



Character **SCREENING**

R E P O R T

SCREENING METHODS

Surveys and Questionnaires

Students may complete questionnaires about their feelings and interactions.

1

Teacher Observations

Teachers observe student behavior in different settings.

2

3

Parent Involvement

Parents can provide valuable information about their child's behavior.

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BHALWAL

Campus

International School of Cordoba Bhalwal

Junior Campus

Character Kindness Solution P1C1

Quick Assessment Checklist

Domain: Psycho-Spiritual, Intellectual, Social, Physical

Age Group: 3-6 Years

Program: Kindness Development

Domain Assessments

Domain 1: Psycho-Spiritual

Phase 1: 4 Groups (Sr No: 1-122)

Task	Activity Name	Focus	Nursery	K.G	G1	G2
4	Quiet Reflection Time	Improved Focus and Attention	They was more relaxed	They was felt calm and recharged	Satisfactory	They attempts to escape

Domain 2: Intellectual

Phase 1: 5 Groups (Sr No: 1-122)

Task	Activity Name	Focus	Nursery	K.G	G1	G2
6	Helping Task	Developing cooperation	Good Understanding	Enhanced social interaction	Less aggressive behavior	Improved cooperation
6	Kindness Sorting	Promoting Positive	They not fully cooperated in	At some extent	They was Engaged	They correctly

Task	Activity Name	Focus	Nursery	K.G	G1	G2
	Game	Behavior	sorting task	they were confused		identified

Domain 3: Social

Phase 1: 5 Groups (Sr No: 1-122)

Task	Activity Name	Focus	Nursery	K.G	G1	G2
6	Sharing Task	Developing cooperation	They react differently	They understand instructions	They react positively	They participated activity

Domain 4: Physical

Phase 1: 4 Groups (Sr No: 1-122)

Division: In this report we distributed our students of phase 1 aged 3 to 6 into 4 groups. In each group at least 7 and maximum 12 students were included. In this report we shared a report of different activities of each domain performed in our groups.

Summary

The recent session yielded satisfactory outcomes concerning student emotional intelligence and participation. Performance data indicates effective learning of emotional concepts, as students could correctly identify and articulate feelings. Post-activity feedback was overwhelmingly positive, with participants expressing a state of relaxation and restored energy.

Conversely, the implementation revealed specific structural deficits. Occasional student bewilderment suggested that certain components of the activity were vague or poorly organized. These structural issues likely contributed to non-compliant behaviour, specifically manifesting as incomplete cooperation with sorting assignments and attempts to avoid participation. To ensure full engagement and mitigate confusion, subsequent activity designs

must incorporate enhanced instructional clarity and more compelling, structured sorting mechanisms.

Emphasizing the Contrast (Good Feelings, Poor Execution)

While the activities successfully achieved their emotional goals, leaving students feeling calm, relaxed, and re-energized, the execution faced hurdles. Students readily grasped the emotional content and were generally engaged.

The primary obstacle lay in task structure. Instances of student perplexity and uncooperative behaviour during sorting tasks (including avoidance attempts) indicated that instructions were at times ambiguous and the tasks themselves were insufficiently captivating or structured. Moving forward, we must capitalize on the successful emotional outcomes by introducing sharper instructions and more stimulating sorting elements to ensure continuous student involvement and eliminate structural ambiguity.

Positive Outcomes

- Students showed improved emotional awareness
- Participants felt calm and recharged
- Positive feedback from activities
- Students correctly identified and articulated feelings
- Effective learning of emotional concepts

Challenges Identified

- Some tasks were confusing or poorly structured
- Lack of full cooperation in certain activities
- Attempts to escape activities in some cases
- Confusion in sorting tasks
- Ambiguous instructions at times

Recommendations

- Improve instructional clarity
- Design more engaging and structured sorting activities
- Maintain emotional benefits while refining task execution
- Incorporate more compelling sorting mechanisms
- Ensure continuous student involvement through better activity design

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DG KHAN

Campus

Character Solution Kindness Program

DG Khan Campus Implementation Report -
International School of Cordoba

Submitted to: Mam Sadaf Shahid | Date: 22.11.2025

DG Khan Campus Implementation

The International School of Cordoba DG Khan Campus implemented the Character Solution Kindness program for students aged 3-6 years. The program followed the same four-domain structure (Psycho-Spiritual, Intellectual, Social, and Physical) with 63 students divided into four groups.

The implementation faced some challenges with time management and resource allocation, but was completed successfully with positive outcomes observed in student development.

Campus Implementation Comparison

Chunian Campus		DG Khan Campus	
Students Assessed	80	Students Assessed	63
Groups	4	Groups	4
Implementation Days	4	Implementation Days	Not Specified
Key Strength	Strong Planning	Key Strength	Systematic Organization

DG Khan Program Structure & Activities

Group	Psycho-Spiritual (D1)	Intellectual (D2)	Social (D3)	Physical (D4)
Group 1	Gratitude Circle	Consequence Prediction	Peer Recognition	Gentle Hands Activity
Group 2	Emotion Mirror Play	Story Reflection	Sharing Task	Movement Game
Group 3	"I Can Make Allah Happy" Talk	Picture Sequencing	Role Play	Self Control Test
Group 4	Quiet Reflection Time	Kindness Sorting Game	Cooperative Play	Helping Task

Implementation Feedback - DG Khan Campus

Strengths Identified

- Systematically organizing information
- Ensuring consistency throughout the task
- Strong teamwork capabilities
- Performance improves with specific goals

Areas for Improvement

- Spending less time refining details
- Improving delegation efficiency

Challenges Faced

- Balancing project with routine school duties
- Obtaining precise information from various sources
- Restricted access to specific documents
- Time management difficulties

Requested Support

- More training sessions

- Better time allocation for administrative tasks
- Sample finished work for reference
- Brief orientation on expectations
- Extra lessons for teachers to complete tasks

Time Management

The DG Khan team managed time by establishing daily goals and dividing the assignment into smaller parts. However, balancing administrative tasks with the assignment demanded additional effort.

