
Strengthens mapping skills by labeling maps to help students understand historical events like the Partition.

**Book 5** The Grade 5 book deepens students' understanding of social, political, and economic systems while encouraging critical thinking and awareness of global and national issues. Cultural studies extend to components of culture, media and means of communication with their pros and cons. State and government lessons are covered under the Constitution of Pakistan. History introduces early human civilizations, governance systems and contributions of regional and national figures. Geography and economics cover physical and climatic regions, natural disasters, population patterns, goods and services, trade, banking, entrepreneurship, and resource management.



Explores culture, communication, nationalism, and interfaith harmony in depth.

Includes real-life images of cultural practices from across Pakistan to build stronger local understanding.



e. List three fundamental rights and three responsibilities of a Pakistani citizen.

f. What does the rule of law mean?

**Activity Time**  
Create a public service message on a current social or environmental issue through poster.

2. Complete the structure of government below and write their responsibilities.

	Responsibilities

3. Put each statement in the correct box.

Rights	Responsibilities
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____

4. Think & Write.  
a. Why is it important to obey the law? Write 4-5 sentences.

**FUN TIME!**  
Select a class representative following the democratic way of election by conducting election campaign. Ask the candidates to make a plan they will implement if elected.

Encourages critical thinking by having students reflect and write their own answers to questions and activities.

Uses flowchart activities to assess students' understanding of government structures, democratic processes, and civic responsibilities.

**Greetings Around the World**  
People in different countries greet each other in different ways:

Assalaam Alaikum - Saudi Arabia  
Namaste - India  
Konnichiwa - Japan  
Ni hao - China  
Assalam-o-Alaikum - Iran  
Hello - Britain  
Hi - America

**WHAT DO YOU THINK?**  
How do you usually greet people? Why do you think greetings are important?

**DID YOU KNOW?**  
The word "etiquette" from the French language means "a list of rules, rules are not laws, ways to show respect".

Map exercises include orientation, legend use, and location coordinates.

**Activity Time**  
Using the words below, label the map elements.

Legend | Grid lines | Title | Symbols | Compass | Scale

**Landscapes**

**Let's Explore!**  
Greek Numeral System

goddesses. Zeus was the king of gods. Greek scientists studied medicine, mathematics, and the stars. They also used their alphabet as numbers. For example, α (alpha) = 1, β (beta) = 2, γ (gamma) = 3, δ (delta) = 4.

**Alexander the Great and Greek Civilisation**  
Alexander the Great was a king from Macedonia, a land in north of Greece. He built one of the largest empires in history, from Greece to Egypt and India. As he conquered new lands, he spread Greek language, art, and learning. This spread of Greek culture is called the **Hellenistic Age**. After Alexander's death, his empire was divided into smaller kingdoms and eventually ended, but, Greek civilisation continued to shape many parts of the world.

**Political Map of the Islamic Republic of Pakistan**

Highlights how global greetings build respect and help prevent conflict.

Includes fact boxes on key personalities or landmarks from early civilizations to deepen historical understanding.

# We Don't Just Give Books, We Train Teachers!

Schools that adopt our series receive **free teachers' training**, conducted by the **official consultant of the series**. These sessions are designed to help teachers:

- ✓ Understand the philosophy and objectives of the series
- ✓ Use the books, activities, and worksheets effectively
- ✓ Engage students through practical classroom strategies
- ✓ Teach with confidence and clarity from day one



Photos from workshops conducted in schools across Pakistan

Contact us for further details and discussions!