



CLASSROOM PIN \_\_\_\_\_

SHIFT \_\_\_\_\_

If you feel like there's **something out there** that you're supposed to be doing, if you have a **passion** for it, then stop wishing and **just do it.**

- Wanda Skyes

**Dreams are renewable.** No matter what our age or condition, there are still **untapped possibilities** within us and **new beauty** waiting to be born.

- Dale Turner

## FACILITATOR HANDBOOK

REVISED - OCT 8, 2018

**What you do** has far greater impact than **what you say.**

- Stephen Covey

**Success** is no accident. It is **hard work, perseverance, learning, studying, sacrifice** and most of all, love of what you are doing or **learning** to do.

- Pele

We are what we repeatedly do. **Excellence**, then, is not an act but a **habit.**

- Aristotle

## About This Resource

The classes organized by the Freedom English Academy, are aimed at building comfort, confidence and competence in oral communication. The one hour-forty minute weekday class is designed using international language learning framework. During this time, students listen and/or learn from computer-based program, students practice the learnt concepts in the Workbook and through oral communication activities, mostly independently.

Along with developing communication skills, Freedom English Academy is also committed to building cognitive and non-cognitive skills among its students, making them independent thinkers and responsible individuals. The language lessons are layered with activities to nurture a problem-solving mindset among students to improve their prospects of getting professional jobs and help them become active contributors in their communities.

The FEA program is benchmarked to Common European Framework of Reference for Languages (CEFR), Collaborative for Academic, Social, and Emotional Learning (CASEL), Project Zero Thinking Visible competencies. It draws heavily on learnings from Project-based Learning, International Baccalaureate, Tribes TLC<sup>®</sup> and Intrinsic Institute Leadership Development Program.

The lessons in these books and the methodology to teach them has been designed by FEA curriculum team under the leadership of Ms Payal Mahajan, abundantly supported by Mr. Avishek Singh, Ms Pallavi Vasisht and others at FEA. This team has worked painstakingly over the years with educators and experts like Dr Robert Hagan, Dr Brian Davidson, Ms Natalia Kieniewicz, Dr John Mergendoller to create an powerful and effective tool to give disadvantaged youth a pathway to professional jobs and community leadership.

The purpose of this Handbook is to serve as a comprehensive lesson-plan resource for those facilitating the learning of first generation learners of the English language, organizing information to foster comfort with the language at Advanced Level (Level 3). The language-acquisition activities in this handbook will also build habits of mind to thinking critically and creatively, for self and others. This handbook prepares students to take complete ownership of their learning and provides them an opportunity to explore and experience mentoring. This is expected to go a long way in making students independent, lifelong learner who are confident and contributive members of their community.

All lessons/activities, will require the facilitators to be certified to teach and prepare themselves well before teaching them to the students. They must prepare the lessons and materials before they transact the lesson and reflect after the teaching-learning transaction. From time to time, they must share feedback about the lessons with the Training and Curriculum team to keep the curriculum relevant and significant.

The Facilitator Handbook comprises 46 lesson-plans, as a part of Advanced Level (Level 3), and is to be completed in 2 months. At the end of the 2 months, the Evaluator/designated FEA staff will assess language acquisition of the students to determine students' graduation from the FEA program.



## Book 5 Blueprint

Writing	Listening	Speaking	Reading	Cognitive	NCS	KB	Project
<p><b>Creative Writing -</b> 15. Write clear, smoothly flowing, and interesting - stories descriptions of experience in an appropriate style.</p> <p><b>Reports &amp; Essays -</b> 10. Evaluate different ideas or solutions to a problem. 11. Write clear, well-structured expositions of complex subjects, underlining the relevant points and issues. 12. Expand and support points of view at some length with subsidiary points, reasons and relevant examples. 13. Write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting details.</p> <p><b>Monitoring &amp; Repair -</b> 6. Backtrack when encounters a difficulty and reformulate without fully interrupting the flow of writing.</p>	<p><b>Conversation -</b> 5. Easily follow complex interactions between third parties in - group discussions debates on abstract, complex unfamiliar topics.</p> <p><b>Listening as Live Audience -</b> 5. Follow varied lectures, discussions and debates with relative ease.</p> <p><b>Announcements/ Instructions -</b> 9. Extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. 10. Understand complex technical information, such as operating instructions, specifications for familiar/unfamiliar products and services.</p> <p><b>Listening to Media</b> 9. Understand a wide range of recorded and broadcast audio material 10. Identify finer points of detail including implicit attitudes and relationships between speakers in recorded and broadcast audio material</p>	<p><b>Range -</b> 6. Use a broad range of language to express clearly in an appropriate style on a wide range of topics- a. general b. professional c. leisure</p> <p><b>Accuracy -</b> 7. Consistently maintains a high degree of grammatical accuracy 8. Makes rare errors that are difficult to spot and corrected when they do occur.</p> <p><b>Fluency -</b> 7. Express fluently and spontaneously, almost effortlessly.</p> <p><b>Interaction -</b> 9. Selects a suitable phrase from readily available range of discourse functions to - preface remarks to get or to keep the floor relate contributions of self and others.</p> <p><b>Coherence -</b> 5. Produces clear, smoothly flowing, well- structured speech, showing controlled use of patterns, connectors and cohesive devices such as 'however'.</p>	<p><b>Reading Correspondence -</b> 6. Understand all a. official b. personal correspondence with rare use of a dictionary.</p> <p><b>Reading for Orientation -</b> 9. Scan quickly through long and complex texts, locating relevant details. 10. Quickly identify the content and relevance of news items, articles and reports on a wide range of topics.</p> <p><b>Reading for Information &amp; Argument -</b> 9. Understand in detail a wide range of lengthy, complex texts in - a. social b. professional life identifying finer points of detail including implied and stated opinions.</p> <p><b>Reading Instructions -</b> 6. Understands in detail lengthy, complex instructions on an unfamiliar machine or procedure</p>	<p><b>Exploring</b> 1. Describing 2. Wondering 3. Observing details 7. Inferring and interpreting meaning 8. Accessing information</p> <p><b>Organizing/Synthesising</b> 1. Summarizing 2. Connection making 3. Analysing Ideas c) Parts whole e) Drawing conclusions f) Uncovering assumptions 4. Combining ideas &amp; images 5. Planning 8. Understand using analogies &amp; metaphors</p> <p><b>Evaluating</b> 1. Reasoning with evidence 2. Evaluation a. Assessing information/ sources b. Making prediction d. Deduction - Conditional reasoning - If....then....)</p> <p><b>Applying</b> 2. Problem solving 3. Identifying bias 4. Metacognition 5. Explain using analogies &amp; metaphors</p>	<p><b>Self Awareness -</b> 5. Self efficacy 7. Self - concept</p> <p><b>Self Management -</b> 3. Mindset 5. Informed Choices 7. Organizational Skills 8. Grit 9. Self-regulation 10. Stress Management 11. Resilience</p> <p><b>Social Awareness -</b> 1. Inclusion 4. Protocols/Code of Behaviour</p> <p><b>Social Responsibility -</b> 2. Collaboration 3. Responsibility 4. Ethical choice-making 5. Conflict resolution</p>	<p><b>Technique -</b> 3. Use full hand span</p> <p><b>Speed -</b> 3. 20 - 25 wpm</p> <p><b>Accuracy -</b> 2. 80%</p>	<p><b>MOOC 4</b> (Independent - Students' Choice)</p> <p><b>Mentoring Project</b></p>



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# Lesson 185: Looking Back

<b>Language:</b> W.CW 15, W.RE.10 S.SR.6.a, S.SC.5		<b>Cognitive:</b> EV.1 Ex.1		<b>Non-cognitive:</b> SFA.7 SM.7		<b>Others:</b> KB - T.3	
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>reflect</li> <li>look back</li> </ul>		<b>Materials required:</b> -					
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>				<b>Students' action(s)</b>	
		With the assistance of a student, discusses QOD and response to the previous day's QOD. (10 minutes)				Lead, understand and respond.	
Step 1 - Introduce (5 minutes)		Welcomes students to Advanced Level of the FEA program. Asks students to share how they and their language has changed over the course of Book 3 and 4. Finds a genuine reason to commend the journey of learning of <b>each</b> student.				Reflect and share the changes. Listen actively to others. Express gratitude when commended.	
Step 2 - Guided Practice (30 minutes)		<b>Think, Pair, Share</b> - Asks students to form pairs. In pairs students reflect on Parts A.1 - A.6. After each part, students re-form the pairs and share the next part with a different partner. For example, Student A shared Part A.1 with Student B after both A and B have shared, Student A pairs up with Student C and Student B pairs up with Student D to discuss Part A.2. This sharing, re-forming, sharing goes on till Part A.6 Circulates to ensure that students are at task, on time and participating as per instructions. Makes note of some of students' responses in the Facilitator Reference section below and passes it on to the Curriculum/Training team as feedback from students.				Listen to understand. Ask questions, if any. Form pairs, ask questions form Part A.1 - A.6, share views, and re-form pairs. Listen actively to others.	

Step 3 - Independent Practice (20 minutes)	<p>Asks students to share their journey of developing keyboarding skills at FEA. (5 minutes)</p> <p>Prompts them to talk about -</p> <ul style="list-style-type: none"> <li>• keyboarding skills before Book 1 and at the end of Book 4.</li> <li>• their keyboarding challenges in Book 1, 2, 3 and 4.</li> <li>• how they plan to use their keyboarding skills.</li> </ul> <p>Encourages wider participation.</p> <p>Asks students to read, understand and complete Part B by writing an email to each other.</p> <p>Encourages students to make notes/write points to organise their thoughts in the workbooks before keyboarding the email. (2-3 minutes)</p> <p>Asks students to move to their laptops and sign into their email accounts.</p> <p>Circulates to ensure that students use correct technique and complete the email in the given time. (10 minutes)</p>	<p>Reflect, follow prompts and respond.</p> <p>Listen actively to others.</p> <p>Seek views of those who do not participate.</p> <p>Read, understand and complete Part B.</p> <p>Log in, type email and send it.</p>
Step 4 - Adjust Instruction (20 minutes)	<p>Asks students to share their journey of developing listening skills by listening to AVs.</p> <p>Prompts them to compare -</p> <ul style="list-style-type: none"> <li>• AVs from Books 1 to 5.</li> <li>• their comprehension challenges from Books 1 to 5.</li> <li>• their response to audios vis-a-vis videos</li> <li>• ways in which AVs have helped develop listening skills</li> <li>• other benefits of learning from AVs.</li> </ul> <p>Asks students to listen to AV - 185 twice and then asks -</p> <ul style="list-style-type: none"> <li>• What does the speaker say about working of our brain?</li> <li>• Do you agree with her - "We are not designed to do things that are uncomfortable" ? Explain.</li> <li>• What did you find uncomfortable/difficult at FEA? Why? What did you do about it?</li> <li>• What is the knowledge-action gap?</li> <li>• In what areas of your life/learning do you demonstrate knowledge-action gap?</li> <li>• What is the 5 - second window that the speaker talks about?</li> </ul>	<p>Reflect, follow prompts and respond.</p> <p>Listen actively to others.</p> <p>Listen to AV - 185.</p> <p>Replay if required.</p> <p>Reflect and respond.</p> <p>Listen actively to others.</p>

<p>Step 5 - Adjust Intruccion (15 minutes)</p>	<p>(There may be some/few students who have not cleared FTS 4 and need more language learning before they can be ready for Book 5.)                  Speaks sensitively using growth mindset language explaining how their learning needs will be taken care of during the next week or two.                  Asks those who have cleared FTS 4 to work with those who have not and prepare plan for improvement which will then be implemented over the next week or so.                  Explains how that is team work and reinforces the concept of interdependence.                  One or two students may help one re-evaluation student or vice-versa.                  Ensures that this is not friendship-driven but strength based pairing. For example, if a Student A has re-evaluation in speaking skills due to grammatical errors, pairs with Student B who may or may not be his/her friend, but has sound understanding of grammatical structures in spoken language.                  Circulates to ensure that students have formed strength-based teams and assists/guides in preparation of the plan in Part C.                  Gives feedback on the re-evaluation plan.</p>	<p>Listen actively to others.                  Discuss and prepare/suggest Re-evaluation Plan for self/others.                  Ask for assistance, if required.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Asks students what role can the following play, both for the one preparing for re-evaluation and the one helping:</p> <ul style="list-style-type: none"> <li>• self- awareness</li> <li>• growth mindset</li> <li>• self-control</li> <li>• goal-setting</li> <li>• self-motivation</li> </ul>	<p>Reflect and respond.                  Listen actively to others.</p>
<p><b>Reflections:</b> Share some of students' reflection of Book 4 in Step 2 with your peers during the PLC. Also share it with the Curriculum/Training Team via phone call or email.</p>		

**For Facilitator's Reference:**

**5 - Second Rule Will Make Your Brain Stop Procrastinating**

by Thomas Koulopoulos

Our lives are busy, with lots of competing priorities, so it's only natural to put off doing those things that we know are going to take more physical, emotional, or intellectual energy. But there are times when procrastination is not about juggling priorities, but simply a habit and can seriously impact our careers, relationships, and quality of life.

Like so many things we do, procrastination is a habit. We fall into it and then struggle to get out. We play mind games with ourselves and withhold rewards, or we chain ourselves to a desk until we get the job done. When you are procrastinating, it feels as though you're watching yourself being stopped by a paper wall. You know you can and should break through but nothing seems to help.

**Why do we procrastinate, and how do we break free?**

The answers are remarkably simple, according to Mel Robbins, author of The 5 Second Rule. The problem is that we don't really understand procrastination. We see it as the result of being

lazy or having a poor work ethic or even ineptness and incompetence. All of these negative ways we describe it just feed our frustration with ourselves from "I don't want to do it" to "I just can't do it!"

Not true, says Robbins. Procrastination is not a reflection of your attitude, work ethic, or competence. Procrastination is actually a behavior meant to help us cope with stress. Whatever we are putting off is linked to something that is stressing us. Naturally, if you're stressed, you want to escape the stressor. Whether it's something we need to do for work, a relationship, or our health, procrastination is basically a coping mechanism.

When you procrastinate focus on why whatever it is that you're putting off stresses you.

What's the worst case scenario that you're fearful of? This sort of honesty is a first step, and it's helpful in developing a self awareness about why you procrastinate.

### The 5-Second Rule

Robbins answer is what she calls the 5-Second Rule. It's incredibly simple and straightforward.

Here's how it works:

First, an analogy. You're sitting on a beach by the water's edge with your toes in the surf when suddenly you notice a child in the water who is clearly in distress. There's no one around her, no life guard on duty, and it's not clear just how deep the water is. What's clear is that only you have noticed--nobody else is nearby, and there's not much time to act. What do you do? It's a no-brainer, right? I doubt you'd wait to somehow size up the risks.

No-brainer decisions, like jumping in to help the flailing child, are actually driven by that very fast-thinking part of the brain. That's where the 5-Second Rule comes into play. Here's how it works:

1. The very first thing to do is to acknowledge that you're stressed.

Just accept that what you're dealing with is not a fault, defect, or inability in you but a reaction to stress. It's real, and it's driving your decisions.

2. Make a five-second decision that is directly opposite to the stress response.

Robbins calls this a decision of courage: "When you act with courage, your brain is not involved. Your heart speaks first, and you listen." It's what you'd do in the drowning analogy I just gave. In other words, rather than try to rationalize the stress by thinking "How can I cope with it?" do the exact opposite and make a decision to spend the next five minutes working on whatever you are fearful of doing. Confront the stress. If it's a phone call, then pick up the phone and make the call. That five-second decision to commit five minutes, breaks the cycle of habit. The five seconds is critical. Decide and act.

The 5-Second Rule is no magic, but the simple realization that procrastination is a natural and valid response to stress, and the knowledge that you're always just five seconds away from making a decision, can help you break free of the procrastination.

Adapted from <https://www.inc.com/>

### For Facilitator's Record:

Part	Some Relevant Comments
I.a	
I.b	
I.c	
I.d	

Part	Some Relevant Comments
1.e	
1.f	
2.a	
2.b	
2.c	
2.d	
2.e	
3.a	
3.b	
3.c	
3.d	
4.a	
5.a	
5.b	
5.c	
5.d	
5.e	
5.f	
5.g	
5.h	
5.i	
6.a	
6.b	

# Lesson 186: Looking Ahead

<b>Language:</b> W.CW.15, W.RE.12, W.RE 13 S.SR.6.a, S.SR.6.b		<b>Cognitive:</b> Ex. 1,2,3,7 OS.4		<b>Non-cognitive:</b> SFA.5,7 SM.3		<b>Others:</b> -	
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>• completion</li> <li>• persistence</li> <li>• perfection</li> </ul>				<b>Materials required:</b> -			
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>			<b>Students' action(s)</b>		
		With the assistance of a student, discusses QOD and response to the previous day's QOD. (10 minutes)			Lead, understand and respond.		
Step 1 - Introduce (5 minutes)		Welcomes students to class and asks them to share one way in which they have been persistent that day/week.			Reflect and respond. Listen actively.		
Step 2 - Model/Demo (20 minutes)		Asks students to watch AV - 186 to learn more about persistence. After all students have watched AV - 186, asks: <ul style="list-style-type: none"> <li>• Summarise the speech in a word (other than persistent) or phrase.</li> <li>• "If you can't do little things right, you will not be able to do big things right." Explain with an example.</li> <li>• Explain how the speaker used the example of sharks training of soldiers to make an important point.</li> <li>• What did you learn from this video/speech?</li> <li>• How can you use this lesson in Book 5?</li> </ul>			Move to the laptops and watch AV - 186. Listen, understand, reflect and respond. Listen actively to others.		
Step 3 - Guided Practice (15 minutes)		<b>Think, Pair, Share</b> - Asks students to form pairs. In pairs students reflect on Parts A.1 - A.3. After each part, students re-form the pairs and share the next part with a different partner. For example, Student A shared Part A.1 with Student B after both A and B have shared, Student A pairs up with Student C and Student B pairs up with Student D to discuss Part A.2. This sharing, re-forming, sharing goes on till Part A.3 Circulates to ensure that students are at task, on time and participating as per instructions. Makes note of some of students' responses in the Facilitator Reference section below for reference in Lesson 222.			Listen to understand. Ask questions, if any. Form pairs, ask questions form Part A.1 - A.3, share views, and re-form pairs. Listen actively to others.		

<p>Step 4 - Independent practice (15 minutes)</p>	<p>Linking to AV - 185, asks students if they procrastinated and/or left work unfinished.                  Encourages wider and honest participation.                  Asks students if they/those around them leave work incomplete - for example students who joined the program but dropped out without completing the program.                  Asks students to independently read, reflect and respond to Part B.1 -B.7 (10 minutes)                  Circulates to ensure that the students are at task and guides/assists, if required.                  After all students have completed it, discusses their interpretation of the image and responses to the questions.                  Uses peer correction, if required.</p>	<p>Reflect, relate and respond.                  Listen actively.                    Read, reflect and respond.                    Seek assistance, if required.                    Share responses.                    Peer correct politely and appropriately.</p>
<p>Step 5 - Adjust Instruction (20 minutes)</p>	<p>Asks students to read, understand and complete Part C.                  Asks a few students to share their understanding of the task to ensure that all students have understand task instructions.                  Circulates to ensure that students are following the task instructions, progressing in a timely manner and guides/assists, if required.</p>	<p>Read, understand and complete Part C.                  Follow task instructions and stay at task.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV - 186 to learn more about persistence.                  After all students have watched AV - 186, asks:</p> <ul style="list-style-type: none"> <li>• Summarise what the speech in a word (other than persistent) or phrase.</li> <li>• "If you can't do little things right, you will not be able to do big things right." Explain with an example.</li> <li>• Explain how the speaker used the example of sharks training of soldiers to make an important point.</li> <li>• What did you learn from this video/speech?</li> <li>• How can you use this lesson in Book 5?</li> </ul>	<p>Move to the laptops and watch AV - 186.                  Listen, understand, reflect and respond.                  Listen actively to others.</p>
<p>Step 7 - Assessment (15 minutes)</p>	<p>Asks students to pair up/form groups as planned in Part C of Lesson 185.                  Asks students to review the plan and choose one part of it to implement that day.                  While students' get busy with preparing/helping with preparations for re-evaluation, calls/emails to schedule re-evaluation of students.                  If time permits, circulates to monitor and guide.</p>	<p>Form pairs/groups.                    Review plans and select what they will implement that day.                  Prepare/help with preparation of the re-evaluation plan.</p>
<p><b>Reflections:</b> Have any of your students become irregular after FTS 4? If yes, what are you doing about it? Do you need assistance in case you don't know what to do or what you are doing is not working?</p>		

**For Facilitator's Record:**

Part	Some Reasonable Expectations
1.a	
1.b	
1.c	
1.d	
2.a	
2. b	
2.c	
2.d	
2.e	
2.f	
2.g	
3.a	
3.b	
3.c	
3.d	
3.e	
3.f	
3.g	

# Lesson 187: What's Your Passion ?

<b>Language:</b> W.RE 10 R.RO.9, R.RO.10, R.RIA.9.a L.LA.5, L.LM.9		<b>Cognitive:</b> Ex.1, 7 OS.2, 3.e, 3.f		<b>Non-cognitive:</b> SFA.7 SM.3,9 SR 4		<b>Others:</b> -	
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>• Passion</li> <li>• Develop</li> </ul>				<b>Materials required:</b> -			
<b>Error alert:</b> Passion is something out there that I need to find. Passion, in itself, is enough to be happy/successful.							
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>			<b>Students' action(s)</b>		
		With the assistance of a student, discusses QOD and response to the previous day's QOD. (10 minutes)			Lead, understand and respond.		
Step 1 - Introduce (5 minutes)		Welcomes students to class and asks if they woke up excited about the day. Accepts all answers and asks why some people wake up excited and raring to go while others are unhappy when they wake up in the morning. Accepts all answers and repeats those that imply goal/passion/dream to follow. Asks students to read and understand the quote in Part A. Asks students if they know anyone who is passionate about his/her job along with their reason for saying so.			Reflect and respond. Listen actively.  Make connections. Read and understand the quote in Part A. Reflect and respond. Listen actively.		
Step 2 - Guided Practice (15 minutes)		Asks students to make connection between passion and 'ikigai'. Asks students to independently complete the wheel in Part A. (10 minutes) Circulates to assist and monitor. After all students have completed, asks students to share 5 of their responses with a peer. Asks students, what were - <ul style="list-style-type: none"> <li>• some common responses.</li> <li>• some unique responses.</li> </ul> Asks students to complete A.1 - A.3 working with a partner. (5 minutes) Asks a few students to share their partner's (not their own) views. Accepts all answers and repeats the correct ones. Use peer correction, if required. Summarises the responses ensuring that all students have correct understanding.			Make connections. Listen actively. Independently complete Part A. Share 5 responses with a peer. Reflect and respond. Complete A.1 - A.3 with a partner.  Share partner's views. Peer correct appropriately. Listen actively.		

<p>Step 3 - Independent Practice (10 minutes)</p>	<p>Asks students if they face any opposition to following their passion.                  Asks students to read how one young girl overcame opposition to her passion in Part A.4 and answer the questions that follow.                  Circulates to assist and monitor.                  Asks a few students to share their responses.                  Ensures that students take a balanced approach and emphasizes that parents have the best of child's interest but sometimes out of ignorance and/or fear oppose the child's interests/passions/dreams.                  Explains how patience and communication can help them overcome this opposition.                  Helps students make connections with conflict resolution responses using words like 'avoidance', 'force/violence', 'accommodation', 'collaboration' from Lesson 160.</p>	<p>Reflect and respond.</p> <p>Listen actively.                  Read Part A.4, reflect, and answer the questions.                  Share their responses.</p> <p>Listen actively.                  Recall and make connections.</p>
<p>Step 4 - Extension (20 minutes)</p>	<p>Asks students to watch AV - 187 that will give them some ideas about how to convince those who do not understand it.                  After all students have watched AV - 187, asks -</p> <ul style="list-style-type: none"> <li>• What did the speaker say about life goal of becoming rich?</li> <li>• Do you agree with him? Why?</li> <li>• What are some of the different types of passion that the speaker talked of?</li> </ul>	<p>Watch AV - 187.</p> <p>Reflect and respond.</p> <p>Listen actively.                  Participate in discussion.</p>
<p>Step 5 - Assessment (20 minutes)</p>	<p>Asks students to pair up/form groups as planned in Part C of Lesson 185.                  Asks students to review the plan and choose one part to implement that day. (15 minutes)                  While students' get busy with implementing the plan for re-evaluation, circulates to ensure that peer teaching is working well, everyone is at task and students are participative.                  After 15 minutes, asks students to reflect on what worked and what did not during the peer teaching time.                  Each student must complete one column only in Part B based on whether he/she was the provider of support or receiver of support. (5 minutes)</p>	<p>Form pairs/ groups.                  Review plans and select what they will implement that day.                  Implement the re-evaluation plan.                  Complete reflections in Part B.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Asks students to read the Food for Thought section and discuss:</p> <ul style="list-style-type: none"> <li>• their agreement or disagreement with it.</li> <li>• if it is always true.</li> <li>• when is money more important consideration than following passion?</li> </ul>	<p>Read and participate in discussion.                  Listen actively.</p>
<p><b>Reflections:</b> What work excites you? Have there been roadblocks, preventing you from following to your passions? Did you find it or develop it?</p>		

**For Facilitator's Reference:****'Find Your Passion' Is Awful Advice**

Carol Dweck, a psychology professor at Stanford University, remembers asking an undergraduate seminar recently, "How many of you are waiting to find your passion?" "Almost all of them raised their hand and got dreamy looks in their eyes," she told me. They talked about it "like a tidal wave would sweep over them." Would they have unlimited motivation for their passion? They nodded.

"I hate to burst your balloon," she said, "but it doesn't usually happen that way." The term "Follow your passion" has increased ninefold in English books since 1990. "Find something you love to do and you'll never have to work a day in your life" is another popular advice.

But according to Dweck and others, that advice is wrong. "What are the consequences of that?" asked Paul O'Keefe, an assistant professor of psychology at Yale-NUS College. "That means that if you do something that feels like work, it means you don't love it." He gave me the example of a student who jumps from lab to lab, trying to find one whose research topic feels like her passion. "It's this idea that if I'm not completely overwhelmed by emotion when I walk into a lab, then it won't be my passion or my interest."

That's why he and two co-authors—Dweck and Greg Walton of Stanford—recently performed a study that suggests it might be time to change the way we think about our interests. Passions aren't "found," they argue. They're developed. One is a "fixed theory of interests"—the idea that core interests are there from birth, just waiting to be discovered—and the other is a "growth theory," the idea that interests are something anyone can cultivate over time.

To examine how these different mind-sets affect our pursuit of different topics, the authors performed a series of studies on college students—a group that's frequently advised to find their passion in the form of a major or career path.

First, students answered a survey that would categorize them as either "techy"—slang for interested in math and science—or "fuzzy," meaning interested in the arts or humanities. They also filled out a survey determining how much they agreed with the idea that people's core interests don't change over time. They then read an article that mismatched their interests—a piece on the future of algorithms for the fuzzies, and a piece on philosophy for the techies. The more the participants endorsed a "fixed" theory of interests, the less interested they were in the article that mismatched their identity as a techy or fuzzy.

The authors then repeated a similar procedure, but they had students read first about either the fixed theory of interests or the growth theory. Again, those who learned that interests are fixed throughout a person's life were less captivated by an article that mismatched their interests.

The authors believe this could mean that students who have fixed theories of interest might forgo interesting lectures or opportunities because they don't match their 'passions'. Or that they might overlook ways that other disciplines can intersect with their own.

"If passions are things found fully formed, and your job is to look around the world for your passion—it's a crazy thought," Walton told me. "It doesn't reflect the way I or my students experience school, where you go to a class and have a lecture or a conversation, and you think, That's interesting. It's through a process of learning more about it and experiencing that you develop a passion in a field."

Another reason not to buy into the fixed theory is that it can cause people to give up too easily. If something becomes difficult, it's easy to assume that it simply must not have been your passion, after all. In one portion of this study, the students who thought interests were fixed were also less likely to think that pursuing a passion would be difficult at times. Instead, they thought it would provide "endless motivation."

K. Ann Renninger, a professor at Swarthmore College who was not involved with the study, has researched the development of interests and said that “neuroscience has confirmed that interests can be supported to develop.” In other words, with the right help, most people can get interested in almost anything.

A different study done on adults’ views toward passions suggests that people who think passions are found tend to pick jobs that fit them well from the outset. They prioritize enjoyment over good pay. People who think passions are developed, meanwhile, prioritize other goals over immediate enjoyment at work, and they “grow to fit their vocations better over time,” the authors of that study write. “In conclusion,” they add, “people who have not found their perfect fit in a career can take heart—there is more than one way to attain passion for work.”

Adapted from <https://www.theatlantic.com/>

# Lesson 188: Passion, Purpose, Profession - 1

<p><b>Language:</b> W.CW 15, W.RE.12 R.RC.6.b</p>	<p><b>Cognitive:</b> Ex.2 OS.2 Ev.1 A.2</p>	<p><b>Non-cognitive:</b> SfA.5,7 SM.5 SR.4</p>	<p><b>Others:</b> -</p>
<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>• purpose</li> <li>• independent learning</li> </ul>		<p><b>Materials required:</b> Appendix 5 (SWB) Appendix 1 (SWB) Appendix 2 (SWB) Appendix 3 (SWB) Internet connectivity</p>	
<p><b>PROCEDURE:</b></p>			
<p><b>Steps</b></p>	<p><b>Facilitator's action(s)</b></p>	<p><b>Students' action(s)</b></p>	
<p>With the assistance of a student, discusses QOD and response to the previous day's QOD. (10 minutes)</p>		<p>Lead, understand and respond.</p>	
<p>Step 1 - Introduce (10 minutes)</p>	<p>Welcomes students and asks what passion is and why it is important. Helps students make connection with the questions in the wheel in Part A of Lesson 187 to understand what passion is. Explains how passion provides energy, enthusiasm and joy and when we do something enthusiastically we learn more about it and keep getting better at it. Asks students what they are passionate about. (They may refer to Part A.4 in Lesson 187.) Encourages wider and honest participation. If there are students who are not passionate about anything, ask why it is so. Helps them understand that passion can be 'developed'.</p>	<p>Reflect and discuss. Listen actively. Reflect and make connections to understand.  Participate in discussion. Listen actively.</p>	
<p>Step 2 - Guided Practice (15 minutes)</p>	<p>Asks students to work in pairs and assigns each pair a different person from Appendix 1 (SWB). Reminds each pair to only skim (not read) the work of the person assigned to them and not all those mentioned in Appendix 1 (SWB). Asks each pair to discuss and arrive at shared answers for Part B. Asks a few students to share how the individual from Appendix 1 (SWB) made his passion into his purpose. Asks a few students to share how others can benefit from their passion.</p>	<p>Work in pairs to skim, discuss and answer questions in Part B.  Reflect and respond. Listen actively.</p>	

<p>Step 3 - Adjust Instruction (15 minutes)</p>	<p>As a whole class discusses the quote in Part C.1 Accepts all interpretations encouraging students to give examples from real life or people they have learnt about in Books 1 - 4, AVs, Movies etc. As a whole class discusses the quote in Part C.2 Accepts all interpretations encouraging students to give examples from real life or people they have learnt about in Books 1 - 4, AVs, Movies etc. Recaps the persons mentioned in Part C.2 whom the students have listened to in Book 2 - 4 AVs. Asks a few students to share how these people made their passion into their profession. Asks a few students to share how they can make their passion into a career.</p>	<p>Participate in discussion. Listen actively.  Recap with the class.  Reflect and respond.  Listen actively.</p>
<p>Step 4 - Independent Practice (45 minutes)</p>	<p>Asks students to move to the laptops. Asks students to reflect on the experience of learning from MOOC 1 - 3. Asks:  <ul style="list-style-type: none"> <li>• which is better - learning from facilitator/peers or learning through a MOOC? Why?</li> <li>• how can you use MOOC to learn after your complete the FEA program?</li> <li>• what are some of the challenges you faced while learning from MOOC?</li> </ul> <p>Shares how MOOC 4 will be chosen and used independently by the students - not only will they choose the MOOC but also the source of the MOOC. Explains that they will complete this MOOC within the timeframe of Book 5 and if they choose a MOOC that requires more time then they will have to learn from it outside the session timings as well. Asks students sign into the FEA Gmail account. Uses his/her discretion to pair up a few students who may not be ready to access and learn MOOC independently. Reads aloud the guidelines ensuring that all students understand the Do's and Don'ts of MOOC 4. Adds to the list of guidelines based on discussion with students. Next, asks students to read the steps and asks a few students to repeat the steps ensuring that all students have understood the process of finding, selecting and enrolling for MOOC 4. Asks students to follow the steps mentioned in Part D to find, select and enroll for MOOC 4 of their choice. Circulates to assist and guide, as required.</p> </p>	<p>Move to the laptops. Reflect and share their experiences of MOOCs 1 - 3. Listen actively.          Log into Gmail id.  Listen actively. Share any guidelines that need to be added. Read and repeat the steps. Follow steps given in Part D to find, select and enroll for MOOC 4 of their choice.</p>

	<p>After a student has finalized a MOOC in consultation with the facilitator, encourages students to fill details of the MOOC and plan how/when he/she will learn the topics/sub-topics of that MOOC in Appendix 4 (SWB) ensuring that the MOOC is planned to be completed within the time frame of Book 5.</p> <p>Students must enroll for the MOOC before they log out of their Gmail accounts. If they have not been able to find and plan MOOC 4, they must be asked to come during their free time in the next few days to complete this.</p>	<p>Finalize MOOC 4 in consultation with the facilitator. Complete Appendix 4(SWB).</p>
<p>Step 5 - Closure (5 minutes)</p>	<p>Asks students to read the Food for Thought in Part C and discuss:</p> <ul style="list-style-type: none"> <li>• their agreement/disagreement with it.</li> <li>• an example to support their agreement/disagreement.</li> </ul>	<p>Read and discuss. Listen actively.</p>
<p><b>Reflections:</b> Is teaching at FEA your passion, purpose or profession? If it is just your profession, how can you make it into your passion and purpose? You may want to invite the FEA Career Guide for Lesson - 189.</p>		

**For Facilitator’s Reference:**

**You Don’t Have To Be Passionate About Your Job**

- by Jillian Stacia

There’s this rumor going around that we’re supposed to love our jobs, and we’re supposed to “follow our passion” and find a job that makes our “heart sing” and our “soul come alive.”

