What is Team FEA?

Team FEA exists to help alleviate poverty in India. We are doing this by enabling FEA students to learn core employability skills and to develop ethical and productive mindsets, so they can take care of their families and become contributors to the nation and to humanity.

Team FEA is a group of lifelong learners who continuously strive to be kind, compassionate, generous, and forgiving. Our minds are free of fear, anger, greed, unkind thoughts, or negative thinking.

Team FEA is thoughtful, considerate, and polite. We discuss ideas rather than people, believe in resolving conflicts rather than holding grudges, nurture goodwill and not resentment, do not discriminate based on caste, religion, economic status, or abilities and are unwilling to retaliate. We believe in loving the whole world like a mother loves her only child. We do not compare ourselves with others and we do not judge others.

Team FEA derives a quiet satisfaction from leading a life of selfless service. We believe it is in giving that we receive.

FEA classes are completely free of cost for students

Table of Contents

Class Duration - 2 Hour and 15 Minutes

Mindmap **7**

Rubric **7**

Lesson 1: Foundation Lesson **8**

English: Name Game 8

FEA & Facilitator Introduction 10

Introduction to the Laptops 12

Lesson 2: Foundation Lesson **14**

'Snowball Fight' Activity 14

English: Self-Introductions 15

Getting Comfortable with Laptops 16

Lesson 3: Foundation Lesson **18**

English: Categories Game & Self-Introductions 18

Impact of FEA 19

Using the Keyboard 21

Lesson 4: Foundation Lesson **23**

English: Pictionary & Self-Introductions 23

Getting to Know Each Other 24

Parts of the Laptop 26

Lesson 5: Foundation Lesson **28**

English: Charades & Self-Introductions 28

Overcoming the Odds 29

Touchpad Practice 30

Lesson 6: Foundation Lesson **32**

Grabbing the Opportunity 32

FEA Story and Discussion 33

English Self-Introductions 34

Lesson 7: Foundation Lesson **36**

English: Running Dictation Game 36

Why Join FEA 38

Mobilization OR "Talking Behind Your Back" 39

Talking Behind Your Back Activity 39

Lesson 8: Foundation Lesson **42**

Typing Lesson 1 & One-on-One Time 42

Mobilization OR 10 Things Different 44

"10 Things Different" Team-Building Game 44

Lesson 9: Foundation Lesson **47**

Learning Materials 47

Mobilization OR English: Contact Information 49

English: Contact Information..... 50
Lesson 10: Foundation Lesson..... 52
English: What You Already Know..... 52
Mobilization Or Perseverance..... 53
Lesson 11: Foundation Lesson..... 56
Punctuality..... 56
Mobilization Or Digital Learning: Importance..... 58
Digital Learning: Importance..... 58
Lesson 12: Foundation Lesson..... 60
English: Introductions..... 60
FEA Certificate & Contract..... 62
Lesson 13..... 66
I AM..... 66
Lesson 14..... 69
Gmail: Creating Passwords & Accounts..... 69
Digital Learning: Creating Duolingo Account..... 71
Lesson 15..... 76
Titles..... 76
Revision..... 77
Lesson 16..... 79
Let's Speak More..... 79
Lesson 17..... 81
Introducing Yourself..... 81
Lesson 18..... 84
Being Polite..... 84
Digital Learning: Online Search 1..... 85
Lesson 19..... 89
Intonation..... 89
Digital Learning: Online Search 2..... 91
Lesson 20..... 94
Greetings..... 94
Introduction of Milestone Championship..... 96
Lesson 21..... 99
Family..... 99
Mindset..... 101
Lesson 22..... 104
It's Good to Talk..... 104
Lesson 23..... 107
Introducing Others..... 107
Lesson 24..... 110
Hobbies and Pastime..... 110
Typing Lesson 2..... 112

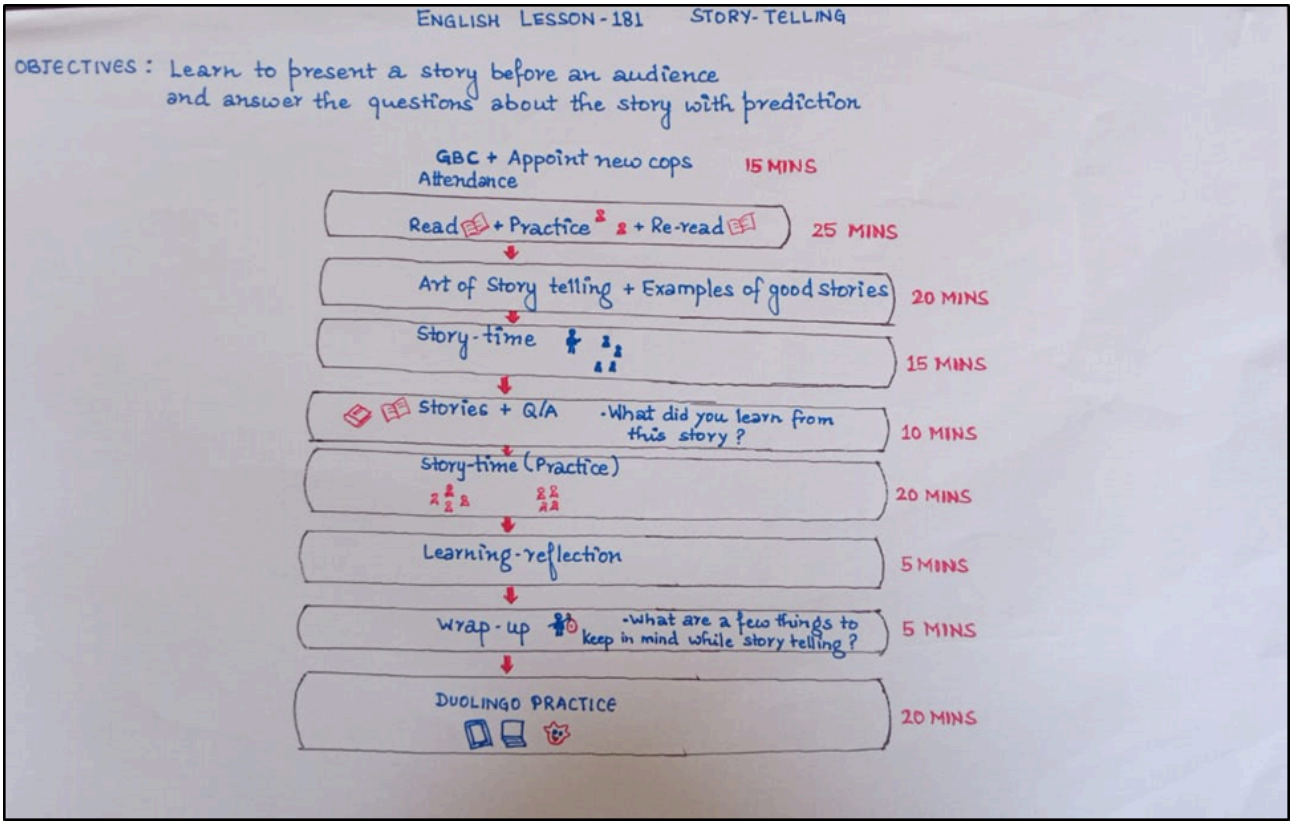
Lesson 25 ..... **115**
Food and Drinks 115
Passions Skills and Interest + Online Search 116
Lesson 26 ..... **119**
He is, She is 119
Milestone Championship Follow-Up 121
Success Story 1: Pabiben Rabari 121
Lesson 27 ..... **123**
Consolidation 123
Typing: Shift Key 124
Lesson 28 ..... **126**
Can and Can't 126
Creating a Positive Classroom 1 127
Lesson 29 ..... **130**
May, must, might 130
Digital Information Hunt 131
Lesson 30 ..... **133**
Seasons and Weather 133
Digital Learning: Sending an Email 134
Lesson 31 ..... **136**
I am + Emotions 136
Growth Mindset 1 137
Lesson 32 ..... **142**
Digital Learning: Gmail Practice 142
The Path to Success 143
Lesson 33 ..... **145**
Do and Does 145
Typing Lesson 3: Home Row 147
Lesson 34 ..... **149**
-ing Verbs 149
Stepping Out of Your Comfort Zone 151
Lesson 35 ..... **155**
Favorite Things 155
Sentence Structure 155
Lesson 36 ..... **158**
Asking Questions-1 158
Revision 159
Lesson 37 ..... **162**
Teamwork Collaboration 162
Stepping Out of Your Comfort Zone 2 163
Lesson 38 ..... **165**
Google Translate 165

Asking Questions 2..... 166
Lesson 39.....168
My House and Neighbourhood.....168
Lesson 40.....170
You,We, They Are..... 170
Career Exploration 1..... 172
Lesson 41.....175
Consolidation.....175
Digital Learning: Google Translate.....177
Lesson 42.....179
Digital Learning..... 179
Be a Top Editor.....180
Lesson 43.....182
Student Reflection.....182
Lesson 44.....183
Gender 1..... 183
Typing Lesson 5..... 185
Lesson 45.....187
Bullying.....187
Success Story..... 189
Lesson 46.....191
Like, don’t like.....191
Lesson 47.....195
Youtube Search.....195
Growth Mindset - 2.....196
Lesson 48.....199
Have, Has.....199
Digital Learning: Word Documents 1.....200
Lesson 49.....203
Tell me About Yourself.....203
Career Exploration 2: Consolidation and Extension.....204
Lesson 50.....206
This, That, These, Those..... 206
Lesson 51.....208
Do you have?..... 208
Talking to Parents or Guardians 1: Thank You Cards..... 210
Lesson 52.....213
Typing Lesson 6..... 213
Gossip-1.....216
Lesson 53.....219
Action and Places.....219
Revision.....220

Lesson 54.....**221**
Consolidation.....221
Career Exploration 3.....222
Lesson 55.....**225**
Digital Learning: Word Documents 2.....225
Celebrating Others Success.....226
Lesson 56.....**228**
Animals and Nature.....228
Revision- 25 mins.....229
Lesson 57.....**231**
Telephonic Conversation.....231
Lesson 58.....**233**
A, an, the (Articles).....233
Digital Learning: Word Documents 3.....235
Lesson 59.....**238**
How many? (Singular & Plural).....238
Gossip-2: Consolidation & Extension.....240
Success Story 3: Mansukhbhai Prajapati.....241
Lesson 60.....**244**
Typing Lesson 8: Upper Row.....244
Typing Lesson 8 (Option A).....244
Replacing Coaching (Option B).....245
Conflict Resolution 1.....246
Lesson 61.....**249**
Online Search: Summarizing.....249
Revision.....251
Lesson 62.....**252**
Healthy Eating.....252
Filling the classroom or Revision.....253
Lesson 63.....**256**
Adjectives-1.....256
Online Search: Note-Taking.....258
English School of Learning.....259
Lesson 64.....**261**
Adjectives-2.....261
Log Kya Kahenge 1.....262
Lesson 65.....**266**
Online Search: Independent Research.....266
Log Kya Kahenge 2.....268
Lesson 66.....**271**
Consolidation.....271
Typing Lesson 9: Lower Row.....273

Lesson 67 ..... **275**
Hygiene 275
The Gig Economy 276
Lesson 68 ..... **278**
Log Kya Kahenge 3 278
Lesson 69 ..... **280**
Healthy Living 280
One-Pointed Focus 281
Lesson 70 ..... **284**
Conjunction 284
Milestone Championship Celebration and Round 2 285
Trust Building Interviews 287
Lesson 71 ..... **289**
Going to the Doctor 289
Revision 290
Lesson 72 ..... **291**
Greed and Shortcuts 291
Lesson 73 ..... **293**
Describing Places and Objects 293
Understanding Sectors 1 294
Lesson 74 ..... **296**
The Art of Self-Teaching 296
Lesson 75 ..... **298**
Recap: Asking Question 298
Digital Learning: Zoom 1 299
Lesson 76 ..... **302**
Talking about Present 302
Lesson 77 ..... **304**
Zoom Meetings: Digital Learning 304
Revision- 40 mins 305
Lesson 78 ..... **306**
Teach Back 306
Revision-30 mins 307
Lesson 79 ..... **309**
Survey Interaction and Analysis 309
Jobs vs. Careers: Career Goals 310
Lesson 80 ..... **313**
Weather Forecast 313

Mindmap



Rubric

Parameter	Criteria	Scores Effective- 3 Ineffective - 1
Short and Precise	Information is clear and succinct Key points are highlighted without excessive text Uses keywords or short phrases effectively.	
Time Bound	Includes deadlines or timelines to compete discussions/activities	
Icons/Signs/Symbols	Consistently uses relevant icons or symbols which are easily comprehended by others	
Progressing Steps	Shows logical progression (steps leading forward) from one point to the next.	

Effective	12
Developing	10
Ineffective	9 or less than 9

Summary of Lesson 1 | Reference Good vs Average facilitation

Lesson 1: Foundation Lesson

Lesson Duration: 140 mins

***Note: Facilitator's "Sharing Your Background" script/story to be prepared during induction. It should include:**

- Your background
- Your experience joining FEA
- What you hope to bring to the program as a facilitator

Preparations:

- Arrange chairs in a semicircle.
- Write the following sentence frame on the board before class (in English):
  My name is _____ and I like _____.
- Come prepared to share about yourself and your background.

English: Name Game

Objectives:

- Create a comfortable and fun environment for speaking English.
- Start getting to know students and learning their names.

औब्जैकटिव:

- इंग्लिश बोलने के लिए एक कम्फर्टेबल और मजेदार माहौल बनाएं।
- स्टूडेंट्स को जानना और उनके नाम याद रखना शुरू करें।

Mindfulness Exercise: Begin the class with 2 mins of mindfulness exercise:

2 Minute Mindful Breathing

1. Sit comfortably and quietly. Close your eyes or rest your gaze on a point on the floor.
2. Focus only on your breath for 1-2 mins. Breathing can be natural, or you can choose a breathing pattern such as box breathing (4 counts for each: inhale, hold, exhale, hold) or pranayama breathing (4-7-8= breathing in for 4 counts, holding your breath for 7 counts, and exhaling for 8 counts)
3. If thoughts enter your mind, acknowledge them and let them go. Focus back on your breath.

Step 1: 5 mins.

Greet your students at the door. Ask them to settle down comfortably. Ask students to raise their hand if they would like to improve their English speaking skills.

इंट्रोडक्शन: **5** मिनट
दरवाजे पर अपने स्टूडेंट्स का अभिवादन करें। उन्हें आराम से बैठने के लिए कहें। यदि स्टूडेंट्स अपने इंग्लिश बोलने में सुधार करना चाहते हैं, तो उन्हें हाथ उठाने को कहें।

Explain:

One of the goals for FEA is to develop your English speaking skills and become more comfortable having conversations in English. By the end of the first week, students who attend all classes will be able to introduce themselves in English.

समझाएं:

एफ.इ.ए. का एक लक्ष्य आपकी इंग्लिश को विकसित करना और आपको इंग्लिश में बातचीत करने के लिए अधिक कम्फ़र्टेबल करना है। पहले सप्ताह के अंत तक, सभी क्लास में आने वाले स्टूडेंट्स इंग्लिश में अपना इंट्रोडक्शन दे पाएंगे।

Step 2: 10 mins.

Announce that the goal of the first activity is for you (the facilitator) to learn everyone's names. Tell them that you are going to try really hard to memorize each of their names and you need their help.

Point out the sentence frame written on the board and call on a student to read it out loud.

Sentence Frame: My name is _____ and I like _____.

सचिन लाइक्स सनशाइन - निर्देश**: 10** मिनट

बताएं कि पहली एक्टिविटी का लक्ष्य आपके लिए (फसिलिटेटर) सभी के नाम याद करना है। उन्हें बताएं कि आप उनके नाम को याद करने की पूरी कोशिश करेंगे/करेंगी और इसके लिए आपको उनकी मदद की जरूरत है।

बोर्ड पर लिखे गए वाक्य की ओर इशारा करें और एक स्टूडेंट को इसे जोर से पढ़ने के लिए कहें।

वाक्य फ्रेम: मेरा नाम _____ है और मुझे _____ पसंद है।

Explain:
The word you choose for the second sentence can be anything - a food, an animal, a song, a sport, or anything else, but it should start with the same sound as your name.

समझाएं**:**

दूसरे वाक्य के लिए आप कोई भी शब्द चुन सकते हैं - एक भोजन, एक जानवर, एक गीत, एक खेल, या कुछ और, लेकिन यह आपके नाम के समान ध्वनि से शुरू होना चाहिए।

For example: My name is ***Sachin*** and I like ***sunshine.*** *(Both begin with an "S" sound)*

उदाहरण के लिए**:** मेरा नाम सचिन है और मुझे सनशाइन पसंद है। *(*दोनों शब्द "स" ध्वनि से शुरू होते हैं*)*

Give students a minute to think of their sentences and practice saying them to the person beside them.

स्टूडेंट्स को उनके वाक्यों के बारे में सोचने के लिए एक मिनट दें और उन्हें अपने साथ में बैठे व्यक्ति के साथ अभ्यास करने को कहें।

Step 3: 15 mins.

Round 1:

Give your sentence first, then continue around the circle. Everyone should look at the speaker, trying to memorize his or her name.

राउंड **1:**

पहले अपना वाक्य बोलें, फिर सर्कल में एक्टिविटी को जारी रखें। हर स्टूडेंट को बोलने वाले स्टूडेंट की तरफ देखना है और उसका नाम याद रखने की कोशिश करनी है।

Round 2:

Go around the circle a second time, but this time, ask everyone to share the sentence of the person on their left. They can change the sentence to "His/Her name is _____ and he/she likes _____."

राउंड **2:**

दूसरी बार सर्कल के चारों ओर घूमें, लेकिन इस बार, सभी को अपने बाईं ओर के स्टूडेंट द्वारा बोला गया वाक्य बताना है। जैसे कि

"उसका नाम_____ और उसे _____ पसंद है."।

Round 3:

Ask the students who think they can name all of their classmates. Call on 3-4 volunteers to try to name everyone around the circle.

Next, close your eyes for ten seconds and have students move to a new seat. Then you (the facilitator) take a turn trying to name all the students.

राउंड **3:**

स्टूडेंट्स से पूछें की उनमे से कौन अपने सभी सहपाठियों के नाम बता सकता है। ऐसे 3-4 वालंटियर्स को बुलाएं जो सर्कल में सभी के नाम बता सकते हैं।

इसके बाद, दस सेकंड के लिए अपनी आँखें बंद करें और स्टूडेंट्स को एक नई सीट पर जाने का निर्देश दें। फिर आप (फसिलिटेटर) बारी-बारी से सभी स्टूडेंट्स के नाम लेने की कोशिश करें।

Step 4: 2-3 mins.

Ask students how they feel. Acknowledge them for speaking English on their first day of class and for working hard to remember each other's names.

व्रैप-उप**: 2-3** मिनट

स्टूडेंट्स से पूछें कि वे कैसा महसूस कर रहे हैं। क्लास के पहले दिन इंग्लिश बोलने और एक-दूसरे के नाम याद रखने के लिए कड़ी मेहनत करने के लिए उन्हें शाबाशी दें।

FEA & Facilitator Introduction

Objectives:

- Students will learn more about you (the facilitator), gain confidence in your teaching abilities, and start to build a student-teacher relationship.
- Continue to build a comfortable and exciting classroom environment.

औब्जैकटिव**:**

- स्टूडेंट्स आपके (फसिलिटेटर) बारे में और जानेंगे, आपकी पढ़ाने की काबलियत पर भरोसा करेंगे, जिससे स्टूडेंट -टीचर के बीच में आदरपूर्ण संबंध बनना शुरू होगा।
- एक कम्फर्टेबल और रोमांचक क्लास माहौल जारी रखें।

Step 1: 5 mins.

Ask students to share what they know about FEA. Do not correct them at this point - just let them share what they have heard or think about the program.

स्टूडेंट्स से एफ.इ.ए. के बारे में वह जो कुछ भी जानते हैं उसे बताने के लिए कहें। इस समय उनकी भाषा, व्याकरण को ठीक न करें- बस उन्होंने जो कुछ भी सुना है या कार्यक्रम के बारे में वो जो सोचते हैं उसे बताने दें।

Next, ask students to share their reasons for joining. Go around the circle for everyone to share, but allow them to pass if they are not comfortable answering yet.

इसके बाद, स्टूडेंट्स से एफ.इ.ए. में शामिल होने के उनके कारणों को बताने के लिए कहें। सभी को बोलने के लिए प्रेरित करने के लिए सर्कल के चारों ओर घूमें। लेकिन अगर वे अभी तक उत्तर देने में कम्फ़र्टेबल नहीं हैं तो उन्हें अपना मौका दूसरे स्टूडेंट को देने के लिए कहें।

Step 2: 5 mins.

Now share why you joined the FEA program as a facilitator. How did you hear about it and what made you interested in joining? What did you learn about or like from the program during the induction?

अब बताएं कि आप एक फसिलिटेटर के रूप में एफ.इ.ए. कार्यक्रम में क्यों शामिल हुए। आपने इसके बारे में कैसे सुना और इसमें शामिल होने के लिए आपकी क्यों दिलचस्पी थी? इंडक्शन के दौरान आपने कार्यक्रम के बारे में क्या सीखा या पसंद आया?

Give some background information about who you are. Share about your personal life experience as well as your work experience - especially your qualifications or teaching experience. Discuss what you hope to bring to the classroom (such as a positive attitude, energy, willingness to listen, etc.). Allow students to ask questions about you as well.

अपने बैकग्राउंड के बारे में जानकारी दें, आप कौन हैं । अपने व्यक्तिगत जीवन के अनुभव के साथ-साथ अपने कार्य अनुभव के बारे में बताएं - विशेष रूप से आपकी योग्यता या शिक्षण अनुभव। चर्चा करें कि आप क्लास में स्टूडेंट्स को क्या क्या सीखा सकते हैं (जैसे सकारात्मक दृष्टिकोण, ऊर्जा, सुनने की इच्छा, आदि)। स्टूडेंट्स को आपके बारे में भी प्रश्न पूछने दें।

This helps the students relate to you and begins building the student-teacher relationship that's so important during the first week. Your introduction is also an opportunity to establish your credibility and give the students confidence in your teaching ability.

यह स्टूडेंट्स को आपसे कम्फर्टेबल होने और जुड़ने में मदद करता है और पॉज़िटिव स्टूडेंट -टीचर संबंध बनाना शुरू करता है जो पहले सप्ताह के दौरान बहुत महत्वपूर्ण है। आपका इंट्रोडक्शन भी आप पर भरोसा करने और स्टूडेंट्स को आपकी शिक्षण क्षमता में विश्वास दिलाने का एक अवसर है।

Step 3: 10 mins.

Place students into groups of 4-5. Set a timer for five minutes and tell them to write down as many questions as they can about the facilitator or the FEA program. Tell them that the goal is not to write the most questions but to write interesting or useful questions.

स्टूडेंट्स को 4-5 के ग्रुप्स में बाटें। पांच मिनट के लिए एक टाइमर सेट करें और उन्हें फसिलिटेटर या एफ.इ.ए. कार्यक्रम के बारे में अधिक से अधिक प्रश्न लिखने के लिए कहें। उन्हें बताएं कि लक्ष्य सबसे अधिक प्रश्न लिखना नहीं है बल्कि दिलचस्प या उपयोगी प्रश्न लिखना है।

Circulate and encourage students to ask anything, including creative questions, and that you will do your best to answer them as long as they do not invade your privacy.

स्टूडेंट्स को क्रिएटिव प्रश्नों सहित कुछ भी पूछने के लिए प्रोत्साहित करें, और आप उनका उत्तर देने की पूरी कोशिश करें, जब तक वे आपसे कोई निजी प्रश्न न पूछें।

Once the five minutes has ended, call on groups to ask one question at a time and do your best to answer. Select a team that has come up with the most interesting question and acknowledge them/give them applause.

पाँच मिनट समाप्त हो जाने के बाद, ग्रुप्स को एक एक करके प्रश्न पूछने के लिए कहें और उत्तर देने की पूरी कोशिश करें। ऐसी टीम का चयन करें जो सबसे दिलचस्प प्रश्न लेकर आई हो और उन्हें शाबाशी दें।

Facilitator's Reference

Common Questions:	**Possible Answers:** संभावित उत्तर:
Why is the course free? यह कोर्स फ्री क्यों है?	• The course is free so that everyone can access the opportunity to learn and improve their lives. • यह कोर्स फ्री है ताकि हर कोई सीखने और अपने जीवन को बेहतर बनाने के अवसर मिल सके। • The course is funded by donations from a foundation. • यह कोर्स एक संस्था के दान द्वारा चलता है।
Will we get a computer diploma certificate? क्या हमें कंप्यूटर डिप्लोमा सर्टिफिकेट मिलेगा?	• ·At the end of the course, certificates will be given to show that you completed the program. • कोर्स के अंत में, एक सर्टिफिकेट दिया जाएगा जिसमें यह लिखा होगा की आपने कोर्स पूरा कर लिया है। • I will show you an example of the certificate and we will have a longer discussion about what is required to earn it in two weeks. • मैं आपको सर्टिफिकेट का एक उदाहरण दिखाऊंगा/दिखाउंगी और हम इस बारे में लंबी चर्चा करेंगे कि इसे दो सप्ताह में पाने के लिए क्या जरूरी है।
Will you provide a job? क्या आप जॉब देंगे?	• No, but we provide career guidance, lessons on job applications/resumes, and interview practice that can help you to get a job somewhere. • नहीं, लेकिन हम करियर-गाइडेंस , जॉब के आवेदन/रिज्यूमे पर लैसन, और इंटरव्यू का अभ्यास प्रदान करते हैं जो आपको कहीं भी जॉब पाने में मदद करेगा। • You are always welcome to apply for an FEA job, but graduating from the course does not guarantee that you will be hired. • एफ.ई.ए में जॉब के लिए आवेदन करने के लिए आपका हमेशा स्वागत है, लेकिन कोर्स से ग्रेजुएट होने पर आपको काम पर रखा जाएगा इसकी गारंटी नहीं है।

Note:

Do not answer questions that make you uncomfortable or evade your privacy. You can always say, “I am not going to answer that question” and move on.

नोट:

ऐसे प्रश्नों का उत्तर न दें जो आपको अनकम्फर्टेबल करते हैं या जो आपके निजी जीवन मे दखल हो। आप हमेशा कह सकते हैं, "मैं इस प्रश्न का उत्तर नहीं दूंगा/दूंगी" और आगे बढ़ें।

Introduction to the Laptops

Objectives:

- Students will begin to build comfort handling the laptops carefully.
- Students will be able to turn on the laptops, open and close a program, and shut them back down.

औब्जैकटिव:

- स्टूडेंट्स लैपटॉप को ध्यान से संभालने का प्रयास शुरू करेंगे।
- स्टूडेंट्स लैपटॉ प चालू करने, कम्प्यूटर प्रोग्राम खोलने और बंद करने और लैपटाप वापस बंद करने में सक्षम होंगे।

Step 1: 10 mins. (Urban facilitators to skip this step)

Ask: Today we will start getting familiar with the classroom laptops. Why is it important to be gentle with the laptops?

पूछें: आज हम क्लास के लैपटॉप्स से परिचित होंगे। लैपटॉप्स को संभाल कर प्रयोग करना क्यों महत्वपूर्ण है?

Explain that it is important to keep the laptop on the table at all times.

बता दें कि लैपटॉप को हर समय टेबल पर रखना जरूरी है।

Turning on the Laptops:

Show students how to carefully open the laptop and push the start button to turn it on. Explain that they should not press it more than once or press any other buttons while the laptop is starting up. Point out when the laptop has completed the startup process.

स्टूडेंट्स को लैपटॉप को ध्यान से खोलने का तरीका दिखाएं और इसे चालू करने के लिए स्टार्ट बटन को दबाने को कहें। समझाएं कि लैपटॉप चालू करने के लिए उन्हें इसे एक से अधिक बार बटन नहीं दबाना है या कोई अन्य बटन नहीं दबाना है। बताएं जब लैपटॉप पूरी तरह से स्टार्ट हो जाये।

Start Menu:

Point out how you move your finger gently over the touchpad and how to click.

Ask students if they know where the start menu is. Point out the icon in the lower left corner and click on it. Show students that they can scroll through this menu to find different programs as well as shut down or restart the laptop.

स्टार्ट मेन्यू :

बताएं की आप अपनी उँगलियों को टचपैड पर कैसे धीरे से घुमाते हैं और कैसे क्लिक करते हैं। छात्रों से पूछें कि क्या उन्हें पता है कि स्टार्ट मेन्यू कहां है। निचले बाएँ कोने में आइकन को पॉइंट करें और उस पर क्लिक करें। स्टूडेंट्स को दिखाएं कि वे विभिन्न प्रोग्राम खोजने के लिए इस मेन्यू में स्क्रॉल कर सकते हैं और साथ ही लैपटॉप को शट डाउन या रीस्टार्ट कर सकते हैं।

Step 2: 15 mins.

(Urban facilitators to skip this step)

Students turn on the laptops. Tell them to raise their hand/alert you when it has completed the startup process.

प्रैक्टिस 15 मिनट

स्टूडेंट्स लैपटॉप चालू करते हैं। लैपटाप शुरू होने पर उन्हें अपना हाथ उठाने के लिए कहें/आपको बताने के लिए कहें।

Ask students to open the start menu. Call out programs for them to find in the menu and open, such as Google Chrome or MS Word. If students are working in pairs, remind them to switch after about 6-8 mins.

स्टूडेंट्स से स्टार्ट मेन्यू खोलने के लिए कहें। मेन्यू में ढूँढने और खोलने के लिए प्रोग्राम बोलें, जैसे कि Google Chrome या M.S. Word । यदि छात्र जोड़ियों में काम कर रहे हैं, तो उन्हें लगभग 6-8 मिनट के बाद अपनी बारी लेने के लिए याद दिलाएँ।

Step 3: 10 mins.

(Urban facilitators to skip this step)

Ask students if they know how to close programs. If needed, demonstrate how to click on the x in the upper right corner of the program.

शटिंग डाउन: **10** मिनट

स्टूडेंट्स से पूछें कि क्या वे जानते हैं कि प्रोग्राम को कैसे बंद किया जाए। यदि जरूरी हो, तो प्रोग्राम के ऊपरी दाएं कोने में x पर क्लिक करने का तरीका दिखाएं।

Ask students to close all open programs. Then, they should go to the start menu and select “Power” to shut down their laptop.

स्टूडेंट्स से सभी खुले हुए प्रोग्राम को बंद करने के लिए कहें। फिर, उन्हें स्टार्ट मेन्यू में जाने और अपने लैपटॉप को बंद करने के लिए "Power" को सिलैक्ट करने को कहें ।

Demonstrate how to place the cloth over the keyboard and gently close the laptop. Ask students to do the same.

दिखाएँ कि कपड़े को की-बोर्ड पर कैसे रखा जाता है और लैपटॉप को धीरे से बंद करें। स्टूडेंट्स से भी ऐसा ही करने को कहें।

Step 4: Enrolment: 35 mins.

(Urban facilitators to conduct this in 30 mins)

Inform that you will now call one student at a time and write their details. Ask everyone else to be patient. Enroll new students. Update their details on LMS. Ensure that others are seated silently. Once you write the details of a student, thank him/her for their time and motivate them to be on time tomorrow. Continue this with other students.

Step 5: 3-5 mins.

Acknowledge the class for what they did well during the lesson.

Motivate them to return the next day to continue learning.

व्रैप-उप: **2-3** मिनट

लैसन के दौरान उन्होंने जो अच्छा किया उसके लिए क्लास की सराहना करें।

उन्हें सीखना जारी रखने हेतु अगले दिन क्लास में आने के लिए प्रेरित करें।

Summary of Lesson 2

Lesson 2: Foundation Lesson

Materials: **Lesson Duration: 130 mins**

- Paper, pencils
- Ball (or crumpled piece of paper)

Resources:

- Student Activity Books L2

'Snowball Fight' Activity

Objectives:

- Create a comfortable and fun classroom environment.
- Continue getting to know students.

औब्जैकटिव:

- क्लास का माहौल कम्फर्टेबल और रोमांचक बनाएं।
- स्टूडेंट्स के बारे में जानना जारी रखें।

Step 1: 5 mins.

Greet your students at the door. Ask them to settle down comfortably. Welcome any new students and introduce yourself to them.

Mindfulness Exercise: Begin the class with 2 mins of mindfulness exercise:

Once students have settled down, announce that you are going to play a game.

दरवाजे पर अपने स्टूडेंट्स का अभिवादन (ग्रीट) करें। उन्हें आराम से क्लास में बैठने के लिए कहें। सभी नए स्टूडेंट्स का स्वागत करें और उन्हें अपना इंट्रोडक्शन दें। एक बार जब स्टूडेंट्स बैठ जाएं, तो स्टूडेंट्स को बताएं कि आप एक खेल खेलने जा रहे हैं।

Step 2: 10 mins.

Pass out paper and pencils if needed. Have students write three things about themselves on a piece of paper. They may write in Hindi or English. Tell them they can write anything - where they are from, what they studied in school, something they like to do, or something about their family. However, they should not write their name or show it to others.

यदि जरूरी हो तो कागज़ और पेंसिल दें। स्टूडेंट्स को एक कागज़ के टुकड़े पर उनके बारे में तीन बातें लिखने को कहें। वे हिंदी या इंग्लिश में लिख सकते हैं। उन्हें बताएं कि वे कुछ भी लिख सकते हैं - वे कहां से हैं, उन्होंने स्कूल में क्या पढ़ा, कुछ ऐसा जो वे करना पसंद करते हैं, या अपने परिवार के बारे में कुछ। हालांकि, उन्हें अपना नाम नहीं लिखना है और न ही दूसरों को दिखाना है।

Give students 5 minutes to write their sentences. Write your own as well.

स्टूडेंट्स को उनके वाक्य लिखने के लिए 5 मिनट का समय दें। फसिलिटेटर को भी अपना वाक्य लिखना है।

Step 3: 5 mins.

Have them crumble up the paper to resemble a snowball. Let the students have a snowball fight (throw it in air), throwing crumpled papers. After one minute, announce for everyone to freeze. Tell everyone to grab one of the snowballs, read it, and try to find the person who wrote it.

स्टूडेंट्स को कागज़ से तोड़ मरोड़ कर एक स्नोबॉल बनाकर अन्य स्टूडेंट्स के पास फेंकने को कहे, एक मिनट के बाद, सभी को फ्रीज़ होने के लिए कहें। सभी से कहें कि किसी एक स्नोबॉल को पकड़ें, उसे पढ़ें और उसे लिखने वाले को ढूंढने की कोशिश करें।

Step 4: 10 mins.

Once they find the person who wrote the sentences on their snowball, they have to bring that person up in front of the class and share what they learned about their classmate from the paper.

एक बार जब स्टूडेंट उस सहपाठी को पहचान लें जिसने उठाये हुए स्नोबॉल पर वाक्य लिखे हैं, उन्हें उस सहपाठी को क्लास के सामने बुलाने और कागज़ से पढ़कर अपने सहपाठी के बारे में जो कुछ जाना है उसे पूरी क्लास को बताने को कहें।

Announce that you are happy to know more about your class.

स्टूडेंट्स को बताएं की आप एक फसिलिटेटर के तौर पर अपनी क्लास के बारे में और जानकर बहुत खुश हैं।

English: Self-Introductions

Objectives:

Students use the given sentence frames to practice introducing themselves.

औब्जैकटिव:

स्टूडेंट्स अपना इंट्रोडक्शन देने का अभ्यास करने के लिए दिए गए वाक्य फ्रेम का उपयोग करें।

Step 1: 10 mins.

Remind students that by the end of the week, they will be able to introduce themselves in English.

स्टूडेंट्स को याद दिलाएं कि सप्ताह के अंत तक वे अपना इंट्रोडक्शन इंग्लिश में दे पाएंगे।

Ask: If you were speaking English in class and made a mistake, how would you feel?

पूछें: अगर आप क्लास में इंग्लिश बोलते हुए कोई गलती कर देते हैं तो आपको कैसा लगेगा?

Explain:

At FEA, it's okay to make mistakes and even a good thing. If you are too afraid to make mistakes, you might not try anything difficult. When you try and make mistakes, you learn from them and improve.

एफ.इ.ए. में, गलतियाँ करना ठीक है और यहाँ पर यह एक अच्छी बात भी है। यदि आप गलतियाँ करने से बहुत डरते हैं, तो हो सकता है कि आप कुछ भी कठिन काम करने की कोशिश ही न करें। पर जब आप कोशिश करते हैं और गलतियाँ करते हैं, तो आप उनसे सीखते हैं और सुधार करते हैं।

Ask: How should you react if your classmate makes a mistake?

पूछें:अगर आपका कोई सहपाठी गलती करता है तो आपको कैसे प्रतिक्रिया देनी चाहिए?

Step 2: 5-10 mins.

Hold up a student workbook, show a few pages, and explain that the book will be used for activities throughout the program. Tell students that they are responsible for it; it won't be replaced.

स्टूडेंट्स वर्कबुक को लें, कुछ पेज दिखाएं, और समझाएं कि इस बुक का उपयोग उनके पूरे कार्यक्रम में एक्टिविटीज़ के लिए किया जाएगा। स्टूडेंट्स को बताएँ कि स्टूडेंट वर्कबुक्स कि ज़िम्मेदारी उनके ऊपर है और इसे बदला नहीं जाएगा।

Ask: What should you do to take care of your workbook? (e.g. Store it somewhere you won't lose it, be gentle with the pages, write your name)

Pass out the notebooks and have students write their names in them.

पूछें: अपनी स्टूडेंट वर्कबुक का ध्यान रखने के लिए आपको क्या करना चाहिए ? (उदाहरण के लिए इसे कहीं संभाल कर रखें ताकि आप इसे खो न दें, पेज का ध्यान रखें, अपना नाम लिखें)

नोटबूक्स दें और स्टूडेंट्स से उनके नाम लिखने को कहें।

Step 3: 15 mins. (Urban facilitators to conduct this in 10 mins.)

Ask students to open the Student Activity Books to L2, and point out the sentences. Call on students to read them aloud and explain what they mean.

स्टूडेंट्स से स्टूडेंट एक्टिविटी बुक L2 को खोलने के लिए कहें, और वाक्यों को दिखाएं। स्टूडेंट्स से उन्हें ज़ोर से पढ़ने और उनका अर्थ समझाने के लिए कहें।

Tell students to fill in the blanks with their own information.

स्टूडेंट्स से कहें कि वे रिक्त स्थानों में अपनी जानकारी भरें।

Step 4: (Optional Extension): For advanced students who find the activity too easy, ask them to add 1-2 sentences describing the place they are from.

वे स्टूडेंट जो एक्टिविटी को आसानी से कर लेते है, उन्हें उस स्थान के बारे मे 1-2 वाक्य जोड़ने के लिए कहें जहां वे रहते हैं।

For example: I am from Nuh. It is a village in Mewat, Haryana. I live in a house near a lake with my mother and brother.

उदाहरण के लिए**:** मैं नूंह से हूं. यह हरियाणा के मेवात का एक गांव है। मैं अपनी माँ और भाई के साथ एक झील के पास एक घर में रहता हूँ।

Step 5: 15 mins. (Urban facilitators to conduct this in 10 mins. They should only conduct the switching partners section, not the section that has the throwing of ball activity.)

Tell students to practice their self-introduction with the person sitting next to them. After two minutes, tell them to switch partners and practice again, this time trying not to look at their Student Activity Book.

स्टूडेंट्स से कहें कि वे अपने साथ में बैठे व्यक्ति के साथ अपना इंट्रोडक्शन देने का अभ्यास करें। दो मिनट के बाद, उन्हें साथी बदलने और फिर से अभ्यास करने के लिए कहें, इस बार उनकी स्टूडेंट एक्टिविटी बुक को न देखने का प्रयास करने को कहें।

Next, ask the students to stand in a circle. Use ball toss - throwing a ball to one student to present their self-introduction, then asking them to throw the ball to another student. Encourage them not to look at their Student Activity Book. Continue until all students have presented.

इसके बाद, स्टूडेंट्स को एक सर्कल में खड़े होने के लिए कहें। बॉल टॉस का उपयोग करें - आप जिस स्टूडेंट से उनका इंट्रोडक्शन बुलवाना चाहते है उनकी तरफ़ गेंद फेंके। फिर उस स्टूडेंट को इसी तरह दूसरे स्टूडेंट पर गेंद फेंकना है। उन्हें प्रोत्साहित करें कि वे अपनी स्टूडेंट एक्टिविटी बुक न देखें। तब तक जारी रखें जब तक सभी स्टूडेंट्स ने प्रस्तुत न कर लिया हो।

Getting Comfortable with Laptops

Objectives:

- Create a comfortable and fun classroom environment.
- Continue getting to know students.

औब्जैकटिव:

- क्लास का माहौल कम्फर्टेबल और रोमांचक बनाएं।
- स्टूडेंट्स के बारे में जानना जारी रखें।

Step 1: 5 mins. (Urban facilitators to skip this step)

Ask: You will be working in small groups or taking turns on laptops during digital learning time. What things you should or should not do while sharing the computers? *(e.g. Do take fair turns, don't grab it out of someone's hands or touch the keyboard while someone else is using it, etc.).*

आप छोटे ग्रुप में काम करेंगे या डिजिटल लर्निंग के समय में लैपटॉप पर एक एक करके अपनी बारी लेंगे। कंप्यूटर शेयर करते समय आपको क्या करना चाहिए या नहीं करना चाहिए? *(*उदाहरण के लिए, अपनी बारी ईमानदारी से लें, लैपटाप किसी के हाथ से न छीने या जब कोई इसका उपयोग कर रहा हो तो की-बोर्ड को न छूए, आदि*)*

Ask students to sit around the facilitator's laptop so that all can see the screen.

स्टूडेंट्स को फसिलिटेटर लैपटॉप के आसपास बैठने के लिए कहें ताकि सभी स्क्रीन देख सकें।

Call on a student who remembers how to open and turn on the laptops to demonstrate to the class. Point out whether they are keeping the laptop on the table, opening it gently, and pressing the correct button.

एक स्टूडेंट को बुलाएँ जिसे लैपटॉप कैसे (लैपटॉप लिड को) खोलें और चालू करें आदि पूरी प्रक्रिया याद रखता हो, वह इसे क्लास में दूसरे स्टूडेंट्स को दिखाएगा । उन्हे बताएं कि क्या वे लैपटॉप को टेबल पर रख रहे हैं, इसे धीरे से खोल रहे हैं, और सही बटन दबा रहे हैं।

Step 2: 10 mins. (Urban facilitators to skip this step)

Ask students if they can find the arrow on the screen.

स्टूडेंट्स से पूछें कि क्या वे स्क्रीन पर एरो ढूंढ सकते हैं।

Introduce the word “touchpad.” Demonstrate how to move your finger gently on the touchpad to move the arrow on the screen. Explain that very little pressure is needed. Next, show students how to click on something by tapping the touchpad.

"टचपैड" शब्द का इंट्रोडक्शन दें। दिखाएँ की स्क्रीन पर एरो को घूमने के लिए टचपैड पर अपनी उंगली को धीरे-धीरे कैसे घूमायें। बताएं कि इसमे बहुत कम दबाव की जरूरत होती है। इसके बाद, छात्रों को दिखाएँ की टचपैड को टैप करके किसी चीज़ पर कैसे क्लिक करते हैं।

Finally, open MS Paint and show students how to draw lines by clicking and holding down the left-click button with their pointer finger and moving their middle finger on the touchpad. Explain that this technique is called “click and drag” and is useful for other things such as moving text in a document as well.

अंत में, एम.एस. पेंट खोलें और छात्रों को दिखाएं कि कैसे वे अपनी एक ऊँगली से बायाँ बटन दबाये रखकर, टचपैड पर अपनी बीच वाली उंगली घुमाकर रेखाएँ बना सकते है। बता दें कि इस तकनीक को "क्लिक एंड ड्रैग" कहा जाता है और यह अन्य चीजों के लिए भी उपयोगी है जैसे किसी डॉक्यूमेंट में टेक्स्ट को मूव करना।

Call on 2-3 students to demonstrate on the facilitator’s laptop to ensure that they have understood before sending the students to practice on their own laptops.

2 -3 स्टूडेंट्स को फसिलिटेटर लैपटॉप पर यह करके दिखाने को कहें और यह सुनिश्चित करें कि यह प्रक्रिया सीख चुके हैं।

(Note: Do not spend time showing students other features of MS Paint - allow them to explore these on their own.)

(नोट: स्टूडेंट्स को एम.एस. पेंट की अन्य विशेषताओं को दिखाने में समय बर्बाद न करें - उन्हें स्वयं इन्हें खोजने की अनुमति दें।)

Step 3: 15 mins. (Urban facilitators to skip this step)

Ask students to sit at the laptops and turn them on. Give students a minute to practice moving their finger gently on the touchpad and watching where the arrow goes.

स्टूडेंट्स को लैपटॉप के पास बैठने और चालू करने के लिए कहें। स्टूडेंट्स को टचपैड पर अपनी उंगली को धीरे से घुमाने और यह देखने का अभ्यास करने के लिए एक मिनट दें कि एरो कहाँ जाता है।

Tell students to click on the Start menu and find MS Paint. They should open the program. Give them challenges to practice controlling the touchpad.

स्टूडेंट्स को स्टार्ट मेन्यू पर क्लिक करने और एम.एस. पेंट सर्च के लिए कहें। उन्हें प्रोग्राम को ओपन करना है। उन्हें माउस को चलाने अभ्यास करने के लिए चुनौतियां दें।

For example: *Draw a triangle. Draw the letter S. Write your name.*

उदाहरण के लिए***:*** एक त्रिभुज/ट्रायंगल बनाएं। *S* अक्षर बनाएँ। अपना नाम लिखे।

If students are working in pairs, remind them to switch so both partners get a turn.

यदि स्टूडेंट्स जोड़े में काम कर रहे हैं, तो उन्हें बारी लेने के लिए याद दिलाएं ताकि दोनों स्टूडेंट्स को बारी मिल सके।

Ask them to close the program. They should not save their drawings.

उन्हें प्रोग्राम बंद करने के लिए कहें। उन्हें अपने बनाये हुए चित्रों को सेव नहीं करना है।

Ask them how they feel using the touchpads and acknowledge what they did well.

पूछें कि वे टचपैड का उपयोग करके कैसा महसूस कर रहे हैं और उन्होंने जो अच्छा किया, उसपर बात करें।

Step 4: 20 mins.

Enroll new students- Inform that you will now call one student at a time and write their details on the LMS.. Update their details on LMS. Ensure that other new students are seated silently. Once you write the details of a student, acknowledge them for what they did well during the lesson. Continue this with other new students.

Summary of Lesson 3

Lesson 3: Foundation Lesson

Lesson Duration: 132 mins

*Note: Facilitator's "Introduction of Career Guidance" script/discussion to be prepared during induction. *(See "Impact of FEA")*

Materials:
- Ball (or crumpled paper)

Resources:
- Student Activity Books L3
- FEA Graduate Videos (link)

Summary of the Last Class: 5 mins. (Urban facilitators to skip this step)
- Introduce the popcorn activity.
- 'Popcorn call' 3-4 students to share something they learned in the last class.

English: Categories Game & Self-Introductions

Objectives:
- Create a fun environment for students to practice English vocabulary they already know.
- Students will use the given sentence frames to add to their self-introductions.

औब्जैकटिव:
- स्टूडेंट्स के लिए एक रोमांचक माहौल बनाए ताकि वह इंग्लिश की ऐसी वोकैबुलरी/वोकैबुलरी का अभ्यास कर सके जो उन्हें पहले से आती है।
- स्टूडेंट्स अपना इंट्रोडक्शन देते समय दिए गए वाक्य फ्रेम का उपयोग करेंगे।

Mindfulness Exercise:

Begin the class with 2 mins of mindfulness exercise:

Step 1: 5 mins. (Urban facilitators to conduct Step 1 and Step 2 in 15 mins)

Introduce yourself to any new students and welcome them to the classroom. Once students have settled down, announce that you are going to play a game.

स्टूडेंट्स का दरवाजे पर अभिवादन/ ग्रीट करें। नए स्टूडेंट्स को अपना इंट्रोडक्शन दें और क्लास में उनका स्वागत करें। एक बार जब स्टूडेंट्स बैठ जाएं, तो उन्हें बताए कि आप एक खेल खेलने जा रहे हैं।

Ask students to recall what FEA is and what skills they will practice during the program.

स्टूडेंट्स से यह याद करने के लिए कहें कि एफ.इ.ए. क्या है और कार्यक्रम के दौरान वे किन स्किल्सों/स्किल्स का अभ्यास करेंगे।

Remind them that speaking English is one of the skills they will be developing. Explain that this game is a chance to use some simple English words they may already know - to warm up their English skills and learn vocabulary from each other.

उन्हें याद दिलाएं कि इंग्लिश बोलना उन स्किल्सों में से एक है जो वे सीखेंगे। समझाएं कि यह गेम कुछ आसान इंग्लिश शब्दों (जो वे पहले से जानते हैं) का उपयोग करने का एक मौका है - इस खेल में वे अपनी इंग्लिश स्किल्स/स्किल्स का अभ्यास कर पाएंगे और एक दूसरे से नए शब्दों को सीखेंगे।

Step 2: 15 mins. (Urban facilitators to conduct Step 1 and Step 2 in 15 mins)

Ask the students to stand in a circle. Call out a category (see below). Students have to pass a ball around, naming something in the category. If they can't think of one quickly or if they repeat an answer that has already been given, they get a 'strike' (this way, no one is out). After three people get a strike, change the category. The person with the fewest strikes at the end is the winner.

