

Clean 2043 — *Building an Ethical Society, Generation by Generation*

Project 2043

Roadmap for Better World 2043

Designing Creative Classroom Learning Experiences for Ethical Competence: Changemaker's Guide (Part-1 Grade Band 1-4)

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October 2026*



• ELS Module Development for Ethical Competency

- **Build a Better World!**
- **Your Creativity Can Help Transform the new generation!**
- **Are you a changemaker, creative thinker, or digital innovator eager to make a difference?**
- **Turn your passion for change into ethical education for the next generation!**
- **Your Challenge**
 - **PICK** an ethical competency topic and grade from the ELS curriculum.
 - **CREATE** compelling stories, dilemmas, animations, short films, comics, games, or interactive experiences using today's digital and AI tools.
 - **DEVELOP** a complete learning module following the ELS Module Development Guide and **KNOW-REASON-ACT-NAVIGATE (KRAN)** framework.
 - **SHARE** your creation for review, refinement, and classroom implementation.
- **You don't need to be a professional educator.** Bring your imagination, creativity, and determination to make a difference.
- **208 Modules • 16 Grades • Unlimited Creative Possibilities**
- **Don't Just Demand Change. Help Educate the Generation That Will Make It Happen!**
- **Join the Movement for an Ethical World 2043.**

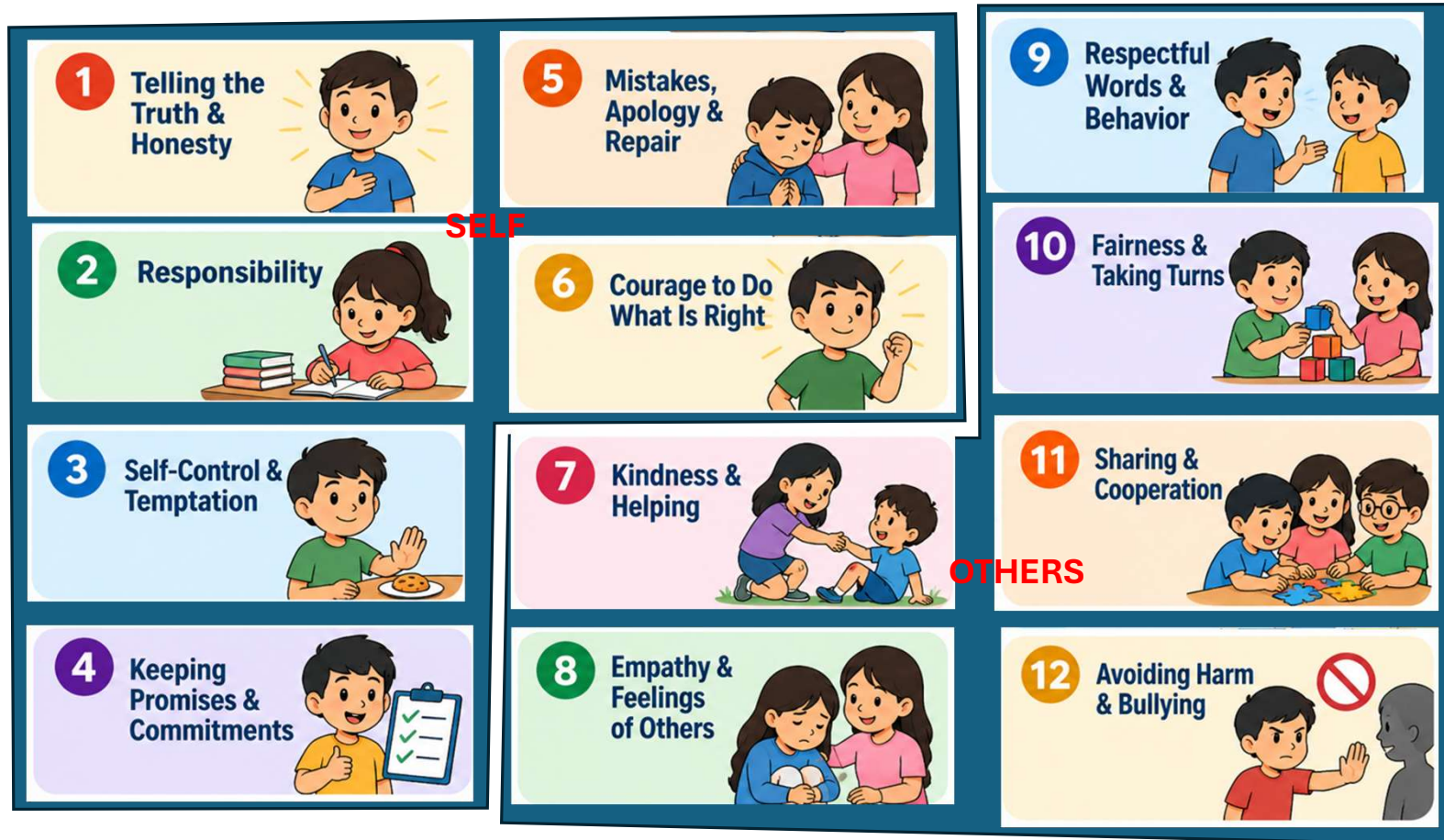
What Makes an Ideal Citizen?

- **What character qualities would you want every citizen to possess?**
- Think of someone you would trust as a neighbor, colleague, public official, or community leader.
- **Call out one word or short phrase** describing an essential character quality or type in the chat.
- All suggestions are welcome—no discussion or evaluation yet.
- We will collect the words on the screen

Grade Band Design: “Growing” An Ethical Citizen..