Sure, it’s great to love what you do, and I firmly believe that you shouldn’t stay at a job that you hate. But like it or not, most of us are working jobs that we’re not 100% thrilled about; jobs that maybe pay the bills, but don’t rank high on the passion scorecard. Some of us are exploring our options. Some of us are paying our dues. Some of us are just stuck.

It’s not enough to just have a job anymore. Now we have to be in love with our jobs. We have to follow our passion. When did this whole obsession with passion start, anyway? I don’t think my great grandmother was out working in the field thinking about her passion. She just did what she had to do. For years, decades, people just did what they had to do in order to make the money they needed to survive. They provided for their families. They had a job. They came home from the job, and then they pursued their passions.

That’s when they cooked, or wrote, or developed carpentry skills. Outside of the office! Off the clock! There wasn’t this societal pressure to fold your passion into your 9-to-5. A career was just a paycheck. Your job was just a job. It didn’t have anything to do with your so-called passion, or soul work, or creative intuition. But now there’s this whole manifesto about “Not Settling,” and “Finding What You Love,” and how your “Work Should Be Your Calling.” I get it. Getting paid to do something you love is the ideal scenario. But we shouldn’t feel guilty if it’s not our current reality.

There’s no shame in working a job simply because it pays the bills. You are not less of an artist, an entrepreneur, or an innovator because you do for the money. Maybe your passion doesn’t need to be your career. Maybe it just needs to make you feel alive. Could it be that by forcing two independent things to become dependent on one another, we’re actually losing out on what makes them special? Maybe your passion doesn’t need the pressure to provide an income.

Maybe that's the point of a passion: it's optional. It's the thing you do regardless of your job, not the thing you do to support yourself.

I want to spend less time worrying about whether or not our jobs live up to society's standards, and more time actually doing the things that make me happy outside of work. Find something that you love and do it simply because you want to. Go for a hike, pick up a book, volunteer, go star-gazing, hang out at an animal shelter, or make art that makes you feel alive. Just do it because you want to do it. No paycheck required.

There's room for passions and there's room for jobs in our lives. You can have both. You should have both. In my opinion, that's what makes for a fulfilling life.

<https://thefinancialdiet.com/>

# Lesson 189: Passion, Purpose, Profession - 2

<b>Language:</b> S.SR.6.a, 6.b, 6.c, SC.5 R.RO.9, 10, R.RIA 9.a, 9.b, R.RC. 6.a, 6.b L.AI.10		<b>Cognitive:</b> Ex.1,2 OS.2 EV.1 A.2, A.4	<b>Non-cognitive:</b> SfA.5,7 SM.8,9	<b>Others:</b> -
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>dopamine</li> <li>purpose</li> </ul>		<ul style="list-style-type: none"> <li>consumption</li> <li>creation</li> </ul>	<b>Materials required:</b> Appendix 6 - SWB FEA Library Books	
<b>PROCEDURE:</b>				
<b>Steps</b>	<b>Facilitator's action(s)</b>	<b>Students' action(s)</b>		
	With the assistance of a student, discusses QOD and response to the previous day's QOD. (10 minutes)	Lead, understand and respond.		
Step 1 - Introduce (5 minutes)	Welcomes students to class and asks how it feels to have independently found, selected and enrolled for a MOOC. Asks students to read Part A independently. (5 minutes) Asks a few students to explain - <ul style="list-style-type: none"> <li>can purpose lead to passion?</li> <li>what happens when passions fade?</li> <li>what happens if hard work does not follow passion?</li> </ul>	Reflect and respond. Listen actively. Read Part A independently and explain. Listen actively.		
Step 2 - Model/Demo (15 minutes)	Explains how Lesson 187 was about finding passion and AV - 189 will tell them more about how to find that passion. Asks students to watch AV - 189 and after everyone has watched, asks: <ul style="list-style-type: none"> <li>what does the speaker say about people finding pleasure and satisfaction in the past vs present?</li> <li>do you get your pleasures and joys from consumption or creation? Explain.</li> <li>how does the speaker differentiate addiction from passion?</li> </ul>	Listen actively. Watch AV - 189. Participate in discussion. Listen actively.		

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Explains that in Lesson 188 they learnt about others who made their passion into purpose/profession and Lesson 189 is about guiding students to take action and make their passion into purpose/profession. Walks the students through Part B and asks them to complete Part B independently. Explains that students must complete only one - either Part B.1 or Part B.2. It may so happen that a student may make a career choice based on their passion which also adds value to lives of others. Even in that case, the student must complete either Part B.1 or Part B.2 and not both. Circulates to ensure that students are at task, following instructions, assists as required. Encourages them to discuss with their peers as they complete Part B.1 or Part B.2.</p>	<p>Listen actively. Understand how Part B is to be completed and complete Part B.1 OR B.2 independently.  Discuss with peers but complete Part B.1 OR B.2 on their own.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students to make a SMART plan to make their passion into purpose/profession by completing Part C based on Part B.1 or Part B.2 Encourages students to plan small, practical acts. After all students have completed, asks a few to share their plans. Provides feedback and encourages students to give peer feedback to improve the plan.</p>	<p>Make SMART plan in Part C. Share their plan. Take feedback appropriately. Review plan based on feedback.</p>
<p>Step 5 - Extension (20 minutes)</p>	<p>Asks students to share their book reading experience from the beginning of the FEA program till date. Asks how the students plan to continue reading after they complete FEA program. Encourages wider and honest participation. Shares the book reading expectations for Book 5. Asks students to choose the book they would read independently during the course of Book 5. While students choosing their books, reviews the story written by 5 - 6 students in Lesson 186. After students have chosen their books, asks them to read and complete Part D. If there is time, asks students to begin reading their books. Ensures that the students complete Reading Log (Appendix 6 - SWB) for the day.</p>	<p>Share their book reading experience with class. Share their book reading plans for future. Listen actively. Choose book as per instructions/ expectations. Read and complete Part D. Read their book, if there is time. Complete Reading Log (Appendix 6 - SWB), if time permits.</p>

<p>Step 6 - Assessment (20 minutes)</p>	<p>Asks students to pair up/form groups as planned in Part C of Lesson 185. Asks students to review the plan and choose one part of it to implement that day. (15 minutes) While students' get busy with preparing/helping with preparations for re-evaluation, circulates to ensure that peer teaching is working well, everyone is at task and students are participative. After 15 minutes, asks students to reflect on what worked and what did not during the peer teaching time. Each student must complete one column only in Part E, based on whether he/she was the provider of support or receiver of support. (5 minutes)</p>	<p>Form pairs/ groups. Review plans and select what they will implement that day. Implement the re-evaluation plan. Complete reflections in Part E.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Asks students to share how ready they/their peers feel for re-evaluation. Asks what else can be done to ensure that the students clear re-evaluation in one attempt.</p>	<p>Reflect and share. Listen actively. Ask questions, if any.</p>
<p><b>Reflections:</b> Do you have any concerns about re-evaluation of your students? If yes, discuss them with your peers during PLC to get their views/ideas.</p>		

### For Facilitator's Reference:

#### Classic Novels

- by Jorge Sette

In his famous 1986 short essay, "Why Read the Classics?" Italian journalist and writer Italo Calvino gives an all-encompassing and powerful definition of classic novels:

"A classic is a book that has never finished saying what it has to say."

In addition to that, classic novels share the following traits:

1. **Language:** One of the main features of classic books is the careful use of the language they employ, which leans towards the innovative, the unique and the artistic. The classics normally establish new standards of language use and creates expressions, words, metaphors.
2. **Originality:** Classics convey new perspectives and provide unique insights into the human experience. They change the way readers see the universe. When reading the classics, we sometimes discover where certain ideas came from, who first expressed them.
3. **Freshness:** Classics are books that can be reinterpreted over and over again. They adapt effortlessly to new eras and offer a lens through which different realities can be analyzed. Modern readers add layers of new personal and communal meanings to their interpretation of the original text, experiencing it in completely novel but still relevant ways.
4. **Seminal:** Classics inform and influence innumerable artworks and ideas. Movies, TV series, and literature, for example, are constantly borrowing the themes, characters, plots, and even the language of the classics.
5. **Longevity:** They endure and remain in print. The strength of their plots, the charisma of their characters, and the essentiality of their ideas get handed down from one generation of readers to the next. They appeal to the reader in timeless ways.

Ultimately, given the extraordinary number of great books available today (from all kinds of times and regions), it's necessary for the reader to establish their personal library of classics. Everyone has their own list of favorites: books that have changed their lives; books that helped them through difficult times; books that are relevant to them in unique ways; books that marked important moments. These are classics too - on an individual level.

**Adapted from <https://www.bookwitty.com/>**

# Lesson 190: Passion, Purpose, Profession – 3

<p><b>Language:</b> S.SR.6.a, 6.b, 6.c W.RE.11,12 R.RO.9, 10, R.RIA 9.a, 9.b L.LM.9, L.LA.5</p>	<p><b>Cognitive:</b> A.2, A.4 OS.5</p>	<p><b>Non-cognitive:</b> SM.5, 7, 9</p>	<p><b>Others:</b> KB- T.3</p>
<p><b>Key vocabulary:</b> -</p>		<p><b>Materials required:</b></p>	
<p><b>PROCEDURE:</b></p>			
<p><b>Steps</b></p>	<p><b>Facilitator’s action(s)</b></p>	<p><b>Students’ action(s)</b></p>	
<p>Encourages a student to lead the discussion on response to the previous day’s QOD and current day’s QOD. (10 minutes)</p>		<p>Lead, understand and respond.</p>	
<p>Step 1 - Introduce (10 minutes)</p>	<p>Welcomes students to the class and recaps how/why Error Tracker was used in Books 1 - 3 by the teacher and in Book 4 it was used by students to track errors of other students to give them feedback for correction. Asks students questions given in Part A. Accepts all answers. Introduces new Error Tracker (Appendix 5 - SWB) and explains how it will be used by individual student to track his/her own error(s). Helps students understand the reason for this as Book 5 focuses on making them into independent learners who are competent to take charge of their learning and improvement. Asks a few students to explain the what, why and how of the Error Tracker in Appendix 5 to ensure that they have understood it. Shares the Focus of the Week - Articles.</p>	<p>Listen actively. Ask questions, if any. Reflect and respond. Listen actively. Review Appendix 5, understand it and share their understanding of the new Error Tracker.</p>	

<p>Step 2 - Guided Practice (20 minutes)</p>	<p>Asks students to review the plan prepared in Part A and B of Lesson 189 and swap their workbooks with a peer.</p> <p>Explains that the peer must -</p> <ul style="list-style-type: none"> <li>• read the plan(2-3 minutes)</li> <li>• write one good thing about the plan(strength)(2-3 minutes)</li> <li>• write one concern about the plan(weakness)(2-3 minutes)</li> <li>• write one possibility, in present/future. (opportunity) (2-3 minutes)</li> <li>• write one thing that can go wrong. (threat)(2-3 minutes)</li> </ul> <p>After 5 minutes asks peer to return the workbook. Next, asks the students to review the feedback given by their peers, make sense of it and modify, if required, to finalise their plan in Part C.</p>	<p>Review the plan and swap workbooks. Share feedback on peer's plan, as instructed.</p> <p>Return workbooks. Read feedback given by the peer and review the plan based on feedback. Finalise the plan.</p>
<p>Step 3 - Independent Practice (20 minutes)</p>	<p>Reiterates appreciation and gratefulness, asks student to complete Part D thanking their peers for the feedback. Asks students to read the instructions in Part D, plan their email, sign into their FEA Gmail accounts and type the email. (10 minutes)</p> <p>Circulates to ensure that the students are at task. After sending the emails, students must read the email received from their peers and give verbal feedback on the email as per the criteria mentioned in Part D. (5 minutes)</p>	<p>Listen actively. Read Part D and plan their email. Log into their email accounts, type and send the email. Read the email received and assess it based on criteria mentioned in Part D. Share verbal feedback.</p>
<p>Step 4 - Extension (30 minutes)</p>	<p>Asks students to share their movie-watching experience at FEA.</p> <p>Tells the students the title of Book 5 movie.</p> <p>Asks students the meaning of the title and predict what the movie would be about.</p> <p>Accepts all answers and repeats the correct ones.</p> <p>Accepts all answers without giving students clue to the story/theme of the movie.</p> <p>Asks students to watch Movie - Part 1.</p> <p>While students are watching the movie, reviews the story written by 5 - 6 students in Lesson 186.</p> <p>After all the students have watched the movie asks:</p> <ul style="list-style-type: none"> <li>• Who was the protagonist?</li> <li>• What was he passionate about?</li> <li>• Why did he face opposition from his wife?</li> <li>• What qualities did the protagonist display in Part 1?</li> </ul>	<p>Share movie-watching experience at FEA. Participate in discussion. Listen actively. Watch Movie - Part 1. Reflect, relate and respond. Listen actively. Pay attention to and record errors they make in use of articles.</p>

Step 5 - Closure (10 minutes)	<p>Asks students possible answers to, "What do you do?" Accepts all answers.</p> <ul style="list-style-type: none"> <li>• Explains how one powerful way of answering that question is by talking about the impact of their work. For example, instead of, "I am a painter", we can say "I bring joy and pride to home-owners."</li> <li>• Instead of, "I am a teacher", we can say, "I help young people grow into capable individuals."</li> <li>• Instead of, "I am a doctor", we can say, "I look after the well being of others."</li> <li>• Instead of, "I am a bus driver", we can say, "I make sure that people get to their destination safely and on time."</li> </ul> <p>Asks students to complete, "I will use my passion to ..."</p>	<p>Reflect and respond. Listen actively. Ask questions, if any.</p> <p>Reflect and respond.</p>
<p><b>Reflections:</b> Have your students been re-evaluated or is their re-evaluation scheduled? If not, speak with your managers.</p>		

# Lesson 191: Passion Plus

<b>Language:</b> S.SR.6.a, 6.b, 6.c, S.SC.5, S.SI.9 R.RO.9,10, R.RIA.9.a, 9.b, R.RI.6	<b>Cognitive:</b> Ex.3,7 OS.3	<b>Non-cognitive:</b> SM.3,5	<b>Others:</b> -
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>Perseverance</li> <li>Spark</li> </ul>	<ul style="list-style-type: none"> <li>Illuminate</li> <li>Traits</li> </ul>	<b>Materials required:</b> Appendix 6 - SWB FEA Library Books Appendix 7 - SWB Appendix 5 - SWB	
<b>PROCEDURE:</b>			
<b>Steps</b>	<b>Facilitator's action(s)</b>	<b>Students' action(s)</b>	
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.	
Step 1 - Introduce (10 minutes)	Welcomes the students and reminds them about their responsibility to fill the Error Tracker during the course of the lesson. (Focus - use of articles) Asks students to reflect and rate their GD skills both as a speaker and listener in Part A. Asks a few students to share their ratings and reflections.	Listen actively. Ask questions, if any. Rate and complete Part A. Share their ratings.	
Step 2 - Model/Demo (10 minutes)	Asks students where and by whom they expect to be asked about their passions. Accepts all answers and repeats the correct ones. Asks students why a potential employer may be interested in that information. Asks students to read and complete Part B to know more about it. Asks a few students to share how they would answer that question. Uses Pose, Pause, Pounce & Bounce.	Reflect and respond. Listen actively. Read and complete Part B. Share their responses.	
Step 3 - Independent Practice (10 minutes)	Asks students to read, reflect and complete Part C on their own. Circulates to ensure that the students have understood the task and guides, if required. Asks all students to share their short messages or slogans/mottos.	Read, reflect and complete Part C. Share their short messages or slogans/mottos.	

<p>Step 4 - Guided Practice (30 minutes)</p>	<p>Explains that communication and discussion skills are also of interest to a potential employer. Recaps discussion Do's and Don'ts with the students. Reminds them that they have been learning how to discuss as per the Oracy Framework which is used in the best of schools and colleges to develop students' ability to discuss. Splits the class into 3 - 4 groups. Asks the groups to read and understand the quote in Part D.1 and organise their thoughts as per the prompts given in Part D. (2 minutes) Reminds students to play different roles during the discussion (Appendix 7 - SWB), follow the discussion protocols and focus on developing the area of improvement, as they mentioned in Part A.2.b and A.3.b. Reminds them to construct and organise their arguments as learnt in Book 3 and 4. Asks students to discuss the quote. ( 4- 5 minutes) Circulates to ensure that the groups are at task, and fair participation of all students. Asks each group to summarise the discussion of the group with the whole class. (2 - 3 minutes) Reiterates the commonality and diversity in interpretations of the quote. Asks the groups to read and understand the quote in Part D.2 and organise their thoughts as per the prompts given in Part D. (2 minutes) Reminds students to play different roles during the discussion (Appendix 7 - SWB) and follow the discussion protocols. Reminds them to construct and organise their arguments as learnt in Book 3 and 4. Asks students to discuss the quote. ( 4- 5 minutes) Circulates to ensure that the groups are at task, and fair participation of all students. Asks each group to summarise the discussion of the group with the whole class. (2 - 3 minutes) With the help of students, reiterates the commonality and diversity in interpretations of the quote. Asks the groups to read and understand the quote in Part D.3 and organise their thoughts as per the prompts given in Part D. (2 minutes) Asks students to discuss the quote. ( 4- 5 minutes) Circulates to ensure that the groups are at task, and fair participation of all students. Asks each group to summarise the discussion of the group with the whole class. (2 - 3 minutes) With the help of students reiterates the commonality and diversity in interpretations of the quote. Asks if passion by itself is enough to make us happy/ successful.</p>	<p>Listen actively. Ask questions, if any.</p> <p>Form groups. For quotes in D.1 - D.3 -</p> <ul style="list-style-type: none"> <li>• Read, understand and plan their ideas/views.</li> <li>• Plan to develop their area of improvement and follow steps to construct an argument.</li> <li>• Conduct the discussion and play different roles during discussion.</li> <li>• Follow discussion protocols and discuss.</li> <li>• Pay attention to and record errors that they make in use of articles.</li> <li>• Share their group's ideas with the class.</li> </ul> <p>Reflect and respond. Listen actively.</p>
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	<p>Accepts all answers and repeats the correct ones. Gives students 2 - 3 minutes to reflect on error(s) they made in the use of articles during the discussion and write it in the Error Tracker. (Appendix 5 - SWB)</p>	<p>Reflect and make entries in Error Tracker. (Appendix 5 - SWB)</p>
<p>Step 5 - Extension (30 minutes)</p>	<p>Asks students how they can get more passionate about reading. Encourages wider and honest participation. Asks students to reflect on their responses in Lesson 186 Parts A.3.a and A.3.b and use them to make reading goals for the day's reading session. Asks students to collect their books and read for 20 minutes. While students are reading their books, reviews the story written by the 5 - 6 students in Lesson 186. Asks students to discuss Part E.1 - E.4 with their group. Ends the reading session by asking students to fill the Reading Log (Appendix 6 - SWB).</p>	<p>Reflect and respond. Listen actively. Reflect and set reading goals for the day. Collect their books and read, as instructed. Discuss Part E.1 - E.4 with their group. Fill Reading Log (Appendix 6 - SWB)</p>
<p><b>Reflections:</b> Have all your students selected and enrolled for MOOC 4? If not, ask them to Come outside of their session timing and complete the enrolment.</p>		

**For Facilitator's Reference:**

**11 Things Not To Do In A Group Discussion**

We often find people discussing and talking about various social, economic and political matters. These discussions can be formal as well as informal.

A group discussion (GD) is a planned, structured and systematic interaction with a purpose behind it. The basic idea of a group discussion is to develop a better perspective on the main issue by incorporating the various viewpoints. The GD is commonly used as a technique for personality assessment of the candidates for job selection. Generally, groups of six to eight members are made and they are given a topic to discuss within a limited time period (anywhere from 30 minutes to 45 minutes). The topic might be a case, an opinion or a problem.

The assessors are looking for :

- Subject knowledge
- Listening skills
- Clarity of thought and expression
- Clear articulation
- Assertiveness
- Objectivity
- Motivation
- Persuasiveness
- Oral communication skills
- Use of appropriate language
- Positive attitude
- Leadership skills
- Self-confidence
- Patience
- Adaptability

There are some things that you should never do in a GD -

**1. Initiating the GD for the sake of it.**

The direction of a GD depends on who is initiating it. Don't ever start a GD without having much facts and knowledge about it. Although it is advised that you should take the opportunity to initiate a GD, but without proper content, the initiation can backfire on you.

**2. Getting emotional.**

In a GD, not everyone will hold the same view and opinion. Accept it. The mature way to handle such situations is to speak with facts and logic. Don't lose your cool, be polite.

**3. Making sweeping statements.**

Sweeping statements are strong, one-sided opinions that lack factual support. Think through a point before speaking and support it with facts.

**4. Over quoting the statistics.**

While there are some people who simply under estimate the relevance of quoting the statistics in a GD, there are others who quote the facts and figures throughout the GD. Over quoting the statistics weakens the impact of what you say.

**5 Using complex English.**

While speaking in a GD, you have to make sure that everyone understands you. Use of too complex, long sentences and presenting your opinion in a complicated manner will make other lose interest in you. Also, the use of Hindi and other informal words should also be avoided.

**6 Being over polite.**

Keeping a constant smile on your face throughout the GD and nodding and shaking your head to whatever the other members are saying will get you nowhere.

**7 Speaking fast.**

Since the GD is time bound, it's a common misbelief that speaking fast you will be able to talk more and give more views. In fact, speaking fast leads you to lose track of what you are talking, your thoughts don't remain connected. The slower you speak the better since in that way you make each word count.

**8 Looking at the evaluator.**

The GD is taking place between you and your other group members. The evaluator is not a part of that discussion. He is an observer. You are speaking with your group members so maintain a proper eye contact with them, no one else. Making eye contact with the evaluator shows that you are seeking his approval.

**9 Digressing from the topic.**

A topic has been given to you and you are expected to complete your GD within a specified time period. As a good team member you need to make sure that the GD isn't diverting to another parallel topic. Stick with the topic given to you and discuss accordingly.

**10 Underestimating the power of your body language.**

Along with what is being said, the evaluator is looking at what is not being said. The way you sit, your posture, the way you make eye contact, everything nonverbal is being observed by the evaluator.

**11. Not speaking at all.**

This is the blunder of blunders that one can do in a GD. It's a group discussion and it is expected that each group member has to voice their opinion about the given topic.

Adapted from [www.http://www.ssbcrack.com/](http://www.ssbcrack.com/)

# Lesson 192: Learning Contract - 5

<p><b>Language:</b> W.RE 10 R.RC 6.a, 6.b, R.RO 9,10, R.RIA 9.a, 9.b</p>	<p><b>Cognitive:</b> Ex.3 OS.2 EV.1 Ev2.a, A.4</p>	<p><b>Non-cognitive:</b> SfA.5,6 SM.3,5,7 SR.2</p>	<p><b>Others:</b> -</p>
<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic</li> <li>• Timely</li> </ul>	<p><b>Materials required:</b> Appendix 8 (SWB) Appendix 4 (SWB) Appendix 3 (FHB)</p>	
<p><b>PROCEDURE:</b> Learning Contract 5 must be completed by students independently, with little assistance from the facilitator.</p>			
<p><b>Steps</b></p>	<p><b>Facilitator's action(s)</b></p>	<p><b>Students' action(s)</b></p>	
	<p>Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)</p>	<p>Lead, understand and respond.</p>	
<p>Step 1 - Introduce (10 minutes)</p>	<p>Welcomes the students to the class and asks them to share one act of kindness they observed that day or previous day(s). Accepts all responses. Explains how the FEA program is like the ocean of learning but not everyone benefits equally - some take only a cup full of this ocean water, some fill buckets and others fill tankers. The program is the same for everyone but each student bring different motivation, enthusiasm, determination and sincerity to it. It is their motivation, enthusiasm, determination and sincerity that determines how much they benefit from the FEA program. Explains how the LC is one lesson where students pause to ponder about where they were, where they are at and where they need to get to in this journey of learning. Asks students to share their experience of LC 1 - 4. Encourages wider and honest discussion. Explains how LC - 5 will be completed independently by the students as a commitment they make to themselves for their learning. Connects it to the overall objective of Book 5 to make students independent and lifelong learners.</p>	<p>Listen actively. Reflect and respond.  Ask questions, if any.        Share their experience of LC 1 - 4. Listen actively. Ask questions, if any.</p>	
<p>Step 2 - Model/Demo (5 minutes)</p>	<p>Asks students to reflect and complete Part A. Asks a few students to share their responses. Commends those who have been mindful about it and have accomplished what they planned to and encourages those who have not.</p>	<p>Reflect and complete Part A. Share their responses. Listen actively.</p>	

<p>Step 3 - Independent Practice (15 minutes)</p>	<p>Asks students to complete Part B independently. (10 minutes) Circulate to ensure that students are at task, assists and guides, if required. Goes over each question and asks students to share their responses. Accepts all answers but repeats the correct ones.</p>	<p>Complete Part B independently. Share their responses. Listen actively.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Working independently, asks students to complete Part C in three steps - 1. Complete the Climb to Graduation in Appendix 8(SWB) 2. Reflect on their journey of learning at FEA and share it with a peer. 3. Reflect on the journey of learning of the peer at FEA and share it with him/her. Circulates to ensure that there is fair participation and correct use of tenses.</p>	<p>Complete Part C, as instructed.</p>
<p>Step 5 - Assessment (15 minutes)</p>	<p>Based on Step 4 and Lesson 185 &amp; 186, asks students to complete Part D independently. Allows students to seek and receive feedback from peers, if helpful. Ensures that the students prepare SMART goals.</p>	<p>Complete Part D, independently. Seek and receive feedback from peers. Prepare SMART goals.</p>
<p>Step 6 - Extension (25 minutes)</p>	<p>Asks students to pair up/form groups as planned in Part C of Lesson 185. Asks students to review the plan and choose one part of it to implement that day. (20 minutes) While students' get busy with preparing/helping with preparations for re-evaluation, circulates to ensure that peer teaching is working well, everyone is at task and students are participative. After 20 minutes, asks students to reflect on what worked and what did not during the peer teaching time. Each student must complete one column only based on whether he/she was the provider of support or receiver of support. (5 minutes)</p>	<p>Form pairs/ groups. Review plans and select what they will implement that day. Implement the re-evaluation plan. Complete reflections in Part E.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Review your Error Tracker(Appendix 4) and share - 1. What errors did you make in use of 'a', 'an' and 'the' during the week? 2. How often did you make these errors? 3. What can you do to reduce/correct these errors?</p>	<p>Record errors in use of articles and share them with the class.</p>
<p><b>Reflections:</b> Discuss with your peers and prepare a list of students from yours and their Book 1 - 3 students who can benefit from peer support. These could be students who are shy, have poor prior knowledge, struggling with evaluation/re-evaluation, have missed classes due to valid reasons and are now lagging behind others in class etc. Fill their details in Appendix 3 (FHB)</p>		

**For Facilitator's Reference:****Student Ownership of Learning**

Student ownership is the level of investment a learner has in learning, teaching and leadership. Increasingly popular within classroom teaching and curriculum, student ownership can also be a significant factor in improvement of education programs and activities.

**How It Happens**

If teachers, principals, counselors or other adults throughout schools want to support students to actually own their learning, they should:

**Be a learning partner, not a provider.** Student/adult partnerships are key for fostering student ownership of learning, teaching and leadership.

**Dedicate classroom time to self-discovery.** At all ages, students must have a sense of who they are, how they learn, what they want to learn, and why they want to learn what they want to learn.

**Provide supports for pursuing passion.** From identifying and developing student interests to using curriculum that foster curiosity, students should be encouraged to follow their interests.

**Create space for mistakes.** Teach students the success of failure, support their grasps for the unknown and allow room for error.

**What It Looks Like**

When done right, student ownership looks like:

Internal student motivation—Students feel compelled towards accomplishing a goal of their own.

Shared learning goals—Teacher shares and takes inputs from students about what he/she would like to learn.

Identified relevance—Students see and understand how, why and what makes learning matter to them.

Demonstrable outcomes—Learning is evident in students' work and portfolios.

Self-driven applications—Lessons from student learning are applied to their daily activities.

**Adapted from <https://soundout.org/>**

# Lesson 193: Analogies

<b>Language:</b> R.RIA.9.a,9.b, R.RI.6 L.C.5		<b>Cognitive:</b> Ex. 1,8 OS.2,3,8 Ev.1, Ev.2.d	<b>Non-cognitive:</b> SM.7,8,11	<b>Others:</b> -
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>• Analogy</li> <li>• Compare</li> </ul>		<b>Materials required:</b> Internet connectivity Appendix 1 (FHB) Appendix 2 (SWB) Appendix 4 (SWB) Appendix 3 (FHB)		
<b>PROCEDURE:</b>				
<b>Steps</b>	<b>Facilitator's action(s)</b>	<b>Students' action(s)</b>		
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.		
Step 1 - Introduce (5 minutes)	Shares the lesson of the day and its objectives. Tells the students that for the purpose of tracking errors, they will focus on use of tenses during the week. Asks students to read, understand and explain Part A. Accepts all answers and repeats those that help steer the conversation in the desired direction.	Listen actively. Ask questions, if any. Read, understand and explain Part A.		

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Helps students understand why making our message clear to the listener is the shared responsibility of speaker and listener. Therefore, the speaker must give a clearly worded message reducing/eliminating the chances of misunderstanding.</p> <p>Explains that we often use analogies when we begin an explanation with "It's just like...," "It's similar to...," or "Think of it this way...".</p> <p>With the help of the example given in Part B.1 and B.2, explains how information is communicated more clearly if we can help the listener/reader imagine it. It also helps if the listener/reader can relate the unfamiliar/unknown with something familiar/known.</p> <p>Explains how it also helps both the speaker/writer and listener/reader develop interest and thinking skills.</p> <p>Asks students to read and understand the meaning of analogy and explain it to a peer in their own words.</p> <p>Asks students to share their peers' explanation using reported speech.</p> <p>Reiterates how thinking and applying analogies also leads to creativity and innovation.</p> <p>Asks students to read, understand and complete Part B.3.</p> <p>Asks a few students to share their responses.</p> <p>Accepts all answers and repeats the correct ones.</p>	<p>Listen actively. Ask questions, if any.</p> <p>Read and understand the meaning of analogy and explain it to a peer in their own words.</p> <p>Share their peers' explanation using reported speech.</p> <p>Read, understand, complete Part B.3 and share their responses.</p>
<p>Step 3 - Independent Practice (10 minutes)</p>	<p>Working independently, asks the students to complete Part C.</p> <p>Circulates to ensure that the students have understood and can apply their understanding of analogy.</p> <p>Asks students to compare their responses with those of their peers.</p> <p>As a whole class, discusses Part C.</p>	<p>Complete Part C independently.</p> <p>Compare responses.</p> <p>Participate in discussion.</p> <p>Listen actively.</p>

<p>Step 4 - Adjust Instruction (55 minutes)</p>	<p>Reviews and recaps MOOC 4 guidelines from Appendix 2 (SWB).                  Ensures that all students have selected and enrolled for MOOC 4.                  Asks students who have not yet enrolled to spend first 15 - 20 minutes to find and enroll by following the steps mentioned in Lesson 183.                  Asks other students to begin the MOOC as per instructions given in Part D.                  Circulates to ensure all students are at task, making notes as they learn from the MOOC and assists students who are yet to enroll, if required.                  After students have settled in, completes Appendix 1 (FHB) to record MOOC 4 details of the students.                  After 30 minutes, asks students to fill the MOOC Tracker in Appendix 4 (SWB).                  Asks students to log out of their Gmail accounts and practice keyboarding for 10 minutes focusing on speed and accuracy.                  Fills MOOC Progress for each student in Appendix 1 (FHB) based on their Progress Tracker (Appendix 4 - SWB)                  If students are lagging behind in the MOOC 4, they may be asked to come during their free time in the next few days.</p>	<p>Review and recap MOOC 4 guidelines.                  Begin MOOC - 4 as per instructions given in Part D.                   Make notes in SWB as they learn from the MOOC.                  Fill the MOOC Tracker in Appendix 4 (SWB).                  Log out of their Gmail accounts and practice keyboarding, as instructed.</p>
<p>Step 5 - Closure (5 minutes)</p>	<p>Asks student to rate, on a scale of 1 - 5, their keyboarding -</p> <ul style="list-style-type: none"> <li>• speed, and</li> <li>• accuracy</li> </ul> <p>Reminds students about the Entry Ticket for Lesson 194.</p>	<p>Rate their keyboarding skills.                  Listen actively.</p>
<p><b>Reflections:</b> With the help of your peers during PLC, prepare a list of students from Book 1 - 3 (potential Mentees who can benefit from peer assistance. Write their complete information in Appendix 3 (FHB).</p>		

**For Facilitator’s Reference:**

**Lifelong Learning**

Most people associate learning with formal education at school, college, university etc. We are all told, from an early age, that we should ‘get a good education’.

