



Teen Mentorship

COURSE OUTLINE & CURRICULUM

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COURSE OVERVIEW



Course Duration:
1 Academic Year
(2 Semesters)



Class Duration:
1 Session per Week
(60 Minutes)



Structure:
8 Modules (4 per sem;
2 per quarter)

Pedagogical Approach:

- Inquiry-Based, Interdisciplinary Learning Model
- Project-Based Framework
- Research-Driven Experiential Education (RDEE)

KSA FRAMEWORK INTEGRATION



K

Knowledge:

- Qur'an
- Seerah
- Science

S

Skills:

- Communication Skills
- Analytical Skills
- Leadership Skills
- Emotional intelligence
- Critical thinking

A

Attributes:

- Courage
- Responsibility
- Grit
- Empathy
- Integrity
- Resilience
- Confidence

ACADEMIC YEAR BREAKDOWN



1 2 M O N T H S

SEMESTER 1

SEMESTER 2

Quarter 1:



- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

Quarter 2:



- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

Quarter 3:



- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

Quarter 4:



- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

YEAR LONG CAPSTONE PROJECT



CURRICULUM

	Module Name	Key Concepts	Learning Outcomes (LOs)
Semester 1	1. Communication Skills 2. Introduction to Islamic Psychology	<ul style="list-style-type: none">• Peer-Led Dialogue• Social Action Project Community-based micro campaign and documents the outcomes.• Debate or group discussion• Presentations/Research papers/Articles• Book-writing group task (chapters by theme)• Qur'an & Science Project prototype or demonstration• Group project on a global issue (problem + solution)• Peer review & feedback loop	<ul style="list-style-type: none">• Structured, persuasive speech and presentation• Rhetorical tools Professional communication settings and peer/group assessments• Fundamentals through literature• Islamic worldview
	3. Analytical Skills 4. World View		<ul style="list-style-type: none">• Art of research• Book writing or long-form documentation• Media Literacy• Identifying real-world issues
Semester 2	5. Qur'an and Science Project 6. Basics of Critical Thinking		<ul style="list-style-type: none">• Decoding scientific signs from the Qur'an• Deriving/solving mathematical or scientific problems• Decision-Making, Problem Solving• Hygiene of thought• Recognize biases & Fallacies
	7. Basics of Emotional Intelligence		<ul style="list-style-type: none">• Understand brain chemicals & their role• Core EI skills: self-awareness, social awareness, self-management, relationship management

ASSESSMENT TECHNIQUES USED



Formative Techniques:

- 1- Class Feedback:** Peer feedback on writing, presentations, & group collaboration, Student led Discussions
- 2- Think-pair-share:** Peer to peer teaching feedback
- 3- Public Sessions Feedbacks:** Social Media presentations, Public Presentations etc