स्टूडेंट्स को एक सर्कल में खड़े होने के लिए कहें। किसी एक केटेगरी/श्रेणी (नीचे दी गयी) को चुने और स्टूडेंट को उस केटेगरी मे आने वाले किसी शब्द का नाम लेके गेंद को दूसरे स्टूडेंट की तरफ़ पास करने को कहे। अगर वे जल्दी से उस श्रेणी के बारे में नहीं सोच पाते हैं या वे पहले से दिए गए उत्तर को दोहराते हैं, तो उन्हें 'स्ट्राइक' मिलती है (इस तरह, कोई भी आउट नहीं होता है)। तीन लोगों के स्ट्राइक मिलने के बाद, केटेगरी बदलें। अंत में सबसे कम स्ट्राइक वाला व्यक्ति विजेता होता है।

Categories:

- Colors - रंग
- Animals - जानवर
- Foods - खाना
- Clothing - वस्त्र
- School subjects - स्कूल के विषय

Step 3: 15 mins.

Ask students to open their Student Activity Books L3. Call on students to read the Lesson 3 sentences and explain what they mean. Tell students to fill in the blanks with their own information.

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक L3 खोलने के लिए कहें। स्टूडेंट्स से लैसन 3 के वाक्य पढ़ने के लिए कहें और उनका अर्थ समझाने को कहे। स्टूडेंट्स से कहें कि वे अपने बारे मे जानकारी रिक्त स्थानों पर भरें।

Tell students to practice their sentences with the person sitting next to them. Then, they should practice the sentences from Lesson 2 with the new sentences added on (5 sentences altogether). They should try not to look at their Student Activity Book.

स्टूडेंट्स से कहें कि वे अपने वाक्यों का अभ्यास अपने साथ बैठे स्टूडेंट के साथ करें। फिर, उन्हें लैसन 2 के वाक्यों का नए वाक्य जोड़कर (कुल मिलाकर 5 वाक्य) अभ्यास करने को कहे। उन्हें प्रोत्साहित करें कि वे अपनी स्टूडेंट एक्टिविटी बुक न देखें।

Next, ask the students to stand in a circle. Go around the circle and have all students share their sentences aloud. Encourage them not to look at their Student Activity Book.

इसके बाद, स्टूडेंट्स को एक सर्कल में खड़े होने के लिए कहें। सर्कल के चारों ओर घूमें और सभी स्टूडेंट्स से एक एक करके अपने वाक्यों को जोर से बोलने को कहें।

Impact of FEA

Objectives:

- Students will gain a broad understanding of what they will learn at FEA.
- Inspire students with stories of rural graduates and build their confidence that FEA can benefit them as well.

ओब्जेक्टिवेस **:**

- स्टूडेंट्स को इस बात समझ बढ़ेगी कि वे एफ.इ.ए. में क्या सीखेंगे।
- ग्रामीण ग्रेजुएट्स की कहानियों से स्टूडेंट्स को प्रेरित करें और उनमें विश्वास पैदा करें कि एफ.इ.ए. उन्हें भी फ़ायदा पंहुचा सकता है।

Step 1: 5 mins

Explain that they will not only practice English skills at FEA but also digital skills and job search skills.

स्टूडेंट्स को बताएं कि वे एफ.इ.ए. में न केवल इंग्लिश स्किल्स/स्किल्स का अभ्यास करेंगे बल्कि डिजिटल स्किल्स/स्किल्स और जॉब ढूंढने के स्किल्स/स्किल्स का भी अभ्यास करेंगे।

Ask:

- How can job search skills help you in the future? Give specific examples.
- How can English or digital skills help you in the future? Give specific examples.

पूछें:

- जॉब ढूंढने के स्किल्स/स्किल्स आपको भविष्य में कैसे मदद कर सकती है? सटीक उदाहरण देने को कहें।
- इंग्लिश या डिजिटल स्किल्स/स्किल्स आपको भविष्य में कैसे मदद कर सकती हैं? सटीक उदाहरण देने को कहें।

Step 2: 5 mins.

After a few responses, share that the world is changing, and staying updated with the new trends makes them more capable. Tell that FEA has a career guidance team that will guide them in making informed choices.

कुछ उत्तरों के बाद, स्टूडेंट्स को बताएं कि दुनिया बदल रही है, और नए ट्रेंड्स के साथ अपडेट रहना उन्हें कैसे और अधिक सक्षम/कार्य कुशल बना सकता है। बताएं की एफ.इ.ए. के पास करियर गाइडेंस टीम है जो उन्हें करियर से संबंधित सभी सूचनाएं और विकल्प प्रदान करने में मार्गदर्शन देगी।

Step 3: 10-15 mins.

Show AV 1 and AV 3.

Step 4: 15 mins.

Explain what think-pair-share is:

"I will ask a question. Take a moment to think about your answer silently. Then, turn to your partner and discuss both of your answers for a few minutes. When everyone is done, I will call on students to share with the class."

समझाएं कि थिंक-पेयर-शेयर क्या है:

"मैं एक प्रश्न पूछूंगा/पूछूँगी। सभी स्टूडेंट्स चुपचाप उस प्रश्न का उत्तर सोचने के लिए कुछ समय लेंगे। फिर, अपने साथी की ओर मुड़ें और कुछ मिनटों के लिए अपने उत्तरों पर चर्चा करें। जब सब उत्तरों पर चर्चा हो जाये, तब मैं स्टूडेंट्स को क्लास के साथ उत्तर बताने के लिए कहूंगा/कहूँगी।"

Ask:

- Based on the video, how has FEA affected these students? *(Give 2-3 minutes for students to discuss with a partner. Call on 3-4 students to share.)*
- How do you think FEA can help you to make a change in your life? *(Give 2-3 minutes for students to discuss with a partner. Call on 3-4 students to share.)*

पूछें:

- विडियो के आधार पर, एफ.इ.ए. ने इन स्टूडेंट्स को कैसे प्रभावित किया है? *(*एक साथी के साथ चर्चा करने के लिए स्टूडेंट्स को *2-3* मिनट का समय दें। शेयर करने के लिए *3-4* स्टूडेंट्स को बुलाएं।*)*
- आपको क्या लगता है कि एफ.इ.ए. आपके जीवन में बदलाव लाने में आपकी मदद कैसे कर सकता है? *(*स्टूडेंट्स को एक साथी के साथ चर्चा करने के लिए *2-3* मिनट का समय दें। शेयर करने के लिए *3-4* स्टूडेंट्स को बुलाएं।*)*

Using the Keyboard

Objectives:

- Students will continue to build comfort handling the laptops carefully.
- Students will practice locating keys on the laptop keyboard.

औब्जैकटिव:

- स्टूडेंट्स लैपटॉप्स को सावधानीपूर्वक तरीके से संभालेंगे और जारी रखेंगे।
- स्टूडेंट्स लैपटॉप की-बोर्ड पर विभिन्न प्रकार की कीज़ को जानने का अभ्यास करेंगे।

Step 1: 10 mins. (Urban facilitators to skip this step)

Ask:

- What are some ways to handle the laptops carefully that we have discussed in class so far?
- What are some ways to treat the laptops well when it comes to typing?

पूछें:

- लैपटॉप को ध्यान से इस्तेमाल करने के वे कौन से तरीके है जिनकी चर्चा हमने अभी तक क्लास में की है?
- टाइपिंग करते समय लैपटॉप को कैसे इस्तेमाल करना चाहिए?

Note:

Accept all reasonable answers. Remind students that they should not move the laptops from the tables. They should open and close them gently and handle the touchpad gently. When typing, they should tap the keys gently. They should also avoid eating or drinking so food or crumbs do not get on the keyboard.

नोट:

सभी उचित उत्तरों को स्वीकारें। स्टूडेंट्स को याद दिलाएं कि वे लैपटॉप को टेबल से न हिलाएं। उन्हें लैपटॉप की लिड को धीरे से खोलना और बंद करना है और टचपैड को सावधानीपूर्वक संभालना है। टाइप करते समय, उन्हें कीज़ को धीरे से टैप करना चाहिए। उन्हें लैपटॉप यूज़ करते समय खाने या पीने से भी बचना चाहिए ताकि खाना या कोई टुकड़ा की-बोर्ड पर न लगे।

Demonstrate:

Explain that it is not necessary to press the keys hard to make them work and that hitting them hard can cause them to get stuck or break. Demonstrate how to gently tap the keys.

Tell the students that during the program, they will learn strategies to type quickly and accurately. For today, their goal is just to get familiar with the keyboard and practice pressing the keys down gently.

प्रदर्शन करना:

समझाएं कि कीज़ को काम करने के लिए उन्हें जोर से दबाने की जरूरत नहीं है और जोर से दबाने से वे फंस या टूट सकती हैं। प्रदर्शित करें कि कैसे कीज़ को धीरे से टैप करें।
स्टूडेंट्स को बताएं कि कार्यक्रम के दौरान, वे जल्दी और सटीक टाइप करने की रणनीतियाँ सीखेंगे। आज के लिए, उनका लक्ष्य केवल की-बोर्ड से परिचित होना और कीज़ को धीरे से दबाने/प्रयोग का अभ्यास करना है।

Step 2: 15 mins. (Urban facilitators to skip this step)

Ask students to sit at the laptops and turn them on. Then, tell students to click on the Start menu and select MS Word. They can open a new document.

स्टूडेंट्स को लैपटॉप के पास बैठने और चालू करने के लिए कहें। फिर, स्टूडेंट्स को स्टार्ट मेन्यू पर क्लिक करने और एम.एस. वर्ड सिलैक्ट करने के लिए कहें। वे एक नया डॉक्युमेंट खोल सकते हैं।

Call out letters for students to find and press. You can call on students to choose letters, too.

स्टूडेंट्स को सर्च और प्रेस करने के लिए कुछ अक्षर बोलिए। आप अक्षर चुनने के लिए स्टूडेंट्स का नाम भी बोल सकते हैं।

Once students have practiced finding letters, call out short words (for example pig, dog, cat, she) for students to spell on the keyboard.

एक बार जब स्टूडेंट्स ने अक्षरों को सर्च का अभ्यास कर लिया, कुछ सरल शब्दों (उदाहरण के लिए pig, dog, cat, she) को बोलें जिन्हें स्टूडेंट्स को की-बोर्ड पर स्पेल करने को कहेंगे।

If students seem comfortable, you can also call out more difficult keys to find, such as number keys, shift, enter, or tab.

यदि स्टूडेंट्स कम्फर्टेबल दिखाई देते हैं, तो आप सर्च के लिए अधिक कठिन कीज़ भी बोल सकते हैं, जैसे नंबर कीज़ , शिफ़्ट, एंटर या टैब।

While students are using the keyboards, circulate to make sure they are pressing the keys gently. Remind them to switch with their partner so that all students get a turn.

जब स्टूडेंट्स कीबोर्ड का उपयोग कर रहे हों, तो यह सुनिश्चित करने के लिए निगरानी करें कि वे कीज़ को धीरे से दबा रहे हैं। उन्हें अपने साथी के साथ बारी लेने के लिए याद दिलाएं ताकि सभी स्टूडेंट्स को एक बारी मिले।

Step 3: 5 mins. (Urban facilitators to skip this step)

Ask students to close MS Word by clicking on the X in the upper right corner. They should not save their documents.

स्टूडेंट्स को ऊपरी दाएं कोने में X पर क्लिक करके MS Word को बंद करने के लिए कहें। उन्हें अपने डॉक्यूमेंट को सेव नहीं करना है।

Think-Pair-Share:

- How did you feel typing on the keyboard?
- की-बोर्ड पर टाइप करते हुए आपको कैसा लगा?
- How can typing skills help you?
- टाइपिंग स्किल्स आपकी मदद कैसे कर सकती हैं?

Step 4: 3-5 mins.

Acknowledge the class for what they did well during the lesson.

स्टूडेंट्स को क्लास में उनके अच्छे प्रदर्शन के लिए शाबाशी दे।

Motivate them to return the next day to continue learning.

सीखना जारी रखने के लिए उन्हें अगले दिन क्लास में लौटने के लिए प्रेरित करें।

Step 5: 15 mins.

Inform that you will now call one student at a time and write their details. Ask everyone else to be patient. Enroll new students. Update their details on LMS. Ensure that others are seated silently. Once you write the details of a student. Acknowledge them for what they did well during the lesson. Continue this with other students.

Summary of Lesson 4 | Getting to know each other

Lesson 4: Foundation Lesson

Preparations: **Lesson Duration: 128 mins**

Write Pictionary words on notecards or paper scraps before class

Resources:

Student Activity Books, L4

English: Pictionary & Self-Introductions

Objectives:

- Create a fun environment for students to practice English vocabulary.
- Students will use the given sentence frames to add to their self-introductions.

औब्जैकटिव:

- स्टूडेंट्स के लिए इंग्लिश वोकैबुलरी का अभ्यास करने के लिए एक मजेदार माहौल बनाएं।
- स्टूडेंट्स अपने वाक्य फ्रेम का उपयोग करेंगे और अपने इंट्रोडक्शन में जोड़ेंगे।

Mindfulness Exercise: Begin the class with 2 mins of mindfulness exercise:

Step 1: 20 mins.

Introduce yourself to any new students and welcome them to the classroom. Once students have settled down, announce that you are going to play a game.

दरवाजे पर अपने स्टूडेंट्स को ग्रीट करें। नए स्टूडेंट्स को अपना इंट्रोडक्शन दें और क्लास में उनका स्वागत करें। एक बार जब स्टूडेंट्स बैठ जाएं, तो बताएं कि आप एक खेल खेलने जा रहे हैं।

Call on one student to draw on the board. Give him/her a notecard with a word written on it or whisper a word to them and tell them to keep it a secret from the other students. He/she will draw a picture expressing the concept of the word. The rest of the class has to guess the word.

बोर्ड पर चित्र बनाने के लिए एक स्टूडेंट को बुलाएँ। उसे एक नोट कार्ड दें जिस पर एक शब्द लिखा हो या उसके कान में एक शब्द धीरे से कहें और उसे इसे दूसरे स्टूडेंट्स से छुपा कर रखने के लिए कहें। वह शब्द के विचार (कांसेप्ट) को व्यक्त करते हुए एक चित्र बनाएगा/बनाएगी। बाकी क्लास को शब्द का अनुमान लगाना है।

To make it a competitive team game, break students into teams. The team who guesses the correct word first gets a point.

इसे एक प्रतिस्पर्धी/प्रतियोगी टीम गेम बनाने के लिए, स्टूडेंट्स को टीमों में बाटें। जो टीम पहले सही शब्द का अनुमान लगाती है उसे एक अंक मिलेगा।

Examples:

(Words can be given in both English and Hindi. Facilitators may also choose their own words.)

(शब्द इंग्लिश और हिंदी दोनों में दिए जा सकते हैं। फसिलिटेटर अपने शब्दों का चयन भी कर सकते हैं।)

- train	- goat	- spoon	- pencil	- coconut
- watch	- owl	- toothbrush	- two-wheeler	- waterfall
- teacher	- dream	- flag	- birthday	- love

उदाहरण:

- ट्रेन	- बकरी	- चम्मच	- पेंसिल	- नारियल
- घड़ी	- उल्लू	- टूथब्रश	- दो-पहिया	- झरना
- शिक्षक	- सपना	- घड़ी	- जन्मदिन	- प्रेम

Step 2: 2-3 mins.

At the end, encourage the students by pointing out some things they did well (such as not giving up, having a positive attitude, good communication, using creativity, etc.).

अंत में, स्टूडेंट्स को कुछ चीजों पर बात करके प्रोत्साहित करें जो उन्होंने अच्छा किया (जैसे हार न मानना, पॉज़िटिव नजरिया रखना, अच्छा कम्युनिकेशन, क्रिएटिविटी का उपयोग करना, आदि)।

Step 3: 15-20 mins. (Urban facilitators to conduct this in 15 mins)

Ask students to open their Student Activity Books to L4. Call on students to read the L4 sentences and explain what they mean. Tell students to fill in the blanks with their own information.

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक में L4 खोलने के लिए कहें। स्टूडेंट्स से L4 के वाक्य पढ़ने के लिए कहें और उनका अर्थ समझाने को कहे। स्टूडेंट्स से कहें कि वे खाली स्थानों में अपनी जानकारी भरें।

Tell students to practice their sentences with the person sitting next to them. They should try not to look at their Student Activity Book.

स्टूडेंट्स से कहें कि वे अपने वाक्यों का अभ्यास अपने साथ में बैठे साथी के साथ करें और कोशिश करें की स्टूडेंट्स अपनी एक्टिविटी बुक न देखे।

Next, ask the students to stand in a circle. Go around the circle and have all students share their sentences aloud. Encourage them not to look at their Student Activity Book.

इसके बाद, स्टूडेंट्स को एक सर्कल में खड़े होने के लिए कहें। सर्कल के चारों ओर घूमें और सभी स्टूडेंट्स से अपने वाक्यों को जोर से शेयर करने को कहें। उन्हें प्रोत्साहित करें कि वे अपनी स्टूडेंट एक्टिविटी बुक न देखें।

Getting to Know Each Other

Objectives:

- Create a comfortable and fun classroom environment.
- You and the students begin getting to know one another on a deeper level and to make connections based on commonalities and differences.

औब्जैकटिव:

- क्लास का वातावरण कम्फर्टेबल और मजेदार बनाएं।
- समानता और भिन्नता के आधार पर अब आप और आपके स्टूडेंट एक दूसरे को और अच्छे से जानने लगेंगे।

Step 1: 15-20 mins. (Urban facilitators to conduct this in 15 mins)

Explain: Today, you will get a better idea of what to expect from the FEA classes. We believe that learning should be an enjoyable experience, so we will start by playing a game.

समझाएं: आज, आपको एक और जानकारी मिलेगी कि एफ.इ.ए. क्लासेज़ से क्या उम्मीद की जाए। हमारा मानना है कि सीखना एक अच्छा अनुभव होना चाहिए, इसलिए हम एक खेल खेलकर इसकी शुरुआत करेंगे।

Form groups of 4 students. Give each group a sheet of paper.

4 स्टूडेंट्स के ग्रुप बनाएं। हर एक ग्रुप को कागज़ की एक शीट दें।

Round 1:

Tell them that you will time them for 3 minutes, and their goal is to find as many things as possible that every member of their group has in common.

They may not be things that are true for all humans, such as “having eyes” or “eating food.”

राउंड 1:

उन्हें बताएं कि आप उन्हें 3 मिनट का समय देंगे, और उनका लक्ष्य ज्यादा से ज्यादा चीजों को खोजना है जो उनके ग्रुप के हर एक सदस्य में एक जैसी हैं।

वे ऐसी बातें न हों जो सभी मनुष्यों में एक जैसी हो, जैसे कि "आखें होना" या "खाना खाना"।

Give an example - If everyone in the group likes action movies, they may list it. If even one person does not like action movies, they can’t list it.

एक उदाहरण दें - यदि ग्रुप में सभी को एक्शन फिल्में पसंद हैं, तो वे उनकी लिस्ट बना सकते हैं। अगर एक भी व्यक्ति को एक्शन फिल्में पसंद नहीं हैं, तो वे इसे लिस्ट में लिख नहीं सकते।

Call on one student to summarize the instructions to check for understanding.
समझ की जांच करने के लिए एक स्टूडेंट को बुलाएँ ओर उसे दिये गए निर्देशों को संक्षिप्त रूप में बताने को कहें।
Start the timer. After 3 minutes, have them count the number of items on the list. The group with the most is the winner. Give each person in every group a chance to share one item from the list with the class.

टाइमर शुरू करें। 3 मिनट के बाद, उन्हें लिस्ट में आइटम्स की संख्या गिनने के लिए कहें। सबसे अधिक संख्या वाला ग्रुप विजेता होता है। हर एक ग्रुप के हर एक व्यक्ति को लिस्ट में से एक बात को क्लास के साथ शेयर करने को कहें।

Round 2:

राउंड **2:**
Explain: This time, they have 3 minutes to find one thing that is unique about each member of their group. They must find one thing for each member that is not true for the other members.

समझाएं**:** इस बार, उनके पास 3 मिनट हैं जिसमे उन्हे उनके ग्रुप के हर एक सदस्य के लिए यूनीक बात को ढूँढना है। उन्हें हर एक सदस्य के लिए एक चीज ढूंढनी होगी जो अन्य सदस्यों में नहीं है या वे ऐसा नहीं करते है।

Give an example - If one person performs dance and no one else in the group performs dance, they can list it. After they find one thing for all four group members, they should try to find more.

एक उदाहरण दें - यदि एक व्यक्ति नृत्य करता है और ग्रुप में कोई अन्य व्यक्ति नृत्य नहीं करता हो, तो वे इसे लिस्ट में लिख सकते हैं। एक बार ग्रुप के सभी चार सदस्यों के लिए एक यूनिक बात ढूँढने के बाद, उन्हें और बाते ढूँढने का प्रयास करना चाहिए।

Call on one student to summarize the instructions to check for understanding.

स्टूडेंट्स की समझ की जांच करने के लिए एक स्टूडेंट को बुलाएँ और दिये गए निर्देशों को संक्षिप्त रूप मे बताने को कहें।

Start the timer. After 3 minutes, ask what groups completed the task. Give each person a chance to share what was unique about them.

टाइमर शुरू करें। 3 मिनट के बाद, पूछें कि किस ग्रुप ने कार्य पूरा किया। हर एक व्यक्ति को यह कहने का मौका दें कि उनके बारे में क्या यूनिक था।

Step 2: 5 mins.

Ask:

- How can it help you to be in a classroom with students who have things in common with you?
- How can it help you to be in a classroom with students who have many differences from you?

पूछें**:**

- ऐसे स्टूडेंट्स जो आपके जैसे हैं उन के साथ क्लास में पढ़ना कैसे आपकी मदद कर सकता है?
- जो आपसे अलग हैं उन स्टूडेंट्स के साथ कक्षा में रहना/पढ़ना कैसे आपकी मदद कर सकता है?

Step 3: 10 mins.

Ask students some general questions to get to know them better, and answer them yourself, too. This can be done as a ball toss or an informal discussion. The purpose is for you and the students to get to know more about each other and create a comfortable environment for sharing.

स्टूडेंट्स को बेहतर तरीके से जानने के लिए उनसे कुछ सामान्य प्रश्न पूछें, और उनका उत्तर स्वयं भी दें। यह बॉल टॉस या अनौपचारिक (इनफॉर्मल) चर्चा के रूप में किया जा सकता है। इसका उद्देश्य आपके और स्टूडेंट्स के लिए एक-दूसरे के बारे में अधिक जानना और शेयर करने के लिए एक कम्फर्टेबल माहौल बनाना है।

Example questions: उदाहरण प्रश्न**:**

- Tell me about your family. What is something you would like to do for them?
- मुझे अपने परिवार के बारे में बताइये। आप उनके लिए क्या करना चाहेंगे?

- What is your favorite thing about your village?
- आपके गांव के बारे में आपकी पसंदीदा चीज क्या है?
- Describe a time you won a prize for something.
- उस समय के बारे में बताएं जब आपने किसी चीज़ के लिए पुरस्कार जीता था।
- Describe a time when someone gave you a compliment. What was the compliment and how did it feel?
- उस समय के बारे में बताएं जब किसी ने आपकी तारीफ की हो। वह तारीफ क्या थी और आपको कैसा लगा?

Parts of the Laptop

Objectives:

- Students will be able to identify laptop parts and their functions.

औब्जैकटिव:

- स्टूडेंट्स लैपटॉप के पार्ट्स और उनके कार्यों की पहचान करने में सक्षम होंगे।

Step 1: 15 mins. (Urban facilitators to skip this step)

Have students sit in pairs at the classroom laptops. Ask them to carefully open their laptops.

(Note: The laptops may remain turned off for this activity.)

स्टूडेंट्स को क्लास के लैपटॉप पर जोड़ों में बेठने को कहें। उन्हें अपने लैपटॉप को ध्यान से खोलने के लिए कहें। *(नोट: इस एक्टिविटी के लिए लैपटॉप बंद किए रह सकते हैं।)*

Call out different parts of the laptop *(see list below)*. For each part, ask students to find it and point it out on their own laptop. Then, call on a student to explain how that part is used.

लैपटॉप के विभिन्न भागों के नाम बोलें *(नीचे दी गई लिस्ट देखें)*। हर एक भाग के लिए, स्टूडेंट्स से इसे ढूँढने और अपने लैपटॉप पर दिखाने के लिए कहें। फिर, एक स्टूडेंट को यह समझाने के लिए बुलाएँ कि उस भाग का उपयोग कैसे किया जाता है।

- Screen - स्क्रीन
- Power button - पावर बटन
- Power cord - पावर कॉर्ड
- Touchpad - टचपैड
- Volume buttons - वॉल्यूम बटन
- Space key - स्पेस की
- Enter key - एंटर की
- Backspace button - बैकस्पेस बटन
- USB port - यूएसबी पोर्ट

(Note: Explain that USBs/thumb drives will not be used on FEA laptops.)

(नोट: समझाएं कि एफ.इ.ए. लैपटॉप पर यूएसबी/थंब ड्राइव का इस्तेमाल नहीं किया जा सकता)

Step 2: 10 mins. (Urban facilitators to skip this step)

Explain that when you say “Simon says,” students should follow your instructions. When you do not say “Simon says,” they should not follow the instructions or they will earn a strike. If they point to the incorrect laptop part, they will also earn a strike. Remind them that they must touch the laptops gently and that there is no rush to follow the instructions - the important thing is to be gentle with the laptops.

समझाएं कि जब आप कहेंगे "साइमन सेज़", स्टूडेंट्स को आपके निर्देशों का पालन करना है। जब आप "साइमन सेज़" नहीं कहते हैं, तो उन्हें निर्देशों का पालन नहीं करना है नहीं तो उनको एक स्ट्राइक मिलेगी। यदि वे गलत लैपटॉप के भाग की ओर इशारा करते हैं, तो भी उनको एक स्ट्राइक मिलेगी। उन्हें याद दिलाएं कि उन्हें लैपटॉप को धीरे से छूना चाहिए और निर्देशों का पालन करने की कोई जल्दी नहीं दिखनी चाहिए- महत्वपूर्ण बात यह है कि लैपटॉप के साथ सावधानी बरतनी चाहिए।

Play Simons Says, asking them to point to different laptop parts.

For example:

"Simon says point to the screen."

साइमन सेज़ खेलें, उन्हें लैपटॉप के अलग-अलग हिस्सों की और इशारा करने के लिए कहें।

उदाहरण के लिए*:*
"Simon says point to the screen."

Use the game as a check for understanding. If the students make many mistakes, repeat "Introducing the Laptop Parts."

स्टूडेंट्स की समझ को परखने के लिए खेल (साइमन सेज़) का उपयोग करें। यदि स्टूडेंट्स कई गलतियाँ करते हैं, तो "इंट्रोड्यूजिंग लैपटॉप पार्ट्स" दोहराएं।

Step 3: 5 mins. (Urban facilitators to skip this step)

Ask:

- How do you know when a laptop has low battery? *(Allow students to answer, then point out the battery charge symbol on the facilitator's laptop screen.)*
- लैपटॉप में बैटरी कम होने पर आपको कैसे पता चलेगा? *(*स्टूडेंट्स को उत्तर देने दें, फिर फसिलिटेटर लैपटॉप स्क्रीन पर बैटरी चार्ज होने चिह्न को दिखाएँ।*)*

Explain when students should plug in the power cords and demonstrate how to do it carefully.

समझाएं कि स्टूडेंट्स को पावर कॉर्ड कब लगाना चाहिए और यह प्रदर्शित करें कि इसे सावधानी से कैसे करना है।

Typing Practice: *Any remaining time*

टाइपिंग प्रैक्टिस **:** कोई भी शेष समय

If you have extra time, call out letters or words for students to spell by finding and gently pressing the keys.

यदि आपके पास अतिरिक्त समय है, स्टूडेंट्स को अक्षर या शब्द बोलें, स्टूडेंट कीज़ को ढूंढकर उसे धीरे से दबाएंगे।

Step 4: 5 mins.

Go around the circle and ask students to share one thing they learned or enjoyed from the class.

Motivate them to return the next day to continue learning.

सर्कल के चारों ओर घूमें और स्टूडेंट्स से क्लास से सीखी या पसंद आई एक बात बताने के लिए कहें।

सीखना जारी रखने के लिए उन्हें अगले दिन क्लास में लौटने के लिए प्रेरित करें।

Step 5: 15 mins.

Inform that you will now call one new student at a time and write their details. Ask everyone else to be patient. Enroll new students. Update their details on LMS. Ensure that others are seated silently. Once you write the details of a student. Acknowledge them for what they did well during the lesson. Continue this with other students.

Summary of Lesson 5

Lesson 5: Foundation Lesson

Preparations: **Lesson Duration: 125 mins**

- Write charades words on notecards or paper scraps before class
- Come prepared to share a brief description of the obstacles you faced in learning English or other personal struggles.

Resources:

- Student Activity Books, L5
- L5 Video

English: Charades & Self-Introductions

Objectives:

- Create a fun environment for students to practice English vocabulary.
- Students will use the given sentence frames to add to their self-introductions.

औब्जैकटिव:

- स्टूडेंट्स के लिए इंग्लिश वोकैबुलरी का अभ्यास करने के लिए एक मजेदार माहौल बनाएं।
- स्टूडेंट्स अपने खुद के इंट्रोडक्शन में जोड़ने के लिए दिए गए वाक्य का उपयोग करेंगे।

Mindfulness Exercise:

Begin the class with 2 mins of mindfulness exercise:

Step 1: Charades (शैरेड्स): 20 mins.

(Urban facilitators to conduct Step 1 and Step 2 in 15 mins)

Introduce yourself to any new students and welcome them to the classroom. Once students have settled down, announce that you are going to play a game.

दरवाजे पर अपने स्टूडेंट्स को ग्रीट करें। किसी भी नए स्टूडेंट को अपना इंट्रोडक्शन दें और क्लास में उनका स्वागत करें। एक बार जब स्टूडेंट्स बैठ जाएं, तो बताएं कि आप एक खेल खेलने जा रहे हैं।

Call on one student to act. Give him/her a notecard with a person written on it or whisper a word to them and tell them to keep it a secret from the other students. He/she will act out the word without speaking.

एक स्टूडेंट को अभिनय करने के लिए कहें। उसे एक नोट कार्ड दें जिस पर एक व्यक्ति का नाम लिखा हो या उन्हें एक शब्द फुसफुसाए और उन्हें इसे अन्य स्टूडेंट्स से गुप्त रखने के लिए कहें। उन्हे बिना बोले ही अपना शब्द नाटक करके बताना होगा।

The rest of the class has to guess the word. They can get a point if they guess in Hindi/their native language and two points if they guess in English. To make it a competitive team game, break students into teams. The team who guesses the correct word first gets the points.

शेष क्लास को शब्द का अनुमान लगाना है, यदि वे हिंदी/अपनी मातृभाषा में अनुमान लगाते हैं तो उन्हें एक अंक और इंग्लिश में अनुमान लगाने पर दो अंक मिल सकते हैं। इसे एक कम्पटीशन टीम गेम बनाने के लिए, स्टूडेंट्स को टीमों में बांटें। जो टीम पहले सही शब्द का अनुमान लगाती है उसे अंक मिलते हैं।

Charades words:

(Facilitators may also choose their own career-related words.)

- pilot	- doctor	- cook	- teacher	- politician
- chai vendor	- wrestler	- movie star	- guitar player	- beautician
- photographer	- farmer	- police officer	- banker	- builder

शैरेइस शब्द:

(फसिलिटेटर अपने स्वयं के करियर से संबंधित शब्द भी चुन सकते हैं।)

- पायलट	- डॉक्टर	- कुक	- शिक्षक	- राजनीतिज्ञ
- विक्रेता	- पहलवान	- मूवी स्टार	- गिटार प्लेयर	- ब्यूटीशियन
- फोटोग्राफर	- किसान	- पुलिस अधिकारी	- बैंकर	- बिल्डर

Step 2: Game: Wrap-Up: 5 mins.

(Urban facilitators to conduct Step 1 and Step 2 in 15 mins)

Acknowledge the class for what they did well (such as willingness to step out of their comfort zone, high energy levels, creativity, or working well together as a group to guess the answers).

स्टूडेंट्स ने जो क्लास में अच्छा किया उसके लिए उन्हें शाबाशी दें (जैसे कि उनके कम्फर्ट ज़ोन से बाहर निकलने की उनकी इच्छा, हाइ एनर्जि लेवेल, क्रीएटिविटि, या उत्तरों का अनुमान लगाने के लिए एक ग्रुप के रूप में अच्छी तरह से काम करना)।

Step 3: 15-20 mins.

Ask students to open their Student Activity Books to L5. Call on students to read the Lesson 5 sentences and explain what they mean. Tell students to fill in the blanks with their own information.

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक के L5 को खोलने के लिए कहें। स्टूडेंट्स से लैसन 5 में दिए वाक्यों को पढ़ने के लिए कहें और समझाएं कि उनका क्या अर्थ है। स्टूडेंट्स से कहें कि वे खाली जगहों में अपनी जानकारी भरें।

Tell students to practice their sentences with the person sitting next to them. Then, they should practice the sentences from Lesson 4 with the new sentences added on (3 sentences altogether).

They should try not to look at their Student Activity Book.

स्टूडेंट्स से कहें कि वे अपने वाक्यों का अभ्यास अपने साथ में बैठे व्यक्ति के साथ करें। फिर, उन्हें लैसन 4 के वाक्यों का अभ्यास करना चाहिए जिसमें नए वाक्य जोड़े गए (कुल मिलाकर 3 वाक्य)। उन्हें कोशिश करनी है कि वे अपनी स्टूडेंट एक्टिविटी बुक को न देखें।

Next, ask the students to stand in a circle. Go around the circle and have all students share their sentences aloud. Encourage them not to look at their Student Activity Book.

इसके बाद, स्टूडेंट्स को एक सर्कल में खड़े होने के लिए कहें। सर्कल के चारों ओर घूमें और सभी स्टूडेंट्स से अपने वाक्यों को जोर से बताने को कहें। उन्हें प्रोत्साहित करें कि वे अपनी स्टूडेंट एक्टिविटी बुक को न देखें।

Overcoming the Odds

Objectives:

- Students will discuss what traits help people to succeed when they face challenging obstacles and will consider their own characteristics that can help them to overcome challenges.

औब्जैकटिव:

- स्टूडेंट्स इस बात पर चर्चा करेंगे कि चुनौतीपूर्ण बाधाओं का सामना करने पर कौन सी बाते लोगों को सफल होने में मदद करते हैं और अपनी विशेषताओं पर विचार करेंगे जो उन्हें चुनौतियों को दूर करने में मदद कर सकती हैं

Step 1: 10 mins.

Ask:

- Do you have any obstacles that lie in your path to success?
- Do you think it is possible to succeed even though the obstacles are there?

पूछें:

- क्या आपकी सफलता की राह में कोई अड़चन है?

- क्या आपको लगता है कि अड़चनें होने पर भी सफल होना संभव है?

Step 2: 10 mins.

If earbuds are available, demonstrate how to plug them in. Explain that they should be treated carefully and kept untangled so they don't break.

यदि ईयरबड मौजूद हैं, तो स्टूडेंट्स को बताएं कि इसे कैसे प्लग इन किया जाए। समझाएं कि इसका प्रयोग सावधानीपूर्वक करें और उन्हें सुलझा कर रखें ताकि वह टूटे नहीं।

Tell students to sit at the laptops and turn them on. Explain how to open a video file. Ask students to watch the AV on laptops.

स्टूडेंट्स को लैपटॉप पर बैठने और चालू करने के लिए कहें। विडियो फाइल को ओपन करने का तरीका बताएं। स्टूडेंट्स को AV उनके लैपटॉप पर देखने को बोलें।

Step 3: 15 mins.

Tell students to close the laptops. Demonstrate how to carefully store the earbuds.

स्टूडेंट्स को लैपटॉप बंद करने के लिए कहें। बताएं कि ईयरबड्स को सावधानी से कैसे स्टोर किया जाए।

Ask:

- What is the man's story?
- Do you think it was difficult for him to succeed in table tennis without his arms?
- What characteristics do you think he had in order to overcome his challenge? *(For example: passion, perseverance, creativity, etc.)*

पूछें :

- विडियो में दिखाए गए आदमी की कहानी क्या है ?
- क्या आपको लगता है कि उसके लिए बिना हाथ के टेबल टेनिस में सफल होना मुश्किल था?
- आपको क्या लगता है कि अपनी चुनौती को दूर करने के लिए उसके पास क्या विशेषताएँ थीं? *(उदाहरण के लिए: पैशन/जुनून, दृढ़ता, क्रीएटिविटि, आदि)*

Think-Pair-Share:

- What is one characteristic you have that can help you to overcome the challenges you face?

थिंक - पेअर -शेयर :

- आपके पास कौन सी विशेषता है जो आपके सामने आने वाली चुनौतियों को दूर करने में आपकी मदद कर सकती है?

Touchpad Practice

Objectives:

- Students will continue to build comfort handling the laptops carefully.
- Students will explore the different functions of a mouse arrow based on the shape to build their basic computer navigation skills.

औब्जैकटिव:

- स्टूडेंट्स लैपटॉप को सावधानीपूर्वक संभालने में और सहज होंगे।
- स्टूडेंट्स आकृति के आधार पर माउस एरो के विभिन्न कार्यों का पता लगाएंगे।

Step 1: 5 mins. (Urban facilitators to skip this step)

Ask students to sit at the laptops. Remind them that laptops should remain on the table and be opened carefully.

स्टूडेंट्स को लैपटॉप के पास बैठने के लिए कहें। उन्हें याद दिलाएं कि लैपटॉप टेबल पर ही रहने चाहिए और सावधानी से खोले जाने चाहिए।

Ask :

- Where is the touchpad?

- How do you make the mouse arrow on the screen move?
- How do you click and drag?

पूछें:

- टचपैड कहाँ है ?
- आप स्क्रीन पर माउस एरो को कैसे मूव करते हैं?
- आप कैसे क्लिक और ड्रैग करते हैं?

Step 2: 15-20 mins. (Urban facilitators to skip this step)

Students work in pairs at the laptops. Instruct them to open and turn on the laptops. Once the laptop has booted up, they can use the touchpad to click on and open the internet browser (e.g. Google Chrome). Circulate to see if they have successfully opened the program.

लैपटॉप पर स्टूडेंट जोड़ों में काम करते हैं। उन्हें लैपटॉप की लिड को सही तरीके से खोलने और चालू करने के लिए बोलें। एक बार लैपटॉप बूट हो जाने के बाद, वे इंटरनेट ब्राउज़र (जैसे Google Chrome) पर क्लिक करने और खोलने के लिए टचपैड का उपयोग कर सकते हैं। यह जाँचने के लिए क्लास में घूमें और देखें कि उन्होंने प्रोग्राम को सफलतापूर्वक खोला है।

Tell them to move their finger around on the touchpad and notice where the cursor is on the screen. Ask them to notice if the cursor changes shapes and if they know why. If not, tell them to try clicking different areas to see if they can figure it out.

उन्हें टचपैड पर अपनी उंगली घुमाने के लिए कहें और ध्यान दें कि स्क्रीन पर कर्सर कहां है। उन्हें यह नोटिस करने के लिए कहें कि क्या कर्सर आकार बदलता है और यदि वे जानते हैं की ऐसा क्यूँ होता है तो उन्हे यह बताने को कहें। यदि उन्हे नहीं पता, तो उन्हें यह देखने के लिए विभिन्न जगहों पर क्लिक करने का प्रयास करने के लिए कहें ओर देखें की क्या वे इसका पता लगा सके।

Give students an opportunity to type something into the search field and click on a website in the results. Then, ask them to click on the X in the upper right corner to close the browser.

स्टूडेंट्स को सर्च फील्ड में कुछ टाइप करने का अवसर दें और रिज़ल्ट में से किसी वेबसाइट पर क्लिक करें। फिर, उन्हें ब्राउज़र को बंद करने के लिए ऊपरी दाएं कोने में X पर क्लिक करने के लिए कहें।

Students should switch with their partner so that all students have a turn.

स्टूडेंट्स को अपने साथी के साथ स्विच करना है ताकि सभी स्टूडेंट्स की बारी आए।

While students are practicing, enroll any new student who joined the program.

Step 3: 5 mins.

Acknowledge the class for what they did well during the lesson.

स्टूडेंट्स को क्लास में उनके अच्छे प्रदर्शन के लिए शाबाशी दे।

Motivate them to return the next day to continue learning.

व्रैप-उप: 5 मिनट

सीखना जारी रखने के लिए उन्हें अगले दिन क्लास में लौटने के लिए प्रेरित करें।

Step 4: 15 mins.

Inform that you will now call one new student at a time and write their details. Ask everyone else to be patient. Enroll new students. Update their details on LMS. Ensure that others are seated silently. Once you write the details of a student. Acknowledge them for what they did well during the lesson. Continue this with other students.

Summary of Lesson 6 | Grabbing the opportunity

Lesson 6: Foundation Lesson

Preparations: **Lesson Duration: 107 mins**

- Have the FEA Story pulled up on a laptop or printed out, ready to read to the class (see "FEA Story and Discussion")

Materials:

- Paper

Resources:

- Student Activity Books L2-L5

Summary of the Last Class: 5 mins. (Urban facilitators to skip this step)

Popcorn call' 3-4 students to share something they learned in the last class.

Grabbing the Opportunity

Objectives:

- Inspire students to make the most of their opportunity with FEA.

औब्जैकटिव:

- स्टूडेंट्स को एफ.इ.ए. के साथ अपने अवसर का अधिकतम लाभ उठाने के लिए प्रेरित करना।

Mindfulness Exercise: Begin the class with 2 mins of mindfulness exercise:

Step 1: 10 mins.

Ask for two volunteers from the group. Make these volunteers stand facing each other, approximately a meter away from each other. Stand between the two volunteers, holding a sheet of paper in your hand stretched up high from the ground.

ग्रुप से दो वालंटियर्स बुलाएँ। इन वालंटियर्स को एक दूसरे से लगभग एक मीटर की दूरी पर एक-दूसरे के सामने खड़ा करें। दो वालंटियर्स के बीच, अपने हाथ में कागज़ की एक शीट को हाथ से ऊपर की तरफ़ पकड़े हुए, खड़े हो जाइए।

Tell the students that when you drop the paper, they should try to catch it. Drop the paper. The student who catches it first should tear it in half. They keep half and return the other half to you.

स्टूडेंट्स से कहें कि जब आप पेपर छोड़ते हैं, तो उन्हें उसे पकड़ने की कोशिश करनी चाहिए। कागज़ गिरा दीजिये। जो स्टूडेंट इसे पहले पकड़ लेता है, उसे इसे आधा फाड़ देना चाहिए। वे आधा रखते हैं और दूसरा आधा आपको वापस कर देते हैं।

Conduct the activity about four times, each time giving half the paper to the student who caught it and using the other half in the next round.

एक्टिविटी को लगभग चार बार करें, हर बार आधा पेपर उस स्टूडेंट को दें जिसने इसे पकड़ा और दूसरे आधे का उपयोग अगले राउंड में करें।

Step 2: 15 mins.
(Urban facilitators to skip this step)

Divide the class into groups of three and give each group a piece of paper. Allow them to play, with one person dropping the paper.

क्लास को तीन के ग्रुपों में बाटें और हर एक ग्रुप को एक कागज़ का टुकड़ा दें। उन्हें खेलने की अनुमति दें जिसमे एक स्टूडेंट को कागज़ छोड़ना है।

They can change their roles so that each participant gets an opportunity to facilitate and play.

वे अपने रोल्स बदल सकते हैं ताकि हर एक प्रतिभागी को कागज़ छोडने और खेलने का अवसर मिले।

Step 3: 10-15 mins.

Ask: पूछें:

- What attitudes helped you to grab the paper? (e.g. focus, motivation, etc.)
- किस दृष्टिकोण ने आपको पेपर को पकड़ने में मदद की? (उदाहरण के लिए फोकस, प्रेरणा, आदि)
- How can these attitudes help us grab opportunities in life?
- ये दृष्टिकोण हमें जीवन में अवसरों को हथियाने/पाने में कैसे मदद कर सकते हैं?

Think-Pair-Share:

थिंक-पेयर-शेयर:

- Has there been a time in your life when an opportunity passed you by?
- क्या आपके जीवन में ऐसा कोई समय आया है जब कोई मौका आपके हाथ से निकल गया हो?
- What challenges stood in your way? How can you overcome them next time?
- आपके रास्ते में कौन सी चुनौतियां थी? अगली बार आप उन्हें कैसे दूर कर सकते हैं?
- What kinds of opportunities are you hoping to grab in the future?
- भविष्य में आप किस तरह के अवसरों को हथियाने की उम्मीद कर रहे हैं?

Explain:

The FEA Program is one such opportunity to grab, and we will help prepare you to seize future opportunities for your career path. Just like with the paper, you have to be ready and motivated to grab it.

समझाएं:

एफ.इ.ए. कार्यक्रम एक ऐसा ही अवसर है जिसे उन्हे पाना चाहिए, और हम आपको करियर से जुड़े, भविष्य में मिलने वाले अवसरों का लाभ उठाने के लिए तैयार करेंगे। कागज़ की तरह ही, आपको इसे हथियाने के लिए तैयार और प्रेरित होना होगा।

Tell students that FEA offers them a wonderful opportunity to learn job skills, digital skills, English and more and that they must use this opportunity.

स्टूडेंट्स को बताएं कि एफ.इ.ए. उन्हें जॉब स्किल्स, डिजिटल स्किल्स, इंग्लिश और बहुत कुछ सीखने का एक शानदार अवसर प्रदान करता है और उन्हें इस अवसर का उपयोग करना चाहिए।

(*Note: The objective of this conversation should be to build interest in students towards learning new skills and habits and how this can make their life a better one.)*

(नोट: इस बातचीत का उद्देश्य स्टूडेंट्स में नए स्किल्स और आदतों को सीखने में रुचि पैदा करना और यह कैसे उनके जीवन को बेहतर बना सकता है।*)*

FEA Story and Discussion

Objectives:

- Students learn the story behind FEA to inspire them to make the most of the program and to make an impact on the world in their own way.

औब्जैकटिव:

- स्टूडेंट्स एफ.इ.ए. के पीछे की कहानी सीखते हैं ताकि उन्हें कार्यक्रम का ज्यादा से ज्यादा लाभ उठाने और दुनिया को अपने तरीके से प्रभावित करने के लिए प्रेरित किया जा सके।

Step 1: 10 mins.

Ask students if they know why FEA is offering a free one year course. Accept all the answers.

स्टूडेंट्स से पूछें कि क्या वे जानते हैं कि एफ.इ.ए. एक साल का मुफ्त कोर्स क्यों दे रहा है। सभी उत्तरों को स्वीकार करें।

Ask if they would like to know the story behind starting FEA. Tell students to open their Student Activity Books to L6 and read the story OR you (the facilitator) can narrate the story to the class.

पूछें कि क्या वे एफ.ई.ए. शुरू करने के पीछे की कहानी जानना चाहेंगे। स्टूडेंट्स से कहें कि वे अपनी स्टूडेंट एक्टिविटी बुक में L6 खोलें और कहानी पढ़ें या आप (फसिलिटेटर) क्लास को कहानी सुना सकते हैं।

Step 2: 10-15 mins. (Urban facilitators to conduct this in 10 mins)

Ask:

- What is your takeaway from the story?

पूछें:

- कहानी से आप क्या सीखे?

Accept all answers. Emphasize that hard work and good education can bring a change in life. Thus they should make the best use of FEA classes.

सभी उत्तरों को स्वीकारें। इस बात पर जोर दें कि कड़ी मेहनत और अच्छी शिक्षा जीवन में बदलाव ला सकती है। इस प्रकार उन्हें एफ.इ.ए. क्लास का सबसे अच्छा उपयोग करना चाहिए।

Think-Pair-Share:

- How can you make the best use of the FEA classroom?

थिंक-पेयर-शेयर:

- आप एफ.इ.ए. क्लास का सर्वोत्तम उपयोग कैसे कर सकते हैं?

English Self-Introductions

Objectives:

- Students gain confidence by presenting their practiced introductions in front of the class.
- Students identify and practice speaking skills, such as projection (speaking loudly and clearly) and eye contact, which can help them to speak confidently in professional settings in the future.

औब्जैकटिव:

- स्टूडेंट्स क्लास के सामने अपना इंट्रोडक्शन देकर (अभ्यास के रूप में) आत्मविश्वास प्राप्त करेंगे।
- स्टूडेंट्स स्पीकिंग स्किल्स की पहचान करते हैं और अभ्यास करते हैं, जैसे प्रोजेक्शन (जोर से और स्पष्ट रूप से बोलना) और आइ कांटैक्ट, जो उन्हे प्रॉफेशनल जगहों पर आत्मविश्वास के साथ बोलने मे मदद करेगा।

Step 1: 10-15 mins.

Remind students that you had told them they would be able to introduce themselves in English by the end of the week.

स्टूडेंट्स को याद दिलाएं कि आपने उन्हें बताया था कि वे सप्ताह के अंत तक इंग्लिश में अपना इंट्रोडक्शन देने में सक्षम होंगे।

Ask: पूछें :

- When you introduce yourself to someone, should you speak quietly and mumble?
- जब आप किसी को अपना इंट्रोडक्शन देते हैं तो क्या आपको धीमी आवाज़ में बोलना चाहिए ?
- How should you speak? How should you stand?
- आपको कैसे बोलना चाहिए? आपको कैसे खड़ा होना चाहिए?

Accept all answers. Emphasize that they should speak loudly and clearly, with a confident, friendly posture, and look at the person they are speaking to.