Generally speaking it is true that a formal education and the resulting qualifications are important. However, ‘schooling’ is only one type of learning. There are many other opportunities to further your knowledge and develop the skills you need throughout life.

Knowledge can be acquired and skill-sets developed anywhere - learning is unavoidable and happens all the time. However, lifelong learning is about creating and maintaining a positive attitude to learning both for personal and professional development.

Lifelong learners are motivated to learn and develop because they want to: it is a deliberate and voluntary act.

There are two main reasons for learning throughout life: for personal development and for professional development. These reasons may not necessarily be distinct as personal development can improve your employment opportunities and professional development can enable personal growth.

Learning for its own sake brings its own advantages. For example:

- Boosts our confidence and self-esteem
- Makes us less risk averse and more adaptable to change when it happens
- Helps us achieve a more satisfying personal life
- Challenges our ideas and beliefs
- Can be fun

### Learning for Personal Development

There are, of course, many reasons why people learn for personal development.

- You may want to increase your knowledge or skills around a particular hobby or pastime that you enjoy.
- Perhaps you want to develop some entirely new skill that will in some way enhance your life – take a pottery or car mechanic course for example.
- Perhaps you want to research a medical condition or your ancestry.
- Perhaps you're planning a trip and want to learn more about the history and culture of your destination.
- Maybe you will decide to take a degree course later in life simply because you enjoy your chosen subject and the challenges of academic study.

### Learning for Professional Development

**Our capacity to earn is directly related to our willingness to learn.** Being well-educated is not necessarily the key to employment. Although qualifications may get you an interview, actually getting the job can take a lot more. Employers are looking for well-balanced people with transferable skills. This includes the ability to be able to demonstrate that you are keen to learn and develop.

If you do find yourself unemployed then use the time wisely. Learning something new can pay-off with new opportunities which might not otherwise have arisen.

While you are employed, take advantage of training, coaching or mentoring opportunities and work on your continuous professional development as you will likely become better at what you do and more indispensable to your current or future employer.

From a financial point of view, a more highly skilled and knowledgeable worker is an asset to any company and can lead to faster promotion with associated salary increases.

If you are frustrated with your job, continuing to hone your skills will make it easier to find new ways out of a potentially stressful work situation. Keeping an open mind to learning and giving yourself room for flexibility is key to job satisfaction.

### Learning Gives You Options

Whatever your age, it's never too late to start. Our economy is shifting increasingly towards short-term and part-time contracts with more flexible work-patterns whilst old industries are shifting abroad. We have to adapt to changes going on in the work-world and make more of ourselves by stepping out of our comfort zones and ideas of how we believe our life is going.

Relying on job permanence for earnings and promotion is not as feasible as it once was.

Because of work-life instability, more people of all ages are turning their hobby into a business idea. Following one's passion outside of work hours can lead you to get paid for doing what you love, and typically you will develop business and other skills as you go along.

Adapted from <https://www.skillsyouneed.com/>

# Lesson 194: Similes & Metaphors

<b>Language:</b> W.RE.11 S.SI.9, S.SC.5 R.RIA.9.a, 9.b L.LA.5		<b>Cognitive:</b> Ex.1, 7 OS.4,8	<b>Non-cognitive:</b>	<b>Others:</b> -
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>• Analogy</li> </ul>		<ul style="list-style-type: none"> <li>• Comparison</li> </ul>	<b>Materials required:</b> Appendix 2 (FHB) Appendix 3 (FHB)	
<b>PROCEDURE:</b>				
<b>Steps</b>	<b>Facilitator's action(s)</b>	<b>Students' action(s)</b>		
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.		
Step 1 - Introduce (10 minutes)	Entry Ticket - Stands at the entrance of the class and lets in students who come up with an analogy to describe an object/event at home/neighbourhood/FEA classroom. Students who cannot, are sent back to the end of the queue and can seek guidance (not answer) from those who are inside to come up with the analogy. Welcomes students and shares the objective of the day's lesson. Ensures that the students do not get caught up in the use of terms - similes and metaphors - but understand that they are two ways of comparing unfamiliar with familiar to communicate clearly.	Share the analogy and enter the class.  Listen actively.		
Step 2 - Model/Demo (15 minutes)	Asks students to read, understand and complete Part B independently. Circulates to ensure that all students are at task and guides, if required. After all students have completed, discusses and peer correct answers with the help of students. If required, reteaches, with the help of students what metaphors are -simply put comparing two unrelated things to make one better understood without using 'as' and 'like'. Asks students to share their examples of Part B.3.	Read, understand and complete Part B independently. Peer correct appropriately. Share their examples of Part B.3. Listen actively.		

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to read, understand and complete Part C independently. Circulates to ensure that all students are at task and guides, if required. After all students have completed, discusses and peer correct answers with the help of students. If required, reteaches, with the help of students what similes are -simply put comparing two unrelated things to make one better understood by using 'as' or 'like'. Asks students to share some examples of their own. Uses peer correction, if required.</p>	<p>Read, understand and complete Part C independently. Peer correct appropriately. Share their examples. Listen actively.</p>
<p>Step 4 - Independent Practice (10 minutes)</p>	<p>Instructs students to listen to the story that is read out, catch the metaphors/similes and write them in the appropriate column of the T-chart in Part D. Reads out slowly the short story given in Appendix 2 (FHB). Asks students to share their lists in the T-charts and uses peer correction, if required. Reiterates that it's not important to remember the definition of metaphor and simile. It is, however, important to remember two ways of using analogies - with and without 'as' and 'like'.</p>	<p>Listen actively.  Make notes in Part D as they listen to the story. Share their lists in the T-charts. Peer correct appropriately.</p>
<p>Step 5 - Extension (30 minutes)</p>	<p>Asks students to watch Movie - Part 2 and listen carefully to use of analogies and prepare an analogy to describe a character/event in Part 2 of the movie. Makes phone calls to irregular students and updates the Call Log while students watch the movie. After all students have watched Movie - Part 2, asks each student to share his/her analogy. Uses peer correction, if required.</p>	<p>Watch Movie - Part 2 and listen carefully to use of analogies. Reflect and share the analogy. Peer correct appropriately.</p>
<p>Step 6 - Closure (10 minutes)</p>	<p>Asks students why different analogies were used to describe the same character/event of the movie. Explains how the comparison and choice of analogy will depend on speaker's/writer's perspective and how he/she sees it. Asks students the best two analogies they heard and explain why their rate them as best.</p>	<p>Reflect and respond. Listen actively.</p>
<p><b>Reflections:</b> With the help of your peers, prepare a list of students from Book 1 - 3 who can benefit from peer assistance. Write their complete information in Appendix 3 (FHB).</p>		

**For Facilitator's Reference:**

**Project-based Learning**

The old-school model of passively learning facts and reciting them out of context is no longer sufficient to prepare students to survive in today's world. Solving highly complex problems requires that students have both fundamental skills (reading, writing, and math) and 21st century skills (teamwork, problem solving, research gathering, time management, information

synthesizing). With this combination of skills, students become directors and managers of their learning process, guided and mentored by a skilled teacher.

These 21st century skills include personal and social responsibility, planning, critical thinking, reasoning, and creativity, strong communication skills, both for interpersonal and presentation needs

cross-cultural understanding, visualizing and decision making, knowing how and when to use technology and choosing the most appropriate tool for the task.

"One of the major advantages of project work is that it makes school more like real life. It's an in-depth investigation of a real-world issue worthy of children's attention and effort."-

Education researcher Sylvia Chard

A number of excellent works published in the last few decades promote 21st century skills.

By bringing real-life context and technology to the curriculum through a PBL approach, students are encouraged to become independent workers, critical thinkers, and lifelong learners.

PBL is not just a way of learning; it's a way of working together. If students learn to take responsibility for their own learning, they will form the basis for the way they will work with others in their adult lives.

Authentic assessment and evaluation allow us to systematically document a child's progress and development. PBL encourages this by doing the following:

- It lets the teacher have multiple assessment opportunities.
- It allows a child to demonstrate his or her capabilities while working independently.
- It shows the child's ability to apply desired skills such as doing research.
- It develops the child's ability to work with his or her peers, building teamwork and group skills.
- It allows the teacher to learn more about the child as a person.

It is known that children have various learning styles. They build their knowledge on varying backgrounds and experiences. It is also recognized that children have a broader range of capabilities than they have been permitted to show in regular classrooms with the traditional text-based focus. PBL addresses these differences, because students must use all modalities in the process of researching and solving a problem, then communicating the solutions. When children are interested in what they are doing and are able to use their areas of strength, they achieve at a higher level.

Schools where PBL is practiced find a decline in absenteeism, an increase in cooperative learning skills, and improvement in student achievement.

Adapted from <https://www.edutopia.org/>

# Lesson 195: Job Interview

<b>Language:</b> W.CW.15, W.RE.12, W.RE 13 S.SC.5		<b>Cognitive:</b> Ex.1,3,7 OS.4 Ev.1		<b>Non-cognitive:</b> SM.5 SCA.4		<b>Others:</b> KB-T.3 KB-S.3	
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>• résumé (resume)</li> <li>• grooming</li> </ul>		<ul style="list-style-type: none"> <li>• readiness</li> <li>• research</li> </ul>		<b>Materials required:</b> FEA Library Books Appendix 6 (SWB)			
<b>Error alert:</b> pronunciation of résumé (resu-may and not re-sume)							
<b>PROCEDURE:</b>							
Steps		Facilitator's action(s)				Students' action(s)	
		Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)				Lead, understand and respond.	
Step 1 - Introduce (5 minutes)		Welcomes the students to the class and asks them to share one act of kindness they did the pervious day. Commend those who shared and encourages those who did not share or were not kind. Asks students to read, reflect and share their response to Part A. Encourages wider and honest participation.				Reflect and share. Listen actively. Read, reflect and share their response to Part A.	
Step 2 - Model/Demo (10 minutes)		With the help of students and Part B, recaps choice of careers/professions. Ensures that the students talk of interest, passion, experience, qualification and use work related vocabulary appropriately. Ensures that the students demonstrate greater confidence about choice of career and job search. Ensures students demonstrate growth mindset while sharing their views, particularly about Part B.3 and appropriate conflict resolution methods for Part B.4. With the help of students, recaps the difference between CV and résumé. With the help of students, recap Do's and Don'ts of résumé writing.				Recap choice of careers/professions. Make connections with the past learnings. Listen actively. Recap the difference between CV and résumé; and Do's and Don'ts of résumé writing.	
Step 3 - Guided Practice (15 minutes)		Asks students to - <ul style="list-style-type: none"> <li>• write their résumé in Part C. (10 minutes)</li> <li>• Self-assess it using the checklist (5 minutes)</li> </ul> Circulates to ensure that the students are at task and guides/assists, if required.				Write their résumé in Part C. Self-assess résumé using the checklist.	

<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>Asks students to read the scenario in Part D.1, understand and organise their responses. (2 - 3 minutes) Asks students to share their responses along with their reason for it. Next asks students to read, understand Part D.2 - D.3 and organise their responses. (2 - 3 minutes).</p>	<p>Read, understand and organize their responses to D.1 - D.3. Share their responses, as instructed.</p>
	<p>Asks students to share their responses along with their reason for it. Expects students to provide differing views with valid reasoning. With the help of students, explains the meaning of the word grooming - clothes, walk, hair, hygiene, nails, etc. Asks students to prepare a checklist of Do's and Don'ts for grooming to prepare for job interview(5 minutes). Asks students to share their lists with the whole class. Encourages them to add to their list something they heard from others but did not have on their list. (5 minutes) Ensures that the students have a sound understanding of grooming and not perceive it superficially.</p>	<p>Recap meaning of 'grooming'. Prepare a checklist of Do's and Don'ts. Share their lists with the whole class. Listen actively.</p>
<p>Step 5 - Extension (30 minutes)</p>	<p>Asks students to revisit their reading resolutions in Lesson 189 and set reading goal(s) for the day's reading session. Asks students to collect their books and read for 20 minutes. Reads a book and models good reading behaviour. In the last 5 minutes, in small groups, asks students to share their responses to Part E.1 - E.2 Asks students to fill the Reading Log in Appendix 6 (SWB).</p>	<p>Revisit their reading resolution and set reading goal(s) for the day. Collect books and read for 20 minutes. Share their responses to Part E.1 - E.2. Fill the Reading Log in Appendix 6 (SWB).</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Asks students to share their check-out (Part F) with the class. Reminds students to come prepared for the Job Interview in Lesson 196.</p>	<p>Share their check-out (Part F). Listen actively.</p>
<p><b>Reflections:</b> Prepare a roster for students to run the discussion for QOD and post it on the wall after sharing it with the students. Inform students the order in which they would be discussing the QOD. You may give preference in the order to those who are to do so independently and offer support to those who would struggle.</p>		

**For Facilitator's Reference:**

**6 Things to Research Before Any Job Interview**

Do you have a job interview coming up in the next few days? Then you better keep reading to learn about a secret weapon that will give you a huge advantage during your interview. Researching employers is one of the best ways to become a stand-out candidate during the hiring process. "Why should I spend time researching employers?" First, company research is the best way to learn about what the company does and what they look for in a candidate. You'll also be better prepared to answer questions.

Here are six things you should learn about an employer:

1. The skills and experience the company values.

First and foremost, you should know what the company looks for in a qualified candidate. This enables you to position yourself as the best candidate for the position. You can also find out information on the employer's career page to get an idea of the type of employees their desire. In addition, reach out to current employees who work there and ask them about what their employer values most.

2. Decision-makers of the organization.

The key players within an organization are those employees who hold important positions in the company. These individuals can be managers, department directors, and especially the CEO/ president of the company.

You can find out who the key players of the organization by reading the employer's "About" page and employee bios.

3. News and recent events about the employer.

When you go into a job interview, it's always a good idea to be knowledgeable about the company's latest news and updates.

Most companies have a page on their website dedicated to press releases and events. This is a great source for you to find out information regarding the company's latest news and updates.

4. Clients, products, and services.

As a potential employee, you need to have an idea of the type of work you'd be doing once hired. By having a general idea of who the company's clients are and the types of products and services are offered, you'll be more prepared for the interview, too.

5. The inside scoop.

To ensure you're fully prepared for the job interview, websites such as Glassdoor help job seekers discover the inside details of a company that can't be found on the employer's website. When using websites like Glassdoor, you can find information such as salary figures, employee functions and duties, company reviews, details about the hiring process, and more.

6. The person interviewing you.

Finally, you should find out who the interviewer will be. This will give you an advantage during the interview because you'll have a better chance of connecting with them and sparking a meaningful conversation.

Now it might be a little tricky trying to find out who the interviewer is, but you should be able to locate the person's name with a little investigation. First, try locating the person's name from email you received regarding the interview.

Once you acquire the interviewer's name, do some research on LinkedIn and Twitter. This will help you learn about the interviewer's background, their position with the company, and even interests.

**Adapted from <https://www.glassdoor.com/>**

# Lesson 196 – Mock Interview – 1

<p><b>Language:</b> W.CW.15, W.RE.11,12 S.SF.7, S.SC.7</p>		<p><b>Cognitive:</b> Ex.1 OS.1,2 Ex.3 Ev.1</p>		<p><b>Non-cognitive:</b> SfA.5,7 SM.3,7</p>		<p><b>Others:</b> -</p>	
<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>• mentor</li> <li>• mentee</li> </ul>				<p><b>Materials required:</b> -</p>			
<p><b>PROCEDURE:</b></p>							
<p><b>Steps</b></p>		<p><b>Facilitator’s action(s)</b></p>				<p><b>Students’ action(s)</b></p>	
		<p>Encourages a student to lead the discussion on response to the previous day’s QOD and current day’s QOD. (10 minutes)</p>				<p>Lead, understand and respond.</p>	
<p>Step 1 - Introduce (10 minutes)</p>		<p>Welcomes the student to class and asks all students to update/review their Error Tracker. (5 minutes) Asks students to read, understand and share their responses to Part A.</p>				<p>Update/review their Error Tracker. Read, understand and share their responses to Part A.</p>	
<p>Step 2 - Model/Demo (20 minutes)</p>		<p>Based on their responses in Part A, fills the gap in students knowledge/understanding. Asks students to share their views about Part B.1. Reiterates that FEA aims at making the students independent learners and contributive members of the community who <b>freely and humbly</b> share the benefits they have received from the program. As Book 5 students will be given a taste of this experience through the Mentoring Project. Shares details of the project. (Appendix 4 - FHB) Addresses students’ doubts and concerns about the project. Asks students what the traits of a mentor are. Asks them to rate themselves along these traits in Appendix 10 (SWB). The idea is to help student see themselves as worthy of sharing and contributing to learning and development of others. As such, they need not score high on all/some/most of these traits. A low rating on these traits can also be looked as opportunity to develop that trait during the course of the Mentoring Project.</p>				<p>Read and share their views about Part B.1. Listen actively. Ask questions, if any.</p> <p>Reflect and respond.</p> <p>Rate themselves in Appendix 10 (SWB). Reflect on their rating with growth mindset.</p>	

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Shares details from List of Mentees (Appendix 3 - FHB) with the students and allows them to choose who they would like to mentor. Ensures that these choices are made in consultation with the facilitator and <b>only</b> with the intent of sharing knowledge and contributing to the learning of a fellow student. Communicates that respect and humility are the key to mentoring. As a student is assigned a Mentee, asks him/her to prepare a plan of support, just as he/she has been preparing for himself in Books 2, 3, &amp; 4. Explains that this plan will also be shared with the Mentee to get his/her feedback. If time permits, encourages students to get feedback from peers about the support plan.</p>	<p>Listen and observe actively. Choose Mentee by matching theirs and Mentees' needs and availability.  Prepare a plan to support the Mentee.  Give and get feedback on the plan from peers.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students how they have prepared for the job interview. Accepts all answers and add things that students have missed out on. Pairs up students randomly. Asks students to read and understand Part C. Ensures that all students understand the task. Asks students to prepare the interview questions they would ask from the job applicant (their partner) based on position he/she has applied for. Circulates to monitor and assist.</p>	<p>Reflect and respond. Listen actively. Form pairs. Read and understand Part C. Ask questions, if any. Prepare the interview questions.</p>
<p>Step 5 - Extension (20 minutes)</p>	<p>Asks pairs to follow the steps given in Part D for Round 1 of the mock interview. One partner plays the Interviewer and asks the questions based on the position applied for and resume of the other partner who plays the Interviewee. Explains that the roles will be swapped in Round 2 in Lesson 197. Circulates to monitor and assist. After all pairs have finished Round 1, asks students to reflect and share their responses to Part D.1 - D.3 Commend students on having successfully conducted/ attended a job interview. Explains how Round 2 would be more formal and the preparation and questioning would be better. Asks students to dress appropriately for Round 2.</p>	<p>Follow the steps given in Part D and conduct Round 1 of the mock interview, as instructed. Pay attention to errors they make in use of tenses. Reflect and respond. Listen actively.</p>
<p>Step 6 - Closure (10 minutes)</p>	<p>Asks students to refer to Appendix 10 (SWB) and share -</p> <ul style="list-style-type: none"> <li>• which traits of an effective mentor they possess</li> <li>• which ones they need to develop during the Mentoring Project to become an effective Mentor.</li> </ul>	<p>Reflect, relate and respond.</p>

**Reflections:** Inform your peer facilitators about the Mentor-Mentee pairs so that they are aware and monitor progress of the Mentee.

### For Facilitator's Reference:

#### The Concept of Mentoring

Mentoring is the process in which an experienced colleague is assigned to an inexperienced individual and assists in training or general support role. It is also a form of teaching that includes walking alongside the person you are teaching. Many organizations have mentoring programs designed to promote employee development.

#### MENTOR

A mentor is a person who acts as a guide and an adviser. He/she is a role model, one that you can learn from, and one who is interested in passing on knowledge, experience, thoughts as inspiration for personal and vocational growth.

Your role as a mentor includes being

- a counsellor and a guide
- a fellow-partner and a challenger
- inspirational
- willing to speak from experience

As a mentor you:

Provide information, knowledge, experiences and wisdom.

Valuable opportunities by facilitating academic, career, and personal contacts .

Stimulate curiosity and build confidence by presenting new ideas, opportunities and challenges.

Encourage growth and achievement by providing an open and supportive environment.

Help the mentees discover talents and interests and define and attain their goals

Guide the mentee in reaching academic, career and personal goals.

Become the role model

#### MENTEE

A mentee is a person who has a mentor. She has specific professional and personal goals which she wants to talk to a more experienced person with.

A mentee takes up an active role as the one who seeks advice and guidance. As a mentee you must make clear how you want to benefit from the mentorship. You must be active in any respect and be willing to learn and to see things from new perspectives.

# Lesson 197 – Mock Interview – 2

<p><b>Language:</b> R.RIA.9.a, 9.b, R.RI.6 S.SI.9</p>	<p><b>Cognitive:</b> Ex.1,2,3,7,8 Ev.1 A.4 OS.2</p>	<p><b>Non-cognitive:</b> SfA.5,7 SM.3,7 ScA.4</p>	<p><b>Others:</b> -</p>
<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>relevant                      job profile</li> <li>flexible</li> </ul>		<p><b>Materials required:</b> FEA Library Books Appendix 6 (SWB) Appendix 9 (SWB)</p>	

**PROCEDURE:**

Steps	Facilitator’s action(s)	Students’ action(s)
	Encourages a student to lead the discussion on response to the previous day’s QOD and current day’s QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (10 minutes)	<p>Welcomes the students to class and asks how they feel about mentoring another student. (5 minutes)</p> <p>Reiterates that this is their opportunity to share their learning to help another individual, and if they do this well, they would be better prepared for greater responsibilities within and outside FEA.</p> <p>Asks what questions they were asked/they asked in Round 1 of Mock Interview. (5 minutes)</p> <p>Explains how some questions are general(will be asked irrespective of company/job profile) and some specific to the job profile.</p> <p>Visually scans the room to see who all appear to have prepared for the interview.</p>	<p>Express gratitude. Reflect and respond. Listen actively. Ask questions, if any.</p> <p>Reflect and respond.</p>
Step 2 - Model/Demo (30 minutes)	<p>Asks students to read and understand Part B.1. As a whole class, discusses why it must be answered as suggested in the example.</p> <p>Asks students to read and understand Part B.2. As a whole class, discusses why it must be answered as suggested in the example.</p> <p>Goes over each questions, its Do’s and Don’ts, sample response, and the reason why a certain question must be answered as suggested.</p> <p>After all questions have been discussed and understood, asks students to sit with their Round 1 Mock Interview partners and review their list of questions. Encourages them to make changes, if required, based on what they have learnt in Lesson 197.</p>	<p>Read, understand and discuss all Do’s and Don’ts in Part B. Listen actively. Ask questions, if any.</p> <p>Sit with the Round 1 partners for mock interview. Review list of questions.</p>

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to follow the steps given in Part C for Round 2 of the mock interview.                  This time the roles will be swapped - Round 1 Interviewer becomes Round 2 Interviewee and vice versa.                  Circulates to monitor and assist.                  After all pairs have finished Round 2, asks students to share their responses to C.1 - C.5                  Acknowledges the students who came prepared for the Mock Interview.</p>	<p>Follow the steps given in Part C for Round 2 of the mock interview.                  Swap roles, as instructed.                  Share their responses to C.1 - C.5.</p>
<p>Step 4 - Extension (30 minutes)</p>	<p>Explains how reading a variety of books also helps us prepare for job interviews and discussions.                  Asks students to plan their reading goal for the day and read for 20 minutes.                  While students are reading, reviews the List of Mentees/ Mentors and speaks one-on-one with students who have not yet been able to find a Mentee to work with.                  Ensures that all students have a Mentee to support.                  If time permits, review the Mentoring Plan of students as prepared in My Plan section of Appendix 9 (SWB).                  Asks students to fill Reading Log (Appendix 6 - SWB).</p>	<p>Listen actively.                  Ask questions, if any.                  Plan their reading goal and read for 30 minutes.                  Fill Reading Log (Appendix 6 - SWB).</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>After all students finished reading, asks them to share their reading goal and whether or not they were able to achieve it.</p>	<p>Share their reading goal and its achievement.</p>
<p><b>Reflections:</b> Inform your peer facilitators about the Mentor-Mentee pairs so that they are aware and monitor progress of the Mentee.</p>		

**For Facilitator's Reference:**

**Shift work**

Shift work is a type of employment to make use of, or provide service all 24 hours of the clock each day of the week (often abbreviated as 24/7). The practice typically sees the day divided into shifts, fixed periods of time during which different groups of workers come in and typically perform the same kind of work. Shift work is common in production environments where repetitive tasks are performed, and production takes place around the clock.

Very common in factories, today shift work occurs in many industries and fields including law enforcement; military; security; healthcare; retail; restaurants; hospitality; grocery stores; transportation; fire stations; convenience stores; customer service call centers; newspapers, and media, staff working in prisons, nursing homes, hotels, and college dorms.

Shift work is considered to be monotonous as you do the same work every day and if you do not have a fixed shift, then it can disrupt your sleep/health and personal life.

# Lesson 198 - Consolidation

<b>Language:</b> W.RE.11,12, 13, S.SR.6.a, SF.7 L.LM.9,10, L.AI.10		<b>Cognitive:</b> Ex.1,3,7 OS.2,4,8 Ev 2.b		<b>Non-cognitive:</b> SFA.5,7 SM.11 ScA.4		<b>Others:</b> -	
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>work shift</li> <li>work monotony</li> <li>chorus</li> </ul>				shift work verse		<b>Materials required:</b> -	
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>				<b>Students' action(s)</b>	
		Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)				Lead, understand and respond.	
Step 1 - Introduce (10 minutes)		Welcomes the students to class and asks them to share their experience of learning through songs during Books 1 - 4. Students can refer to Part A for points to share. Encourages wider participation and different viewpoints.				Express gratitude. Reflect and respond. Listen actively.	
Step 2 - Independent Practice (15 minutes)		Asks students to read, understand and complete Part B. Circulate to ensure that all students have understood the task and assists those who have not. After all students have completed, asks them to swap their workbooks with a partner and read each other's letter. Asks students to give feedback to their peers based on - quality of language used, format, and construction of arguments.				Read, understand and complete Part B. Swap workbooks to read each other's letter. Share feedback, as instructed. Listen actively.	

<p>Step 2 - Model/Demo (30 minutes)</p>	<p>Announces that the students will be listening to, singing and learning from a country song.                  Asks students if they know what country music is. (Country music, also known as country and western or simply country, is a genre of popular music that originated in the southern United States from local folk music in the early 1920s.)                  Announces that the students will be listening to, singing and learning from song called Shiftwork.                  Asks students if they know what work shift/shift work is.                  Explains what shiftwork is.                  Asks students to read the lyrics and then listen to the song in AV - 198 twice.                  As they listen to the song, asks them to write the missing lyrics.                  After a student has filled up the blank, encourages him/her to singalong to check if the lyric are correct.                  Ask students to singalong with a partner. (This would be a good time for the partner to review and correct the lyrics, in case they got it wrong)</p>	<p>Ask questions, if any.                  Share views.                  Listen actively.</p> <p>Read the lyrics and listen to the song twice.                  Fill the blanks in lyrics.                  Singalong to check lyrics.                  Singalong with a partner.</p>
	<p>After all pairs have sung together twice, asks students to sing together as a class.                  Ensures that all students begin the song together and sing in sync with each other.                  Asks students to suggest variations to the group singing.                  Takes the most feasible and popular variation and uses that to sing the song once as a whole class.                  Asks students -</p> <ul style="list-style-type: none"> <li>• Would you like to do shift work? Why?</li> <li>• What are benefits of shift work?</li> <li>• What are disadvantages of shift work?</li> </ul> <p>Encourages wider participation and diversity of viewpoints.</p>	<p>Sing together as a class.                  Suggest variations.                  Sing the song once as a whole class in the varied form.                  Reflect and respond.                  Listen actively.                  Ask questions, if any.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to work in pairs and complete Part D.                  Explains how they have been singing other people's songs and now it is time for them to create songs of their own.                  Explains that their song must have at least one verse and one chorus.                  Asks students to follow the steps given in Part D to create short and simple songs.                  For those reluctant to do so, encourages them using growth mindset language.                  Circulates to assist and guide as required.</p>	<p>Work in pairs and complete Part D.                  Listen actively.                  Ask questions, if any.                  Follow the steps given in Part D to create short and simple songs.</p>
<p>Step 4 - Extension (10 minutes)</p>	<p>For pairs who have completed writing the song, asks them to complete any pending work that they have.</p>	<p>Complete the song or pending work, if any.</p>

Step 5 - Closure (5 minutes)	Asks students to reflect and record their progress in Part C of Lesson 190. Asks a few students to share their progress with the class. Asks students if they need to revise their plan in case they have tried and it has not worked.	Reflect and record their progress in Part C of Lesson 190. Share their progress. Revise plan, if required.
<b>Reflections:</b> How did your students respond to the task of writing a song? How are you students progressing along their journey of making passion into purpose/profession?		

# Lesson 199 - Job Fair - 1

<b>Language:</b> W.RE.10, W.MR.6 R.RO.9,10		<b>Cognitive:</b> Ex.3,7 OS.3,5 Ev.1		<b>Non-cognitive:</b> SFA.7 SM.3.7		<b>Others:</b> -	
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>Work related vocabulary</li> </ul>				<b>Materials required:</b> Appendix 5 (FHB) Appendix 4 (SWB) Internet Connectivity			
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>			<b>Students' action(s)</b>		
		Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)			Lead, understand and respond.		
Step 1 - Introduce (5 minutes)		Welcomes the students to class and asks them to reflect on the Error Tracker of the previous week and share responses to Part A. Counsels students who have been repeating mistakes/not making much effort on correcting their errors and commends those who have genuinely corrected their errors. Explains that the students will focus on reflecting and addressing their errors related to subject-verb agreement.			Express gratitude. Reflect and share. Listen actively. Respond appropriately to feedback. Ask questions, if any.		
Step 2 - Model/Demo (10 minutes)		Asks students what a Job Fair & Campus Recruitment is. Accepts all answers and repeats the correct ones ensuring that the students know what each one is. With the help of students, recaps the work related vocabulary given in Part B.			Reflect and respond. Recap work related vocabulary. Listen actively and ask questions, if any.		

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>Divides the class into two groups - Group 1 (Employers) about 5 - 7 members &amp; Group 2 (Job Seekers) about 10 - 12 members. Each employer must be matched with more than one job seeker.</p> <p>Asks students to sit in the two groups.</p> <p>From the list of possibilities in Appendix 5 (FHB) gives Group 1 some roles. For example, 2-3 students from Group 1 can be HR Managers from the State Education Board hiring teachers; 2-3 students from Group 1 can be HR Managers from Infosys hiring software designers.</p> <p>After Group 1 has been assigned their roles from Appendix 5 (FHB) Group 2 can match their job seekers to Group 1 Employers. (All job seekers and employers must participate in the Job Fair in Lesson 200).</p> <p>Asks the two groups to discuss and plan what/how they need to prepare for the Job Fair in Lesson 200. For example, Group 2 members will need résumés as relevant for their role.</p> <p>Circulates to ensure that the students have understood the task and guides and assists, as required.</p> <p>Ensure that the students in Group 2 prepare appropriate résumés and cover letter. Students may want to type out the cover letters and résumés. Allows students to do so, if time permits.</p>	<p>Form groups, as instructed.</p> <p>Understand their roles as explained by the facilitator.</p> <p>Ask questions, if any.</p> <p>Discuss, plan and prepare for Job Fair.</p> <p>Ask for assistance, if required.</p>
<p>Step 4 - Independent Practice (45 minutes)</p>	<p>With the help of students, reviews and recaps MOOC 4 guidelines from Appendix 2 (SWB).</p> <p>Asks students to begin the MOOC as per instructions given in Part D.</p> <p>Circulates to ensure all students are at task, making notes as they learn from the MOOC and assists students, if required.</p> <p>After students have settled in, call inactive/irregular students and updates the Call Log.</p> <p>After 40 minutes, asks students to fill the MOOC Tracker in Appendix 4 (SWB).</p> <p>Asks students to log out of their Gmail accounts.</p> <p>Updates MOOC Progress for each student in Appendix 1 (FHB).</p>	<p>Review MOOC 4 guidelines.</p> <p>Ask for assistance, if required.</p> <p>Complete MOOC Tracker.</p> <p>Log out of their account.</p>
<p>Step 5 - Closure (5 minutes)</p>	<p>Asks students about their progress in completion of MOOC.</p> <p>Asks those who are lagging behind in the MOOC 4, to come during their free time in the next few days.</p>	<p>Share their MOOC progress with facilitator.</p>
<p><b>Reflections:</b> Were any of your students interested in and eligible for becoming facilitator at FEA? If yes, get in touch with the HR Manager of FEA and share their details. Remind your peer facilitators to send their Mentee students for mentoring session in Lesson 201.</p>		

**For Facilitator's Reference:****JOB FAIRS**

There are many types of job and career fairs – from ones scheduled on campus for college students to industry-specific ones for professionals – but they all have one common theme: it's a chance for a company to meet and screen a large volume of potential job candidates.