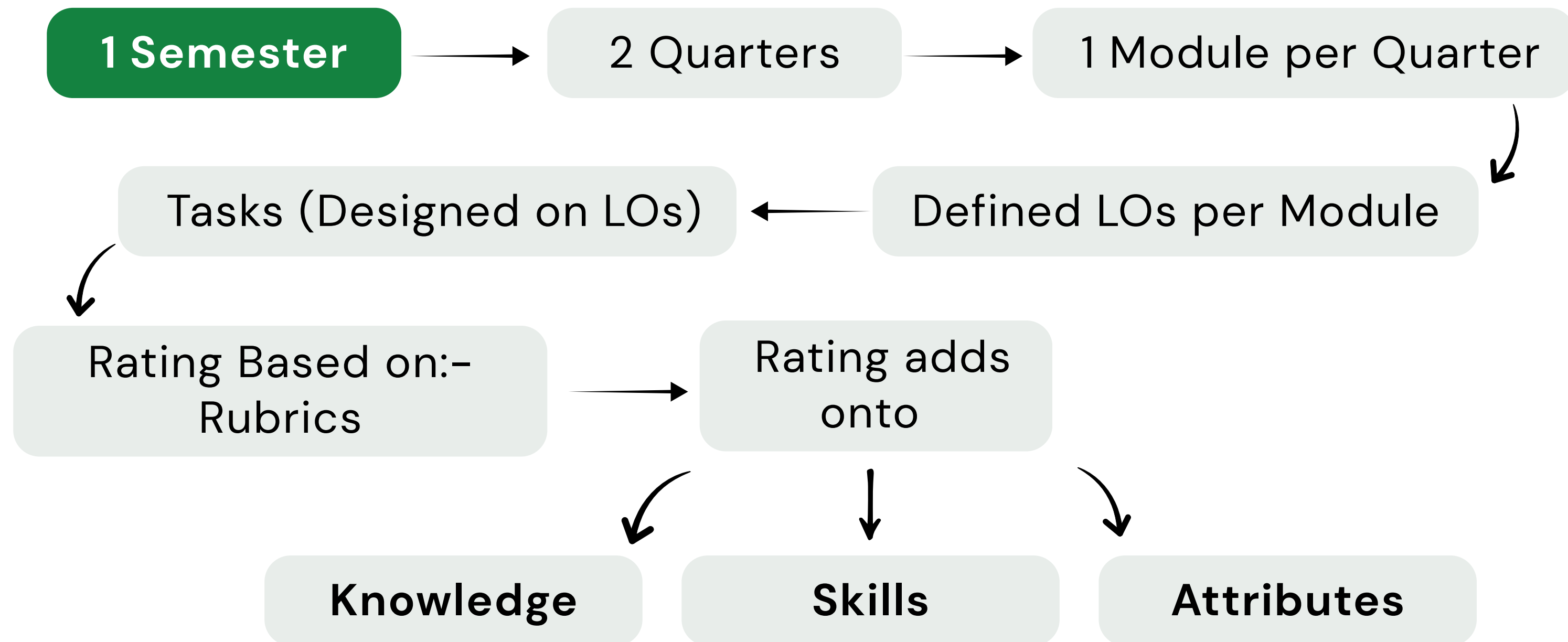
Pedagogical Approaches:

- 1- Experiential Learning:** Final campaigns, documentary projects, real-world bias analysis
- 2- Simulations:** Departmental simulations (courtrooms, cabinets, Social scenarios, historical scenarios)
- 3- Publications:** Student Portfolio
- 4- Thesis/Dissertations:** Jury review, Oral defence etc

Summative Techniques:

- | | |
|--------------------------------------------------------|--------------------------------------------------------------------|
| 1- Reflective Essay / Paper: Analytical writing | 4- Presentations: Class, Social Media, Public Presentations |
| 2- Research Project: Data Collection | 5- Campaigning: Documentary, symposium, & |
| 3- Progress Tracking: Growth tracking , KPIs | campaign requiring real-world execution |

HOW WOULD IT WORK?



MODULE 1 TASKS – COMMUNICATION & PUBLIC SPEAKING



Task	Type	Assessment Technique	Description
1. Speaking for Change	Individual	Summative – Public Presentation	Deliver a structured persuasive speech on a social issue using ethos, pathos, and logos.
2. Communication Styles	Small Group	Pedagogical – Think-Pair-Share + Class Feedback	Explore different communication styles (assertive, passive), & prepare a presentation.
3. Rhetoric in History	Individual	Summative – Research Paper	Choose a famous speech and analyze the rhetorical tools used to influence the audience.
4. Talk Show Simulation	Small Group	Pedagogical – Simulation	Simulate a talk show panel where each group member plays a stakeholder during a crisis; focus on tone, clarity, & persuasion.
5. Communication Breakdown	Small Group	Pedagogical – Experiential Learning	Teams attempt to complete a task with communication barriers (e.g., no speech, time delay, distractions), followed by reflection