- **Grade Band 1–4 (~ages 6–10): Childhood / Moral Foundations** — concrete ideas of honesty, kindness, fairness, self-control, rules, and responsibility.
- **Grade Band 5–8 (~ages 10–14): Early Adolescence / Ethical Choice** — more complex reasoning, peer pressure, competing interests, consequences, rights and responsibilities.
- **Grade Band 9–12 (~ages 14–18): Adolescence / Ethical Citizenship** — law, institutions, civic participation, corruption, accountability, public good, and complex ethical dilemmas.
- **Grade Band 13–16 (~ages 18–22): Higher Education / Professional Ethics** — professional responsibility, conflicts of interest, institutional ethics, leadership, public accountability, and societal impact.

Grade Band 1-4 ELS Competency Topics



Types of Ethical Competency K-R-A-N

- **K — KNOW**
 - The capacity to acquire, recognize, recall, and explain the ethical knowledge relevant to a situation, including values, concepts, facts, rights, responsibilities, rules, laws, institutions, consequences, and appropriate courses of action.
 - **Core question:** *What do I need to know?*
- **R — REASON**
 - The capacity to form and justify ethical judgments by examining relevant facts and evidence, stakeholders, consequences, rights, duties, fairness, competing values, alternatives, and uncertainties.
 - **Core question:** *How should I decide what is right?*
- **A — ACT**
 - The capacity and disposition to translate ethical knowledge and judgment into appropriate conduct, including practicing ethical behavior, making responsible choices, refusing wrongdoing, correcting harm, speaking up, seeking help, reporting appropriately, and participating constructively.
 - **Core question:** *What should I do?*
- **N — NAVIGATE**
 - The capacity to sustain ethical judgment and action in complex real-world situations involving uncertainty, competing obligations, temptation, loyalty, social or institutional pressure, power differences, personal interest, risk, or potential cost.
 - **Core question:** *How do I do what is right when doing right is difficult?*

Competency- Example 1

- **Example — (Grade 1 Level) Finding a Wallet in the Street**
- **K — KNOW:** Knows that the wallet and money belong to someone else and that taking what belongs to another person is wrong.
- **R — REASON:** Can explain simply why keeping the money would be unfair or harmful to the person who lost it.
- **A — ACT:** Returns the wallet to its owner or gives it to a trusted adult who can help return it.
- **N — NAVIGATE:** Still chooses to return the wallet when a friend says, *“Nobody saw us—let’s keep the money,”* or when the child really wants something the money could buy.

Competency- Example 2

- **Example — University/Professional Level: Corruption and Conflict of Interest**
- Suppose a university graduate/professional working in an organization discovers that a relative's company is bidding for a contract in which he will be in proposal evaluation.
 - **K — KNOW:** Identifies **conflict of interest, favoritism, disclosure requirements, impartiality, and relevant organizational/legal rules.**
 - **R — REASON:** Analyzes whether participation could compromise—or reasonably appear to compromise—impartial judgment; considers stakeholders, evidence, duties, fairness, and institutional consequences.
 - **A — ACT:** **Discloses the conflict and recuses themselves** from the decision according to appropriate procedures.
 - **N — NAVIGATE:** Maintains that decision even when the relative pressures them, the family expects help, a superior says *“this is how things are done,”* or disclosure could create personal or professional difficulty.
- This example shows why **N — Navigate** is necessary. Traditional ethics education can produce someone who **knows, reasons,** and can state the correct **action** on an examination. **Navigate** asks whether the learner has developed the competence to carry that ethical judgment and action into the messy conditions of real life.

Relative Emphasis of Competencies

Stage	K — Know	R — Reason	A — Act	N — Navigate	Developmental emphasis
G1–4	●●●●	●●	●●	●	Know
G5–8	●●●	●●●	●●●	●●	Know → Reason/Act
G9–12	●●	●●●●	●●●●	●●●	Reason + Act
G13–16	●●	●●●	●●●●	●●●●	Act + Navigate
Adult Life	●	●●●	●●●●	●●●●●	Navigate/Lead

- Every ELS topic/dimension should contain all four **KRAN competencies**, but their **relative depth and instructional emphasis shifts developmentally**
- KRAN is present at every developmental stage; what changes is the complexity, independence, consequence, and emphasis of each competency.