Keep in mind that career fairs should be just one small part of your entire job search process; however, they can be a successful part. Whether you're a college student new to the job-hunting process or a seasoned professional, these career fair strategies for jobseekers will improve your odds of not being screened out and should lead to a deeper level of satisfaction with your efforts and increase your chances of obtaining a second interview.

**Pre-register for the Fair**

Some career fairs allow jobseekers to pre-register for the event, which usually includes submitting a resume or summary resume.

**Research Registered Employers**

Many jobseekers go to fairs to "see the sights" and are not prepared to interview. You can get a huge jump on the competition by getting a list of the companies attending the fair and doing some research on each of the companies you want to interview with; don't waste time with companies that do not interest you. While all of the recruiters will have company literature at their booths at the fair, you often can't access those until after the interview. With so much information about companies on the Web, there is no excuse not to do your homework.

**Take Multiple Copies of Your Resume**

Bring lots of resumes to the fair – at least two for each company for which you have an interest. If you have multiple interests or job objectives, make sure you bring enough of each version of your resume.

**Consider Bringing Your Portfolio**

More and more career experts are emphasizing the importance of career portfolios. These portfolios should include copies of your resumes, a list of references, and samples of your best work. While most career fair interviews are fairly short, there may be opportunities for discussing your portfolio with a recruiter – either over a short break or meal or during a second interview on-site. It is best to always be prepared no matter what happens.

You may only have two to five minutes to market yourself and protect yourself from being screened out, thus you need to make the most of your time.

**Wear Appropriate Attire**

Conservative business attire is essential, because image and first impressions are critical. Know what is the expected attire of your profession and dress accordingly.

**Develop Fair Strategy**

You need to devise a strategy or plan of attack for the fair. Some experts suggest meeting with your top choices first thing in the morning, interviewing with your other choices in the middle of the day, and returning to your top choices at the end of the day to thank them again for their time. But remember to stay flexible as your top

choices may be the top choices of many, creating long lines that you may wish to avoid.

### **Prepare for Interviews**

You may only have two to five minutes to market yourself and protect yourself from being screened out, thus you need to make the most of your time. Many experts suggest that you develop a one-minute “commercial” that highlights the key benefits that you can offer the organization – and then use it at the beginning of the interview. Also remember the three keys to all interviews: make eye contact, offer a firm handshake, and show enthusiasm. You should also prepare answers to interview questions just as you would any employment interview. Finally, make sure to avoid poor communication bad habits, such as fidgeting, rocking, chewing gum, etc.

### **Network With Everyone at the Fair**

Career fairs are all about networking. Of course, you are building a network with the recruiters – this task is your most vital. However, you can also network with your fellow jobseekers in terms of sharing information about job leads, companies, and their recruiting strategies and styles. There may also be professional organizations or employment agencies on hand at the fair, which are also good sources for networking.

### **Follow-up With All Key Recruiters**

You would be surprised at how few jobseekers actually take the time to follow-up their career fair interviews, thus when you do it, you will get an edge over the many others who do not. There are two main methods of follow-up – actually calling the recruiter the evening of the fair and thanking the recruiter again for his/her time that day. A more concrete and traditional method is to write a thank you note and mail it the next day to the address on the recruiter’s business card. In the letter, thank the recruiter for his/her time, restate your interest and qualifications for the position, reiterate your interest in a second interview, and make a promise to follow-up the letter with a phone call (and then make sure you do in fact call).

**Adapted from <https://www.livecareer.com/>**

# Lesson 200 – Job Fair – 2

<b>Language:</b> W.RE.10 S.SR.6.a, S.SC.5		<b>Cognitive:</b> Ev.1, Ev.2.a OS.3.e	<b>Non-cognitive:</b> ScA.1,4 SR.4	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> Name huts for Group 1(Employers)		
<b>PROCEDURE:</b> Organise the seating/layout of the class for Job Fair.				
Steps	Facilitator’s action(s)	Students’ action(s)		
	Encourages a student to lead the discussion on response to the previous day’s QOD and current day’s QOD. (10 minutes)	Lead, understand and respond.		
Step 1 - Introduce (10 minutes)	Welcomes the students to class and asks one of the students to lead the Check-in by getting the students to share their experience of being kind to others – how it feels, challenges they face etc. with each other. Guides/supports the student leading this to encourage wider participation and differing viewpoints.	Express gratitude. Volunteer to lead the discussion. Reflect and respond. Listen actively.		
Step 2 - Independent Practice (40 minutes)	<b>Job Fair</b> - Asks Group 1 students to take their seats as per their roles. Asks Group 2 students to visit the Group 1 students as they were matched in Lesson 199. Each interaction must last 10 minutes. Circulates to ensure that the students at task and the conversation/interview is a relevant one i.e. Group 1 students are sharing the info about the company/job and asking Group 2 students about their interest/qualifications/work experience; Group 2 students are asking for company info/job details and sharing their interest/qualifications/work experience. Each Group 1 Employer must interview more than one Group 2 member for the same position. After all Group 1 and Group 2 members have interacted with each other, asks students to reflect on the experience and performance and complete Part C. Asks a few students to share their reflections.	Take seats, as instructed. Conduct Job Fair interactions.  Stay focused and participative.  Reflect and respond.		

<p>Step 3 - Guided Practice (30 minutes)</p>	<p>Asks students to watch Movie - Part 3 and identifies one student who would lead the discussion after everyone has watched Movie - Part 3. Reviews students' workbook while students watch the movie. After all students have watched the movie, one student(identified at the beginning of the movie, leads the discussion as given in Part B. Supports and guides the student as he/she leads the discussion. Ensures wider participation with diverse viewpoints. Encourages the student leading the discussion to use peer correction, if required.</p>	<p>Watch Movie - Part 3. Submit their workbook for review. One student leads the discussion, other participate.  Listen actively and offer peer feedback.</p>
<p>Step 4 - Closure (10 minutes)</p>	<p>Asks students to reflect and share: 1. Would you be willing to commute long distance for work? Why? 2. What did you learn today? How is it helpful?</p>	<p>Reflect and respond. Listen actively.</p>
<p><b>Reflections:</b> How did the students do in Job Fair? Did you commend those who were doing it well and counsel/guide those who were not? Remind your peer facilitators to send their Mentee students for mentoring session in Lesson 201.</p>		

**For Facilitator's Reference:**

**How To Apply Online for Delhi Job Fair:** Log on to <http://degs.org.in/jobfair/Jobseekers.aspx> and fill up the registration form with all the necessary details - contact information, qualification details, experience details, skill details, languages known and then click on 'submit'. A registration ID will be issued and will be sent to you on mobile and e-mail. The job seeker's data will also be sent on the employer's request ID who would screen and shortlist.

**Rojgar Mela in UP** - More info at - <http://sewayojan.up.nic.in/RojgarMela.aspx>

**The battle for jobs continue**

As many as 18.3 million Indians were unemployed in 2017, and unemployment is projected to increase to 18.9 million by 2019, according to The World Employment and Social Outlook-Trends 2018 report by the International Labour Organisation, released on 22 January, 2018. There is widespread resentment among youth with lack of employment opportunities in the country.

The situation seems to be grim, considering the number of people applying for government jobs. Over 28 million applicants are expected to appear for 90,000 jobs offered by the Indian Railways this year, The Times of India reported. More than 200,000 candidates were competing for 1,137 police constable vacancies in Mumbai, many of whom were over-qualified: 423 had degrees in engineering, 167 were Masters in Business Administration and 543 were post-graduates while the basic qualification required for the post was a pass in 12th standard.

As many as 590,000 jobs every month-or 7 million annually-were likely to be generated in 2017-18, according to a report, Towards A Payroll Reporting in India, published on 15 January, 2018.

Prime Minister Narendra Modi had claimed that lies were being spread about lack of jobs quoting new but contested data, FactChecker reported on 29 January, 2018.

How can the Indian youth be trained to be a job creator and not just a job seeker?

# Lesson 201 – Work Habits

<b>Language:</b> S.SC.5, S.SI.9, S.SF.7 R.RIA.9.a, 9.b R.RI.6, R.RO.9,10		<b>Cognitive:</b> OS.2,8 Ex.2,7	<b>Non-cognitive:</b> ScA.4 SR.4,5	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> -		
<b>PROCEDURE:</b>				
<b>Steps</b>	<b>Facilitator’s action(s)</b>	<b>Students’ action(s)</b>		
Encourages a student to lead the discussion on response to the previous day’s QOD and current day’s QOD. (10 minutes)		Lead, understand and respond.		
Step 1 - Introduce (10 minutes)	Welcomes the students to class and asks students to look at the graphic in Part A and reflect on questions in Part A. Asks students to share their responses to Part A. Encourages wider participation and accepts all answers. Asks if any of the dream jobs shared by the students involve mentoring.	Express gratitude. Read, reflect and share their responses. Listen actively.		
Step 2 - Independent Practice (50 minutes)	Reiterates the importance of respect and humility as a pre-requisite to mentoring. Welcomes the Mentee students and asks them to sit with their mentors. Asks the Mentor students to follow the steps given in Part B to begin mentoring. Circulates to ensure that the students are at task and support/guides those who need assistance. After the mentoring session, thanks the Mentees for coming and participating in the mentoring process.	Listen actively. Organize themselves for the mentoring session. Conduct mentoring session, as instructed and respectfully. Thank Mentee.		
Step 3 - Guided Practice (15 minutes)	Asks students to share what are some of the Do’s and Don’ts that they follow during mentoring. Explains how at work also they would be expected to follow Do’s and Don’ts. Asks students to pair up and complete Part D. Ensures that the partners are taking turns to read and discuss along with reasons for the Do’s and Don’ts. (It is not just important to know what to do or what not to do, but it is equally important to understand why it must be done/not be done). Encourages students to add to the list of Do’s and Don’ts along with reasoning.	Reflect and respond. Listen actively. Pair up and complete Part D. Take turns to read and discuss.		

<p>Step 4 - Assessment (5 minutes)</p>	<p>Asks a few pairs to share their views/discussion after reading Part D. Asks pairs what they added to the list and why. Accepts all responses supported by reasoning.</p>	<p>Share their views. Listen actively. Reflect and respond reasonably.</p>
<p>Step 5 - Closure (10 minutes)</p>	<p>Asks students: 1. Did you understand the words/phrases in bold in Part D? If yes, did you know the meaning or did you infer the meaning? 2. How confident do you feel as a Mentor? 3. How is mentoring changing you?</p>	<p>Reflect and respond. Listen actively.</p>
<p><b>Reflections:</b> What do you/your students do if a Mentee is absent? How do you ensure that the Mentor student is engaged and involved in mentoring even though his/her Mentee is absent?</p>		

**For Facilitator’s Reference:**

After graduating from college, you may have had high hopes of finding the perfect job. You’ve probably heard friends and acquaintances brag about how dreamy their jobs were and how they can’t believe they’re getting paid to do what they do. You wanted what they had, so you embarked on a search for your own perfect job. However, your hopes were quickly dashed after working at a series of crappy jobs and dealing with too many horrible bosses. A job may seem perfect in the beginning, but that feeling usually doesn’t last long. Here’s why there’s no such thing as a dream job.

**Your job satisfaction is up to you**

A job is what you make it. It can be a truly miserable experience, it can be just OK, or it can eventually turn into a dream job. It’s all about your attitude. You can make small changes to make your job as close to a dream job as possible, but it will take some effort.

Career expert Allison Chesteron says we are each authors of our careers. It’s up to you to carve out a satisfying career path.

**All jobs have flaws**

There are no perfect jobs because there are no perfect people. You’ll encounter people from time to time who will make your workday miserable. They may even make you question your chosen field. You aren’t perfect either. Your feelings about your work will likely change from day to day and from week to week. These feelings can (and often do) color the way you view your job.

Dr. Alex Lickerman, Psychology Today contributor and founder and CEO of Imagine MD, said our imperfection is the reason why our jobs will never be ideal. “The real reason no job can ever be perfect is because we won’t ever be perfect,” Lickerman said. “We’ll always have a constantly shifting life condition that makes today seem awful even though yesterday we felt great doing the exact same thing; we’ll always keep making new mistakes; we’ll always on occasion fail in a big way; and we’ll never be able avoid having others dislike our work.”

There will always be something wrong no matter where you work. So if you’re job hopping in search of the perfect job, you’ll never find it. Once you let go of the idea that there is a perfect job out there, you’ll be able to find happiness at work or at least be somewhat satisfied.

**You’re setting yourself up for disappointment**

Holding on to the idea that you will one day find your dream job is a quick way to set yourself up for disappointment. You'll never be happy if you continue to believe this. Instead, you'll be tired, frustrated, and bitter. And these feelings will eventually become evident when you go on job interviews, further diminishing your chances of finding the right job.

Putting your happiness on hold until you find the perfect job will also cause you to become overly focused on the future. Consequently, you could miss out on good opportunities right now. Maria Tomaino, job search strategist and associate director of alumni career development at Florida International University, said focusing too much time and energy on the future is almost as bad as living in the past. It's just as important to focus on your current moves.

There's no such thing as a dream job. The mentality of 'if I was just doing \_\_\_\_, then I'll be happy' is not only untrue, but dangerous thinking. Why? Because it's a hypothetical. It lives in the future. It's not reality. That's a lot of pressure that you are putting on yourself. That's a lot of power you are putting into a job. It's precarious thinking; always looking to the future and not being in the present. It puts our blinders up: To think the only path is that "dream job" path and makes us miss other opportunities that come our way.

Adapted from <https://www.cheatsheet.com/>

# Lesson 202: Success At Work

<b>Language:</b> S.SR.6.a,6.b R.RO.9,10, R.RIA.9.a,9.b, R.RI.6		<b>Cognitive:</b> OS.2 Ev.2.a A.2,4		<b>Non-cognitive:</b> ScA.1,4 SFA.5,7 SM.3.5,9,10,		<b>Others:</b> -	
<b>Key vocabulary:</b> •				<b>Materials required:</b> Library books Reading Log (Appendix 6 - SWB)			
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>				<b>Students' action(s)</b>	
		Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)				Lead, understand and respond.	
Step 1 - Introduce (10 minutes)		Welcomes the students to class and asks students which work habit developed at FEA would be most helpful to them in their work/careers and why. Encourages wider participation and different viewpoints. Asks students to reflect and review their Error Tracker. Asks a few students to share their responses to Part A.				Express gratitude. Reflect and respond. Listen actively. Review Error Tracker and share responses.	
Step 2 - Model/Demo (10 minutes)		Divides the class into two groups - Group 1 and Group 2 - and assigns each group a leader. Asks Group 1 to reflect in the first quote in Part B and the leader to lead the group discussion. Asks Group 2 to reflect in the second quote in Part B and the leader to lead the group discussion. Circulates to ensure that the groups are discussing following the discussion Do's and Don'ts and that all members of the group are participative. Asks the group leaders to share the key points of the discussions within their groups. Asks student to independently reflect and complete Part B.3.				Form groups, as instructed. Conduct group discussion, as instructed. Follow the discussion Do's and Don'ts. Group leaders to summarize key points. Reflect and complete Part B.3.	

<p>Step 3 - Independent Practice (10 minutes)</p>	<p>Working independently, asks students to read, understand and reflect on Part C. Circulates to ensure that the students are at task and able to comprehend all the points. As a whole class, asks students the meaning of the words/phrases in bold. Ensures that the students use contextual clues to arrive at the meaning. Asks students if they were to choose one habit from Part C which alone could make them successful, which one would they choose and why. Encourages wider participation with diverse points of view.</p>	<p>Read, understand and reflect on Part C. Ask questions, if any. Reflect and respond.  Listen actively.</p>
<p>Step 4 - Guided Practice (10 minutes)</p>	<p>Asks students to again reflect on what it means to be successful at work. Asks if their views have changed from what they were in Part B. Asks why. In pairs, asks students to read and discuss Part D. Circulates to ensure that the students are reading and discussing, as instructed. Chooses a leader to lead class discussion. Supervises/guides the leader to lead the discussion on Part D. Commends/counsels the leader based on how he/she conducted the class discussion.</p>	<p>Reflect and respond. Compare their previous and current response to Part B. Form pairs. Read and discuss Part D. Seek feedback and respond appropriately to feedback.</p>
<p>Step 5 - Extension (45 minutes)</p>	<p>Asks students to collect their library books and read for 40 minutes. While students are reading, reviews the Reading Logs and Mentoring Trackers of the students. In the last 5 minutes, asks students to fill the Reading Log in Appendix 6 (SWB).</p>	<p>Collect library books and read for 40 minutes. Submit workbooks to facilitator. Fill the Reading Log.</p>

**Reflections:** Are your students on track for meeting the reading expectations for Book 5? Are there some who need to read more? If yes, how do you plan to encourage them?

**For Facilitator’s Reference:**

**Business Etiquette Tips For International Travel**

Susan Adams

Never leave meetings early in Brazil; expect Indians to arrive at meetings late but you should be on time.

Even after all my experience working around the world, I still have a habit of making cultural mistakes. Example: I recently asked a Chinese business associate how many children he had. This was an insensitive blunder on my part, since I knew that the government limits members of the ethnic Han majority to have only one child. My own mistake motivated me to compile this list of country by country observations, that will hopefully help others when they do business with people from other countries.

**Brazil**

Though meetings often run late, never leave early. It is considered rude to exit before the gathering ends.

Be aware of big, popular celebrations, such as Carnival, during which almost everything shuts down. Brazilians are social and passionate about these events, and prioritize them over doing business.

Brazilians stand very close and use physical contact during conversations. In Brazil, closeness inspires trust, and trust inspires long-term relationships.

**Canada**

Be on time. Canadians tend to be extremely punctual and meetings are well-organized and adhere to time schedules.

Business and government rely on a financially conservative approach.

**China**

Give yourself a Chinese name if you're a foreigner conducting long-term business. It's considered a sign of respect and commitment.

Bring a small gift from your hometown or country to business meetings. Chinese businesspeople appreciate presents. One gift to avoid: clocks as they represent death. Also, do not use white, black or blue wrapping paper.

The Chinese will decline a gift three times before finally accepting, so as not to appear greedy. You will have to continue to insist. Once the gift is accepted, express gratitude. You will be expected to go through the same routine if you are offered a gift.

Business meetings are very formal events and dinner meetings can feature many rounds of toasts; be sure to pace yourself so you don't overindulge.

**Germany**

A no-nonsense culture, Germans are hard-working and business events are very structured, serious engagements.

Germans are passionate about vehicles. In many cases, compensation packages will include a car, and the type of car is almost as important as how much one makes.

**India**

Don't be surprised if other guests arrive a few minutes late to business events, unless it's an official function.

Avoid use of the word "no" during business discussions; it's considered rude. Opt for terms such as "we'll see," "I will try," or "possibly."

Don't order beef if attending a business meal in India. Cows are considered sacred in Indian culture.

Traditional Indian food is eaten with the hands. When it is necessary to use your hands, use only your right hand, as the left hand is considered unclean.

**Japan**

Japanese culture is very welcoming and formal. Expect each of your counterparts to bow during an introduction. Wait for them to initiate a handshake because it is less common, and sometimes avoided, in business.

The exchange of business cards is a very formal act that kicks off meetings. Present your card with two hands while facing your colleague. Do not conduct a brief exchange or slide your card across the table.

During meetings, the most senior person will lead discussions and members of his or her party may not say a word. Follow this lead and have the most senior member of your team participate in discussions.

When entering a meeting, you should sit across from your counterpart with a similar level of experience. Your junior staffers should not sit across from senior team members.

**Adapted from <https://www.forbes.com/>**

# Lesson 203 – Being A Mentor

<b>Language:</b> S.SR.6.a,6.b, S.SC.5 R.RO.9, 10, R.RIA.9.a,9.b L.LA.5, L.C.5		<b>Cognitive:</b> Ex.3,8 OS.1,2		<b>Non-cognitive:</b> SFA.5,7 SM.3 SR3		<b>Others:</b> -	
<b>Key vocabulary:</b> •				<b>Materials required:</b> FEA Library Books Reading Log (Appendix 6 – SWB)			
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator’s action(s)</b>				<b>Students’ action(s)</b>	
		Encourages a student to lead the discussion on response to the previous day’s QOD and current day’s QOD. (10 minutes)				Lead, understand and respond.	
Step 1 – Introduce (10 minutes)		Welcomes the students to class and asks them to share their responses to Part E in Lesson 202. Shares feedback on Reading Logs and Mentoring Trackers of the students as reviewed in Step 5 of Lesson 202.				Express gratitude. Read, reflect and respond. Listen actively.	
Step 2 – Independent Practice (15 minutes)		Asks students where they have heard/read the term Mentor and what it means. Helps students make connections with all AVs, FEA initiatives including Mentoring Program for Book 5 students, Movies, library books where students may have come across the word ‘mentoring’. Accepts all answers. Asks students to read Part B independently. Asks students to choose a key word/phrase from the text that summarizes mentoring/mentor for them and explain it. Accepts all answers encouraging diversity and participation. If not already picked by students, revisits words/phrases such as ‘grow through the relationship’, ‘professional work relationship’, ‘responsibilities as well as challenges of mentoring’, ‘respect is an earned commodity’, ‘mentoring is a lifelong skill’.				Reflect and respond. Listen actively. Make connections, as instructed. Read Part B independently. Reflect and respond.  Listen actively. Ask questions, if any.	

Step 3 - Model/Demo (20 minutes)	<p>Asks students in what areas of work/life would they find/need a 'mentor'.</p> <p>Accepts all answers and asks students to watch AV - 203-1 and 203-2.</p> <p>While students are watching the videos, selects two students who would lead the discussion.</p> <p>Supervises/guides students to lead the discussion after everyone has viewed the videos.</p> <p>Ensures that the discussion is participative and reflective helping students make connections between what they saw in the video and their own roles as Mentors.</p>	<p>Reflect and respond.</p> <p>Listen actively.</p> <p>Watch AV - 203-1 and 203-2.</p> <p>Two students prepare for discussion.</p> <p>Lead/participate in discussion.</p> <p>Ask questions, if any.</p>
Step 4 - Extension (45 minutes)	<p>Asks students to think of their reading goals for the reading session and share with the class.</p> <p>Asks students to collect their library books and read for 40 minutes.</p> <p>Reads along and supports students who may need it to catch up on their reading to ensure that they meet reading expectations of Book 5.</p> <p>Supports students so that they accomplish their reading goals during the reading session.</p> <p>In the last 5 minutes, asks students to fill the Reading Log in Appendix 6 (SWB).</p>	<p>Reflect and respond.</p> <p>Collect library books and read for 40 minutes.</p> <p>Ask for assistance, if required.</p> <p>Fill the Reading Log.</p>
<p><b>Reflections:</b> Do you have a Mentor at FEA? If yes, how is it helpful? (Share with your peers during PLC) If not, would you like to be mentored? (Share with a senior in the organisation).</p>		

### For Facilitator's Reference:

Some of the things that one might do to help a friend who's having a hard time might include:

- providing information and advice based on your experience and ideas;
- encouraging him or her to take a healthy, positive, and constructive risk;
- 'being there' just to listen and understand;
- offering honest and positive feedback;
- planning and thinking with her or him about how to work through a challenging or confusing situation;
- sharing different points of view to understand an issue or problem from as many different ideas and ways of thinking as possible; and,
- making use of multiple perspectives to base decisions in choosing from the best of all the options, creating an action plan, and following through with that plan.

# Lesson 204: Consolidation

<b>Language:</b> W.RE.10,11,12 SR.6.a, 6.b		<b>Cognitive:</b> OS.5 Ev.1 A.5	<b>Non-cognitive:</b> SfA7 ScA.4 SR.3	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> Jeopardy Game 9		
<b>PROCEDURE:</b>				
Steps	Facilitator's action(s)	Students' action(s)		
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.		
Step 1 - Introduce (10 minutes)	Welcomes the students to class and asks them how well they accomplished their reading goals during the reading session in Lesson 203. Asks students to share if they are becoming kinder and their reasons for saying so.	Express gratitude. Reflect and respond. Listen actively.		
Step 2 - Independent Practice (20 minutes)	Asks students to read and understand the task in Part B. Asks a few questions to ensure that the students understand the task. Asks students to complete the task independently. Identifies students who would lead the Jeopardy game as the hosts of the game show. After all students have written the letter, asks them to proofread their work using the proofreading symbols and complete the reflections in Part B.1 - B.2. With the help of the identified game show hosts, sets up Jeopardy.	Read and understand the task in Part B. Ask questions, if any. Complete Part B independently. Proofread and complete Part B.1 - B.2.		
Step 3 - Model/Demo (30 minutes)	Asks students to share their experience of Jeopardy from Book 1 - 4. (They may refer to Part A for ideas) Explains the evolution of the Jeopardy game from facilitator-led in Books 1-3 to co-led between facilitator and students in Book 4. Explains how/why Book 5 would be largely student-led. Invites the game show hosts to take over and begin the game. Support/guides the hosts, mostly non-verbally and non-intrusively, from the sides. Ensures that the hosts are enforcing the Do's and Don'ts and noise level. After the game, asks students to complete the reflections in Part C. Asks a few students to share their reflections.	Reflect and respond. Listen actively. Game show hosts lead the game. Follow do's and don'ts of the game. Maintain the prescribed noise level. Complete Part C. Share their reflections. Listen actively.		

<p>Step 4 - Extension (15 minutes)</p>	<p>Encourages students to complete pending work, if any. (MOOCs, Reading, Completing Workbook etc.) Encourages those who have no pending work to revise their weaker strand. Circulates to ensure that the students are using this time wisely.</p>	<p>Complete pending work and/or revise. Ask questions, if any.</p>
<p>Step 5 - Closure (10 minutes)</p>	<p>Asks students to reflect and record their progress in Part C of Lesson 190. Asks a few students to share their progress with the class. Asks students if they need to revise their plan in case they have tried and it has not worked. Ends the session by asking students if they know of online language games (after they graduate they would not have the benefit of game-based learning like Jeopardy in FEA classroom, but as part of lifelong learning they can continue playing and practicing their language using online games). Accepts all answers and encourages students to refer to Appendix 12 (SWB) for some such games.</p>	<p>Reflect and record their progress in Part C of Lesson 190. Share their progress. Revise plan, if required. Reflect and respond.</p>
<p><b>Reflections:</b> Have you collected students' feedback about Jeopardy? How do you plan to share this with the FEA Curriculum Team?</p>		

**For Facilitator's Reference:**

I believe in having a mentor and mentoring someone. My belief in mentoring was further solidified through a conversation that I once had with a highly successful entrepreneur many years ago. I ran into her at a conference and she gave me some excellent advice for networking, self-branding and how to grow professionally. She told me some apt stories that made me realise why everyone needs a mentor in life or at work.

"I have a mentor. No one is too good or too successful to have a mentor. You are never too old, clever or experienced to have a mentor. Most successful people have mentors. For instance, Bill Gates, Oprah Winfrey, Mark Zuckerberg etc., all have had mentors and still have them. You would be amazed that most successful people have probably been mentored at some point in their lives".

**Mentoring empowers!**

The more you understand the process of mentoring, the more you realise that it's no surprise that some of the most successful and influential people in the world can easily tie their defining moments in life back to a strong mentoring relationship they had or still have.

At work, when it comes to the wisdom that you need to help you advance in your career, your mentor will be the one there guiding and helping you to maximise your potentials. A mentor will also help you to open doors; empower you, engage and enable you to focus on your goals, help you to realise what you are capable of achieving regardless of the challenges you foresee.

According to a study, mentoring relationship may promote career success. Mentors can impart specific knowledge and expertise which contributes to protégé learning and skill development. Mentors can also facilitate professional networking by introducing protégés to influential individuals within academic and organizational contexts. These important career contacts can in turn lead to career success in terms of salary, promotions, and job offers.

New research from North Carolina State University also finds that young people who have had mentors are more likely to find work early in their careers that gives them more responsibility

and autonomy, ultimately putting them on a path to more financially and personally rewarding careers.

### **Who is a mentor?**

Typically, a mentor at work is that special someone who is passionate about their career, has leadership experience, has the wisdom only experience can provide, while you, the mentee is in the early or mid-stages of your own career. Usually, you, the mentee will seem to be the one reaping the benefits of the mentoring relationship, when in actual fact, mentoring benefits both the mentor and you, the mentee.

What's mentoring at work?

Mentoring at work is an effective way of helping people to progress further in their chosen careers. It is a partnership between two people, the mentor and the mentee. Usually, the two people work in a similar field or share similar experiences. It is a helpful relationship based upon mutual trust, respect and understanding.

"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be." – Eric Parsloe, the Oxford School of Coaching and Mentoring

In addition, research has shown that mentoring relationships succeed and are satisfying for both parties when both the mentor and the person being mentored take an active role in developing the relationship.

### **How do I work with a mentor?**

There are set rules that you must be aware of in order to make the most of the mentoring relationship.

The rules are:

- Discussions between you, the mentee and the mentor are confidential.
- Meetings are mentee driven, so you must take the initiative and do the leg work in the relationship.
- As the mentee, any action points are your responsibility.
- The mentor will always empower you to make your own decisions and turn them into actions.
- To start with, you as the mentee need to:
  - Be clear on why you want a mentor.
  - Define the type of help you're looking for in a mentor.
  - Establish goals for the mentoring relationship.
  - Don't limit yourself to just one mentor.
  - Establish communication methods and the frequency of meeting and contact from the beginning.
  - Manage expectations and build trust.
- Mentoring takes time and needs sacrifices for both the mentee and the mentor. So, be respectful of your mentor's time.
- Before each meeting, it's important for you to actually implement your mentor's advice or action points and tell the mentor that you've implemented them.
- If you are seeing results of the mentorship as they manifest, confirm to your mentor that you are benefiting from the mentorship. This will give the mentor positive encouragement to continue mentoring you.
- Pay attention to great skills that you notice in your mentor; these skills include listening, guidance, recommendations and wisdom. When you receive feedback from your mentor, listen, digest it and take immediate steps to apply what you have learned. Be sure to express regularly that you value and appreciate his guidance.
- Talk about your past experiences, projects, goals, skills, development and plans and professional events that you plan to attend with your mentor.
- Always thank your mentor for his time after each session.

- Make sure it's not a one-way relationship, so find ways to return the favour by asking if your mentor needs help with anything that he's working on.

**By Catherine Adenel**

# Lesson 205: Workplace Challenges - 1

<b>Language:</b> S.C.5, S.I.9, S.F.7, W.CW.15, W.RE.11,12,13 L.AI.10		<b>Cognitive:</b> Ex.1,3,7 Ev.1, Ev.2.a, 2.b		<b>Non-cognitive:</b> ScA.4 SM.,9, 10,11 ScA.1,4		<b>Others:</b> -	
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>Connectives</li> </ul>				<b>Materials required:</b> Internet Connectivity Appendix 1 (FHB) Appendix 4 (SWB)			
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>			<b>Students' action(s)</b>		
		Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)			Lead, understand and respond.		
Step 1 - Introduce (15 minutes)		Welcomes the students to class and asks them to make sentences using 'and', 'but', 'if' and 'so'. Uses peer correction, if required. Asks students to refer to Part C for more connectives. As a whole class, examines these connectives, when they are used and their use in a sentence. Explains that during this lesson students will use these words in their conversations. Informs the students that the Error Tracker focus of the week is pronunciation and the whole week students will pay attention to their pronunciation and errors that they make in pronouncing some sounds/words.			Express gratitude. Reflect and make sentences. Peer correct. Review Part C. Listen actively and ask questions, if any.		
Step 2 - Independent Practice (15 minutes)		Asks students to complete Part A independently. Asks a student to lead the discussion to review the responses of the students to Part A. Occasionally, asks why is a particular attitude/habit right or wrong. For example, "Why is being enthusiastic at work good?" Accepts all reasonable answers. With the help of students and Part B, recaps problem-solving mindset. Encourages wider participation.			Complete Part A independently. Reflect and respond. Listen actively. Recap problem-solving mindset.		

<p>Step 3- Guided Practice (20 minutes)</p>	<p>Asks students to pair up. Each pair must discuss all the situations given in Part D, consciously using the connectives given in Part C. For each situation, the pairs must share -</p> <ul style="list-style-type: none"> <li>• What they would NOT do and why.</li> <li>• What they would DO and why.</li> </ul> <p>Gives pairs 15 minutes to discuss. Circulates to ensure that the students have understood the situation, are at task and using connectives in their discussions. Asks pairs to share some of their responses using the connectives from Part C and otherwise.</p>	<p>Pair up. Discuss situations given in Part D, as instructed. Ask questions, if any. Listen actively.</p> <p>Share their responses using connectives.</p>
<p>Step 4 - Extension (40 minutes)</p>	<p>If not already mentioned as a part of the response, asks students how MOOCs can be one of the ways to tackle workplace challenge as in Part D.5. Asks students to begin the MOOC as per instructions given in Part E. Circulates to ensure all students are at task, making notes as they learn from the MOOC and assists students, if required. After students have settled in, call inactive/irregular students and updates the Call Log. Updates MOOC Progress for each student in Appendix 1 (FHB). After 30 minutes, asks students to fill the MOOC Tracker in Appendix 4 (SWB). Asks students to log out of their Gmail accounts.</p>	<p>Reflect and respond.</p> <p>Learn from MOOC, as instructed.</p> <p>Make notes.</p> <p>Ask for assistance, if required.</p> <p>Fill the MOOC Tracker.</p> <p>Log out.</p>
<p>Step 5 - Closure (5 minutes)</p>	<p>Ends the session by asking students what they learnt that day and why is that learning important for them. Encourages wider participation and diversity of viewpoints.</p>	<p>Reflect and respond. Listen actively.</p>
<p><b>Reflections:</b> What kind of workplace challenges do you face? How do you handle them? How do you ensure that discussion about workplace challenges does not become a gripe session?</p>		

**For Facilitator’s Reference:**

**Did you know?**

Young Adults Who Were At-Risk for Falling Off Track But Had a Mentor Are:

- 55% more likely to enroll in college
- 78% more likely to volunteer regularly
- 90% are interested in becoming a mentor
- 130% more likely to hold leadership positions.