MODULE 2 TASKS – INTRODUCTION TO ISLAMIC PSYCHOLOGY



Task	Type	Assessment Technique	Description
1. Can a Person Fulfill Their Purpose Without Knowing Themselves?	Small Group	Formative – Public Session Feedback	Host a class-led symposium featuring short talks and peer feedback.
2. Explore Al-Ghazali's Critique of the Philosophers	Individual	Summative – Research Paper	Explore Tahafut al-Falasifah and its modern-day implications.
3. How Did the Islamic View of Human being Challenge Greek Philosophers?	Small Group	Pedagogical – Experiential Learning	Groups present contrasting case studies of Greek vs Islamic anthropology
4. Think-Pair-Share on "Purpose" Definitions in Islamic Psychology	Small Group	Formative – Think-Pair-Share	Comparative discussion followed by reflection writing.
5. Timeline: Development of Islamic Psychology	Individual	Summative – Visual Presentation	Create a timeline presentation connecting thinkers like Ibn Sina, Al-Ghazali, Razi.
6. Muslim Identity	Individual	Summative – Reflective Essay	Explore the complexity of Muslim identity in the 21st century and express personal reflections.

MODULE 2 TASKS – INTRODUCTION TO ISLAMIC PSYCHOLOGY



Task	Type	Assessment Technique	Description
7. How Islam Reshapes Identity	Individual	Summative – Public Presentation	Prepare & deliver a speech on how Islam redefines individual & collective identity.
8. How Students View Islamic Leadership Today	Small Group	Summative – Survey-Based Research Project	Conduct peer interviews and present findings through a visual or oral presentation.
9. Is the Mosque Still the Community Centre?	Small Group	Pedagogical – Experiential Learning	Teams survey local mosques & evaluate their community role, then present their findings
10. Muslim Women in History	Individual	Summative – Research Essay	Research a historical Muslim woman and present her impact as a communicator or leader.
11. Islam Through a Western Lens	Small Group	Pedagogical – Panel Simulation	Conduct a panel-style presentation examining Western media's portrayal of Islam
12. Why Should Youth Be Involved in Politics?	Individual	Summative – Persuasive Speech	Craft and deliver a speech on youth civic engagement with real-life examples.



MODULE 3 TASKS – ANALYTICAL SKILLS

Task	Type	Assessment Technique	Description
1. Education Disparity & Its Impact	Individual	Summative – Research Paper	A fully cited academic research paper analyzing causes & consequences of education inequality.
2. Ethics in Artificial Intelligence	Individual	Summative – Reflective Essay	Analyze moral dilemmas in AI from ethical perspectives
3. Create a Framework: How Will Islamic Governance Work in Today's World?	Small Group	Summative – Presentation	Groups design & present a governance model backed by Islamic sources & real world examples.
4. Research Methodology Workshop: Gathering Ethical Data	Whole class	Pedagogical – Experiential Learning	Hands-on workshop to learn how to conduct interviews, surveys, and cite ethically
5. Student-Led Discussion: How to Recognize Reliable Sources	Whole class	Formative – Class Feedback	Students prepare and lead discussions on evaluating sources, followed by peer critiques.
6. Constitution of an Ideal School	Small Group	Pedagogical – Simulation	Groups simulate policy drafting for an ideal school and present to a jury panel.
7. Public Speaking Round-table: Defend Your Thesis	Small Group	Pedagogical – Simulation / Oral Defense	Mock thesis defense panel with each student presenting findings and responding to critique.
8. Think-Pair-Share: Framing a Research Question	Small Group	Formative – Think-Pair-Share	Pairs develop and critique each other's research questions and frameworks.