Grade Band 1-4 Competency Statements -Self

- **Topic GB1.1 — SELF: Be a Good Person → Honesty & Telling the Truth**
 - **K — KNOW:** Recognizes truthful and dishonest behavior and knows that telling the truth is important even when no one is watching.
 - **R — REASON:** Explains why lying or hiding the truth can harm others, damage trust, or unfairly avoid responsibility.
 - **A — ACT:** Tells the truth, does not deliberately deceive others, and honestly admits what happened when asked.
 - **N — NAVIGATE:** Remains truthful when lying could avoid punishment, provide a benefit, protect a friend, or be unlikely to be discovered.
- **Topic GB1.2 — SELF: Be a Good Person → Self-Control & Temptation**
 - **K — KNOW:** Recognizes common feelings and temptations—such as anger, jealousy, impatience, or wanting something—that can lead to poor choices.
 - **R — REASON:** Considers what may happen before acting on a strong feeling or immediate desire.
 - **A — ACT:** Pauses and controls impulses rather than grabbing, hitting, cheating, shouting, or taking something without permission.
 - **N — NAVIGATE:** Maintains self-control when angry, excited, jealous, frustrated, or tempted by something strongly desired.
- **Topic GB1.3 — SELF: Be a Good Person → Responsibility**
 - **K — KNOW:** Knows age-appropriate responsibilities at home, school, and in shared spaces.
 - **R — REASON:** Explains why people should fulfill responsibilities and how failing to do so can affect others.
 - **A — ACT:** Completes reasonable responsibilities, cares for belongings and shared property, and accepts responsibility for personal actions.
 - **N — NAVIGATE:** Fulfills responsibilities even when the task is unpleasant, friends are doing something more enjoyable, or no adult is watching.
- **Topic GB1.4 — SELF: Be a Good Person → Mistakes, Apology & Repair**
 - **K — KNOW:** Knows that everyone can make mistakes and that wrongdoing should be acknowledged and, when possible, corrected.
 - **R — REASON:** Identifies who was affected by a mistake or wrongful action and considers what could help repair the harm.
 - **A — ACT:** Admits mistakes, apologizes sincerely when appropriate, and takes reasonable steps to correct or repair the harm.
 - **N — NAVIGATE:** Takes responsibility rather than hiding the mistake, lying, or blaming someone else when admitting it may be embarrassing or have consequences.
- **Topic GB1.5 — SELF: Be a Good Person → Keeping Promises & Commitments**
 - **K — KNOW:** Knows that a promise or commitment creates an expectation that one will try to do what one has said and recognizes that repeatedly breaking promises can damage trust.
 - **R — REASON:** Considers whether a promise can reasonably be kept before making it and explains how keeping or breaking a commitment may affect other people.
 - **A — ACT:** Makes realistic promises, keeps commitments when reasonably possible, and tells the affected person when a commitment cannot be kept.
 - **N — NAVIGATE:** Tries to honor a commitment even when keeping it becomes inconvenient or a more attractive alternative appears, while recognizing that a promise should not be kept when doing so would require harmful, unsafe, or wrongful behavior.
- **Topic GB1.6 — SELF: Be a Good Person → Courage to Do What Is Right**
 - **K — KNOW:** Recognizes situations in which doing the right thing may require courage.
 - **R — REASON:** Explains why an action does not become right simply because friends approve of it or many people are doing it.
 - **A — ACT:** Says no to familiar forms of wrongdoing and seeks help when necessary.
 - **N — NAVIGATE:** Chooses what is right when friends pressure the learner to lie, cheat, hide wrongdoing, or break a fair rule.

Grade Band 1-4 Competency Statements -Others

- **Topic GB1.7 — OTHERS: Treat Others Rightly→ Kindness & Helping**
 - **K — KNOW:** Recognizes kind, helpful, unkind, and harmful behavior.
 - **R — REASON:** Considers how one's actions can help or hurt another person.
 - **A — ACT:** Helps, comforts, shares with, or supports others when reasonable and safe.
 - **N — NAVIGATE:** Shows kindness even when the person is not a friend or when helping requires some reasonable effort or sacrifice.
- **Topic GB1.8 — OTHERS: Treat Others Rightly→ Empathy & Feelings of Others**
 - **K — KNOW:** Recognizes that other people have feelings, needs, and perspectives that may differ from one's own.
 - **R — REASON:** Considers how another person might feel in a situation before deciding how to respond.
 - **A — ACT:** Listens to others and adjusts behavior when it is causing unnecessary hurt or distress.
 - **N — NAVIGATE:** Tries to understand another person's perspective even during disagreement or when the learner does not personally like that person.
- **Topic GB1.9 — OTHERS: Treat Others Rightly→ Respect**
 - **K — KNOW:** Recognizes respectful and disrespectful words and behavior and understands basic personal boundaries.
 - **R — REASON:** Explains why people deserve respectful treatment even when they are different or disagree.
 - **A — ACT:** Uses respectful language, listens appropriately, respects belongings and boundaries, and avoids humiliation or insults.
 - **N — NAVIGATE:** Maintains respectful behavior when angry, losing an argument, being teased, or dealing with someone different from oneself.
- **Topic GB1.10 — OTHERS: Treat Others Rightly→ Fairness, Sharing & Taking Turns**
 - **K — KNOW:** Recognizes simple examples of fair and unfair treatment and understands sharing and taking turns.
 - **R — REASON:** Explains why a solution is fair or unfair by considering the needs and claims of everyone involved.
 - **A — ACT:** Shares appropriately, takes turns, follows fair rules, and does not claim an unfair advantage.
 - **N — NAVIGATE:** Remains fair when being unfair would benefit oneself or a friend.
- **Topic GB1.11 — OTHERS: Treat Others Rightly→ Avoiding Harm, Bullying & Exclusion**
 - **K — KNOW:** Recognizes hitting, threatening, teasing, humiliating, repeated exclusion, and bullying as behaviors that can harm others.
 - **R — REASON:** Explains how bullying or exclusion affects another person and why joining others does not make harmful behavior right.
 - **A — ACT:** Does not participate in bullying or deliberate exclusion and appropriately helps or seeks adult assistance when someone is being harmed.
 - **N — NAVIGATE:** Refuses to join friends in bullying, teasing, or excluding another child even when refusing may make the learner unpopular.
- **Topic GB1.12 — OTHERS: Treat Others Rightly→ Cooperation & Resolving Disagreements**
 - **K — KNOW:** Knows simple peaceful ways to handle disagreement, such as listening, taking turns speaking, asking for help, and seeking a fair solution.
 - **R — REASON:** Considers both sides of a disagreement and identifies possible solutions.
 - **A — ACT:** Uses words, listening, compromise, and appropriate adult assistance rather than aggression to resolve ordinary conflicts.
 - **N — NAVIGATE:** Continues to seek a peaceful and fair solution when angry, frustrated, or convinced that one's own preference should prevail.