सभी उत्तरों को स्वीकारें। इस बात पर जोर दें कि बोलते समय उन्हे आत्मविश्वास, फ्रेंडली पोस्चर के साथ जोर से और स्पष्ट रूप से बोलना चाहिए और जिस व्यक्ति से आप बात कर रहे हैं उसे उसे देखते हुए बोलना चाहिए।

Encourage students to speak clearly and confidently when they present their introductions. Remind them that it is okay to make mistakes, and ask them to be supportive of their classmates.

स्टूडेंट्स को अपना इंट्रोडक्शन देते समय स्पष्ट और आत्मविश्वास से बोलने के लिए प्रोत्साहित करें। उन्हें याद दिलाएं कि गलतियां करना ठीक है, और उन्हें अपने सहपाठियों का मदद करने के लिए कहें।

Step 2: 10 mins.

Tell students that they will present their full self-introduction: all the sentences from Lessons 2-5 on page 2 of their Student Activity Book. Allow students to add more to their introduction if they would like.

स्टूडेंट्स से कहें कि वे अपना पूरा सेल्फ-इंट्रोडक्शन देंगे: उनकी स्टूडेंट एक्टिविटी बुक के पेज 2 पर लैसन 2-5 के सभी वाक्य। यदि वे चाहें तो स्टूडेंट्स को अपने इंट्रोडक्शन में और जानकारी जोड़ सकते हैं।

Give students time to practice with a partner. Tell them that they may glance at their SABs for a reminder, but encourage them not to read the full introduction.

स्टूडेंट्स को एक साथी के साथ अभ्यास करने का समय दें। उन्हें बताएं कि वे भूलने पर अपनी स्टूडेंट एक्टिविटी बुक को देख सकते हैं, लेकिन उन्हें पूरा इंट्रोडक्शन नहीं पढ़ना है।

Step 3: 15 mins.

Give every student a chance to stand in front of the class and present their self-introduction. Remind them to speak loudly and clearly. At the end of every presentation, give encouragement and applause.

हर एक स्टूडेंट को क्लास के सामने खड़े होने और अपना सेल्फ-इंट्रोडक्शन देने का अवसर दें। उन्हें जोर से और साफ़ बोलने के लिए याद दिलाएं। हर एक प्रेजेंटेशन के अंत में प्रोत्साहित करें और तालियाँ बजाएँ।

Summary of Lesson 7

Lesson 7: Foundation Lesson

Lesson Duration: 130 mins (Mob.); 120 mins (Talking Behind your Back)

**Note: If the classroom has fewer than 18 students, spend the final hour of the lesson on mobilization*

**नोट: यदि क्लास में 18 से कम स्टूडेंट हैं, तो लैसन के अंतिम एक घंटे को मोबिलाइजेशन के लिए इस्तेमाल करें*

Preparations:

- Write and post the sentences for the running dictation game and arrange the chairs before class *(See English - "Preparations")*

Resources:

- L7 Video (Getting to Know About FEA Video)
- Student Activity Books

Summary of the Last Class: 5 mins. (Urban facilitators to skip this step)

समरी ऑफ द लास्ट क्लास: 5 मिनट

- 'Popcorn call' 3-4 students to share something they learned in the last class.
- पॉपकॉर्न कॉल' द्वारा 3-4 स्टूडेंट पिछली क्लास में सीखी गई किसी बात को शेयर करने के लिए कहें।

English: Running Dictation Game

Objectives:

- Create a fun environment for students to practice English reading, writing, and speaking.

औब्जैकटिव:

- स्टूडेंट्स के लिए इंग्लिश पढ़ने, लिखने और बोलने के अभ्यास के लिए मजेदार माहौल बनाएं।

Preparation *(before class)*

तैयारी *(*क्लास से पहले*)*

*Running dictation requires a bit of prep before students arrive. Ideally, you will have two areas: one for the sentences to be posted, and another for the writers to sit and write. Post four copies of the sentence for each round and spread them out so that students don't crowd too closely to read them.

*स्टूडेंट्स के आने से पहले रनिंग डिक्टेशन के लिए थोड़ी तैयारी की जरूरत होती है। ज़्यादातर, आपके पास दो क्षेत्र होंगे: एक पोस्ट किए जाने वाले वाक्यों के लिए, और दूसरा स्टूडेंट्स के बैठने और लिखने के लिए। हर एक राउंड के लिए वाक्य की चार कॉपियां पोस्ट करें और उन्हें बाटें ताकि स्टूडेंट उन्हें पढ़ने के लिए ज्यादा भीड़ न लगाएं।

Sentences *(to be written in English)*

वाक्य *(*इंग्लिश में लिखा जाना है*)*

Round 1: The students are typing on the laptops.

Round 2: The woman orders tea from the restaurant.

Round 3: The man helps someone find the hospital.

Round 4: We are practicing English together.

Mindfulness Exercise: Begin the class with 2 mins of mindfulness exercise:

Step 1: 10 mins.

Welcome students into the classroom and acknowledge them for being punctual. Explain that they will be playing a game to practice English.

क्लास में स्टूडेंट्स का स्वागत करें और उन्हें समय का पाबंद होने के लिए शाबाशी दें। बता दें कि वे इंग्लिश का अभ्यास करने के लिए एक गेम खेलेंगे।

Divide the class into groups of four. Give the following instructions:

क्लास को चार के ग्रुप में बाटें। नीचे दिए गए निर्देश दें:

How to play:

हाउ टू प्ले :

Each group will have two writers and two runners. The goal of the game is for the writers to write the posted sentences on their own paper.

हर एक ग्रुप में दो स्टूडेंट्स लेखक और दो रनर्स होंगे। खेल का लक्ष्य लेखकों के लिए पोस्ट किए गए वाक्यों को अपने स्वयं के कागज़ पर लिखना है।

The writers are seated and cannot see the posted sentences. The runners may go back and forth between the posted sentences and the writers. They have to tell the writer what to write, but they cannot touch the pencil. Spelling words out is fine.

लिखने वाले स्टूडेंट को बैठना हैं और वह पोस्ट किए गए वाक्यों को नहीं देख सकते हैं। रनर्स पोस्ट किए गए वाक्यों को देखने के लिए और लेखकों को बताने के लिए आ-जा सकते हैं। उन्हें लेखक को बताना है कि क्या लिखना है, लेकिन वे पेंसिल को छू नहीं सकते। शब्दों की स्पेलिंग बता सकते हैं।

The runners may only whisper to the writers. If they speak above a whisper, their team is out for the round.

रनर्स केवल लेखकों को कानाफूसी कर सकते है। लेखकों को यदि वे कानाफूसी से ऊंचा बोलते हैं, तो उनकी टीम राउंड के लिए बाहर हो जाएगी।

The runners repeat running and dictating until the writer has correctly written the entire passage.

रनर को तब तक दौड़ना है और डिक्टेशन को दोहराना है जब तक कि लेखक ने पूरे पैसेज को सही ढंग से नहीं लिखा हो।

Note: Acknowledge the team as successful if they complete the sentence even if there are mistakes, but ask them to correct the mistakes when the round is complete.

नोट: टीम की सफल बोलकर शाबाशी दें यदि वे गलतियाँ होने पर भी वाक्य पूरा करते हैं, लेकिन राउंड पूरा होने पर उन्हें गलतियों को सुधारने के लिए कहें।

Step 2: 20-25 mins. (Urban facilitators to conduct this in 15 mins)

Play two rounds of the game. Maintain a fun but controlled environment - students should not be shouting or pushing each other.

खेल के चार राउंड खेलें। एक मजेदार लेकिन नियंत्रित माहौल बनाए रखें - स्टूडेंट्स को चिल्लाना या एक दूसरे को धक्का नहीं देना है।

Step 3: 5-10 mins. Ball Toss *(call on 2-4 students per question)*:

- What was challenging about this activity?
- What did you enjoy about it?
- What do you find challenging about learning English?
- What do you enjoy about learning English?

बॉल टॉस *(प्रति प्रश्न 2-4 स्टूडेंट्स को बुलाएं)*:

- इस एक्टिविटी के बारे में क्या चुनौतीपूर्ण था?
- आपको इसमें क्या करने में मज़ा आया?
- आपको इंग्लिश सीखने में क्या चुनौतीपूर्ण लगता है?
- आपको इंग्लिश सीखने में क्या अच्छा लगता है?

Acknowledge what students did well during the game and wrap-up discussion.

स्टूडेंट्स ने खेल में जो अच्छा किया उसके लिए उन्हें शाबाशी दें और रैप-अप करें।

Why Join FEA

Objectives:

- Inform students about the benefits of the FEA program. (Especially students who have recently joined.)
- Students practice English and share the excitement for the program.

औब्जैकटिव**:**

- स्टूडेंट्स को एफ.इ.ए. कार्यक्रम के लाभों के बारे में सूचित करें। (विशेष रूप से वे स्टूडेंट्स जो हाल ही में शामिल हुए हैं।)
- स्टूडेंट्स इंग्लिश का अभ्यास करते हैं और कार्यक्रम के प्रति उत्साह दिखाते हैं।

Step 1: 20 mins. (Urban facilitators to conduct this in 15 mins)

Video: 10 mins.

Students watch videos on their laptop. Ask them to pause the video and read the difficult words.

छात्र अपने लैपटॉप पर वीडियो देखते हैं। उनसे वीडियो को रोकने और कठिन शब्दों को पढ़ने के लिए कहें।

Think-Pair-Share:

थिंक-पेयर-शेयर**:**

- What new things did you learn about FEA?
- आपने एफ.इ.ए. के बारे में कौन सी नई बातें सीखीं ?

I joined FEA because...: 10 mins.

Ask students to stand in a circle.

स्टूडेंट्स को एक गोले में खड़े होने के लिए कहें।

Write the following sentence on the board (in English):

बोर्ड पर निम्नलिखित वाक्य लिखें (अंग्रेज़ी में):

I joined FEA because _____

_____

Tell them to fill in the rest of the sentence with something they want to learn or accomplish while they are in the program. Encourage them to try to answer in English, even if they make mistakes.

उन्हें बाकी वाक्य में कुछ ऐसा भरने के लिए कहें जो वे सीखना चाहते हैं या हासिल करना चाहते हैं जब तक वो एफ.इ.ए. कार्यक्रम में हैं। उन्हें इंग्लिश में उत्तर देने का प्रयास करने के लिए प्रोत्साहित करें, भले ही वे गलतियाँ करें।

Give your own answer, then go around the circle for all students to give their response.

अपना उत्तर दें, फिर सभी स्टूडेंट्स को अपना उत्तर देने के लिए प्रश्न को सर्कल में घुमाएं।

Mobilization OR "Talking Behind Your Back"

- Option 1 - Mobilization: For classes with fewer than 18 students, use this time for mobilization *(see below)*.
- विकल्प 1 - मोबिलाइज़ेशन: 18 से कम स्टूडेंट्स वाली क्लास के लिए, इस समय का उपयोग मोबिलाइज़ेशन के लिए करें *(नीचे देखें)*।
- Option 2 - "Talking Behind Your Back": For classes with 18-20 students, continue with the next activity *(see below)*.
- विकल्प 2 - "टेक अ स्टैंड " टीम-बिल्डिंग गेम: 18-20 स्टूडेंट्स वाली क्लास के लिए, अगली एक्टिविटी जारी रखें *(नीचे देखें)*।

Mobilization

Objectives:

- Fill the classroom to benefit as many students as possible through the program.
- By joining in the mobilization, students practice communication skills, gain confidence, and share the opportunity with others.

औब्जैकटिव**:**

- कार्यक्रम के माध्यम से अधिक से अधिक स्टूडेंट्स को लाभ दिलाने के लिए क्लास में और स्टूडेंट्स लाए।
- मोबिलाइज़ेशन में शामिल होकर, स्टूडेंट्स कम्युनिकेशन स्किल्स का अभ्यास करते हैं, आत्मविश्वास हासिल करते हैं, और दूसरों के साथ यह अवसर शेयर करते हैं।

Step 1: 1 hr.

(Plan your mobilization time with your TM. Adjust the lesson/mobilization time accordingly so that you return before your next session begins.)

Ask students how it would feel to change someone's life. Tell them that by informing someone about FEA, you could be giving them a life-changing opportunity.

स्टूडेंट्स से पूछे कि किसी के जीवन को बदलने में उन्हे कैसा लगेगा। उन्हें बताएं कि एफ.इ.ए. के बारे में किसी को बताकर आप उन्हें जीवन बदलने का मौका दे सकते हैं।

Introduce the mobilization pamphlets. Demonstrate and practice how to speak with others about FEA.

मोबिलाइज़ेशन पैम्फलेट का इंट्रोडक्शन दें। FEA के बारे में दूसरों के साथ कैसे बात करें, इसका प्रदर्शन और अभ्यास करें।

Explain that their goal is to fill the classroom with 18 or more students. Encourage students to invite their friends, neighbors, and family members who are close in age.

बता दें कि उनका लक्ष्य क्लास को 18 या अधिक स्टूडेंट्स से भरना है। स्टूडेंट्स को अपने दोस्तों, पड़ोसियों और परिवार के सदस्यों को आमंत्रित करने के लिए प्रोत्साहित करें जो कक्षा में दाखिले के उम्र के करीब हैं।

Go along with the group to mobilize.

मोबिलाइज़ेशन के लिए ग्रुप के साथ चलें।

Talking Behind Your Back Activity

Objectives:

- Students practice speaking positively about one another to build a positive classroom environment.
- Students build confidence by receiving compliments from others.

औब्जैकटिव**:**

- पॉज़िटिव क्लास वातावरण बनाने के लिए स्टूडेंट एक दूसरे के बारे में पॉज़िटिव बोलने का अभ्यास करते हैं।

- स्टूडेंट्स दूसरों से प्रशंसा प्राप्त करके आत्मविश्वास बढ़ाते हैं।

Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins.)

Ask:

- What do you think the phrase “talking behind your back” means? *(Accept all answers.)*

पूछें :

- आपको क्या लगता है वाक्यांश "टॉकिंग बिहाइंड यॉर बैक" का क्या अर्थ है? *(सभी उत्तरों को स्वीकारें)*

Explain:

In English, the phrase “talking behind your back” means speaking about someone when they are not there to hear you or respond. It usually refers to saying negative things.

समझाएं:

इंग्लिश में, वाक्यांश "टॉकिंग बिहाइंड यॉर बैक" का अर्थ है किसी के बारे में बोलना जब वे आपकी बात सुनने या प्रतिक्रिया देने के लिए वहाँ नहीं होते हैं। यह आमतौर पर नेगेटिव बातें कहना दर्शाता है।

Think-Pair-Share:

- Have you ever found out that someone was talking behind your back? How did it make you feel?
- How do you respond when you hear others talking about someone behind their backs?

थिंक-पेयर-शेयर :

- क्या आपको कभी पता चला है कि कोई आपकी पीठ पीछे बात कर रहा था? यह जानकर आपको कैसा लगा?
- जब आप दूसरों को उनकी पीठ पीछे किसी के बारे में बात करते हुए सुनते हैं तो आप किस प्रकार से प्रतिक्रिया देते हैं?

Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins)

Explain that the class will participate in an activity called "Talking Behind Your Back." This activity is about noticing what it feels like to say and receive kind words.

समझाएं कि क्लास के सभी स्टूडेंट्स "टॉकिंग बिहाइंड यॉर बैक" नामक एक्टिविटी में भाग लेंगे। यह एक्टिविटी यह देखने के लिए है कि काइंड/अच्छे शब्दों को बोलना और दूसरों से सुनना कैसा लगता है।

Break the class into groups of 4-6 students. Explain that one person will turn their back to the rest of the group and the other students will say kind things about that person. Model how this may be done for the class. Tell students that they have one minute to talk about each person and that you will ring a chime at the end of each minute until everyone has had a turn to be the person with their back turned.

क्लास को 4-6 स्टूडेंट्स को ग्रुप्स में बाटें। समझाएं कि एक व्यक्ति ग्रुप के बाकी सदस्यों की तरफ पीठ कर लेगा और दूसरे स्टूडेंट्स उस व्यक्ति के बारे में अच्छी बातें करेंगे। मॉडल करें कि यह क्लास में कैसे किया जा सकता है। स्टूडेंट्स को बताएं कि उनके पास हर एक व्यक्ति के बारे में बात करने के लिए एक मिनट है और आप हर एक मिनट के खत्म होने पर घंटी बजाएंगे, जब तक कि हर स्टूडेंट्स अपनी पीठ फेरने वाले की बारी न पूरी हो।

Begin the activity. Circulate to the different groups, listening and adding your own kind words if a group is struggling to think of things to say. Ring the chime after one minute and repeat until everyone has had a turn.

एक्टिविटी शुरू करें। यदि कोई ग्रुप को बोलने वाली बातें सोचने के लिए संघर्ष कर रहा है, तो उन्हे विभिन्न ग्रुपों में जाने उनको सुनने और अपनी तरफ के शब्द जोड़ने को कहें। एक मिनट के बाद घंटी बजाएं और यह तब तक दोहराएं जब तक कि सभी की बारी न आ जाए।

Step 3: 10 mins.

Conduct as a popcorn discussion.

पॉपकॉर्न डिस्कशन करें।

Ask:

- How did it feel to hear others saying kind things about you?
- How did it feel to say positive things about others?
- How should we talk about other students at FEA? Why?

पूछें:

- दूसरों को आपके बारे में काइंड/अच्छी बातें कहते हुए सुनकर कैसा लगा?
- दूसरों के बारे में पॉज़िटिव बातें कहना कैसा लगा?
- हमें एफ.इ.ए. में अन्य स्टूडेंट्स के बारे में कैसे बात करनी चाहिए? क्यों?

Explain that we are all more likely to succeed and enjoy our time at FEA if we say encouraging and kind things to one another and avoid (negatively) talking behind each other's backs.

समझाएं कि एफ.इ.ए. में हमारे सफल होने और हमारे समय का आनंद लेने के अधिक चांस है यदि हम एक दूसरे को प्रोत्साहित करेंगे और काइंड/अच्छी बातें कहते हैं और एक दूसरे की पीठ पीछे (नकारात्मक) बात नहीं करेंगे।

Step 4: 10 mins. (Urban facilitators to conduct this in 5 mins)

Acknowledge the class for what they did well during the lesson (such as working together well, listening well, participating in discussions, or having a positive attitude).

लैसन के दौरान उन्होंने जो अच्छा किया उसके लिए क्लास को शाबाशी दें (जैसे एक साथ अच्छी तरह से काम करना, अच्छी तरह से सुनना, चर्चाओं में भाग लेना, या पॉज़िटिव/सकारात्मक रवैया रखना)।

Pledge:

Ask students to open their Student Activity Books to page 1.

प्लेज:

स्टूडेंट्स को अपनी स्टूडेंट एक्टिवटी बुक्स के पेज 1 को खोलने के लिए कहें।

Explain:

We will recite this pledge together every day at the end of class.

समझाएँ:

हम एफ.इ.ए. प्लेज को हर दिन क्लास के अंत में एक साथ पढ़ेंगे।

Recite:

First, the facilitator says a few words at a time and the students repeat. Then, everyone says it together.

लैसन करें:

सबसे पहले, फसिलिटेटर एक बार में कुछ शब्द कहेगा और स्टूडेंट दोहराएंगे। फिर सब मिलकर कहते हैं।

Summary of Lesson 8

Lesson 8: Foundation Lesson

Lesson Duration: 130 mins (Mobilization); 135 mins (10 Things Different)

**Note: If the classroom has fewer than 18 students, spend the final hour of the lesson on mobilization*

Resources:

- Typing Master
- L8 Video

Summary of the Last Class: 5 mins. (Urban facilitators to skip this step)

- 'Popcorn call' 3-4 students to share something they learned in the last class.

समरी ऑफ द लास्ट क्लास**: 5** मिनट

- 'पॉपकॉर्न कॉल' द्वारा 3-4 स्टूडेंट पिछली क्लास में सीखी गई किसी बात को शेयर करने के लिए कहें।

Typing Lesson 1 & One-on-One Time

Objectives:

- Students log in to Typing Master and get familiar with the program.
- Students practice pressing keys gently.
- The facilitator continues getting to know students better.

औब्जैकटिव**:**

- स्टूडेंट्स टाइपिंग मास्टर में लॉग इन करेंगे और कार्यक्रम से परिचित होंगे।
- स्टूडेंट्स धीरे से कीज़ को दबाने का अभ्यास करेंगे।
- फसिलिटेटर स्टूडेंट्स को और अच्छी तरह से जानना जारी रखेंगे।

Mindfulness Exercise: Begin the class with 2 mins of mindfulness exercise:

Step 1: 10 mins. Explain: (1-2 mins.)

One of the digital skills we will be practicing during FEA is typing technique. This will help you to type more quickly and accurately.

एफ.इ.ए. के दौरान हम जिन डिजिटल स्किल्स का अभ्यास करेंगे, उनमें से एक टाइपिंग तकनीक है। यह आपको अधिक तेज़ी से और सटीक रूप से टाइप करने में मदद करेगा।

Ask: (5 mins.)

- When you type, is it necessary to hit the keys very hard to make them function?
- What are some problems that could be caused by hitting the keys too hard?
- जब आप टाइप करते हैं, तो क्या कार्य करने के लिए कीज़ को बहुत जोर से दबाना जरूरी है?
- वे कुछ समस्याएं क्या हैं जो कीज़ को बहुत जोर से दबाने से हो सकती हैं?

Accept all answers. If needed, add that it can break or jam the keys.

सभी उत्तरों को स्वीकारें। यदि जरूरी हो, तो बताएं कि ज़ोर से दबाने से कीज़ को तोड़ा या जाम किया जा सकता है।

Demo: (5 mins.)

Call on one volunteer to demonstrate gently tapping the keys. Ask the other students what they see and hear as the volunteer is typing.

डेमो: **(5** मिनट**)**

एक वालंटियर को धीरे से कीज़ को टैप करना दिखाने के लिए बुलाएं। अन्य स्टूडेंट्स से पूछें कि वॉलन्टियर के टाइप करने पर वे क्या देखते और सुनते हैं।

Step 2: 35-40 mins. (Urban facilitators to conduct this in 15 mins)

Log in: (10 mins.)

Demonstrate how to log in to Typing Master. Then, circulate and assist as students log in on the laptops.

टाइपिंग मास्टर में लॉग इन करने का तरीका दिखाएं। फिर, जैसे ही स्टूडेंट्स लैपटॉप पर लॉग इन करते हैं, क्लास मे घूमें और मदद करें।

Practice: (25 mins.):

Tell students that they will work in pairs at the laptops. Explain that they should take turns typing during the remaining time.

स्टूडेंट्स से कहें कि वे लैपटॉप पर जोड़ियों में काम करेंगे। बता दें कि बचे हुए समय में उन्हें बारी-बारी से टाइपिंग करनी है।

One student may explore the Typing Masters program and try out activities.

एक स्टूडेंट टाइपिंग मास्टर्स प्रोग्राम को एक्सप्लोर कर सकता है और एक्टिविटीज को आज़मा सकता है।

The job of their partner (or group members) is to watch and give feedback about whether they are tapping the keys gently or too hard.

उनके साथी (या ग्रुप के सदस्यों) का काम यह देखना और प्रतिक्रिया देना है कि वे कीज़ को धीरे से टैप कर रहे हैं या बहुत तेज़ दबा कर।

After some time, remind students to finish their activity and then switch with their partner.

स्टूडेंट्स को उनकी एक्टिविटी समाप्त करने के लिए याद दिलाएं और फिर अपने साथी के बारी बदलने को कहें।

Step 3: 25-30 mins.

(Urban facilitators to conduct this in 20 mins)

(Simultaneous if possible).

While students are using Typing Master, call them one at a time and get to know them more. Spend at least 3-5 minutes with each student.

जब स्टूडेंट टाइपिंग मास्टर का उपयोग कर रहे हों, तो उन्हें एक-एक करके कॉल करें और उन्हें और अधिक जानें। हर एक स्टूडेंट के साथ कम से कम 3-5 मिनट बिताएं।

You can ask them questions about:

आप उनसे इस बारे में प्रश्न पूछ सकते हैं:

- Their schooling
- उनकी स्कूली शिक्षा
- Their career ambitions
- उनकी करियर की महत्वाकांक्षाएं
- Their families
- उनका परिवार
- Why they joined FEA
- वे एफ.इ.ए. में क्यों शामिल हुए

**Note: If you do not finish speaking with all students, you can continue during Lesson 13 - Typing 2. Let the students know.*

**नोट:* यदि आपकी सभी स्टूडेंट्स के बात समाप्त नहीं हो पाती है , तो आप लैसन *13* - टाइपिंग *2* के दौरान यह जारी रख सकते हैं। स्टूडेंट्स को यह बताएं।

Step 4: 5-10 mins.

(Urban facilitators to conduct this in 5 mins)

Go around the circle. Students may share what was exciting, challenging, or surprising about their first Typing Master experience.

सर्कल के चारों ओर जाएं। स्टूडेंट्स अपने पहले टाइपिंग मास्टर अनुभव के बारे में रोमांचक, चुनौतीपूर्ण या यूनीक बात बता सकते हैं।

Mobilization OR 10 Things Different

- Option 1 - Mobilization: For classes with fewer than 18 students, use this time for mobilization *(see below).*
- Option 2 - "10 Things Different" Team-Building Game: For classes with 18-20 students, continue with the next activity *(see below).*

Mobilization

Objectives:

- Fill the classroom to benefit as many students as possible through the program.
- By joining in the mobilization, students practice communication skills, gain confidence, and share the opportunity with others.

औब्जैकटिव**:**

- कार्यक्रम के माध्यम से अधिक से अधिक स्टूडेंट्स को लाभ दिलाने के लिए क्लास में स्टूडेंट्स दाखिल करें।
- मोबिलाइज़ेशन में शामिल होकर, स्टूडेंट्स कम्युनिकेशन स्किल्स का अभ्यास करते हैं, आत्मविश्वास हासिल करते हैं, और दूसरों के साथ यह अवसर शेयर करते हैं।

Step 1: 1 hr.

(Plan your mobilization time with your TM. Adjust the lesson/mobilization time accordingly so that you return before your next session begins.)

Ask students to review what they learned about mobilization from the previous lesson. Give practice time if needed.

स्टूडेंट्स ने पिछले लैसन से मोबिलाइज़ेशन के बारे में जो कुछ सीखा, उसको बताने के लिए कहें। यदि जरूरी हो तो अभ्यास का समय दें।

Remind students that their goal is to fill the classroom with 18 or more students. Encourage them to invite their friends, neighbors, and family members who are close in age.

स्टूडेंट्स को याद दिलाएं कि उनका लक्ष्य क्लास को 18 या अधिक स्टूडेंट्स से भरना है। उन्हें अपने दोस्तों, पड़ोसियों और परिवार के सदस्यों को आमंत्रित करने के लिए प्रोत्साहित करें जो इस उम्र के करीब हैं।

Go along with the group to mobilize.

ग्रुप के साथ मोबिलाइजेशन के लिए जाएं।

"10 Things Different" Team-Building Game

Objectives:

- Create a fun and positive classroom environment.
- Students build relationships by carefully observing one another and collaborating to make changes.

उद्देश्य:

- एक मजेदार और पॉज़िटिव क्लास माहौल बनाना।
- विद्यार्थी एक-दूसरे को ध्यान से देख कर और परिवर्तन करने के लिए आपसी सहयोग द्वारा अच्छे संबंध बनाते हैं।

Step 1: 10 mins.

Ask:

- What does it mean to be observant?
- Give an example of a time someone you know was or was *not* very observant.

Ask students to use their fingers to rate themselves from 1-5 on how observant they think they are. Then, explain that the next game is about being observant of their classmates.

पूछें:

- ऑबज़रवेंट (चौकस) होने का क्या मतलब है?
- एक उस समय का उदाहरण दें जब आपका कोई जानकार ऑबज़रवेंट था या ऑबज़रवेंट नहीं था।

छात्रों से अपनी उंगलियों का उपयोग करके खुद को 1-5 से रेट करने को कहें कि उनकी नज़र में वे कितने ऑबज़रवेंट हैं। फिर, समझाएं कि अगला गेम उनके सहपाठियों के प्रति ऑबज़रवेंट रहने के बारे में है।

Step 2: 20-30 mins. (Urban facilitators to conduct this in 15 mins)

Divide the class into two teams. Have Team A line up across from Team B so that the teams are facing one another. Tell Team B to strike a pose and freeze (stop moving). Then, ask Team A to look carefully at Team B, observing and remembering as much as they can in 30 seconds.

कक्षा को दो टीमों में बाटें। टीम ए को टीम बी के सामने रखें ताकि टीमें एक दूसरे का सामना कर रही हों। टीम बी से कहें कि वह एक पोज़ करें और फ़्रीज़ हों (चलना बंद करें)। फिर, टीम ए को टीम बी को ध्यान से देखने के लिए कहें, 30 सेकंड में जितना हो सके उतना ध्यान से देखें और याद रखें।

Ask Team A to turn around and cover their eyes. Give Team B 60 seconds to change 10 things in their team. For example, they could change positions with someone else in their group, swap clothing accessories with someone, change the position of their hand, or switch a watch or ring to the other hand. All changes must be something the other group can see.

टीम A को मुड़ने और अपनी आँखें बंद करने के लिए कहें। टीम बी को अपनी टीम में 10 चीजें बदलने के लिए 60 सेकंड का समय दें। उदाहरण के लिए, वे अपने ग्रुप में किसी और के साथ स्थिति बदल सकते हैं, किसी के साथ कपड़ों के सामान की अदला-बदली कर सकते हैं, अपने हाथ की स्थिति बदल सकते हैं, या घड़ी या अंगूठी को दूसरी ओर बदल सकते हैं। सभी परिवर्तन कुछ ऐसे होने चाहिए जो दूसरा समूह देख सके।

After 60 seconds, Team A should look at Team B and try to find all 10 changes. Tell the teams to switch roles and repeat.
60 सेकंड के बाद, टीम ए को टीम बी को देखना है और सभी 10 परिवर्तनों को खोजने का प्रयास करना है। टीमों को बारी बदलने और दोहराने के लिए कहें।

To make it competitive, you can time how long it takes each group or count how many guess it takes them to find all 10 changes. Encourage teammates to talk to each other for any step of the game. Repeat for a few rounds.

इसे प्रतिस्पर्धी बनाने के लिए, आप समय जांच सकते हैं कि प्रत्येक ग्रुप को कितना समय लगा या कितने अनुमान लगाए गए सभी 10 परिवर्तनों को खोजने के लिए। खेल के किसी भी स्टेप के लिए टीम के साथियों को एक-दूसरे से बात करने के लिए प्रोत्साहित करें। कुछ राउंड दोहराएं।

Step 3: 10 mins. (Urban facilitators to conduct this in 5 mins)

Ask:

- How did your team decide on what changes to make?
- Why is group decision-making an important skill in life?
- Why is being observant an important skill in life?

पूछें**:**

- आपकी टीम ने कैसे तय किया कि क्या बदलाव करने हैं?
- ग्रुप में निर्णय लेना जीवन में एक महत्वपूर्ण स्किल क्यों है?
- जीवन में ऑबज़रवेंट रहना एक महत्वपूर्ण स्किल क्यों है?

Step 4: 15 mins. (Urban facilitators to conduct this in 10 mins)

Acknowledge the class for what they did well during the lesson (such as working together well, listening well, participating in discussions, or having a positive attitude).

लैसन के दौरान उन्होंने जो अच्छा किया उसके लिए क्लास को शाबाशी दें (जैसे एक साथ अच्छी तरह से काम करना, अच्छी तरह से सुनना, चर्चाओं में भाग लेना, या पॉज़िटिव नजरिया रखना)।

Think-Pair-Share:

थिंक-पेयर-शेयर**:**

- What does it mean to pledge to do something?
- कुछ करने की प्रतिज्ञा लेने का क्या अर्थ है?
- Our pledge is about punctuality and kindness. Why is it important to commit to those for the FEA program?
- हमारी प्रतिज्ञा समय की पाबंदी और काइंडनेस्स/दयालुता के बारे में है। एफ.इ.ए. कार्यक्रम के लिए इन दोनों के लिए कमिट होना क्यों महत्वपूर्ण है?
- How can punctuality and kindness help you to become successful in life?
- समय की पाबंदी और काइंडनेस्स/दयालुता आपको जीवन में सफल होने में कैसे मदद कर सकती है।

Ask students to open their Student Activity Books to page 1 if needed. Recite the pledge.

यदि जरूरी हो तो स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक पेज 1 पर खोलने के लिए कहें। प्लेज का लैसन करें।

Summary of Lesson 9

Lesson 9: Foundation Lesson

Materials: **Lesson Duration: 122 mins**

- A4-size chart paper, markers
- Tape
- Notecards

Resources:

- Student Activity Book, L9

Summary of the Last Class: 5 mins. (Urban facilitators to skip this step)

- 'Popcorn call' 3-4 students to share something they learned in the last class.

Learning Materials

Objectives:

- Students identify what learning materials are.
- Students discuss why it is important to treat materials respectfully and create lists of 'do's' and 'don'ts' for how to use them properly.

औब्जैकटिव:

- स्टूडेंट्स यह पहचानते हैं कि शिक्षण सामग्री क्या है।
- स्टूडेंट्स चर्चा करते हैं कि सामग्री के साथ सम्मान पूर्वक व्यवहार करना क्यों महत्वपूर्ण है और उनका सही उपयोग कैसे करें, इसके लिए 'क्या करें' और 'क्या न करें' की लिस्ट बनाएं।

Mindfulness Exercise: Begin the class with 2 mins of mindfulness exercise:

Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins)

Hold up something that is not a learning material, such as a water bottle or a shoe.

ऐसी कोई चीज़ पकड़ें जो लर्निंग मटिरियल/सीखने की सामग्री न हो, जैसे पानी की बोतल या जूता।

Ask:

- Is this a learning material?
- What do I mean by learning material? *(Learning materials are resources or things that help you in learning.)*
- Look around the classroom. What learning materials do you see?(Examples: Books, laptops, charts and posters, stationeries)
- List the items students name on the board.

पूछें

- क्या यह लर्निंग मटिरियल/सीखने की सामग्री है?
- लर्निंग मटिरियल/सीखने की सामग्री से मेरा क्या अभिप्राय है? *(*लर्निंग मटिरियल/सीखने की सामग्री वह हैं जो आपको सीखने में मदद करती हैं।*)*
- क्लास के चारों ओर देखें। आप कौन सी लर्निंग मटिरियल/सीखने की सामग्री देखते हैं?
- बोर्ड पर स्टूडेंट्स के द्वारा बताई गयी वस्तुओं की लिस्ट बनाएं।

Ask:

- What does it mean to show respect to these materials?
- Why is that important?

पूछें

- इन सामग्रियों के लिए सम्मान दिखाने से आप क्या समझते है?
- यह महत्वपूर्ण क्यों है?

Step 2: 25 mins.
(Urban facilitators to conduct this in 20 mins)

Make 6 groups of students. Give each group an A4 size chart paper.

स्टूडेंट्स के 6 ग्रुप बनाएं। हर एक ग्रुप को A4 आकार का चार्ट पेपर दें।

Ask them to open their Student Activity books to page 3. Assign each group one “do” or “don’t” (from the table in SRB) to write on their poster. Next, they discuss and write down one more “do” or “don’t” (by thinking themselves) for how each of the learning materials listed on the board should be used.

उन्हें अपनी स्टूडेंट एक्टिविटी बुक के पेज 3 पर खोलने के लिए कहें। हर एक ग्रुप को उनके पोस्टर पर एक "Do " या "don’t" लिखने के लिए कहें। इसके बाद, वे चर्चा करते हैं और एक और "Do " या "don’t" लिखते हैं कि बोर्ड पर लिखी हुई हर-एक लर्निंग मटिरियल/सीखने की सामग्री का उपयोग कैसे किया जाना चाहिए।

As they write, circulate and offer help if needed. When students explain the reasons, accept all answers, but use the reference below for guidance if needed.

जब वे यह सब लिखते हैं, क्लास में घूमें और जरूरत पड़ने पर मदद करें। जब स्टूडेंट्स कारणों को बताते हैं, तो सभी उत्तरों को स्वीकारें, लेकिन यदि जरूरी हो तो मार्गदर्शन के लिए नीचे दिए गए संदर्भ का उपयोग करें।

Tell them they should be ready to explain the reasons for their rules to the class.

उन्हें बताएं कि उन्हें क्लास को अपने नियमों के कारण समझाने के लिए तैयार रहें।

Facilitator’s Reference

DO keep the laptop clean.	*Reason: Dirt can make it stop functioning.*
DO close the laptop gently.	*Reason: The laptop screen is delicate and can break.*
DO keep the laptops on the tables at all times.	*Reason: They can break if dropped.*
DO pick up your chair to carefully move it.	*Reason: Dragging chairs creates loud noise.*
DON’T use pen drives in the laptops.	*Reason: They can spread viruses that damage the system.*
DON’T use the internet without the facilitator’s permission.	*Reason: Students should stick to class activities. With permission, students may use the internet to study or research jobs outside of class time.*

लैपटॉप को साफ रखें।	कारण: गंदगी से यह काम करना बंद कर सकता है।
लैपटॉप को धीरे से बंद करें।	कारण: लैपटॉप की स्क्रीन नाजुक होती है और टूट सकती है।
लैपटॉप को हमेशा टेबल पर रखें।	कारण: गिर जाने पर वे टूट सकते हैं।
अपनी कुर्सी को सावधानी से ले जाने के लिए उसे उठाएं।	कारण: कुर्सियों को खींचने से तेज आवाज होती है।
लैपटॉप में पेन ड्राइव का प्रयोग न करें।	कारण: वे वायरस फैला सकते हैं जो सिस्टम को नुकसान पहुंचाते हैं।
फसिलिटेटर की अनुमति के बिना इंटरनेट का उपयोग न करें।	कारण: स्टूडेंट्स को क्लास की एक्टिविटीज में व्यस्त रहना चाहिए। अनुमति के साथ, स्टूडेंट्स क्लास के समय के बाहर नौकरियों का अध्ययन या रिसर्च करने के लिए इंटरनेट का उपयोग कर सकते हैं।

Step 3: 10-15 mins.

(Urban facilitators to conduct this in 10 mins)

Call on each group to share their list and explain their reasons. Encourage everyone in the group to speak at least once. Then, have them post their list on the wall.

हर-एक ग्रुप से अपनी लिस्ट शेयर करने और उनके कारणों की पूरी तरह बताने के लिए बुलाएं। ग्रुप में सभी को कम से कम एक बार बोलने के लिए प्रोत्साहित करें। फिर, उन्हें दीवार पर अपनी लिस्ट लगाने के लिए कहें।

Acknowledge students for creating thoughtful lists to take care of the learning materials.

लर्निंग मटिरियल/सीखने की सामग्री का ध्यान रखने के लिए ध्यानपूर्वक लिस्ट बनाने के लिए स्टूडेंट्स को शाबाशी दें।

Mobilization OR English: Contact Information

मोबिलाइज़ेशन या इंग्लिश : कॉन्टेक्ट इनफार्मेशन

- Option 1 - Mobilization: For classes with fewer than 18 students, use this time for mobilization *(see below)*.
- Option 2 - English: Contact Information: For classes with 18-20 students, continue with the next activity *(see below)*.

Mobilization

Objectives:

- Fill the classroom to benefit as many students as possible through the program.
- By joining in the mobilization, students practice communication skills, gain confidence, and share the opportunity with others.

औब्जैकटिव:

- कार्यक्रम के माध्यम से अधिक से अधिक स्टूडेंट्स को लाभ पहुंचाने के लिए क्लास में स्टूडेंट्स के दाखिले करें।
- मोबिलाइज़ेशन में शामिल होकर, स्टूडेंट कम्युनिकेशन स्किल्स का अभ्यास करते हैं, आत्मविश्वास हासिल करते हैं, और दूसरों के साथ अवसर शेयर करते हैं।

Step 1: 1 hr. (Plan your mobilization time with your TM. Adjust the lesson/mobilization time accordingly so that you return before your next session begins.)

Ask students to review what they learned about mobilization from the previous lesson. Give practice time if needed.

स्टूडेंट्स से पिछले लैसन से मोबिलाइज़ेशन के बारे में जो कुछ सीखा, उसको दोहराने के लिए कहें। यदि जरूरी हो तो अभ्यास का समय दें।

Remind students that their goal is to fill the classroom with 18 or more students. Encourage them to invite their friends, neighbors, and family members who are close in age.

स्टूडेंट्स को याद दिलाएं कि उनका लक्ष्य क्लास को 18 या अधिक स्टूडेंट्स से भरना है। उन्हें अपने दोस्तों, पड़ोसियों और परिवार के सदस्यों को आमंत्रित करने के लिए प्रोत्साहित करें जो उम्र के करीब हैं।

Go along with the group to mobilize.

मोबिलाइज़ेशन के लिए ग्रुप के साथ जाएं।

English: Contact Information

Objectives:

- Students practice asking for and sharing contact information in English.

औब्जैकटिव:

- इंग्लिश में कांटेक्ट इन्फॉर्मेशन बताने के लिए स्टूडेंट्स अभ्यास करेंगे।

Step 1: 5 mins.

Ask:

- If you meet someone that you would like to meet again, how can they get in touch with you? *(Accept all answers.)*

पूछें :

- यदि आप किसी ऐसे व्यक्ति से मिलते हैं जिससे आप दोबारा मिलना चाहते हैं, तो वह आपसे कैसे संपर्क कर सकता है? *(*सभी उत्तरों को शाबाशी दें।*)*

Explain:

Giving someone information that helps them contact you (see or talk to you) is called “contact information.”

समझाएं:

किसी को ऐसी जानकारी देना जो उन्हें आपसे संपर्क करने में मदद करे (देखें या आपसे बात करें) "कांटेक्ट इनफार्मेशन " कहलाती है।

Step 2: 10 mins.

Ask students to watch the AV on their laptops.

स्टूडेंट्स से उनके लैपटॉप पर AV देखने के लिए कहें।

Ask:

- What was the video about?
- What information was on his business card?

पूछें:

- विडियो किस बारे में था?
- उनके बिजनेस कार्ड में क्या जानकारी थी?

Step 3: 15-20 mins. (Urban facilitators to conduct this in 15 mins)

While students are still at the laptops, give them 5 minutes to search for business card designs on Google. Suggest that they click “images” for their search.

चूंकि स्टूडेंट्स अभी भी लैपटॉप पर हैं, उन्हें Google पर बिजनेस कार्ड डिज़ाइन सर्च के लिए 5 मिनट का समय दें। सुझाव दें कि वे अपनी खोज के लिए "images" पर क्लिक करें।

Pass out notecards and tell students they have 10 minutes to design business cards for themselves. They should include their:

नोट कार्ड पास करें और स्टूडेंट्स को बताएं कि उनके पास अपने लिए बिजनेस कार्ड डिजाइन करने के लिए 10 मिनट का समय है। उन्हें शामिल करना चाहिए:

- Name नाम
- Address पता
- Phone number *(if they have one)* फोन नंबर *(यदि उनके पास एक है)*

Explain that they will all be getting email addresses soon *(Lesson 28)*.

समझाएं कि उन सभी को जल्द ही ईमेल आई. डी./एड्रेस मिलेंगे *(लैसन 28)*।

Remind students to close the laptops and acknowledge them for following the do's and don'ts posted in the previous activity.

स्टूडेंट्स को लैपटॉप बंद करने के लिए याद दिलाएं और पिछली एक्टिविटी में पोस्ट किए गए do's और don'ts का पालन करने के लिए उन्हें शाबाशी दें।

Step 4: 15-20 mins.

Students work with a partner and create a short role play (4-8 lines total) in which they meet for the first time and ask for each other's information. They should use the sentence frames in their Student Activity Books for support.

स्टूडेंट्स दिए गए एक साथी के साथ काम करते हैं और एक छोटा रोल-प्ले करते हैं (कुल 4-8 पंक्तियाँ) जिसमें वे पहली बार मिलते हैं और एक-दूसरे की जानकारी माँगते हैं। उन्हें मदद के लिए अपनी स्टूडेंट एक्टिविटी पुस्तकों के वाक्य फ़्रेम का उपयोग करना चाहिए।

Give them 5-10 minutes to practice, then allow each pair to present.

उन्हें अभ्यास करने के लिए 5-10 मिनट दें, फिर हर एक जोड़ी को प्रस्तुत करने दें।

Acknowledge students for speaking in front of the class. Focus on positive encouragement, not on correcting their mistakes.

स्टूडेंट्स को क्लास के सामने बोलने के लिए शाबाशी दें। पॉज़िटिव/सकारात्मक प्रोत्साहन पर ध्यान दें, न कि गलतियों को सुधारने पर।

Step 5: 5 mins. (Urban facilitators to skip this step)

Acknowledge the class for what they did well during the lesson.

लैसन के दौरान उन्होंने जो अच्छा किया उसके लिए क्लास को शाबाशी दें।

Recite the pledge.

एफ.इ. ए. प्लेज दोहराएँ।

Summary of Lesson 10

Lesson 10: Foundation Lesson

Lesson Duration: 107 mins (Mobilization); 117 mins (Perseverance)

Resources:

- Student Activity Book L10
- L10 Video

Summary of the Last Class: 5 mins.

(Urban facilitators to skip this step)

- 'Popcorn call' 3-4 students to share something they learned in the last class.

English: What You Already Know

Objective:

- Build students' confidence by giving them an opportunity to use English vocabulary they already know.
- Help students realize they all have a different knowledge of English and create a comfortable classroom environment for speaking English.

औब्जैकटिव:

- जो इंग्लिश के शब्द स्टूडेंट्स पहले से जानते है उन्हें उन इंग्लिश शब्दों का उपयोग करने का अवसर देकर उनका आत्मविश्वास बढ़ाएँ।
- स्टूडेंट्स को यह महसूस करने में मदद करें कि उन सभी को इंग्लिश का एक अलग ज्ञान है और इंग्लिश बोलने के लिए एक कम्फर्टेबल क्लास का माहौल तैयार करें।
- फसिलिटेटर स्टूडेंट्स को और अच्छी तरह से जानना जारी रखेंगे।

Mindfulness Exercise:

Begin the class with 2 mins of mindfulness exercise: Continue this everyday till lesson 80. After lesson 80, it is an optional activity that is to be done if your students want you to start the class with the mindfulness exercise.

Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins)

Explain:

At FEA, everyone is coming to the classroom with different knowledge of English that we will build on.

समझाएं:

एफ.इ.ए. में, हर कोई इंग्लिश के अलग-अलग ज्ञान के साथ क्लास में आ रहा है जिसे हम और बढ़ाएंगे।

Ask: पूछें:

- How can you help to make others feel comfortable practicing English and making mistakes?
- आप दूसरों को इंग्लिश का अभ्यास करने और गलतियाँ करने में कम्फर्टेबल महसूस कराने में कैसे मदद कर सकते हैं?
- How can you learn from each other during English lessons?
- अंग्रेज़ी लैसनस के दौरान आप एक दूसरे से कैसे सीख सकते हैं?

Step 2: 20 mins.

Form groups of 3-4 students. Tell them to open their Student Workbooks to L10.

3-4 स्टूडेंट्स के ग्रुप बनाएं। उन्हें अपनी स्टूडेंट्स वर्क में L10 खोलने के लिए कहें।

Give students 15 minutes to list as many words and sentences in English as they can to describe the image. They may choose to write the list or say it orally.

स्टूडेंट्स को 1 इमेज का इंग्लिश में वर्णन करने के लिए 5 मिनट का समय दें, जिसमे वह जितने चाहे शब्द और वाक्य की एक लिस्ट बना सकते हैं। वे लिस्ट को लिखना या मौखिक रूप से कहना चुन सकते हैं।

After 5-10 minutes, prompt if needed:

5-10 मिनट के बाद, यदि जरूरी हो तो संकेत दें:

- What are the people in the picture doing?
- चित्र में आइटम कैसा दिखता है?
- How many do you see?
- आप कितने आइटम देखते हैं?
- Where in the picture are they?
- तस्वीर में वे कहाँ हैं?

When the 15 minutes are up, call on each group to share 3-4 of their words or sentences. Encourage each member of the group to speak. Ask the class to applaud after each group shares.

जब 15 मिनट हो जाएं, तो हर एक ग्रुप को अपने 3-4 शब्दों या वाक्यों को बताने के लिए कहें। ग्रुप के सभी स्टूडेंट्स को बोलने के लिए प्रोत्साहित करें। हर एक ग्रुप के बोलने के बाद क्लास को तालियां बजाने को कहें।

To make it competitive, ask which group thinks they listed the most words/sentences and tell them to count.

इसे प्रतिस्पर्धी बनाने के लिए, पूछें कि किस ग्रुप को लगता है कि उन्होंने सबसे अधिक शब्द/वाक्य लिस्ट में लिखे हैं और वह गिनने को कहें।

Acknowledge students for bravely speaking English in front of the class and for encouraging their classmates.

क्लास के सामने बहादुरी से इंग्लिश बोलने और अपने साथियों को प्रोत्साहित करने के लिए स्टूडेंट्स को शाबाशी दें।

Step 3: 5 mins.

Ask: पूछें:

- How did the last activity make you feel?
- पिछली एक्टिविटी ने आपको कैसा महसूस कराया?
- Were you surprised at how much English vocabulary you already have?
- क्या आपको आश्चर्य हुआ कि आपके पास पहले से कितने सारे इंग्लिश के शब्द है?

Mobilization Or Perseverance

Mobilization

- Option 1 - Mobilization: For classes with fewer than 18 students, use this time for mobilization *(see below)*.
- Option 2 - Perseverance: For classes with 18-20 students, continue with the next activity *(see below)*.

Objectives:

- Fill the classroom to benefit as many students as possible through the program.
- By joining in the mobilization, students practice communication skills, gain confidence, and share the opportunity with others.