**Change your Workplace Behavior to Succeed at Work**

By: Alan Gregerman

For many of us, our work lives are characterized by the following behaviors:

- A focus on getting our work done.
- A tendency to stay at our desks.

- Reliance on our expertise and the things we already know (because that's what we are being paid to do).
- Collaboration and brainstorming with people who are a lot like us.
- Rarely looking beyond our walls for ideas and inspiration.
- Avoiding, at almost all costs, stepping out of our comfort zones.
- And a tendency to avoid people who are different than us.

There's nothing wrong with these workplace behaviors, but they will not help us to create real breakthroughs, find the best people, build more meaningful collaboration, gain new customers, or become a better leader. A closed mindset is a guarantee that we will never successful better work and personal lives.

Contrast these with the following set of workplace behaviors - behaviors that we can and should be trying to incorporate in our everyday lives:

- A focus on finding the real potential in our work.
- Getting up and away from our desks to connect with colleagues in new ways and engage the world around us.
- Acknowledging the strengths and limitations of our expertise and seeking to find new knowledge and approaches that will make us even more successful (because that's what we're really being paid to do).
- Seeking out opportunities to collaborate and brainstorm with people who are very different than us.
- Consistently looking beyond our walls for ideas and inspiration.
- Looking for opportunities to stretch outside our comfort zones.
- And, seeking to engage with strangers - especially if they are very different than us.

These are the living and breathing, embodiment of an open mindset and a guarantee that we will be more open to reaching our full potential.

Grow your Success at Work

Realize that our degree of openness to new people, ideas, and possibilities is something we can develop over time. In fact we can continue to develop it over our entire lives and careers as we turn new behaviors into consistent habits.

Adapted from <https://hiring.monster.com/>

# Lesson 206: Planning & Preparing - 3

<b>Language:</b> W.CW.15, W.RE.12 R.RC.6.b	<b>Cognitive:</b> Ex.2 OS.2 Ev.1 A2	<b>Non-cognitive:</b> SFA.5,7 SM.5 SR.4	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> Library Books Appendix 6 (SWB)	

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (5 minutes)	Welcomes the students to class and asks them how they would prepare if everyday was a exam day. Encourages wider participation and different viewpoints.	Express gratitude. Reflect and respond. Listen actively.
Step 2 - Model/demo (10 minutes)	Asks a student to lead the class discussion using Part B. Support the student leading the discussion/participates in the discussion himself/herself. Encourages wider participation and different viewpoints.	Lead/participate in discussion. Listen actively.
Step 3 - Guided Practice (20 minutes)	Asks students to read and reflect on Part C independently. Accepts all interpretations of the data and repeats the ones that help steer conversation in the desired direction. If not already done by students, help them make connections between- <ul style="list-style-type: none"> <li>• Part C and Part B.</li> <li>• learning at FEA and their own school.</li> <li>• progress they have made in one year at FEA and progress they have made in last 7 - 8 years at school.</li> </ul>	Read and reflect on Part C independently. Share their views. Listen actively. Make connections to understand better.

	<p>With the help of students, recaps some of the strategies for memorizing that they have learnt at FEA.</p> <p>Asks students to share learning strategies of their own, if any.</p> <p>Asks students to complete Part D independently and email it to a peer such that each student is a recipient of email from another student.</p> <p>Circulates to ensure that the students have understood the task and are busy at work.</p> <p>Supports/guides, as required.</p> <p>While students are planning/typing email, shares feedback with all students who have led class discussion thus far, speaking with them individually.</p> <p>Reviews the Reading Log of students to make a mental note of their pace and quality of reading. (Uses this info in Step 4)</p>	<p>Recaps learning strategies learnt at FEA.</p> <p>Complete Part D independently.</p> <p>Ask for assistance, if required.</p> <p>Listen actively to feedback and respond appropriately.</p> <p>Get Reading Log reviewed.</p>
<p>Step 4 - Extension (45 minutes)</p>	<p>Asks students how reading (generally) helps in preparing for test/exams.</p> <p>Helps students make connections between improved reading habit at FEA and ability/interest in reading textbooks/reference books for exams/tests.</p> <p>Asks students to collect their library books and think of the reading goal for the session.</p> <p>Asks students to read for 30 minutes.</p> <p>While students are reading, reviews students workbooks/reads along with students who may be a concern for timely completion of the book.</p> <p>In the last 10 minutes, asks students to share their responses to discussion questions in Part E and fill the Reading Log in Appendix 6 (SWB).</p>	<p>Reflect and respond.</p> <p>Make connections, as instructed.</p> <p>Collect library books and set reading goal(s).</p> <p>Get workbook reviewed.</p> <p>Discuss and fill Reading Log.</p>
<p>Step 5 - Closure (5 minutes)</p>	<p>Asks students how does planning and preparing all year round for exams/tests -</p> <ul style="list-style-type: none"> <li>• make them more honest during the exams/tests.</li> <li>• reduces exam stress.</li> <li>• helps them attend FEA classes and enjoy moderate entertainment during the exams/tests.</li> </ul> <p>Shares how FEA students who score high in school exams are regular at FEA during the exams.</p>	<p>Reflect and respond.</p> <p>Listen actively.</p> <p>Ask questions, if any.</p>
<p><b>Reflections:</b> Have you shared students' feedback about Jeopardy collected in Lesson 204 with the FEA Curriculum Team?</p>		

**For Facilitator's Reference:**

**Steps to Effective Study**

If you haven't been studying regularly, then there is still hope. The steps are directed at settling you to the task of studying for the exam. They involve selecting key information, ensuring that you are aware of possible topics for the exam, that you are establishing an environment conducive to good study, and that you are developing strategies to study and working to manage this process of study effectively.

1. Complete all course readings and compile all of your notes from various sources (such as lecture, tutorials, texts, past assignments and tests etc.) as they are relevant to your upcoming exam.
2. Review past assignments and tests for topics, question types, and feedback and re-read the syllabus for the course focus and description. Often past assignments highlight key course concepts and offer example questions which you can use to test yourself.
3. Ensure that you know the format, location, date, time, focus, and weighting of each test or exam to help determine your emphasis for each course.
4. Set a realistic goal for the exam and determine a daily amount of time to study each course. Write it down.
5. Decide how to balance "study" and "regular course work" during this preparation period. Loosen, cancel, postpone, or decrease other commitments to leave more time for study and proper rest and relaxation and prepare a place to study away from distractions like TV, other people, telephone etc.
6. Locate as many study aids, such as course notes in the library, past exams, or study guides, as possible.
7. Determine what the major sections, concepts, ideas, and issues of the course are. What do you need to know for each one? From your experience with course reading and lectures, what portions of the course have been given special emphasis? Why?
8. Develop your memory and quiz yourself.

### **Working with Anxiety**

1. Know that you know what you know. Much of exam anxiety comes from a fear of poor performance. If you can test yourself adequately prior to an exam and go in with the knowledge that you do know your stuff, you might find your anxiety reduced.
2. Some anxiety is normal in an exam situation. In fact, some would say that to a degree, anxiety helps sharpen concentration and alertness. When anxiety begins to impede your ability to perform to your ability, then it may be time to seek further help with it. If you find your anxiety to be extreme and accompanied by headaches, nausea, feelings of despair, shaking and trembling, or blanking out, then it is a cause of concern.
3. Stress or anxiety can be worsened by drastic changes in sleep and eating routines, but they can be diminished with some physical activity like walking, swimming, or skating.
4. Breaking the study into smaller, one hour, or half hour, time units and inserting a break in between the sessions of study can be helpful in maintaining productive activity and providing a much needed rest or time-out. The few minutes break offers you a chance to stretch, it allows you to focus and concentrate on a reasonably sized package of information, and allows for some sense of progress on a regular basis.
5. If you're very short of time, you might try focusing the bulk of your time on areas that need work rather than on those which you already know and can remember well. This way you can cover more of the course material.
6. Beware the frantic student! It is hard sometimes to be relaxed if you come into contact with somebody who is highly anxious. This may raise your anxiety at the worst possible time. Beware of picking up on the concerns and stress of other students. Probably we pick up more stray anxiety than we need to. If you review minutes before the exam and this helps you, then you might want to do so just out of range of the exam room.
7. Try to eliminate negative self statements such as "I'm going to fail this exam for sure because I'm such a big dummy." Whether negative statements are accurate or not, they work to convince us that they are accurate and this has an impact on our behaviours and self concept. This negative thinking may limit our ability to perform to standard on an exam. Replacing negative statements with genuine positive statements like "I'm studying hard and I did passably well during the term, I should do similarly well on this exam." may help curb anxiety and bolster your sense of confidence.

8. Try to focus on the task at hand. That is, focus on the activities of studying for and responding to questions on the exam rather than on potential negative consequences.

Adapted from <http://lss.info.yorku.ca/>

# Lesson 207: Mock Test

<b>Language:</b> W.CW 15, W.RE.10,11,12 R.RO 9,10, R.RIA.9.a, 9.b R.RI.6, L.AI.9,10	<b>Cognitive:</b> Ex.3,7,8 Ev.1, 2.a, Ev.2.b	<b>Non-cognitive:</b> SFA.5,7 SM.3,7 ScA.4	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> Appendix 6 (FHB) Appendix 7 (FHB)	

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (10 minutes)	Welcomes the students to class and asks them to sit at the laptop table. Asks students to share their experience of evaluations at FEA as in Part A. Asks students how evaluations are useful for them, the facilitator and FEA. Encourages wider participation and different viewpoints.	Express gratitude. Reflect and respond. Listen actively.
Step 2 - Guided Practice (30 minutes)	Asks students to complete Part B. They must have the workbook of the student whose email they are assessing. For example if Student A is assessing email of Student B, he must sit with Student B's workbook to mark his/her performance in Part B of his/her workbook. Circulates to ensure that the students are at task, have the correct workbook and are following the checklist. After students have completed Part B asks them to return the workbooks to their rightful owners and listen to AV - 207-1 and AV - 2017-2 to complete Part E. While students are completing Part E, calls students in pairs and conducts the speaking assessment. (Refer to Appendix 6 - FHB for topics/questions) Assess students with the help of the rubric given in Appendix 7 - FHB.	Swap workbooks and complete Part B. Return the workbook and listen to AV - 207-1 and AV - 2017-2. Complete Part E. Go for speaking assessment when called.
Step 3 - Independent Practices (15 minutes)	Complete Part C of the test. Circulates to ensure that students are at task working in their own workbook. Calls on 3 - 4 students and conducts the Speaking Test (Refer to Appendix 6 - FHB for sample topics/questions and rubric)	Complete Part C. Go for speaking assessment when called.

Step 4 - Independent Practice (15 minutes)	Asks students to complete Part D of the test. Circulates to ensure that students have understood the task and working.	Complete Part D. Go for speaking assessment when called.
Step 5 - Extension (10 minutes)	Next, asks students to complete any pending work that they have. Review and assess students' Mock Test while they complete pending work.	Complete pending work, if any.
Step 6 - Closure (5 minutes)	Asks students to share their experience of the Mock Test. Explains what IELTS test is and that they just took IELTS test. Asks them how it feels to be able to take a test that was internationally benchmarked.	Share their experience. Listen actively. Ask questions, if any.
<b>Reflections:</b> How aware are you of the IELTS test? Were you able to explain to the students how significant a landmark it is in their journey as learners of English?		

**For Facilitator's Reference:**

**Listening Test Answers:**

1. Mkere
2. Westall
3. BS8 9PU
4. 0.75 m/metre(s)/meter(s) (wide) / three(-)quarter(s) (of) (a) metre/ meter (wide) / 3/4 m (wide) / 75 cm(s) (wide)
5. 0.5 m/metre(s)/meter(s) (high/deep) / (a) half (a) metre/meter (high/ deep) / 1/2 m (high/deep) / 50 cm(s) (high/deep)
- 6 & 7 in either order  
(some) books (some) toys
8. 1,700
- 9 C
- 10 A
- 11 B
- 12 B
- 13 C

Words in brackets are optional - they are correct, but not necessary. Alternative answers are separated by a slash (/).

**How to Conduct Class Debate**

**Introduce the topic**

All debates start with a topic, or resolution. A proposed course of action that one team will argue for and another will argue against. Choose a topic to which your students can relate and perhaps one with practical application. Be sure that your students understand the issue and any specialized vocabulary that goes with it.

**Affirmative and the Negative**

There are two sides to any debate. Naturally, one will argue for and another against the resolution. With ESL students, it is best to group your students into teams to research and argue the issue rather than expecting one student to do all the work. This way one student

does not have all the pressure to perform, and the other members of the group can help with comprehension and strategy. Ideally, break your class into groups. During the debate, a few groups can serve as the judges and decide which side presented a stronger case voting for the winners of the debate at its conclusion.

### **Give Time for Research**

Your students will need time to research the issue. Not only that, they will also need additional instruction on the specific vocabulary that may be involved. Make sure all of your students understand any specialized vocabulary. Encourage each group to form a strategy as to who will do most of the talking during the debate though remind them that all of them are expected to participate in the research and strategy of the debate. Then, during the preparation time in anticipation of the rebuttal, your students should discuss with their teams the points the opposition made and decide how to refute them.

### **Keep Track of Time**

If you are unfamiliar with formal debate, the speakers follow a set order. The following is the most basic of debate structure.

First, the affirmative group receives two minutes to present their case to the audience.

The negative group then receives two minutes to present their case.

After both sides have a chance to speak, both teams receive two minutes to prepare a rebuttal(counter argument) and summary. The order of speech is reversed now and the negative side presents their rebuttal and summary for the first two minutes.

The last to speak is the affirmative team who then presents their rebuttal and summary for two minutes. The debate is now concluded.

There are other structures that you can follow for debate, and they may be useful once your class is familiar with the process and strategy of debate, but if this is the first time your students are formally debating, keeping things simple is best.

### **Make a Judgment**

Usually in debate, the winner is the one who has presented the strongest case. For ESL classes, the overall purpose of speaking is more important than the specific outcome of the debate.

Still, your students will probably want to know who won. To determine the winner, have the audience vote on which team they thought made the most convincing argument. With this, weigh your own opinion as to who communicated clearly and refuted the opponent's arguments best. This combination will identify your winners.

You, on the other hand, do not have to name a winner and a loser. As long as your students were able to communicate clearly, use good grammar, and have good pronunciation, the debate was a success, and their grades should reflect that success.

**Adapted from <https://busyteacher.org/>**

# Lesson 208 - Debate - 1

<b>Language:</b> W.RE.10,11,12, R.RIA 9.a, 9.b LLA.5, L.LC.5		<b>Cognitive:</b> OS.4 Ev.1, Ev.2.a		<b>Non-cognitive:</b> SM.3,5 ScA.4		<b>Others:</b> -	
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>•</li> </ul>				<b>Materials required:</b> Appendix 7 - FHB Appendix 8 - FHB			
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>			<b>Students' action(s)</b>		
		Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)			Lead, understand and respond.		
Step 1 - Introduce (5 minutes)		Welcomes the students to class and asks them to share their experience of group discussions as given in Part A. Asks how they are using the Do's and Don'ts of discussion during the mentoring session.			Express gratitude. Reflect and respond. Listen actively.		
Step 2 - Independent Practice (45 minutes)		Reiterates the importance of discussing respectfully during the mentoring sessions. Welcomes the Mentee students and asks them to sit with their mentors. Asks the Mentor students to follow the steps given in Part D to begin mentoring. Circulates to ensure that the students are at task and support/guides those who need assistance. Corrects Mock Test of 3-5 students using rubric in Appendix 8 for writing and shares feedback with them using the rubrics in Appendix 7, 8 and their Error Tracker. After the mentoring session, thanks the Mentees for coming and participating in the mentoring process.			Listen actively. Organize themselves for the mentoring session. Conduct mentoring session, as instructed and respectfully. Thank Mentee.		

<p>Step 3 - Model/Demo (30 minutes)</p>	<p>Asks students to read Part B independently and speak with the person on their right/left to discuss how discussion and debate are similar and different. Asks students to watch AV - 208 and complete Part C. After all students have watched, asks them to discuss Do's and Don'ts of debate with the partner on the right/left based on what they observed in AV - 208. While students are viewing and discussing, corrects Mock Test of 1-2 students using rubric in Appendix 8 for writing and shares feedback with them using the rubrics in Appendix 7, 8 and their Error Tracker. As a whole class, discusses the Do's and Don'ts of debate. Explains formal (parliament, school/college competitions etc.), semi-formal (on TV, talkshows etc.) and informal (in daily life) debates.</p>	<p>Read Part B independently and discuss with the person on their right/left. Watch AV - 208 and complete Part C. Discuss with a peer. Listen actively to feedback and respond appropriately. Ask questions, if any.</p>
<p>Step 4 - Closure (10 minutes)</p>	<p>Asks students to share their reflections on the Mentoring session that day highlighting what they did well as Mentors and what their Mentees did well.</p>	<p>Reflect and respond. Listen actively.</p>
<p><b>Reflections:</b> How was the performance of some of your students in Mock Test? Do you need to focus more on some areas of language with these students? How often do you engage in professional debates with peers?</p>		

**For Facilitator's Reference:**

**4 Fast Debate Formats for the Classroom**

by Colette Bennett

While a debate is a competitive activity, there are numerous positive benefits for students. First and foremost, a debate increases the opportunities for speaking and listening in the classroom. During a debate, students take turns to speak in response to the arguments made by their opponents. At the same time, other students participating in the debate or in the audience must listen carefully for positions made or evidence used in proving a position. Debates are wonderful instructional strategies to develop speaking and listening skills. In addition, it is the ability of a student this or her position, and to convince others of that same position, that is the at the center of these classroom debates. Each of these debate requires less attention on the quality of speaking and more on the evidence in the arguments presented.

Here are four debate formats that can be used or adapted to for the length of a class period.

**An Abbreviated Lincoln-Douglas Debate**

The Lincoln-Douglas debate format is dedicated to questions that are of a deeper moral or philosophical nature.

The Lincoln-Douglas debate is a debate format that is one-on-one. While some students may prefer a one-to-one debate, other students may not want the pressure or spotlight. This debate format allows a student to win or lose based solely on an individual's argument rather than relying on a partner.

This outline of how to run an abbreviated version of a Lincoln-Douglas debate will run about 15 minutes, including time for transitions or claim starters for each stage of the process:

First Affirmative Speaker- Two minutes to introduce the topic

First Negative Speaker- Two minutes to restate the opponent's viewpoint:

Example: "it is often said..." or "many people assume..."

Second Affirmative Speaker- Two minutes to disagree:

Example: "on the contrary" or "on the other hand"

Second Negative Speaker- Two minutes to explain why you are right (using evidence)  
"for example" or "this is why"

Break for Preparation - Two minutes transition

Negative Summary/Rebuttal Speaker- Two minutes to conclude with your thesis

Example "therefore" or "as a result" or "thus it can be seen"

Affirmative Summary/Rebuttal Speaker- Two minutes to conclude with your thesis  
"therefore" or "as a result" or "thus it can be seen."

### **Role Play Debate**

In the role play format of debate activities, students examine different points of view or perspectives related to an issue by playing a "role". For example, a debate about the question Should English class be required for four years? might yield a variety of opinions.

The points of view might include opinions that would be expressed by a student (or perhaps two students) representing a side of an issue. The role play debate could feature other roles such as a parent, a school principal, a college professor, a teacher, the textbook company salesman, an author, or others.)

To roleplay, decide in advance by asking the students to help you identify all stakeholders in the debate. You will need three index cards for each stakeholder role, with the provision that there is the same number of index cards as there are students. Write the role of one stakeholder per card.

Students choose an index card at random; students holding the same stakeholder card gather together. Each group formulating the arguments for their assigned stakeholder.

During the debate, each stakeholder presents his or her point of view.

In the end, the students decide which stakeholder presented the strongest argument.

### **Tag Team Debate**

In a tag team debate, there are opportunities for every student to participate. The teacher organizes a team of students (no more than five) to represent one side of a debatable question. Each team has a set amount of time (3-5 minutes) to present its point of view.

The teacher reads aloud the issue to be debated and then gives each team the opportunity to discuss their argument.

One speaker from a team takes the floor and can speak for no more than one minute. That speaker may "tag" another member of the team to pick up the argument before his or her minute is up.

Team members who are eager to pick up a point or add to the team's argument can put out a hand to be tagged.

The current speaker knows who might be ready to pick up the team's argument.

No member of the team can be tagged twice until all members have been tagged once.

There should be an uneven number of rounds (3-5) before the debate is concluded.

Students vote on which team made the best argument.

### **Inner Circle-Outside Circle Debate**

In the Inner Circle-Outside Circle, arrange students into two groups of equal size.

Students in Group 1 sit in a circle of chairs facing out, away from the circle.

Students in Group 2 sit in a circle of chairs around Group 1, facing the students in Group 1.

The teacher reads aloud the issue to be discussed.

The students in the inner circle receive 10-15 minutes to discuss the topic. During that time, all other students focus their attention on the students in the inner circle.

No one else is allowed to speak.

Each member of the outer circle group creates a list of the arguments made by each member of the inner circle group and add their notes about their arguments.

After 10-15 minutes, groups switch roles and the process is repeated.

After the second round, all students share their outer circle observations.

The notes from both rounds are used in a follow-up classroom discussion and/or for writing an editorial opinion expressing a point of view on the issue at hand.

Adapted from <https://www.thoughtco.com/>

# Lesson 209: Diversity & Dialogue

<p><b>Language:</b> W.CW.15, W.RE.10,11 S.C.5, S.I.9 R.RO.9</p>	<p><b>Cognitive:</b> OS.3.e OS.5 Ex.1,7</p>	<p><b>Non-cognitive:</b> SM.9,10 ScA.4 SR.2, 4</p>	<p><b>Others:</b> -</p>
<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p><b>Materials required:</b> Appendix 7 - FHB Appendix 8 - FHB Reading Log - Appendix 6 - SWB Library Books</p>	
<p><b>PROCEDURE:</b></p>			
Steps	Facilitator's action(s)	Students' action(s)	
	<p>Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)</p>	<p>Lead, understand and respond.</p>	
<p>Step 1 - Introduce (10 minutes)</p>	<p>Welcomes the students to class and asks them to read the quote in Part A and share their views on questions that follow. Accepts all views, encouraging diversity of perspectives.</p>	<p>Express gratitude. Read, reflect and respond. Listen actively.</p>	
<p>Step 2 - Model/Demo (5 minutes)</p>	<p>Asks students to complete Part B independently and then compare their answers with that of the person on their right/left. Asks a few students to share their responses.</p>	<p>Complete Part B independently. Compare and share answers.</p>	
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Gives students 2-3 minutes to go over Part C and then as a whole class, discusses Part C. Accepts all views, encouraging diversity of perspectives. Highlights disagreement being natural when two distinct, thinking people discuss something. Explains how disagreements must be handled respectfully by both the disagreeing persons. Recaps Do's and Don'ts of debates as prepared in Part C of Lesson 208. Helps students make connections between debates and constructing an argument.</p>	<p>Review and discuss Part C. Listen actively. Ask questions, if any. Make connections to understand better.</p>	

<p>Step 4 - Independent Practice (20 minutes)</p>	<p>Divides the class into 3 groups - Group 1 debates the first topic using the Tag Team debate format; Group 2 debates the second topic using the Inner Circle-Outer Circle debate format; Group 3 debates the third topic using the Inner Circle-Outer Circle debate format. Within each group, a few students are asked to support the proposition and a few students oppose the proposition. In each group, 1 student is appointed as the Vigilance Officer who ensures that the members of the group follow at the Do's and Don'ts as discusses in Part C of Lesson 208. Circulates to ensure that the students are at task, all students are participative and assesses students' understanding and application of the debating protocols. Asks how reading can improve debating skills.</p>	<p>Form groups, as instructed. Understand the debate format. Ask questions, if any. Understand their stance. Conduct debate as per their role. Follow debating protocols. Reflect and respond.</p>
<p>Step 5 - Extension (35 minutes)</p>	<p>Asks students to collect their library books and think of the reading goals for the session. Asks students to read for 25 minutes. While students are reading, corrects Mock Test of 3-5 students using rubric in Appendix 8 for writing and shares feedback with them using the rubrics in Appendix 7, 8 and their Error Tracker. In the last 5 minutes, asks students to share part of their reading that they enjoyed the most that day and fill the Reading Log in Appendix 6 (SWB).</p>	<p>Collect books and set reading goal(s). Read. Take feedback and respond appropriately. Share part of their reading and fill Reading Log.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Asks students to reflect and self-assess their performance during the debate in Step 4. Identifies and prepares student(s) who would lead Lesson 210 the next day.</p>	<p>Reflect and self-assess.</p>
<p><b>Reflections:</b> Do you/your students modify the debate formats to make it more relevant &amp; engaging or do you stick to the format prescribed in the FHB? If you modify, share your experience with your peers during PLC. Write a personal note in Appendix 13 of each student. This can include - student's uniqueness, growth as a student, strengths as a person and your best wishes for his/her future.</p>		

**For Facilitator's Reference:**

**Power of Dialogue**

Clearly, dialogue is more than an ordinary conversation. The purpose of dialogue is to understand others – not just to share our independent views. That would limit our exchange to information and dialogue is not just about information. In a dialogue, we have a responsibility to be present and enrich each other. We should always remember that the words “respond” and “responsibility” comes from the same Latin word, respondere, which means “promise.”

This kind of communication is not natural for human beings because humans are basically self-centered. This reality makes it especially difficult to conduct dialogue in a talking and teaching culture; communication is easier in a listening and learning culture. So, sometimes we must develop our skills in order to be capable of dialogue. Patience is needed but that is not the

most difficult thing; what can be more difficult is developing an appropriate attitude, a deep awareness of others. This is what allows us to create real harmony.

In her book entitled *Educating Moral People* (Teachers College Press, 2001), Nel Noddings says, "Dialogue is the most fundamental concept of the care model." This statement points to the close connection between dialogue and caring, between dialogue and our ability to understand others which comes, primarily, from listening. Nel Noddings is deeply aware of the human sensitivity involved in dialogue, and she is deeply aware of the power of that sensitivity to heal wounds.

But listening and caring are not enough. Before you can really care, you must understand other people's feelings so that we understand them and see ourselves as we see them.

Internal dialogue is also important because sometimes we are also separated from ourselves. When we engage in self-reflection, we think of our past self, of the present self, and of the future self. We should never be satisfied with the self that exists at this moment. It is better to reflect and ask questions: Are my current thoughts correct or is there deeper meaning to draw out of this? Am I growing? Am I contributing enough? Comparing ourselves with our past selves and our ideal selves, rather than with others, helps us grow. When we understand ourselves, we are in a good position to listen to and understand others.

<https://www.ikedacenter.org/>

# Lesson 210: Consolidation

<b>Language:</b> W.CW.15 L.LM.9, L.LM.10		<b>Cognitive:</b> Ex.3, Ex.7, OS.5	<b>Non-cognitive:</b> SM.3,8,11 SR.3	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> Appendix 7 - FHB Appendix 8 - FHB Appendix 13 - SWB		
<b>PROCEDURE:</b>				
<b>Steps</b>	<b>Facilitator's action(s)</b>		<b>Students' action(s)</b>	
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)		Lead, understand and respond.	
Step 1 - Introduce (10 minutes)	<p>Welcomes the students to class and asks them to share their views on quote in Part A of the lesson.</p> <p>Encourages wider participation and different viewpoints.</p> <p>Asks students how debating is similar/different from conducting a dialogue.</p> <p>Asks students to read, reflect and share their views on Part E of Lesson 209.</p> <p>Asks once again how debating is similar/different from conducting a dialogue.</p>		<p>Express gratitude.</p> <p>Share their views.</p> <p>Listen actively.</p> <p>Read, reflect and respond.</p> <p>Ask questions, if any.</p>	
Step 2 - Model/Demo (5 minutes)	<p>Asks students to share their experience of filling up Climb to Graduation as given in Part B.</p> <p>Encourages wider participation accepting all views.</p>		<p>Reflect and respond.</p> <p>Listen actively.</p>	
Step 3 - Guided Practice (30 minutes)	<p>Asks the identified/selected student(s) to lead the day's activity.</p> <p>Ensures/supports the student leading the class to instruct the students to listen, sing and learn from the song in AV - 210.</p> <p>Ensures/supports the student leading the class to asks students to pair up with a partner and write the lyrics of the song by repeatedly listening-pausing-writing-listening.</p> <p>After about 15 minutes, ensures/supports the student leading the class to encourage students to singalong the whole song twice to check if their lyrics are correct.</p> <p>Ensures/supports the student leading the class to ask students to sing together as a whole class.</p> <p>Joins in the singing just as a student.</p> <p>After about 2 - 3 round of group singing, ensures/supports the student leading the class discusses Part C.1, 2 &amp; 3.</p>		<p>Lead or participate in the music activity.</p> <p>Listen, sing and learn from the song in AV - 210.</p> <p>Pair up and write the lyrics.</p> <p>Singalong the whole song twice.</p> <p>Check lyrics.</p> <p>Discuss Part C.1, 2 &amp; 3.</p> <p>Listen actively.</p>	

<p>Step 4 - Extension (40 minutes)</p>	<p>Asks students to share feedback on the student-led music-based lesson. Encourages discussion on the positives and strengths. Asks students how they would have conducted it, if they were leading it. Asks students -</p> <ul style="list-style-type: none"> <li>• What is the song about?</li> <li>• Have you experienced “a voice inside my head saying you’ll never reach it”?</li> <li>• What are the new mountains you want to climb after you graduate from the FEA program?</li> <li>• How will you ensure that you do not ‘break’ even after you are ‘knocked down’?</li> </ul> <p>Accepts all answers and encourages wider participation. Asks students to complete their pending work. Corrects Mock Test of 5-7 students using rubric in Appendix 8 for writing and shares feedback with them using the rubrics in Appendix 7, 8 and their Error Tracker. Uses this time to write a personal note in Appendix 13 of 5-7 students. This can include - student’s uniqueness, growth as a student, strengths as a person and your best wishes for his/her future.</p>	<p>Receive/share feedback. Reflect and respond.</p> <p>Listen actively.</p> <p>Complete pending work, if any.</p> <p>Receive feedback and respond appropriately.</p>
<p>Step 5 - Closure (5 minutes)</p>	<p>Asks students to share what they are enjoying the most in Book 5 and records it to be shared with the Curriculum Team.</p>	<p>Reflect and respond. Listen actively.</p>
<p><b>Reflections:</b> Send a text home to the parents/family of the students - include one personal strength, one language strength and congratulations on reaching Book 5, the final part of the FEA program.</p>		

**For Facilitator’s Reference:**

**The Climb**  
Miley Cyrus



# Lesson 211: Team Work - 2

<b>Language:</b> W.CW 15, W.RE.11,12, S.R.6.a, 6.b, SF.7 R.RC.6.a, 6.b		<b>Cognitive:</b> Ex.1,2,3,7 Ev.1, Ev.2.a, 2.b		<b>Non-cognitive:</b> SFA.5,7 SM.3,7 SR.2,5		<b>Others:</b> -	
<b>Key vocabulary:</b> •				<b>Materials required:</b> Internet Connectivity Slips of paper for Step 5			
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>				<b>Students' action(s)</b>	
		Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)				Lead, understand and respond.	
Step 1 - Introduce (10 minutes)		Welcomes the students to class and asks them to share how they were kind and how someone was kind to them as in Part A. Asks students to share their experiences of working collaboratively at FEA.				Express gratitude. Reflect and respond. Listen actively.	
Step 2 - Guided Practice (10 minutes)		With the help of students and Part B, recaps teamwork. Asks them to share how FEA has developed their empathy and how that helps in working with others. Asks them to share their experience of learning collaboratively especially during MOOC 3.				Recap teamwork. Reflect and respond. Listen actively.	
Step 3 - Independent Practice (20 minutes)		Asks students to read, reflect and respond to Part C.1 - C.5 in pairs. Circulates to support/supervise and discuss with students their responses. After about 10 minutes, asks a few students to share their responses and rate their communication skills, conflict management, active listening, respectfulness, and trustworthiness. Makes it into a whole class discussion using Pose, Pause, Pounce and Bounce strategy.				Form pairs. Reflect and discuss. Listen actively. Share and rate, as instructed.	