Progression Across Grade

- **ELS Competency Statements** define what learners in a grade band should ultimately **know, reason about, act upon, and navigate** within each competency topic
- Within each grade band, the core **competency topics** are revisited across successive grade years through a **spiral progression**, rather than taught once and discontinued.
- Each successive grade introduces age-appropriate **contexts of increasing complexity, independence, challenge, and consequence**, progressively strengthening the learner's **K—Know, R—Reason, A—Act, and N—Navigate** competencies.
- Individual grades may place greater emphasis on selected topics, while previously introduced competencies are **reinforced, extended, and applied in more demanding situations**.
- **Grade Learning Objectives (GLO)** specify what learners are expected to **learn and develop within a particular grade**.
- GLO specific ELS **Performance Indicators (EPI)** specify the **observable evidence of performance** expected at that grade and demonstrate progressively increasing mastery of the competency across the grade band.

Sample Grade Learning Objectives for Grades 1–4

- **ELS Competency Topic: “Honesty & Telling the Truth Across”**
- **Grade 1 — Simple Honesty**
 - **K — KNOW:** Learn to recognize the difference between telling the truth and telling a lie.
 - **R — REASON:** Learn to explain in simple terms why telling the truth is important and how dishonesty may affect others.
 - **A — ACT:** Practice telling the truth about simple events and acknowledging one's own actions.
 - **N — NAVIGATE:** Develop confidence to tell the truth even when worried that a parent, teacher, or other adult may be unhappy.
- **Grade 2 — Honesty and Responsibility**
 - **K — KNOW:** Learn to recognize that hiding important information can also be a form of dishonesty.
 - **R — REASON:** Learn to explain how lying can hurt others and damage trust.
 - **A — ACT:** Practice admitting mistakes and accepting reasonable consequences.
 - **N — NAVIGATE:** Develop the ability to tell the truth rather than blame another person to avoid a consequence.
- **Grade 3 — Honesty Under Peer Pressure**
 - **K — KNOW:** Learn to recognize cheating, deliberate misleading, and withholding important facts as forms of dishonesty.
 - **R — REASON:** Learn to examine whether friendship or loyalty justifies lying or hiding the truth.
 - **A — ACT:** Practice refusing to lie or cheat for personal or group advantage.
 - **N — NAVIGATE:** Develop strategies for remaining truthful when a friend or peer pressures the learner to lie or conceal the truth.
- **Grade 4 — Honesty and Integrity**
 - **K — KNOW:** Develop an understanding that honesty matters even when nobody is watching and dishonesty is unlikely to be discovered.
 - **R — REASON:** Learn to evaluate situations in which honesty has a personal cost or dishonesty offers a personal benefit.
 - **A — ACT:** Practice acting honestly without supervision and correcting misleading information previously given.
 - **N — NAVIGATE:** Develop the ability to remain truthful when dishonesty could provide a personal benefit, protect someone close, or be unlikely to be discovered
- Developmental progression becomes: **G1: Simple situation → G2: Consequence → G3: Peer/loyalty pressure → G4: Personal interest & integrity.**
- That pattern can be applied to each of the other **11 Grade band 1–4 topics.**

Performance Indicators (PI) for Grades 1–4 GLO's

- A PI translates a GLO into age-appropriate **evidence** of what the learner can demonstrate through knowing, reasoning, acting, or navigating an ethical situation.
- **A Good Performance Indicator Should Be:**
 - **Observable & Assessable** — Can the learner demonstrate something we can see, hear, or examine?
 - **Aligned & Age-Appropriate** — Does it provide evidence of the intended GLO/KRAN competency at the appropriate developmental level?
 - **Contextualized & Progressive** — Does it test the competency in a meaningful ethical situation that becomes more challenging across grades?
- How to design Good **ELS Performance Indicators (EPI)**?
 - Do not ask “How do we measure whether the child is ethical?”
 - Ask, “What age-appropriate performance would provide credible evidence of the ethical competency we intend to develop?”
- For example, we **cannot assess** “**Is this child truthful?**” from a classroom exercise.
- But we can **assess** whether the child can:
 - **Recognize** truthfulness and dishonesty in a situation.
 - **Explain** why dishonesty is wrong or harmful.
 - **Choose** an ethically appropriate response to a dilemma.
 - **Justify** that choice using relevant ethical reasoning.
 - **Demonstrate** through a scenario or role-play how they would respond to pressure to lie.

Sample Performance Indicators (PI) for Grades 1–4 GLO's

ELS Competency Topic 1: “Honesty & Telling the Truth Across”