औब्जैकटिव:

- कार्यक्रम के माध्यम से अधिक से अधिक स्टूडेंट्स को लाभ दिलाने के लिए क्लास को अधिक स्टूडेंट्स के दाखिले करें।
- मोबिलाइज़ेशन में शामिल होकर, स्टूडेंट्स कम्युनिकेशन स्किल्स का अभ्यास करते हैं, आत्मविश्वास हासिल करते हैं, और दूसरों के साथ अवसर शेयर करते हैं।

Step 1: 1 hr. (Plan your mobilization time with your TM. Adjust the lesson/mobilization time accordingly so that you return before your next session begins.)

Ask students to review what they learned about mobilization from the previous lesson. Give practice time if needed.

स्टूडेंट्स से पिछले लैसन से मोबिलाइज़ेशन के बारे में जो कुछ सीखा, उसको दुबारा बताने के लिए कहें। यदि जरूरी हो तो अभ्यास का समय दें।

Remind students that their goal is to fill the classroom with 18 or more students. Encourage them to invite their friends, neighbors, and family members who are close in age.

स्टूडेंट्स को याद दिलाएं कि उनका लक्ष्य क्लास को 18 या अधिक स्टूडेंट्स का दाखिला करना है। उन्हें अपने दोस्तों, पड़ोसियों और परिवार के सदस्यों को आमंत्रित करने के लिए प्रोत्साहित करें जो उम्र के करीब हैं।

Go along with the group to mobilize.
मोबिलाइज़शन के लिए ग्रुप के साथ जाएँ।

Perseverance

Objectives:

- Students recognize that often practice, hard work, and multiple attempts are required to succeed at something.

औब्जैकटिव:

- स्टूडेंट्स मानते हैं कि किसी चीज में सफल होने के लिए अक्सर अभ्यास, कड़ी मेहनत और कई प्रयासों की जरूरत होती है।

Step 1: 10 mins. Tell students to think about the things that you have been asking them to do in class so far - participate in discussions and activities, start using laptops and practicing English, take care of classroom materials, and bring other students to join the program.

स्टूडेंट्स को उन चीजों के बारे में सोचने के लिए कहें जो आप उन्हें अब तक क्लास में करने के लिए कहते रहे हैं - चर्चाओं और एक्टिविटी में भाग लें, लैपटॉप का उपयोग करना शुरू करें और इंग्लिश का अभ्यास करें, क्लास के सामान का ध्यान रखें, और अन्य स्टूडेंट्स को कार्यक्रम में शामिल होने के लिए लाएं।

Think-Pair-Share:

थिंक-पेयर-शेयर:

- What have you been doing well at FEA so far?
- आप एफ.इ.ए. में अब तक क्या अच्छा कर रहे हैं?
- What is something that has been challenging that you would like to improve at?
- ऐसी कौन सी चीज है जो चुनौतीपूर्ण रही है जिसमें आप सुधार करना चाहेंगे?

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins)

Show the AV. AV दिखाएँ।

Ask: पूछें:

- What did you see in the video?
- आपने विडियो में क्या देखा?
- Did the bird succeed in the first attempt?
- क्या पक्षी पहले प्रयास में सफल हुआ?
- Did the bird stop trying?
- क्या पक्षी ने कोशिश करना बंद कर दिया?

Relate the video with learning. One becomes better with practice and hard work. It often takes more than one attempt. Explain that this is called “perseverance.”
विडियो को सीखने के साथ जोड़कर देखें। अभ्यास और कड़ी मेहनत से व्यक्ति बेहतर बनता है। इसमें अक्सर एक से अधिक प्रयास लगते हैं। समझाइए कि इसे "दृढ़ता (परज़ीवेरेंस)" कहा जाता है।

Step 3: 20 mins. (Urban facilitators to conduct this in 15 mins)

If possible, start by telling your own story of a time in your life when something was difficult. Tell it with detail and feeling, and explain what made you keep going.

यदि संभव हो तो, अपने जीवन में एक समय की अपनी कहानी बताकर शुरू करें जब कुछ मुश्किल समय था। इसे विस्तार और भावना के साथ बताएं, और समझाएं कि आपको किस चीज ने जारी रखा और आपने हार नहीं मानी।

Then, ask students to find a partner to tell their own stories. Encourage them to each spend at least 2-3 minutes sharing the details of their story.

फिर, स्टूडेंट्स से कहें कि वे अपनी कहानी सुनाने के लिए एक साथी ढूँढ़ें। उन्हें अपनी कहानी का विवरण शेयर करने के लिए कम से कम 2-3 मिनट बिताने के लिए प्रोत्साहित करें।

Ask: पूछें :

- Think about a time in your life when something was difficult, but you didn't give up. What happened? How did you feel?
- अपने जीवन में एक ऐसे समय के बारे में सोचो जब कुछ मुश्किल था, लेकिन आपने हार नहीं मानी। क्या हुआ था? आपने कैसा महसूस किया?
- Give students an opportunity to share their stories with the class if they would like.
- स्टूडेंट्स को यदि वे चाहें तो अपनी कहानियों को क्लास में बताने का अवसर दें।

Step 4: 10 mins.

Ask: पूछें :

- How can perseverance help you at FEA?
- एफ.इ.ए. में दृढ़ता आपकी कैसे मदद कर सकती है?
- How can perseverance help you in life?
- जीवन में दृढ़ता आपकी कैसे मदद कर सकती है?
- What keeps you going when you want to give up on something?
- जब आप किसी चीज को छोड़ना चाहते हैं तो आपको आगे बढ़ने/ न रुकने के लिए क्या प्रेरित करता है ?

Tell students that they need to believe that they can learn and improve by attending classes every day, and that if they finish the program without giving up, it can help them to succeed.

स्टूडेंट्स को बताएं कि उन्हें यह विश्वास करने की जरूरत है कि वे हर दिन क्लास में भाग लेकर कुछ नया सीख सकते हैं और सुधार भी कर सकते हैं, और अगर वे बिना हारे कार्यक्रम को पूरा करते हैं, तो यह उन्हें सफल होने में मदद कर सकता है।

Ask: पूछें:

- Are you ready to learn and change your life?
- क्या आप सीखने और अपना जीवन बदलने के लिए तैयार हैं ?

Step 5: 10 mins. (Urban facilitators to conduct this in 5 mins)

Acknowledge the class for what they did well during the lesson (such as working together well, listening well, participating in discussions, or having a positive attitude).

लैसन के दौरान उन्होंने जो अच्छा किया उसके लिए क्लास को शाबाशी दें (जैसे एक साथ अच्छी तरह से काम करना, अच्छी तरह से सुनना, चर्चाओं में भाग लेना, या सकारात्मक दृष्टिकोण रखना)।

Recite the pledge.

एफ. इ. ऐ. प्लेज दोहराएँ।

Note: Are your students speaking English for at least 10% of the class time? If not, let's work together to encourage more English conversation. Even a little practice can make a big difference!

Summary of Lesson 11 | Punctuality

Lesson 11: Foundation Lesson

Lesson Duration: 127 mins (Mobilization); 107 mins (Digital Learning)

Materials:

A4-size chart paper, markers

Resources:

Student Activity Book L11, L11 Video

Punctuality

Objective:

- Students will identify reasons punctuality is important at FEA and in general.
- Students will list strategies for improving their punctuality.

ऑब्जैकटिव:

- स्टूडेंट्स उन कारणों की पहचान करेंगे जो एफ.इ.ए. में और सामान्य रूप से समय-पालन में महत्वपूर्ण हैं।
- स्टूडेंट्स समय की पाबंदी में सुधार के लिए रणनीतियों की लिस्ट तैयार करेंगे।

Begin the class with 2 mins of mindfulness exercise.

Step 1: 5 mins.

Last class, you shared some ideas for how we can make sure everyone feels comfortable practicing English and making mistakes in this classroom. What were some of those ideas?

पिछली क्लास में, आपने कुछ विचार बताए थे कि हम कैसे सुनिश्चित कर सकते हैं कि इस क्लास में हर कोई इंग्लिश का अभ्यास करे और गलतियाँ करने में कंम्फर्टेबल महसूस करे। उनमें से कुछ विचार क्या थे?

Step 2: 10 mins. Start the class by asking students what happens when everything in the world is late. Choose 4-5 of the following examples and ask the students to answer:

स्टूडेंट्स से यह पूछकर क्लास शुरू करें कि क्या होता है जब दुनिया में सब कुछ देर से होता है। निम्नलिखित उदाहरणों में से 4-5 चुनें और स्टूडेंट्स से उत्तर देने के लिए कहें:

What would happen if...

- the ATM machine decided to give you your money in 15 minutes?
- traffic lights began to take an extra ten minutes to turn green?
- you had a stage performance and the audience decided to come late?
- your parents/friends decided to celebrate festivals/birthdays late by a few days?
- you had a stomach ache and called up a doctor, and he decided to come late by a few hours?

क्या होगा यदि...

- एटीएम मशीन ने आपको 15 मिनट में पैसे देने का फैसला लिया हो?
- ट्रैफिक लाइट को हरी होने में अतिरिक्त दस मिनट लगने लगे?
- आपके पास एक मंच प्रदर्शन था और दर्शकों ने देर से आने का फैसला किया?
- आपके माता-पिता/दोस्तों ने कुछ दिनों की देरी से त्योहार/जन्मदिन मनाने का फैसला किया है?
- आपके पेट में दर्द हुआ और आपने डॉक्टर को फोन किया, और उसने कुछ घंटों की देरी से आने का फैसला किया?

Ask students to add different examples. The idea is to create a fun environment. Encourage students to participate as much as possible.

स्टूडेंट्स से और उदाहरणों को जोड़ने को कहें। यहाँ एक मजेदार माहौल बनाने का विचार होना चाहिए। स्टूडेंट्स को जैसे हो सके वैसे भाग लेने के लिए प्रोत्साहित करें।

Reverse the situation and ask:

स्थिति को उलट दें और पूछें:

- How would things be different if everything was on time?
- अगर सब कुछ समय पर होता तो चीजें अलग कैसे होती?
- Take a few above-mentioned examples or create new examples.
- कुछ ऊपर दिए हुए उदाहरण लें या नए उदाहरण बनाएं।

Step 3: 15 mins.

Ask the students to open their Student Activity Books. Tell them they will be reading a story as a class. Allow them to select whether to read it in English or Hindi.

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक के पेज 5 को खोलने के लिए कहें।उन्हें बताएं की पूरी क्लास साथ में एक कहानी पढ़ेगी। उन्हें यह चुनने का अवसर दें कि इसे इंग्लिश में पढ़ना है या हिंदी में।

Read the first sentence of the story with a loud, enthusiastic voice. Go around the room or popcorn call students to read one sentence of the story aloud to continue the story. Encourage all students to participate, but give the option to pass.

कहानी के पहले वाक्य को ज़ोर से, जोश भरे स्वर में पढ़ें। कहानी को जारी रखने के लिए कमरे में घूमें या पॉपकॉर्न शेयर की मदद से स्टूडेंट्स से कहानी को पढ़ने के लिए कहें। सभी स्टूडेंट्स को भाग लेने के लिए प्रोत्साहित करें, लेकिन अपनी चांस पास करने का विकल्प दें।

Step 4: 10 mins.

Class Discussion:

क्लास डिस्कशन:

- What title would you give this story?
- इस कहानी को आप क्या टाइटल देंगे?
- What is the message of this story? Do you agree with this message?
- इस कहानी का संदेश क्या है? क्या आप इस संदेश से सहमत हैं?

Think-Pair-Share: थिंक-पेयर-शेयर:

- Describe one time when you were late for something important. What happened? How did you feel?
- एक समय का वर्णन करें जब आपको किसी महत्वपूर्ण चीज़/कार्य के लिए देर हो गई हो। तब क्या हुआ? आपने कैसा महसूस किया?
- Describe one time when you waited for someone who was late. How did you feel?
- एक समय का वर्णन करें जब आप किसी ऐसे व्यक्ति की प्रतीक्षा कर रहे थे जो देर से आया था। आपने कैसा महसूस किया?

Step 5: 20 mins.

Divide the class into 4 groups. Give each group an A4 size chart paper and marker. They should list strategies for how they can become more punctual in their everyday life (for example: set an alarm, choose your clothing ahead of time, etc.). The goal is to list as many strategies as they can (bullet point list) in 10 minutes.

क्लास को 4 ग्रुपों में बाटें। हर एक ग्रुप को A4 आकार का चार्ट पेपर और एक मार्कर दें। उन्हें ऐसे तरीकों को लिस्ट में लिखना है की वे अपने रोजमर्रा के जीवन में समय की अधिक पाबंद कैसे बन सकते हैं (उदाहरण के लिए: अलार्म सेट करें, समय से पहले अपने कपड़े चुनें, आदि)। लक्ष्य 10 मिनट में ज्यादा से ज्यादा तरीकों की लिस्ट बनाना है (बुलेट पॉइंट लिस्ट)।

Ask each group to share their punctuality tips with the class. Acknowledge their ideas.

हर एक ग्रुप को क्लास से अपना समय पालन करने के तरीकों को बताने के लिए कहें। उनके विचारों के लिए शाबाशी दें।

Ask: पूछें:

- Why is it important to be punctual for FEA classes?
- एफ.इ.ए. क्लास के लिए समय का पाबंद होना क्यों महत्वपूर्ण है?
- How can punctuality help you to become successful?

- समय की पाबंदी आपको सफल बनने में कैसे मदद कर सकती है?

Step 6: 5 mins.

Once every team has presented, share that your classroom rule says that it is absolutely important that you attend FEA classes regularly and on time. Explain that when you arrive late, you interrupt the class activity and also miss out on the learning.

एक बार हर एक टीम द्वारा प्रस्तुत करने के बाद, बताएं कि क्लास के नियम में यह बहुत महत्वपूर्ण है कि आप नियमित रूप से और समय पर एफ.इ.ए. की क्लास में भाग लें। समझाएं कि जब आप देर से पहुंचते हैं, तो आप क्लास की एक्टिविटी में बाधा डालते हैं और सीखने से भी चूक जाते हैं।

Describe that students who attend more FEA classes are more successful and have a higher income than students who miss often. Whenever they feel like missing a class or coming late, ask them to remind themselves of their dreams.

बताएं कि जो स्टूडेंट्स एफ.इ.ए. क्लास में अधिक भाग लेते हैं वे अधिक सफल होते हैं और अक्सर क्लास छोड़ने वाले स्टूडेंट्स की तुलना मे उनकी अधिक आय होती है। जब भी उनका क्लास मे ना आने या देर से आने का मन करे, उन्हे बताए की ऐसे समय मे उन्हें अपने सपनों/लक्ष्यों के बारे में सोचना चाहिए।

Mobilization Or Digital Learning: Importance

- Option 1 - Mobilization: For classes with fewer than 18 students, use this time for mobilization *(see below)*.
- Option 2 - Digital Learning: For classes with 18-20 students, continue with the next activity *(see below)*.

Mobilization

Objectives:

- Fill the classroom to benefit as many students as possible through the program.
- By joining in the mobilization, students practice communication skills, gain confidence, and share the opportunity with others.

ऑब्जैकटिव:

- कार्यक्रम के माध्यम से अधिक से अधिक स्टूडेंट्स को लाभ पहुंचाने के लिए क्लास में स्टूडेंट्स का दाखिला करें।
- मोबिलाइज़ेशन में शामिल होकर, स्टूडेंट्स संचार/कम्युनिकेशन स्किल्स का अभ्यास करते हैं, आत्मविश्वास हासिल करते हैं, और दूसरों के साथ अवसर शेयर करते हैं।

Step 1: 1 hr. (Plan your mobilization time with your TM. Adjust the lesson/mobilization time accordingly so that you return before your next session begins.)

Ask students to review what they learned about mobilization from the previous lesson. Give practice time if needed.

स्टूडेंट्स से पिछले लैसन से मोबिलाइज़ेशन के बारे में जो कुछ सीखा, उसे बताने के लिए कहें। यदि जरूरी हो तो अभ्यास का समय दें।

Remind students that their goal is to fill the classroom with 18 or more students. Encourage them to invite their friends, neighbors, and family members who are close in age.

स्टूडेंट्स को याद दिलाएं कि उनका लक्ष्य क्लास को 18 या अधिक स्टूडेंट्स से भरना है। उन्हें अपने दोस्तों, पड़ोसियों और परिवार के सदस्यों को आमंत्रित करने के लिए प्रोत्साहित करें जो दाखिले की उम्र के करीब हैं।

Go along with the group to mobilize.

मोबिलाइजेशन के लिए ग्रुप के साथ जाएँ।

Digital Learning: Importance

Objectives:

- Students discuss how digital learning can benefit them and begin to build goals by considering what computer skills they want to learn.

- Students continue to build familiarity with the laptops and MS Word.

औब्जैकटिव:

- स्टूडेंट चर्चा करते हैं कि डिजिटल लर्निंग उन्हें कैसे लाभ पहुंचा सकती है और वे कौन से कंप्यूटर स्किल्स सीखना चाहते हैं, इस पर विचार करके लक्ष्य बनाना शुरू करते हैं।
- स्टूडेंट लैपटॉप और एम.एस. वर्ड से परिचित होना जारी रखते हैं।

Step 1: 5 mins.

Ask: What are some of the do's and don'ts to remember when using the laptops?

लैपटॉप का उपयोग करते समय क्या करें और क्या न करें?

Step 2: 15 mins.

Ask students to watch the AV on their laptops.

स्टूडेंट्स से उनके लैपटॉप पर AV देखने के लिए कहें।

Ask: पूछें:

- What was the video about?
- विडियो किस बारे में था?
- -How did technology (phones and computers) help the friends meet?
- टेक्नोलॉजी (फोन और कंप्यूटर) ने दोस्तों को मिलने में कैसे मदद की?
- How can technology help you in your lives?
- टेक्नोलॉजी आपके जीवन में आपकी मदद कैसे कर सकती है?

Step 3: 15 mins. *Or any remaining time* (Urban facilitators skip this step)

Give students the option to:

स्टूडेंट्स को यह विकल्प दें:

- Continue adding to their MS Word document and exploring the functions.
- एम.एस. वर्ड डॉक्यूमेंट में और टाइप करना जारी रखें और उसके फंक्शन्स की खोज जारी रखें।
- Practice with a Typing Master.
- टाइपिंग मास्टर के साथ अभ्यास करें।

Step 4: 5-10 mins. (Urban facilitators to conduct this in 5 mins)

Acknowledge the class for what they did well during the lesson.

लैसन के दौरान उन्होंने जो अच्छा किया उसके लिए क्लास को शाबाशी दें।

Go around the circle and ask students to share one thing they learned or enjoyed from the class.

सर्कल के चारों ओर घूमें और स्टूडेंट्स से क्लास से सीखी या पसंद की गई एक चीज़ बताने के लिए कहें।

Remind students to be punctual for the next class.

स्टूडेंट्स को अगली क्लास के लिए समय का पाबंद होने के लिए याद दिलाएं।

Recite the pledge.

एफ. इ. ए. प्लेज दोहराएँ।

Summary of Lesson 12 | Assigning the cops | Learning contract | FEA Certificate

Lesson 12: Foundation Lesson

Lesson Duration: 100 mins

Preparations:

- Open a web page and search Google for “definition: is” on the facilitator’s laptop before class

Materials Required:

- Markers
- A4-size poster paper

Resources:

- L12 Video
- Student Activity Books L12A & L12B
- Graduation Certificates

Summary of the Last Class: 5 mins.

(Urban facilitators to skip this step)

- ‘Popcorn call’ 3-4 students to share something they learned in the last class.

English: Introductions

Objectives:

- Create a comfortable environment for speaking English.
- Students practice introducing themselves with a focus on the pronunciation of “is.”

औब्जैकटिव:

- इंग्लिश बोलने के लिए कम्फ़र्टेबल माहौल बनाना।
- स्टूडेंट्स "Is" के उच्चारण पर ध्यान केंद्रित करते हुए अपना इंट्रोडक्शन देने का अभ्यास करेंगे।

Step 1: 5 mins.

Acknowledge students who were punctual.

उन स्टूडेंट्स को शाबाशी दें जो समय के पाबंद थे।

Ask:

What helped you to arrive on time?

आपको समय पर पहुंचने में किस बात ने मदद की?

For students who were late, ask:

1. How did it feel to arrive after the activity had started?
2. What prevented you from being punctual?
3. What can you do next time to arrive on time?

पूछें:

देर से आने वाले स्टूडेंट्स से पूछें

1. एक्टिविटी शुरू होने के बाद आने पर आपको कैसा लगा।
2. आपको समय का पाबंद होने से किसने रोका?
3. अगली बार समय पर पहुंचने के लिए आप क्या कर सकते हैं?

Step 2: 10 mins.

1. Search Google for “definition: is” on the facilitator’s laptop. Set the maximum volume, then press the speaker.
2. Ask the class to listen and repeat the word “is.” Do this three times.
3. Explain that rhyming words are words with the exact same ending sound. Example: At and bat are rhyming words, but at and it are not rhyming words.
4. Read the word pairs below (or type them into Google and press the speaker). Tell students to stand if they are rhyming words and sit if they are not rhyming words. Reveal the correct answer, but do not focus on whether students are incorrect - it is meant to be a fun listening activity.

   -is, his *(rhyming)*

   -is, as

   -is, these

   -is, Ms. *(rhyming)*

   -is, quiz *(rhyming)*

   -is, bridge

   -is, he’s

5. Go around the circle and give each student a chance to pronounce the word “is” the best they can. Ask if anyone can describe what their mouth is doing when they say the word (for example, where the tongue is positioned).

1. फसिलिटेटर लैपटॉप पर "definition: is" के लिए Google सर्च करें। अधिकतम वॉल्यूम सेट करें, फिर स्पीकर बटन दबाएं।
2. क्लास को "Is" शब्द सुनने और दोहराने के लिए कहें। ऐसा तीन बार करें।
3. बताएं की राइमिंग वर्डस वे शब्द हैं जो एक ही तरह ही ध्वनि से खत्म होते हैं।उदाहरण: At और Bat राइमिंग वर्डस हैं, लेकिन At और It राइमिंग वर्डस नहीं हैं।
4. नीचे दिए गए शब्दों के जोड़े पढ़ें (Word pairs) पढ़ें (या उन्हें Google में टाइप करें और स्पीकर पर क्लिक करें)। स्टूडेंट से कहें कि यदि शब्दों के जोड़े राइमिंग वर्डस हैं तो वे खड़े हो जाएं और यदि शब्दों के जोड़े राइमिंग वर्डस नहीं कर रहे हैं तो बैठें रहें। सही उत्तर बताएं, लेकिन इस पर ध्यान केंद्रित न करें कि स्टूडेंट गलत हैं - यह एक मजेदार लिस्टनिंग एक्टिविटी है।

   -is, his *(rhyming)*

   -is, as

   -is, these

   -is, Ms. *(rhyming)*

   -is, quiz *(rhyming)*

   -is, bridge

   -is, he’s

5. सर्कल के चारों ओर घूमें और हर एक स्टूडेंट को "Is" शब्द का सबसे अच्छा उच्चारण करने का मौका दें। पूछें कि क्या कोई यह बता सकता है कि यह शब्द बोलते समय उनका मुंह क्या कर रहा है (उदाहरण के लिए, जीभ कहाँ स्थित है)।

Step 3: 10 mins.

1. Watch the AV. If needed, students play it a second time to answer the questions.
2. Ask *(The questions below can be in Hindi or students’ native language)*:

   - What did he say to start the conversation?

   - How did they tell each other their names?

   - How did they tell where they were from?

   - What did they say at the end of the conversation?

1. एवी देखें. यदि आवश्यक हो, तो छात्र प्रश्नों का उत्तर देने के लिए इसे दूसरी बार खेलते हैं।

2. पूछें (नीचे दिए गए प्रश्न हिंदी या स्टूडेंट की मूल भाषा में हो सकते हैं):
   - बातचीत शुरू करने के लिए उसने क्या कहा?
   - उन्होंने एक-दूसरे को अपना नाम कैसे बताया?
   - उन्होंने कैसे बताया कि वे कहाँ से हैं?
   - बातचीत के अंत में उन्होंने क्या कहा?

FEA Certificate & Contract

Objective:

Develop students' understanding that:

- FEA offers skills to become successful in their careers and in life.
- Students will benefit most from the program if they put in an effort, including attending regularly, following the classroom contract, and having a positive mindset.

औब्जैकटिव:

स्टूडेंट्स की समझ विकसित करें कि:

- एफ.इ.ए. उनके करियर और जीवन में सफल होने के लिए स्किल्स प्रदान करता है।
- स्टूडेंट्स को कार्यक्रम से सबसे अधिक लाभ जब होगा यदि वे नियमित रूप से क्लास में आने, क्लास के कॉन्ट्रैक्ट का पालन करने और सकारात्मक मानसिकता रखने का प्रयास करेंगे।

Step 1: 5 mins.

Ask:

- What do you know about FEA?
- What skills will you practice during this program?

(Accept all answers and add any of the following that were not mentioned by the students:

- Computer skills such as online search, email, and MS Word
- English language skills
- Career skills such as job interview skills, writing resumes, goal-setting, and being professional
- Positive mindset skills such as self-confidence, motivation, teamwork, and adaptability)

- What do you hope to gain from the program?

पूछें:

- आप एफ.इ.ए. के बारे में क्या जानते हैं?
- इस कार्यक्रम के दौरान आप किन स्किल्सों का अभ्यास करेंगे?

(सभी उत्तरों को स्वीकारें और निम्नलिखित में से कोई भी बताएं जिसका छात्रों ने जिक्र नहीं किया हो :

- कंप्यूटर स्किल्स जैसे ऑनलाइन सर्च, ईमेल और MS Word
- इंग्लिश भाषा की स्किल्स
- करियर स्किल्स जैसे जॉब इंटरव्यू स्किल्स, रिज्यूमे लिखना, गोल-सेटिंग और पेशेवर होना
- सकारात्मक मानसिकता स्किल्स जैसे आत्मविश्वास, प्रेरणा, टीम वर्क और अडेप्टेबिलिटी)

- आप कार्यक्रम से क्या सीखने की उम्मीद करते हैं?

Step 2: 15 mins.

सर्टिफिकेट डिस्कशन**: 15** मिनट

Ask:

- Who has earned a certificate before? How did it feel? Call on 3-5 students to share their experience.

पूछें**:**

- क्या पहले किसी ने सर्टिफिकेट हासिल किया है? आपको तब कैसा महसूस हुआ ? 3-5 स्टूडेंट्स को अपने अनुभव शेयर करने के लिए बुलाएं।

Show sample certificates. Announce to students that upon successful completion of the FEA program, they have the opportunity to receive a printed copy of their certificate.

सैंपल सर्टिफिकेट दिखाएं। बताएं कि जो कोई भी प्रोग्राम पूरा करेगा, वह एक सर्टिफिकेट हासिल करेगा।

Think-Pair-Share:

- How do you think this certificate could be useful for you?
- If you showed this certificate to an employer, what could it tell them about you?

Share that we have QR code on the certificates. Students can scan the QR code and see their information uploaded on the FEA graduate website. This will help them to prove it to their future employer. Also highlight what this certificate shows. It talks about skills like teamwork, problem solving etc which are important job skills. By the end of the course, you will have these skills, which increases your chances of being hired for a job.

थिंक-पेयर-शेयर**:**

- आपको क्या लगता है कि यह सर्टिफिकेट आपके लिए कैसे उपयोगी हो सकता है?
- यदि आपने यह सर्टिफिकेट किसी नियोक्ता को दिखाया, तो यह उन्हें आपके बारे में क्या बता सकता है?

Point out where the attendance is marked on the certificate.

दिखाएं कि सर्टिफिकेट पर अटेंडेंस कहाँ अंकित है।

Review:समीक्षा**:**

Ask:पूछें

- Why would the attendance number be important to an employer?
- नियोक्ता के लिए अटेंडेंस क्यों महत्वपूर्ण होगी?
- How can good attendance benefit you?
- अच्छी अटेंडेंस से आपको कैसे लाभ हो सकता है

Explain:

- If students are absent on a particular day, the class will still be taught. There will not be an opportunity to make up that class. It is important to come as many days as possible to learn all of the skills and to get a high attendance mark on the certificate.

समझाएं**:**

- यदि स्टूडेंट्स किसी दिन अनुपस्थित रहते हैं, तब भी क्लास में पढ़ाया जाएगा। उन्हे उस क्लास को रिपीट करने का अवसर नहीं मिलेगा। सभी स्किल्स सीखने और सर्टिफिकेट में ज्यादा अटेंडेंस प्राप्त करने के लिए अधिक से अधिक दिन आना महत्वपूर्ण है।

Ask students to share how they will feel to receive a certificate at the end of the program.

स्टूडेंट्स से यह बताने के लिए कहें कि वे कार्यक्रम के अंत में एक सर्टिफिकेट प्राप्त करने के बाद कैसा महसूस करेंगे।

Step 3: 10 mins.

Ask students to open their Student Activity Books to L12B. Call on two students to read the scenarios aloud.

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक में L12B को खोलने के लिए कहें। सिनारियोज़ को जोर से पढ़ने के लिए दो स्टूडेंट्स को बुलाएं।

Think-Pair-Share *(Questions in SAB)*:

- Which student do you think will learn more from the program? Why?
- Which student do you think is more likely to start on their career path after the program? Why?

थिंक-पेयर-शेयर **(SAB में प्रश्न):**

- आपके विचार से कौन सा स्टूडेंट कार्यक्रम से अधिक सीखेगा? क्यों?
- आपको क्या लगता है कि कार्यक्रम के बाद किस स्टूडेंट के अपने करियर को शुरू होने की अधिक संभावना है? क्यों?

Step 4: 20 mins. (Urban facilitators to conduct this in 15 mins)

Small Groups:

Ask students what they think their role in the class might be in order for them and their classmates to get the most out of the program. In small groups, they make a list of their responsibilities. They present this in open class feedback.

स्माल ग्रुप्स**:**

स्टूडेंट्स से पूछे कि क्लास में उनकी भूमिका क्या हो सकती है ताकि उनके और उनके सहपाठियों को कार्यक्रम का ज्यादा से ज्यादा लाभ मिल सके। छोटे-छोटे ग्रुपों में वे अपनी जिम्मेदारियों की लिस्ट बनाते हैं। वे इसे ओपन क्लास फीडबैक में प्रस्तुत करते हैं।

Ask the students what the role of the facilitator should be. They can create a list of their ideas.

स्टूडेंट्स से पूछे कि फसिलिटेटर की भूमिका क्या होनी चाहिए। वे अपने विचारों की एक लिस्ट बना सकते हैं।

Students write out a contract between teacher and students – a contract that details how teachers and students are expected to behave and the rules and regulations of the classroom. When the final version of the contract is agreed on by the whole class, everyone signs at the bottom of the contract. This is pinned up on the wall at the back of the class. For the rest of the course/term, refer back to the contract they have signed, especially if a rule they created has been broken. They then have to decide collectively on the rules for breaking that particular rule.

स्टूडेंट्स शिक्षक और स्टूडेंट के बीच एक कॉन्ट्रैक्ट लिखते हैं - एक कॉन्ट्रैक्ट जो बताता है कि शिक्षक और स्टूडेंट्स से कैसे व्यवहार करने और क्लास के नियम और कानून का पालन करने की उम्मीद की जाती है। जब कॉन्ट्रैक्ट तैयार हो जाता है और पूरी क्लास के द्वारा सहमति दी जाती है, हर कोई कॉन्ट्रैक्ट के निचले भाग पर हस्ताक्षर करता है। इसे क्लास के पीछे की दीवार पर चिपका दिया जाता है। जैसे जैसे आप कोर्स में आगे बढ़ते हो और अगर स्टूडेंट्स कॉन्ट्रैक्ट में बनाये गए नियम को तोड़ते हैं तो आप कॉन्ट्रैक्ट को रेफर कर सकते हो फिर स्टूडेंट्स को उस विशेष नियम को तोड़ने पर सामूहिक रूप से निर्णय लेना होता है।

*Creating the contract together should be a fun activity, but some firm rules should also be laid down at this time.

*एक साथ कॉन्ट्रैक्ट बनाना एक मजेदार एक्टिविटी होनी चाहिए, लेकिन इस समय कुछ दृढ़ नियम भी निर्धारित किए जाने चाहिए।

- Students must take good care of the laptops and learning materials.
- Cell phones should not be used during class except for digital learning activities.
- Students are expected to arrive on time.
- Students should treat each other with respect and create an environment where everyone feels comfortable to share their thoughts and aspirations.

- स्टूडेंट्स को लैपटॉप और लर्निंग मटिरियल का अच्छी तरह से ध्यान रखना चाहिए।
- डिजिटल लर्निंग एक्टिविटी को छोड़कर क्लास के दौरान मोबाइल फोन का उपयोग नहीं किया जाना चाहिए।
- स्टूडेंट्स से समय पर पहुंचने की उम्मीद की जाती है।
- स्टूडेंट्स को एक-दूसरे के साथ सम्मान से पेश आना चाहिए और ऐसा माहौल बनाना चाहिए जहां हर कोई अपने विचारों और आकांक्षाओं को शेयर करने में कम्फर्टेबले महसूस करें।

Step 5: 15 mins (Urban facilitators to conduct this in 10 mins)

Inform that you will make 3 cops (monitors) each week. They will be named as

1- Student Activity Book (SAB) cop

2- Laptop Cop

3- Full sentence cop

Take responses from students on what could possibly be the role of each of these cops. After the responses, share that the

1- SAB/laptop cop will ensure that workbooks/laptops are counted at the beginning/end of their session. These cops will also see that SABs/laptops are well kept and clean. They should treat these as valuable learning resources.

2- Inform that full sentence cop will ensure that students use full sentences when they respond as this will allow them to speak more and learn the language better.

Appoint the 3 cops for one week.

Ask if they have any questions.

बता दें कि आप हर हफ्ते 3 कॉप (मॉनिटर) बनाएंगे।

1- स्टूडेंट एक्टिविटी बुक (एसएबी) कॉप

2- लैपटॉप कॉप

3- पूरा वाक्य कॉप

इनमें से प्रत्येक कॉप की संभवतः क्या भूमिका हो सकती है, इस पर छात्रों से प्रतिक्रियाएँ लें। प्रतिक्रियाओं के बाद, साझा करें

1- SAB/लैपटॉप कॉप यह सुनिश्चित करेंगे कि SAB/लैपटॉप उनके क्लास के शुरुवात और अंत में कितनी हैं ।कॉप यह भी देखेंगे कि वे अच्छी तरह से रखे गए हैं और साफ-सुथरे हैं।

2- सूचित करें कि पूरा वाक्य कॉप यह सुनिश्चित करेगा कि छात्र उत्तर देते समय पूरे वाक्यों का उपयोग करें क्योंकि इससे वे अधिक बोल सकेंगे और भाषा को बेहतर ढंग से सीख सकेंगे।

एक सप्ताह के लिए 3 कॉप की नियुक्ति करें।

पूछें कि क्या उनके कोई प्रश्न हैं।

Step 6: 5 min.

Praise students for what they did well today.

Recite the pledge.

स्टूडेंट्स ने आज जो कुछ भी अच्छा किया इसके लिए उनकी सराहना करें।

एफ. इ. ए. प्लेज लें।

Summary of Lesson 13 | I am

Lesson 13

Vocabulary: **Lesson Duration: 132 mins**
Maiden name, Family name, Surname

Resources:
- Student Activity Books, L13
- L13 Video

Note:

Ask students to bring their mobile phones the next day. Please let them know that they would need it for the lesson.

In case some students do not have a personal mobile or cannot bring it to class, ask them to inform their parents that the student would give them a call to ask for the OTP.

I AM

Objectives:
- Students will learn the concept of first, middle and last name.

Step 1: 15 mins.

Welcome students. Remind the duties of the cop.

Start the class with this anecdote:

“ Learning English is just like learning to walk. When you fall while walking, you get back up and get stronger. It's the same with English. Imagine if your parents stopped you from walking because you might fall. If you give up on English because you're afraid to fail, you won't learn. Be brave, make mistakes, practice every day, and one day, you'll become a master!”

Share that in today’s class everyone should try conversing in English. Say that now you have a good English practice activity:

Take a box and put many small paper balls. Pass the box to each student one by one. Ask them to remove as few or as many paper balls as they want. However, for each paper ball the student takes, they need to share one piece of information about themselves. For example, if Rajesh takes 3 pennies, he might say, “I like cookies,” “I go for dance classes,” and “I love karate.”

Make sure that you take a turn too.

Step 2: 15 mins.

Write full names of your family members on the board. Ask - Question- What is same and different in the names written on the board?
Accept all answers in English or Hindi.

Introduce first names, middle names and family names. Ask -

Question

1. Why do some of the names on the board have the same last name?
2. What is the other name for the term ‘Last Name’?

Step 3: 15 mins.

Show Workbook Exercise A and complete the first question together with students.

Go over Exercise B and C with the whole class and instruct students to complete these exercises.

Ask a student to repeat task instructions in English or Hindi to ensure that students have understood. Walk around to see how students are doing and work one-on-one with students who are struggling. Ask

Question- Why do people change their names (first or family name) - sometimes? Ask students to discuss with their partners. Ask a few students to share it with the class. Accepts all answers and repeats the correct ones.

Step 4: 15 mins.

Explain address format used in India. Show Workbook Exercise D and complete the first part together with students. Give students clear instructions to complete remaining Exercise D. Ask a student to repeat instructions in English or Hindi.

Walk around to see how students are doing and work one-on-one with students who are struggling.

Step 5: 25 mins. (Urban facilitators to conduct this step in 10 mins)

Ask students to practice speaking their full name, their parents name, date of birth, address to their peers. Give a demo to the class.

“ My name is Vikas Kumar Jha. I was born on 18 January, 2000. I am 22 years old. My father’s name is Prakash Kumar Jha. He is a farmer. My mother’s name is Indu Jha. She is a teacher. My address is House number 22, Aata Chakki wali street, Ballia, Uttar Pradesh, India.”

Call a few volunteers to present before the class.

Step 6: 20 mins.

Ask students to watch AV 13. After the video, ask students to talk to their partner and discuss what is a good way to learn English?

Encourage a few volunteers to share their answers with the class. If no one responds, the facilitator should start and ask students to continue.

Step 7: 5 mins. (Urban facilitators to skip this step)

Vocabulary practice time:

Ask:

1- What is a surname?

2- What is your family name? (Encourage students to speak in full sentences)

3- What is a Maiden name? (Write the word Maiden on the board. In Indian culture, a woman's maiden name is her family name before marriage.)

4- If Priya Sharma marries Rohit Patel and takes his last name, her maiden name would be _____ (Answer- "Sharma.)

Step 8: 20 mins: (Urban facilitators to skip this step)

Ask students to open their laptops and help them open notepads. Provide a list of simple words (e.g., cat, dog, hat, run, mouse, house, rain, sleep, eat, dance, sing)

- Have them type each word several times. Encourage them to focus on accuracy and not rush.
- After typing the words individually, ask them to type a sentence using some of these words. For example, "The cat can run."
- Ensure that both students in the pair get a chance to practice.

Step 9: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Facilitator's Reference

Use words of encouragement to motivate students

- Your ideas are so creative
- I can see that you are trying so hard
- Your desire to learn makes me so proud of you
- I love your enthusiasm with this task
- I am so glad you asked for help when you needed it
- Nobody is perfect, and that is ok
- You can learn from your mistakes
- Believe in yourself, you can do it
- Mistakes are proof that you are trying

Summary of Lesson 14 | How to create Gmail ID

Lesson 14

Materials: **Lesson Duration: 139 mins**

- One fun small object (paper ball, old toy, keychain, etc.). Anything that is easily available.

Resources:

- Student Activity Books, L14
- L14-1, L14-2, L14-3 Videos

Gmail: Creating Passwords & Accounts

Objectives:

- Students demonstrate understanding that passwords should be recorded somewhere safe and not shared with others.
- Students create Gmail accounts and successfully log in.

औब्जैकटिव:

- स्टूडेंट पासवर्ड को सुरक्षित रखने और दूसरों से गुप्त रखने पर अपनी समझ बताते हैं।
- स्टूडेंट Gmail पर अकाउंट बनाते हैं और सफलतापूर्वक लॉग इन करते हैं।

Step 1: 12 mins: Introduction: 5 mins

- How many of you have email accounts?
- आप में से कितने लोगों के पास ईमेल अकाउंट हैं?
- What is Gmail? What are some specific purposes it can be used for?
- Gmail क्या है? इसका उपयोग किन विशिष्ट उद्देश्यों के लिए किया जा सकता है?

Explain that Gmail accounts are used to send and receive emails and are an official means of communication. It is also required as contact information while searching and applying for jobs.

स्टूडेंट्स की सहायता से समझाइए कि Gmail अकाउंट का उपयोग ईमेल भेजने और प्राप्त करने के लिए किया जाता है और यह कम्युनिकेशन का एक ऑफिशियल साधन है। नौकरियों की खोज और आवेदन करते समय संपर्क जानकारी/कांटैक्ट इंफॉर्मेशन की भी जरूरत होती है, वह ईमेल द्वारा किया जाता है।

Explaining to create an account: 5 mins.

Explain that you should always make your account name formal.

स्टूडेंट्स को बता दें कि आपको हमेशा अपने खाते का नाम औपचारिक/फॉर्मल बनाना चाहिए।

Tell students that you are going to say a few names. Ask them to stand up if they think it is formal and sit down if they think it is informal. Call on 1-2 students to explain their response.

स्टूडेंट्स को बताएं कि आप कुछ नाम बताने जा रहे हैं। अगर उन्हें लगता है कि यह औपचारिक है तो उन्हें खड़े होने के लिए कहें और अगर उन्हें लगता है कि यह अनौपचारिक है तो बैठ जाएं। अपनी प्रतिक्रिया देने के लिए 1-2 स्टूडेंट्स को बुलाएं।

NaughtyNikhil@gmail.com (informal-अनौपचारिक)

Mohsin.Khan@gmail.com (formal-औपचारिक)

Rukmuddin.stylish@gmail.com (informal-अनौपचारिक)

Kaif.md@gmail.com (formal-औपचारिक)

Beauty.Sapna@gmail.com (informal-अनौपचारिक)

Tell students to follow this pattern for their account *(write it on the board)*:

स्टूडेंट्स को अपना अकाउंट बनाने के लिए नीचे दिए हुए पैटर्न को फॉलो करना है।

Firstname.lastname.studentid@gmail.com

Password Safety: 2 mins

Explain that sharing your password is like giving out keys to your lock. You should share your password with one trusted family member so that you don't forget it. You should not give out your password to lots of friends and neighbors.

बता दें कि अपना पासवर्ड शेयर करना आपके लॉक की चाबी देने जैसा है। आपको अपना पासवर्ड अपने एक भरोसेमंद परिवार के सदस्य को बताना चाहिए ताकि आप इसे न भूलें। आपको अपना पासवर्ड अपने बहुत सारे दोस्तों और पड़ोसियों को नहीं देना चाहिए।

Step 2: 10 mins Quiz:

Ask students to share whether they are weak or strong password (mentioned in SRB as well) :

क्या वे कमज़ोर या मजबूत पासवर्ड हैं?

1.	AminaKhan	Weak	Strong
2.	AKpineapple77!	Weak	Strong
3.	42#BLUEkittens	Weak	Strong
4.	mobile0112324440	Weak	Strong

Review:

रिवियू:

After students have answered, explain that passwords should meet the following criteria. Then, have them check their answers:

स्टूडेंट्स के उत्तर देने के बाद, समझाएं कि पासवर्ड रखने के लिए निम्नलिखित क्राइटेरिया को पूरा करना चाहिए। फिर, उन्हें अपने उत्तरों की जांच करने के लिए कहें:

- Passwords SHOULD contain a mix of uppercase (capital) and lowercase letters (small), numbers, and symbols.
- पासवर्ड में अपरकेस और लोअरकेस अक्षरों, संख्याओं और प्रतीकों का मिश्रण होना चाहिए
- Passwords SHOULD be at least 8 characters (letters, numbers, symbols) long.
- पासवर्ड में कम से कम 8 अक्षर (अक्षर, संख्या, प्रतीक) लंबा होना चाहिए
- Passwords SHOULD NOT be easy to guess information like your name, mobile number, or address.
- पासवर्ड में आपके नाम, मोबाइल नंबर या पते जैसी जानकारी का अनुमान लगाना आसान नहीं होना चाहिए

Examples:

उदाहरण*:*

1. Your nickname + your favorite number + symbol
   आपका उपनाम + आपका पसंदीदा नंबर + प्रतीक
2. Your grandmother's first name + your FEA number
   आपकी दादी का पहला नाम + आपका एफ.इ.ए. नंबर
3. Your favorite animal + the year you were born + symbol
   आपका पसंदीदा जानवर + जिस वर्ष आप पैदा हुए थे + प्रतीक

Step 3: 40 mins (Urban facilitators to conduct this in 25 mins)

Creating email ids: 45 mins.

ईमेल आईडी बनाना: 45 मिनट

Ask students to watch the AV 1 *(in Hindi)* or the AV 2 *(in English)* on how to create a gmail account.

जीमेल अकाउंट कैसे बनाया जाए यह सीखने के लिए स्टूडेंट्स को AV 1 (फोन के लिए - हिंदी में) या AV 2 (लैपटॉप के लिए -इंग्लिश में) देखने के लिए कहें।

Get them started.

उन्हें टास्क को शुरू करने दें।

Students who know how to create gmail accounts must help others.

Everyone should create their Gmail account using the FEA given format.

एफईए के निर्देशानुसार सभी को अपना जी-मेल अकाउंट बनाना चाहिए।

Note down all the Gmail ids and passwords on the facilitator's notebook so that you can help students sign in if they need help.

सभी जीमेल आईडी और पासवर्ड को फैसिलिटेटर की नोटबुक पर नोट कर लें ताकि यदि छात्रों को मदद की जरूरत हो तो आप उन्हें साइन इन करने में मदद कर सकें।

Digital Learning: Creating Duolingo Account

Objectives:

- Students get to know about Duolingo and they learn to join the Duolingo classroom.

Step 1: 15 mins.

Write Duolingo on board. Practice pronouncing it correctly as a class. Ask students to watch AV3 on the student's laptop.

After watching the video, motivate students how this can really help them get better at English. Refer demo video for facilitators for any reference.

Step 2: 45 mins. (Urban facilitators to conduct this in 20 mins)

(The following steps are mentioned in SRB as well:)

1. Write the following URL on the whiteboard and ask students to open their laptop and type the URL in the address bar. Show them where the address bar is.

duolingo.com/classroom

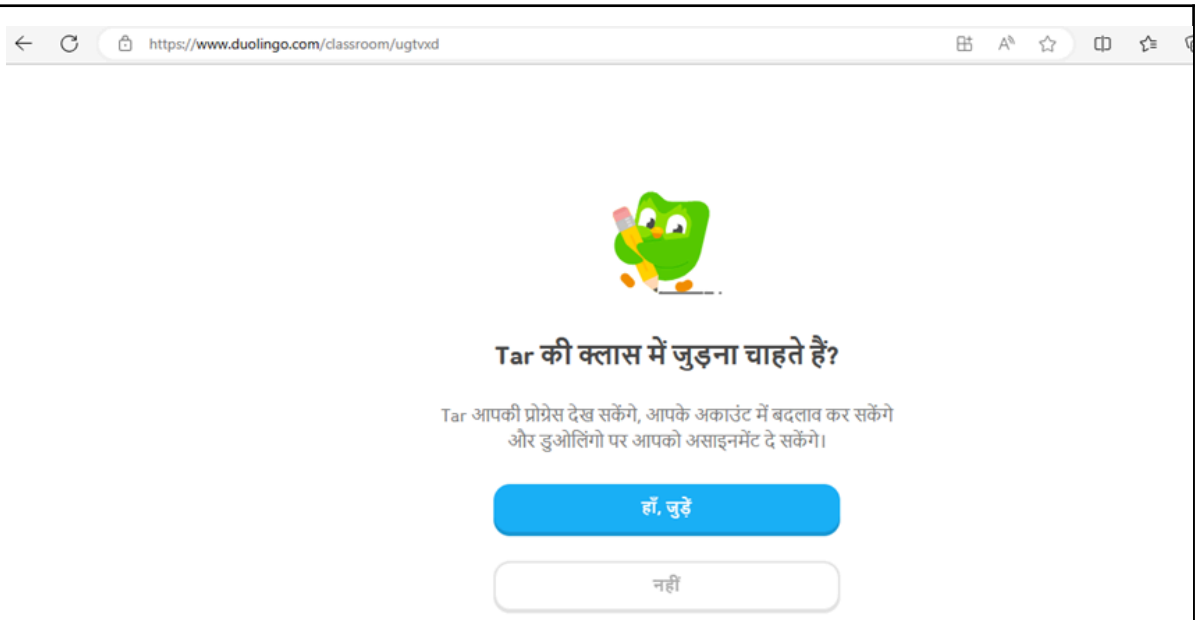
2. Facilitator should create a Duolingo classroom in the following format - Area Name.BranchName.Session number. Example: Aligarh.Rampur.S1.