MODULE 4 TASKS – WORLD VIEW

Task	Type	Assessment Technique	Description
1. Does Muslim World Need Unity More Than Reform?	Small Group	Pedagogical – Simulation	Simulate an OIC roundtable to debate and draft a policy for unity vs reform.
2. Should Muslims Master Media to Defend Their Narrative?	Whole class	Pedagogical – Campaign	Plan and execute a full-class media campaign with visuals, video reels, and digital outreach.
3. Why Are Muslims Losing the Battle of Ideas?	Small Group	Summative – Presentation	Teams research ideological challenges facing Muslims and present findings with solutions
4. Does the UN Represent Global Justice?	Individual	Summative – Critical Essay	Analyze whether the UN aligns with Islamic concepts of justice using real case studies.
5. Are Protests Effective Tools for Change?	Small Group	Pedagogical – Experiential Learning	Role-play protest strategies, compare success cases, & reflect on ethical & social effectiveness.
6. Nationalism	Individual	Summative – Essay	Write a structured critique of nationalism in the context of the Muslim Ummah.
7. Media Manipulation & Youth Awareness	Whole class	Pedagogical – Campaign	Full-class awareness campaign targeting younger audiences on misinformation and critical media use
8. Class Debate: Is Reform Possible Without Systemic Change?	Whole class	Formative – Student-Led Discussion	Organized debate with audience voting, peer scoring, and feedback.

MODULE 5 TASKS – QUR’AN & SCIENCE PROJECT



Task	Type	Assessment Technique	Description
1. The Big Bang Theory in Qur’an	Individual	Summative – Research Paper	Research and explain Qur’anic verses relating to the origin of the universe and connect them to cosmological theories.
2. Galactic Networks & Heliocentric Model	Small Group	Pedagogical – Visual Presentation	Students create a visual project (model/animation to showcase the astronomical systems.
3. Time Dilation / Light Travel / Nature of Time	Individual	Pedagogical – Thesis Project	Write a short thesis that links metaphysical time concepts in the Qur’an with physics theories.
4. Golden Ratio & Mathematical Codes in the Qur’an	Small Group	Pedagogical – Research Project	Explore mathematical patterns mentioned or embedded in the Qur’an and prepare a documented project.
5. Qur’an & Science Documentary Series	Small Group	Pedagogical – Publication / Campaign	Students record and produce short documentary-style segments on different Qur’anic signs with scientific explanations.



MODULE 6 TASKS – CRITICAL THINKING

Task	Type	Assessment Technique	Description
1. A Biased Statement I Once Believed Write an Essay	Individual	Summative – Reflective Essay	Students reflect on a personal belief that turned out to be biased and unpack its origin
2. Refuting My Own Opinions with Evidence	Individual	Summative – Research Paper	Write a structured argument against a belief or opinion the student holds.
3. Are We Being Programmed More Than We Think?	Small Group	Pedagogical – Simulation	Groups simulate marketing/media influence on teens using psychological strategies.
4. Spotting Fallacies in Daily Conversations	Individual	Summative – Logbook Submission	Maintain a weekly fallacy journal from real life, news, or media interactions.
5. Logical Fallacies in Political Debates	Small Group	Summative – Case Study & Presentation	Analyze a political debate and identify 5–7 fallacies used by speakers



MODULE 6 TASKS – CRITICAL THINKING

Task	Type	Assessment Technique	Description
6. Explore Islamophobic Narratives	Individual	Summative – Reflective Essay	Students reflect on a personal belief that turned out to be biased and unpack its origin
7. Bias in Algorithms	Small Group	Summative – Research Paper	Write a structured argument against a belief or opinion the student holds.
8. Social Media and Echo Chambers	Whole class	Pedagogical – Simulation	Groups simulate marketing/media influence on teens using psychological strategies.
9. News Bias During Conflicts	Small Group	Summative – Logbook Submission	Maintain a weekly fallacy journal from real life, news, or media interactions.
10. Do Schools Teach Us What to Think or How to Think?	Individual	Summative – Case Study & Presentation	Analyze a political debate and identify 5–7 fallacies used by speakers