Effectiveness Rating



70% - Effective with some challenges

Note: The team reported instances when they sensed time was constrained despite their planning efforts.

Anticipated Systemic Changes

After implementing this program, the DG Khan campus expects:

- Better monitoring systems
- Fewer behavior issues
- More organized planning and assessment procedures
- Enhanced documentation processes
- Improved student performance monitoring
- Increased teacher accountability
- More robust data-driven decision making

These changes are expected to improve overall school administration effectiveness.

Student Groups - DG Khan Campus

Group 1

Group 2

Group 3

Group 4

Student ID	Student Name	Psycho-Spiritual Activity	Intellectual Activity	Social Activity	Physical Activity
1	Ansha	Gratitude Circle	Consequence Prediction	Peer Recognition	Gentle Hands Activity
2	Ayesha	Gratitude Circle	Consequence Prediction	Peer Recognition	Gentle Hands Activity
3	Hoorain	Gratitude Circle	Consequence Prediction	Peer Recognition	Gentle Hands Activity
4	Umama	Gratitude Circle	Consequence Prediction	Peer Recognition	Gentle Hands Activity
5	Sibgha	Gratitude Circle	Consequence Prediction	Peer Recognition	Gentle Hands Activity

[View All Students](#)

Key Observations

Psycho-Spiritual Domain

Children demonstrated ability to express gratitude and understand how to make Allah happy through good deeds.

Intellectual Domain

Students showed logical thinking in consequence prediction and understanding of cause-and-effect relationships.

Conclusion & Recommendations

The DG Khan Campus implementation of the Character Solution Kindness program was successful despite facing some organizational challenges. The team demonstrated strong systematic organization skills and teamwork.

For future implementations, the campus would benefit from:

Social & Physical Domains

Positive peer recognition and generally good performance in cooperative activities observed.

- Additional training sessions for teachers
- Clearer expectations and sample work
- Better time allocation strategies
- Improved delegation processes

The program has laid a strong foundation for continued character education development at the DG Khan campus.



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CHUNIAN
Campus

International School of Cordoba

Chunian Campus

Character Kindness Solution P1C1

Quick Assessment Checklist

SESSION (2025-26)

Domain: Psycho-Spiritual, Intellectual, Social, Physical

Age Group: 3-6 Years

Program: Kindness Development

Division: We have divided our students, aged three to six years, into four groups, with each group consisting of 40 students. Each group was further divided into subgroups of 10 students each. We conducted the first activity of each domain with these subgroups and recorded the students' responses accordingly.

Domain Assessments

Domain 1: Psycho-Spiritual

Task	Activity Name	Focus	G1	G2	G3	G4
1	Gratitude Circle	Shares something they are thankful for	Satisfactory	Shared willingly and clearly	With Help	Shared Clearly

Domain 2: Intellectual

Task	Activity Name	Focus	G1	G2	G3	G4
5	Story Reflection	Identifies a kind act from a story	Identified independently	Identified with guidance	Not Identified	Identified Clearly

Domain 3: Social

Task	Activity Name	Focus	G1	G2	G3	G4
9	Sharing Task	Shares materials with a peer	Shared willingly	Shared after Guiding	Shared willingly	Shared happily

Domain 4: Physical

Task	Activity Name	Focus	G1	G2	G3	G4
13	Gentle Hands Activity	Awareness of physical gentleness	Children demonstrated correctly	Good Understanding	Used gentle touch independently	Did not know Respond after guidance

Summary

Students actively participate in these activities. Some students have good knowledge about the activities, but others didn't know. However, after the teacher's guidance, they are able to understand good touch, bad touch, kindness, and the blessings of Allah. They learn how to be thankful to Almighty Allah.

Positive Outcomes

- Active student participation in activities
- Students shared willingly and clearly in gratitude circle
- Good understanding demonstrated in gentle hands activity
- Students learned to be thankful to Allah
- Effective teacher guidance improved understanding

Areas for Improvement

- Some students needed help with gratitude expression
- Not all students could identify kind acts independently
- Some required guidance for sharing tasks
- Mixed understanding of physical gentleness concepts
- Varied prior knowledge among students



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KHARIAN
Campus

ISC Kharian Campus

Teacher Feedback Analysis - Character Building Project

Phase 1 Course 1 Piloting Feedback

Submitted by: Tabassum Maqsood

Program: Character Building Project

Phase: 1 Course 1 Piloting

Overall Sentiment

Positive & Constructive

Teacher provided detailed, constructive feedback with actionable insights

Implementation Success

Successful

Activities completed as instructed with good student participation

Main Challenges

Focus & Resources

Younger children's focus and need for more visual aids

Detailed Teacher Feedback

1 How were you able to complete this task?

As instructed, we completed the task by using simple activities, a story, and daily routines to teach children different character traits. The learners participated through role-play, and guided conversations.

Key Points:

- Used simple activities, stories, and daily routines
- Students participated through role-play
- Guided conversations were effective
- Followed instructions as provided

2 What challenges did you face during the process?

It was sometimes difficult to keep the younger children focused. Some learners needed more help in understanding ideas like sharing, waiting for their turn, and expressing their feelings.

Key Challenges:

- Maintaining focus of younger children
- Understanding abstract concepts (sharing, turn-taking)
- Expressing feelings appropriately
- Age-appropriate comprehension

3 What strengths and weaknesses did you identify while working on this assignment?

Strengths: Most children were excited to take part in the activities although it was a small group we were working with for now! They learned well through pictures, stories, and copying good behaviour. Many of them showed good participation and cooperation towards the respective teacher.

Weaknesses: A few learners struggled with self-control and following instructions. Some needed reminders and extra support to stay engaged. Some also required hints before they could respond.