Grade	KRAN	GLO ID	Grade Learning Objective (GLO)	PI ID	Performance Indicator (PI)
Grade 1 Module ELS-G01-C01	K	G01-C01-K	Learn to recognize the difference between telling the truth and telling a lie.	G01-C01-K-PI	Correctly identifies truthful and untruthful behavior in simple stories or situations.
	R	G01-C01-R	Learn to explain why telling the truth is important and how dishonesty may affect others.	G01-C01-R-PI	Gives a simple reason why telling the truth is important or why a lie could harm someone.
	A	G01-C01-A	Practice telling the truth about simple events and acknowledging one's own actions.	G01-C01-A-PI	Demonstrates telling the truth about one's own action in a guided scenario or role-play.
	N	G01-C01-N	Develop confidence to tell the truth even when worried about an adult's reaction.	G01-C01-N-PI	Chooses a truthful response when telling the truth may make a parent or teacher unhappy.
Grade 2 Module ELS-G02-C01	K	G02-C01-K	Learn to recognize that hiding important information can also be dishonest.	G02-C01-K-PI	Correctly identifies concealment of important information as dishonesty in an age-appropriate scenario.
	R	G02-C01-R	Learn to explain how lying can hurt others and damage trust.	G02-C01-R-PI	Explains at least one way dishonesty can harm another person or damage trust.
	A	G02-C01-A	Practice admitting mistakes and accepting reasonable consequences.	G02-C01-A-PI	Demonstrates how to admit a mistake and accept responsibility in a scenario or role-play.
	N	G02-C01-N	Develop the ability to tell the truth rather than blame another person to avoid consequences.	G02-C01-N-PI	Chooses to acknowledge personal responsibility rather than blame another person when facing a consequence.
Grade 3 Module ELS-G03-C01	K	G03-C01-K	Learn to recognize cheating, deliberate misleading, and concealment as forms of dishonesty.	G03-C01-K-PI	Correctly identifies these forms of dishonesty in age-appropriate situations.
	R	G03-C01-R	Learn to examine whether friendship or loyalty justifies lying or hiding the truth.	G03-C01-R-PI	Explains why friendship or loyalty does not justify lying or concealing wrongdoing.
	A	G03-C01-A	Practice refusing to lie or cheat for personal or group advantage.	G03-C01-A-PI	Demonstrates an appropriate truthful response when offered an unfair advantage through lying or cheating.
Grade 4 Module ELS-G04-C01	N	G03-C01-N	Develop strategies for remaining truthful under peer pressure.	G03-C01-N-PI	Demonstrates how to resist a friend's pressure to lie or conceal the truth.
	K	G04-C01-K	Develop understanding that honesty matters even when nobody is watching.	G04-C01-K-PI	Identifies dishonesty as wrong even when it is unlikely to be discovered.
	R	G04-C01-R	Learn to evaluate situations where honesty carries a cost or dishonesty offers a benefit.	G04-C01-R-PI	Justifies an honest choice when dishonesty offers personal benefit or honesty carries a personal cost.
	A	G04-C01-A	Practice acting honestly without supervision and correcting misleading information.	G04-C01-A-PI	Demonstrates how to correct misleading or incomplete information previously given.
	N	G04-C01-N	Develop the ability to remain truthful when personal interest or loyalty makes honesty difficult.	G04-C01-N-PI	Chooses and defends a truthful course of action when dishonesty could provide a benefit, protect someone close, or be unlikely to be discovered.

ESL Numbering Convention

Element	Format	Example	Meaning
Module	ELS-Gxx-Cyy	ELS-G01-C01	Grade 1, Competency Topic 1
GLO	ELS-Gxx-Cyy-K/R/A/N	ELS-G01-C01-K	KNOW objective of the module
PI	ELS-Gxx-Cyy-K/R/A/N-PI	ELS-G01-C01-K-PI	Performance Indicator for the KNOW objective

Where:

- **Gxx** = Grade number (01–16)
- **Cyy** = Competency Topic number (01–12 for Grades 1–12; 01–16 for Grades 13–16)
- **K/R/A/N** = KRAN dimension



Suggested ESL Module Standard

Developing ELS Learning Modules

What is a Module?

- **A module = 1 Grade × 1 Competency Topic × 4 KRAN Learning Objectives**
 - **1 module** = 1 grade + 1 competency topic.
 - **4 GLOs** = KNOW, REASON, ACT, NAVIGATE.
 - **4 PIs** = Observable evidence of learning.
 - **Approximately 2–4 instructional hours** per module.
- **Your creative masterpiece!** An opportunity to invent engaging learning experiences that can shape the ethical development of future citizens. – **a new medium of creativity...**
- **Think of it as (definition): An ELS Learning Module is a structured, grade-appropriate sequence of learning experiences designed to progressively develop specified ethical competencies and provide opportunities for learners to demonstrate the associated Performance Indicators.**
 - It is not simply a lecture, story, video, or examination.
 - A module may incorporate these elements, but **they must work together toward its K-R-A-N GLOs** for the topic.
- **A module is a complete instructional experience**, not merely educational content.

Designing a Masterful Instructional Experience

- **Think of your learning module as a theatrical masterpiece—and yourself as its master composer!**
Your goal is to create an engaging learning experience that captures students' curiosity, immerses them in meaningful exploration, and inspires them to reason, practice, navigate challenges, reflect on the experience, and demonstrate their learning.
- A masterful ELS Learning Module should incorporate six essential instructional experiences: **Engage, Explore, Reason, Practice, Navigate, and Reflect & Demonstrate.**
- These functions may be integrated or sequenced flexibly, but together they must provide meaningful opportunities to develop the assigned GLOs and generate observable evidence relevant to their Performance Indicators.

#	Component	What the Module Designer Must Provide	Example: Grade 3 Honesty
1	ENGAGE	A relatable ethical situation that captures interest	A friend asks you to lie.
2	EXPLORE	Opportunities to examine the situation, people involved, and consequences	Who might be harmed?
3	REASON	Opportunities to evaluate alternatives and justify ethical choices	Does friendship justify lying?
4	PRACTICE	Opportunities to rehearse appropriate ethical responses	Role-play refusing the request.
5	NAVIGATE	Situations introducing realistic pressure, temptation, uncertainty, or competing obligations	What if refusing costs the friendship?
6	REFLECT & DEMONSTRATE	Reflection and assessment activities that provide evidence relevant to the PIs	Explain and demonstrate a response.

Captivating Instructional Formats You can Use for a Module..