3- Write the classroom code on the whiteboard and ask students to type the classroom code in the box below: 'किसी क्लासरूम में शामिल होने के लिए अपना कोड डालें'

3. Ask students to click on 'कक्षा में शामिल हों' after writing the code.

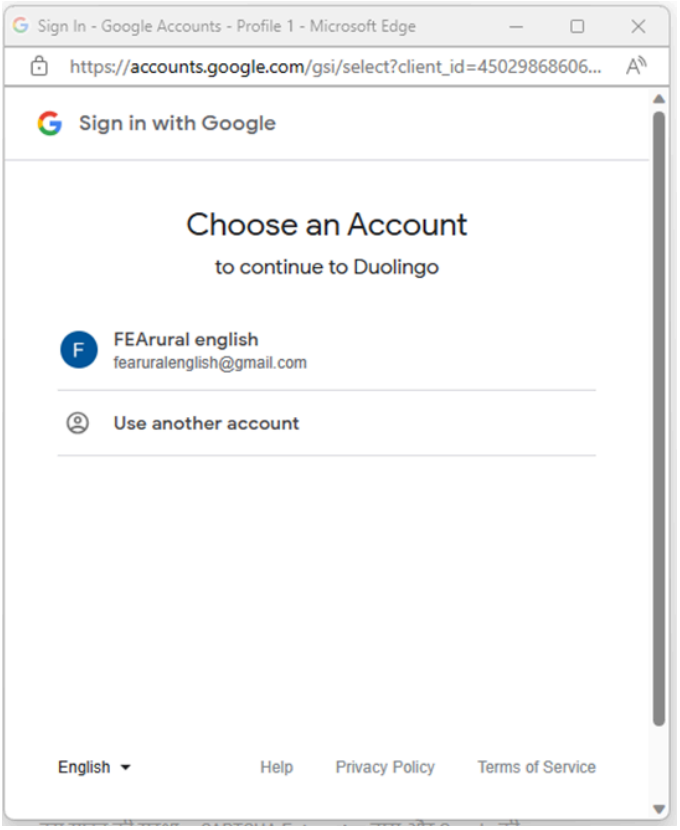
(The code, 'UGTVXD' is only an example. Ask students not to write this code but the code given by you.)

4. Click on 'हाँ जुड़े'. Ask students to read the 'name of the facilitator' and join your class.

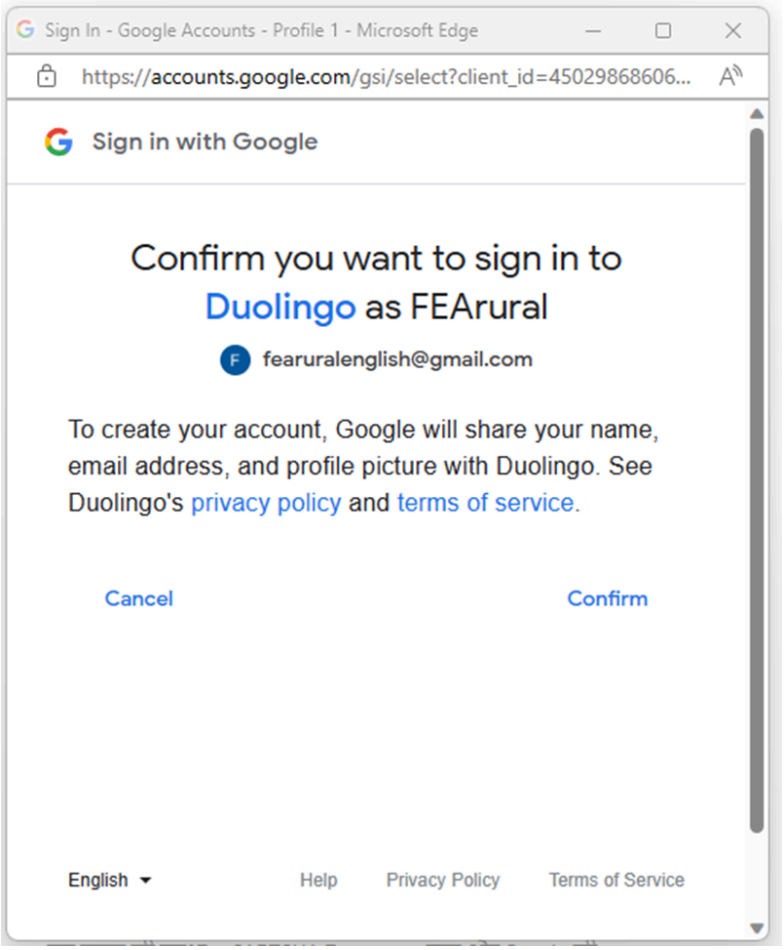


5. Ask students to click on ‘Google’.

6. Ask students to ‘click on ‘use another account’ and write the email id and password that students just created.



7. Ask students to click on ‘confirm’



8. Click on ठीक है

Step 3: 5 mins.

Ask students if they had any challenges with the DuoLingo program and what they liked about it. Call on 3-5 students to share their experience.

स्टूडेंट्स से पूछें कि क्या उन्हें डुओलिंगो कार्यक्रम प्रयोग करते हुए उन्हें किसी चुनौती का सामना करना पड़ा और उन्हें इसके बारे में क्या पसंद आया। 3-5 स्टूडेंट्स को अपने अनुभव बताने के लिए बोलें।

Step 4: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Facilitator's Reference:

1- Self-Paced Learning: Students will now learn through Duolingo exercises without getting the assignments over their email. If some students are ahead in the course, the facilitator should promote that in the class. The idea is to make the journey of learning a fun experience.

2- Class Access: Continue creating Duolingo classes as usual, generating a unique classroom code for each session. Your students will join the class by using this code. Create different classrooms for different sessions using unique code for each session. (We have been following the same practice and there's no change in this.)

3- Progress Tracking: To monitor a student's progress, log in to the facilitator's Duolingo account, navigate to the class section, and review the detailed progress of individual students or the class on your dashboard. Please see this (https://duolingoschools.zendesk.com/hc/en-us/articles/7708551934477-New-ways-to-view-student-performance-)

4- Explore: Please guide facilitators to explore their Duolingo dashboard for some really good features that have been introduced.

Summary of Lesson 15 | Titles

Lesson 15

Vocabulary: Title, Mr., Ms., Mrs. **Lesson Duration: 132 mins**

Resources:

- L15 Video

Titles

Objectives:

- Students correctly identify different parts of a name in English and apply those terms to their own names, which can help them to properly address others and to correctly fill out forms.

औब्जैकटिव:

- स्टूडेंट्स इंग्लिश में एक नाम के विभिन्न भागों की सही पहचान करते हैं और उन शब्दों को अपने नाम पर लागू करते हैं, जो उन्हें दूसरों को ठीक से संबोधित करने और फॉर्म को सही ढंग से भरने में मदद कर सकता है।

Step 1- 10 mins Share this anecdote:

Once I sent an email addressing someone as "Mrs. Sharma," assuming it was the right title. I got a reply saying she preferred "Ms. Sharma." I apologized. She explained her preference, emphasizing how titles mattered in Indian culture. I realized the significance of using the correct title to show respect in professional interactions.

Question- Why is it important to use the right title in professional interactions?

Step 2: 15 mins. Video:

Have students watch the AV on their own. At the end, they should try to answer the quiz questions aloud or repeat the correct answer given by the video.

स्टूडेंट्स को AV स्वयं देखने को कहें। अंत में, उन्हें क्विज प्रश्नों का उत्तर तेज़ आवाज़ में देने का प्रयास करना चाहिए या विडियो द्वारा दिए गए सही उत्तर को दोहराना चाहिए।

Ask: What is one title from the video, and when is it used? *(Call on four students to summarize the four titles introduced).* Can you think of any additional titles?

(Example: Dr.)

विडियो में से एक टाइटल क्या है, और इसका उपयोग कब किया जाता है? (चार स्टूडेंट्स को चार शीर्षकों को संक्षेप में प्रस्तुत करने के लिए बुलाएं)

- क्या आप किसी अतिरिक्त टाइटल के बारे में सोच सकते हैं? (उदाहरण: डॉ.)

Step 3: 20 mins.

Vocabulary practice time: Now quiz student's to check their understanding

Say:

I'll describe a person, and you guess the appropriate title (Mr., Mrs., or Miss). Are you ready?

1. A married woman with the last name Sharma.
2. An unmarried woman with the last name Kapoor.

3. A man in a professional setting, last name Patel.
4. An unmarried woman with the last name Singh.
5. A married man with the last name Khan.
6. An unmarried woman with the last name Verma.
7. A married man with the last name Joshi.
8. A woman, last name Reddy, who prefers not to disclose her marital status.
9. A man in a professional setting, last name Malhotra.
10. An unmarried woman with the last name Chatterjee.

How did you do? Let me know your answers!

Step 4: 5 mins (Urban facilitators to skip this step)

Energizer: Pink Toe

एनर्जाइज़र: पिंक टो

Call out a color and a body part. Students must find an object in the room that has that color and then touch the object with the selected body part. For example, if you call out “pink toe”, students need to find a pink object and touch it with their toe. Continue calling out colors and body parts. If this game is repeated, a student can be chosen to be the caller.

एक रंग और शारीरिक अंग का नाम बोलें। स्टूडेंट्स को कमरे में एक वस्तु ढूंढनी चाहिए जिसमें वह रंग हो और फिर उस रंग की वस्तु को शारीरिक अंग से स्पर्श करने को कहें। उदाहरण के लिए, यदि आप "पिंक टो" कहते हैं, तो स्टूडेंट को एक गुलाबी वस्तु ढूंढनी होगी और उसे अपने पैर के अंगूठे से छूना होगा। रंगों और शरीर के अंगों को बोलना जारी रखें। यदि यह खेल दोहराया जाता है, तो एक स्टूडेंट को नाम बोलने के लिए चुना जा सकता है।

Step 5: 20 mins.

Ask students to open their laptops and help them open notepads on their computers. Provide a list of simple words (e.g., cat, dog, hat, run, mouse, house, rain, sleep, eat, dance, sing) for the beginner to type.

- Have them type each word several times. Encourage them to focus on accuracy and not rush.
- After typing the words individually, ask them to type their introduction.
- Ensure that both students in the pair get a chance to practice.

Step 6 : 25 mins (Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask students to sign in to their Duolingo account. Help students who require more support. Ensure peers help one another.

Revision

Step 1: 35 mins. Revision

(Urban facilitators to conduct this in 20 mins)

Revise a topic that your students require more practice. If there are new students who joined the class, ask a few volunteers to teach back some of the topics that have been taught in the class.

(You will need to prepare yourself well to conduct this step effectively). Discuss ideas during the training and make notes.

Step 2: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 16 | How to provide detailed feedback | Let's speak more

Lesson 16

Lesson Duration: 135 mins

Vocabulary of the day: Homemaker, Domestic Help, Factory Worker

Resources:

- Student Activity Books, L16
- L16 Video

Let's Speak More

Objectives:

- Students will practice interacting and collaborating with each other while learning.

Step 1: 15 mins. Share with the class:

"During the training, once, I had to give a speech in front of other facilitators and trainers. I was nervous and I thought of making excuses. But later I decided to work hard to give it my best shot. I practiced and worked very hard and even though I struggled, I felt proud of my effort. It taught me that sometimes the biggest victories come from simply being honest to your work."

Ask students: Can you recall a time when you faced a challenge, and gave your best effort?

Step 2: 30 mins. (Urban facilitators to conduct this in 25 mins)

Ask students to watch the AV.

Once students have watched, ask them to write 3-4 sentences about the video and discuss it with another student.

Now as a whole class discussion, ask why hard work is important to be successful in all professions?

Step 3: 20 mins. Asks students to look at Exercise B.

Highlight that 'homemaker' is more respectful than 'housewife'/. (Say, my mother is a homemaker)

Domestic help is more respectful than' 'maid'. (Say, she is a domestic help)

Ask:

1. What does a factory worker do?
2. Which professions do you think require strong communication skills? Why?
3. What do you think is the most exciting or interesting profession? Why?

Step 4: 20 mins. Instructions:

- Write the situation on slips of paper and put them in a box.
- Call 2 students to the front of the class and they choose an action from the bag.
- Have both students mime the action to the class
- The audience must guess the job and try answering in full sentence
- Repeat this until all students have mimed at least one action.
- Facilitator mimes the first action and students have to guess what job it is.

Actions to do for jobs:

Job: Situation

- farmer: pretend to rake the soil, milk cows, pick vegetables from the ground
- bus driver: pretend to drive a bus, collecting money and giving out tickets
- doctor: pretend to give a student in injection in their arm,
- teacher: pretend to write on an imaginary board
- dentist: demonstrate with a student: get him/her open their mouth whilst you look inside and pretend to check
- traffic police: hold out hand in the "Halt" position and blow a pretend whistle.
- chef: pretend to chop food and cook (stir a pot of food)
- hairdresser: pretend to cut hair and blow dry hair
- nurse: take a student's pulse and check their temperature
- soldier: march around and pretend to shoot a rifle
- fire fighter: pretend to hold a hose and fire water at an imaginary fire

Step 5: 20 mins. (Urban facilitators to skip this step)

Vocabulary Practice Time- Homemaker, factory worker, domestic helper

Ask :

1. What are the responsibilities of a **homemaker?**
2. How do **domestic help** make the family feel good and happy?
3. Do you know someone who works as a **factory worker?**

Ask students to use these words in their sentences.

Step 6: 20 mins.

(Urban facilitators to conduct this in 10 mins. Remind students to practice Duolingo at home.)

Ask students to practice joining the Duolingo classroom. They must take turns to join the classroom. Ensure that each pair gets a hands-on practice of joining the classroom.

Ask students to practice joining the Duolingo classroom. Help students who require more support. Ensure peers help one another. Ensure that each pair gets a hands-on practice of joining the classroom.

Let students begin their practice on Duolingo.

Recite the pledge.

Step 7: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Introducing Yourself

Lesson 17

Lesson Duration: 130 mins

Vocabulary: Assume, revision of all the vocabularies from the previous lessons

Resources:

- Student Activity Books, L17

रिसौर्सेस:

- स्टूडेंट एक्टिविटी बुक, L17

Introducing Yourself

Objectives:

- Students will learn to introduce themselves to family, friends, neighbors and people in authority.

Step 1- 15 mins. (Urban facilitators to conduct this in 5 mins)

Vocabulary practice time revision:

Ask all students to stand at the entrance in a queue. As an entry ticket, pose a question while students enter the classroom. Ask students to answer in full sentences. If someone answers in one word, ask them another question

1. Act like **yawning** and pronounce the word.
2. Give me an example of a **kind gesture**.
3. Act as if you **spilled** the water. Use spill in a sentence
4. What does a **domestic help** do?
5. Who is a **homemaker**?
6. Why should you maintain **personal space**?
7. Share one **compliment** for your parents.
8. What is your **surname**?
9. Is the **family name and surname** the same?

Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins)

Congratulate students for answering in full sentences. Appoint cops.

Share this story: When I was in Induction, I felt a bit shy introducing myself to everyone. When my trainer asked me to introduce myself to others, instead of only talking about work, I mentioned some hobbies I enjoy, like playing guitar. Surprisingly, a few colleagues shared they liked music too, which made me feel more comfortable. It taught me that a good introduction can help make new places feel friendlier.

Ask: Do you have any incident at a social get together or at work where a good introduction lead to good conversation ?

Step 3: 15 mins. (Urban facilitators to conduct this in 10 mins)

Now say that you are about to introduce your imaginary friend, Harpreet. Ask everyone to listen to the story carefully.

Note: Ensure that you do not use the word "he" or "she."

Say-

"Harpreet has been my friend since childhood. I like playing with Harpreet. When I am sad, Harpreet is always there for me."

After reading aloud, have students turn and retell the story to a partner.

Now ask students to use their imagination and draw Harpreet in part A in SAB. Discuss:

1. What have you drawn? (Encourage students to speak in English)
2. Do you think Harpreet is male or female? (Encourage students to speak in full sentences)
3. Why do they think Harpreet is a male/female? (Encourage students to speak in full sentences and use English sentences)
4. Draw on the board a picture of a teddy bear and introduce it as Harpreet. Discuss:
5. If they are surprised with the answer. Why? (Encourage students to speak in English and in full sentences)

Step 4: 10 mins.

Vocabulary - Introduce the word "assume" - when we decide something is true, without reason/proof. Ask all students to use the word 'assume' in a sentence.

Give examples:

I assume tomorrow will be a rainy day.

Don't assume everyone likes pizza

Give this as a home activity to write few sentences using the word "assume"

Step 5: 15 mins. (Urban facilitators to conduct this in 10 mins)

Ask:

Imagine that you meet your favorite actor/actress in a restaurant. How would you introduce yourself? Have students turn to a partner and discuss
Call a few volunteers for a demonstration.

Step 6: 15 mins.

Help students understand the difference between formal and informal situations.

Explain that we use "Hello" and "Hi" while greeting family, friends, neighbors and others in informal settings and we use Good morning/afternoon/evening in formal settings.

Ask students to read the two conversations in Student Activity Book Part B. With the help of students, act out this role play. (20 mins)

Use words of encouragement

- I can see that you are trying so hard
- I love your enthusiasm with this task
- I can see that you are working so hard on this
- Try your best
- Nobody is perfect, and that is ok
- You can learn from your mistakes
- Mistakes are proof that you are trying

Step 7: 20 mins.

(Urban facilitators to conduct this in 20 mins)

After a few rounds, make pairs and ask everyone to practice one situation with their partners.

Ask a few volunteers to give a demo in front of the class. Encourage more students to present this time.

Step 8: 15 mins.

(Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home)

Ask students to login their Duolingo account. Let students begin their Duolingo task.

Step 9: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Step 10: 10 mins.

Forming Pairs:

Ask students to write their name on a note card and place it in a bag. *(Note: If the class has a mix of male and female students, two bags may be used so that male-male and female-female pairs can be formed.)*

जोड़े बनाना:

स्टूडेंट्स को अपना नाम एक नोट कार्ड पर लिखने और एक बैग में रखने के लिए कहें। (नोट: यदि क्लास में पुरुष और महिला स्टूडेंट्स साथ में पढ़ते है, तो दो बैग का उपयोग किया जा सकता है ताकि पुरुष-पुरुष और महिला-महिला के जोड़े बन सकें।)- 5 mins

Explain that you are choosing partners before the next activity by pulling the names from a bag, and that their partner is decided by chance. Ask how it might make their partner feel if you complain about being paired with them. Encourage them to have a positive mindset and think of it as an opportunity to get to know someone better.

समझाएं कि आप अगली एक्टिविटी से पहले एक बैग से नाम की पर्ची निकालकर, पार्टनर्स का चयन करेंगे, और उनका क्लास का साथी संयोग से तय होगा। पूछें कि यदि आप पार्टनर से नाखुश होकर शिकायत करते हैं तो यह उनके साथी को कैसा महसूस करा सकता है। उन्हें सकारात्मक मानसिकता (पॉज़िटिव माइंडसेट) रखने के लिए प्रोत्साहित करें और इसे किसी को बेहतर जानने के अवसर के रूप में सोचें। - 2 mins

Announce pairs by pulling two names from a bag at a time. *(Note: If there is an odd number of students, form one group of three.) Share that the pairs will work together as a team for the upcoming activities.*

Summary of Lesson 18 | Being Polite | Digital learning Online search 1

Lesson 18

Lesson Duration: 130 mins

Vocabulary of the day: compliments, sneeze, spill, yawn, please, excuse me.

Resources:

- L18 Slideshow
- Student Activity Books, L18A & L18B

Being Polite

Objectives:

- Students will understand how certain words/phrases could impact their life in a positive or negative way.
- Students will analyze how the same statement could be said in a different way to increase its politeness.
- Students will practice polite phrases and statements through role-plays.

उद्देश्य:

- स्टूडेंट समझेंगे कि कुछ वर्ड्स /फ्रज़ेस(वाक्यांश) उनके जीवन को पॉज़िटिव या नेगेटिव तरीके से प्रभावित कर सकते हैं।
- स्टूडेंट विश्लेषण करेंगे कि कैसे एक ही स्टेटमेंट(कथन)को उसकी विनम्रता बढ़ाने के लिए अलग तरीके से कहा जा सकता है।
- स्टूडेंट भूमिका-नाटकों के माध्यम से पोलाइट(विनम्र) फ्रज़ेस और स्टेटमेंट की प्रैक्टिस करेंगे।

Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins)

Share this :

I accidentally spilled my drink on someone at a railway station. I apologized, feeling really embarrassed. Surprisingly, they smiled, said it was fine, and even helped clean up. Their kindness made me feel less upset about the accident. It showed me that being polite in tough situations can turn things around and make everyone happier.

Ask : Why is being polite important in unexpected situations?

- if they have been polite/rude to someone and how it impacted them.
- यदि वे किसी के प्रति पोलाइट/इमपोलाइट(असभ्य) रहे हैं और इसका उन पर क्या प्रभाव पड़ा है।

Step 2: 15 mins.

Group activity: (Students should work in pairs created in lesson 17)

ग्रुप एक्टिविटी:

Divide the class into 5 groups and give a different word/phrase to each group from Part A of the SABs. Give 2-3 minutes to each group to discuss the usage of the word/phrase assigned to them and to discuss further examples where the assigned word could be used.

क्लास को 5 ग्रुप्स में डिवाइड करें और SAB के पार्ट A से प्रत्येक ग्रुप को एक अलग वर्ड/फ्रेज़ दें। प्रत्येक ग्रुप को उन्हें सौंपे गए वर्ड/फ्रेज़ के यूज़ पर चर्चा करने के लिए 2-3 मिनट का समय दें और आगे के उदाहरणों पर चर्चा करने के लिए जहां उन शब्द का उपयोग किया जा सकता है।

Once groups have discussed, ask groups to share their discussion briefly with the class.

एक बार ग्रुप्स द्वारा चर्चा कर लेने के बाद, ग्रुप्स से क्लास के साथ अपनी चर्चा संक्षेप में शेयर करने के लिए कहें।

Step 3: 20 mins.

Roleplay: 20 mins.

रोल प्ले: **20** मिनट

Divide the class into groups of 2-4 students and assign each group a scenario from Part B1 in the SABs. (Students should work in pairs created in lesson 17)

क्लास को 2-4 स्टूडेंट्स के ग्रुप्स में बाटें और प्रत्येक ग्रुप को SAB में पार्ट B1 से एक सेनारिओ असाइन करें।

Give students few minutes to prepare and practice role plays of the scenarios, showing the appropriate polite words to use in each situation. Then, call up groups to present their skits to the class.

प्रत्येक स्थिति में सही पोलाइट वर्ड्स को दिखाते हुए, स्टूडेंट्स को सेनारिओ की भूमिका निभाने और प्रैक्टिस करने के लिए 15 मिनट का समय दें। फिर, ग्रुप्स को अपनी स्किट क्लास में प्रेज़ेंट करने के लिए बुलाएँ।

Digital Learning: Online Search 1

Objectives:

- Students learn Google search basics and practice finding information online.

औब्जैकटिव:

- स्टूडेंट्स गूगल सर्च की मूल बातें सीखते हैं और ऑनलाइन जानकारी खोजने का अभ्यास करते हैं।

Step 1: 10 mins.

(Urban facilitators to conduct this entire step for 10 mins)

Share this: I was looking for a new phone online and found a website with great deals. But I felt uncertain about its reliability. When I checked the reviews, I found several negative comments about delayed deliveries and poor customer service.

Seeing those negative reviews made me hesitant, so I decided not to purchase from that website. It made me realize how important it is to consider other people's experiences before buying online.

Introduction: 5 mins.

Ask:

- What kinds of information can you find online?
- How do you find it?
- Why is online search important?

पूछें:

- आपको किस प्रकार की जानकारी ऑनलाइन मिल सकती है?
- आप यह कैसे ढूंढते हैं?

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins)

Slideshow & Practice: 20 mins.

स्लाइड शो और प्रैक्टिस: **20** मिनट

Students sit at the laptops in small groups (2-4 students). Ask them to open the L18 Slideshow They can read through the Basic Google Search slides independently.

स्टूडेंट्स छोटे ग्रुप (2-4 स्टूडेंट) में लैपटॉप पर बैठते हैं। उन्हें L16 स्लाइड शो खोलने के लिए कहें। वे बेसिक गूगल सर्च (Basic Google Search) स्लाइड के माध्यम से स्वतंत्र रूप से पढ़ सकते हैं।

Then, they should practice the following Google Search skills on their own *(listed on slide 13)*:

1. Do a Google search by typing in keywords.
2. Click a website.
3. Find information by using Ctrl+F.
4. Open a new tab.
5. Do a new Google search by using the microphone.
6. Click “Images.”
7. Click one image.
8. Go back

फिर, उन्हें निम्नलिखित गूगल सर्च स्किल्स का स्वयं अभ्यास करना चाहिए (स्लाइड 13 पर लिखी हुई):

1. कीवर्ड टाइप करके Google Search करें।
2. एक वेबसाइट पर क्लिक करें।
3. Ctrl+F का उपयोग करके जानकारी प्राप्त करें।
4. एक नया टैब खोलें।
5. माइक्रोफ़ोन का उपयोग करके एक नई Google Search करें।
6. "Images" पर क्लिक करें।
7. एक इमेज पर क्लिक करें।
8. वापस जाएँ

Step 3: 20 mins. (Urban facilitators to conduct this in 15 mins)

Scavenger hunt:

स्कैवेंजर हंट:

Announce that you will be having a **scavenger hunt.** Students may use laptops and their smartphones.

बताएं कि आप एक स्कैवेंजर हंट एक्टिविटी खेलेंगे। स्टूडेंट्स लैपटॉप और अपने स्मार्टफोन का उपयोग कर सकते हैं।

Ask students to find the scavenger hunt list on L18B of their Student Activity Books. Students should search for the information and write the answers. The team that finishes first wins. If no teams have finished after 15 minutes, give a 5 minute warning and then stop. The team with the most answers wins.

स्टूडेंट्स से उनकी स्टूडेंट एक्टिविटी बुक L18B पर स्कैवेंजर हंट लिस्ट खोजने के लिए कहें। स्टूडेंट्स को जानकारी के लिए सर्च करना चाहिए और उत्तर लिखना चाहिए। जो टीम एक्टिविटी को पहले खत्म करती है वह जीत जाती है। यदि 15 मिनट के बाद कोई भी टीम समाप्त नहीं कर पाती है, तो 5 मिनट की चेतावनी दें और फिर समाप्त करें। सबसे अधिक उत्तरों वाली टीम जीतती है।

Find the:

1: Population of Delhi

2: Number of tigers in the world

3: Number of centuries by Virat Kohli

4: First movie of Tiger Shroff

5: Vice President of India

6: Capital of Nagaland

7: Current temperature in Goa

8: Athlete with the most Cricket World Cup runs

9: English word for दृढ़ता

10: Map of your village

Step 4: 10 mins. (Urban facilitators to conduct this in 5 mins)

Reflection/Discussion:

रिफ्लेक्शन/डिस्कशन:

Ask groups to share their experiences:

- How did you find the information?
- How did you decide which website to click on?
- Was it easy or difficult to locate the answer once you clicked on the website?
- What difficulties did you run into, and what did you do?

सभी ग्रुप से अपने अनुभव शेयर करने के लिए कहें:

- आपको जानकारी कैसे मिली?
- आपने कैसे तय किया कि किस वेबसाइट पर क्लिक करना है?
- एक बार वेबसाइट पर क्लिक करने के बाद उत्तर का पता लगाना आसान था या मुश्किल?
- आपने किन मुश्किलों का सामना किया और आपने क्या किया?

Step 5: 5 mins. (Urban facilitators to skip this step)

Vocabulary Practice time

Act like you are **yawning.** Ask students to choose the right vocabulary? Ask them to use yawning in a sentence.

Sneeze. Ask students to choose the right vocabulary? Ask them to use sneeze in a sentence.

Act as if you spilled a glass of milk. Ask them to use spill in a sentence. (Hint: 1- Do not spill water on your shirt.

2- Be careful. Do not spill the water.

Ask your students to look for one sentence from each of these words and come to the class the next day.

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 19 | Wrap up drill | Intonation | Digital learning Online search 2

Lesson 19

Vocabulary: Intonation, personal space, gesture **Lesson Duration: 140 mins**

Resources:

- Lesson 19-1, 19-2 and 19-3 Videos
- Student Activity Books, L19

Intonation

Objectives:

- Students will understand why intonation, stressing or emphasizing are important for clear communication.
- Students will understand that speaking at an appropriate pace is important for the message to be comprehended.

Step 1: 10 mins.

Write the word, “Hello” on the board.

Narrate how he has used it differently in the following scenarios -

- meeting an old friend after a long time.
- speaking with a neighbor who has lost his father recently.

Write the word, “Goodbye” on the board. Ask students to try out with intonation.

- To someone who has been annoying you
- To a member of your family as they are going through the boarding gate at the airport.

Ask: Why did I use the same word differently?

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins)

Ask students to listen to AV 1 and discuss:

- What was the video about?
- Write one sentence about your family and present it stressing on different words each time explaining how the meaning changes.

Model with an example.

Walk around to see if all students have written the sentence and help those who need assistance.

Step 3: 20 mins.

Introduce the question word, “When” with the help of examples.

Explain that ‘when’ question must be answered in time - clock time, event etc.

Ask students to complete these sentences. Read out a sentence and ask few volunteers for responses:

1. When I wake up, I _____.

2. I love it when I _____.
3. When it rains, I like to _____.
4. I smile when I see my _____.
5. When I'm hungry, I _____.

Model by speaking like a robot and asks students why we do not speak like robots.

Tell the students how the pitch and pace of voice can be rude or polite; hurried or bored.

Introduce the concept of 'pace of speech' by introducing self very fast, very slow.

With the participation of students, explain that 'when' we speak too fast it is difficult for the listener to understand us.

Introduce the concept of 'pitch' by introducing yourself very loudly and very softly.

With the participation of students, explain 'when' we speak loudly/softly, it is difficult for the listener to understand us.

Think, Pair, Share - Ask students to

- look at the voice levels given in Part A of Workbook and think about what it means.
- partner with another student (Students should work in pairs created in Lesson 17) and share with him/her 'when' they use each of those voice levels.
- share with the whole class the response of their partners.

Step 4: 10 mins.

Explain how speaking slowly helps us monitor our intonation and speak correctly.

Explain Exercise B of the Workbook.

Complete the first one with the help of students.

Ask students to read out Part B of the Workbook.

Walk around to ensure that all students have understood what they have to do and support those who need assistance.

Ask a few students to share their responses.

Step 5: 15 mins.

Divide the class into two teams - Team A and Team B.

Ensure that the groups understand the task.

Ask a few students to repeat the instructions to ensure that the two groups have understood what they have to do.

Call on one member from Group A and give him/her a task slip. (Appendix of this lesson).

Ask Group B to discuss within the group and guess what occasion/feeling was expressed by the member from Group A.

Repeat the game by calling on a member from Group B and giving him/her a task slip.

Ask Group A to discuss within the group and guess what occasion/feeling was expressed by the member from Group B.

Continue the game for as long as time permits.

Ensure that the members enact the situation with the appropriate intonation.

Step 6: 5 mins. (Urban facilitators to skip this step)

Ask students to give an example of correct/incorrect:

- eye contact.
- use of personal space.
- expressions/gestures.
- pace of speech.
- pitch of voice.
- word stress

Step 7: 5 mins. (Urban facilitators to skip this step)

Vocabulary practice time:

Give an example of a kind gesture.

Give an example of a rude gesture

Use Spill in a sentence

Digital Learning: Online Search 2

Objectives:

- Students practice looking at multiple websites or changing words in their search to help them practice finding higher quality information rather than simply using the first website that comes up.
- Students are able to revisit a website by using their search history or bookmarks.

औब्जैकटिव:

- स्टूडेंट्स अपनी खोज में कई वेबसाइटों को देखने या शब्दों को बदलने का अभ्यास करते हैं ताकि उन्हें केवल पहली वेबसाइट का उपयोग करने के बजाय हाइ क्वालिटी वाली जानकारी खोजने में मदद मिल सके।
- स्टूडेंट्स सर्च हिस्ट्री या बुकमार्क का उपयोग करके किसी वेबसाइट पर दोबारा पहुंचना सीखते हैं।

Step 1: 15 mins. (Comparing Websites) (Urban facilitators to skip this step):

Students should sit at the laptops in small groups or pairs (Students should work in pairs created in Lesson 17). Ask each group or pair to choose a topic they want to learn more about. Then, have them search for the topic with Google.

स्टूडेंट्स को छोटे ग्रुप या जोड़ों में लैपटॉप पर बैठना है। हर एक ग्रुप या जोड़ी को एक विषय चुनने के लिए कहें जिसके बारे में वे अधिक जानना चाहते हैं। फिर, उनसे गूगल (Google) पर विषय खोजने के लिए कहें।

Topic suggestions *(if needed)*:

विषय सुझाव **(**यदि जरूरी हो**):**

- Fixing a bike (एक बाइक फिक्सिंग)
- Stitching techniques (सिलाई टैक्नीक)
- Performing CPR (CPR देना)
- Electric Cars (विधुत गाड़ियाँ)
- Women in STEM/Science (STEM/विज्ञान में महिलाएं)

Ask them to click on three different websites that come up in the search. They do not have to read the full websites, but they should read parts and also click or scroll to different parts of each website.

उन्हें सर्च में आने वाली तीन अलग-अलग वेबसाइटों पर क्लिक करने के लिए कहें। उन्हें पूरी वेबसाइटों को पढ़ने की जरूरत नहीं है, लेकिन उन्हें भागों को पढ़ना चाहिए और हर एक वेबसाइट के अलग-अलग हिस्सों पर क्लिक या स्क्रॉल करना चाहिए।

Think-Pair-Share:

- What differences did you notice between the websites?

- Which one seemed to have the best information? How could you tell?

थिंक-पेयर-शेयर:

- आपने वेबसाइटों के बीच क्या अंतर देखा?
- आपको किसकी जानकारी सबसे अच्छी लगी? आप यह कैसे बता सकते हैं?

Step 2: 15 mins (Adjusting Keywords): **(Urban facilitators to conduct Step 2 and Step 3 in 20 mins):**
Tell students to watch AV 2 (English) or AV 3 (Hindi) on their laptops.

Ask:

- How can it help to use specific descriptions in your search?
- What happens when you use quotation marks in your search? *(It searches for those words together as a phrase. For example, "pencil case" instead of "pencil" and "case.")*

पूछें:

- यह आपकी खोज में स्पेसिफिक डिस्क्रिप्शन (specific descriptions) का उपयोग करने में कैसे मदद कर सकता है?
- जब आप अपनी खोज में कोटेशन मार्क्स (quotation marks) का उपयोग करते हैं तो क्या होता है? (यह उन शब्दों को एक साथ एक वाक्यांश (*phrase)* के रूप में खोजता है। उदाहरण के लिए, "पेंसिल" और "केस" के बजाय "पेंसिल केस"।)

Give students 15 minutes to practice searching for the same topic but making changes to the keywords in their search. They can add or change the words they search for or use quotation marks or a minus sign in their search.

स्टूडेंट्स को उसी विषय को खोजने का अभ्यास करने के लिए 10 मिनट का समय दें, लेकिन इस बार वे अपनी खोज में की वर्ड में बदलाव करें। वे अपने द्वारा खोजे जाने वाले शब्दों को जोड़ या बदल सकते हैं या अपनी खोज में कोटेशन मार्क्स (quotation marks) या माइनस साइन का उपयोग कर सकते हैं।

Ask:

- How were the websites listed different when you changed the keywords in your search?
- जब आपने अपनी खोज में कीवर्ड बदले तो वेबसाइटें किस प्रकार से अलग आए ?

Step 3: 15 mins. (Urban facilitators to conduct Step 2 and Step 3 in 20 mins):

Ask:

(Revisiting Website)-You have visited several websites today. How can you go back to one that you liked to read again?

आप आज कई वेबसाइटों पर गए हैं। आप उस पर वापस कैसे जा सकते हैं जिसे आप फिर से पढ़ना पसंद करते हैं?

Tell students to click the three dots in the top right corner of the screen and select History. *(Alternative option: press Ctrl+H)* They should find the website they liked best from their searches during this lesson and click it.

स्टूडेंट्स से कहें कि वे स्क्रीन के ऊपरी दाएं कोने में तीन बिंदुओं पर क्लिक करें और History का चयन करें। (विकल्प: Ctrl+H दबाएं) उन्हें इस लैसन के दौरान अपनी खोजों से वह वेबसाइट ढूँढनी चाहिए जो उन्हें सबसे अच्छी लगी हो और उस पर क्लिक करें।

Ask:

- What is a bookmark? *(Accept all answers, but emphasize that it is used to save a page in a book.).*
- बुकमार्क क्या है? (सभी उत्तरों को स्वीकार करें, लेकिन इस बात पर जोर दें कि इसका उपयोग किसी बुक में उसके पेज को सुरक्षित रखने के लिए किया जाता है, ताकि जहाँ से बुक को पढ़ना शुरु किया वहीं से दुबारा पढ़ा जा सके।)

Explain:

You can also save a page online with a bookmark.

समझाएं:

आप किसी पेज को ऑनलाइन भी सहेज सकते हैं, बुकमार्क के साथ।

Tell students to press the star in the top right corner of the screen. (*Alternative option: Press Ctrl + D.)* They can name the bookmark to help them remember the topic of the page.

स्टूडेंट्स को स्क्रीन के ऊपरी दाएं कोने में स्थित स्टार पर क्लिक करने के लिए कहें। (विकल्प: Ctrl + D दबाएं।) वे पेज के विषय को याद रखने में मदद करने के लिए बुकमार्क को नाम दे सकते हैं।

The bookmarks may appear in a bar at the top of the web page. If not, to see the bookmarked page again, they can click the three dots in the top right corner of the screen and select bookmarks.

बुकमार्क वेब पेज के ऊपरी भाग पर एक बार में दिखाई दे सकते हैं। यदि नहीं, तो बुकमार्क किए गए पेज को फिर से देखने के लिए, वे स्क्रीन के ऊपरी दाएं कोने में तीन बिंदुओं पर क्लिक करके बुकमार्क का चयन कर सकते हैं।

Step 4: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Appendix

SITUATIONS
You have come first in the competition and you are breaking that news to your parents.
Your teacher has asked you to leave the class and you are asking her as you are not sure why you have been punished.
You are sharing your phone number with a friend you have met after a long time.
You are appreciating your younger sibling about the wonderful painting he/she has made.
You are sharing a secret with your friend in your class.

Summary of Lesson 20 | Hum Saath Saath hain (How to conduct)
Hum Saath Saath hain (How to update on LMS)

Lesson 20

Vocabulary of the day: **Lesson Duration: 135 mins**
Formal, informal, nice to meet you, Hall of fame

Materials:
- Notecards, paper bags
- Art supplies *(e.g. paper, markers)*
- Tape

Resources:
- L20 Video
- Student Activity Book, L20

Greetings

Objectives:
- Students recognize the difference between formal and informal greetings and the appropriate settings to use them in.
- Students practice greeting each other using dialogues.

ऑब्जेकटिव:
- स्टूडेंट्स औपचारिक और अनौपचारिक अभिवादन के बीच के अंतर को पहचानना और उनका सही जगह पर उपयोग करना सीखेंगे।
- स्टूडेंट्स डायलॉग का उपयोग करके एक-दूसरे का अभिवादन करने का अभ्यास करते हैं।

Step 1: 5 mins.

Share with the class: Imagine greetings are like recipes. Just as different recipes have various ingredients and methods to create a dish, greetings have diverse styles—handshakes, hugs, nods, or smiles. Just like adjusting a recipe to suit tastes, adapting greetings shows respect for individual preferences and makes social interactions more flavorful!

How does a good greeting make social situations nicer for everyone?

Step 2: 15 mins.

Greet the students by saying, “Hi (name), how are you?”

(Accept all answers, including in Hindi.)

स्टूडेंट्स का अभिवादन करते हुए कहें, "Hi (name), how are you?"

(हिंदी सहित सभी उत्तर स्वीकार करें।)

Video + Discussion: 15 mins.

विडियो + डिस्कशन: 15 मिनट

Watch AV 1.

Think-Pair-Share (To be done with pairs created in Lesson 17):

- What greetings did you recognize?
- Did you learn any new greetings?
- When do you use a formal greeting?

थिंक-पेयर-शेयर:

- आपने किस अभिवादन को पहचाना?
- क्या आपने कोई नया अभिवादन सीखा?
- आप औपचारिक अभिवादन का उपयोग कब करते हैं?

Step: 3: 10 mins.

Ask students to open their SRB to L20 and complete Activity A.

They should write the greetings from the box with the correct picture. Then, they should draw a star beside the one that is NOT a way to say hello.

स्टूडेंट्स से कहें कि वे अपनी स्टूडेंट एक्टिविटी बुक का L17 खोलें और एक्टिविटी A को पूरा करें। उन्हें तस्वीर के साथ बॉक्स से सही अभिवादन चुनना है। फिर, उन्हें उसके बराबर में एक स्टार का चिह्न बनाना है जो नमस्ते कहने का तरीका नहीं है।

After 5 minutes, call on students to share their answers.

[Answer key: A. Good morning B. Good afternoon C. Good evening D. Good night - used before leaving or sleeping, not to say hello]

5 मिनट के बाद, स्टूडेंट से अपने उत्तर शेयर करने के लिए कहें।

[आन्सर की :A. Good morning B. Good afternoon C. Good evening D. Good night - used before leaving or sleeping, not to say hello]

Step 4: 10 mins.

Ask two volunteers to read Dialogue A in the SAB. Then, ask two students to read Dialogue B. If students are uncomfortable, the facilitator can read the dialogues aloud.

दो वालंटियर्स को एस.ए.बी में डायलॉग A पढ़ने के लिए कहें। फिर, दो स्टूडेंट को डायलॉग B पढ़ने के लिए कहें। अगर स्टूडेंट अनकम्फर्टेबल हैं, तो फसिलिटेटर डायलॉग्स को जोर से पढ़ सकते है।

Dialogue A

Person 1: Good afternoon. My name is Raj Singh.

Person 2: Nice to meet you, Mr. Singh. My name is Geeta Rao.

Person 1: Pleasure to meet you, Ms. Rao. How are you doing today?

Person 2: I'm fine, thank you. And you?

Person 1: I am doing well, thank you.

Dialogue B

Person 1: Hi, I'm Raj.

Person 2: I'm Geeta. Nice to meet you.

Person 1: You too. How are you?

Person 2: Fine, thanks. You?

Person 1: I'm good.

Ask:

- Which dialogue is formal? How can you tell?
- Are these greetings of people who know each other well or people who are meeting for the first time? How can you tell?

पूछें:

- कौन सा डायलॉग औपचारिक है? आप यह कैसे बता सकते हैं?
- क्या ये अभिवादन उन लोगों का है जो एक-दूसरे को अच्छी तरह जानते हैं या जो लोग पहली बार मिल रहे हैं? आप यह कैसे बता सकते हैं?

Step 5: 15 mins. (Urban facilitators to conduct this in 10 mins.)

Students practice reading the dialogue with a partner (Students should work in pairs created in Lesson 17) , using their own names.

स्टूडेंट्स अपने स्वयं के नामों का उपयोग करते हुए, एक साथी के साथ डायलॉग पढ़ने का अभ्यास करते हैं।

After some time, tell students to find a new partner to greet. They may use the dialogue in the workbook or they may choose their own sentences.

पांच मिनट के बाद, स्टूडेंट्स को अभिवादन के लिए एक नया पार्टनर खोजने के लिए कहें। वे वर्कबुक में डायलॉग का उपयोग कर सकते हैं या वे अपने स्वयं के वाक्य चुन सकते हैं।

After some time, ask students to switch partners and practice one more time.

दो मिनट के बाद, स्टूडेंट्स से पार्टनर्स को बदलने और एक बार और अभ्यास करने के लिए कहें।

Step 6: 5 mins. (Urban facilitators to skip this step)

Vocabulary practice time:

What is an informal meeting? (Answer: Informal meeting is .....

When do you say nice to meet you? (Answer: I use nice to meet you when....

Introduction of Milestone Championship

Objectives:

- Give students a chance to build a connection with their attendance partner.
- Introduce the attendance competition and motivate students to come to class as often as possible in order to get the most out of the program.

ऑब्जेकटिव:

- स्टूडेंट्स को अपने अटेंडेंस पार्टनर के साथ कनेक्शन बनाने का मौका दें।
- अटेंडेंस कम्पटीशन का इंट्रोडक्शन दें और कार्यक्रम का अधिकतम लाभ उठाने के लिए स्टूडेंट्स को जितनी बार संभव हो क्लास में आने के लिए प्रेरित करें।

Step 1: 25 mins.

(Urban facilitators to conduct this in 20 mins)

Introduce the name of the lesson and ask what comes to their mind. Share that this is a very interesting activity and they will come to know the details soon. Tell them that it is based on the pairs that were made in Lesson 17.

पाठ का नाम बताएं और पूछें कि उनके मन में क्या आता है। साझा करें कि यह एक बहुत ही दिलचस्प गतिविधि है और उन्हें जल्द ही विवरण पता चल जाएगा। -2 mins

Trust-building Interviews:

- Ask the pairs to interview each other about their interests, goals, and experiences. Afterward, each student introduces their partner to the larger group, emphasizing the positive aspects they learned during the interview. This exercise builds trust and encourages active listening.

विश्वास-निर्माण इंटरव्यू :

2 छात्रों को भागीदार बनाएं और उनसे उनकी रुचियों, लक्ष्यों और अनुभवों के बारे में एक-दूसरे का इंटरव्यू लेने को कहें। इसके बाद, प्रत्येक छात्र इंटरव्यू के दौरान सीखे गए सकारात्मक पहलुओं पर जोर देते हुए अपने साथी को बड़े समूह से परिचित कराता है। यह अभ्यास विश्वास पैदा करता है और सक्रिय रूप से सुनने को प्रोत्साहित करता है।

Step 2: 20 mins.

Explain:

Just like you and your partner supported and talked positively about each other, you will also help each other learn more at FEA by attending class as much as possible. You will be playing an attendance competition, and each day that both members of your group attend the lesson, your group earns a point. Once a week, I will announce your team ranking. This competition will be called Milestone Championship. All the pairs who achieve the first milestone i.e. they are regular will get their first milestone reward. If you are regular, but your partner is not, you would not be able to get the first reward. Ensure that you make yourself and your partner regular.

Note for facilitator: Make sure not to tell the students what reward (folder) they would receive as it could spoil the excitement.

Create an LMS id for each pair.

Assign each group a group ID through LMS.

एहर एक ग्रुप को LMS के माध्यम से एक ग्रुप आईडी दें।

समझाएँ:

जिस तरह आपने और आपके साथी ने एक-दूसरे का समर्थन किया और एक-दूसरे के बारे में सकारात्मक बातें कीं, उसी तरह आप जितना संभव हो सके क्लास में भाग लेकर एफ.ई.ए. में एक-दूसरे को और जानने में मदद करेंगे। आप एक अटेंडेंस कम्पटीशन खेलेंगे, और हर एक दिन जब आपके ग्रुप के दोनों सदस्य क्लास में आएंगे, तो आपका ग्रुप एक अंक अर्जित करेगा। सप्ताह में एक बार, मैं आपकी टीम के स्कोर की घोषणा करूंगा/करुँगी।इस गेम का नाम होगा हम साथ साथ हैं! 50 लैसन के बाद, उच्चतम अटेंडेंस स्कोर वाले दो ग्रुप को हॉल ऑफ फेम (क्लास का एक ऐसा स्थान जिसे स्टूडेंट सजाएंगे) में सम्मानित किया जाएगा।

Ask:

- How does your group earn points? *(When both members attend class)*
- Why is it important to attend class regularly? *(Accept all answers. Emphasize that students will earn attendance points AND they will learn more from the program. Add that it is an FEA rule to attend regularly and that missing class should be a rare occurrence.)*
- How can you encourage your partner to attend class regularly?

पूछें:

- आपका ग्रुप अंक कैसे अर्जित करता है? (जब दोनों सदस्य क्लास में उपस्थित हों)
- नियमित रूप से क्लास में उपस्थित होना क्यों महत्वपूर्ण है? (सभी उत्तरों को स्वीकारें। इस बात पर जोर दें कि स्टूडेंट्स अटेंडेंस पॉइंट्स अर्जित करेंगे और वे कार्यक्रम से अधिक सीखेंगे। बताइए कि नियमित रूप से क्लास में उपस्थित होना FEA का एक नियम है और क्लास से छुट्टी बहुत ही मुश्किल परिस्थिति में होनी चाहिए।)
- आप अपने साथी को नियमित रूप से क्लास में उपस्थित होने के लिए कैसे प्रोत्साहित कर सकते हैं?

Step 4: 15 mins. (Urban facilitators to skip this step)

Ask students to practice joining the Duolingo classroom. Help students who require more support. Ensure peers help one another. Let students begin their Duolingo task.

Step 5: 5 mins. (Urban facilitators to skip this step)

Wrap-Up and Pledge:

रैप-अप और प्लेज:

Inform that you are available to talk to students who have questions about today's topics. They can stay back and talk to the facilitator.

Note for facilitator- Keep a note of activities that your students require more support. You can re-do those activities during the revision lesson.

सूचित करें कि आप उन छात्रों से बात करने के लिए उपलब्ध हैं जिनके पास आज के विषयों के बारे में प्रश्न हैं। वे क्लास में रुक कर फैसिलिटेटर से बात कर सकते हैं। फैसिलिटेटर के लिए नोट- उन गतिविधियों पर ध्यान दें जिनमें आपके छात्रों को अधिक सहायता की आवश्यकता है। आप उन गतिविधियों को रिवीजन पाठ के दौरान फिर से कर सकते हैं।

Recite the pledge.

एफ.इ.ए प्लेज लें।

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Note: Are your students speaking English for at least 20% of the class time? If they are, great work! If not, think of some fun ideas to help everyone use more English during their session time. Good luck!

Summary of Lesson 21

Lesson 21

Lesson Duration: 135 mins

Vocabulary: cousin, nephew, niece, great grandfather, mindset

Preparations:

- Write words on slips of paper (See Mindset Workshop - “Positive Attitudes”)

Resources:

- Videos
- Student Activity Books,L21

Materials:

- Paper slips and box

Family

Objective:

- Students learn vocabulary for family members and practice describing their own families.
- (स्टूडेंट परिवार के सदस्यों के लिए वोकैबुलरी सीखते हैं और अपने परिवारों का वर्णन करने का अभ्यास करते हैं।)

Step 1: 10 mins.