Strengths Identified:

- High student excitement and participation
- Effective learning through visual aids (pictures)
- Good response to stories and modeling behavior
- Positive cooperation with teachers

Areas for Improvement:

- Self-control and impulse management
- Following instructions consistently
- Sustained engagement without reminders
- Independent response generation

4 How effectively were you able to manage your time?

Planning the activities was time consuming. Setting a lesson with other activities going on in school was bit of a challenge. However, activities were conducted smoothly as we worked on one domain per day. Also breaking tasks into smaller parts helped.

Time Management Insights:

- Activity planning required significant time
- Scheduling challenges with other school activities
- Successful strategy: One domain per day
- Breaking tasks into smaller parts was effective

5 What support or resources could have made the task easier for you?

More visual aids like posters, puppets, and emotion cards would make learning easier. For now we were in piloting phase, however when we commence this program next year, support from parents at home would be crucial as it helps reinforce these character traits.

Resource Needs:

- More visual aids (posters, puppets, emotion cards)
- Parental support and involvement
- Home reinforcement of character traits
- Enhanced teaching materials

6 What changes do you anticipate in your existing system after the implementation of this program?

We expect children to improve in sharing, taking turns, expressing feelings, and showing kindness. Their behaviour and interactions in class will become more positive with continued practice.

Expected Outcomes:

- Improved sharing and turn-taking skills
- Better emotional expression
- Increased kindness and empathy
- More positive classroom interactions
- Enhanced overall behavior

Feedback Analysis & Insights

Teaching Methods Effectiveness

Role-play, guided conversations, and storytelling were highly effective. Visual learning through pictures showed good results.

Student Engagement Level

High excitement and participation noted, though younger students required more support to maintain focus.

Resource Gaps Identified

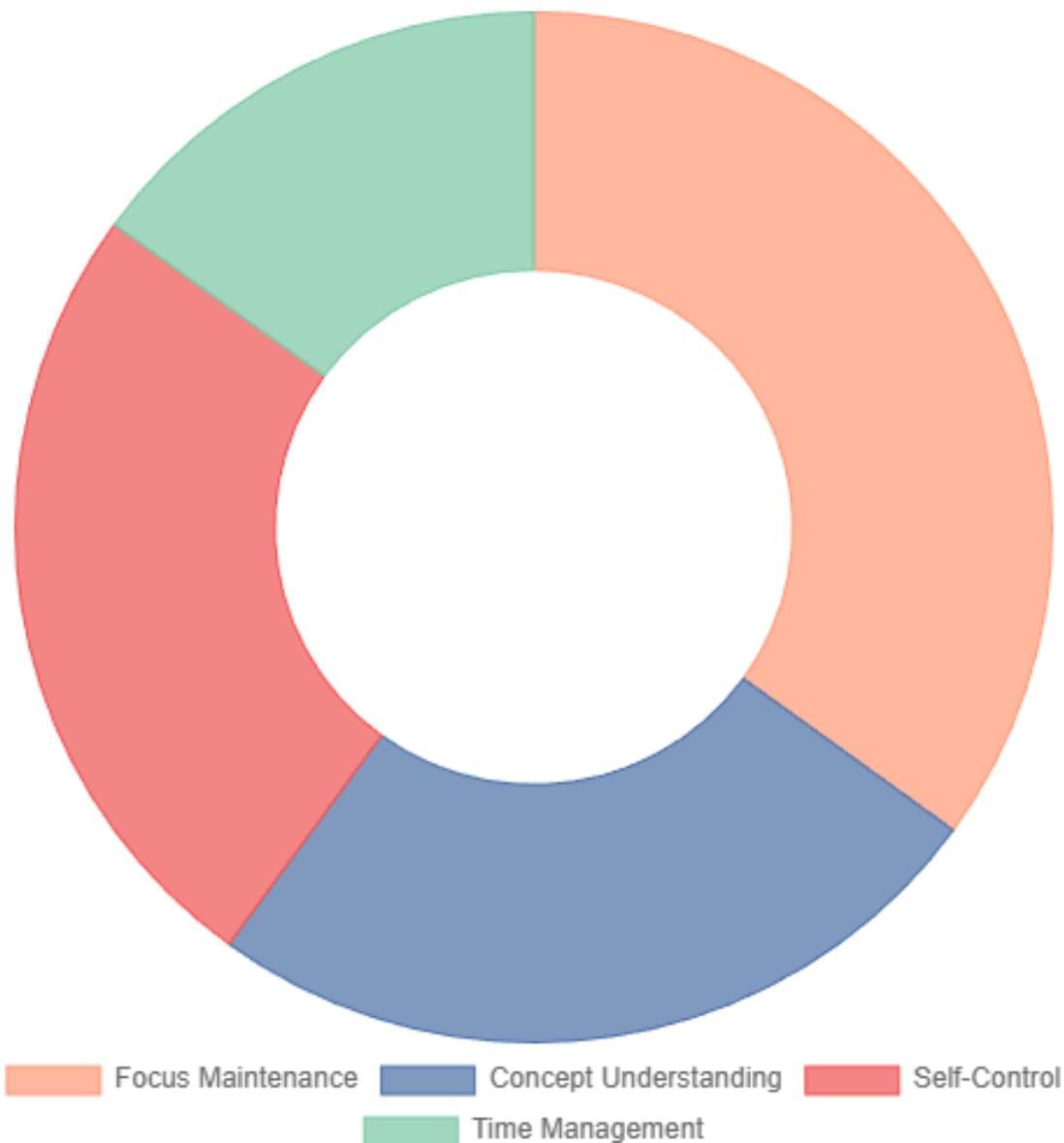
Need for more visual aids, puppets, emotion cards, and parental involvement for reinforcement.