#	Format	Examples	What Teachers Do	What Students Do / Produce (Assessable Evidence)
1	STORY & DILEMMA	Literary, true, or improvised stories; ethical dilemmas presented through text, comics, podcasts, TikTok-style clips, short films, or animations.	Present ethical situations; guide questioning, discussion, and reflection; support creative storytelling.	Analyze ethical choices and consequences; create alternative endings or retell dilemmas. Artifacts: Short videos/Reels, digital comics, illustrated stories, audio stories, dilemma-response clips, reflection notes.
2	DEBATE	Classroom debates, Oxford-style debates, video debates, online discussion forums, mock TV debates, ethical controversies.	Frame propositions; organize teams; moderate arguments and rebuttals; guide evidence-based reasoning and respectful disagreement.	Research and defend positions; challenge arguments; respond to counterarguments; reconsider judgments. Artifacts: Recorded debates, short video arguments and rebuttals, debate podcasts, digital argument maps, evidence sheets, position statements.
3	ROLE-PLAY & SIMULATION	Ethical decision games, interactive role-play, negotiation challenges, mock trials, institutional simulations, branching-choice digital games.	Assign roles; establish rules; introduce dilemmas, temptations, and pressures; observe decisions; facilitate debriefing.	Make ethical decisions under simulated pressure; negotiate, respond, and explain consequences. Artifacts: Recorded role-plays, short dramatized videos, interactive decision trees, game outcomes, decision logs, reflection clips.
4	RESEARCH & INVESTIGATION	News investigations, fact-checking challenges, social media misinformation analysis, historical cases, institutional ethics investigations.	Guide research questions, source verification, ethical analysis, and responsible communication; supervise presentations.	Investigate ethical issues; verify claims; compare sources; analyze evidence; communicate findings. Artifacts: Investigative video reports, fact-checking Reels, mini-documentaries, podcasts, digital posters, research presentations, source-verification reports.
5	ACTION PROJECT	Anti-bullying campaigns, school fairness initiatives, community cleanliness projects, digital citizenship campaigns, designing ethical solutions.	Guide project planning; supervise implementation; ensure safety and feasibility; support documentation and evaluation.	Identify problems; design solutions; organize safe initiatives; document implementation; evaluate results. Artifacts: Awareness videos, TikTok-style campaigns, digital posters, project websites, action plans, before-and-after documentation, impact reports.

- **Pick one primary instructional format** from the five!
- Review the grades 4 GLOs $\leftarrow \rightarrow$ 4 PIs for the topic- and set the target.
- Compose 4-5 experiences- ethical reasoning, practice, and reflection for the students..
- Don't forget to also include aligned assessment activities aligned perfectly with the 4PIs.

Instructional Formats of a Module..

#	Format	Examples	What Teachers Do	What Students Do / Produce (Assessable Evidence)
1	STORY & DILEMMA	Literary, true, or improvised stories; ethical dilemmas presented through text, comics, podcasts, TikTok-style clips, short films, or animations.	Present ethical situations; guide questioning, discussion, and reflection; support creative storytelling.	Analyze ethical choices and consequences; create alternative endings or retell dilemmas. Artifacts: Short videos/Reels, digital comics, illustrated stories, audio stories, dilemma-response clips, reflection notes.
2	DEBATE	Classroom debates, Oxford-style debates, video debates, online discussion forums, mock TV debates, ethical controversies.	Frame propositions; organize teams; moderate arguments and rebuttals; guide evidence-based reasoning and respectful disagreement.	Research and defend positions; challenge arguments; respond to counterarguments; reconsider judgments. Artifacts: Recorded debates, short video arguments and rebuttals, debate podcasts, digital argument maps, evidence sheets, position statements.
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- **Every ELS module must identify one primary instructional format** from the five!
- Address its assigned GLOs and PIs.
- Provide opportunities for at least five experiences- ethical reasoning, practice, and reflection..
- Include PI-aligned assessment activities.

Budget The Time with ~50 hours/year target

Use of time	Hours/year
12 competency topics × ~3 hours focused instruction	36
Cross-topic activities	6
Projects/application	4
Reflection/review/assessment	4
Total	50

An ELS module is a complete learning experience addressing one competency topic at a specific grade level. Its approximately **2–4 hours of focused instruction may be distributed across multiple sessions**, days, or weeks, with reinforcement continuing throughout the year.

Parts of a Modules (= Deliverables)

- **Part A — Module Design**

- *What will students learn, and through which instructional experiences?*
- **M1: Module Specification** — Grade, competency topic, assigned GLOs/PIs, KRAN focus, instructional format(s), duration, and expected student learning outcomes.
- **M2: Instructional Content & Scenarios** — Develop or select age-appropriate ethical content for the chosen format(s): stories and dilemmas, debate propositions, role-play scenarios, simulation rules, research questions and cases, or action-project challenges.
- **M3: Learning Activities & Student Tasks** — Design step-by-step activities using one or more of the **five ELS formats**: Specify what students will do, create, discuss, investigate, practice, or present.

- **Part B — Student Materials & Assessment**

- *What will students use, produce, and demonstrate?*
- **M4: Student-Facing Learning Resources** — Prepare classroom-ready materials appropriate to the selected formats: stories, comics, video clips, debate briefs, role cards, game instructions, research guides, project templates, worksheets, and digital resources.
- **M5: Student Artifacts & Assessment Instruments** — Specify expected student outputs (e.g., written responses, recorded debates, TikTok-style clips, podcasts, simulations, research presentations, project reports) and develop **PI-aligned assessment tools**, including rubrics, observation checklists, and evidence-recording forms.

- **Part C — Teacher Implementation & Reinforcement**

- *How will teachers deliver, assess, and sustain learning?*
- **M6: Teacher Facilitation Guide** — Provide session-by-session instructions, timing, preparation, discussion prompts, facilitation procedures for the selected formats, anticipated student responses, assessment guidance, classroom adaptations, and student-safety considerations.
- **M7: Reinforcement Activities** — Design brief follow-up stories, debates, simulations, investigations, or action challenges that revisit the targeted competencies over time, with opportunities for reflection and evidence of continued learning.