<p>Step 4 - Extension (40 minutes)</p>	<p>Asks students to begin the MOOC as per instructions given in Part D. Circulates to ensure all students are at task, making notes as they learn from the MOOC and assists students, if required. While students are working on their MOOCs, corrects Mock Test of 5-7 students using rubric in Appendix 8 for writing and shares feedback with them using the rubrics in Appendix 7, 8 and their Error Tracker. Uses this time to write a personal note in Appendix 13 of 5-7 students. This can include - student's uniqueness, growth as a student, strengths as a person and your best wishes for his/her future. After 35 minutes, asks students to fill the MOOC Tracker in Appendix 4 (SWB). Asks students to log out of their Gmail accounts. Fills MOOC Progress for each student in Appendix 1 (FHB) based on their Progress Tracker (Appendix 4 - SWB) If students are lagging behind in the MOOC 4, they may be asked to come during their free time in the next few days.</p>	<p>Begin MOOC 4 as given in Part D. Ask for assistance, if required. Get Mock Test corrected. Receive feedback and respond appropriately to it. Fill the MOOC Tracker in Appendix 4 (SWB). Reflect and plan if they need additional time for MOOC.</p>
<p>Step 5 - Closure (5 minutes)</p>	<p>Exit Ticket - Gives students slips of paper to write their Checkout responses. Updates MOOC Tracker of students' progress in Appendix 1 - FHB. Collects Checkout responses of students before they leave.</p>	<p>Write their Checkout responses. Hand over their responses to facilitator.</p>
<p><b>Reflections:</b> How would you rate your own communication skills, empathy, conflict management skills, active listening skills, respectfulness, and trustworthiness? What challenges do you face when working with team of diverse people? During PLC, remind your peer facilitators to ensure that the Mentee students are present for Lesson 213.</p>		

**For Facilitator's Reference:**

**RAISING INDEPENDENT LEARNERS**

All teachers want to develop their students into independent learners. In so doing, they hope that the pupils in their charge can take control of their own learning – both inside the classroom and beyond. However, there can often be something of a gap between our stated intentions and what we do on a day-to-day basis. This can lead to our aims being upset through a failure to properly consider whether or not our actions will lead to the goal we desire. For example, one of the prerequisites of independent learning is the ability to work on your own, with minimal direction and with confidence. This includes a sense of how to manage one's own learning as well as how to respond to difficulties or challenges. In such a situation it is necessary that the teacher takes a back seat. After all, how can a student be independent if their teacher is taking the major role in their learning?  
First, we have to alter our own mindsets. Given the nature of the teaching profession, we tend to find ourselves instinctively helping the pupils we teach as soon as they have a problem. Without thinking, we do whatever we can to aid their understanding and ensure they are able to access the learning. This is all well and good but, as with many virtues, over assistance can turn it into a problem.

Excessive help and support denudes students of the opportunity to think for themselves. It stops them having to work through difficulties or solve problems. The hidden message is that there will always be someone else there to do it for them.

An alternative approach sees the teacher thinking critically about whether or not to intervene in any given situation. Sometimes it will be appropriate – necessary even – sometimes it won't. In these latter cases, it will often be better to say something along the lines of: 'Try to solve it yourself first,' or, 'Come up with three possible solutions and try them out before asking me,' or even a question such as: 'Well, what do you think is the best way to proceed and why?' Repeating this approach over time is likely to cultivate a habit of independence in your students.

A second technique I have found useful involves setting up activities in which pupils are given a framework within which they have to make various choices. This is akin to a football manager developing a formation and then allowing the players to express themselves within that formation. By providing a structure, you are setting the boundaries for the learning and situating it somewhere specific inside the vast mass of all that is possible. By giving pupils options and choices within that framework, you are encouraging them to make decisions and to be independent.

The third and final approach to consider involves formative feedback. This is feedback which gives students a clear sense of what they need to do to improve. For example: 'In your next report you should aim to begin the analysis earlier so as to avoid too many passages of description.'

Effective formative feedback encourages students to be independent because it allows them to take control of their own learning. If they know what they need to do to improve, they are in a position to make those improvements, therefore acting independently. The opposite would see a summative grade being given which offers no scope for action and which, psychologically, encourages students to become dependent (as they look to similar grades in the future for reinforcement of the sense of self generated by the initial grade).

Overall then, we can see that creating independent learners is a long-term project. It is about cultivation; the development of habits of mind over the course of months or longer. By focussing on this goal you will likely find yourself able to step back, safe in the knowledge that the faith you have in your students is justified and that they are working truly independently.

**Adapted from <https://mikegersho>**

# Lesson 212: Being A Leader - 2

<b>Language:</b> W.CW 15, W.RE.10 S.F.7, S.C.5, R.RC 6.a, 6.b L.C.5, L.LA.5, L.AI.9, L.LM.10	<b>Cognitive:</b> Ex.1,7 OS.1,2,4	<b>Non-cognitive:</b> SFA.5,7 SM.7,9 SR.3,4	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> -	

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (10 minutes)	Welcomes the students to class and asks them to share how - <ul style="list-style-type: none"> <li>• they are using their teamwork skills (communication skills, empathy, active listening, conflicts management skills, respectfulness and trustworthiness) during mentoring sessions.</li> <li>• they can better use their teamwork skills (communication skills, empathy, active listening, conflicts management skills, respectfulness and trustworthiness) during mentoring sessions.</li> </ul> Encourages wider participation and diverse perspectives.	Express gratitude. Reflect and respond. Listen actively. Ask questions, if any.
Step 2 - Guided Practice (10 minutes)	With the help of students and Part B, recaps what students have learnt so far about leadership. Helps students perceive themselves as leaders and asks for examples during their FEA journey when they took on leadership roles.	Recap leadership. Listen actively. Ask questions, if any. Reflect on their leadership qualities/actions.
Step 3 - Independent Practice (30 minutes)	Asks students to read, reflect and respond to Part C.1 - C.7 in pairs. Circulates to support/supervise and discuss with students their responses. After about 15 minutes, asks a few students to share their responses and rate their ability to manage time well, motivate others, persevere, reliability, goal-setting, building a positive environment, understanding team members and their needs/strengths. Makes it into a whole class discussion using Pose, Pause, Pounce and Bounce strategy.	Read, reflect and respond. Listen actively. Reflect and rate. Discuss and ask questions, if any.

<p>Step 4 - Extension (30 minutes)</p>	<p>Asks how they would rate the leadership skills of the protagonist in the movie and why. Asks students to watch Movie - Part 4. While students are watching the movie, corrects Mock Test of 3-5 students using rubric in Appendix 8 for writing and shares feedback with them using the rubrics in Appendix 7, 8 and their Error Tracker. Uses this time to write a personal note in Appendix 13 of 3-5 students. This can include - student's uniqueness, growth, strengths as a person and your best wishes for his/her future. After the students have watched the movie, ask them to discuss with a partner:</p> <ol style="list-style-type: none"> <li>1. What was the joke narrated by Chris's son?</li> <li>2. How would you feel if you had to walk into a new and competitive workplace with one shoe on?</li> <li>3. How did Chris manage his time at work? Why?</li> <li>4. Do you think Chris will reach in time for his meeting with Mr Ribbon?</li> </ol> <p>Asks a few pairs to share their responses.</p>	<p>Read, reflect and respond. Listen actively. Watch Movie - Part 1. Reflect and rate. Discuss and ask questions, if any. Get Mock Test corrected. Receive feedback and respond appropriately to it. Form pairs. Discuss with partner. Share responses.</p>
<p>Step 5 - Closure (10 minutes)</p>	<p>Asks students how FEA is developing their leadership skills using the reading program, learning from MOOCs, communication skills, and personality development.</p>	<p>Reflect and respond. Listen actively.</p>
<p><b>Reflections:</b> How would you rate your own leadership skills, ability to manage time well, motivate others, persevere, reliability, goal-setting, building a positive environment, understanding team members and their needs/strengths? What leadership roles have you taken up/would like to take up within FEA? Have you spoken to someone at FEA about it?</p>		

**For Facilitator's Reference:**

**Being a Leader**

Without preparation or direction, many new leaders adopt stereotypical ways of running things – but rather than helping them lead their team, it can be counterproductive.

Some of the myths about leadership are -

**It's tough at the top**

Bosses have more autonomy, much better pay, drivers, personal assistants, business class travel, nice hotels to stay in, and deference from colleagues. This is not a tough existence. It's much tougher lower down, and bosses should never forget that.

**Be yourself**

When you step up to a new role, just being yourself may not be enough. You have to grow and improve. Authenticity could be an excuse for laziness. Don't be fake but equally don't limit yourself to one way of operating. You may have to experiment with new ways of working to find the right way to excel as a boss.

**People hate change**

People can cope with change. They may even like it. What people don't like is unnecessary or stupid change, imposed from above. Involve people in the process and they may be quite happy about it. Change can be good when it means real improvement.

**There is one right way to lead**

Don't fall for the rhetoric of alleged 'visionaries' who claim to have cracked the 'one right way' to lead. Situations change, and businesses are all different. You have to judge the situation and adapt your behaviour accordingly.

**Leadership is more important than management**

There is often a tendency to think of leadership as being about grand, 'big picture' projects, such as strategy and vision, while management can be handled by those lower down. In reality, we need bosses who can both lead and manage.

**Leaders are born**

Everyone can become better at leading. Beware 'natural' leaders who think they have little or nothing to learn. We are all a work in progress. Leaders are usually made, by experience, and not born ready.

Adapted from <http://www.bbc.com/>

# Lesson 213: Problem Solving - 5

<b>Language:</b> S.F.7, S.C.5 R.RC.6.a, 6.b, R.RO 9,10, R.RIA 9.a, 9.b		<b>Cognitive:</b> Ex.3,7,8 OS.2,3.e OS.8		<b>Non-cognitive:</b> SFA.7 SM 10,11 ScA.4 SR.5		<b>Others:</b> -	
<b>Key vocabulary:</b> •				<b>Materials required:</b> -			
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>				<b>Students' action(s)</b>	
		Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)				Lead, understand and respond.	
Step 1 - Introduce (10 minutes)		Welcomes the students to class and asks them to share how they have developed problem solving skills at FEA. Asks how they are becoming part of the solution(s) rather than the problem(s). Encourages wider participation and different viewpoints.				Express gratitude.	
Step 2 - Model/Demo (10 minutes)		With the help of students and Part B, recaps how they have applied their problem solving skills. Asks what problems they are facing during the mentoring sessions and how they are tackling those problems using out-of-the-box thinking.					
Step 3 - Guided Practice (50 minutes)		Welcomes the Mentee students and asks them to sit with their mentors. Asks the Mentor students to follow the steps given in Part C to begin mentoring. Circulates to ensure that the students are at task and support/guides those who need assistance. Corrects Mock Test of 5-7 students using rubric in Appendix 8 for writing and shares feedback with them using the rubrics in Appendix 7, 8 and their Error Tracker. Uses this time to write a personal note in Appendix 13 of 3-5 students. This can include - student's uniqueness, growth, strengths as a person and your best wishes for his/her future. After the mentoring session, thanks the Mentees for coming and participating in the mentoring process.				Listen actively. Organize themselves for the mentoring session. Conduct mentoring session, as instructed and respectfully. Thank Mentee.	

<p>Step 4 - Independent Practice (15 minutes)</p>	<p>Asks students to share examples from the mentoring session, when they turned a problem into an opportunity to learn and develop, for themselves or their mentee. Asks students to read and reflect on Part D. Circulates to ensure that students are at task and understand. After about 10 minutes, asks:</p> <ul style="list-style-type: none"> <li>• Which of your current problem can you make into an opportunity for growth and development?</li> <li>• How can you use problems to create value for others?</li> <li>• How is your attitude towards problem similar/ different to that of your family/friends who are not learning at FEA?</li> </ul>	<p>Share examples from the mentoring session. Listen actively. Read and reflect on Part D. Discuss and listen actively.</p>
<p>Step 5 - Closure (5 minutes)</p>	<p>Asks students to reflect on Checkout in Part E and asks a few students to share their responses.</p>	<p>Reflect, respond and share responses.</p>
<p><b>Reflections:</b> How have you seen your students develop their problem solving skills at FEA? (Share it during PLC, with concrete examples.) Speak with your BM/HO staff to be present for Pre-evaluation in Lesson 219.</p>		

**For Facilitator's Reference:**

**Changing Poison Into Medicine**

When confronted with 'a problem', you should ask yourself - Are you pleased or are you frightened?

Now, let's be clear. Some problems are exactly that. The computer crashes. You develop a 103 degree fever before the big presentation. Those are problems and there very little you can do to turn them to your advantage. But many of the problems you are confronted with should leave you pleased.

For example, you thought you were onto a big idea. You would create an app that would allow people to search for types of restaurants (Italian) at specific price points (\$50 a head) and automatically make the reservation for you and put it in your calendar on Microsoft Outlook. However, when you asked some of your potential customers about it, they told you there was no reason to develop the software. They were happy with the available options like Open Table. So, why is something like this good news?

There are three reasons.

You learned something. This is no small thing the more knowledge you have the insights you can have.

You learned this ahead of the competition, people who are actually developing "better" versions of Open Table and the like and who are going to discover there is no market (after they have spent tens of thousands of dollars-or more.)

The knowledge could take you in another reaction. For example, when you were talking to the potential customers who eventually shot down your idea you kept hearing variations on a theme.

Once they scored the reservation, many of them thought of the reservation as an asset and like all assets they wondered if they could monetize it.

"Wouldn't it be great if I could sell my reservation to someone who really wanted it? The restaurant is "hot" and people are waiting for months to get in and there has to be a market for people who want to jump the queue."

And similarly, people told you, "I would pay to get into my favorite place at the last minute."

All of a sudden, you are testing the idea of playing restaurant matchmaker. The point is you could give up, when confronted with a problem. Or you could ask yourself, "What can I do with this in order to turn it into an opportunity?"

Adapted from <https://www.inc.com/>

# Lesson 214: Excellence At Work

<b>Language:</b> S.I.9, S.C.5 R.RIA.9.a, 9.b, R.RI.6		<b>Cognitive:</b> Ex.3,8 OS.2,8 A.2,3	<b>Non-cognitive:</b> SFA.5,7 ScA.1,4	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> Appendix 6 - SWB (Reading Log) Library Books		
<b>PROCEDURE:</b>				
<b>Steps</b>	<b>Facilitator's action(s)</b>	<b>Students' action(s)</b>		
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.		
Step 1 - Introduce (10 minutes)	Welcomes the students to class and asks them to read Appendix 13 (SWB) in their workbooks for personal note from him/her. Asks a few students to share thoughts that they might have after reading the note.	Express gratitude. Read Appendix 13(SWB). Share views. Listen actively.		
Step 2 - Demo/Model (10 minutes)	Asks a student to lead the discussion on Check-in questions. Supports/participates in the class discussion.	Lead/participate in discussion. Listen actively.		
Step 3 - Guided Practice (15 minutes)	Asks students to read Part B independently. After 7-10 minutes, asks students to discuss with a partner: <ul style="list-style-type: none"> <li>• "Everyone has the potential to whatever it is they dream or want." Agree or disagree?</li> <li>• Which of the key principles have they developed at FEA?</li> <li>• Which one do they think is the most important for them to be 'excellent' at work or What's your key to excellence? Why?</li> <li>• Why do different students have different 'keys' to excellence?</li> </ul> Ask a few students to share their responses.	Read Part B independently. Pair up and discuss with a partner. Listen actively. Ask questions, if any. Share their discussion/views with the class. Listen actively.		
Step 4 - Independent Practice (10 minutes)	Asks students to move to the laptops, sign into their FEA email accounts and type an email as given in Part C. Students must send this email to the facilitator. Circulates to ensure that the students are at task and observes for speed, technique and accuracy of typing. Reminds students to sign out of their FEA accounts.	Move to laptops. Sign in. Complete Part C.  Sign out.		

Step 5 - Extension (35 minutes)	Asks students to collect their library books and read for 25 minutes. While students are reading, shares feedback with student who led the class discussion in Step 2, reviews emails of students sent earlier in Step 4 and shares feedback via email on format and content. In the last 10 minutes, asks students to conduct the book discussion in small groups, as given in Part D, and fill the Reading Log in Appendix 6 (SWB).	Collect library books. Read, as instructed. Take feedback from facilitator. Conduct book discussion. Fill the Reading Log.
Step 5 - Closure (5 minutes)	Asks students to read the quote in Part E and as a whole class discusses what it means. Asks whether FEA is training them to be successful or excellent at work. Encourages wider participation.	Read, reflect and discuss. Listen actively.
<b>Reflections:</b> Are you working to be a successful facilitator or an excellent one? What support/help would you need to be an excellent facilitator? (Share this with your seniors.)		

### For Facilitator's Reference:

When I first started my job I always used to ask my manager about every little thing: "How do I do this?"; "What do I say to this customer?".

After a while I learned to be a solver of problems rather than a communicator of problems to my manager: "We had this problem, but I managed to solve it rather than troubling you with it", making her life easier.

It's no coincidence that shortly afterwards, she recommended me for promotion: everyone wants to recruit a problem solver, not a problem-bringer!

By blaming other people or events for what happens in your life, you give your power to others. Try to look for a positive interpretation of any situation or the actions of individuals if you can. By taking responsibility, you take control over your circumstances; action generates the impetus for further action. If you argue for your limitations ("I can't do this") you will get to keep them!

If you show enthusiasm for something, good things tend to follow.

Adapted from <https://www.kent.ac.uk/>

# Lesson 215: Workplace Challenges - 2

<p><b>Language:</b> S.R.6.a,6.b, S.F.7, S.I.9, L.C.5, L.LA.5, L.AI.9, L.LAI.10</p>	<p><b>Cognitive:</b> Ex.2,3,7, OS.2, 3.e, 5 Ev.1 A.2</p>	<p><b>Non-cognitive:</b> SR.3,4,5</p>	<p><b>Others:</b> -</p>
<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p><b>Materials required:</b> Appendix 6 (SWB) Library Books</p>	

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (10 minutes)	Welcomes the students to class and checks-in using the questions given in Part A. Encourages wider participation and different viewpoints.	Express gratitude. Reflect and respond.
Step 2 - Model/Demo (20 minutes)	Asks students to watch AV - 215-1 and AV - 215-2. While students are watching the AVs, makes phone calls to irregular students or those absent without any information and updates the Call Log. Identifies a student to lead the class discussion after students have viewed AV - 215-1 and 215-2. Asks the identified student to lead the class discussion. Supports/participates in the class discussion.	Watch AV - 215-1 and AV - 215-2.  Lead/participate in discussion. Listen actively. Ask questions, if any.
Step 3 - Independent Practice (15 minutes)	Asks students to read the workplace challenges given in Part C and think of their responses. Asks a few students to share their responses and the reason why they would respond so. Accepts all answers that reflect reasoning and growth mindset and asks students to reconsider those that do not. Encourages wider participation and variety of responses, including out-of-the-box thinking.	Read, reflect and respond. Share their responses. Listen actively.
Step 4 - Assessment (10 minutes)	Asks students to work in pairs and prepare a short quiz on work-related vocabulary. Circulates to ensure that students are at task. Asks a few students to ask their quiz questions from the class.	Form pairs. Prepare the quiz. Conduct/participate in quiz.

Step 5 - Extension (30 minutes)	<p>Asks students to collect their library books.</p> <p>Asks students to think of their reading goals for the session and read for 25 minutes.</p> <p>While students are reading, shares feedback with student who led the class discussion in Step 2.</p> <p>Reviews students Reading Log, MOOC Progress Tracker and Mentoring Tracker.</p> <p>In the last 5 minutes, asks students on how well they accomplished their reading goal and fill the Reading Log in Appendix 6 (SWB).</p>	<p>Collect library books.</p> <p>Think of reading goal(s).</p> <p>Read, as instructed.</p> <p>Receive feedback and respond appropriately.</p> <p>Share their responses.</p> <p>Fill Reading Log.</p>
Step 5 - Closure (5 minutes)	<p>Ask students to think about the Checkout question.</p> <p>Exit Ticket - Stands at the exit door and each student shares his/her response and exits.</p> <p>Identifies student who would conduct the Jeopardy Game 10 in Lesson 216 and asks him/her to come prepared.</p>	<p>Read, reflect and respond.</p> <p>Prepare and submit Exit Tickets.</p>
<p><b>Reflections:</b> Will your students be able to complete reading, mentoring, and MOOC expectations for Book 5 by the end of Book 5? Are some lagging behind? What do you plan to do about them?</p>		

## For Facilitator's Reference:

**Winners and Losers**

Winners have a plan;  
Losers have an excuse.

Winners say, "Let me do it for you";  
Losers say, "That's not my job."

Winners say, "It may be difficult but it is possible";  
Losers say, "It may be possible but it is too difficult."

When winners make a mistake, they say, "I was wrong";  
When losers make a mistake, they say, "It wasn't my fault."

Winners say, "I must do something";  
Losers say, "Something must be done."

Winners are a part of the team;  
Losers are apart from the team.

Winners see the gain;  
Losers see the pain.

Winners see possibilities;  
Losers see problems.

Winners believe in win-win;  
Losers believe for them to win someone has to lose.

Winners use hard arguments but soft words;  
Losers use soft arguments but hard words.

Winners stand firm on values but compromise on petty things;  
Losers stand firm on petty things but compromise on values.

Winners translate dreams into reality;  
Losers translate reality into dreams.

Winners empower;  
Losers control.

Winners are part of the solution;  
Losers are part of the problem.

Winners are not afraid of losing;  
Losers are afraid of winning.

Winners say, I was wrong;  
Losers say, It was not my fault.

Winners make time;  
Losers waste time.

Winners say, I'm good but not as good as I can be;  
Losers say, I'm not as bad as a lot of other people.

Winners listen to what others say;  
Losers wait until it's their turn to talk.

Winners catch others doing things right;  
Losers catch others doing things wrong.

Winners learn from others;  
Losers resent others

Winners see opportunities;  
Losers see problems.

Winners say, There ought to be a better way;  
Losers say, That's the way it's always been done.

Winners celebrate others;  
Losers complain about others.

Winners expect success;  
Losers expect failure  
Winners do it;  
Losers talk about doing it.

Winners say, I'll plan to do that;  
Losers say, I'll try to do that.

Winners make it happen;  
Losers let it happen.

Winners plan and prepare;  
Losers hope for things to happen to them.

# Lesson 216: Consolidation

<b>Language:</b> W.RE.10 RRI.6 S.R.6.a, 6.b, SF.7, S.C.5		<b>Cognitive:</b> Ex.3,7 OS.8 Ev.2.a, 2.b		<b>Non-cognitive:</b> SM.8,9,11 SFA.7		<b>Others:</b> -	
<b>Key vocabulary:</b> •				<b>Materials required:</b> Jeopardy Game 10 Appendix 14 - SWB			
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>			<b>Students' action(s)</b>		
		Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)			Lead, understand and respond.		
Step 1 - Introduce (5 minutes)		Welcomes the students to class and checks-in using the questions given in Part A. Encourages wider participation and different viewpoints.			Express gratitude. Reflect and respond.		
Step 2 - Model/Demo (30 minutes)		Invites the game show hosts to take over and begin the game. Support/guides the hosts, mostly non-verbally and non-intrusively, from the sides. Ensures that the hosts are enforcing the Do's and Don'ts and noise level. Asks a few students to share their feedback about the game and how it was conducted.			Lead/participate in the game. Follow protocols of the game and prescribed noise level. Share feedback.		
Step 3 - Guided Practice (15 minutes)		In pairs, asks students to read and discuss the poem given in Part C. Circulates to ensure that the students are on task and reciting/reading/discussing the poem. In conversation with each other, students then complete Part C.1 - 5. Asks a few students to share their responses. Uses Pose, Pause, Pounce, Bounce for peer feedback/correction.			Form pairs. Read and discuss Part C. Listen actively. Complete Part C. 1-5. Share responses. Listen actively. Ask questions, if any.		

<p>Step 4 - Individual Practice (30 minutes)</p>	<p>Introduces the word 'extempore' with the help of examples.                  Asks students to read the task given in Part D ensuring that the students understand it.                  Informs students that they would be self-assessing their speech.                  Gives students 5 minutes to think about the task and plan topic/audience/content.                  Reviews presentation protocols with students - eye contact, pitch/volume/pace of speech etc.                  Gives each student 1 minute to present his/her speech.                  At the end of 45 seconds, gives the student some non-verbal/non-intrusive signal about time so that students stays within the time limit.                  After all students have delivered their speech, asks them to share self assess them (Appendix 14 - SWB).                  Asks a few students to share their self-assessment.</p>	<p>Listen, understand and ask questions, if any.                  Read, understand and plan Part D.                   Listen actively.                   Ask questions, if any.                  Deliver the speech.                  Listen actively.                  Self-assess.                  Share their self-assessment.</p>
<p>Step 5 - Closure (5 minutes)</p>	<p>Asks students to reflect on their speech and complete the Error Tracker.                  Ends that day by congratulating students on having achieved another landmark of learning at FEA - delivering extempore speech.</p>	<p>Reflect on their speech.                  Complete Error Tracker.                  Express gratitude.</p>
<p><b>Reflections:</b> How did your students do at extempore speech? What did they do well and what do they need to work on? (Share with your peers during PLC)                  Have you spoken with BM/HO staff to be present for Pre-evaluation in Lesson 219?</p>		

**For Facilitator's Reference:**

**Extempore Speech**

Extempore speaking is the term used for a non-formally prepared speech. Explaining to your parents why you arrived home later than your curfew is a form of extempore speaking. When you watch a beauty pageant on television and the contestants have to draw a question and answer it for the judges, they are extempore speaking. Every time you speak you are preparing for extempore speaking. You probably prepare without even knowing it.

There comes a time in every one's life when he or she will have to give an impromptu speech. It may be for anything - a radio interview, a teacher trying to get you to speak up in class, or even in a casual debate. It happens more often than most people would think. The words we speak are chosen at the point of delivery and we are thinking and speaking almost at the same time.

In an extempore/impromptu speaking, it is important to speak to the purpose and to consider carefully what effect you want to have on your audience. You also have to consider how long to speak for. Effective speakers, in their preparation, also consider the audience at all times. They ensure that they speak to the audience they have in front of them, and read their body language to continue, change course of their speech etc.

These days, Group Discussion after written test has become very obvious and had made it difficult for the admission/interview panel to select the candidate with the right kind of attitude and knowledge. To break off with the regular planned process, the Extempore Speaking has been introduced in the selection process.

Generally, the extempore topics are not very tough and range from something very personal like hobbies, academic background, a particular or recent incident, a common saying or an issue of current affair. So be prepared to speak on anything and everything.

Though there can be a varied range of topic and you really cannot presume what your topic can be, but still you have to practice. The best way to practice for extempore is to practice speaking for a minute or two every day. Since you can be given any topic, you can start your practice with a simple topics and move on to more difficult ones. For example, let the topic be your favorite color. Then in front of your friends or seniors, speak for a minute. Don't forget to take feedback from your friends or seniors who are judging you.

If you suddenly lose your train of thought or draw a complete blank, there are a few you can do to keep from panicking.

Pretend like you're pausing on purpose. Walk back and forth slowly, as if you're letting your last point sink in.

If you still can't remember what to say, make up a reason to pause the speech. You can say, "I'm sorry, but my throat is very dry. Can I please get a glass of water?"

If these tricks don't appeal to you, think of your own. The trick is to have something ready ahead of time.

**Adapted from <https://www.mbarendezvous.com/>**

# Lesson 217: Debate - 2

<b>Language:</b> S.I.9, S.C.5 R.RC.6.a, 6.b L.C.5, L.LA.5	<b>Cognitive:</b> Ex.7,8 OS.3.c,3.e,3.f, OS.8 Ev.1 A.5	<b>Non-cognitive:</b> SM.9,10 ScA.4 SR2, 4	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> Appendix 4 - SWB Appendix 1 - FHB	

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (5 minutes)	Welcomes the students to class and checks-in using the questions given in Part A. Encourages wider participation and different viewpoints. Asks students to share their experiences of being kind.	Express gratitude. Reflect and respond. Listen actively.
Step 2 - Independent Practice (5 minutes)	With the help of students and Lesson 208 recaps what a debate is. With the help if examples, recaps what a debate IS NOT.	Recap Do's and Don'ts of debate. Listen actively. Ask questions, if any.
Step 3 - Model/Demo (20 minutes)	Asks students to watch AV - 217 and identifies one student who would lead the discussion after watching AV - 217. Gives the identified student 2-3 minutes to read the questions and plan how he/she would lead the discussion. Supports/guides the student leading the discussion while he/she leads it. Participates in the discussion.	Watch AV - 217.  Lead/participate in discussion. Listen actively.  Ask questions, if any.
Step 4 - Independent Practice (15 minutes)	Asks students to read the instructions given in Part D. Asks a few students to repeat the instructions, to ensure that all the students have understood the instructions. Ask students to organize themselves for Debate as given in Part D. Circulates to ensure that the pairs are at task. Supports/commends/encourages, as appropriate. Makes a mental note, using the rubric given in Facilitator's reference of this lesson to assess how well the students are following Do's and Don'ts of debate.	Read and understand Part D. Listen actively and ask questions, if any. Follow Do's and Don'ts of debate.

<p>Step 4 - Extension (40 minutes)</p>	<p>Asks students to work on their MOOCs. While students are working on the MOOC, updates Call Logs after making phone calls to students who have been absent without information or irregular. Also uses this time to have a conversation with students to understand what/how well they are learning from the MOOC. After 35 minutes, asks students to fill the MOOC Tracker in Appendix 4 (SWB). Asks students to log out of their Gmail accounts. Fills MOOC Progress for each student in Appendix 1 (FHB) based on their Progress Tracker (Appendix 4 - SWB) If students are lagging behind in MOOC 4, they may be asked to come during their free time in the next few days.</p>	<p>Begin working on MOOC. Ask for assistance, if required. Share their learnings from MOOC with facilitator. Fill the MOOC Tracker. Log out. Reflect on completion of MOOC.</p>
<p>Step 5 - Closure (5 minutes)</p>	<p>Asks students to share what they did well in the debate and what they can improve upon. Shares feedback with the student who led the discussion in Step 3.</p>	<p>Reflect and respond. Listen actively.</p>
<p><b>Reflections:</b> How did the students do in the debate? How does their debating skill compare with discussion skills? Do they use steps learnt to construct an argument while debating?</p>		

**For Facilitator’s Reference:**

**An Effective Debater**

**Research**

In order to communicate effectively, it’s critical to know the facts. Do your homework. Read up on the topic. Highlight quotes from your research as an easy reference during this process. Study and understand both sides of the argument. Look at it from different angles. Collect evidence to support all views on the topic.

**Picking sides**

While it helps to see a point from all sides, you must pick one side to argue. You may not even agree with this side. However, articulating ideas in a passionate way and with conviction from a perspective you don’t personally agree with is great practice for future endeavors. It’s about committing and following through. If you show signs of doubt, it will be difficult to win your argument.

**Create your debate**

Whether your debate is written or oral, this process will help put things into perspective.

Organize your thoughts using this formula:

Introduction - Keep your introduction brief.

Evidence - Pick four to six of your strongest pieces of evidence in advance.

Conclusion - Repeat your thesis in the conclusion and point out ways in which you have disproved the opponent’s point of view.

**Practice**

It’s natural to be nervous, but the more you practice out loud with friends, roommates, family members, or even alone in front of a mirror, the easier it will be for you to appear calm, cool and collected. Confidence will help you win.

**Presentation**

1. Wear appropriate attire. You will be taken more seriously.

2. Stand up straight with your shoulders back.
3. Breathe easy.
4. Make eye contact with the people around you, but shift your gaze.
5. Reference your notes, but don't read from them.
6. Bring a pen and a separate piece of paper for rebuttal notes.
7. Speak clearly and concisely at a volume where everyone can hear you.
8. Do not yell or whisper.
9. Articulate your words.
10. Talk at a pace that gives you enough time to get your thoughts out. Don't speak too slow or you'll lose the audience's attention.
11. Vary your tone to make it interesting.

Keep your vocabulary simple. You will sound more intelligent.

**Passion**

Don't be afraid to convey passion when you speak. It will make your argument more compelling and interesting. Passion is a valuable tool in a debate. Passion is not to be confused with emotion.

**Rebuttal**

You'll be making mental or physical notes as the other side presents their case. Chances are, you'll want to rebut some of the opposing arguments. You won't have time to rebut them all. Be selective.

Adapted from <https://checklist.com/>

**DEBATE RUBRIC**

	3	2	1
<b>Viewpoint</b>	Viewpoints are clear and organized.	Most viewpoints are clear.	Viewpoints are unclear and disorganized.
<b>Use of facts and examples</b>	Arguments are supported with facts and examples.	Most arguments are supported with facts and examples.	Arguments lack factual support.
<b>Relevance of supporting arguments</b>	All supporting arguments are relevant.	Many, but not all, supporting arguments are relevant.	Few supporting arguments are relevant.
<b>Strength of arguments</b>	All arguments are strong and convincing.	Some arguments are convincing.	Arguments are not convincing.
<b>Speaking voice</b>	Voice can always be heard.	Voice is heard most of the time.	Voice is difficult to hear.
<b>Preparation</b>	Student is well prepared.	Student needs more preparation.	Student is unprepared to defend argument.