Implementation Strategy

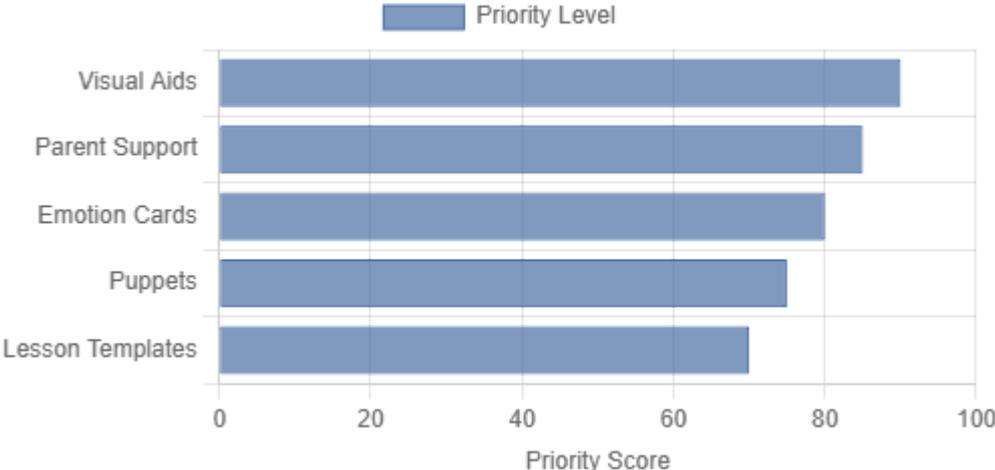
One domain per day and breaking tasks into smaller parts proved to be effective time management strategies.