Write this sentence on the white board.

"Living in a nuclear family is better than living in a joint family".

Ask students to comment on this. To spark discussion, choose to speak against joint family or nuclear family, whichever seems to be attracting more comments.

Step 2: 25 mins.

(Urban facilitators to conduct this in 15 mins)

1. Ask students to open their Student Activity Books to L21 and look at the vocabulary in Part A. Do not go over the definitions. Instead, ask students to listen for the words and try to understand their meaning as they watch the video.

   स्टूडेंट्स से कहें कि वे अपनी स्टूडेंट एक्टिविटी बुक में L21 को खोलें और Part A में वोकैबुलरी (vocabulary) देखें। परिभाषाओं (definition) पर ध्यान न दें। इसके बजाय, स्टूडेंट को शब्दों को सुनने और वीडियो देखते समय उनके अर्थ को समझने का प्रयास करने के लिए कहें।

2. Students watch AV 1 on their laptops and can watch 2 times if needed.

   स्टूडेंट अपने लैपटॉप पर AV 1 देख सकते हैं और जरूरत पड़ने पर 2 बार देख सकते हैं।

3. **Ask:** (If needed, play the video from the facilitator's laptop and pause to ask the questions about each family member)

   पूछें: (यदि जरूरी हो, तो फसिलिटेटर के लैपटॉप से विडियो चलाएं और परिवार के हर एक सदस्य के बारे में प्रश्न पूछने के लिए रुकें)

   - What words are used to describe Lena's parents? *(mother, father)*
   - Does Lena have any brothers or sisters? How many? *(one older brother)*
   - Who else lives with Lena? *(grandfather, grandmother)*
   - What does 'aunt' and 'uncle' mean? *(a parent's sister or brother and their husband/wife)*
   - How many cousins does Lena have? *(two)*
   - What words are used to describe a sister or brother's children? *(nephew and niece)*
   - लीना के माता-पिता का वर्णन करने के लिए किन शब्दों का उपयोग किया जाता है? (माँ, बाप)
   - क्या लीना के कोई भाई या बहन हैं? कितने? (एक बड़ा भाई)
   - लीना के साथ और कौन रहता है? (दादा दादी)
   - 'चाची' और 'चाचा' का क्या अर्थ है? (माता-पिता की बहन या भाई और उनके पति/पत्नी)
   - लीना के कितने चचेरे भाई हैं? (दो)
   - बहन या भाई के बच्चों का वर्णन करने के लिए किन शब्दों का प्रयोग किया जाता है? (भतीजे और भतीजी)

Step 3: 20 mins.

(Group Activity) (Urban facilitators to conduct this in 15 mins)

Ask students to close the laptops and stand up. Tell them you will call out a family member, and they should form a group with everyone who has the same number of that family member as you.

स्टूडेंट्स को लैपटॉप बंद करने और उनको खड़े होने के लिए कहें। उन्हें बताएं कि आप परिवार के किसी सदस्य का नाम लेंगे, और उन्हें उन सभी लोगों के साथ एक ग्रुप बनाना चाहिए जिनके पास आपके परिवार की संख्या के बराबर सदस्यों की संख्या है।

For example, if you call out "sisters," then everyone with no sisters should make a group, everyone with one sister should make a group, and so on.

उदाहरण के लिए, यदि आप बहन/"Sister" बोलते हैं, तो जिनके पास बहन नहीं है उन्हे एक ग्रुप बनाना चाहिए, एक बहन वाले सभी को एक ग्रुप बनाना चाहिए, और इसी तरह आगे ग्रुप बनते चले जायेंगे।

The goal is to form the groups correctly as quickly as possible. Play for 10 minutes or until all the family member categories have been called out.

लक्ष्य है की जितनी जल्दी हो सके ग्रुप को सही ढंग से बनाना है। 10 मिनट तक या परिवार के सभी सदस्य श्रेणियों को बुलाए जाने तक खेलें।

Family member categories: *("How many ____ do you have?")*

- brothers
- sisters
- living grandparents
- aunts
- nephews

परिवार के सदस्य श्रेणियां: ("*How many ____ do you have?*")

- भाई
- बहन
- जीवित दादा-दादी
- चाची
- भतीजे

Step 4: 15 mins.

Vocabulary Practice Time:

Now ask them to use the sentence frames in the workbook Part B to discuss their family with a partner. They should practice in pairs for 5-10 minutes.

फिर, वे एक साथी के साथ अपने परिवार पर चर्चा करने के लिए वर्कबुक में वाक्य फ़्रेम का उपयोग कर सकते हैं। उन्हें 5-10 मिनट के लिए जोड़े में अभ्यास करना है।

Call on 3-4 partners to discuss their families in front of the class.
क्लास के सामने अपने परिवारों के बारे में चर्चा करने के लिए 3-4 पार्टनर्स को बुलाएँ।

Step 5: 15 mins.
(Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)
Ask students to login their Duolingo account. Let students begin their Duolingo task.

Energizer- Look Up: 3-5 mins. (Urban facilitators to skip this step)

Students stand in a circle and look down at the floor. When the facilitator says, “Look up,” everyone *must* look directly at the eyes of someone in the group. Most likely, that person will be looking at someone else, but if two people look at each other, both are out.

स्टूडेंट एक सर्कल में खड़े होते हैं और नीचे फर्श की ओर देखते हैं। जब फसिलिटेटर कहता है, "लुक अप" तो सभी को सीधे ग्रुप में से किसी की आँखों में देखना है। सबसे अधिक संभावना है, वह व्यक्ति किसी और को देख रहा होगा, लेकिन अगर दो लोग एक-दूसरे को देखते हैं, तो दोनों गेम से बाहर हों जायेंगे।

Mindset

Objective:

- Develop students’ understanding that putting in effort can help them to get the most out of the FEA program and to succeed in life.
- छात्रों में यह समझ विकसित करें कि प्रयास करने से उन्हें एफईए कार्यक्रम से अधिकतम लाभ उठाने और जीवन में सफल होने में मदद मिल सकती है।

Step 1: 15 mins.

Explain:

FEA might challenge you in some ways. For example, you will be asked to work hard and try new things, stand up and speak in front of people, or work in a team. You might make mistakes or be asked to think about things in a new way. When you face a challenge, you can give up or you can work hard and rise to the challenge.

समझाएँ**:**

एफ.इ.ए. आपको कुछ तरीकों से चुनौती दे सकता है। उदाहरण के लिए, आपको कड़ी मेहनत करने और नई चीजों को आजमाने, लोगों के सामने खड़े होने और बोलने, या एक टीम में काम करने के लिए कहा जाएगा। आपसे गलतियां हो सकती हैं या चीजों के बारे में नए तरीके से सोचने के लिए कहा जा सकता है। जब आप किसी चुनौती का सामना करते हैं, तो आप हार मान सकते हैं या आप कड़ी मेहनत कर सकते हैं और चुनौती का सामना कर सकते हैं।

Ask:

- What do you gain if you give up?
- What do you gain if you work hard?

पूछें**:**

- अगर आप हार मान लेते हैं तो आपको क्या हासिल होता है?
- अगर आप मेहनत करते तो आपको क्या हासिल होता है?

(e.g. learning and growing, better prepared for employment, boost in self-confidence)

(जैसे सीखना और बढ़ना, रोजगार के लिए बेहतर तैयारी, आत्मविश्वास में वृद्धि)

Even though it may feel difficult at times, there are many ways you can get support. -If you are finding FEA classes difficult, what can you do to find help?

हालांकि यह कई बार मुश्किल लग सकता है, ऐसे कई तरीके हैं जिनसे आप सहायता प्राप्त कर सकते हैं।

- यदि आपको एफ.इ.ए. क्लास कठिन लग रही हैं, तो सहायता प्राप्त करने के लिए आप क्या कर सकते हैं?

Write the students' answers on the board and add if needed:

- Ask the facilitator for help
- Ask other classmates for help
- Talk to your career guide or mentor
- Ask the facilitator to connect you with an FEA graduate
- Use resources like friends, family, and the internet to find answers

बोर्ड पर स्टूडेंट्स के उत्तर लिखिए और यदि जरूरी हो तो जोड़ें:

- सहायता के लिए फसिलिटेटर से पूछें
- अन्य सहपाठियों से मदद मांगें
- अपने करियर गाइड या मेंटर से बात करें
- फसिलिटेटर से आपको एफ.इ.ए. ग्रेजुएट से जोड़ने के लिए कहें
- उत्तर खोजने के लिए मित्रों, परिवार और इंटरनेट जैसे संसाधनों का उपयोग करें

Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins)

Now ask students to switch to practice typing. Ask students to practice typing . Help them open the MS. Word document/or a Notepad.

Student 1 types: Lokesh likes to play badminton. He also likes to travel and talk to people.

Student 2 types: I am preparing for an audition next week in Mumbai. I am really excited about the event.

Student 1 types: I am fond of watching live sports but I have never experienced this before.

Student 2 types: Renu dreams of working as a journalist for an Indian news channel. She likes reporting.

Step 3: Wrap-Up and Pledge: 5 mins.

Facilitator asks all students to stand up.

Facilitator refers to the 1st concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.

Question - " What are a few ways to get support and help if you find FEA classes difficult?

Facilitator takes a note of the total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

शिक्षक सभी छात्रों को खड़े होने के लिए कहता है।

शिक्षक दिन के पहले पाठ के बारे में पूछता है और छात्रों से कहता है कि अगर वे समझ गए हैं तो बैठ जाओ। हां में जवाब देने वाले छात्र बैठ सकते हैं।

शिक्षक पाठ के बारे में उनकी समझ की जाँच करने के लिए 1-2 छात्रों से प्रश्न पूछता है। अगर किसी छात्र (छात्रों) को सही समझ नहीं है, तो उसे फिर से खड़े होने के लिए कहा जाता है।

प्रश्न - यदि आपको *FEA* कक्षाएं कठिन लगती हैं तो सहायता और सहायता प्राप्त करने के कुछ तरीके क्या हैं*?*

फैसिलिटेटर कुल छात्रों पर ध्यान देता है जो अभी भी खड़े हैं। यदि कुल संख्या कुल उपस्थिति के 1/3 से अधिक है, तो फैसिलिटेटर संशोधन के लिए इस गतिविधि को रिकॉर्ड करता है।

Step 4: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 22

Lesson 22

Vocabulary: Interviewer, Interviewee, Who **Lesson Duration: 140 mins**

Resources:

- Student Activity Books, L22

It's Good to Talk

Objectives:

- Students will gather confidence to deliver short free speech.
- Define different terms used to describe family relations such as sister/brother, mother/father, aunt/uncle, etc.

Step 1: 10 mins.

Share this: Once, two friends wanted to open a restaurant but couldn't agree on the food. Ravi liked old-style dishes, while Priya preferred new recipes. They argued a lot and almost gave up. One day, they talked honestly about their ideas. They realized they could mix old and new flavors. This made their restaurant special, and people loved it. They learned that talking openly helps solve problems and make good things together.

Why did Ravi and Priya's restaurant become successful after their discussion?

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins)

Welcome students.

Ask students to look at the image in their student workbook.

Share question 1 - What do you think the relationship might be between the small boy studying and the old woman in the jungle?

Ask students to discuss with their partners for 2 minutes. Call a few students to share their answers.

Now share question 2- How do you imagine the boy got access to a laptop in such a village?

Ask students to discuss with their partners for 2 minutes. Call a few students to share their answers.

Now share question 3- Think about the lifestyle of the people living in that wooden house?

Ask students to discuss with their partners for 2 minutes. Call a few students to share their answers.

Step 3: 25 mins.

Now tell students that you are going to play 'Name Game'. Ask students to listen carefully and try to answer in full English sentences.

Ask one student at a time. Repeat one question with 2-3 students so that it is reinforced.

The Name Game* - Speaking slowly, ask:

1. Name a male relation who has the same parents as you. (Brother)

2. What do you call your: father? (Papa/Daddy/Dad)
3. What do you call your: mother's mother? (Grandmother/Grandma) uncle's son? (Cousin) What do you call your: sister's son? (Nephew)
4. What do you call your brother's daughter? (Niece)
5. Who is your sister? (Full name with title.)
6. Is your grandfather male or female? (Male)
7. How old is your brother/sister? (My brother/sister is)
8. Are you a son or daughter of your parents?
9. Who is your favorite actor?
10. Who is the president of India?
11. Who is your best friend?
12. Who is the best cook in your family?
13. Who is your favorite superhero?
14. Who is your uncle?
15. Who is a better cricketer than Virat Kohli?

Step 4: 25 mins. (Urban facilitators to skip this step)

Vocabulary Practice Time:

Write the question word 'Who' on the white board. Ask 5-6 students

1. Who is your grandfather?
2. Student - Mr. Ramesh Kumar is my grandfather.
3. Who is your FEA facilitator?
4. Who is someone you admire?
5. Who is the most hardworking person in your family?

Instruct that its a practice time:

Share the rules

- Pair Up: Divide the players into pairs.
- Interview Questions in SAB Part B: Each pair will take turns interviewing each other. One person will play the role of the **interviewer**, and the other will be the **interviewee**.
- Using "Who" Questions: The interviewer's task is to ask the interviewee questions starting with **"Who."** Encourage questions on personal preferences, experiences, or opinions about different people.
- Record Responses: The interviewee responds to each question with as much detail as possible.
- Switch Roles: After a set time or a certain number of questions, switch roles so both players have a chance to practice asking and answering questions.

Encourage them to answer in full sentences.

Step 5: 15 mins.

(Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask the class what are some of the things they have learned using Duolingo. Accept all answers.

Ask students to login their Duolingo account. Let students begin their Duolingo task.
Note: While students are at task, Facilitators must also use Duolingo to learn. This will make you more confident with the language.

Step 6: 20 mins.

Practice time:

Guide students to choose a topic from SAB- Part C. Give them 10 minutes to gather their thoughts. Say that everyone has to present before the class for at least 30 seconds.

Let students write down three to five sentences in their SABs to remind them of the direction they'll take in the course of their talk.
Ask one student to come on stage (or speak from their seat) and present their chosen topic. Encourage them to speak in English as much as they can.

Step 7: 15 mins.

Instruct students to take up typing practice. Students work in pairs. Student 1 types odd number sentences (given in the SAB) and student 2 types the even number sentences.

Step 8: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 23 | Introducing others

Lesson 23

Vocabulary: Juggle, Colleague **Lesson Duration: 140mins**

Resources:
- Student Activity Books, L23
- L23 Video

Introducing Others

Objectives:
- Students will be able to introduce their friends and family to others
- Students will practice introducing others, formally and informally.

Step 1: 20 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home. Skip the questions given in this step)

Start the class with Duolingo. Ask students to login their Duolingo account. Let students begin their Duolingo task. While students are working, converse with some of the students in English. Ask them and encourage them to speak in full sentences

1- What did you eat for breakfast today?

2- What is your routine for tomorrow?
3- How do you spend your weekends?

Step 2: 15 mins. Lesson introduction:

Once, during a training session, I noticed some trainees looked shy. I decided to talk to them and introduce them to others. I said things like, "This is Maya, she's really good with computers," and "Meet Ashutosh, he loves asking questions." It was nice because everyone started chatting, and we found out things we had in common. It made the training feel friendlier, all because we knew a bit about each other from the start.

Ask:
- What are some things to remember when introducing someone to a group of people?
- Why do you think it's important to introduce people to each other?

Step 3: 15 mins.

Announce that you will play a game. Share the rules

1. Ask students to stand in a circle.

2. The facilitator has three paper balls - red, green and blue. Write the color on white paper balls.

Red paper Ball- Introduce yourself: Tell your name and your one favorite thing in full sentence

"I am Kamlesh, and I like apples."

Green paper ball- Introduce others: Tell The Name of one of your FEA classmates and his hobby. "She is Neha. She likes watching movies."

Blue paper ball- Compare Yourself To An Object in the classroom.

"I'm like a computer. I think very fast ."

3. The Juggling student has to **juggle** the balls in the air. The ball that drops first determines what he/she needs to do: for example, if a student drops the red ball first, he has to tell his full name and his favorite thing in complete sentences to the class.

Have students turn to a partner and explain what you will be doing, either in English or their home language.

4. The facilitator models how the game is to be played.

5. One student steps forward and is given the three balls. Play till each student gets a turn or as time permits.

This game has no natural ending, so keep an eye on the mood of the students as they play. Talk with them about how they felt about the game. Keep the conversation in English.

Step 4: 20 mins. (Urban facilitators to conduct this in 15 mins)

Ask students to watch the AV-23 and discuss:

How did people help one another? How will you introduce someone from the video to your facilitator? (Allow students to think and discuss with their partner before sharing with the class. Keep the conversation in English)

Energizer- Two Truths and a Lie: 3-5 mins.

(Urban facilitators to skip this step)

Call on a student to share three sentences about himself/herself. Two should be true and one should be a lie. Encourage them to think of all three before listing them aloud. Once they share their sentences, the other students should try to guess which is the lie. To make it more active, ask students to stand if they believe sentence 1 is a lie, then if sentence 2 is a lie, then sentence 3. Reveal the answer.

Repeat with a second student if time allows.

एक स्टूडेंट से अपने बारे में तीन वाक्य बोलने के लिए कहें। दो वाक्य सच होने चाहिए और एक वाक्य झूठ होना चाहिए। उन्हें ज़ोर से वाक्य बोलने से पहले इन तीनों वाक्यों के बारे में सोचने के लिए प्रोत्साहित करें। एक बार जब वे अपने वाक्य बताते हैं, तो अन्य स्टूडेंट्स को यह अनुमान लगाने की कोशिश करनी चाहिए कि कौन सा वाक्य झूठ है। इसे और अधिक एक्टिव बनाने के लिए, स्टूडेंट्स को खड़े होने के लिए कहें यदि वे मानते हैं कि वाक्य 1 झूठ है, उसके बाद यदि वाक्य 2 झूठ है, फिर वाक्य 3। अब सभी को सही उत्तर बताएं। अगर समय हो तो दूसरे स्टूडेंट्स के साथ यह प्रक्रिया दोहराएं।

Step 5: 10 mins. (Urban facilitators to skip this step)

Recap- Ask students to recall if they remember how to introduce themselves during a conversation. Ask a few volunteers to act out the situation of introducing themselves to their friend, boss etc.

Step 6: 25 mins.

Role Play:

Create 4 groups. Assign one situation in Part A to each group. Ask them to prepare a role play and present it to the class.

Preparation time- 15 mins

Delivery time- 2-3 minutes- each group

Repeat the roleplay if students require more practice.

Use words of encouragement while students are presenting

- I can see that you are trying so hard
- I love your enthusiasm with this task
- All you can do is try your best
- I believe in you
- Nobody is perfect, and that is ok
- You can learn from your mistakes
- Believe in yourself, you can do it
- Mistakes are proof that you are trying

Step 7: 5 mins.

(Urban facilitators to skip this step)

Vocabulary practice time: Facilitator shares a sentence using colleague:

1. I discuss my work with my colleague.
2. My colleagues are very supportive

Now ask students to make a sentence.

Vocab from previous lesson:

Ask who is an interviewer and who is an interviewee?

Step 8: 15 mins. (Urban facilitators to conduct this in 10 mins)

Instruct students to take up typing practice. Students work in pairs. Student 1 types odd number sentences (given in the SAB) and student 2 types the even number sentences.

Step 9: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 24 | Hobbies and Pastime

Lesson 24

Vocabulary: **Lesson Duration: 142 mins**

- Pass time Vs. Pastime
- Listening music Vs. Listening to music
- "I like to do singing.", "I like to do cooking."

Resources:

- Student Activity Books, L24
- L24 Video

Hobbies and Pastime

Objectives:

- Students will learn vocabulary to identify different pastimes/hobbies and speak about their hobbies.

Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins)

Start by explaining the activity and inviting students to raise their hands if they have a hobby they'd like to talk about. Assure them that it's okay to feel a bit shy; everyone is here to learn and share.

Create a List: As students raise their hands, note down or list the hobbies they mention on the board visible to everyone in the class.

Discuss Each Hobby: After creating the list, go through the hobbies one by one. Begin by calling out the first hobby on the list. For example, if the first hobby mentioned was "painting," ask the student who shared it to talk a bit about their interest in painting. Encourage them to describe why they enjoy it, what they paint, or any special moments related to this hobby.

Engage Everyone: After discussing one hobby, open the floor for other students to ask questions or share their thoughts about that particular hobby.

Encourage a brief discussion or comments from other classmates.

Repeat the Process: Move down the list, discussing each hobby as mentioned. Ensure everyone who wants to share gets a chance.

Ask:

What is a hobby and what is a pastime?

Share their answers with the class.

Step 2: 15 mins.

(Urban facilitators to conduct this for 10 mins):

Ask students to watch AV-24 and after everyone has watched it, discuss:

- How can we ask a person for his/her hobbies without using the word 'hobby'?
- Are all hobbies a good use of time? Give examples.

Accept all answers, ensuring that students try to speak in full sentences using key vocabulary.

Step 3: 10 mins.

Ask students to complete A.2 and share their responses without looking at the workbook.

Ensure that the students use 'do/don't', 'does/doesn't' correctly.
While students are sharing their hobbies, other students note some of the hobbies mentioned in the left column of Part C.

Ask students to pair up with a partner and read the passage in Part B.

Ensure that the students understand the passage by asking a few questions.

With the help of students, check whether or not everyone understands 'true', 'false' and 'don't know'.

If not, explain with the help of students who know.

Ask the pairs to read the statements in the table and tick the appropriate box.

Ask a few pairs to share their responses to each statement asking them to show where in the passage that information can be found.

Step 4: 20 mins.

(Urban facilitators to conduct Step 4 and 5 collectively in 20 mins)

With the help of students, recap the concept of tally marks.

Organize students to stand in two concentric circles in a way that the inner circle is facing the outer circle.

Explain students will collect information about hobbies (that they noted down in Step 3) from their classmates.

Instruct students to ask the students they are facing the questions given in Part C. For example, each interviewed student is asked 2 questions, "Do you like singing?" Student's response. "Can you sing?"

Student's response.

Instruct students to make a tally mark for each response he/she gets from another student.

Ask either the outer or the inner circle to move in a particular direction, either clockwise or anti-clockwise to face a new peer in each round.

Conduct 4 - 5 rounds of the clockwise/anticlockwise movement ensuring that each time different sets of students are facing each other and students record answers given to them in the form of tally marks in Part C.

While students are moving and interviewing each other, ensure that they are pronouncing key vocabulary correctly.

End the game and ask students to take their seats.

Ask a few students to share:

- What is the most popular hobby/pastime they heard?
- Did the responses surprise them?

Encourage students to compare result of their findings as they share their responses

Step 5: 15 mins.

(Urban facilitators to conduct Step 4 and 5 collectively in 20 mins)

With the help of board and data from some of the students demonstrates how a simple vertical bar graph is made.

Ask 2 -3 students, who seem to have understood to come to the board and demonstrate to others how a vertical bar graph is made using actual data from one of the students' tally tables.

Ask students to work in pairs to represent their tally data in the form of a vertical bar graph using only the data collected in the left column of the table in Part C. (While students will work in pairs and help each other, they will each use their own data to make the bar graph.)

Move about in the classroom to ensure that the students are at task and provide assistance to those who seem confused or have not understood.

After all students have prepared their individual bar graphs, ask pairs to compare the graphs of the two partners - how it is similar/different. Ask a few pairs to share their comparison.

Step 6: 10 mins.

Form 2 - 3 teams and prescribes the voice level for the Quiz.

Quizzes the teams using hints in the Appendix of this lesson. Maintains score and creates interest by making it competitive.

Enforce the voice level during the activity.

Before the students leave, ask them to watch the weather forecast on an English news channel at home.

Typing Lesson 2

Objective:

- Students take a typing test and record their statistics. Their current score is not important. The objective is to compare their current score to later in the program to track their progress and see if they have improved.

Step 1: 15 mins.

(Urban facilitators to conduct this in 10 mins)

Students sit in pairs at the laptops. Give the following instructions for the first student in each pair. Allow time for them to complete each step before moving on to the next instruction.

1. Log in to Typing Master.
2. Click Typing Test (on the right side menu)
3. Next to the word “duration,” click the arrow and select 5 min.
4. In the large box, click the title of any text (e.g. “Aesop’s Fables”)
5. Click “next” (bottom right)
6. Type the text shown on the screen until the time ends.

स्टूडेंट्स जोड़ियों में लैपटॉप का प्रयोग करते हैं। हर एक जोड़े में पहले स्टूडेंट के लिए निम्नलिखित निर्देश दें। अगले निर्देश पर जाने से पहले उन्हें हर एक चरण को पूरा करने के लिए समय दें।

1. टाइपिंग मास्टर में लॉग इन करें।
2. टाइपिंग टेस्ट पर क्लिक करें (दाईं ओर मेनू पर)
3. "Duration" शब्द के आगे, तीर पर क्लिक करें और 5 मिनट चुनें।

4. बड़े बॉक्स में, किसी भी टेक्स्ट के टाइटल पर क्लिक करें (जैसे "Aesop's Fables")

5. "Next" पर क्लिक करें (नीचे दाएं)

6. समय समाप्त होने तक स्क्रीन पर दिखाए गए टेक्स्ट को टाइप करें।

Step 2: 5 mins.

Stats:

After completing the test, students click "next." The screen will show their statistics.

आँकड़े:

टेस्ट को पूरा करने के बाद, स्टूडेंट्स "next" पर क्लिक करते हैं। स्क्रीन उनके आंकड़े दिखाएगी।

Tell students to write their accuracy (percentage) and net speed (WPM) in their notepads. Explain that you will discuss the meaning after all students have completed the test.

स्टूडेंट्स से कहें कि वे अपनी स्टूडेंट वर्कबुक के L14A में अपनी एक्यूरेसी (percentage) और नेट स्पीड (WPM) लिखें। समझाएं कि सभी स्टूडेंट्स द्वारा टेस्ट पूरा करने के बाद ही आप इन शब्दों के अर्थ पर चर्चा करेंगे।

Step 3: 15 mins.

(Urban facilitators to conduct this in 10 mins)

Typing Test Round 2:

Repeat the instructions above for the second student in each pair.

हर एक पेयर के दूसरे स्टूडेंट के लिए ऊपर दिए गए निर्देशों को दोहराएं।

One on One Time: *(Simultaneously, if possible* -एक साथ, यदि संभव हो तो)

While students are using Typing Master, call them one at a time and get to know them more. Spend at least 3-5 minutes with each student.

जब स्टूडेंट टाइपिंग मास्टर का उपयोग कर रहे हों, तो उन्हें एक-एक करके बुलाएं और उन्हें और अधिक जानें। हर एक स्टूडेंट के साथ कम से कम 3-5 मिनट बिताएं।

You can ask them questions about:

- Their schooling
- Their career ambitions
- Their families
- Why they joined FEA

आप उनसे इस बारे में सवाल पूछ सकते हैं:

- उनकी स्कूली शिक्षा
- उनकी करियर महत्वाकांक्षा
- उनका परिवार
- वे एफ.इ.ए. में क्यों शामिल हुए?

**Note: If you do not finish speaking with all students, you can continue during future digital learning time. Let the students know.*

*नोट: यदि आप सभी स्टूडेंट्स के साथ बातचीत समाप्त नहीं कर पाते हैं, तो आप भविष्य के डिजिटल लर्निंग समय के दौरान इस बातचीत को जारी रख सकते हैं। स्टूडेंट्स को यह बताएं।

Step 4: 10 mins.

(Urban facilitators to conduct this in 5 mins)

Understanding the Stats: 10 mins.

आंकड़ों को समझना: 10 मिनट

Accuracy:

Explain: Accuracy is the percentage of letters typed correctly.

समझाएं: एक्यूरेसी सही ढंग से टाइप किए गए अक्षरों का प्रतिशत है।

Ask:

- Why is accuracy important?
- एक्यूरेसी क्यों महत्वपूर्ण है?

Speed:

Explain: WPM means Words Per Minute. This is how typing speed is measured.

समझाएं: WPM का अर्थ है शब्द प्रति मिनट। इस प्रकार टाइपिंग स्पीड को मापा जाता है।

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Appendix

Quiz Time

Hints	Answers
You can do this if you have your phone or CD player.	Listen to music
If this is not done, you will be hungry.	Cooking
To do this you need a computer/phone and an internet connection.	Internet surfing
You can do this alone if you have brushes, colours and an idea.	Painting
You can do this alone, with family or friends. Popcorn makes the experience of this better.	Watching movie
To do this you need a book or magazine or newspaper.	Read
You need to move your whole body to music for this.	Dance
You need two teams and a small ball for this.	Cricket
Something you do with family and friends a lot when you have something to say.	Talking
You can enjoy drama or action when you do this at home.	Watch TV
Two people play this with black and white pieces.	Play chess

Summary of Lesson 25 | PFC

Lesson 25

Lesson Duration: 142 mins

Vocabulary: assume, crossword, down, across, names of meals, snacks, fruits and vegetables

Resources:
- Student Activity Books, L25
- L25 Video

Food and Drinks

Objectives:
1. Students will learn vocabulary related to foods and drinks and meals of the day.
2. Students will learn vocabulary related to fruits and vegetables and talk about the taste of different foods/fruits/vegetables.

Error Alert:
Pronunciation of 'sour', 'biscuit', 'bread', 'snacks', 'dessert', 'breakfast' 'tomato', 'onions'.
Confusion between yogurt and curd, bitter and spicy.

Step 1: 20 mins.
(Urban facilitators to conduct this in 10 mins)

Share that today, we're going to talk about something yummy: food and drinks! Food isn't just for eating; it helps us learn about different places and how people celebrate. Let's have fun exploring all the tasty things we love!"

Tell : I want you to think about your favorite food or drink. Close your eyes for a moment and picture it. Can you smell it? Can you taste it? What makes it so special to you?"

Take responses: Now, let's share! Who would like to tell the class about their favorite food or drink? What is it, and why do you love it? Don't be shy.

Let's explore together! I've got some mouth-watering images A 1 of different foods and drinks from around the world. Take a look at Part A 1 and tell me what you see. What do you think they taste like?

Step 2: 10 mins.

Conduct a mini quiz to check prior knowledge about names of fruits and vegetables. (The questions and answers are given in the appendix of this lesson.)

Also ask taste/flavour of the fruit/vegetable that students come up with as responses. (sweet, sour, bitter, tasteless)

Step 3: 15 mins.
(Urban facilitators to conduct this in 10 mins)

With the help of examples, tell the students about how what we eat during the day can be called a snack or a meal.

Use the list to explain the difference between snacks and meals.

With the help of examples in Part A 2, explain what a 3-course meal consists of - starter/appetizer, main course and dessert.

Based on assessment of prior knowledge, use Part B to familiarize students with the names of fruits and vegetables.

Ask students to complete the questions in part C.

Step 4: 20 mins.

(Urban facilitators to conduct this in 15 mins)

Explain the concept of tally marks with the help of examples.

As the space allows. Make 2 small circles:

Organize students to stand in two concentric circles in a way that the inner circle is facing the outer circle.

Explain students will collect information about the most popular breakfast, lunch, dinner and snack food from their classmates.

Instruct each student to ask the student he/she is facing the questions given in Part D. Instruct how students will make a tally mark for each response he/she gets from the other student.

Ask either the outer or the inner circle to move in a particular direction, either clockwise or anti-clockwise to face a new peer in each round.

Conduct 4 - 5 rounds of the clockwise/anti-clockwise movement ensuring that each time different set of students are facing each other and they record answers given to them in the form of tally marks in Part D.

While students are moving and interviewing each other, ensure that they are pronouncing key vocabulary correctly.

End the game and ask students to take their seats.

Asks a few students to share:

- What is the most popular breakfast/lunch/dinner food?
- What is the most popular snack?

Step 5: 20 mins. (Urban facilitators to skip this step)

Ask students to login their Duolingo account. Let students begin their Duolingo task. While students are at task, meet students individually and talk to them:

1- Did you give your best today?

2- What did you enjoy the most today?

3- How can you do better tomorrow?

Passions Skills and Interest + Online Search

Objectives:

- Students discuss the connection between passion and success.
- Students consider their own interests by telling a story about a time they really enjoyed something as an entry point to considering a career path that would be fulfilling to them.
- स्टूडेंट पैशन और सफलता के बीच में संबंध पर चर्चा करते हैं।
- स्टूडेंट्स एक ऐसे समय को याद करेंगे जब उन्हें कुछ करने में बहुत मज़ा आया। फिर वे अपनी स्टोरी सबको सुनाएंगे। यह उनके लिए एक ऐसा मौका होगा जब वे अपने इंटरेस्ट को करियर बनाने के बारे में सोच सकते हैं।

Step 1: 10 mins.

Draw two people on the board. Give them names.

ब्लैकबोर्ड पर दो लोगों की स्केच को ड्रा करें। उन्हें नाम दें।

Scenario (*adapt as needed*):

Person 1 needs money, so he takes a job as a driver. He does not really like it, but he

receives a steady paycheck.

सिनेरियो (जरूरत के अनुसार अडॉप्ट करें):

व्यक्ति 1 को पैसे की जरूरत है, इसलिए वह ड्राइवर की जॉब करता है। वह वास्तव में इसे पसंद नहीं करता है, लेकिन उसे एक बंधी हुई तनख्वाह मिलती है।

Person 2 is really interested in cars. He takes a job as a driver and invests the profits into his car to make the ride more smooth and comfortable for his passengers. He learns to repair cars as well. He wants to start his own company with multiple cars and drivers.

व्यक्ति 2 वास्तव में कारों में रुचि रखता है। वह एक ड्राइवर के रूप में जॉब ले लेता है और अपने यात्रियों के लिए सवारी को अधिक सुगम और आरामदायक बनाने के लिए मुनाफे को अपनी कार में निवेश करता है। वह कारों की मरम्मत करना भी सीखता है। वह कई कारों और ड्राइवरों के साथ अपनी खुद की कंपनी शुरू करना चाहता है।

Discuss:

- Who do you think will be more successful in the long-term, Person 1 or Person 2? Why?
- Do you think it is better to take a job for the money or to follow your passion and find ways to make money from it? Why?

चर्चा करें:

- आपको क्या लगता है कि लंबी अवधि में कौन अधिक सफल होगा, व्यक्ति 1 या व्यक्ति 2? क्यों?
- क्या आपको लगता है कि पैसे के लिए जॉब करना या अपने पैशन का पालन करना और उससे पैसे कमाने के तरीके खोजना बेहतर है? क्यों?

Step 2: 15 mins.

Passion and Success:

Ask students to watch AV on their laptops.

स्टूडेंट को AV उनके लैपटॉप पर देखने को कहें।

Think-Pair-Share:

- Why do you think that Rahul was able to become successful as a standup comedian?
- Why does he say it is important to pursue your passion?

थिंक-पेयर-शेयर:

- आपको क्यों लगता है कि राहुल स्टैंड अप कॉमेडियन के रूप में सफल हो पाया ?
- वह क्यों कहता है कि अपने पैशन को आगे बढ़ाना महत्वपूर्ण है?

Step 3: 20 mins.

Explain to the students that they'll need to find the answers using Google. Emphasize the importance of using keywords and evaluating the credibility of the sources they find. Start the Hunt: Distribute the list of questions to each pair. Ask them to find more information. After some time, ask each pair to come forward and present their answers. Pair 1 and 2- Find the best phone under Rs 10,000. Share its features.

Pair 3 and 4- Find a few benefits of walking briskly.

Pair 5 and 6 - Find 1 best place to visit in Chennai. Share a few details about the place in 6-7 sentences

Pair 7 and 8- Find the best motivational movie made in India. What's good about the movie?

Pair 9 and 10- Collect some information about Thanksgiving day.

While students are searching the information, sit with them and ask them questions like

1- what have you found so far?

2- Did you find any new information?

3- What keywords did you use?

Ask the same questions from the other pairs as well as you sit with them.

Step 4: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Appendix

Quiz Time

Hints	Answers
I can be red, green and yellow in color. Which fruit am I?	Apple
I am red and good for eyes. Which vegetable am I?	Carrot
I am used in all Indian cooking. Which vegetable am I?	Garlic/Onion/ Tomato
I am a favorite fruit of many children in summers. Who am I?	Mango
I am green on the outside and red on the inside. Which summer fruit am I?	Watermelon
I am long and green or red. Which vegetable am I?	Chili
I can be green, red or blue. Which juicy fruit am I?	Grapes
I am a juicy fruit with the same name as my color. Who am I?	Orange
I am a brown vegetable and children love to eat me as chips. Who am I?	Potato
I am a green vegetable that is eaten as salad. Who am I?	Cucumber
I am long white sister of carrot. Who am I?	Raddish
I am a big flower. Which vegetable am I?	Cauliflower
People think that I am a vegetable, but I am actually a fruit. People like to use me to make pizza sauce. What am I?	Tomato

Summary of Lesson 26

Lesson 26

Lesson Duration: 132 mins

Vocabulary: Regularity vs Punctuality, He is, She is

Resources:
- Student Activity Books, L26
- L26 Video

He is, She is

Objectives:
- Students practice using “he” and “she” for males and females.
- Students practice making sentences with “is” and sharing them with the class.

औब्जैकटिव:
- स्टूडेंट पुरुषों और महिलाओं के लिए “he” और “she” का प्रयोग करते हैं।
- स्टूडेंट "इज़"/“is” के साथ वाक्य बनाने अभ्यास करते हैं और उन्हें क्लास में बताते हैं।

Step 1: 5 mins. Appoint new cops.

Write “he” on one side of the board and “she” on the other side. Point and ask what each word means. Point out a few people in class or say the names of a few famous people and ask “Is this *he* or *she*?”

बोर्ड के एक तरफ "he" और दूसरी तरफ "she" लिखें। पूछें कि दोनों शब्दों का क्या अर्थ है। क्लास के कुछ लोगों या कुछ प्रसिद्ध लोगों के नाम बोलें और पूछें "यह क्या है *, he* या *she*?"

Step 2: 15 mins.

Explain that you will read a sentence and students will move to either “he” or the “she” side of the room. Then, you will call on 1-2 students to say the sentence using “he” or “she” instead.

समझाएं कि आप एक वाक्य पढ़ेंगे और स्टूडेंट्स कमरे के "he " या "She" कार्नर में जाएंगे। फिर आप, 1-2 स्टूडेंट्स को "he " या "She" का उपयोग करके वाक्य बोलने के लिए बुलाएंगे।

Demonstrate with this example:

The girl is tall.

Ask: “Is the girl *he* or *she*?” The students should call out “she” (If not, repeat the introduction).

Move to the “she” side of the room.

Say: *She is tall.*

इस उदाहरण के साथ डेमोंस्ट्रेट करें:

The girl is tall.

पूछें: "क्या लड़की *he* या *she* है ?" स्टूडेंट को "*she*" कहना चाहिए (यदि एसा नहीं बोला, तो इंट्रोडक्शन दोहराएं)।

कमरे के “she” कोने में जाएँ।

कहें: शी इज़ टॉल।

Ask students to stand up and play the game. Call out the following sentences. After students move to the correct side of the room, call on 1-2 students to say the sentence with “he” or “she”.

स्टूडेंट्स को खड़े होने और खेल खेलने के लिए कहें। निम्नलिखित वाक्यों को बोलें। स्टूडेंट्स के कमरे में सही ओर जाने के बाद, 1-2 स्टूडेंट को “he” या “she” का प्रयोग करके वाक्य बोलने के लिए बुलाएं।

- My grandfather is old. *(He is old.)*
- The woman is happy. *(She is happy.)*
- The little girl is sad. *(She is sad.)*
- Your brother is fast. *(He is fast.)*
- My mother is strong. *(She is strong.)*
- The man is short. *(He is short.)*
- The uncle is smart. *(He is smart.)*
- Her father is tired. *(He is tired.)*
- My sister is funny. *(She is funny.)*
- Your niece is young. *(She is young.)*
- My cousin is kind.

*(*Note: This is a trick question. Allow students to respond, then point out that ‘cousin’ is used for males and females in English. “<u>He</u> is kind” AND “<u>She</u> is kind” are both correct.)*

(नोट: यह एक ट्रिकी प्रश्न है। स्टूडेंट्स को जवाब देने दें, फिर पॉइंट करें कि इंग्लिश में पुरुषों और महिलाओं के लिए ‘cousin’ का उपयोग किया जाता है। “<u>He</u> is kind” और “<u>She</u> is kind” दोनों सही हैं।)*

Add 2-3 sentences using celebrity names.

सेलिब्रिटी नामों का उपयोग करते हुए 2 से 3 वाक्यों को और जोड़ दें।

Ask if any students would like to stand up in front and say the sentence.

पूछें कि क्या कोई स्टूडेंट सामने खड़े होकर वाक्य कहना चाहेगा।

Step 3: Practice: 15 mins.

Students should take a seat and open their Student Activity Books to L26.

स्टूडेंट्स को अपनी सीट पर बैठना है और अपनी स्टूडेंट एक्टिविटी बुक में L26 को खोलना है।

They may choose any family members (or guardians or friends if they do not have many family members) to write in the left column. In the right column, they should write a sentence about each person using “He is” or “She is.”

वे बाएं/लेफ्ट कॉलम में लिखने के लिए परिवार के किसी भी सदस्य (या अभिभावक/गार्डियन या मित्र यदि उनके पास परिवार के कई सदस्य नहीं हैं) चुन सकते हैं। दाहिने/राइट कॉलम में, उन्हें हर एक व्यक्ति के बारे में “He is” या “She is” का उपयोग करके एक वाक्य लिखना है।

Step 4: Presenting Sentences: 15 mins.

All students should practice reading their five sentences aloud to a partner. The partner should make sure “he” and “she” were used correctly.

सभी स्टूडेंट्स को अपने पाँच वाक्यों को एक साथी के सामने ऊँची आवाज़ में पढ़ने का अभ्यास करना है। साथी को यह सुनिश्चित करना है कि “he” और “she” का उपयोग सही किया गया था।

Then, call on students to stand and share one sentence aloud.

फिर, स्टूडेंट से खड़े होने और एक वाक्य को जोर से बोलने के लिए कहें।

Energizer- Gym Time: 3-5 mins. (Urban facilitators to skip this step)

Call out an exercise randomly, and have the students perform the exercise. Google search if you need help

Elbow-to-Knee Touches, Invisible Jump Rope, March in Place, Neck Rolls, Punch in air, Squats, Frog Jumps

Milestone Championship Follow-Up

Objective:

- The facilitator will update students on their attendance so far and motivate them to practice regular attendance and punctuality.

औब्जैकटिव:

- फसिलिटेटर स्टूडेंट्स को उनकी अब तक की अटेंडेंस के बारे में अपडेट करेंगे और उन्हें नियमित अटेंडेंस और पंक्चुअलिटी का अभ्यास करने के लिए प्रेरित करेंगे।

Step 1: Review: 5 mins.

Ask:

- Why is regular FEA attendance important?
- What is the competition- Milestone Championship?

पूछें:

- नियमित एफ.इ.ए. में अटेंडेंस क्यों महत्वपूर्ण है?
- अटेंडेंस कॉम्पटिशन क्या है?

Step 2: Attendance Update: 10 mins.

Open LMS and report how many total lessons each pair has attended so far.

Announce which pair is in the lead, but remind them that every team still has many opportunities to catch up.

LMS खोलें और रिपोर्ट करें कि हर एक स्टूडेंट जोड़ी ने अब तक कुल कितने लैसन में भाग लिया है।

बताएं कि कौन सी जोड़ी आगे चल रही है, लेकिन उन्हें याद दिलाएं कि हर टीम के पास अभी भी अटेंडेंस कम्पटीशन में आगे बढ़ने के कई अवसर हैं।

**Explain that from now on, you will make this announcement every 6th day.*

*बता दें कि अब से आप हर *6th day* को रैप-अप समय के दौरान यह अटेंडेंस बताएँगे।

Step 3: Wrap-Up: 5 mins. (Urban facilitators to skip this step)

Remind students that in addition to attendance, **punctuality** is important.

स्टूडेंट को याद दिलाएं कि अटेंडेंस के अलावा, पंक्चुअलिटी भी महत्वपूर्ण है।

Think-Pair-Share:

- What is one way you can try to improve your attendance or punctuality?

थिंक-पेयर-शेयर:

- वह एक तरीका क्या है जिससे आप अपनी अटेंडेंस या पंक्चुअलिटी को बेहतर बनाने का प्रयास कर सकते हैं?

Success Story 1: Pabiben Rabari

सफलता की कहानी 1: पाबीबेन रबारी

Objective:

- Students will see how a rural woman overcame challenges to start a successful business to inspire them that it is possible for them to overcome challenges and succeed at their goals as well

औब्जैकटिव:

- स्टूडेंट्स देखेंगे कि कैसे एक ग्रामीण महिला ने एक सफल व्यवसाय शुरू करने के लिए चुनौतियों का सामना किया और उन्हें प्रेरित किया कि उनके लिए चुनौतियों को दूर करना और अपने लक्ष्यों में सफल होना संभव है

Step 1: Video: 5-10 mins.

Watch the AV in pairs.

एवी को जोड़ियों में देखें।

Step 2: 10 mins. Think-Pair-Share:

थिंक-पेयर-शेयर:

- What were some of the challenges Pabiben faced?
- पाबीबेन के सामने कौन-सी चुनौतियां थी?
- How did she overcome those challenges to start a successful business?
- एक सफल व्यवसाय शुरू करने के लिए उसने उन चुनौतियों को कैसे पार किया?
- What was Pabiben's goal? How did having a goal help her to become successful?
- पाबीबेन का लक्ष्य क्या था? लक्ष्य रखने से उसे सफल होने में कैसे मदद मिली?

Step 3: Duolingo Time- 20 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask students to login their Duolingo account. Let students begin their Duolingo task. While students are at a task, the facilitator should also practice Duolingo.

Step 4: Wrap-Up and Pledge: 5 mins. (Urban facilitators to skip this step)

- Facilitator asks all students to stand up.
- Facilitator refers to the 1st concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.
- Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.
- Question- Make 2 sentences using 'He is' 'She is'
- Question- If you were to explain the rule of Milestone Championship to a new student, what are some key points that you would tell.
- Facilitator takes a note of the total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 27

Lesson 27

***Reminder:** **Lesson Duration: 110 mins**

Special materials should be prepared for Lesson 37 (Teamwork Lesson).

Start gathering materials for one of the following tower-building options:

- Rolled up newspaper and tape
- Paper cups that can be stacked

Resources:

- Student Activity Books, L27
- L27 Video (Optional video)

Consolidation

Objectives:

- Students apply what they have learned about names and introductions to create a dialogue.
- Provide a creative and fun activity for students to practice speaking English in front of the class and gain confidence.

औब्जैकटिव:

- स्टूडेंट्स ने जो नाम और इंट्रोडक्शन के बारे में सीखा है उसका प्रयोग करके वो डायलॉग्स बनाएंगे।
- स्टूडेंट्स को क्लास के सामने इंग्लिश में बोलने का अभ्यास करने और आत्मविश्वास हासिल करने के लिए एक क्रिएटिव और मजेदार एक्टिविटी करने को दें।

Step 1: 10 mins: Tell the students that they will be creating a character. It can be a made up person or it can be based on someone they know who is not in the class. They can draw the face and hair on the head provided in their Student Activity Books, L27.

स्टूडेंट्स को बताएं कि वे एक कैरेक्टर का निर्माण करेंगे। यह एक काल्पनिक व्यक्ति हो सकता है या यह किसी ऐसे व्यक्ति पर आधारित हो सकता है जिसे वे जानते हैं लेकिन वह क्लास में से नहीं है। वे अपनी स्टूडेंट एक्टिविटी बुक, L27 में दिए गए सिर पर चेहरे और बालों को बना सकते हैं।

They should give the character a full name, including a title *(Mr., Mrs., Miss, Dr., etc.)*, a first name, and a last name. They should also list the character's profession.

उन्हें कैरेक्टर को एक पूरा नाम देना चाहिए, जिसमें एक टाइटल *(Mr., Mrs., Miss. , Dr., etc)* भी लगा हो, एक पहला नाम और एक अंतिम नाम शामिल है। उन्हें कैरेक्टर के पेशे (प्रॉफ़ेशन) को भी लिस्ट में लिखना है।

Then, they should write two sentences that describe the character. They should start with "He is" or "She is." For example: "He is smart" or "She is funny."

फिर, उन्हें कैरेक्टर को डिस्क्राइब करने वाले दो वाक्य लिखने चाहिए। उन वाक्यों को "He is" या "She is" से शुरू होना चाहिए। उदाहरण के लिए: "He is smart" or "She is funny."

Step 2: 20 mins. (Urban facilitators to conduct this in 10 mins)

Ask students to get into groups of 2-4 students. They will create a dialogue for the characters they have just created. The dialogue should be a conversation of the characters meeting each other for the first time.

स्टूडेंट्स को 2-4 स्टूडेंट्स के एक ग्रुप में आने को कहें। वे अभी-अभी बनाए गए कैरेक्टर्स के लिए एक डायलॉग बनाएंगे। डायलॉग में कैरेक्टर्स की एक-दूसरे से पहली बार मिलने वाली बातचीत होनी चाहिए।

If students need reminders on the vocabulary for greetings and introductions, they may revisit previous lessons in their SABs.

अगर स्टूडेंट्स को अभिवादन और इंट्रोडक्शन के लिए वोकैबुलरी याद दिलाने जरूरत है, तो वे अपने एस.ए.बी. को देखें।

They should plan what they will say and practice presenting the dialogue.

उन्हें योजना बनानी चाहिए कि वे क्या कहेंगे और डायलॉग प्रस्तुत करने का अभ्यास करें।

Step 3: 20 mins:

Each group can present their characters and then present their dialogue in front of the class.