Total Score: \_\_\_\_\_ /18

Source - <http://www.readwritethink.org/>

# Lesson 218: Review 1

<b>Language:</b> W.RE.10,11,12, L.C.5, L.LM.9, L.LM.10 R.RO.9,10, R.RIA.9.a, 9.b	<b>Cognitive:</b> Ex.3,7,8 OS.3.e, 3.f	<b>Non-cognitive:</b> SFA.7 SM.7 SR.3	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> Library Books Appendix 6 – SWB	

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (15 minutes)	Welcomes the students to class and asks them to share ways/methods of revising they have learnt at FEA and which works well for them. Asks students to review Book 5 benchmarks and assess what they are doing well/need to work on.	Express gratitude. Reflect and respond. Listen actively.
Step 2 - Guided Practice (20 minutes)	Asks students to complete Part B. Invigilates/supervises as students work on Part B. Encourages students to revise their work before moving on to Part C.	Complete Part B. Review their work.
Step 3 - Independent Practice (15 minutes)	Asks students to complete Part C. Invigilates/supervises as students work on Part C. Encourages students to revise their work, using proofreading criteria, before moving on to Part D.	Complete Part C. Review their work.
Step 4 - Assessment (15 minutes)	Asks students to move to the laptops to complete Part D explaining that the audios can only be played once so they must listen attentively. Invigilates/supervises as students work on Part D. Encourages students to revise their work before moving to the next step.	Move to laptops. Complete Part D. Review their work.
Step 5 - Extension (25 minutes)	Asks students to collect their books and read for 15 - 17 minutes after thinking about their reading goals. While students are reading their books, reviews the students responses to Review 1 (Lesson 218). Asks students to discuss Part E.1 - E.2 with their group. Ends the reading session by asking students to fill the Reading Log (Appendix 6 - SWB).	Collect library books and plan their reading goal(s). Discuss Part E.1 - E.2. Fill the Reading Log.

**Reflections:** How well are students working towards Book 5 benchmarks? Are there any concerns? How will you address those before Book 5 evaluation in Lesson 229?

**For Facilitator's Reference:****Answers of Reading Exercise -**

The study of (1) language development in very young children has changed considerably in the last 50 years. It has been established that children can speak independently at age (2) 3-4 years, and that this ability is innate. The child will, in fact, follow the speech patterns and linguistic behaviour of its carers and parents who act as (3) models.

Babies actually benefit from "baby talk", in which adults (4) exaggerate both sounds and facial expressions. Babies' ability to (5) recognise sound patterns rather than words comes earlier than was previously thought. It is very important that babies are included in (6) conversation / interaction / communication.

7) Children can learn their first language without being taught. YES

8) From the time of their birth, humans seem to have an ability to learn language. YES

9) According to experts in the 1950s and '60s, language learning is very similar to the training of animals. YES

10) Repetition in language learning is important, according to Dr Eliot. NOT GIVEN

11) Dr Golinkoff is concerned that "baby talk" is spoken too much by some parents. NO

12) The first word a child learns to recognise is usually "Mummy" or "Daddy". NO



<p>Step 2 - Model/Demo (45 minutes)</p>	<p>Organises students/laptops/materials/record sheets. Plans how the work will be divided between BM or HO staff and self. Based on the division of work between self and BM/HO staff, asks all students to start the computer-based test. Asks them to continue at the laptops after completing the Listening Skills assessment for keyboarding assessment. Ensures that all students are at task. Tests students' keyboarding speed and accuracy using the website mentioned in Part B of Lesson 220. Asks students to record their keyboarding result in the SWB - Part B of Lesson 220.</p>	<p>Take their seats and, with the help of facilitator, take the test. Ask for assistance in case of technical issues. Complete keyboarding assessment after the Listening test.</p>
<p>Step 3- Assessment (40 minutes)</p>	<p>Divides the students into two groups - Group 1 and Group 2. Calls Group 1 in sub-groups of 3-4 for group discussion to assess spoken English using the FTS 5 benchmarks and rubric. (Appendix 7 - FHB) While one sub group is being interviewed, the other sub-groups of Group 1 can read their library books while they wait for their turn. Gets Group 2 seated at a distance from each other and gives them a few topics for paragraph writing, proofreading and writing the final draft. Students must write their pre-evaluation writing task in the SWB. After Group 2 has finished the writing task and are waiting for their speaking skills test, they can read their library books. After all sub-groups of Group 1 have been assessed, call sub-groups of Group 2 for assessment of spoken English and gives Group 1 the writing task. Both during spoken and written assessment, looks for satisfactorily progression along Book 5 benchmarks and rubric given in Appendix 7 &amp; 8 (FHB), not expecting complete achievement of the benchmarks, and records it for each student in Appendix 9 - FHB. Uses this opportunity to go through the workbook of each student to assess completion and quality of work.</p>	<p>Form groups, as instructed. Take all test components, as instructed. Take workbook along when they go for assessment of speaking skills. Read library books, as they wait for their turn to be interviewed.</p>
<p>Step 4 - Closure (5 minutes)</p>	<p>After all groups have undergone the viva voce and group discussion, asks students to self assess their strengths and weaknesses using Book 5 benchmarks. Discusses the results of pre-evaluation with the BM/HO staff and completes record in Appendix 9 - FHB.</p>	<p>Reflect and self assess their strengths and weaknesses.</p>
<p><b>Reflections:</b> Were you able to work collaboratively with the BM/HO staff to organise students, materials, and record scores ? Is the record of student' pre-evaluation complete?</p>		

For Facilitator's Reference:

**FEA Facilitator's Credo**

They say that the probability of being born is one in four hundred trillion.  
I'm a living breathing miracle.  
Every second here on earth is a gift, and I'll never let it slip away.  
Each day that I am alive I will be better than the day i was before.  
When life gets hard I will work harder.  
I don't make excuses.  
I face my challenges head on and I conquer them.  
I refuse to be average, and if the world may try to keep me down I will prevail.  
The faith I have in myself exceeds all else.  
I will never be out worked, out hustled, or out smarted.  
If you run six miles, I will run seven.  
If you lift two hundred pounds, I will lift two fifty.  
I will win or I will die.  
That is who I am.  
I have never come across an obstacle that is insurmountable  
The world does not provide barriers it provides unlimited opportunity.  
If I get knocked down I will get back up, and I will be better because of it.  
Telling me something can't be done only further ignites my desire to succeed.  
I know that the road less traveled is difficult, but diverting from it was never an option.  
The only person responsible for my success is me!  
In my final moments looking back on life, I will have no regrets.  
I will have left no stone unturned.  
The sacrifices made, the blood, sweat and tears,  
the countless hours put into my craft will not have been in vain.  
This is what makes a champion, this is who I am.

Source - <http://Yourworldwithin.com>

# Lesson 220: Action Plan

<b>Language:</b>	<b>Cognitive:</b>	<b>Non-cognitive:</b>	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> -	
<b>PROCEDURE:</b>			
<b>Steps</b>	<b>Facilitator's action(s)</b>	<b>Students' action(s)</b>	
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.	
Step 1 - Introduce (5 minutes)	Welcomes the students to class and asks them to share their experience of pre-evaluations through book 1-4 (how they prepared, how they felt, how was it helpful, how can it be made better etc.)	Express gratitude. Share their experience. Listen actively.	
Step 2 - Independent Practice (20 minutes)	Asks students to complete reflective self-assessment in Part B after referring to Book 5 benchmarks. As the students complete the reflective self-assessment by filling in what they did well, walks around to share their score with them and completing the Facilitator column. Asks students to compare their own assessment and that of the facilitator and discuss how it is similar or why it is different.	Complete reflective self-assessment.  Make comparisons and reflect on the comparisons.	
Step 3 - Guided Practice (20 minutes)	Asks students to complete reflections on areas of improvement in Part C after referring to Book 5 benchmarks. As the students complete Part C, walks around to share his/her suggestions about their areas of improvement in the Facilitator column.	Reflect and complete Part C. Receive feedback from facilitator and respond appropriately.	
Step 4 - Assessment (20 minutes)	Asks students to reflect on Part B and C and set SMART goals for themselves in Part D. After the students have completed Part D, asks them to discuss it with a peer to get feedback to make their plan better. After students have received peer feedback and made changes to their plan, reviews it and gives his/her suggestions. Shares the attendance percentage and MOOC 4 completion percentage with students and counsels/ commends students based on their percentage.	Reflect and complete Part D. Receive peer and facilitator feedback and respond appropriately. Reflect on their attendance percentage and plan how to improve it.	

<p>Step 5 - Extension (35 minutes)</p>	<p>Asks students to collect their library books and read for 30 minutes. While students are reading, review completed Action Plan of each student. If time permits, works with students who are lagging behind in reading expectations and reads along with them. After 30 minutes, asks students to fill up the Reading Log (Appendix 6- SWB).</p>	<p>Collect library books and read.  Reflect on book completion within the allotted time.  Fill the Reading Log.</p>
<p>Step 6 - Closure (10 minutes)</p>	<p>Asks students questions from Check-out. Helps students make connections between goal-setting and improvement. Commends those who had been working on goals/ resolutions they made in Lesson 186 and have benefitted from their efforts at self-improvement. Helps students make connections between working towards the goals and take responsibility of their learning.</p>	<p>Reflect and respond. Listen actively. Make connections between working on their goals and independent learning.</p>
<p><b>Reflections:</b> How many of you students are lagging behind in reading, MOOC completion, keyboarding, Mentoring expectations? How do you plan to help them catch up? Have you informed the relevant persons about scheduling FTS - 5 for your students?</p>		

**For Facilitator's Reference:**

**Self-assessment**

Student self-assessment involves students in evaluating their own work and learning progress.

Self-assessment is a valuable learning tool as well as part of an assessment process.

Through self-assessment, students can:

identify their own skill gaps, where their knowledge is weak

see where to focus their attention in learning

set realistic goals

revise their work

track their own progress

if online, decide when to move to the next level of the course

This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning.

You should set clear expectations for student performance.

As in peer assessment, you need to coach students on assessment criteria and how to apply them in grading their work.

Give them practice assessing themselves.

A valuable process on its own, self-assessment may be paired with peer assessment.

Applying knowledge gained through peer assessment, students' self-assessment can be a potent next step in actively promoting their own learning and achievement.

Adapted from <https://teachingcommons.stanford.edu/>

# Lesson 221: Discussion & Debate

<b>Language:</b> S.R.6.a, S.R.6.b,,S.A.7.8, S.F.7, S.C.5 L.C.5, L.LAI.10	<b>Cognitive:</b> Ex.7,8 OS.3.c,3.e,3.f OS.4,5,8	<b>Non-cognitive:</b> SM.3,5,7,9 SA.4	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> -	

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (5 minutes)	Welcomes the students to class and asks them to share one challenge that they face in framing arguments during discussion/debate. Accepts all answers without giving any suggestions.	Express gratitude. Reflect and respond. Listen actively.
Step 2 - Guided Practice (20 minutes)	Asks students to form groups and read the Book Discussion ideas in Part B. After about 5 minutes, asks students to follow the instructions given in Part B to conduct Book Discussion. Circulates to ensure that the students understand and follow the instructions on their own. Monitors time and ensures that the groups move forward together completing all steps as given in Part B.	Form groups, read and understand Part B. Ask questions, if any. Conduct Book Discussions. Listen actively.
Step 3 - Independent Practice (20 minutes)	Informs students the difference between discussion and debate. Accepts all answers and repeats the correct ones. Asks students to read the steps given in Part C to conduct the debate. After about 2-3 minutes, asks a few questions to ensure that the students understand the steps. Asks students to follow the instructions given in Part C to conduct the debate. (Student may re-form the groups or work in same groups as in Part B.) Circulates to ensure that the students are at task and following Do's and Don'ts of debating. Monitors time and ensures that the groups move forward together completing all steps as given in Part C.	Reflect and respond. Read and understand Part C. Conduct the debate as per instructions given in Part C. Listen actively.

<p>Step 4 - Extension (30 minutes)</p>	<p>Ask students to watch Movie - Part 5. After all students have watched, asks -</p> <ul style="list-style-type: none"> <li>• What did Chris use the words 'possibly' and 'maybe' for? Why?</li> <li>• What was the letter about?</li> <li>• During this part of the movie, Chris went through many different feelings - can you name one of the feelings and justify it with events in the movie?</li> <li>• What would happen in the next part?</li> </ul>	<p>Watch Movie - Part 5. Reflect and respond. Listen actively.</p>
<p>Step 5 - Closure (15 minutes)</p>	<p>Asks students to refer to the Action Plan (Lesson 220) and work independently, in pairs or in groups, to implement the plan. Circulates to assist and guide. Ends the session by asking students check-out questions as given in Part D.</p>	<p>Refer to Action Plan (Lesson 220). Work independently, in pairs or in groups. Share their views.</p>
<p><b>Reflections:</b> Are students getting better at self-assessment? Is there self-assessment similar to/different from your assessment?</p>		

**For Facilitator's Reference:**



Source - The Gottman Institute

# Lesson 222: Consolidation

<b>Language:</b> L.LC.5, L.LM.9 S.F.7, S.R.6.a, S.R.6.b	<b>Cognitive:</b> OS.1,2 Ex.3,7 A.5	<b>Non-cognitive:</b> SFA.5,7 SM.3,7 Sc.A.4	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> -	

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (45 minutes)	Welcomes the students to class and asks them to share how they respond to disagreements during a discussion/ debate. Welcomes the Mentee students and asks them to sit with their mentors. Asks the Mentor students to follow the steps given in Part B to begin mentoring. Circulates to ensure that the students are at task and support/guides those who need assistance. Uses this time to check on wall displays, call irregular/ absentee students and update the Call Log. After the mentoring session, thanks the Mentees for coming and participating in the mentoring process.	Express gratitude. Listen actively. Organize themselves for the mentoring session. Conduct mentoring session, as instructed and respectfully. Thank Mentee.
Step 2 - Guided Practice (20 minutes)	Asks students to watch AV - 222 to learn about Abhinav Bindra. After all students have watched AV - 222, asks them to read the letter from Abhinav Bindra to his younger self given in Part C. Circulates to assist/guide and ask comprehension questions. After all students have read, as a whole class discusses the questions given at the end of the letter. Accepts all answers and encourages diversity of perspectives.	Move to laptops and watch AV - 222. Read and understand Part C. Respond to show their understanding. Discuss and listen actively.
Step 3 - Independent Practice (15 minutes)	Asks students to refer to the Action Plan (Lesson 220) and work independently, in pairs or in groups, to implement the plan. Circulates to assist and guide. Commends students who have worked well during the self-study phase using growth mindset language.	Refer to Action Plan (Lesson 220). Work independently, in pairs or in groups.

Step 4 - Closure (10 minutes)	Asks students to reflect on Part E and share their responses in one sentence each. Ensures that students speak complex/compound sentences.	Reflect and respond, as instructed. Listen actively.
<p><b>Reflections:</b> What would be your 'Olympic gold medal'? How are you preparing for it? (Share with your peers during PLC). Have you informed the relevant persons about scheduling FTS - 5 for your students? Have you informed the BM/designated HO staff for Internal Evaluation ( to be conducted after Lesson 225)? Remember - there is no separate lesson for this and record for this will be maintained by facilitator in Appendix - ___ FHB.</p>		

### For Facilitator's Reference:

## What I Love About Teaching

By Heather Wolpert-Gawron

There's a lot I love about being a teacher. Teaching is one of those rare professions that keeps your brain young, allowing you to continue your own journey as a student and a lifelong learner. We as educators speak often about creating lifelong learners, but if we aren't demonstrating it ourselves, then our students don't stand a chance.

Michelle Pfeiffer once said that being an actor allows her, with every new character, to learn something new, immersing herself in a distinct universe with each project. Being a teacher is that and so much more.

Each school year brings new people into your life. Each unit and lesson brings new perspectives. Each failure, when looked at formatively, can help you solve new problems. Each success, when used reflectively, can be even greater the next time.

Sharing oneself, thinking aloud, and being honest about what's working and what isn't is not about making the environment "softer." It's about creating a classroom in which students are at their best in attitude and character. It's about classroom management being better because students want to be there, learning from a teacher who is also willing to learn from them. "The one who does the teaching is the one who's doing the learning," as they say.

Teaching is a job that encourages your own growth because to do it well requires your own continuous education. Some might say that's a bad thing, but growth is about facing your demons and dueling yourself for greater knowledge.

I believe true growth as a person can happen only by challenging yourself with situations that are not familiar to you. Throwing yourself into a job in which you can encounter people with different philosophies, learning styles, and backgrounds can only cause you to grow as a person. And you never know how that will eventually translate. For some, it will mean a growth in empathy. For others, the fact that your brain learns something new every day becomes a means to fight old age. Remember those nuns from Wales featured in Time magazine a few years back? This group of long-lived nuns had theories about their own longevity as it related to their active brain activities. Learning, they believed, kept Alzheimer's at bay and helped their minds stay intact even while their bodies aged.

Whatever your beliefs are, the fact is that a good teacher continues to be a student. This could mean you continue to be a student in a graduate class, or you could simply be a student of your own school community.

In my ten years of teaching, I learned more from other teachers, my students, and their parents than I learned from any class in my teacher-education program. In turn, when they saw my own enthusiasm for learning, students were more inclined to learn from me. And that's how my own happiness and growth has translated into the success of my students.

Adapted from <https://www.edutopia.org/>

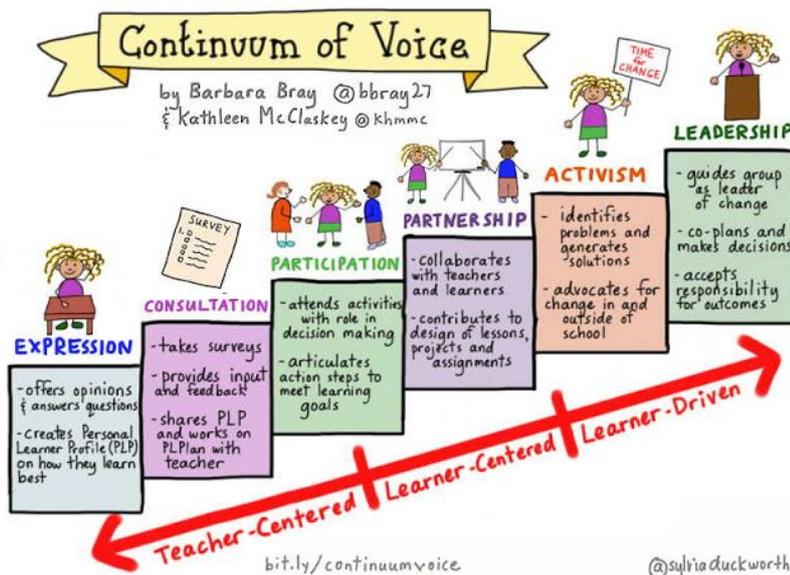
# Lesson 223: Lifelong Learning

<b>Language:</b> L.LA.5 S.I.9, S.F.7		<b>Cognitive:</b> Ex.7,8 OS.2, OS.3.c, 3.e, 3.f OS.8	<b>Non-cognitive:</b> SR.3,5 ScA.1,4	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> Appendix 4 - SWB		
<b>PROCEDURE:</b>				
<b>Steps</b>	<b>Facilitator's action(s)</b>	<b>Students' action(s)</b>		
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.		
Step 1 - Introduce (5 minutes)	Welcomes the students to class in the final week of their Book 5 and journey of learning with FEA. Asks check-in question given in Part A. Accepts all answers and ensures that there is an atmosphere of respect so that students can share their responses honestly. Explains how this is one of the key objectives of the FEA program.	Express gratitude. Reflect and respond. Listen actively.		
Step 2 - Model/Demo (20 minutes)	Asks students to watch AV - 223 and answer questions that follow. Paces students from one question to another so that all/most students get to share their views and the discussion gets completed in time. Lays particular emphasis on discussing Q.3, 4, 6, 7. Accepts all answers and ensures that there is an atmosphere of respect so that students can share their responses honestly.	Watch AV - 223 and discuss. Listen actively.		
Step 3 - Independent Practice (10 minutes)	Asks students to read Part B quietly and, as lifelong learners, share - <ul style="list-style-type: none"> <li>• their understanding of the quote.</li> <li>• what they would be unlearning/learning -                         <ul style="list-style-type: none"> <li>• 1 month from now</li> <li>• 1 year from now</li> <li>• 10 years from now</li> </ul> </li> </ul> Accepts all answers and ensures that there is an atmosphere of respect so that students can share their responses honestly. Commends students for being lifelong learners.	Read and understand Part B. Reflect and respond. Listen actively.		

<p>Step 3 - Guided Practice (40 minutes)</p>	<p>Asks students to work on their MOOCs.                  Informs students that it is the last MOOC lesson for Book 5.                  Holds a quick conversation with each student about completion of MOOC 4 during the week based on how much is yet to be completed.                  While students are working on the MOOC, updates Call Logs after making phone calls to students who have been absent without information or irregular communicating importance of attendance in the last week of the program and completing the journey of FEA program.                  After 35 minutes, asks students to fill the MOOC Tracker in Appendix 4 (SWB).                  Asks students to log out of their Gmail accounts.                  Fills MOOC Progress for each student in Appendix 1 (FHB) based on their Progress Tracker (Appendix 4 - SWB)                  Asks students check-out questions given in Part F.                  Makes a note of students who need to put in more time during the week to complete MOOC 4.</p>	<p>Work on MOOCs.                  Plan to complete the MOOC that day or within a day or so.                  Ask for assistance, if required.                  Fill MOOC Tracker.                  Log out.                  Reflect and respond.</p>
<p>Step 4 - Extension (15 minutes)</p>	<p>Asks students to refer to the Action Plan (Lesson 220) and work independently, in pairs or in groups, to implement the plan.                  Circulates to assist and guide.                  Commends students who have worked well during the self-study phase using growth mindset language.</p>	<p>Refer to Action Plan (Lesson 220).                  Work independently, in pairs or in groups.</p>
<p><b>Reflections:</b> How do you demonstrate lifelong learning to your students? What would you be learning/unlearning 1 month, 1 year and 10 years from now?</p>		

**For Facilitator's Reference:**

Where are your students on this?



Courtesy - <http://www.personalizelearning.com/>

# Lesson 224: Who Am I?

<b>Language:</b> W.CW.15, W.RE.12 R.RC.6,a, 6.b		<b>Cognitive:</b> Ex.1,3,7 OS.1 A.5	<b>Non-cognitive:</b> SFA.5,7 ScA.1,4	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> Library Books Appendix 6 - SWB		
<b>PROCEDURE:</b>				
<b>Steps</b>	<b>Facilitator's action(s)</b>	<b>Students' action(s)</b>		
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.		
Step 1 - Introduce (10 minutes)	Welcomes the students to class and asks them to share how they have been kind that day/previous day. Asks students to share who they were before they joined the FEA program and who they are now. Encourages both similarities and differences. Asks what makes them unique as students of FEA.	Express gratitude. Reflect and respond. Listen actively.		
Step 2 - Independent Practice (30 minutes)	Asks students to read Part B and asks a few questions to ensure that all students understand the task. Asks students to complete Part B. Students who complete Part B, are asked to read and understand the task in Part C and move to the laptops to complete it. If a student does not know the email id of the recipient, he/she may email it to the facilitator. Circulates to ensure that the students are at task. Assists/guides students and keep a close watch over time ensuring that the students complete the tasks on time.	Read and understand Part B. Ask questions, if any. Complete Part B. Read and understand Part C. Ask questions, if any. Move to laptops and complete Part B.		
Step 3 - Guided Practice (15 minutes)	Asks students to refer to the Action Plan (Lesson 220) and work independently, in pairs or in groups, as helpful. Circulates to assist and guide. Asks a few students to share what they worked on and how they got better.	Refer to Action Plan (Lesson 220). Work independently, in pairs or in groups. Reflect and respond.		

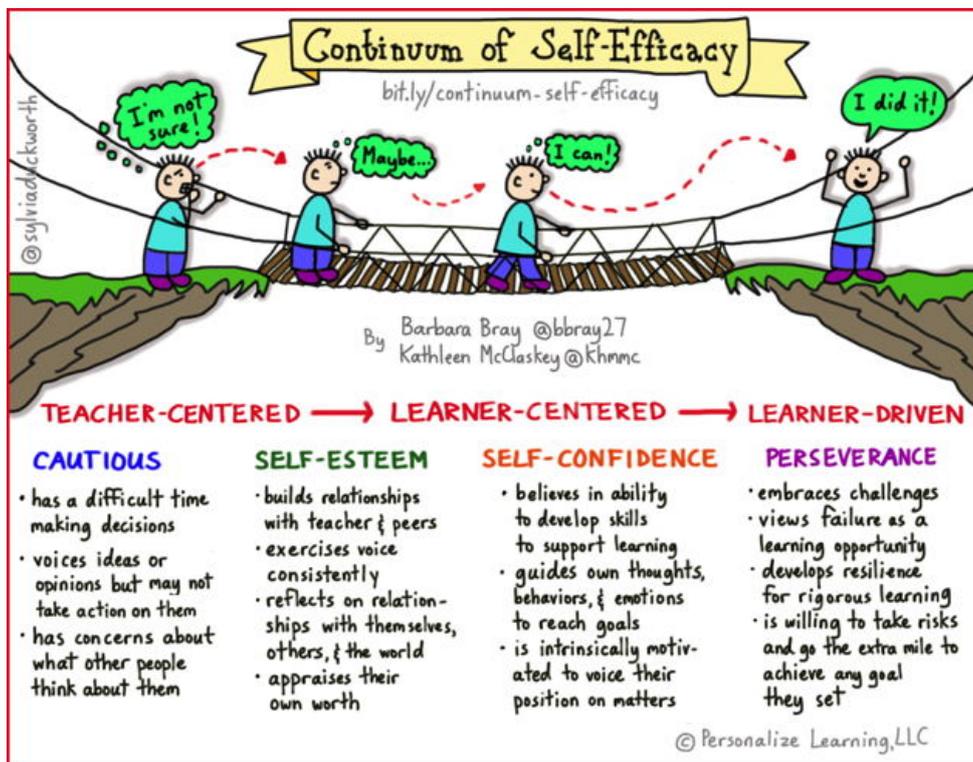
Step 4 -  
Extension  
(45 minutes)

Informs students that it is the second last DEAR day of Book 5 and asks students to think of their reading goal(s) for the day.  
Asks students to collect their books and read for 30 minutes.  
Reads a book and models good reading behaviour.  
In the last 5 minutes, in small groups, asks students questions from Part F (Checkout) to get sense of accomplishment of reading expectations for Book 5.  
Asks students to fill the Reading Log in Appendix 6 (SWB).

Plan reading so that they complete reading the book that/ next day.  
Collect books and read, as instructed.  
Reflect and respond.  
Fill the Reading Log.

**Reflections:** Where would you place most of your students on continuum of efficacy? (Share with your peers during PLC and Trainers during the next training)

**For Facilitator's Reference:**



Courtesy - <http://www.personalizelearning.com/>

# Lesson 225: Review 2

<p><b>Language:</b> R.RO.9,10, R.RIA.9.a, 9.b, R.RI.6 L.LM10</p>	<p><b>Cognitive:</b> Ex.3,7,8 OS.3.c, 3.e, 3.f Ev.1</p>	<p><b>Non-cognitive:</b> SM.7 SR.3</p>	<p><b>Others:</b> -</p>
<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p><b>Materials required:</b> Each student to have a notebook Appendix - 10 (FHB)</p>	

**PROCEDURE:** It is recommended that you involve FEA graduates/interns in this lesson.

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (5 minutes)	Welcomes the students to class and asks them to share their experience of taking an international language test in Lesson 218 as given in Part A. Accepts all answers backed by evidence/reason. Explains that they will practice for FTS 5 using the international test material.	Express gratitude. Reflect and share their experiences. Listen actively. Ask questions, if any.
Step 2 - Guided Practice (15 minutes)	Asks students to read, understand and complete Part B about writing the letter. Gives students 10 minutes to write the letter in their notebooks. Circulates to ensure that the students have understood the task and are working. After 10 minutes, asks students to read the compare the two letters. As a whole class, discusses the strengths and weaknesses of the two sample letter given in Part B.	Read, understand and complete Part B. Ask questions, if any. Read the compare the two letters. Discuss and listen actively.
Step 3 - Independent Practice (15 minutes)	Asks students to read, understand and complete Part C. Circulates to ensure that the students have understood the task and are working. Involves the FEA Graduates/Interns in supervising and assisting the students, if required. (Although at this stage all/most of your students should not need any assistance with task completion.)	Read, understand and complete Part C. Ask questions, if any.
Step 4 - Assessment (10 minutes)	Asks students to move to laptops for Part D. Asks students to read, understand and complete Part D. Involves the FEA Graduates/Interns in supervising and assisting the students, if required. (Although at this stage all/most of your students should not need any assistance with task completion.)	Move to laptops. Read, understand and complete Part D.

Step 4 - Extension (30 minutes)	<p>Informs students that it is the last DEAR day of Book 5 and asks students to have book completion as the reading goals of the day.</p> <p>Asks students to collect their books and read for 20 minutes.</p> <p>Involves the FEA Graduates/Interns in assisting the students, if required.</p> <p>In the last 5 minutes, as a whole class, asks students questions from Part G (Checkout) to get sense of accomplishment of reading expectations for Book 5.</p> <p>Asks students to fill the Reading Log in Appendix 6 (SWB).</p>	<p>Plan reading so that they complete reading the book that day.</p> <p>Collect books and read, as instructed.</p> <p>Reflect and discuss.</p> <p>Fill the Reading Log.</p>
Step 5 - Closure (10 minutes)	<p>Asks students to swap their workbooks for correcting Parts B, C and D.</p> <p>Calls out the answers (refer to Facilitator Reference section of this lesson - given below) to the different questions and with the help of FEA Graduates/Interns ensures are correcting/checking the work of their peers.</p>	<p>Swap workbooks.</p> <p>Check Part B, C and D of peer's workbook.</p> <p>Ask questions, if any.</p>
<p><b>Reflections:</b> Remind the BM/designated FEA HO Staff to conduct Internal Evaluation the next day. Remember - there is no separate lesson for this and record for this will be maintained by facilitator in Appendix - 10 FHB.</p>		

### For Facilitator's Reference:

#### Writing

##### Sample 1

Band 5

The answer is below the word limit and there is some repetition of the task rubric. Answers that are short lose marks because of inadequate content and may also lose marks because there is insufficient material in the answer for the examiner to give credit for accuracy and coherence. Despite these problems, the introduction to the letter is appropriate and the purpose of the writer is clear. The points are not always linked together well and punctuation is sometimes faulty. The sentences are kept quite simple and mistakes occur as soon as more complex structures are attempted.

##### Sample 2

Band 7

This answer is also short. Although ideas are often provided in the task rubric, candidates are at liberty to include some of their own ideas in their answers. In this case, the candidate has attempted to incorporate some original material. The answer reads quite fluently, is well organised and there is good use of conjunctions to link points. There are some grammatical errors but these do not affect the reader greatly and there is evidence of some more complex sentence structures.

#### Listening

Answers:

- 11 & 12            language & customs (in either order)
- 13 & 14            music (groups) & local history (groups) (in either order)
- 15 & 16            (the) (public) library/libraries (the) town hall (in either order)

Words in brackets are optional - they are correct, but not necessary. Alternative answers are separated by a slash (/).

# Lesson 226: Review 3

<b>Language:</b> W.CW.15, W.RE.10,11,12 L.C.5, L.LA.5 S.A.7, S.F.7, S.I.9, S.C.5	<b>Cognitive:</b> Ex.1,3,7 Ev.1 OS.1 A.5	<b>Non-cognitive:</b> SFA.5,7 SM.3,7	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> -	

**PROCEDURE:** It is recommended that you involve FEA graduates/interns in this lesson.

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (5 minutes)	Welcomes the students to class and asks them to compare their performance in Review 1 & Review 2. Explains how these are international tests that are used to assess language proficiency of those migrating to English-speaking countries and, as such, they are more complex than FTS - 5. The objective of using these for review purpose is to - <ul style="list-style-type: none"> <li>• Have students over prepare (rather than under prepare) for the FTS so that they are set up for success.</li> <li>• Have students experience an international test which they make take if they decide to study/work in English speaking countries.</li> </ul>	Express gratitude. Refer, reflect and compare. Listen actively. Ask questions, if any.
Step 2 - Model/Demo (5 minutes)	As the students have completed (or are close to completing) their journey of reading at FEA, asks them to share their reflections from the Reading Log (Appendix 6 - SWB). Explains how/when students can continue to come to FEA classroom even after they graduate if they are interested in reading/accessing FEA library resources. Helps students make connection between reading and mentoring by discussing how they would have greater empathy with new FEA students who struggle with reading and how they can use their mentoring experience to help such students after they graduate out of FEA program. Gets FEA graduates/interns involved in this discussion.	Reflect and share their journey of reading at FEA. Refer to Reading Log and share. Listen actively. Make connections. Discuss and listen actively.