Feedback Visualization

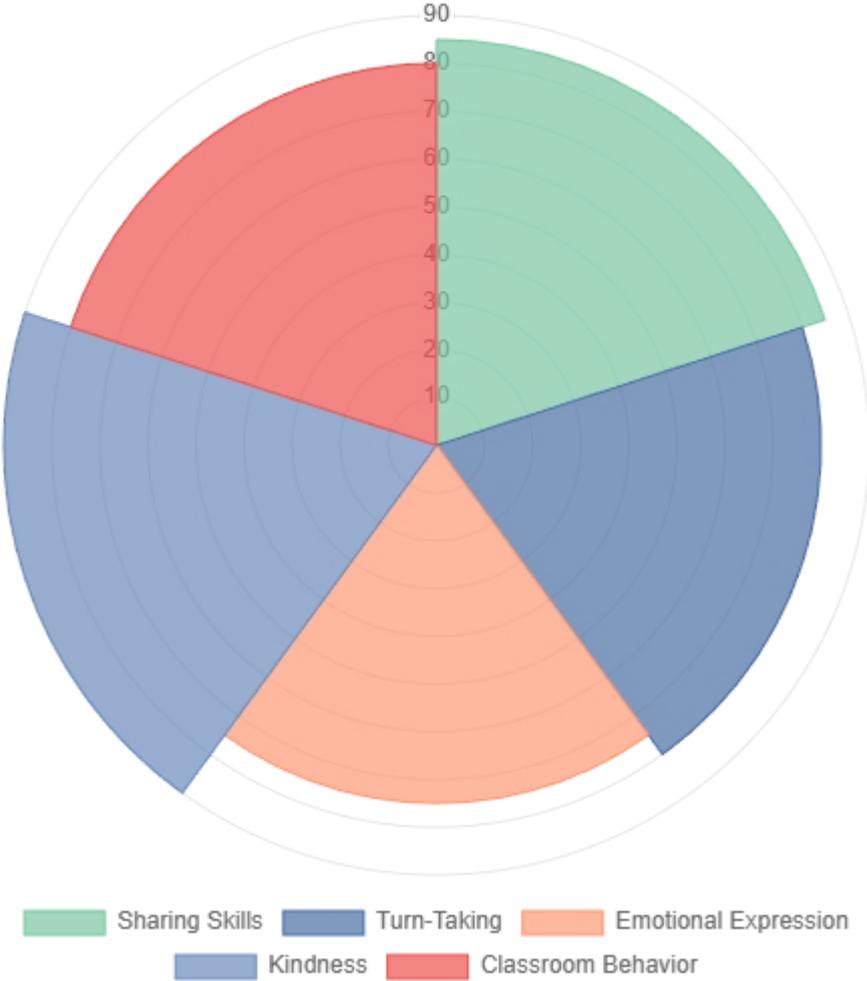
Implementation Challenges



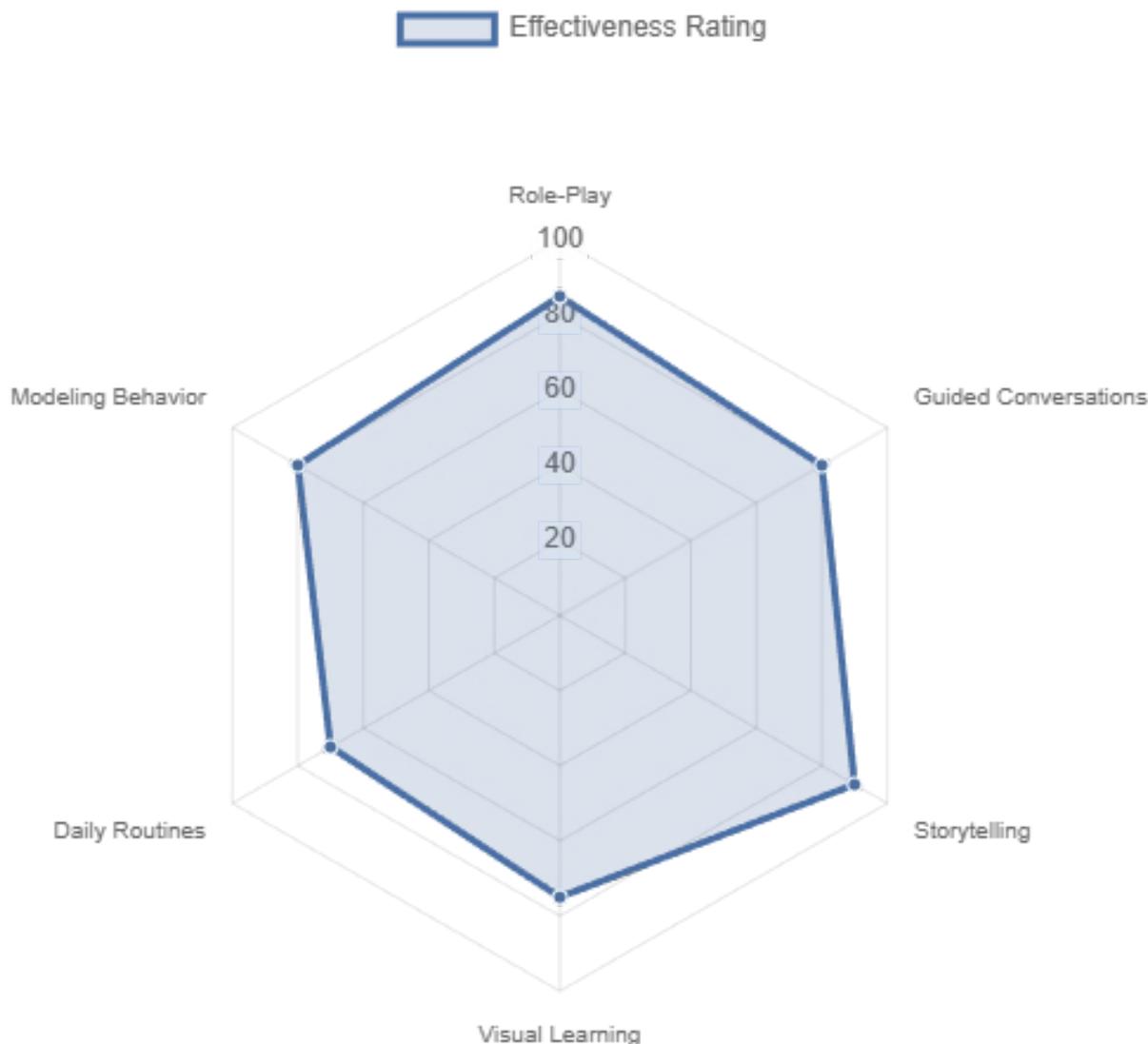
Resource Needs Priority



Expected Outcomes



Teaching Methods Effectiveness



Actionable Recommendations

Resource Development

Create comprehensive visual aid kits including posters, puppets, and emotion cards for all character traits. Develop take-home materials for parental involvement.

Teacher Support

Provide pre-planned activity templates to reduce preparation time. Offer training on maintaining engagement with younger children.

Program Structure

Maintain the one-domain-per-day approach. Develop shorter, more focused activities for better attention management.

Parental Involvement

Establish a parent communication system to reinforce character traits at home. Create simple family activities that align with classroom learning.

Differentiation Strategies

Develop tiered activities to support students at different developmental levels, particularly for self-control and following instructions.