हर एक ग्रुप पहले अपने कैरेक्टर्स को प्रस्तुत कर सकता है और फिर क्लास के सामने अपने तैयार किये हुए डायलॉग को।

Energizer- Hot Potato: 3-5 mins: (Urban facilitators to skip this step)

Ask students to stand in a circle. Call on one student to stand in the center and close their eyes. The other students pass a ball (or crumpled piece of paper) around the circle until the student in the center says “Stop.” Then, they assign a challenge to the person holding the ball (for example, “Sing a song,” “Do five pushups,” etc.). Play a few rounds or until 5 minutes is up.

स्टूडेंट्स को एक सर्कल में खड़े होने के लिए कहें। एक स्टूडेंट को सर्कल के बीच में खड़े होने और आंखें बंद करने के लिए कहें। अन्य स्टूडेंट सर्कल के चारों ओर एक गेंद (या कागज़ का टुकड़ा) पास करते हैं जब तक कि सर्कल के बीच में खड़ा स्टूडेंट "रुको" नहीं कहता। फिर, वे गेंद को पकड़ने वाले व्यक्ति को एक चुनौती देते हैं (उदाहरण के लिए, "एक गाना गाओ," "पांच पुशअप करो," आदि)। कुछ राउंड खेलें या 5 मिनट तक खेलें।

Typing: Shift Key

Objectives:

- Students practice holding down the Shift key to type capital letters and special characters *(needed for password creation in Lesson 28).*

औब्जैकटिव:

- स्टूडेंट टाइप करने के लिए शिफ्ट की को दबाए रखने का अभ्यास करेंगे *(*लैसन *28* में पासवर्ड बनाने के लिए जरूरी*)*

Step 1: 5-10 mins. (Urban facilitators to conduct this in 5 mins)

Ask students to open the laptops.

स्टूडेंट्स को लैपटॉप खोलने के लिए कहें।

Ask:

- What is the “home row”?
- When you press a key in the home row, does it type a lowercase or a capital (uppercase) letter? *(If needed, draw a lowercase ‘a’ and a capital ‘A’ on the board to demonstrate)*

पूछें :

- "होम रो" क्या है ?
- जब आप होम रो में किसी भी की को दबाते हैं, तो क्या यह लोअरकेस या कैपिटल (अपरकेस) अक्षर टाइप करता है? *(*यदि जरूरी हो, तो दिखाने के लिए बोर्ड पर एक लोअरकेस *‘a’* और एक कैपिटल *‘A’* बनाएं*)* - क्या कोई जानता है कि कैपिटल लेटर कैसे टाइप करना है?

Step 2: 10-15 mins.(Urban facilitators to conduct this in 10 mins)

Ask students to find the 2 shift keys on the keyboard. Explain that they can use one hand to hold down the shift key and the other hand to type a letter.

स्टूडेंट्स को की-बोर्ड पर 2 शिफ्ट कीज़ खोजने के लिए कहें। बता दें कि वे एक हाथ का इस्तेमाल शिफ्ट की को दबाए रखने के लिए और दूसरे हाथ से अक्षर टाइप करने के लिए कर सकते हैं।

Ask them to try typing a capital H. In order to see what they have typed, they may type it into Google or MS Word.

उन्हें कैपिटल H टाइप करने की कोशिश करने के लिए कहें। यह देखने के लिए कि उन्होंने क्या टाइप किया है, वे इसे Google या एम.एस. वर्ड में टाइप कर सकते हैं।

Next, ask what happens if they hold down the shift key and press the number one. Explain that these symbols above the numbers are called special characters, and they are often used in passwords.

इसके बाद, पूछें कि क्या हो यदि वे शिफ्ट की को दबाए रखते हैं और नंबर एक दबाते हैं। बताएं कि संख्याओं के ऊपर इन प्रतीकों को स्पेशल कैरेक्टर special characters कहा जाता है, और उन्हें अक्सर पासवर्ड में उपयोग किया जाता है।

If needed, they may watch the optional AV (AV-27).

यदि जरूरी हो, तो वे वैकल्पिक AV देख सकते हैं *(AV-27)*।

Step 3: 20-25 mins.

(Urban facilitators to conduct this in 20 mins)

Call out capital letters and special characters for students to type. Their partner should help them make sure they are doing it correctly. After 10 minutes, partners should switch roles.

स्टूडेंट्स को टाइप करने के लिए बड़े अक्षरों और स्पेशल कैरेक्टर बोले। उनके साथी को यह सुनिश्चित करने में उनकी मदद करनी चाहिए कि वे इसे सही तरीके से टाइप कर रहे हैं। 5-7 मिनट के बाद, उन्हें भूमिकाएँ बदलनी चाहिए।

***Examples*:**

उदाहरण:

- Capital D - कैपिटल डी
- Capital L - कैपिटल एल
- Percentage sign (%) - परसेंट साइन (%)
- Pound or Hashtag symbol (#) - पाउंड या हैशटैग सिम्बल (#)
- Capital G - कैपिटल जी
- Capital B - कैपिटल बी
- At symbol (@) - एट सिम्बल (@)
- And symbol (&) - एंड सिम्बल (&)

Step 4- 25 mins.
(Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask students to login their Duolingo account. Let students begin their Duolingo task. While students are on task, move around and help them as required.

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Note for facilitators- Next lesson allows you to revise a previously taught concept that your students require more practice. During this time you may revise the English activities, digital activities or life-skills activities. Choose your activity in advance and be prepared.

फैसिलिटेटर्स के लिए नोट- अगला पाठ आपको पहले पढ़ाए गए पाठ को फिर से पढ़ाने के लिए 30-45 मिनट की अनुमति देता है। उन विषयों के बारे में सोचें जिनके लिए आपके छात्रों को अधिक अभ्यास की आवश्यकता है। इस दौरान आप अंग्रेजी गतिविधियों, डिजिटल गतिविधियों या जीवन-कौशल गतिविधियों की समीक्षा कर सकते हैं। अपनी गतिविधि पहले से चुनें और तैयार रहें।

Summary of Lesson 28 | Fire lighter vs Firefighter

Lesson 28

Lesson Duration: 140 mins

Vocabulary: Pyramid, Can, Can't, fire lighters, fire fighters

Resources:
- Student Activity Books, L28

Can and Can't

Objectives:
- Students will practice speaking in the context of can and can't.
- Students will develop essential communication and collaboration skills.

Step 1: 20 mins.

(Urban facilitators to conduct this in 15 mins)

Give instructions to play the **Pyramid** Game.
Divide the class into two groups - Group A and Group B.

Request groups to form a pyramid/triangle in the 4-3-2-1 pattern using coins or any other small materials. After both the groups have made pyramid/triangle, ask the groups to inverse the top and the bottom of the pyramid by moving only 3 coins/other material.

Ensure that both the groups work at the same time. Give students a time limit and make it sound like a competition. Create a pressure situation by reminding them of the time left.

Observe how students interact with each other during the activity and note commands/polite phrases used. Ask students what were some of the things that they were asked to do/told by others.
Classify them on the board into - commands, requests and others.
Use these examples to explain commands, instructions and requests.
Ask students to share some suggestions of polite words/phrases that they could have used while moving the coins/other material to form the pyramid.

Step 2: 15 mins.

(Urban facilitators to conduct this in 10 mins)

Recap polite words/phrases using Part A of the workbook. (Also done in Lesson 18) Encourages students to use them in sentences with proper intonation. Share how 'can' is used in many ways. Check students' understanding by asking students to use 'can' in a sentence.

Step 3: 15 mins.

Ask students to partner with a friend and share their responses of Part B with each other. Students don't have to write these. Ask a few students to share their partner's Can and Can't in complete sentences. "can." "He/she can ."
With the help of students corrects those who seem to have misunderstood the use of 'can' and/or 'can't'.

Model introduction of his/her imaginary superhero.

Ask students to think of an imaginary superhero and his/her abilities/inabilities.

Asks a few students to introduce this superhero to the class.

After each introduction, allow members of the audience to ask 2 questions from the student about other abilities of his/her superhero. For example, “Can he swim?”

Creating a Positive Classroom 1

Objectives:

- Students distinguish between discouraging and encouraging others.
- Students discuss how encouraging each other will benefit them during FEA.

औब्जैकटिव:

- स्टूडेंट्स दूसरों को हतोत्साहित (उत्साहित) करने और प्रोत्साहित करने के बीच का अंतर समझेंगे।
- स्टूडेंट्स चर्चा करेंगे कि एफ.इ.ए. के दौरान एक-दूसरे को प्रोत्साहित करने से उन्हें कैसे फायदा होगा।

*Note: Any time students mock or laugh at each other in the classroom, refer back to this lesson. Remind students that they are all on the same team and should be Fire Lighters for each other.

Step 1: 15 mins. (Urban facilitators to conduct this entire step in 10 mins)

Share the objectives of the lesson with the class. Ask why learning this can help them in life.

छात्रों को पाठ के उद्देश्य बताएं। पूछें कि इसे सीखने से उन्हें जीवन में मदद क्यों मिल सकती है।

Positive Encouragement Game: 10 mins:

Explain the rules, then play 1-2 rounds:

- For this game, students may raise their voices. However, they should remember that they will have to use a respectful volume for the subsequent activities.
- One student will leave the room.
- Call on another student to hide an object (use a fun object such as a smiley ball, stuffed animal, etc.). The rest of the class should know the location of the hidden object.
- Call the student back into the room. They should walk around to try to find the object.
- When they are far from the object, the class can say, “No!” or “Wrong!” and boo the student. When they start to move toward the object, the class can say, “Yes!” or “Good!” As they get closer and closer, the class may cheer louder or clap until they find the object.

नियम समझाए, फिर **1-2** राउंड खेलें:

- इस खेल के लिए स्टूडेंट्स ऊँची आवाज में बोल सकते हैं। हालांकि, उन्हें याद रखना चाहिए कि उन्हें बाद की एक्टिविटीज़ के लिए समान आवाज का उपयोग करना चाहिए।
- एक स्टूडेंट कमरे से बाहर आ जायेगा।
- किसी अन्य स्टूडेंट को किसी वस्तु को छिपाने के लिए बुलाएं (एक मजेदार वस्तु जैसे स्माइली बॉल, किसी जानवर वाला खिलौना, आदि का उपयोग करें)। बाकी की क्लास को छिपी हुई वस्तु का स्थान पता होना चाहिए।
- स्टूडेंट को वापस कमरे में बुलाएं। वस्तु को खोजने की कोशिश करने के लिए वह स्टूडेंट कमरे में घूम सकता है।
- जब वे वस्तु से दूर होते हैं, तो क्लास कह सकती है, "नो!" या "रोंग!" और स्टूडेंट को उदास चेहरा दिखा सकते हैं। जब वे वस्तु की ओर बढ़ना शुरू करते हैं, तो क्लास कह सकती है, "येस" या “गुड” जैसे-जैसे वे करीब और करीब आते हैं, क्लास जोर-जोर से ताली बजा सकती है या तब तक ताली बजा सकती है जब तक कि उन्हें वस्तु नहीं मिल जाती।

Ask: (3-5 mins.)

- How did it feel to be booed by your classmates?
- How did it feel to be cheered on by your classmates?
- How did the rest of the class feel when the object was found?

पूछें: **(3-5** मिनट**)**

- आपके सहपाठियों द्वारा उदास चेहरा दर्शाने पर कैसा लगा?
- आपके सहपाठियों द्वारा उत्साहित होना कैसा लगा?
- बाकी क्लास को वस्तु मिलने पर कैसा लगा?

Explain: (2-3 mins.)

In this game, we were all on the same team because we all had the same goal: for the student to succeed at finding the object. In our classroom, throughout the FEA program, we are all on the same team. If we help and encourage each other, we are all more likely to learn and succeed.

समझाएं**: (2-3** मिनट**)**

इस खेल में, हम सभी एक ही टीम में थे क्योंकि हम सभी का एक ही लक्ष्य था: स्टूडेंट के लिए वस्तु को खोजने में सफल होना। हमारी क्लास में, एफ.इ.ए. कार्यक्रम के दौरान, हम सभी एक ही टीम में हैं। यदि हम एक-दूसरे की मदद करते हैं और प्रोत्साहित करते हैं, तो हम सभी के सीखने और सफल होने की संभावना अधिक हो जाती है।

Step 2: 15 mins. (Urban facilitators to conduct Step 2 and Step 3 collectively in 20 mins)

On the board, write the word Fire Lighter on one side and Fire Fighter on the other.

बोर्ड पर एक तरफ फायर लाइटर और दूसरी तरफ फायर फाइटर शब्द लिखें।

Explain: (2-3 mins.)

Everyone has a fire, or passion, inside them.

Some people act or speak to us in a way that inspires us and makes our flame grow. These are Fire Lighters.

Some people act or speak to us in a way that discourages us and puts out our flame. These are Fire Fighters.

समझाएं**: (2-3** मिनट**)**

हर किसी के अंदर एक पैशन या आग होती है।

कुछ लोग हमसे इस तरह से बातें करते हैं या कार्य करते हैं जो हमें प्रेरित करता है और हमारी लौ को बढ़ाता है। ये फायर लाइटर होते हैं।

कुछ लोग हमसे इस तरह से व्यवहार करते हैं या बातें करते हैं जो हमें हतोत्साहित करता है और हमारी लौ को बुझा देता है। ये फायर फाइटर्स होते हैं।

Example Rush: (10 mins.)

- Hand out white board markers or chalk to students. Ask them to rush to the board to quickly write an example of what a Fire Lighter or a Fire Fighter might say or do. Students can alternate, so that the first writes a Fire Lighter example, the second writes a Fire Fighter example, and so on.
- Then, ask students to sit down. Read out some of the examples they listed.

उदाहरण रश**: (10** मिनट**)**

- स्टूडेंट्स को व्हाइट बोर्ड मार्कर या चाक दें। एक फायर लाइटर या एक फायर फाइटर क्या कह सकता है या क्या कर सकता है, इसका एक उदाहरण लिखने के लिए उन्हें जल्दी से बोर्ड पर जाने के लिए कहें। स्टूडेंट्स ऐसा कर सकते हैं, कि पहला स्टूडेंट फायर लाइटर उदाहरण लिखता है, दूसरा स्टूडेंट फायर फाइटर उदाहरण लिखता है, और इसी तरह यह एक्टिविटी आगे बढ़ेगी।
- फिर, स्टूडेंट्स को बैठने के लिए कहें। उनके द्वारा लिस्ट में दिए हुए कुछ उदाहरण पढ़ें।

Think-Pair-Share: (5 mins.)

- Why do you think some people mock others and try to put out their flame?
- When you inspire others to do their best, how does it make you feel?

थिंक-पेयर-शेयर**: (5** मिनट**)**

- आपको क्यों लगता है कि कुछ लोग दूसरों का मज़ाक उड़ाते हैं और उनकी लौ बुझाने की कोशिश करते हैं?
- जब आप दूसरों को अपना सर्वश्रेष्ठ प्रदर्शन करने के लिए प्रेरित करते हैं, तो आपको कैसा महसूस होता है?

Step 3: 15 mins.
(Urban facilitators to conduct Step 2 and Step 3 collectively in 20 mins)

Arrange students into 4 groups. Groups 1 and 2 to read Scenario 1 and Groups 3 and 4 to read Scenario 2. Each group is in charge of discussing and presenting an answer to a specific question about their scenario (as noted in the SRB). They may choose to act out their answer as a role play or simply describe their answer to the class.

स्टूडेंट्स को 4 ग्रुपों में व्यवस्थित करें। सिनेरिओ 1 पढ़ने के लिए ग्रुप 1 और 2 और सिनेरिओ 2 पढ़ने के लिए ग्रुप 3 और 4 को बोलो। हर एक ग्रुप अपने सिनेरिओ के बारे में एक विशेष प्रश्न के उत्तर पर चर्चा करने और प्रस्तुत करने का इंचार्ज है (जैसा कि एस.ए.बी. में उल्लेख किया गया है)। वे अपने उत्तर एक रोल प्ले के रूप में या क्लास में अपने उत्तर का वर्णन कर सकते हैं।

Scenario 1:

A student is nervous to speak English in class. One day, they raise their hand, excited to share. They want to say “I like potatoes” but they make a mistake and say “I am a potato.”

Group 1: What would a Fire Fighter say or do?

Group 2: What would a Fire Lighter say or do?

Scenario 1:

एक स्टूडेंट क्लास में इंग्लिश बोलने से घबराता है। एक दिन, वो बोलने के लिए हाथ को ऊपर उठाते हैं और उत्तर को बताने के लिए उत्साहित होते हैं। वो कहना चाहते हैं "मुझे आलू पसंद है" लेकिन वे गलती करते हैं और कहते हैं "मैं एक आलू हूं।"

ग्रुप 1: एक फायर फाइटर क्या कहेगा या क्या करेगा?

ग्रुप 2: फायर लाइटर क्या कहेगा या क्या करेगा?

Scenario 2:

A student shares their career goal, but to you it seems very unrealistic. They say they want to be the next Prime Minister or a top Bollywood star.

Group 3: What would a Fire Fighter say or do?

Group 4: What would a Fire Lighter say or do?

Scenario 2:

एक स्टूडेंट अपने करियर के लक्ष्य को बताता है, लेकिन आपको (फसिलिटेटर को) यह बहुत अवास्तविक लगता है। स्टूडेंट्स का कहना है कि वे अगला प्रधानमंत्री या बॉलीवुड का बहुत बड़ा स्टार बनना चाहते हैं।

ग्रुप 3: एक फायर फाइटर क्या कहेगा या क्या करेगा?

ग्रुप 4: फायर लाइटर क्या कहेगा या क्या करेगा?

Step 4: 5 mins: (Urban facilitators to skip this step)

रैप-अप: 5 मिनट

Ask:

- When was the time you behaved as a FireFighter in your life?
- How can we be Fire Lighters in our classroom instead?

पूछें:

- आपने अपने जीवन में कब एक फायर फाइटर के रूप में व्यवहार किया था?
- हम अपनी क्लास में फायर लाइटर कैसे बन सकते हैं?

Step 5: 20 mins.

Use this time to revise any previously covered topics that your students require more practice.

इस समय का उपयोग पहले से कवर किए गए किसी भी विषय का अभ्यास करने के लिए करें, जिसके लिए आपके छात्रों को अधिक समर्थन की आवश्यकता है।

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 29

Lesson 29

Vocabulary: May, Must, Might **Lesson Duration: 137 mins**

Resources:

- Student Activity Books, L29
- L29-1 and L29-2 Videos

May, must, might

Objectives:

- Students will learn the use of 'may', 'must' and 'might'.

Mindfulness Exercise: Begin the class with 2 mins of mindfulness exercise.

Step 1: 20 mins. (Urban facilitators to conduct this in 15 mins)

Start the class with AV-1 and discuss with the person on their right (their partner for the day).

- How would Emmanuel be feeling on stage?
- What would Emmanuel say if he found his birth mother?
- If you could, would you change places with Emmanuel? Why?

Walks around to see if all students are interviewing their partners and asks them to write the answers in Part A.

Step 2: 20 mins.

Ask if they know the meanings of "may," "might," and "must." Take a few responses. Now ask them to watch AV-2.

Step 3: 20 mins.

Models the conversation in the box Part B.1 and asks students to complete the following with their partners.

Next, models the conversation in the box Part B.2 and asks students to complete the following with their partners.

Asks a few students to share their answers of Part B. Corrects, if required, with the help of other students.

With the help of examples in Part C, check students' understanding ensuring that the students are clear about the distinction between the use of 'may' and 'might'.

1. Sarah **may** come to the party tonight.
2. It **might** rain tomorrow.
3. I **must** finish my homework before dinner.
4. He **must** be at the library because his backpack is there.
5. The sun **must** set in the west.

6. We **may** go to the beach if it's sunny.
7. They **may** be in the garden; their shoes are there.
8. The cake **may** be ready by now.
9. You **might** want to check your bag for the keys.
10. The dog **may** want to play fetch.

Step 4: 15 mins.

Guess the sound - Forms 2 teams of students. Explains the rules of the game:

- One member of Team A guesses the first sound played through an audio. Start playing the audio at 11s and stop at 22s. Ensure that students do not see the video while guessing.
- One member of Team B guesses the second sound played through an audio. Start playing the audio at 23s and stop at 41s. Ensure that students do not see the video while guessing.
- One member of Team A guesses the third sound played through an audio. Start playing the audio at 45s and stop at 58s. Ensure that students do not see the video while guessing.
- One member of Team B guesses the fourth sound played through an audio. Start playing the audio at 1m and stop at 1m 17s. Ensure that students do not see the video while guessing.
- Each team gets 20 seconds to discuss what the item is. As they discuss the sound, they should use sentences like, “It might be a ...”, “It must be a....” After 20 seconds are up the team must make a final guess as to what the object is.
- Scoring - If the teams use:

  ‘must’ and guess correctly, they score ten points. ‘must’ and guess incorrectly, they lose ten points.

  ‘may’ or ‘might’ and guess correctly, they score six points. ‘may’ or ‘might’ and guess incorrectly, they lose six points.
- The audio is to be played through the following link:

https://www.youtube.com/watch?v=n1m4h79JZso

There are many sounds in the audio. The facilitator can select the sounds beforehand from the audio and decide which ones are to be played for which team.

Plays as many rounds as time permits and announces the final score at the end of the game.

Step 5: 5 mins.

Vocabulary practice time:

Asks each student to think of and share one ‘must’ in the FEA classroom. Student can begin by,

“I must.....” or “We must....”

Digital Information Hunt

Step 1: 45 mins. (Urban facilitators to conduct this in 15 mins)

Activity: Digital Information Hunt

Distribute a set of questions to pairs of students and ask them to search for information online.

- After some time, each pair will present their findings in front of the class.

Here are the assigned tasks:

- Pair 1 and 2: Research and present the information about the coldest village “Oymyakon’
- Pair 3 and 4: Explore and share information about the cleanest village of Asia.
- Pair 5 and 6: Identify and detail the best place to visit in Kerala within 6-7 sentences.
- Pair 7 and 8: Find more information about the book “Wings of Fire”
- Pair 9 and 10: Gather information about Mountain man of India.

Step 2: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 30 | Season & Weather Forecast

Lesson 30

Lesson Duration: 139 mins

Vocabulary: Warm, cool, cold, humid, wet, autumn, spring

Resources:

- Student Activity Books, L30
- L30 Video

Seasons and Weather

Objectives:

- Students will learn to use vocabulary related to different weather/seasons in sentences.
- Students will learn to explain how food, clothing, and surroundings change with seasons.
- Students will learn to converse about their favorite season.

Mindfulness Exercise: Begin the class with 2 mins of mindfulness exercise.

Step 1: 15 mins.

Ask students to look out of the window or think about what the weather was like when they came to class today. What does it look like? Is it sunny, rainy, windy, or cloudy?"

Write on the board and explain that the weather can be **'cool' or 'cold'**; **'wet' or 'humid'**; '**warm**' or 'hot'.

Ask students - Do you prefer cold days or rainy ones? What makes that weather special for you?

Step 2: 20 min. (Urban facilitators to conduct this in 10 mins)

Ask students to watch AV-30 and after everyone has watched it, discuss:

- What are some new words used in the video? Did you understand them?
- Your brother is going to London. What advice about weather will you give him? Accept all answers ensuring that students try to speak in full sentences using key vocabulary.

Step 3: 15 min.

Ask students to complete A.1 individually and ask a few students to share their responses.

If required, correct with the help of students.

Next, ask students to complete A.2 and share their responses without looking at the workbook.
Ensure that the students use may/might/must correctly.

Step 4: 25 mins. (Urban facilitators to conduct this in 20 mins)

Ask: Is the weather and seasons the same?

1. Can you have a warm day in the winter season?
2. Can the weather be cool in the summer season?

Ask students to complete writing about their favorite season in B.1.

After all students have finished writing, recap the concept of tally marks and bar graph Give them task instructions. (Students will memorize their B.1 responses for 2 – 3 minutes and then present to the person they are facing, without looking at the workbook.)
Organize students to stand in two concentric circles (such that both the inner and the outer circle have 3 students each) in a way that the inner circle is facing the outer circle. (In this way, the class would have quite a few concentric circles with each group having 6 students.) Explain students will collect information about the favorite seasons of their classmates.

Conduct 4 - 5 rounds of the clockwise/anti clockwise movement ensuring that each time different sets of students are facing each other, each of the two students facing each other gets to present and that the students record answers given to them in the form of tally marks in B.2.

While students are moving and presenting to each other, ensure that they are pronouncing key vocabulary correctly.

End the game and ask students to take their seats.

Step 5: 15 min. (Urban facilitators to skip this step)

Ask students to work individually to represent their tally data in the form of a vertical bar graph.

Move about in the classroom to ensure that the students are at task and provide assistance to those who seem confused or have not understood.

After all students have prepared their individual bar graphs, ask students to find another student in the classroom and compare the information in their bar graphs showing to each other and without talking. Give them 5 minutes to do that.

Then write the following sentence starter on the board and ask each student to speak one sentence about how his/her graph is different from that of another student:

“My graph shows … and ….’s (name of the other student) graph shows …”

Ensure that students compare the data represented in the graphs and not the appearance of the graphs.

Digital Learning: Sending an Email

डिजिटल लर्निंग: ईमेल भेजना

Objectives:

- Students log into their Gmail accounts, send an email, and reply to an email.
- स्टूडेंट अपने जीमेल खातों में लॉग इन करते हैं, एक ईमेल भेजते हैं, और एक ईमेल का जवाब देते हैं।

Step 1: Practice Sending: 20 mins.

In pairs, have students send each other a one-sentence email.

जोड़े/पेयर में, स्टूडेंटस एक-दूसरे को एक वाक्य वाला ईमेल भेजेंगे।

Challenge students to discover how to do the following tasks on their own. They can explore the Gmail site to figure it out, ask a classmate, or search online for answers:

निम्नलिखित कार्यों को खुद से करना की प्रैक्टिस के लिए स्टूडेंट्स को कहें। वे इसका उत्तर पता लगाने के लिए किसी सहपाठियों से पूछ सकते हैं, या जीमेल साइट पर खोज सकते हैं:

- Open the email sent to them
  उनको भेजे गए ईमेल को खोलने का निर्देश दे
- Reply to the email
  ईमेल का जवाब दें
- Discard/delete the email
  ईमेल को हटाएँ/डिलीट करें

Call on a few students to share how to do the tasks and how they found out.

कुछ स्टूडेंट्स को यह बताने के लिए बुलाएँ की उन्होने ये कार्य कैसे किए और इन्हे करना कैसे सीखा

Step 2: 5 mins: (Urban facilitators to skip this step)
Vocabulary practice time
How would you describe humid weather?
What do you wear in cool weather? How is cool weather different from cold weather?

Step 3: 10 mins: (Urban facilitators to conduct this in 5 mins): Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What new words did we learn last week?

2. How does it make you feel about learning these new words?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will start with learning more about feeling words that you mentioned for the above question. We would also learn about writing emails in clear English, so you'll feel confident in any situation.

Then, we'll listen to inspiring success stories and learn new words along the way.

We'll practice speaking lots of English together. I have some fun teamwork games that will help us communicate better in English.
And we'll explore how tools like Google Translate can make learning English easier.

I am excited for next week, I don't want you to miss this experience.

Step 4: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Note: Are your students speaking English for at least 30% of the class time? If they are, Congratulations! If not, think of some new ideas to help everyone use more English during their session time. All the best!

Summary of Lesson 31 | Growth & Fixed Mindset | Growth Mindset

Lesson 31

Lesson Duration: 137 mins

Vocabulary: Emotion, Proud, Excited, Other words from the video.

Resources:
- Student Activity Books, L31
- L31-1 and L31-2 Videos

I am + Emotions

Objective:
- Students learn vocabulary for emotions and practice describing their own emotions using the phrase “I am”.

ऑब्जैकटिव:
- स्टूडेंट्स भावनाओं के लिए वोकैबुलरी सीखते हैं और "I am" वाक्यांश का उपयोग करके अपनी भावनाओं का वर्णन करने का अभ्यास करते हैं।

Step 1: 5 mins.

Share : Today, we're diving into a fascinating topic: emotions! Emotions are like the weather inside us, changing from sunny to stormy from time to time during the day. Let's explore these feelings and learn how to talk about them in English!"

Ask the whole class: “How are you?” पूरी क्लास से पूछें: "How are you?"

Most will answer: “I am fine.” अधिकांश उत्तर देंगे: "I am fine."

Ask:

- What does “I am fine” mean? *(Accept all answers. Emphasize that it means “okay” or “good.”)*
- Most people do not always feel fine. What are some other ways people can feel? *(Accept answers in English and Hindi/local language.)*

पूछें:

- "I am fine" का क्या अर्थ है? (सभी उत्तरों को स्वीकारें। जोर दें कि इसका अर्थ "ठीक है" या "अच्छा" है।)
- ज्यादातर लोगों को हमेशा अच्छा महसूस नहीं करते। लोग और क्या-क्या महसूस कर सकते हैं? (उत्तर इंग्लिश और हिंदी/स्थानीय भाषा में स्वीकार करें।)

Step 2: 15 mins.

Watch AV 1 in pairs.

एवी 1 को जोड़ियों में देखें।While watching, ask students to write down at least 2-3 words that they do not know from the video. They may watch twice if needed.

विडियो को देखते समय, स्टूडेंट्स से कम से कम 2-3 शब्द लिखने के लिए कहें जो वे नहीं जानते हैं। जरूरत पड़ने पर वे विडियो को दो बार देख सकते हैं।

Vocabulary Practice time:

Ask:

- What words did you recognize in the video?
- What new words did you hear?

Give students 5 minutes to look up the meanings of the 2-3 words they wrote down.
Note: They do not need to look up all the words from the video.

पूछें:

- आपने विडियो में किन शब्दों को पहचाना?
- आपने कौन से नए शब्द सुने?

स्टूडेंट्स को 5 मिनट का समय 2-3 शब्दों का अर्थ ढूंढ़ने और लिखने के लिए दे।

नोट: उन्हें सभी शब्दों के अर्थों को ढूंढना जरूरी नहीं है।

Step 3: 20 mins. (Urban facilitators to conduct this in 10 mins)

Students should open their Student Activity Books. Using the sentence frames provided in Part A, students should practice speaking in pairs. They may write down their answers, but it is not required - the focus is on speaking practice.

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक खोलना है। Part A में दिए गए वाक्य फ्रेम का उपयोग करके, स्टूडेंट्स को जोड़े में वह बोलने का अभ्यास करना चाहिए। वे अपने उत्तर लिख सकते हैं, लेकिन इसकी जरूरत नहीं है - बोलने के अभ्यास पर ध्यान केंद्रित किया जाना है।

They can choose four emotions from the box *(or others not listed)* and describe when they feel that way.

वे बॉक्स में से चार भावनाओं को चुन सकते हैं (या अन्य जो लिस्ट में नहीं हैं) और वर्णन कर सकते हैं कि उन्हें ऐसा कब लगता है।

Examples:

I feel surprised when I see a spider.

I feel happy when my friend calls me.

उदाहरण:

I feel surprised when I see a spider.

I feel happy when my friend calls me.

After practicing with a partner for 10-15 minutes, go around the class and encourage each student to share one sentence.

एक साथी के साथ 10-15 मिनट तक अभ्यास करने के बाद, क्लास में घूमें और हर एक स्टूडेंट को एक वाक्य शेयर करने के लिए प्रोत्साहित करें।

Step 4: 5 mins.

Students may answer the question in Part B and draw an emoji if time allows.

स्टूडेंट्स Part B के प्रश्न का उत्तर दे सकते हैं और समय मिलने पर इमोजी बना सकते हैं।

Then, students should walk around the room and greet three classmates. Their greeting should include, “How are you feeling today?”

फिर, स्टूडेंट्स को कमरे में घूमना है और तीन सहपाठियों का अभिवादन करना है। उनके अभिवादन में शामिल होना चाहिए, "How are you feeling today?"

Step 5: Duolingo - 15 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.) Ask students to login their Duolingo account. Let students begin their Duolingo task. Say words of motivation and encourage your students to keep practicing.

Growth Mindset 1

Objectives:

- Students distinguish between fixed mindset responses and growth mindset responses and discuss how a growth mindset can help you to learn, persevere, and succeed.
- Students think about their own mindsets and write down a growth mindset response to practice.

औब्जैकटिव:

- स्टूडेंट्स फिक्स्ड माइंडसेट रेस्पोंसेस और ग्रोथ माइंडसेट रेस्पोंसेस के बीच अंतर करते हैं और चर्चा करते हैं कि ग्रोथ माइंडसेट आपको सीखने, दृढ़ रहने और सफल होने में कैसे मदद कर सकता है।
- स्टूडेंट्स अपनी खुद की मानसिकता के बारे में सोचते हैं और अभ्यास के लिए एक ग्रोथ माइंडसेट रेसपोन्स को लिखते हैं।

Step 1: 5 mins. (Urban facilitators to conduct Step 1 and Step 2 collectively in 10 mins)

This activity can be done in an open space in the classroom or outside.

Ask students to crumple half a sheet of paper into a ball. Place a box in the front of the classroom (or anywhere outside) and tell students to choose a place to stand and throw their paper ball into the box. (Anywhere they stand is acceptable, including right beside the box.)

यह एक्टिविटी क्लास में या बाहर खुली जगह में की जा सकती है। स्टूडेंट्स को कागज़ की आधी शीट को एक गेंद जैसा गोला बनाने के लिए कहें। क्लास के सामने (या बाहर कहीं भी) एक बॉक्स रखें और स्टूडेंट्स को खड़े होने के लिए एक जगह चुनने और पेपर बॉल को बॉक्स में फेंकने के लिए कहें। (वे कहीं भी खड़े हो सकते हैं, बॉक्स के ठीक बगल में भी।)

Give all students a chance to throw their paper balls. Then, tell them that they may stop or they may collect their ball and try again. Repeat a few times.

सभी स्टूडेंट्स को पेपर बॉल फेंकने का मौका दें। फिर, उन्हें बताएं कि वे रुक सकते हैं या वे अपनी गेंद इकट्ठा कर सकते हैं और पुनः प्रयास कर सकते हैं। इसे कुछ बार दोहराएं।

Step 2: 10 mins. (Urban facilitators to conduct Step 1 and Step 2 collectively in 10 mins)

Ask: पूछें:

- Raise your hand if you chose to stand near the box. (Call on 2-3 students to share why.)
- यदि आपने बॉक्स के पास खड़े होना चुना तो अपना हाथ उठाएं। (2-3 स्टूडेंट्स को बताने के लिए बुलाएं और पूछें ऐसा करना उन्होंने क्यों चुना)
- Raise your hand if you chose to stand far from the box. (Call on 2-3 students to share why.)
- यदि आपने बॉक्स से दूर खड़े होना चुना तो अपना हाथ उठाएं। (2-3 स्टूडेंट्स को बताने के लिए बुलाएं और पूछें ऐसा करना उन्होंने क्यों चुना)
- Raise your hand if you stopped after your first throw. (Call on 2-3 students to share why.)
- यदि आप अपना पहला थ्रो करने के बाद रुक गए तो अपना हाथ उठाएं। (2-3 स्टूडेंट्स को बताने के लिए बुलाएं और पूछें ऐसा करना उन्होंने क्यों चुना)
- Raise your hand if you kept taking more throws. (Call on 2-3 students to share why.)
- यदि आप अधिक थ्रो करते रहे तो अपना हाथ उठाएं। (2-3 स्टूडेंट्स को बताने के लिए बुलाएं और पूछें ऐसा करना उन्होंने क्यों चुना)

Tell students that they will be learning about two different types of mindsets. Ask them to try to remember what they were thinking and feeling during the activity so that they can reflect on it later.

स्टूडेंट्स को बताएं कि वे दो अलग-अलग प्रकार की मानसिकता के बारे में सीखेंगे। उन्हें यह याद करने के लिए कहें कि वे एक्टिविटी के दौरान क्या सोच रहे थे और महसूस कर रहे थे ताकि वे बाद में उस पर विचार कर सकें।

Ask students to clean up the paper basketballs. If you are outside, ask students to return to the classroom.

स्टूडेंट्स से पेपर बास्केटबॉल को साफ करने के लिए कहें। यदि आप बाहर हैं, तो स्टूडेंट्स को क्लास में लौटने के लिए कहें।

In the Context of the Activity explain: if you kept taking more throws even after missing the box, you probably showed a growth mindset. You were likely excited by the challenge and believed that with more practice, you could get better. (यदि आप बॉक्स के अंदर कागज की गेंदों को न फेंकने के बाद भी अधिक थ्रो लेते रहे, तो संभवतः आपने विकास की मानसिकता दिखाई है। आप संभवतः चुनौती से उत्साहित थे और मानते थे कि अधिक अभ्यास से आप बेहतर हो सकते हैं।)

If some students mention that they didn't take many throws because they wanted to give others a chance you can say: "Thanks for being thoughtful and letting others have a turn. It's great to help out, but it's also important to practice and try to improve yourself. Finding a balance between helping others and working on your own skills can help everyone do better." (यदि कुछ छात्र बताते हैं कि उन्होंने अधिक थ्रो नहीं किए क्योंकि वे दूसरों को मौका देना चाहते थे तो आप कह सकते हैं: "विचारशील होने और दूसरों को मौका देने के लिए धन्यवाद। मदद करना बहुत अच्छी बात है, लेकिन अभ्यास करना और प्रयास करना भी महत्वपूर्ण है खुद को बेहतर बनाने के लिए! दूसरों की मदद करने और अपने कौशल पर काम करने के बीच संतुलन बनाने से हर किसी को बेहतर करने में मदद मिल सकती है।")

Step 3: 15 mins.

Watch AV-2. Have students watch it from their own laptops

Think-Pair-Share:

थिंक-पेयर-शेयर:

- What does it mean to have a fixed mindset?
- फिक्स्ड माइंडसेट होने का क्या अर्थ है?
- What does it mean to have a growth mindset?
- ग्रोथ माइंडसेट होने का क्या मतलब है?
- It is possible to have a fixed mindset sometimes and a growth mindset other times. What mindset were you using during the basketball activity?
- कभी-कभी फिक्स्ड माइंडसेट और कभी ग्रोथ माइंडसेट होना संभव है। बास्केटबॉल एक्टिविटी के दौरान आप किस मानसिकता का उपयोग कर रहे थे?

Step 4: 15 mins. (Urban facilitators to conduct this in 10 mins)

Quickly draw (or have 2 volunteers draw) a picture on the board of a "fixed mindset" character on the left and a "growth mindset" character on the right. Give them names if you want.

बोर्ड पर ग्रोथ माइंडसेट कैरक्टर की, राइट साइड पर, और फ़िक्स्ड माइंडसेट कैरक्टर की, लेफ्ट साइड पर, जल्दी से पिक्चर बनाएँ (या 2 वॉलंटियरस को कहें)। अगर चाहें तो उन्हे नाम दें।

Ask students to stand up. Read out one of the phrases below. If students think it is a fixed mindset phrase, they should move to the left, and if they think it is a growth mindset phrase, they should move to the right. Call on 2-3 students to explain their answers. If there is a disagreement, encourage students to discuss.

स्टूडेंट्स को खड़े होने के लिए कहें। नीचे दिए गए फ्रेज़ीज़ में से एक को पढ़ें। यदि स्टूडेंट्स को लगता है कि यह एक फिक्सड माइंडसेट वाला फ्रेज़ है, तो उन्हें बाईं ओर जाना चाहिए, और अगर उन्हें लगता है कि यह एक ग्रोथ माइंडसेट वाला फ्रेज़ है, तो उन्हें दाईं ओर जाना चाहिए। 2-3 स्टूडेंट्स को उनके उत्तर समझाने के लिए बुलाएं। यदि कोई असहमति है, तो स्टूडेंट्स को उस पर चर्चा करने के लिए प्रोत्साहित करें।

Phrases:

वाक्यांश:

- I can't do it. I'm not talented. (fixed)

मैं यह नहीं कर सकता। मैं टैलेंटेड नहीं हूँ। (फिक्सड माइंडसेट)

- I can do it because I was born intelligent. (fixed)

  मैं यह कर सकता हूं क्योंकि मैं बुद्धिमान पैदा हुआ था। (फिक्सड माइंडसेट)

- I can do it because I work hard and learn. (growth)

  मैं यह कर सकता हूं क्योंकि मैं कड़ी मेहनत करता हूं और सीखता हूं। (ग्रोथ माइंडसेट)

- I fail when I make mistakes. (fixed)

  जब मैं गलतियाँ करता हूँ तो मैं असफल हो जाता हूँ। (फिक्सड माइंडसेट)

- Mistakes are a way to learn and grow. (growth)

  गलतियाँ सीखने और आगे बढ़ने का एक तरीका है। (ग्रोथ माइंडसेट)

- I am not afraid to try something new! (growth)

  मैं कुछ नया करने से नहीं डरता! (ग्रोथ माइंडसेट)

Ask the class to think of 2-4 other examples.

क्लास को 2-4 अन्य उदाहरणों के बारे में सोचने के लिए कहें।

Step 5: 15 mins. (Urban facilitators to conduct this in 10 mins):
Form groups of 3-5 students. Ask students to open their Student Activity Books to L31. They should read the scenarios out loud and discuss the questions.

3-5 स्टूडेंट्स के ग्रुप बनाएं। स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक L31 खोलने के लिए कहें। उन्हें सिनेरिओ को ज़ोर से पढ़ना है और प्रश्नों पर चर्चा करनी है।

Facilitator's guide:

फसिलिटेटर गाइड:

- What would be a fixed mindset response Priya could have? *(e.g. "I am not smart enough, so I give up.")*

  प्रिया के पास एक फिक्सड माइंडसेट वाली प्रतिक्रिया क्या हो सकती है? *(*उदाहरण के लिए *"*मैं उतनी स्मार्ट नहीं हूं, इसलिए मैं हार मानती हूं।*")*

- What would be a growth mindset response Priya could have? *(e.g. "I will try to understand the mistakes I made, study hard, and try again.")*

  प्रिया की ग्रोथ माइंडसेट की प्रतिक्रिया क्या हो सकती है? *(*उदाहरण के लिए *"*मैं अपनी गलतियों को समझने की कोशिश करुँगी , खूब पढ़ूँगी, और फिर से प्रयास करुँगी।*")*

- What would be a fixed mindset response Ravi could have? *(e.g. "I am not good at this job, so I quit.")*

  रवि की एक फिक्सड माइंडसेट प्रतिक्रिया क्या हो सकती है? *(*उदाहरण के लिए *"*मैं इस जॉब में अच्छा नहीं हूं, इसलिए मैंने छोड़ दिया।*")*

- What would be a growth mindset response Ravi could have? *(e.g. "I will learn what people like and improve my recipe.")*

  रवि की ग्रोथ माइंडसेट की प्रतिक्रिया क्या हो सकती है? *(*उदाहरण के लिए *"*मैं और सीखूंगा जो लोग पसंद करते हैं और मेरी रेसिपी में सुधार करूंगा*")*

Step 6: 10 mins: (Urban facilitators to conduct this in 5 mins)

Explain that you can actually change your mindset by practicing growth mindset thoughts. Ask students to think of one growth mindset thought they want to practice. They can write it in their SABs Part B. *(Examples: "I can improve with practice." "Mistakes are an opportunity to learn.")*

समझाएं कि आप वास्तव में ग्रोथ माइंडसेट वाले विचारों का अभ्यास करके अपनी मानसिकता को बदल सकते हैं। स्टूडेंट्स को एक ग्रोथ माइंडसेट थॉट लिखने के लिए कहें जो उन्हें लगा कि वे अभ्यास करना चाहते हैं। वे इसे अपने SABs में लिख सकते हैं। *(उदाहरण: "मैं अभ्यास से सुधार कर सकता हूं।" "गलतियाँ सीखने का एक अवसर होती हैं।")*

Tell students to look out for something that feels challenging in the coming week. It could be an activity at FEA, a difficult interaction with a friend or family member, a test or competition at school or something else. When it happens, they should stop and notice their thoughts. Then, they should practice thinking about their growth mindset thought.

स्टूडेंट्स से कहें कि आने वाले सप्ताह में किसी ऐसी चीज़ की तलाश करें जो चुनौतीपूर्ण लगे। यह एफ.इ.ए. में एक एक्टिविटी हो सकती है, किसी मित्र या परिवार के सदस्य के साथ एक कठिन बातचीत, स्कूल में एक परीक्षा या प्रतियोगिता या कुछ और। जब ऐसा होता है, तो उन्हें रुक जाना चाहिए और अपने विचारों पर ध्यान देना चाहिए। फिर, उन्हें अपने ग्रोथ माइंडसेट के बारे में सोचने का अभ्यास करना चाहिए।

Step 7: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 32

Lesson 32

Lesson Duration: 120 mins

Vocabulary: Ingredients, Athletes, Victory, Overnight success

Preparations:

- Write the tasks on the board before class *(See Digital Learning - "Introduce Tasks")*

Resources:

- L32 Video
- Student Activity Books, L32

Digital Learning: Gmail Practice

Objectives:

- Students successfully log into their Gmail accounts, send an email to multiple recipients, and reply to an email with little or no help from the facilitator.

औब्जैकटिव:

- स्टूडेंट्स सफलतापूर्वक अपने जीमेल खातों में लॉग इन करते हैं, कई लोगों को एक ईमेल भेजते हैं, और फसिलिटेटर से बहुत कम या बिना किसी सहायता के ईमेल का जवाब देते हैं।

Step 1: 10 mins.

Explain that while you (the facilitator) love helping students, you also want to help them to learn and practice new skills on their own. This is called self-directed learning or learning on your own.

समझाएं कि जब आप (फसिलिटेटर) स्टूडेंट्स की मदद करते हैं, तो आप उन्हें अपने दम पर नए स्किल्स सीखने और अभ्यास करने में भी मदद करना चाहते हैं। इसे सेल्फ-डिरेकटेड लर्निंग कहा जाता है।

Point out the tasks on the board and tell the students to use what they have learned about Gmail to complete the tasks. If they need help, tell them to try asking their classmates or looking up the answers online first. If they still need help after trying that, then they may ask the facilitator.

बोर्ड पर कार्यों को पॉइंट आउट करें और स्टूडेंट्स को कार्यों को पूरा करने के लिए Gmail के बारे में जो कुछ भी सीखा है उसका उपयोग करने के लिए कहें। यदि उन्हें सहायता की जरूरत है, तो उनसे कहें कि वे अपने सहपाठियों से पूछें या पहले उत्तर ऑनलाइन देखें। अगर कोशिश करने के बाद भी उन्हें मदद की ज़रूरत है, तो वे फसिलिटेटर से पूछ सकते हैं।

Call on a student to read through the tasks and ask if there are questions about what they need to do during this time.

एक स्टूडेंट को कार्यों को पढ़ने के लिए बुलाएं और पूछें कि उन्हें क्या करने की जरूरत है, इस बारे में अगर कोई प्रश्न हैं।

Tasks: कार्य:

- Log into your Gmail account

  अपने जीमेल अकाउंट में लॉग इन करें

- Compose an email with at least four sentences about yourself.

  अपने बारे में कम से कम चार वाक्यों के साथ एक ईमेल लिखें।

- Send that email to three classmates.
- वह ईमेल तीन सहपाठियों को भेजें।

Optional Tasks:

वैकल्पिक बोनस कार्य:

- Include bold and underlined words in your email.

  अपने ईमेल में बोल्ड और रेखांकित शब्द शामिल करें।

- Take a photo of yourself and include it as an email attachment.

  अपना एक फोटो लें और इसे ईमेल अटैचमेंट के रूप में शामिल करें।

Step 2: 35 mins.

(Urban facilitators to conduct this in 15 mins)

Tell students to begin working on the tasks listed on the board.

स्टूडेंट्स से कहें कि वे बोर्ड पर लिस्ट में लिखे गए कार्यों पर काम करना शुरू करें।

Circulate and observe what students are doing. Help them to stay on task if needed. Acknowledge what they are doing well. If they ask for help, ask them if they have searched online or asked a classmate.

क्लास में स्टूडेंट्स के बीच में घूमें और देखें कि स्टूडेंट क्या कर रहे हैं। जरूरत पड़ने पर काम पर ध्यान रखने में उनकी मदद करें। अच्छे काम की सराहना करें। अगर वे मदद मांगते हैं, तो उनसे पूछें कि क्या उन्होंने ऑनलाइन खोज की या किसी सहपाठी से पूछा।

If students are sharing a laptop, remind them to switch with their partner after about 20 minutes.

यदि स्टूडेंट लैपटॉप शेयर कर रहे हैं, तो उन्हें लगभग 20 मिनट के बाद अपने साथी के साथ स्विच करने के लिए याद दिलाएं।

Step 3: 15 mins.

All students should have received three emails from their classmates. They may use the last ten minutes of the lesson to open and read them and, if time allows, to reply to at least one.

सभी स्टूडेंट्स को अपने सहपाठियों से तीन ईमेल मिलने चाहिए। वे लैसन के अंतिम दस मिनट का उपयोग उन्हें खोलने और पढ़ने और यदि समय हो तो कम से कम एक का उत्तर देने के लिए कर सकते हैं।

Energizer- Choice: 3-5 mins:

(Urban facilitators to skip this step)

Choose one energizer to repeat from the week (or let the students vote on their favorite).

सप्ताह में से दोहराने के लिए एक एनर्जाइज़र चुनें (या स्टूडेंट्स को उनके पसंदीदा एनर्जाइज़र पर वोट करने दें)।

- ZYX
- Hot Potato
- Sports Gallery

The Path to Success

Objective:

- Students will discuss the concept that “success does not happen overnight” by identifying many factors (“ingredients”) that may be required for success, such as hard work and learning.

औब्जैकटिव:

- स्टूडेंट इस कॉन्सेप्ट पर चर्चा करेंगे कि "सफलता रातों रात नहीं मिलती है", और ऐसे कई फैक्टर्स ("सामग्री") की पहचान करेंगे जो कि सफलता के लिए जरूरी हो सकते हैं, जैसे कड़ी मेहनत और सीखना।

Step 1: 15 mins.