MODULE 7 TASKS – EMOTIONAL INTELLIGENCE

Task	Type	Assessment Technique	Description
1. Miscommunication in Group Work	Small Group	Pedagogical – Simulation	Groups reenact a miscommunication scenario and propose emotionally intelligent responses.
2. How to Approach Conflict	Small Group	Summative – Presentation	Present a strategy or framework for emotionally intelligent conflict resolution based on Islamic values
3. Can Empathy Be Taught in Schools?	Individual	Summative – Research Paper	Write an academic argument
4. Can a Person with No EI Be a Good Leader?	Small Group	Summative – Critical Essay	Simulated leadership debate where students argue both sides using real world examples.
5. Giving Feedback with Integrity (cross listed with KSA)	Whole Class	Formative – Class Feedback	Class engages in giving and receiving constructive feedback using an EI checklist.
6. How Do Emotions Serve as a Sign from Allah?	Individual	Summative – Reflective Essay	Explore the metaphysical and spiritual significance of emotions in classical Islamic texts
7. Should Emotions Guide Decision-Making?	Small Group	Pedagogical – Experiential Learning	Students simulate moral dilemmas and explore emotion-based vs reason-based decisions.
8. Student-Led Session: Social Awareness in the Qur'an	Whole class	Formative – Public Session Feedback	Whole class prepares and presents Qur'anic examples of emotional and social awareness.
9 Conflict Mapping Activity	Individual	Summative – Visual Project	Students design a mind-map of a personal conflict, detailing reactions, thoughts, and alternatives.



MODULE 7 TASKS – EMOTIONAL INTELLIGENCE

Task	Type	Assessment Technique	Description
10. Why is Empathy Revolutionary?	Individual	Pedagogical – Simulation	Groups reenact a miscommunication scenario and propose emotionally intelligent responses.
11. How Do We Measure Courage?	Small Group	Summative – Presentation	Present a strategy or framework for emotionally intelligent conflict resolution based on Islamic values
12. Defining What ‘Grit’ Looks Like	Whole Class	Summative – Research Paper	Write an academic argument
13. Empathy in Conflict	Small Group	Summative – Critical Essay	Simulated leadership debate where students argue both sides using real world examples.
14. Giving Feedback with Integrity	Small Group	Formative – Class Feedback	Class engages in giving and receiving constructive feedback using an EI checklist.
15. What Role Do Role Models Play in Shaping Character?	Individual	Summative – Reflective Essay	Explore the metaphysical and spiritual significance of emotions in classical Islamic texts
16. Is Integrity More Important Than Intelligence?	Small Group	Pedagogical – Experiential Learning	Students simulate moral dilemmas and explore emotion-based vs reason-based decisions.
17. Courage Campaign	Small Group	Formative – Public Session Feedback	Whole class prepares and presents Qur’anic examples of emotional and social awareness.



SAMPLE TASK BRIEF

- **Module:** Module 7: Basics of Critical Thinking
- **Assignment Title:** News Bias During Conflicts: A Comparative Analysis
- **Type:** Small Group (Group of 4)
- **Assessment Type:** Summative – Research Presentation
- **Duration:** 8–10 minute group presentation
- **Brief:** In your group, select a current global conflict, Compare how it's reported by 2–3 different media outlets. Present findings with evidence of bias, framing, and language differences
- **Submission Should Include:** Student Full Name, Email Address, Contact, Course Name & Batch number
- **Plagiarism:** Any form of plagiarism will result in disqualification or rating penalties. Use of AI is not allowed for writing. It can only be used for referencing

Rating Criteria	Weight
Depth of media analysis and bias identification (Assessed by Instructor)	30%
Use of evidence and examples (Assessed by Instructor)	25%
Group collaboration and equal contribution (Assessed by Peers)	20%
Presentation clarity and visual support (Assessed by Instructor)	15%
Conclusion and critical insights. (Assessed by Instructor)	10%
Total =	100%

KNOWLEDGE, SKILLS & ATTRIBUTES RATING MAP



Domain	Description
Knowledge (K)	Content understanding, research & analysis, conceptual clarity
Skills (S)	Communication, reasoning, collaboration, writing, public speaking
Attributes (A)	Grit, empathy, integrity, responsibility, leadership, confidence, self-awareness