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SEHNA
Campus

International School of Cordoba

Sehna Campus - Character Kindness Assessment

Quick Assessment Checklist Analysis

Students Assessed

4

Zanib, Muhammad Anas, Huzyfa, Abrish

Domains Assessed

4

Psycho-Spiritual, Intellectual, Social, Physical

Activities Completed

16

Across all domains

Performance Scale

1-4

4 being the highest performance level

All Domains

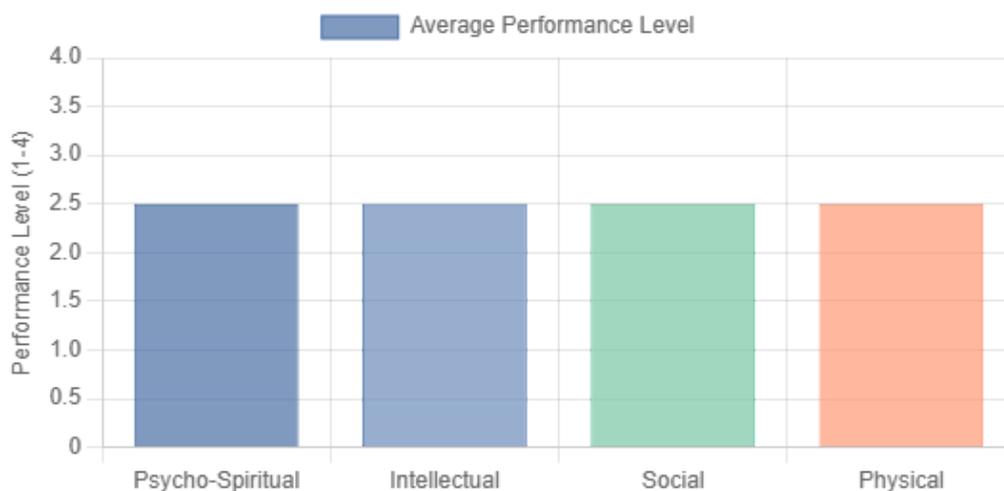
Psycho-Spiritual

Intellectual

Social

Physical

Average Performance by Domain

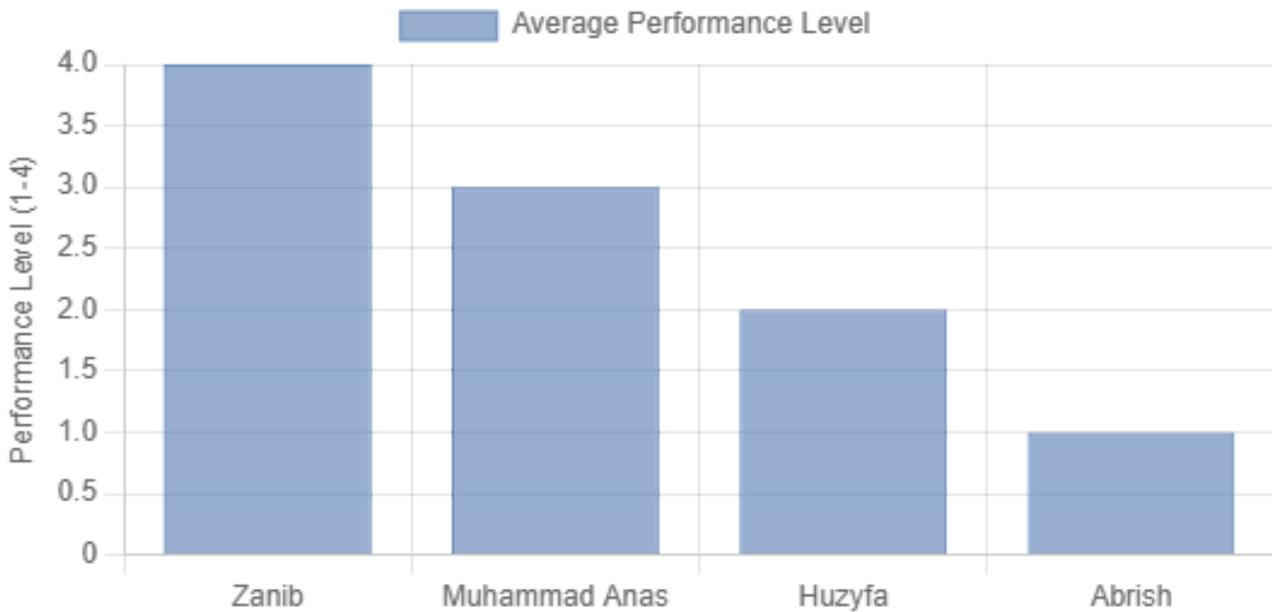


Performance Distribution



Level 4 (Excellent) Level 3 (Good) Level 2 (Needs Support)
Level 1 (Significant Support)

Student Performance Comparison



Top Performing Activities

Detailed Assessment Results

Task	Activity	Student	Domain	Performance	Observation
Task 1	Gratitude Circle	Zanib	Psycho-Spiritual	Level 4	Share in very well manner (she thankful to Allah how give me eyes to see around us)
Task 1	Gratitude Circle	Muhammad Anas	Psycho-Spiritual	Level 3	Share with willingly (He thanked Allah how give me parents)
Task 1	Gratitude Circle	Huzyfa	Psycho-Spiritual	Level 2	Share with help of teacher (he thanked Allah how give me nose to breath)
Task 1	Gratitude Circle	Abrish	Psycho-Spiritual	Level 1	Share with help of teacher (She thanked Allah how give me food to eat)
Task 2	Make Allah Happy Talk	Zanib	Psycho-Spiritual	Level 4	She pray to Allah

Task	Activity	Student	Domain	Performance	Observation
Task 2	Make Allah Happy Talk	Muhammad Anas	Psycho-Spiritual	Level 3	He say 'Alhamdulillah'
Task 2	Make Allah Happy Talk	Huzyfa	Psycho-Spiritual	Level 2	He say Bismillah
Task 2	Make Allah Happy Talk	Abrish	Psycho-Spiritual	Level 1	I say Assalamualaikum
Task 3	Emotion Mirror Play	Zanib	Psycho-Spiritual	Level 4	She Identifies very well
Task 3	Emotion Mirror Play	Muhammad Anas	Psycho-Spiritual	Level 3	He do very impressive way
Task 3	Emotion Mirror Play	Huzyfa	Psycho-Spiritual	Level 2	He understands very well
Task 3	Emotion Mirror Play	Abrish	Psycho-Spiritual	Level 1	She understand very effectively
Task 4	Quiet Reflection	Zanib	Psycho-Spiritual	Level 4	Calm & focused
Task 4	Quiet Reflection	Muhammad Anas	Psycho-Spiritual	Level 3	
Task 4	Quiet Reflection	Huzyfa	Psycho-Spiritual	Level 2	
Task 4	Quiet Reflection	Abrish	Psycho-Spiritual	Level 1	
Task 5	Story Reflection	Zanib	Intellectual	Level 4	She could identify
Task 5	Story Reflection	Muhammad Anas	Intellectual	Level 3	Identified independently

Task	Activity	Student	Domain	Performance	Observation
Task 5	Story Reflection	Huzyfa	Intellectual	Level 2	Identified with guidance
Task 5	Story Reflection	Abrish	Intellectual	Level 1	Identify with help of teacher
Task 6	Kindness Sorting Game	Zanib	Intellectual	Level 4	Sorted correctly
Task 6	Kindness Sorting Game	Muhammad Anas	Intellectual	Level 3	Sorted with correctly
Task 6	Kindness Sorting Game	Huzyfa	Intellectual	Level 2	Sorted independently
Task 6	Kindness Sorting Game	Abrish	Intellectual	Level 1	Play very well
Task 7	Consequence Prediction	Zanib	Intellectual	Level 4	No logical prediction
Task 7	Consequence Prediction	Muhammad Anas	Intellectual	Level 3	Partial/logical with help
Task 7	Consequence Prediction	Huzyfa	Intellectual	Level 2	Clear, logical prediction
Task 7	Consequence Prediction	Abrish	Intellectual	Level 1	
Task 8	Picture Sequencing	Zanib	Intellectual	Level 4	correct sequence
Task 8	Picture Sequencing	Muhammad Anas	Intellectual	Level 3	Correct with help of teacher
Task 8	Picture Sequencing	Huzyfa	Intellectual	Level 2	Correct sequence independently

Task	Activity	Student	Domain	Performance	Observation
Task 8	Picture Sequencing	Abrish	Intellectual	Level 1	Done in correct sequence
Task 9	Sharing Task	Zanib	Social	Level 4	share in good manner
Task 9	Sharing Task	Muhammad Anas	Social	Level 3	Shared after prompting
Task 9	Sharing Task	Huzyfa	Social	Level 2	Shared willingly and fairly
Task 9	Sharing Task	Abrish	Social	Level 1	Share happily
Task 10	Role-Play	Zanib	Social	Level 4	comfortable response
Task 10	Role-Play	Muhammad Anas	Social	Level 3	Comforted with guidance
Task 10	Role-Play	Huzyfa	Social	Level 2	Offered comfort independently
Task 10	Role-Play	Abrish	Social	Level 1	She feel happy
Task 11	Peer Recognition	Zanib	Social	Level 4	Could name/explain
Task 11	Peer Recognition	Muhammad Anas	Social	Level 3	Named peer without reason
Task 11	Peer Recognition	Huzyfa	Social	Level 2	Named peer and specific reason
Task 11	Peer Recognition	Abrish	Social	Level 1	With help of teacher