<p>Step 3 - Guided Practice (30 minutes)</p>	<p>Asks students to watch Part 6 of the movie. After all students have watched, discusses:</p> <ul style="list-style-type: none"> <li>• What was your prediction for this part? Did it come true?</li> <li>• How did Chris and his son find simple joys in spite of their challenges?</li> <li>• Would you say they were 'optimists'? Give a reason to support your answer.</li> </ul>	<p>Move to laptops and watch Movie - Part 6. Discuss and listen actively.</p>
<p>Step 4 - Independent Practice (15 minutes)</p>	<p>Asks students to continue at the laptops and complete Part C. Ask students to read and understand Part C before they play the audio as the audio will only be played once. They may fill the blanks in Part C as they listen to the audio.</p>	<p>Read, understand and complete Part C, as instructed.</p>
<p>Step 5 - Assessment (20 minutes)</p>	<p>Divides students into two groups - Group A and Group B. Group A - Asks students to read, understand and complete Part D. Group B - Conducts the Speaking assessment as in Part E. This can be done in pairs or small groups, so that all from Group B are assessed within 10 minutes. Uses Appendix 7 - FHB for assessing speaking skills of students. After about 10 minutes, swaps the groups and Group A is completes speaking assessment while Group B completes writing assessment.</p>	<p>Form groups and work as instructed. Ask questions, if any.</p>
<p>Step 6 - Closure (10 minutes)</p>	<p>Asks students to swap their workbooks for correcting Parts C and D. Calls out the answers (refer to Facilitator Reference section of this lesson - given below) to the different questions and with the help of FEA Graduates/Interns ensures are correcting/checking the work of their peers. Shares the feedback of speaking assessment.</p>	<p>Swap workbooks. Peer check Part C &amp; D. Receive feedback and respond appropriately.</p>
<p><b>Reflections:</b> How are your students doing the review lessons? Are there any concerns? How are you setting them up for success in FTS 5? Do you need any assistance? Have you received an evaluation date for your students and have you informed them about it?</p>		

**For Facilitator's Reference:**

**WRITING**

Model Answer

The argument over whether learning at home or at school is better for children has not been settled yet. Whereas home education offers better protection with individual learning and opportunities for families to bond, schools have a superior range of material and human resources. Ultimately, I think the school experience is best for children.

There are several advantages for children who learn at home. Firstly, they can spend more time with their parents and siblings. Many social problems are associated with families not spending enough quality time together. Teaching children at home also

provides them with an individualised learning environment. Instruction is custom-designed and moves at the child's own pace and in accordance with his or her individual learning style. Finally, home schooling protects children from bullies and others who might be a bad influence.

On the other hand, the school environment also offers advantages for children. Schools encourage children to socialise with their peers and learn how to cope with gossip, bullying and peer pressure. In addition, children will receive better tuition across a range of disciplines, as schools have teachers who are trained in special subjects. What is more, schools provide better access to physical resources such as sports equipment, musical instruments and library books.

I believe that children are better off in a school environment. Although family time and individual learning are important, the range of expertise and resources that schools offer cannot be matched in the home. School environments may present difficult social situations, but so too does the real world and children must learn to navigate these on their own.

### **LISTENING**

1. The Secret Garden
2. (the) 20th/twentieth century
3. walk
4. motivations/motivation
5. abstract ideas
6. roses
7. dark(ness) to light(ness)
8. health
9. environment
10. human companionship

# Lesson 227: Review 4

<b>Language:</b> S.R.6.a, 6.b, S.A.7.8, S.F.7, S.I.9, S.C.5 R.RIA.9.a, 9.b R.RI.6		<b>Cognitive:</b> Ex.1,3,7,8 OS.3.c, 3.e, 3.f		<b>Non-cognitive:</b> SM.10 Sc.A.4		<b>Others:</b> -	
<b>Key vocabulary:</b> •				<b>Materials required:</b> -			
<b>PROCEDURE:</b>							
<b>Steps</b>		<b>Facilitator's action(s)</b>				<b>Students' action(s)</b>	
		Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)				Lead, understand and respond.	
Step 1 - Introduce (10 minutes)		Welcomes the students to class and asks them to share how comfortable/confident were they while doing Lesson 226 (Review 3). Asks students to compare their performance in Review 2 (Lesson 225) with Review 3 (Lesson 226) as given in Part A.				Express gratitude. Reflect and respond. Listen actively.	
Step 2 - Model/Demo (45 minutes)		Welcomes the Mentee students and asks them to sit with their mentors. Reminds mentors and mentees that this is the last mentoring session. Asks the Mentor students to follow the steps given in Part B to begin mentoring. Circulates to ensure that the students are at task and support/guides those who need assistance. Uses this time to check on wall displays, call irregular/absentee students, update the Call Log and review students' workbooks for completion. After the mentoring session, thanks the Mentees for their time and willingness to learn; thanks the Mentors for their kindness, patience and willingness to share knowledge/learning.				Listen actively. Organize themselves for the mentoring session. Conduct mentoring session, as instructed and respectfully. Thank Mentee.	
Step 3 - Guided Practice (10 minutes)		With the help of Part C, leads the discussion to help students reflect on the movie that they have watched in Book 5. Accepts all answers and encourages diversity of views.				Reflect and respond. Listen actively.	
Step 4 - Independent Practice (15 minutes)		Asks students to read and complete Part D. Circulates to ensure that all students have understood the instructions and are at task. Helps/guides/assists, as required.				Read and complete Part D. Ask questions, if any.	

Step 5 - Assessment (10 minutes)	As a whole class conducts speaking review as given in Part E by asking a few students to respond. When the student responds, asks others to add to/modify the response. Ends by recapping, with students' help, what an appropriate answer to those questions would be.	Reflect and respond. Listen actively. Ask questions, if any.
<b>Reflections:</b> How are your students doing the review lessons? Are there any concerns? How are you setting them up for success in FTS 5? Do you need any assistance?		

**For Facilitator's Reference:****Reading**

1. send a messenger
2. short bell rings
3. nearest staircase/stairs
4. (paved) quadrangle (area)/quad
5. (all) support staff/personnel
6. the (class) roll
7. all clear (signal)
8. (their) home-room groups

# Lesson 228: Review 5

<b>Language:</b> L.C.5 R.RI.6	<b>Cognitive:</b> Ex.1,3,7,8 OS.3.c, 3.e, 3.f Ev.2.a A.5	<b>Non-cognitive:</b>	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> -	

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (10 minutes)	Welcomes the students to class and asks them to share their preparedness for FTS 5 as in Part A. Informs students about TOEIC and that FTS tests are based on TOEIC. Informs that students Lessons Review 1-4 were based on IELTS test, which is more complex than TOIEC. Explains that this was deliberate so that students are over prepared (as opposed to under-prepared) for FTS - 5 and other language tests that they may face in life outside FEA.	Express gratitude. Reflect and share. Ask questions, if any.
Step 2 - Guided Practice (20 minutes)	Asks students to move to the laptops and complete Part B. (10 minutes) Circulates to ensure that the students understand the instructions given in Part B and are at task. After 10 minutes, asks students to practice keyboarding online and record their speed and accuracy. (10 minutes) Reviews students' workbook to check their responses to Part D of Lesson 227.	Move to laptops. Read, understand and complete Part B. Practice and record keyboarding. Get workbook checked.
Step 3 - Independent Practice (20 minutes)	Asks students to complete Part D independently. Circulates to ensure that the students understand the instructions given in Part D and are at task. After about 15 minutes, discusses the correct responses to Part B and D. Asks students to share what they got correct and incorrect.	Complete Part D independently. Ask questions, if any. Check their answers. Share and listen actively.

Step 4 - Extension (30 minutes)	Asks students to complete pending work so that they are ready for External Evaluation in Lesson 229. This could be completing reading of their novel, practice keyboarding, complete MOOC 4, workbook exercises, self-study as planned in Action Plan etc. Uses this time to prepare materials for External Evaluation.	Complete pending work.
Step 5 - Closure (5 minutes)	Asks students to share their responses to Part A once again. Encourages students by assuring them that they have learnt and prepared well. Reminds them to rest well and come relaxed for FTS 5 the next day.	Share responses and listen actively.
<b>Reflections:</b> How confident are you about your students' success in FTS - 5? How prepared are you for external evaluation?		

**For Facilitator's Reference:****TOEIC**

International students and workers must take a standardized test of English to move into higher levels of education and employment. There are three popular tests that universities or employers can use. They are the Test of English as a Foreign Language, TOEFL, the Test of English for International Communication, TOEIC, and the International English Language Testing System, IELTS.

In most cases, the choice is clear. A student applying to a school learns which test the program requires. However, some programs or universities will accept scores from any of the international tests of English. Then, a student may choose which test to take.

The TOEIC tests workplace communication

The Educational Testing Service, ETS, in Princeton, New Jersey, develops and administers both the TOEFL and the TOEIC. It says the TOEIC measures the everyday English skills of people working in an international environment.

The TOEIC test started in the 1970s. The Japanese Ministry of International Trade and Industry asked ETS to develop a test for corporations to use. They wanted to know if non-native English speakers could carry out business in English.

The TOEIC is based on English used in the workplace. But the test does not require knowledge of special business words. The questions come from real situations like attending a company meeting.

Organizations sometimes use the TOEIC to measure progress in English training programs. They also use it to consider people for placement at the right level in language programs. ETS says that 14,000 organizations in 150 countries use the TOEIC.

Adapted from <https://learningenglish.voanews.com/>

# Lesson 229: External Evaluation

## Key vocabulary:

- 

## Materials required:

Appendix 10 (FHB)

## PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.
Step 1 - Introduce (10 minutes)	<p>Welcomes students and introduces the HO staff/Evaluator to the students.</p> <p>Assists the HO staff/Evaluator in sharing:</p> <ul style="list-style-type: none"> <li>• the process of external evaluation.</li> <li>• do's and don'ts related to the evaluation.</li> </ul> <p>Ensures that the students are relaxed/excited.</p> <p>Confers with Evaluator/HO staff on organising students for timely and smooth completion of evaluation.</p> <p>Ensures all preparations for evaluation are in place.</p>	<p>Listen attentively to understand and respond.</p> <p>Ask questions, if any.</p> <p>Organise themselves, as instructed.</p>
Step 2 - Independent Practice (90 minutes)	<p>Assists the Evaluator/HO staff to organise students/materials/record sheets and get the students started with evaluation.</p> <p>Ensures that all students are at task.</p> <p>Helps Evaluator/HO staff organise speaking and writing groups.</p> <p>Ensures that the writing group is ready with topic and materials to begin the assessment.</p> <p>Ensures that the speaking group is ready and read while they wait for their turn.</p> <p>Invigilates and ensures smooth/non-disruptive movement of students so that all of them complete evaluation of writing and speaking skills.</p> <p>Ensures that the students carry workbooks with them when they go for interview.</p> <p>Ensures that the students complete writing evaluation in their workbooks.</p>	<p>Take their seats and with the help of facilitator, begin the evaluation task or wait for their turn, as instructed.</p> <p>Review lessons or read a book while waiting for their turn.</p> <p>Carry workbooks with them when they go for interview.</p>



# Lesson 230: Culmination

<b>Language:</b> S.R.6.a, S.R.6.b, S.A.7.8, S.F.7, S.I.9		<b>Cognitive:</b> Ex.1, 3, 7 OS.2, OS.3.c, 3.e, 3.f	<b>Non-cognitive:</b> SFA.5,7 ScA.1,4	<b>Others:</b> -
<b>Key vocabulary:</b> •		<b>Materials required:</b> Appendix 10 (FHB) Appendix 11 (FHB)		
<b>PROCEDURE:</b>				
<b>Steps</b>	<b>Facilitator's action(s)</b>	<b>Students' action(s)</b>		
	Encourages a student to lead the discussion on response to the previous day's QOD and current day's QOD. (10 minutes)	Lead, understand and respond.		
Step 1 - Introduce (10 minutes)	Welcomes the students to class and asks them to share their experience of learning in Book 5 using Part A.	Express gratitude. Reflect, respond and listen actively.		
Step 2 - Guided Practice (20 minutes)	Asks students to reflect and share their responses to Part B. Ensures that all students get to participate and respond. Makes notes that can be shared with FEA Trainers and Curriculum Team later.	Reflect and share their responses. Listen actively.		
Step 3 - Model/Demo (20 minutes)	Shares the result with the students using growth mindset language - commends efforts of all students. Discusses next steps with students - <ul style="list-style-type: none"> <li>those who have graduated shares about Convocation Day and their continued involvement in FEA. Encourages them to continue attending FEA to work with students who have to be re-evaluated linking it to interdependence, peer learning and mentoring.</li> <li>those who have to re-evaluated shares the plan of work with them to ensure that they get to work on their areas of improvement with the support of facilitators or peers. (Refer to Appendix 11 in FHB)</li> </ul>	Listen actively. Ask questions, if any.		
Step 4 - Extension (30 minutes)	Asks students to reflect on their learnings and experience of learning at FEA and prepare a one-minute speech to deliver. Allows students to take turn to deliver their speech/message. Makes notes of key points of their speech/message and shares with the FEA Trainers/Curriculum Team. Appreciates and applauds the students.	Reflect on their learnings and prepare speech. Take turns to deliver the speech. Listen actively.		

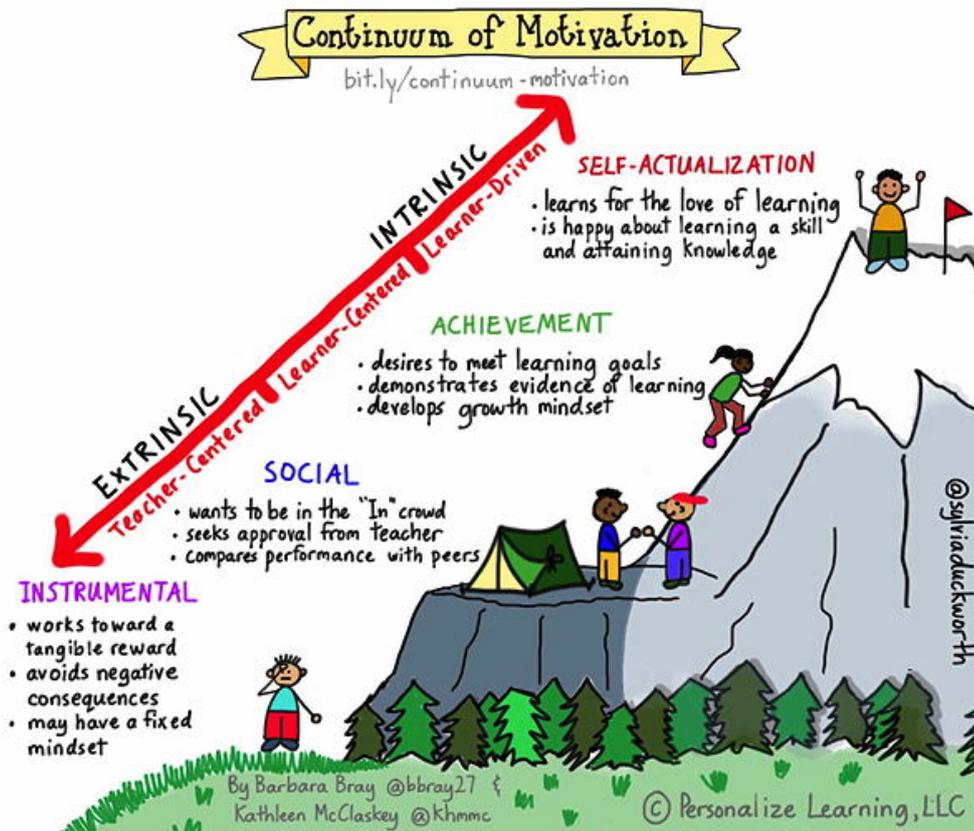
Step 5 - Closure (5 minutes)

Makes a final speech expressing his/her good fortune at being giving the opportunity to be their facilitator, his/her own experience with this batch of students from Book 1 to Book 5 and wishing them the very best of learning and success in life hoping that they will apply all that they have learnt at FEA into their daily lives and behavior.

Listen actively. Express gratitude.

**Reflections:** In the continuum of motivation given below, where are most of your students? Where would you place yourself?

**For Facilitator's Reference:**



# APPENDICES



Name	Lesson 193	Lesson 199	Lesson 205	Lesson 211	Lesson 217	Lesson 223	Final Comment
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						

Completion - Y/N (Yes/No)

Quality - S/U (Satisfactory/Unsatisfactory)



Name	Lesson 193	Lesson 199	Lesson 205	Lesson 211	Lesson 217	Lesson 223	Final Comment
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						

Completion - Y/N (Yes/No)  
Quality - S/U (Satisfactory/Unsatisfactory)



Name	Lesson 193	Lesson 199	Lesson 205	Lesson 211	Lesson 217	Lesson 223	Final Comment
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						

Completion - Y/N (Yes/No)  
Quality - S/U (Satisfactory/Unsatisfactory)



Name	Lesson 193	Lesson 199	Lesson 205	Lesson 211	Lesson 217	Lesson 223	Final Comment
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						
	Completion - Quality -						

Completion - Y/N (Yes/No)  
Quality - S/U (Satisfactory/Unsatisfactory)

## APPENDIX 2

### SHORT STORY

Jyoti hopped out of her bed like a frightened kangaroo. She has slept like a log but now she was paying for it. Her hair was a rat's nest and her teeth as slimy as an eel. She needed to be like lightening bolt as there were only 10 minutes for her to get to her aunt's wedding. Running like a headless chicken, she brushed her teeth, changed her clothes and did her hair. When her mother called her, she was as shiny as a new pin.

For her mother, getting all the kids into one car was like herding cattle. Although the car was a speeding bullet, to Jyoti it felt like a cramped coffin. When they finally arrived, Jyoti saw her aunt. She was an angel in her wedding dress and her eyes sparkled like the diamonds in her wedding ring. Since Jyoti was short she craned her neck like a giraffe to see her aunt walk away. She could see the bride's mom crying a river of happy tears. Life was a roller coaster and Jyoti loved every part of it.

















## APPENDIX 4

### MENTORING PROJECT GUIDELINES

1. Each Book 5 student must be involved in the Mentoring Project.
2. The Mentees will be students of Book 1 -3 from the same location who need learning support.
3. The list of Mentees will be prepared by the facilitator of Book 5 students in consultation with his co-facilitators during PLC.
4. The Mentor and Mentee will be matched based on their strengths/needs, availability, temperament and other considerations.
5. There may be cases where one Mentor works with more than one Mentee or one Mentee receives support from more than one Mentor.
6. This project will run for 5 -weeks - one day per week - about 1 hour 30 minutes for each day.
7. All/most support will be provided during the session timing of the Book 5 student on days designated for it in the curriculum and the Mentee will have to travel to the centre for that. In exceptional cases, based on mutual convenience, Mentor and Mentee can meet outside session timing at the FEA centre or share materials/offer support electronically using <u>only</u> FEA Gmail ID.
8. In case of inappropriate conduct on part of Mentor or Mentee, this will be reported both to the facilitators (Mentor's and Mentee's) for necessary action and can be cause of strict action, including suspension from the Project/program.
9. The spirit of the Mentor should be that of gratitude and humility for having been given an opportunity to be of use. The spirit of the Mentee should be that of gratitude and humility for having been given an opportunity to improve.
10. During the Mentor/Mentee interaction, the only business would be as per the support plan in Appendix 9 (SWB)
11. At the end of the Mentoring session, both the Mentor and Mentee will reflect on the work done and progress made and fill up Appendix 9 (SWB 5). The entries for Mentee must be in his/her handwriting.
12. The support plan will be reviewed by the Mentor and the Mentee every week.
13. The progress made by Mentor & Mentee will be checked by the facilitator every fortnight. This will also be a time when the Mentor can seek guidance from the facilitator.
14. The Mentor will use the Mentoring Project to apply all the non-cognitive traits and qualities he/she has developed over Books 1 - 4.
15. Irrespective of profile of Mentor and Mentee, in case of a conflict, the Mentor has greater responsibility than Mentee of resolving that conflict peacefully and creatively.

## APPENDIX 5

### ROLES FOR JOB FAIR

1. HR Manager of State Education Board and looking to hire primary teachers for the government schools.
2. HR Manager and Director (Operations) of a chain of popular hotels looking to hire Receptionists for their hotels.
3. HR Manager of Infosys looking to hire web and app designers.
4. HR Manager of ICICI Bank looking to hire Tellers.
5. HR Manager of Indigo Airlines looking to hire ticketing staff.
6. HR Manager of Max Hospital looking to hire para-medical staff.
7. HR Manager of local newspaper/TV station looking to hire journalists.

## APPENDIX 6

### MOCK TEST - Speaking

#### Topics & Questions -

1. Movies -
  - 1.1. What kind of movies do you enjoy?
  - 1.2. What kind of movies are popular in your country?
  - 1.3. What makes a good movie?
  - 1.4. Should school offer courses in movie making ?
  - 1.5. How can movies benefit the society?
  - 1.6. How have movies changed in the last few years?
2. Clothing -
  - 2.1. Can clothing tell you much about a person?
  - 2.2. Why do some companies have uniforms?
  - 2.3. What are advantages and disadvantages of wearing uniform at work?
  - 2.4. When do people wear traditional clothing?
  - 2.5. How has clothing fashion changed over the last few years?
  - 2.6. What is the difference between what young people and older people like to wear
3. Education -
  - 3.1. What makes a good student?
  - 3.2. What role should a teacher play in the classroom?
  - 3.3. Will computers replace teachers in classroom?
  - 3.4. How has education changed over the last few years?
  - 3.5. Do children and adults learn the same way?
  - 3.6. How can teachers make classrooms more interesting?
4. Family -
  - 4.1. Is family important?
  - 4.2. How has the size of family changed in the last few years?
  - 4.3. How do you think it will change in the future?
  - 4.4. What role do grandparents play the family?
  - 4.5. Who do you think should be responsible for the care of the elderly?
5. Food -
  - 5.1. Do you think diet is important?
  - 5.2. What is a balanced diet?
  - 5.3. What are the traditional food that your family enjoys?
  - 5.4. Do most people eat in restaurants or home in your neighborhood?
  - 5.5. Why do some people like eating out?
  - 5.6. How does restaurant food compare with home cooked food?

## 6. Weather -

- 6.1. What's the weather like today?
- 6.2. What's your favorite weather?
- 6.3. Do you like the weather in your city?
- 6.4. Is weather the same in all parts of your country?
- 6.5. How does weather affect your life?
- 6.6. How does weather affect transportation?

## 7. Television -

- 7.1. How often do you watch TV?
- 7.2. What programs do you like to watch on TV?
- 7.3. Do you ever watch foreign programs or films?
- 7.4. What did you watch on TV when you were a child?
- 7.5. How has your TV watching changed over the years?
- 7.6. Do you think young children should watch TV?

## 8. Health -

- 8.1. How can people improve their health?
- 8.2. Do people get enough exercise in your family?
- 8.3. Do you think all illnesses can be prevented ?
- 8.4. Do you think there will be less illnesses in the future?
- 8.5. Should health care be free?
- 8.6. What makes a good doctor?

## 9. Social problems -

- 9.1. What are some common social problems in your neighborhood?
- 9.2. What can be done to alleviate poverty?
- 9.3. Why do people prefer to live in cities than in villages?
- 9.4. What are some common problems due to overpopulation?
- 9.5. What are some common crimes in your neighborhood?
- 9.6. Do you think all criminals should go to jail?

## 10. Work -

- 10.1. What is more important when choosing a job - salary or job profile?
- 10.2. What skills are needed to get a good job these days?
- 10.3. Do you think women should be able to do all the jobs that men do?
- 10.4. How has technology changed the way we work?
- 10.5. Are some jobs more valuable to the society than others?
- 10.6. What jobs will be done by machines in the future?

## APPENDIX - 7

### Rubric (Speaking)

Band	Fluency & Coherence	Lexical Resource	Grammatical Range	Pronunciation
<b>C2</b>	<ul style="list-style-type: none"> <li>speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar</li> <li>speaks coherently and appropriately</li> <li>develops topics fully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary with full flexibility and precision in all topics.</li> <li>uses idiomatic language naturally and accurately</li> <li>uses paraphrase effectively as required</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of structures naturally and appropriately</li> <li>produces consistently accurate structures apart from 'slips' characteristic of native speaker speech</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of pronunciation features with precision and subtlety</li> <li>sustains flexible use of features throughout</li> <li>is effortless to understand</li> </ul>
<b>C1</b>	<ul style="list-style-type: none"> <li>speaks at length without noticeable effort or loss of coherence.</li> <li>may demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> <li>uses a range of connectives and sentence starters</li> </ul>	<ul style="list-style-type: none"> <li>uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies</li> <li>shows some awareness of style and collocation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures flexibly</li> <li>produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of pronunciation features</li> <li>sustains flexible use of features, with only occasional lapses</li> <li>is easy to understand throughout</li> </ul>
<b>B2</b>	<ul style="list-style-type: none"> <li>is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation.</li> <li>Uses a range of connectives and discourse markers but not always appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies</li> <li>generally paraphrases successfully</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of complex structures with some flexibility</li> <li>frequently produces error-free sentences, though some grammatical mistakes persist</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of pronunciation features with mixed control</li> <li>shows some effective use of features but this is not sustained</li> <li>can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times</li> </ul>

Band	Fluency & Coherence	Lexical Resource	Grammatical Range	Pronunciation
<b>B1</b>	<ul style="list-style-type: none"> <li>usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going.</li> <li>may over-use certain connectives and discourse markers</li> <li>produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility</li> <li>attempts to use paraphrase but with mixed success</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex structures, but with limited flexibility</li> <li>may make frequent mistakes with complex structures and these may cause comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of pronunciation features</li> <li>can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity</li> </ul>
<b>A2</b>	<ul style="list-style-type: none"> <li>cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence</li> </ul>	<ul style="list-style-type: none"> <li>is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>rarely attempts to paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>makes frequent mistakes with complex structures and these may cause comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>attempts to control pronunciation but lapses are frequent</li> <li>mispronunciations are frequent and cause some difficulty for the listener.</li> </ul>
<b>A1</b>	<ul style="list-style-type: none"> <li>speaks with long pauses has limited ability to link simple sentences</li> <li>gives only simple responses and is frequently unable to convey basic message</li> <li>little/no communication is possible</li> </ul>	<ul style="list-style-type: none"> <li>only produces isolated words or memorized utterances</li> </ul>	<ul style="list-style-type: none"> <li>attempts basic sentence forms but with limited success, or relies on memorized sentences/phrases</li> <li>makes numerous errors except in memorized expressions</li> </ul>	<ul style="list-style-type: none"> <li>speech is often unintelligible.</li> </ul>

## APPENDIX - 8

### Rubric (Writing)

Band	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
<b>C2</b>	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed answer with relevant ideas</li> </ul>	<ul style="list-style-type: none"> <li>skilfully creates clear and coherent answers.</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary naturally and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy</li> </ul>
<b>C1</b>	<ul style="list-style-type: none"> <li>sufficiently addresses all parts of the task</li> <li>presents a well- developed answer with relevant ideas</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> </ul>
<b>B2</b>	<ul style="list-style-type: none"> <li>addresses all parts of the task</li> <li>presents a clear position throughout the response</li> <li>presents and supports main ideas, but there may be a tendency to over generalize and/ or supporting ideas may lack focus/relevance</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty.</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>has a good control over grammar and punctuation but may make a few errors</li> </ul>

Band	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
<b>B1</b>	<ul style="list-style-type: none"> <li>• presents a relevant position although the conclusions may be unclear or repetitive</li> <li>• presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>• presents information with some organisation but there may be a lack of overall progression</li> <li>• may be repetitive because of lack of referencing and substitution</li> </ul>	<ul style="list-style-type: none"> <li>• uses a limited range of vocabulary</li> <li>• may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• uses a mix of simple and complex sentence forms</li> <li>• makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
<b>A2</b>	<ul style="list-style-type: none"> <li>• presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> <li>• there may be no conclusions drawn</li> <li>• addresses the task only partially</li> </ul>	<ul style="list-style-type: none"> <li>• presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> </ul>	<ul style="list-style-type: none"> <li>• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>• has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>• may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
<b>A1</b>	<ul style="list-style-type: none"> <li>• presents few ideas, which are largely undeveloped or irrelevant</li> <li>• does not adequately address any part of the task</li> </ul>	<ul style="list-style-type: none"> <li>• does not organise ideas logically</li> </ul>	<ul style="list-style-type: none"> <li>• uses an extremely limited range of vocabulary;</li> <li>• essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>• sentence structures and punctuation is often faulty</li> <li>• cannot use sentence forms except in memorized phrases</li> </ul>

**APPENDIX -**

SESSION - _____		DATE - _____
<b>PRE-EVALUATION RECORD</b>		
Student	Along the FTS 5 benchmarks, student meets (tick) -	Plan for Book 5 benchmarks not met -
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

**Student**

**Along the FTS 5 benchmarks, student meets (tick) - Plan for Book 5 benchmarks not met -**

	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

Student	Along the FTS 5 benchmarks, student <u>meets</u> (tick) -	Plan for Book 5 benchmarks not met -
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

Student	Along the FTS 5 benchmarks, student <u>meets</u> (tick) -	Plan for Book 5 benchmarks not met -
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

SESSION - \_\_\_\_\_

DATE - \_\_\_\_\_

**PRE-EVALUATION RECORD**

**Student** \_\_\_\_\_ **Along the FTS 5 benchmarks, student meets (tick) -** **Plan for Book 5 benchmarks not met -**

	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring	

Student	Along the FTS 5 benchmarks, student <u>meets</u> (tick) -	Plan for Book 5 benchmarks not met -
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

Student	Along the FTS 5 benchmarks, student <u>meets</u> (tick) -	Plan for Book 5 benchmarks not met -
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

Student	Along the FTS 5 benchmarks, student <u>meets</u> (tick) -	Plan for Book 5 benchmarks not met -
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

SESSION - \_\_\_\_\_

**PRE-EVALUATION RECORD**

DATE - \_\_\_\_\_

**Student** \_\_\_\_\_ **Along the FTS 5 benchmarks, student meets (tick) -** **Plan for Book 5 benchmarks not met -**

	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring	

Student	Along the FTS 5 benchmarks, student <u>meets</u> (tick) -	Plan for Book 5 benchmarks not met -
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

Student	Along the FTS 5 benchmarks, student <u>meets</u> (tick) -	Plan for Book 5 benchmarks not met -
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

Student	Along the FTS 5 benchmarks, student <u>meets</u> (tick) -	Plan for Book 5 benchmarks not met -
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

## APPENDIX - 10

## SESSION - \_\_\_\_\_ INTERNAL/EXTERNAL-EVALUATION RECORD

Student	Internal Evaluation	External Evaluation
	Reading Writing Speaking Listening  Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring
	Reading Writing Speaking Listening  Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring
	Reading Writing Speaking Listening  Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

Student	Internal Evaluation	External Evaluation
	Reading Writing Speaking Listening  Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring
	Reading Writing Speaking Listening  Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

## INTERNAL/EXTERNAL-EVALUATION RECORD

SESSION - \_\_\_\_\_

Student	Internal Evaluation	External Evaluation
	Reading Writing Speaking Listening  Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring
	Reading Writing Speaking Listening	Reading Writing Speaking Listening  Reading Writing Speaking Listening  Reading Writing Speaking Listening
	Reading Writing Speaking Listening	Reading Writing Speaking Listening  Reading Writing Speaking Listening
	Reading Writing Speaking Listening	Reading Writing Speaking Listening  Reading Writing Speaking Listening

Student	Internal Evaluation	External Evaluation
	Reading Writing Speaking Listening  Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring
	Reading Writing Speaking Listening  Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring  Book Reading MOOC KB Mentoring
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

**INTERNAL/EXTERNAL-EVALUATION RECORD**

SESSION - \_\_\_\_\_

Student	Internal Evaluation	External Evaluation
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

Student	Internal Evaluation	External Evaluation
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

**INTERNAL/EXTERNAL-EVALUATION RECORD**

SESSION - \_\_\_\_\_

Student	Internal Evaluation	External Evaluation
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring Reading Writing Speaking Listening Book Reading MOOC KB Mentoring

Student	Internal Evaluation	External Evaluation
	Reading Writing Speaking Listening	Book Reading MOOC KB Mentoring

### APPENDIX 11

SESSION - _____	<b>RE-EVALUATION RECORD</b>		DATE - _____
Student	FTS 5 Expectation Not Met	Re-evaluation Plan	

<b>RE-EVALUATION RECORD</b>		
<b>SESSION -</b> _____	<b>DATE -</b> _____	
<b>Student</b>	<b>FTS 5 Expectation Not Met</b>	<b>Re-evaluation Plan</b>

<b>RE-EVALUATION RECORD</b>		
<b>SESSION -</b> _____	<b>DATE -</b> _____	
<b>Student</b>	<b>FTS 5 Expectation Not Met</b>	<b>Re-evaluation Plan</b>

SESSION - _____		<b>RE-EVALUATION RECORD</b>		DATE - _____
Student	FTS 5 Expectation Not Met	Re-evaluation Plan		

SESSION - _____		<b>RE-EVALUATION RECORD</b>		DATE - _____
Student	FTS 5 Expectation Not Met	Re-evaluation Plan		

SESSION - _____		<b>RE-EVALUATION RECORD</b>		DATE - _____
Student	FTS 5 Expectation Not Met	Re-evaluation Plan		

SESSION - _____		<b>RE-EVALUATION RECORD</b>		DATE - _____
Student	FTS 5 Expectation Not Met	Re-evaluation Plan		

SESSION - _____		<b>RE-EVALUATION RECORD</b>		DATE - _____
Student	FTS 5 Expectation Not Met	Re-evaluation Plan		

**Change** is the end result  
of all **true learning**.

- Leo Buscaglia

Be **kind**, for everyone  
you meet is **fighting  
a hard battle**.

- Philo

**Work hard** in silence, let  
your **success make the noise**.

- Frank Ocean

Recognise that **every  
interaction** you have is an  
**opportunity** to make a  
**positive impact** on others.

- Shep Hyken

**Leadership** is not about  
a title or a designation. It's about  
**impact, influence & inspiration**.

- Robin Sharma

For every minute you  
are **angry** you **lose** sixty  
seconds of **happiness**.

- Ralph Waldo Emerson