Design TIPS for M1:Module Specification

- **Purpose:** Define what the module must accomplish and how learning will be demonstrated.
- **SHOULD DO ✓**
 - Identify the grade, competency topic, assigned GLOs, and PIs.
 - Identify the KRAN competencies addressed.
 - Select one primary format from the five ELS instructional formats.
 - Specify duration, resources, and expected student artifacts.
 - Ensure activities and artifacts align with the assigned PIs.
- **SHOULD NOT DO ✗**
 - Invent or independently modify GLOs and PIs.
 - Assume all four KRAN competencies require equal emphasis.
 - Select formats merely because they are entertaining.
 - Design activities beyond available time or resources.
 - Assume completing an activity automatically demonstrates learning.
- **Example — “Grade 3 Honesty”**
 - **GLO:** Develop strategies for remaining truthful under peer pressure.
 - **PI:** Demonstrates how to resist a friend's pressure to lie.
 - **Primary Format:** Role-Play & Simulation.
 - **Student Artifacts:** Role-play performance, decision worksheet, reflection.
- **Key Design Principle:** GLOs and PIs define the learning requirements; formats and activities are selected to achieve them.

Design TIPS for M2: Instructional Content & Scenarios

- **Purpose:** Develop engaging, age-appropriate ethical content for the selected instructional format.
- **SHOULD DO ✓**
 - Develop content appropriate to the selected format: story, debate, simulation, investigation, or action project.
 - Present realistic ethical choices, conflicts, and consequences.
 - Include believable characters, stakeholders, competing interests, and pressures.
 - Use familiar Bangladeshi contexts and contemporary issues.
 - Ensure content supports the assigned GLOs and PIs.
 - Use literature, news, videos, and digital media creatively.
- **SHOULD NOT DO X**
 - Assume every module must begin with a story.
 - Rely on moral lectures or simplistic good-versus-evil situations.
 - Present one-sided situations where no meaningful reasoning is needed.
 - Reinforce stereotypes, political bias, or religious prejudice.
 - Select content solely because it is interesting or popular.
- **Examples Across Formats**
 - **Story:** A student must decide whether to conceal a friend's mistake.
 - **Debate:** Should students report cheating by close friends?
 - **Simulation:** A friend pressures a student to lie.
 - **Investigation:** Examine news reports about examination cheating.
 - **Action Project:** Develop a school academic-integrity initiative.
- **Key Principle:** Ethical content should stimulate thinking about difficult choices—not simply tell students what is right

Design TIPS for M3: Learning Activities & Student Tasks

- **Purpose:** Transform ethical content into active learning experiences that produce assessable evidence.
- **SHOULD DO ✓**
 - Design activities appropriate to the selected ELS format.
 - Specify exactly what students will do, individually or in groups.
 - Engage students in questioning, reasoning, deciding, creating, practicing, and reflecting.
 - Include opportunities to examine alternatives, pressures, and consequences.
 - Encourage creative outputs such as videos, podcasts, comics, debates, and presentations.
 - Identify expected student artifacts and their corresponding PIs.
 - Incorporate **Engage, Explore, Reason, Practice, Navigate, and Reflect & Demonstrate** as appropriate.
- **SHOULD NOT DO X**
 - Use identical activities regardless of instructional format.
 - Describe activities vaguely, such as “students will discuss ethics.”
 - Rely entirely on lectures or memorization.
 - Require students to repeat predetermined answers without reasoning.
 - Require expensive technology or public social media posting.
 - Treat participation or entertainment as proof of ethical competence.
- **Examples of Student Tasks**
 - **Story:** Create an alternative ending as a short video.
 - **Debate:** Present arguments and respond to counterarguments.
 - **Simulation:** Demonstrate a response to peer pressure.
 - **Investigation:** Produce a fact-checking video or research presentation.
 - **Action Project:** Design and implement a school improvement initiative.
- **Key Principle:** Students should actively construct, practice, and demonstrate ethical learning.

Design TIPS for M4: Student- Facing Learning Resources

- **Purpose:** Produce classroom-ready materials that students can directly use.
- **SHOULD DO ✓**
 - Prepare complete materials appropriate to the selected instructional format.
 - Use age-appropriate language, illustrations, and examples.
 - Provide clear student instructions for each activity.
 - Include necessary stories, case materials, debate prompts, role cards, game rules, research guides, or project templates.
 - Support creative digital outputs, including TikTok-style videos, podcasts, and digital comics.
 - Provide accessible alternatives for students without devices or internet access.
 - Ensure materials are culturally appropriate, inclusive, and legally reusable.
- **SHOULD NOT DO ✗**
 - Submit only activity descriptions without usable student materials.
 - Expect teachers to create missing worksheets, scripts, or instructions.
 - Overload younger students with complex text or terminology.
 - Make technology access a prerequisite for participation.
 - Require students to publish work publicly.
 - Use copyrighted stories, videos, or images without appropriate permission.
- **Examples of Student Resources**
 - **Story:** Illustrated narrative, dilemma cards, reflection worksheet.
 - **Debate:** Debate proposition, evidence sheets, argument template.
 - **Simulation:** Role cards, rules, decision sheets.
 - **Investigation:** Research guide, source-verification checklist.
 - **Action Project:** Planning template, implementation checklist.
- **Key Principle:** Materials should be ready for classroom use without requiring teachers to develop them from scratch.