Task	Activity	Student	Domain	Performance	Observation
Task 12	Cooperative Play	Zanib	Social	Level 4	cooperate in team work
Task 12	Cooperative Play	Muhammad Anas	Social	Level 3	Cooperated with mediation
Task 12	Cooperative Play	Huzyfa	Social	Level 2	Cooperated and communicated well
Task 12	Cooperative Play	Abrish	Social	Level 1	Cooperative
Task 13	Gentle Hands Activity	Zanib	Physical	Level 4	Used rough touch
Task 13	Gentle Hands Activity	Muhammad Anas	Physical	Level 3	Showed gentle touch with reminder
Task 13	Gentle Hands Activity	Huzyfa	Physical	Level 2	Used gentle touch independently
Task 13	Gentle Hands Activity	Abrish	Physical	Level 1	Used gentle touch
Task 14	Helping Task	Zanib	Physical	Level 4	Did not help
Task 14	Helping Task	Muhammad Anas	Physical	Level 3	Helped with direct instruction
Task 14	Helping Task	Huzyfa	Physical	Level 2	Helped eagerly and independently
Task 14	Helping Task	Abrish	Physical	Level 1	Helped very happily
Task 15	Kindness Tag	Zanib	Physical	Level 4	Played very well compliment

Task	Activity	Student	Domain	Performance	Observation
Task 15	Kindness Tag	Muhammad Anas	Physical	Level 3	Gave compliment with prompt
Task 15	Kindness Tag	Huzyfa	Physical	Level 2	Gave appropriate compliment freely
Task 15	Kindness Tag	Abrish	Physical	Level 1	No compliment
Task 16	Self-Control Test	Zanib	Physical	Level 4	wait for turn
Task 16	Self-Control Test	Muhammad Anas	Physical	Level 3	Waited with reminders
Task 16	Self-Control Test	Huzyfa	Physical	Level 2	Waited patiently independently
Task 16	Self-Control Test	Abrish	Physical	Level 1	Not wait

Key Insights & Recommendations

Strengths

- Students showed strong performance in Psycho-Spiritual domain, particularly in gratitude expression and emotion recognition.
- Most students demonstrated satisfactory or better understanding of kind acts in story reflection activities.
- Several students showed excellent performance in cooperative play and peer recognition tasks.

Areas for Improvement

- Some students needed teacher guidance for consequence prediction and picture sequencing tasks.
- A few students demonstrated rough touch in gentle hands activities, requiring reminders.
- Self-control during waiting tasks showed variability across students.

Recommendations

- Provide additional practice with logical thinking and prediction activities.
- Implement more structured gentle touch exercises with clear demonstrations.
- Continue cooperative play sessions to strengthen social skills.
- Offer individual support for students who need help with self-regulation during waiting tasks.

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MADINA TOWN

Campus

The International School of Cordoba

Madina Town Campus Faisalabad

Character Kindness Solution P1C1

Quick Assessment Checklist

Domain: Psycho-Spiritual, Intellectual, Social, Physical

Age Group: 3-6 Years

Program: Kindness Development

Division: In this report we distributed our students of phase 1 aged 3 to 6 into 5 groups. In each group at least 7 and maximum 12 students were included. In this report we shared a report of different activities of each domain performed in our groups.

Domain Assessments

Domain 1: Psycho-Spiritual

Phase 1: 5 Groups (Sr No: 1-122)

Task	Activity Name	Focus	G1	G2	G3	G4
4	Quiet Reflection Time	Improved Focus and Attention	They was more relaxed	They was felt calm and recharged	Satisfactory	They attempts to escape

Domain 2: Intellectual

Phase 1: 5 Groups (Sr No: 1-122)

Task	Activity Name	Focus	G1	G2	G3	G4
6	Kindness Sorting Game	Promoting Positive Behavior	They not fully cooperated in sorting task	At some extent they were confused	They was Engaged	They correctly identified

Domain 3: Social

Phase 1: 5 Groups (Sr No: 1-122)

Task	Activity Name	Focus	G1	G2	G3	G4
6	Sharing Task	Developing cooperation	They react differently	They understand instructions	They react positively	They participate activity

Domain 4: Physical

Phase 1: 5 Groups (Sr No: 1-122)

Task	Activity Name	Focus	G1	G2	G3	G4
6	Helping Task	Developing cooperation	Good Understanding	Enhanced social interaction	Less aggressive behavior	Impr coop

Summary

Overall, student engagement and emotional understanding during the recent activities were satisfactory. Students demonstrated a good grasp of emotional concepts, indicating they were understanding and correctly identifying feelings. The general atmosphere following the activities was positive, with students reporting that they felt calm, recharged, and more relaxed.

However, challenges were noted in specific areas. There were moments where students expressed confusion to some extent, suggesting parts of the activity might have been unstructured or unclear. This lack of structure may have contributed to observed behavioral issues; specifically, students were not fully cooperative in the sorting tasks and some attempts to escape the activity were made. Future iterations of the activity could benefit from clearer instructions and perhaps more engaging sorting tasks to ensure full cooperation and address the moments of confusion, building upon the positive outcomes in emotional well-being and engagement.