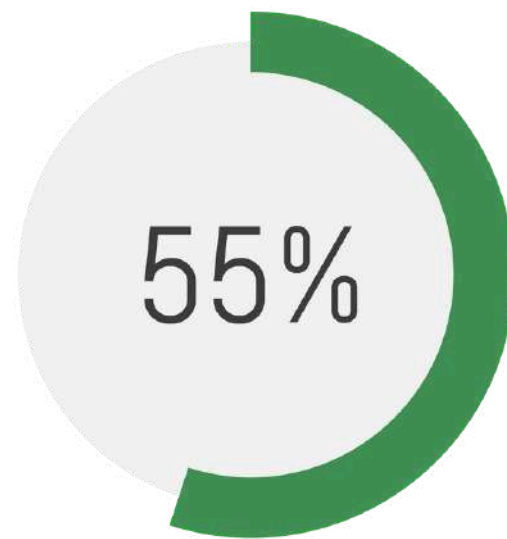
Each task will be evaluated not just by rubric scores, but also how it contributes to these domains

Sample Algorithm Structure

Each task is already scored based on rubric (out of 100%). We will now map those rubrics to KSA categories, and apply custom weightage based on task type and learning outcomes

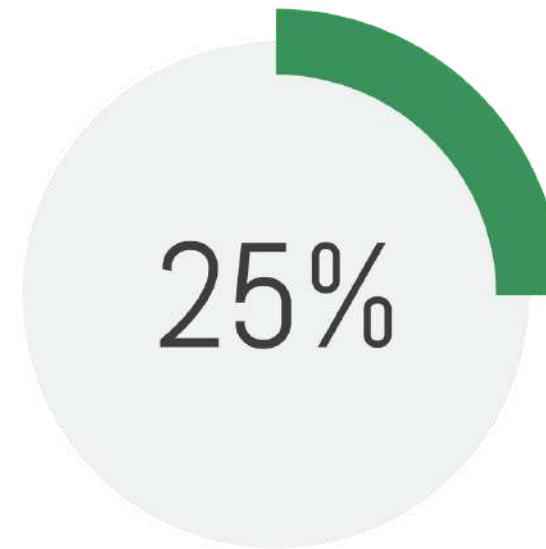


THE ALGORITHM



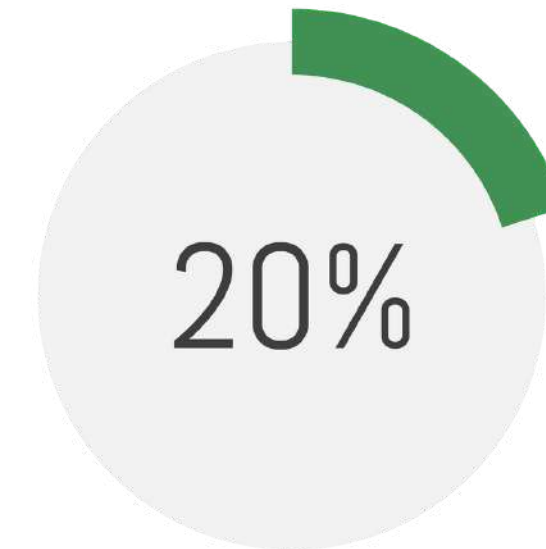
Knowledge

This task is heavily knowledge-driven.
The core of the assignment is understanding and applying media bias theory and critical frameworks that can not be done without foundational knowledge



Skills

While communication and analysis are crucial, they follow the knowledge work. This task doesn't demand advanced public speaking or design — the skill required is supportive, not central.



Attributes

Attribute assessment is relevant, but not dominant



HOW WOULD THE RATING WORK?

SEMESTER 1 (Contributes 100% to total KSA rating)		SEMESTER 2 (Contributes 100% to total KSA rating)	
Module 1	Module 2	Module 3	Module 4
16 Tasks (Each Task Contributes 5% to total KSA rating)		16 Tasks (Each Task Contributes 5% to total KSA rating)	

Rating will vary based on the type of task. If it is a group task it will have more weightage towards the total