Design TIPS for M5: Student Artifacts & Assessment Instruments

- **Purpose:** Define what students will produce and how their learning will be evaluated against assigned PIs.
- **SHOULD DO ✓**
 - Identify expected student artifacts for each activity.
 - Link assessment tasks and criteria explicitly to relevant PIs.
 - Develop suitable questions, rubrics, checklists, and evidence-recording tools.
 - Assess ethical understanding, reasoning, decisions, demonstrated responses, and reflection.
 - Evaluate the substance of student work rather than presentation sophistication.
 - Allow multiple ethically defensible responses where appropriate.
 - Provide clear criteria for feedback and improvement.
- **SHOULD NOT DO X**
 - Assess only memorized definitions or moral slogans.
 - Confuse participation with achievement of a PI.
 - Evaluate students based on whether they agree with the teacher's personal views.
 - Award higher ethics scores merely for polished videos or attractive presentations.
 - Judge students' character as "honest," "dishonest," "good," or "bad."
 - Treat simulated behavior as proof of real-life ethical conduct.
- **Examples of Assessable Artifacts**
 - **Story:** Dilemma analysis, decision justification, reflection.
 - **Debate:** Argument brief, rebuttal, evidence-based position statement.
 - **Simulation:** Decision log, observed response, post-simulation reflection.
 - **Investigation:** Source-verification sheet, research report, presentation.
 - **Action Project:** Project proposal, implementation evidence, evaluation report.
- **Key Principle:** Assess observable evidence of learning—not presumed moral character.

Design TIPS for M6:Teacher Facilitation Guide

- **Purpose:** Enable teachers to implement the module effectively, consistently, and ethically.
- **SHOULD DO ✓**
- Provide clear instructions, timing, and preparation requirements.
 - Explain how to facilitate the selected instructional format.
 - Include discussion prompts, anticipated responses, and follow-up questions.
 - Explain how to collect and assess PI-linked student artifacts.
 - Provide format-specific **DOs and DON'Ts**.
 - Include guidance for inclusive participation, classroom adaptation, and student safety.
- **SHOULD NOT DO X**
 - Assume teachers already know how to conduct debates, simulations, or investigations.
 - Leave important activities or assessment procedures unexplained.
 - Turn ethical learning into moral preaching.
 - Impose personal, political, or religious beliefs.
 - Discourage respectful disagreement or dictate answers.
 - Shame students, label their character, or demand personal confessions.
 - Expose students to unsafe investigations or unwanted public attention.
- **Examples of Format-Specific Guidance**
 - **Story:** Ask open-ended questions; do not reveal the intended conclusion prematurely.
 - **Debate:** Encourage evidence and respectful disagreement; do not reward only the winning side.
 - **Simulation:** Debrief simulated decisions; do not confuse role-play behavior with personal character.
 - **Investigation:** Require source verification; do not permit unsupported accusations.
 - **Action Project:** Supervise safe activities; do not require students to confront suspected wrongdoers.
- **Key Principle:** Teachers facilitate ethical inquiry and learning—not enforce conformity to personal moral judgments.

Design TIPS for M7:Reinforcement Activités

- **Purpose:** Sustain and progressively strengthen ethical competencies beyond the initial module.
- **SHOULD DO ✓**
 - Provide brief follow-up activities that revisit the assigned competencies.
 - Reintroduce ethical challenges through different situations and formats.
 - Gradually increase complexity, independence, and ethical pressure.
 - Connect learning with ordinary classroom, school, and community experiences.
 - Encourage reflection on how earlier reasoning applies to new situations.
 - Include simple opportunities to demonstrate continued learning.
- **SHOULD NOT DO ✗**
 - Treat ethical learning as complete after one lesson.
 - Repeat identical exercises without increasing complexity.
 - Depend exclusively on moral reminders or slogans.
 - Require lengthy additional lessons for every reinforcement activity.
 - Use punishment or public embarrassment to reinforce ethical behavior.
 - Assume short-term participation proves lasting behavioral change.
- **Example — Grade 3 Honesty**
 - **Initial Module:** Role-play resisting a friend's request to lie.
 - **Follow-up Story:** A student witnesses cheating during a competition.
 - **Short Debate:** Is protecting a friend more important than telling the truth?
 - **New Simulation:** A student faces pressure from several classmates.
 - **Reflection:** Explain how the appropriate response changes—or remains the same—across situations.
- **Key Principle:** Ethical competence develops through repeated opportunities to recognize, reason, act, and navigate increasingly challenging situations.

A Potential Plan for ELS Curriculum Implementation: Progressive Rollout (2027–2030)?

- **Phased Developmental-Stage Rollout (2027–2030):**
- Launch ELS in Grades 1–4 in 2027 – develop 16x4 48 modules in 2026
- Followed by Grades 5–8 (in 2028 or earlier)
- Grades 9–12 (in 2029 or earlier)
- Grades 13–16 (in 2030 or earlier)
- This approach concentrates initial development and implementation within primary education, expands to successive educational stages annually, and achieves full 16-grade coverage by 2030 with 208 modules.
- **2043 Milestone:** First Grade 1 cohort completes the full 16-year ELS curriculum.
- If there is capacity all grade modules can be developed even at faster pace launched earlier.
- First implementations to be supplementary and focus on learning the issues and use the experience to improve.



More Info

- [This Document] TR2026-1001, Javed I. Khan, [Designing Creative Classroom Learning Experiences for Ethical Competence: Changemakers Guide](#), Technical Report 2026-1001 Networking and Media Communications Research Laboratories, Department of Computer Science, Kent State University, October, 2026. [<http://medianet.kent.edu/technicalreports.html>]
 - TR2026-0801, Javed I. Khan, [White Paper: Towards Ethics, Law, and Society Education in Bangladesh: A National Digital Curriculum Framework for Cultivating Ethical Citizenship](#), Technical Report 2026-0801 Networking and Media Communications Research Laboratories, Department of Computer Science, Kent State University, August, 2026. [<http://medianet.kent.edu/technicalreports.html>]
 - TR2026-0801b, Javed I. Khan, [Executive Summary: Towards Ethics, Law, and Society Education in Bangladesh: A National Digital Curriculum Framework for Cultivating Ethical Citizenship](#), Technical Report 2026-0801 Networking and Media Communications Research Laboratories, Department of Computer Science, Kent State University, August, 2026. [<http://medianet.kent.edu/technicalreports.html>]
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