Positive Outcomes

- Satisfactory student engagement and emotional understanding
- Students demonstrated good grasp of emotional concepts
- Positive atmosphere with students feeling calm and recharged
- Students correctly identified feelings
- Improved cooperation in helping tasks

Challenges Identified

- Moments of student confusion in some activities
- Some activities were unstructured or unclear

- Lack of full cooperation in sorting tasks
- Some attempts to escape activities
- Need for clearer instructions

Recommendations

- Provide clearer instructions for activities
- Design more engaging sorting tasks
- Ensure proper structure in all activities
- Build upon positive emotional outcomes
- Address moments of confusion with better activity design



Maymar
CHUNIAN
Campus

Character Solution Kindness Program

Analysis Report for Phase 1 (Ages 3-6) - Maymar Schools
Chunian Campus

Submitted to: Mam Sadaf Shahid | Date: 21.11.2025



Executive Summary

The Maymar Schools Chunian Campus successfully implemented a character-building program focused on **Kindness** for students aged 3-6 years. The program was structured around four key domains (Psycho-Spiritual, Intellectual, Social, and Physical) and executed over four consecutive days with 80 students divided into four groups of 20.

The implementation was well-planned and executed, with detailed observational data collected for each student. Overall, the program demonstrated strong positive outcomes in fostering kindness among the young learners.

STUDENTS ASSESSED

80

From 388 total students

EXCELLENT RATINGS

68%

Average across all domains

PROGRAM DURATION

4 Days

15-20 min activities

GROUPS

4

20 students each

Program Structure & Activities

Group	Psycho-Spiritual (D1)	Intellectual (D2)	Social (D3)	Physical (D4)
Group 1	Gratitude Circle	Story Reflection	Sharing Task	Gentle Hands Activity

Group	Psycho-Spiritual (D1)	Intellectual (D2)	Social (D3)	Physical (D4)
Group 2	"I Can Make Allah Happy"	Kindness Sorting Game	Role-Play	Helping Task
Group 3	Emotion Mirror Play	Consequence Prediction	Peer Recognition	Kindness Tag
Group 4	Quiet Reflection Time	Picture Sequencing	Co-operative Play	Self-Control Test

Student Performance by Domain

Psycho-Spiritual (D1)



85% Excellent (3), 12% Developing (2), 3% Beginning (1)

Intellectual (D2)



78% Excellent (3), 18% Developing (2), 4% Beginning (1)

Social (D3)



82% Excellent (3), 15% Developing (2), 3% Beginning (1)

Physical (D4)



65% Excellent (3), 28% Developing (2), 7% Beginning (1)

Key Findings

Strengths

- High performance in Psycho-Spiritual domain
- Strong moral reasoning in Intellectual domain
- Excellent cooperation in Social domain
- Effective program structure and execution

Areas for Development

- Physical gentleness needs more practice
- Some students required prompts for gentle touch
- Managing short attention spans of young children

Recommendations

- More practice with physical gentleness activities
- Additional engaging resources for young children
- Better coordination with parents for attendance
- More substitute teachers on standby

Implementation Challenges

Attendance

Some selected students were absent due to health issues, causing schedule interruptions.

Attention Span

Managing younger children (3-6 years old) was challenging due to short attention spans.

Staffing

Arranging substitutes for selected teachers created small delays.

Timing

Fitting 15-20 minute activities into the available time window was slightly challenging.

Student Assessment Data (Sample - Group 1)

Group 1	Group 2	Group 3	Group 4
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Student Name	Psycho-Spiritual	Intellectual	Social	Physical	Overall
Miraal Fatima	3	3	3	2	2.75
Abdul Hadi Qurban	3	3	3	2	2.75
M. Arham Riasat	3	3	2	2	2.5
Minha Batool	3	3	3	3	3.0
Zainab Ayub	3	3	3	3	3.0

[View Full Data](#)

Anticipated Impact

For Students

Improved character-building skills and a stronger foundation in empathetic behavior.

For Teachers

Enhanced observation and classroom management skills.

For the School System

Better planning for future programs, more consistent use of structured methods, and stronger communication with parents.

Conclusion

The Character Solution Kindness program was a well-executed and successful initiative. The detailed data shows tangible development

in the students' understanding and demonstration of kindness.

The feedback report demonstrates a reflective and professional approach by the staff, who are already identifying ways to improve future implementations.

This program serves as a strong model for proactive character education in early childhood.

Maymar Schools Chunian Campus | Character Building Program

Report Generated on November 27, 2025

950

TALAGANG

Campus

Character Kindness Solution

Comprehensive Analysis Dashboard - Phase 1 Course 1

Talagang Campus

ISC Sehna Campus

ISC Kharian Campus

Total Students

109

Across all campuses

Domains Assessed

4

Psycho-Spiritual, Intellectual, Social, Physical

Overall Performance

76%

Satisfactory or better responses

Teacher Feedback

Positive

Program implementation feedback

All Domains

Psycho-Spiritual

Intellectual

Social

Physical

Performance by Domain

Performance Distribution

Campus Comparison

Activity Effectiveness

Detailed Assessment Results

Student ID	Campus	Domain	Activity	Performance	Observation
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Comprehensive Insights & Recommendations

Program Strengths

- Students showed strong performance in Psycho-Spiritual domain activities, particularly in expressing gratitude and understanding kindness concepts.
- Most students demonstrated satisfactory or better understanding of gentle physical interactions.
- Teacher feedback indicates successful implementation with appropriate teaching methods (role-play, guided conversations).
- Students responded positively to story-based activities and could identify kind actions in narratives.

Areas for Improvement

- Some students struggled with differentiating between kind and unkind behaviors in sorting activities.
- Cooperative play and self-control activities showed mixed results, with some students creating disturbances.
- Younger children had difficulty maintaining focus during activities.
- Teachers reported challenges with time management and resource limitations.

Implementation Recommendations

- Provide additional visual aids like posters, puppets, and emotion cards to support learning.
- Implement more structured cooperative play sessions with clear guidelines.
- Offer individual support for students who struggle with self-regulation and focus.
- Develop a parent engagement strategy to reinforce character traits at home.
- Create a resource library with storybooks, activity cards, and teaching aids.
- Provide teachers with time-saving lesson planning templates and activity guides.



LEADING EDGE ACADEMIC NETWORK

Character
SCREENING

R E P O R T