Ask:

- What do you think of when you hear the term **"overnight success"?** *(Accept all answers. Emphasize that it can seem like fame happens quickly and easily for some people.)*

पूछें**:**

- "रातों रात सफलता" शब्द सुनते ही आप क्या सोचते हैं? *(*सभी उत्तरों को स्वीकारें। जोर दें कि ऐसा लग सकता है कि प्रसिद्धि कुछ लोगों के लिए जल्दी और आसानी से होती है।*)*

Share the following quote and ask students to discuss the meaning:

निम्नलिखित उद्धरण शेयर करें और स्टूडेंट्स से अर्थ पर चर्चा करने के लिए कहें:

"I start early and I stay late, day after day, year after year. It took me 17 years and 114 days to become an overnight success." – *Lionel Messi, five time world football player of the year*

"मैं अपना काम जल्दी शुरू करता हूं और मैं देर तक लगा रहता हूं, दिन-ब-दिन, साल-दर-साल। रातों-रात सफल होने में मुझे 17 साल और 114 दिन लगे।" - लियोनेल मेस्सी, पांच बार के वर्ल्ड फूटबाल प्लेयर ऑफ द इयर।

Step 2: 15 mins.

Show the AV - AV दिखाएं।

Ask: पूछें **:**

- What do you think these **athletes** are feeling? Why?
- आपको क्या लगता है ये एथलीट क्या महसूस कर रहे हैं? क्यों?
- What kinds of efforts do you think they put in to achieve these **victories?** आपको क्या लगता है कि इन जीतों को हासिल करने के लिए उन्होंने किस तरह के प्रयास किए?
- This video showed athletic successes. What other kinds of success require time and hard work?
- इस विडियो में एथलेटिक सफलताएं दिखाई गईं। और किस प्रकार की सफलता के लिए समय और कड़ी मेहनत की जरूरत होती है?

Step 3: Duolingo: 15 min. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask students to login their Duolingo account. Ask a few students about their progress in Duolingo. Say words of motivation and encourage your students to keep practicing Duolingo.

Step 4: 10 mins. (Urban facilitators to skip this step)

Call everyone near the facilitator's laptop. Open this link on the facilitator's laptop. Complete this quiz as a class: Ensure everyone participates: Quiz URL below:

English Quiz

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 33 | Do & does

Lesson 33

Vocabulary: Use of Do and Does **Lesson Duration: 130 mins**

Before the class:
Write 'Do' and 'Does' quiz questions given in step 2 on slips of paper.

Resources:

- Student Activity Books, L33
- L33-1 and 33-2 Videos
- L33 Slideshow (that is moved from 31)

Do and Does

Objectives:

- Students will learn the use of 'do' and 'does'.
- Students will practice using do, does in sentences.

Step 1: 10 mins.

Welcome students. With the help of scenarios and dramatization, ask students what polite words/phrases they would use in the following daily situations:

- Bumping into someone
- Sneezing/blowing his/her nose in presence of others
- Dropping books on someone's foot
- Walking in late for a meeting

Encourage full sentences.

Explain to the students that today's lesson will focus on the usage of 'do' and 'does'.

Step 2: 20 mins. (Urban facilitators to conduct this in 10 mins)

With the help of examples, explain the use of 'Do and 'Does'.

- I, We, You, They (we use Do)- For example, I do not like to sing, Do we have to speak?
- He , She , It, This, That and John (we use Does)- Does he like eating chinese food?, She does not work.

Write the following questions on slips of papers and keep them in a box. Pass along the box and ask students to pick a slip, read aloud the question to the class and ask for responses in do/does from one or more students in the class. Encourage full sentences.

Facilitators to write this on slips of paper

For example:

1 _____ I have to eat this ?

2 _____ we have any milk left?

3 _____ you remember her?

4 _____they run very fast?

5 _____he like Indian food?

6_____ she live near you?

7_____ it rain a lot in winter?

8_____ you like Pizza

9 _____this belong to you?

10 _____I wash my clothes?

11 _____Neha like singing?

Step 3: 10 mins:

Ask students to complete Exercise A and discuss with a partner. Once students have completed, discuss the answers with them. Also ask them to give reasons for the answers.

Step 4: 15 mins.

(Urban facilitators to conduct this in 10 mins)

Divide the class in 2 groups. Tell them to sit separately on 2 sides of the classroom. Ask them a few questions using 'Do' and 'Does'.

For example:

1-Do you like Chinese food?

2-Do you like to watch cartoon?

3-Do you have a red shirt?

4-Does your brother/sister have blue jeans?

5-Does he like singing?

Ask one question at a time. Decide one side of the classroom to be 'yes' and one side to be 'no'. When you ask a question, the students who answer yes move to a particular side and the students who answer no move to the assigned side. Once the facilitator initiates this a few times, ask the students to come in front and ask questions using 'do' or 'does' and the other students would move on either side of the classroom.

Step 5: 15 mins.

Write on the slips of paper various professions and put them in a box. Ask students to sit in a circle. Ask students to pass the box and take out a slip of paper. As the student takes out a slip of paper, others in the class ask " What do you have?" The person with the slip must read out the Job/profession - "This is a doctor". One student in the class asks "What does he do?". The student with the slip constructs a sentence and answers "He gives medicine and treats patients ". The student then passes the box to the student next to him/her.

Play a demo and then get started. Encourage students to make 2 or more statements. This game is adaptable. You can ask other students to extend the answer for a profession and help the speaker frame a correct sentence.

List of Job/Profession- Plumber, Electrician, Domestic Helper (not maid), Bank Manager, Salesperson, Air Hostess, Ticket Chequer, Carpenter, Nurse, Chef, Dentist, Judge, Receptionist (a person whose job is to deal with the people who call or enter an office, hotel,etc) Undertaker (a person whose job is to arrange and manage funerals), Actor, Barber, Accountant.

Step 6 Duolingo: 15 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask students to login their Duolingo account. Let students practice Duolingo. Talk individually with students and motivate them for the task.

Typing Lesson 3: Home Row

Objective:

- Students practice typing the letters in the home row using all 8 fingers in the correct positions, not just their index fingers, a strategy that should improve their typing speed and accuracy with practice.

औब्जैकटिव:

- स्टूडेंट केवल अपनी इंडेक्स फिंगर ही नहीं, बल्कि सभी 8 उंगलियों का उपयोग करके होम रो में अक्षरों को सही स्थिति में टाइप करने का अभ्यास करते हैं, यह एक ऐसी रणनीति है जिससे अभ्यास के साथ उनकी टाइपिंग स्पीड और एक्यूरेसी में सुधार होना चाहिए।

Step 1: 10 mins: Show the AV 1 or AV 2 introducing the home row.

Choose the video based on your students' English levels.

Display it on one screen for the whole class to watch.

AV 1 या AV 2 दिखाएं जिसमें होम रो का इंट्रोडक्शन दिया गया है।

अपने स्टूडेंट के इंग्लिश के स्तर के आधार पर विडियो चुनें।

पूरी क्लास को दिखाने के लिए इसे एक स्क्रीन पर चलाएं।

Ask:

- What keys are in the home row?
- What is the purpose of the home row?

(Accept all answers. Emphasize that the home row is where your fingers rest while you are typing so that you can reach all of the keys faster.)

पूछें :

- होम रो में कौन सी कीज़ होती हैं ?
- होम रो का उद्देश्य क्या है?

(सभी उत्तरों को स्वीकारें। जोर दें कि होम रो वह जगह है जहां आपकी उंगलियां टाइप करते समय रहती हैं ताकि आप सभी कीज़ तक टाइप करते समय तेजी से पहुंच सकें।)

Step 2: 10-15 mins. (Urban facilitators to conduct this in 10 mins)

Point out the chart on the classroom wall. Tell them that they can use this as a reference to remind them where the home row is.

क्लास की दीवार पर चार्ट दिखाएँ। उन्हें बताएं कि वे इसका उपयोग रेफरेंस के रूप में उन्हें याद दिलाने के लिए कर सकते हैं कि होम रो कहां है।

Tell students to look at the keyboard.

Ask: What is different about the F and J keys? *(bumps)*

स्टूडेंट्स को की-बोर्ड देखने के लिए कहें।

पूछें: F और J कीज़ में क्या अंतर है? *(बम्प्स)*

Call out the following instructions. Give a few seconds for students to complete the step before giving the next instruction.

1. Place your forefingers on the F and J keys.
2. Line up your other fingers on the home row keys.
3. Place your thumbs on the space bar.
4. Lift your fingers from the keyboard. Close your eyes.
5. With your eyes closed, find the F and J keys with your forefingers by feeling for the bumps.
6. With your eyes closed, place your other fingers on the home row keys and your thumbs on the space bar.
7. Open your eyes. Correct your finger placement if needed.

निम्नलिखित निर्देशों को बोले। स्टूडेंट को अगला निर्देश देने से पहले स्टेप को पूरा करने के लिए कुछ सेकंड दें।

1. अपनी तर्जनी उंगली (फोर-फिंगर्स) को F और J कीज़ पर रखें।
2. अपनी दूसरी उंगलियों को होम रो कीज़ पर रखें।
3. अपने अंगूठे को स्पेस बार पर रखें।
4. अपनी उंगलियों को की-बोर्ड से उठाएं। अपनी आँखें बंद करें।
5. अपनी आंखें बंद करके, बम्प्स को महसूस करते हुए अपनी तर्जनी उंगली (फोर-फिंगर्स) से F और J कीज़ को खोजें।
6. अपनी आंखें बंद करके, अपनी दूसरी उंगलियों को होम रो कीज़ पर और अपने अंगूठे को स्पेस बार पर रखें।
7. अपनी आँखें खोलें। यदि जरूरी हो तो अपनी फिंगर की स्थिति को ठीक करें।

Repeat if needed so all students have a turn.

यदि जरूरी हो तो दोहराएं ताकि सभी स्टूडेंट्स की बारी आए।

Step 3: 20 mins. (Urban facilitators to conduct this in 10 mins)

Give students the following instructions:

1. Log into Typing Master.
2. Click Study (on the right side menu)
3. Click the Home Row lesson.
4. Complete activities 1.1 and 1.2.

स्टूडेंट्स को निम्नलिखित निर्देश दें:

1. टाइपिंग मास्टर में लॉग इन करें।
2. स्टडी पर क्लिक करें (दाईं (right) ओर मेनू पर)
3. होम रो लैसन पर क्लिक करें।
4. 1.1 और 1.2 एक्टिविटीज़ को पूरा करें।

While one student is typing, their partner can remind them to keep their fingers on the home row. Allow time for all students to complete the activities.

जब एक स्टूडेंट टाइप कर रहा होता है, तो उनका साथी उन्हें होम रो पर अपनी उंगलियां रखने के लिए याद दिला सकता है। सभी स्टूडेंट्स को एक्टिविटीज़ को पूरा करने के लिए समय दें।

**Note: If any students are already fluent at typing, they can choose either to participate with everyone or take on an assistant role:*

- *Class assistant: circulate and help other students as needed.*

**नोट: यदि कोई स्टूडेंट पहले से ही टाइपिंग में फ़्लूएंट है, तो वे या तो सभी के साथ भाग ले या सहायक की भूमिका निभाना चुन सकते हैं:*

- क्लास सहायक: जरूरत के अनुसार अन्य स्टूडेंट्स के पास जाएँ और उनकी मदद करें।

Note:

One-on-One Time: 15 mins. *(Simultaneous):*

वन-ऑन-वन टाइम: 15 मिनट *(एक साथ):*

If needed, while students are typing, continue to call students over one at a time to get to know them better.

यदि जरूरी हो, जब स्टूडेंट टाइप कर रहे हों, तो स्टूडेंट्स को बेहतर तरीके से जानने के लिए उन्हें बारी-बारी बुलाना जारी रखें।

Step 4: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 34 | ING Verb

Lesson 34

Vocabulary: Charades, Comfort zone **Lesson Duration: 107 mins**

Preparations:
Write notecards with actions for charades before class *(See English - "Charades")*
Resources:

- Student Activity Books, L34
- L34 Video

-ing Verbs

Objectives:

- Students understand that "am" or "is" plus an -ing verb describes something that is happening right now.
- Students practice forming sentences with -ing verbs in a fun and low-pressure game.

औब्जैकटिवस:

- स्टूडेंट्स समझेंगे की "am" और "is" के साथ एक -ing वर्ब वह बताती है जो अभी हो रहा है।
- स्टूडेंट्स एक मज़ेदार और कम प्रैशर वाले गेम से -ing वर्ब वाले सेंटेन्सीज़ बनाने का अभ्यास करेंगे।

Charades Preparations:

Write the following actions on notecards :

(Note: Answers are for facilitator's reference and do not need to be included on the notecards)

नोट कार्ड पर निम्नलिखित एक्शनस लिखें:

(नोट: उत्तर फसिलिटेटर के संदर्भ के लिए हैं और इसे नोट कार्ड में शामिल करने की जरूरत नहीं है)

- Play cricket *(Answer: He/she is playing cricket.)*
- Cook *(Answer: He/she is cooking.)*
- Paint a picture *(Answer: He/she is painting a picture.)*
- Play the piano *(Answer: He/she is playing the piano.)*
- Ride a bicycle *(Answer: He/she is riding a bicycle.)*
- Eat an apple *(Answer: He/she is eating an apple.)*
- Take a bath *(Answer: He/she is taking a bath.)*
- Read a book *(Answer: He/she is reading a book.)*
- Drive a car *(Answer: He/she is driving a car.)*
- Clean the house *(Answer: He/she is cleaning the house.)*
- Use a computer *(Answer: He/she is using a computer.)*
- Watch TV *(Answer: He/she is watching TV.)*
- Play football *(Answer: He/she is playing football.)*
- Dance *(Answer: He/she is dancing.)*
- Draw henna *(Answer: He/she is drawing henna.)*

- Drink water *(Answer: He/she is drinking water.)*
- Stitch clothing *(Answer: He/she is stitching clothes.)*
- Play the guitar *(Answer: He/she is playing the guitar.)*
- Teach math *(Answer: He/she is teaching math.)*
- Climb a mountain *(Answer: He/she is climbing a mountain.)*

Step 1: 5 mins.
Ask: What are you doing?

(Call on 2-3 students to answer. Accept all answers.)

पूछें: तुम क्या कर रहे हो?

(उत्तर देने के लिए 2-3 स्टूडेंट्स को बुलाएँ। सभी उत्तरों को स्वीकारें।)

Then, give your own answer: “I am teaching.”

फिर, अपना उत्तर स्वयं दें: "मैं पढ़ा रहा हूँ।"

Introduce that you will be learning about “-ing” verbs. Ask if students know any other names for this. *(Answers may include present progressive, present continuous or gerunds, but they do not need to learn this - it is only for their information.)*

बताएं की वे "ing" क्रियाओं के बारे में सीखेंगे। पूछें कि क्या स्टूडेंट्स इसके लिए कोई अन्य नाम जानते हैं। *(उत्तरों में present progressive, present continuous or gerunds,* शामिल हो सकते हैं, लेकिन उन्हें यह सीखने की जरूरत नहीं है - यह केवल उनकी जानकारी के लिए है।*)*

Step 2: 10-15 mins. (Urban facilitators to conduct this in 10 mins)

Students should watch the AV on their laptops. They should try to answer the fill-in-the-blank questions at the end with their partner. If needed, they can pause the video to answer.

स्टूडेंट्स को अपने लैपटॉप पर AV देखना है। उन्हें अपने साथी के साथ अंत में खाली-स्थान प्रश्नों का उत्तर देने का प्रयास करना है। यदि जरूरी हो, तो वे उत्तर देने के लिए विडियो को रोक सकते हैं।

Think-Pair-Share:

थिंक-पेयर-शेयर:

- Do you use -ing verbs to describe something happening in the past, right now, or in the future?
- क्या आप अतीत में, अभी या भविष्य में होने वाली किसी चीज़ का वर्णन करने के लिए -ing क्रियाओं का उपयोग करते हैं?

Step 3: 5-10 mins. (Urban facilitators to conduct this in 5 mins)

Write the following sentences on the board. Ask students to discuss with their partner how to make them into sentences with -ing verbs to describe something happening right now. They do not need to write down their answers.

निम्नलिखित वाक्यों को बोर्ड पर लिखें। स्टूडेंट्स को अपने साथी के साथ चर्चा करने के लिए कहें। उन्हें यह पता लगाना है कि जो कुछ अभी हो रहा है उसे बताने के लिए -ing क्रियाओं को वाक्यों में कैसे प्रयोग किया जाए। उन्हें अपने उत्तर लिखने की जरूरत नहीं हैं।

1. I run.
2. He sleeps.
3. She drinks water.

Give students 2-3 minutes to discuss, then use popcorn calling for students to share their answers.

स्टूडेंट्स को चर्चा के लिए 2-3 मिनट का समय दें, फिर पॉपकॉर्न कॉलिंग का उपयोग करें ताकि स्टूडेंट अपने उत्तर बता सकें।

Correct answers:

सही उत्तर**:**

1. *I am running.*
2. *He is sleeping.*
3. *She is drinking water.*

Step 4: 5 mins:

Put the students into two teams.
स्टूडेंट्स को दो टीमों में बाटें।

Explain:

One student from one team will take a notecard. Use a timer and give them 60 seconds to act out the action on the card. They may not speak.

Play until each person has had a turn to act OR the cards are completed.

समझाएं**:**

एक टीम का एक स्टूडेंट नोट-कार्ड लेगा। एक टाइमर का उपयोग करें और कार्ड के अनुसार एक्शन करने के लिए उन्हें 60 सेकंड का समय दें। नियम यह है कि वे बोल नहीं सकते हैं।

एक्टिविटी को तब तक खेलें जब तक हर एक स्टूडेंट की बारी न आ जाये या कार्ड खत्म न हो जाए।

- If the team guesses the action correctly, they earn one point. *(Example: Sleep)*
- यदि टीम क्रिया का सही अनुमान लगाती है, तो उन्हे एक अंक कमा मिलेगा। *(*उदाहरण*:sleep)*
- If the team uses the verb correctly in a sentence, they earn an additional point. *(Example: He is sleeping.)*
- यदि टीम एक वाक्य में क्रिया का सही उपयोग करती है, तो उन्हे एक अतिरिक्त अंक मिलेगा। *(*उदाहरण*: He is sleeping.)*
- If the team does not guess the action correctly, the other team can guess and earn the point.
- यदि टीम क्रिया का सही अनुमान नहीं लगाती है, तो दूसरी टीम अनुमान लगा सकती है और अंक अर्जित कर सकती है।

Step 5: 15 mins. (Urban facilitators to conduct this in 10 mins)

Teams take turns sending a member to draw a card and act out the action.

टीम्स बारी-बारी से एक सदस्य को कार्ड निकालने और एक्शन करने के लिए भेजती हैं।

Set a timer to limit each turn to 60 seconds. The team may guess throughout the 60 seconds that their teammate is acting. If they do not answer correctly, allow the other team one guess at the end of the 60 seconds.

हर एक बारी को 60 सेकंड तक सीमित करने के लिए टाइमर सेट करें। टीम 60 सेकंड के दौरान अनुमान लगा सकती है कि उनका साथी क्या अभिनय कर रहा है। यदि वे सही उत्तर नहीं देते हैं, तो 60 सेकंड के अंत में दूसरी टीम को एक अनुमान लगाने दें।

Play until each person has had a turn to act OR the cards are completed.

तब तक खेलें जब तक हर एक स्टूडेंट की बारी न आ जाये या कार्ड खत्म न हो जाए।

Stepping Out of Your Comfort Zone

Objectives:

- Students develop an understanding of what it means to step out of your comfort zone and identify ways it can help them to grow as a person and succeed in life.
- Students create a specific goal for stepping out of their comfort zone during the next week of FEA classes.

ऑब्जैकटिव**:**

- स्टूडेंट्स इस बात की समझ विकसित करते हैं कि कम्फर्ट ज़ोन से बाहर निकलने का क्या मतलब है और उन तरीकों की पहचान करतें हैं जो उन्हें एक व्यक्ति के रूप में विकसित होने और जीवन में सफल होने में मदद कर सकते हैं।
- एफ.इ.ए. क्लास के अगले सप्ताह के दौरान स्टूडेंट्स अपने कम्फर्ट ज़ोन से बाहर निकलने के लिए एक विशेष लक्ष्य बनाते हैं।

Step 1: 10 mins.

Ask for a volunteer to come to the front of the classroom for an activity (do not say what activity). Ask why they chose to volunteer.

एक वॉलंटियर एक्टिविटी के लिए आने के लिए कहें (यह न बताएं कि कौन सी एक्टिविटी है)। पूछें कि उन्होंने वॉलंटियर क्यों किया।

Ask how they are feeling standing in front of the class. Then ask how they are feeling not knowing what they have volunteered to do.

पूछें कि वे क्लास के सामने खड़े होकर वे कैसा महसूस कर रहे हैं। फिर पूछें कि वे कैसा महसूस कर रहे हैं न जानते हुए कि उन्होंने क्या करने के लिए खुद को वॉलंटियर किया है।

Next, ask the rest of the class to explain why they did not volunteer. Ask how they are feeling sitting in their seats and watching the volunteer at the front of the class.

इसके बाद, बाकी क्लास से यह बताने के लिए कहें कि उन्होंने वॉलंटियर क्यों नहीं किया। पूछें कि वे अपनी सीटों पर बैठे हुए और क्लास में सबसे आगे वॉलंटियर को देखकर कैसा महसूस कर रहे हैं।

Explain that those who did not volunteer are in their comfort zone. The comfort zone means staying where you feel comfortable, where you think you know what will happen. In this case, they think their classmates will not be watching them and they will not have to participate in an unknown activity.

बता दें कि जिन लोगों ने वॉलंटियर नहीं किया, वे अपने कम्फर्ट ज़ोन में हैं। कम्फर्ट ज़ोन का मतलब है जहाँ आप कम्फर्टेबल महसूस करते हैं, वहाँ रहना, जहाँ आपको लगता है कि आप जानते हैं, कि क्या होगा। इस मामले में, उन्हें लगता है कि उनके सहपाठी उन्हें नहीं देख रहे होंगे और उन्हें किसी अनजान एक्टिविटी में भाग नहीं लेना पड़ेगा।

Explain that stepping out of your comfort zone means taking a risk. In this case, the volunteer left his or her comfortable chair and took the risk to volunteer for an unknown activity with the class watching.

बता दें कि अपने कम्फर्ट जोन से बाहर निकलने का मतलब है रिस्क लेना। इस मामले में, वॉलंटियर ने अपनी आरामदायक कुर्सी छोड़ दी और क्लास के सामने एक अज्ञात एक्टिविटी के लिए वॉलंटियर बनने का जोखिम उठाया।

Ask the volunteer how they would feel if they were asked to sing in front of the class, solve a math problem by themselves, or teach the next activity. Use this to explain that taking a risk can be uncomfortable or challenging.

वॉलंटियर से पूछें कि अगर उन्हें क्लास के सामने गाने के लिए कहा जाए, गणित की कोई समस्या खुद हल करने के लिए कहा जाए या अगली एक्टिविटी सिखाने के लिए कहा जाए तो उन्हें कैसा लगेगा। इसका उपयोग यह समझाने के लिए करें कि जोखिम लेना अनकम्फर्टेबल या चुनौतीपूर्ण हो सकता है।

Then, thank the volunteer for coming up, and give them a reward [e.g. a smiley ball, badge, or snack]. Explain that taking a risk can also lead to a reward. Even though it can be uncomfortable or risky, the only way to make a change is by leaving your comfort zone.

फिर, वॉलंटियर को आने के लिए धन्यवाद दें, और उन्हें एक इनाम दें [उदाहरण: एक स्माइली बॉल, बैज, या स्नैक]। समझाएँ कि रिस्क लेने से इनाम भी मिल सकता है। भले ही यह अनकम्फर्टेबल या जोखिम भरा हो सकता है, लेकिन बदलाव का एकमात्र तरीका है कि आप अपने कम्फर्ट जोन को छोड़ दें।

Step 2: 10 mins.

Give an example of a time you stepped out of your comfort zone and how it benefited you. *(For example, if you felt nervous going to a job interview but then you received a job.)* Ask the class to share 2-3 other examples.

उस समय का उदाहरण दें जब आपने (फसिलिटेटर ने) अपने कम्फर्ट जोन से बाहर कदम रखा और इससे आपको क्या फायदा हुआ। (उदाहरण के लिए, यदि आपको जॉब के लिए इंटरव्यू में जाने में घबराहट महसूस हुई लेकिन फिर आपको जॉब मिल गई।) क्लास से 2-3 अन्य उदाहरण शेयर करने के लिए कहें।

Step 3: 10 mins.

List an activity. Tell participants who feel comfortable doing that activity to stand, while participants who do not feel comfortable doing that activity to be seated.

एक्टिविटी की लिस्ट बनाएं। उन पार्टिसिपेंट्स को बताएं जो उस एक्टिविटी को करने में कम्फर्टेबल महसूस करते हैं, वो खड़े होंगे और जो कम्फर्टेबले नहीं हैं उस एक्टिविटी को करने में वो बैठे रहेंगे ।

Examples:

- Staying at home with family
- Riding or driving a scooter
- Singing in front of friends
- Introducing yourself to someone new
- Visiting the city
- Removing a snake from your home
- Taking a test
- Playing cricket
- Speaking in front of an audience
- Trying a new skill for the first time

*Call on participants to add activities.
* एक्टिविटी को आगे बढ़ाने के लिए पार्टिसिपेंट्स को बुलाएँ।

Ask: When you stay in your comfort zone, how do you feel?

*(If needed, prompt:)*For example, do you feel nervous? Frustrated? Excited? Proud?
पूछें: जब आप अपने कम्फर्ट ज़ोन में रहते हैं, तो आपको कैसा लगता है?

(यदि जरूरी हो, संकेत दें:) उदाहरण के लिए, क्या आप बेचैन महसूस करते हैं? निराश? उत्तेजित? गर्व से भरा हुआ ?

Ask:

When you step outside your comfort zone, how do you feel?
*(If needed, prompt:)*For example, do you feel nervous? Frustrated? Excited? Proud?
पूछें**:**

जब आप अपने कम्फर्ट ज़ोन से बाहर कदम रखते हैं, तो आपको कैसा लगता है?

(यदि जरूरी हो) उदाहरण के लिए, क्या आप घबराहट महसूस करते हैं? झुंझलाया हुआ? उत्तेजित? गर्व से भरा हुआ ?

Step 4: 15 mins.

Return to seats. Break students into small groups. Ask them to open their Student Activity Books to L34B and read Scenario 1. Tell them to discuss the questions in their groups. After 3-5 minutes, call on each group to share their answers. Repeat with Scenario 2.

सीट पर लौटें। स्टूडेंट्स को छोटे ग्रुपों में बाटें। उन्हें अपनी स्टूडेंट एक्टिविटी के L34B को खोलने और सिनेरियो 1 पढ़ने के लिए कहें। उन्हें अपने ग्रुपों में प्रश्नों पर चर्चा करने के लिए कहें। 3-5 मिनट के बाद, हर एक ग्रुप को अपने उत्तर शेयर करने के लिए बुलाएं। सिनेरियो 2 के साथ दोहराएं।

Scenario 1: Daniel is very skilled at painting, but he is too shy to show his art to anyone because they might criticize him.

Questions:

1. What can Daniel do to help him step out of his comfort zone? *(If needed, prompt: What small steps could he take? What could help him feel more comfortable taking a risk?)*
2. How could Daniel benefit from stepping out of his comfort zone to show his artwork?

Scenario 1: डैनियल पेंटिंग में बहुत कुशल है, लेकिन वह किसी को भी अपनी कला दिखाने में बहुत शर्माता है क्योंकि उसे लगता है कि वे उसकी आलोचना कर सकते हैं।

प्रश्न:

1. अपने कम्फर्ट ज़ोन से बाहर निकलने में मदद करने के लिए डैनियल क्या कर सकता है? (यदि जरूरी हो, संकेत दें: वह कौन से छोटे कदम उठा सकता है? जोखिम लेने में उसे और अधिक कम्फर्टेबल महसूस करने में क्या मदद कर सकता है?)
2. अपनी कलाकृति दिखाने के लिए अपने कम्फर्ट ज़ोन से बाहर निकलने से डैनियल को कैसे फायदा हो सकता है?

Scenario 2: Pinki wants to apply to AIIMS University. Her family supports this decision, but she is nervous about living in the city away from her family.

Questions:

1. What can Pinki do to help her step out of her comfort zone? *(If needed, prompt: What small steps could she take? What could help her feel more comfortable taking a risk?)*
2. How could Pinki benefit from stepping out of her comfort zone to attend university in the city?Scenario 2: पिंकी एम्स विश्वविद्यालय में आवेदन करना चाहती है। उसका परिवार उसके इस फैसले में उसके साथ है, लेकिन वह अपने परिवार से दूर शहर में रहने को लेकर घबराई हुई हैं।

प्रश्न:

1. पिंकी अपने कम्फर्ट ज़ोन से बाहर निकलने में खुद की मदद कैसे सकती है? (यदि जरूरी हो, संकेत दें: वह कौन से छोटे कदम उठा सकती है? जोखिम लेने में उसे और अधिक कम्फर्टेबल महसूस करने में क्या मदद कर सकता है?)
2. पिंकी को शहर में विश्वविद्यालय जाने के लिए अपने कम्फर्ट ज़ोन से बाहर निकलने से क्या फायदा हो सकता है?

If time allows, ask students to discuss in their small groups:

- What is one example of a time you stepped out of your comfort zone? What happened? How did you feel?

यदि समय मिले, तो स्टूडेंट्स से उनके छोटे ग्रुपों में चर्चा करने के लिए कहें:

- उस समय का एक उदाहरण दें जब आपने अपने कम्फर्ट ज़ोन से बाहर कदम रखा? तब क्या हुआ? आपने कैसा महसूस किया?

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 35 | Favorite Things | Sentence Structure (Step 1)

Lesson 35

Vocabulary: Sentence structure **Lesson Duration: 130 mins**

Resources:
- Student Activity Books, L35

Favorite Things

Objectives:
- Students will learn to speak about their favorite things in complete sentences.

Step 1: 25 mins.

Share: Today, we're going to explore something special: our favorite things! Think about the things you love the most, whether it's a favorite food, hobby, color, or place. Ask: Can you tell us one of your favorite things and why you love it? It could be your favorite food, a hobby, a place you like to visit, or anything else!"

Asks students to complete Part A in the workbook.

Gives instructions about the presentation and shares the Presentation Protocol:

- Greeting
- Introduction (full name)
- Topic of presentation
- Presentation
- Thank audience
- Concluding sentence

Reminds students about facial expressions, eye contact, voice levels and rate of speech.

While students are presenting, the students write the favourite food, clothes, season etc. in the table in Part B and update the tally.

Step 2: 15 mins.

After all students have presented, ask students to share the data recorded in Part B. For instance, “What were the 5 favourite foods that students mentioned?” “What was the most popular favourite food?” “How many students like that food?” Share the correct tally and ask students to calculate if they had the correct data.

Step 3: 25 mins.

Ask students to login their Duolingo account. Let students practice Duolingo.

While students are at task, call one student at a time and talk about their learning journey. Ask the questions given in the feedback sheet. Update the sheet.

Note: Urban facilitators will skip this step

Sentence Structure

Objectives:

- Students will understand the importance of using punctuation marks at the correct place for a proper meaning.

Step 1: 15 mins.

(Urban facilitators to conduct this in 10 mins)

Write on the board, “Let’s eat dad.”

Ask students to explain what they understand. Accept all answers.

Next, place a comma after the word ‘eat’ and ask students to explain what they understand by that sentence.

Explain how punctuation changes the meaning of the sentence.

If required, take another example, “I like cooking my family and my dog.” to help students understand the importance of punctuation.

With the help of intonation/pauses, explain how punctuation is useful both in writing and speaking.

Introduce capital letters, . ? “” and ,

Step 2: 10 mins.

Ask students to read the rules (along with examples) of capitalization given in Part A.

Ask a few students to share one rule each.

As the student mentions the rule, explain that rule with the help of an example on the board. Go over each rule with a few examples.

Ask students to complete exercise in Part A.

Step 3: 10 mins.

Ask students to look at Part B to understand the use of punctuation marks . ? at the end of a sentence.

Ask a few students to share an example of a sentence using . or ? at the end. Write students’ examples on the board.

Avoid demotivating statements, such as “You are wrong.”

In case of an incorrect usage, ask other students to correct it. Ask students to complete exercise in Part B.

Step 4: 20 mins. (Urban facilitators to conduct this in 15 mins)

Ask students to proofread the passage in Part C of the lesson along with a friend.

Walk around to ensure that both the partners are participating. Help/guide those who need assistance.

Correct students if he/she notices them making errors.

Part D: Answer:

Rahul and Priya traveled to Jaipur. They explored the Amer Fort, walked through the markets, and ate delicious street food. They were joyed by the vibrant culture. Have you visited Jaipur? It's a city full of history and colors."

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

***Reminder for Lesson 37 Tower Building Activity:**

Special materials should be prepared for Lesson 37 (Teamwork Lesson). Start gathering materials for one of the following tower-building options:

- Rolled up newspaper and tape
- Paper cups that can be stacked

Summary of Lesson 36 | How to ask questions

Lesson 36

Vocabulary: Question words with WH family, **Lesson Duration: 140 mins**

Resources:
- Student Activity Books, L36

Asking Questions-1

Objectives:
- Students will learn to frame questions using w/h family.
- Students will practice using question words correctly to ask for information.

Step 1: 10 mins.

Today's lesson is all about asking questions. Questions are like keys that unlock information and help us learn more.

Ask: Can you think of a question you'd like to ask me? It can be about anything – a hobby, a favorite food, or even something curious you've been wondering about.

Interactive Discussion:

"Now, let's imagine this: If you could ask a famous person any question, who would it be, and what would you ask them? Share your thoughts with the class!"

Explain how questioning is important for learning.

Step 2: 15 mins. (Urban facilitators conduct this in 10 mins)

With the help of students and board, recaps how we ask questions beginning with May/Can/Do/Does.

Ensure that all students participate, taking turns and express their understanding.

Step 3: 20 mins. (Urban facilitators conduct this in 20 mins)

With the help of examples from students and board, explains the use of question words- 'Who', 'When', 'What', 'Why', 'Where', and 'How'.

With the help of examples, explain how question words help us understand how the question is to be answered.

- For questions beginning with 'Why' the answer must be a reason.
- For questions beginning with 'When' the answer must be in time.
- For questions beginning with 'Where', the answer must be about place.
- For questions beginning with 'Who' the answer must be a person.

Explain that if a question word is misunderstood, the information provided in the answer will be wrong. Ask students to complete Exercise A.1 and ask students to peer check answers. After all students have peer checked, share the correct answers, with the help of students.

(Answers:
1. When ?
2. What ?
3. Who ?
4. How ?
5. Where ?
6. Do ?
7. Why ?

Ask students to look at the image in Part A2 and write a few questions that they would like to ask the strangely-dressed man.
Ensures that the students form questions correctly.
Asks students to turn to the person on their right and share one question from Part A.

Step 4: 15 mins.

Hot Seat - Ask each student to think of a successful person (famous or not) that he/she knows/idolizes.

By turn, students sit on the Hot Seat and ask other students to play the journalists and ask him/her 5-10 questions that he/she must answer as that successful person. For example- if a student chooses Sachin Tendulkar, he/she sits on the Hot Seat as Sachin Tendulkar and introduces himself. The other students ask Sachin Tendulkar questions like, "When were you born?" "Where did you play your first match?" “How do you prepare yourself before a match?" etc.

The student in the Hot Seat has to give appropriate answers. It is not important for the answers to be factually correct but the students must answer what is being asked and use complete sentences.

Encourage students to ask questions using
May/Do/Does/Can/Why/How/What/When/Where.

Ask students to correct each other when the question is formed incorrectly.

Step 5: 15 mins. (Urban facilitators conduct this in 10 mins)

Asks students to complete exercise in Part B to make grammatically correct questions.

Walk around to ensure that students are at task and assists/guides, if required.

Ask a few students to share one response each so that all 5 questions are covered.

Revision

Step 1: 30 min. (Urban facilitators to conduct this in 20 mins)

Use this time to revise topics that require more practice.

Step 2: 15 min. (Urban facilitators to skip this step)

Ask students to write an email to their peers

Topic- In 2-3 sentences, share your experiences at FEA.

A pair can write one email.

Ask other pairs to review the email and share feedback keeping the email etiquettes in mind.

Step 3: 10 mins: (Urban facilitators to conduct this in 5 mins): Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What skills did you improve on last week?
2. How do you think the skills we practiced last week will help you in your daily life?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.
We will start learning how we can help each other to grow more and team building spirit so that we motivate each other.

We will learn to explore more about the interesting careers that are there so that we can help each other grow.

I am excited for next week, I don't want you to miss this experience.

Step 4: 10 mins.

(Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Facilitator's Reference

Giving Feedback to Students

When students struggle despite strong effort

1. OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
2. What did you do to prepare for this?
3. Is there anything you could do differently next time?
4. You are not there/here yet.
5. When you think you can't do it, remind yourself that you can't do it yet.
6. I expect you to make some mistakes. Your mistakes tell me how to support you.
7. Mistakes are welcome here!
8. You might be struggling, but you are making progress.
9. I can see your growth.
10. Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/previous lessons)?
11. Of course its tough – learning anything new is tough!
12. If it were easy, you wouldn't be learning anything!
13. You can do it – it's tough, but you can. Let's break it down into steps.
14. Let's stop here and return tomorrow with a fresh mind.
15. I admire your persistence.
16. I appreciate your hard work.

When students are making progress:

1. That's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
2. I can see a difference in this work compared to yesterday/last week. You have really grown.
3. I see you using your strategies/tools/notes/etc. Keep it up!
4. You have been working on this and didn't quit!
5. Your hard work is clear in your work/answers.

When they struggle and need help with strategies:

1. Let's think about how to improve this section/paragraph/sentence/word choice/logic/ description/problem.
2. Here are some strategies to figure this out.
3. How did you complete this task?
4. Let's do one together.
5. Let's practice (skill) so we can move it from our short-term to our long-term memory.
6. Let's try once more – we can always fix mistakes once I see where you are going off track.
7. Let me explain in another way.
8. What parts were difficult for you? Let's look at them.
9. Let's ask for advice. S/he may be able to explain/suggest some ideas/strategies.
10. If you make changes, we can reassess your score. Let's plan.

Summary of Lesson 37 | Tower Building Activity part 1 | Tower Building Activity part 2

Lesson 37

Vocabulary: Collaboration **Lesson Duration: 140 mins**

Resources:
- Student Activity Book, L-37

Teamwork Collaboration

Objectives:
- Students practice teamwork skills such as communication and cooperation to build a tower.
- Students discuss their strengths and challenges working in a team and why teamwork is important in their careers and in life.

Step 1: 5 mins: Tower-Building Instructions:

Give out the materials to each group.

Options:
- Newspaper that can be rolled up and tape (*This works well! For facilitator's reference:* https://craftingagreenworld.com/articles/how-to-build-newspaper-structures-with-your-kids-its-a-toy-that-you-can-recycle/)
- Paper cups that can be stacked
- Balloons and tape

Explain the goal:
1. Using these supplies, the teams' goal is to build the tallest tower in 20 minutes.
2. The tower has to stand on its own for five seconds without any external support.

Step 2: 25 mins. (Urban facilitators to conduct this in 20 mins)
1. Announce that the tower building will begin and start timing.
2. Move around and encourage teams while they are building the structure. Notice examples of conflict or conflict resolution, good communication, leadership, etc.
3. After 10 minutes, give a challenge that everyone can only use one hand. They will have to work together to attach the materials.
4. After 20 minutes, measure the height of the towers. Give each group a chance to look at each others' towers and notice the different ways they approached the same problem.

Step 3: 20 (Urban facilitators to conduct this in 10 mins)

In small groups, then share with class:

- What challenges did your team have?
- What did your team do well?
- How did your group make decisions?

Whole class - Popcorn Discussion:

- Are there other times that teamwork has helped you in your life?
- Why is teamwork important for success in a career?
- Teamwork is something you can practice and get better at. What is one thing you can work on improving to be a good team member?

Clean Up: 5 mins.

Make sure everyone helps to return materials and clean the classroom.

Step 4: 15 mins.

(Urban facilitators to conduct this in 10 mins)

As a class, brainstorm a list of what good teamwork means. For example, helping each other, listening to each other, making decisions together, etc.

Step 5: 15 mins.

(Urban facilitators to conduct this in 10 mins)

Instruct students to take up typing practice. Students work in pairs. Student 1 types odd number sentences (given in the SAB) and student 2 types the even number sentences.

Stepping Out of Your Comfort Zone 2

Objectives:

- Students reflect on their goal to step out of their comfort zone and create a new goal |
  स्टूडेंट्स कम्फर्ट ज़ोन से बाहर निकलनें के लिए अपने गोल दोहराते हैं और एक नया गोल बनाते हैं।
- Give encouragement and inspire students to support each other to meet their goals |
  स्टूडेंट्स को प्रोत्साहित करें और वह अपने गोल्स को पूरा करने के लिए एक दूसरे का मदद करने पर उनको प्रेरित करें।

Step 1: 5 mins.

Ask: पूछें:

- What does it mean to step out of your comfort zone?
- अपने कम्फर्ट ज़ोन से बाहर निकलने का क्या मतलब है?
- How can it help you to step out of your comfort zone during FEA?
- एफ.इ.ए. के दौरान आपका आपके कम्फर्ट ज़ोन से बाहर निकलना कैसे मददगार साबित हो सकता है?
- How can it help you to step out of your comfort zone in life?
- जीवन में अपने कम्फर्ट जोन से बाहर निकलना कैसे मददगार हो सकता है?

Step 2: 15 mins.

Facilitate a brief discussion where students can share their commitments with a partner or in small groups. Encourage them to discuss why they chose those commitments and what achieving them means to them.

(एक संक्षिप्त चर्चा की सुविधा प्रदान करें जहाँ छात्र किसी साथी के साथ या छोटे समूहों में अपनी प्रतिबद्धताएँ (commitment) साझा कर सकें। उन्हें इस बात पर चर्चा करने के लिए प्रोत्साहित करें कि उन्होंने उन प्रतिबद्धताओं को क्यों चुना और उन्हें हासिल करने का उनके लिए क्या मतलब है।)

Think-Pair-Share:

थिंक-पेयर-शेयर:

- What was difficult about stepping out of your comfort zone?
  अपने कम्फर्ट जोन से बाहर निकलने में क्या मुश्किल था?
- If you stepped out of your comfort zone, how did it make you feel? What happened?
  जब आपने अपने कम्फर्ट ज़ोन से बाहर कदम रखा, तो आपको कैसा लगा? क्या हुआ?
- If you didn't step out of your comfort zone, what could help you to do it next time?
  यदि आप अपने कम्फर्ट जोन से बाहर नहीं निकले, तो अगली बार ऐसा करने में आपको क्या मदद कर सकता है?

Step 3: 10 mins.

Ask students to write a new commitment to step out of their comfort zones this week. Remind them of the examples at the top of the page if needed.

स्टूडेंट्स से इस सप्ताह अपने कम्फर्ट ज़ोन से बाहर निकलने के लिए एक नया कमिटमेंट लिखने के लिए कहें। यदि जरूरी हो तो उन्हें पेज में ऊपर लिखे उदाहरणों की याद दिलाएं।

If students did not complete their commitment the first time, they may choose to use the same commitment. If students did complete their commitment, encourage them to continue that behavior in class *AND* write a new goal.

यदि स्टूडेंट पहली बार में अपना कमिटमेंट पूरा नहीं करते हैं, तो वे उसी पहले लिखे हुए कमिटमेंट को ही चुन सकते हैं। यदि स्टूडेंट्स ने अपनी कमिटमेंट को पूरा किया है, तो उन्हें क्लास में उस व्यवहार को जारी रखने और एक नया गोल लिखने के लिए प्रोत्साहित करें।

End with words of encouragement and by reminding each other to help each other step out of their comfort zones in class.

प्रोत्साहन के शब्दों के साथ और एक-दूसरे को कक्षा में अपने आराम क्षेत्र से बाहर निकलने में मदद करने की याद दिलाकर समाप्त करें।

Step 4: 15 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask students to login their Duolingo account. Let students practice Duolingo. Ask students to update any new vocabulary they learned from DuoLingo on the chart paper. Encourage them to use them in the classroom.

Step 5: 5 mins. (Urban facilitators to skip this step)

Ask all students to stand up. If they have understood the lesson well, instruct them to sit down. Now pose a question to the ones who sat down

- How can it help you to step out of your comfort zone during FEA?
- एफ.इ.ए. के दौरान आपका आपके कम्फर्ट ज़ोन से बाहर निकलना कैसे मददगार साबित हो सकता है?

Check for responses and figure out if they have understood the concept well.

If more than 1/3rd of the class did not understand the lesson, please repeat the lesson.

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 38 | Google Translate

Lesson 38

Vocabulary: creativity, innovation, grit, **Lesson Duration: 140 mins**

Resources:

- Student Activity Books, L38
- L38-1 and L38-2 Videos

Google Translate

Objectives:

- Students practice using Google Translate to translate words and sentences from Hindi to English or English to Hindi (or their native language).
- स्टूडेंट्स हिंदी से इंग्लिश या इंग्लिश से हिंदी (या उनकी मूल भाषा) में शब्दों और वाक्यों का अनुवाद करने के लिए गूगल ट्रांसलेट का उपयोग करने का अभ्यास करते हैं।

Step 1: 5 mins.

Ask: पूछें:

- What does the word “translation” mean?
- "अनुवाद" शब्द का क्या अर्थ है?
- When in your life might you need to translate something?
- आपके जीवन में कब आपको किसी चीज का अनुवाद करने की जरूरत हो सकती है?

Explain:

समझाएं:

Google Translate is a free and very helpful translation tool, but it does make errors. Never use it to translate something professional, such as a resume, without having someone check for accuracy.

गूगल ट्रांसलेट एक मुफ़्त और बहुत उपयोगी अनुवाद उपकरण है, लेकिन यह भी गलतियाँ करता है। किसी पेशेवर द्वारा सटीकता की जांच किए बिना इसका उपयोग कभी भी किसी प्रॉफेशनल चीज़, जैसे रेस्यूम, का अनुवाद करने के लिए न करें।

Step 2: 10 mins.

(Urban facilitators to conduct Step 2, 3 and 4 collectively in 25 mins)

Ask students to watch the AV 1 or AV 2 on their laptops.

स्टूडेंट्स को Av 1 या Av 2 उनके लैपटॉप पर देखने को कहें।

Step 3: 15 mins. (Urban facilitators to conduct Step 2, 3 and 4 collectively in 25 mins)

Give the following instructions while students are seated at the laptops. After each instruction, wait 1-3 minutes for students to complete the step before giving the next instruction.

जब स्टूडेंट लैपटॉप पर बैठे हों तब निम्नलिखित निर्देश दें। हर एक निर्देश के बाद, स्टूडेंट्स को अगला निर्देश देने से पहले स्टेप को पूरा करने के लिए 1-3 मिनट प्रतीक्षा करें।

Remind students to take turns with their partner if they are sharing a laptop.

स्टूडेंट्स को याद दिलाएं कि यदि वे लैपटॉप शेयर कर रहे हैं तो अपने साथी के साथ बारी-बारी से लैपटॉप शेयर करें।

1. Tell students to go to translate.google.com, then select “Hindi” *(or their native language, if available)* for language on the left and “English” for language on the right.

स्टूडेंट्स को translation.google.com पर जाने के लिए कहें, फिर बाईं ओर भाषा के लिए "हिंदी" *(*या उनकी मूल भाषा*,* यदि मौजूद हो*)* और दाईं ओर भाषा के लिए "इंग्लिश" चुनें।

2. Tell the students a sentence in Hindi. Ask them to translate it.

   स्टूडेंट्स को हिंदी में एक वाक्य कहें। उन्हें इसका अनुवाद करने के लिए कहें।

3. Ask students to find out what happens when they click the “अ” symbol in the lower right corner of the box.

   स्टूडेंट्स से यह पता लगाने के लिए कहें कि जब वे “अ” सिम्बल बॉक्स के निचले दाएं कोने में क्लिक करते है तब क्या होता है।

4. Ask students to figure out where to click to record their voice for translation and say a sentence in Hindi for translation. *(Answer: the microphone in the lower left corner of the box)*

   स्टूडेंट्स से यह पता लगाने के लिए कहें कि अनुवाद के लिए अपनी आवाज रिकॉर्ड करने के लिए किस जगह पर क्लिक करें और अनुवाद करने के लिए हिंदी में एक वाक्य कहें। *(*उत्तर*:* बॉक्स के निचले बाएँ कोने में माइक्रोफ़ोन पर*)*

5. Ask students to figure out how to listen to the pronunciation of the English translation. *(Answer: the speaker in the box on the right)*

   स्टूडेंट्स से यह पता लगाने के लिए कहें कि इंग्लिश अनुवाद का उच्चारण (प्रनंसीएशन) कैसे सुनना है। *(*उत्तर*:* दाईं ओर बॉक्स में स्पीकर*)*

6. Ask students how to swap languages *(Answer: the double-arrow button in the center)*. Then give them the following English words for them to translate:

   स्टूडेंट्स से भाषा बदलने का तरीका पूछें *(*उत्तर*:* सेंटर में डबल-एरो बटन*)*। फिर उन्हें अनुवाद करने के लिए निम्नलिखित इंग्लिश शब्द दें:

   - creativity (क्रिएटिविटी) - innovation (इनोवेशन) - inspiration(इंस्पिरेशन)

   - grit (ग्रिट) - courage (करेज) - compassion (कम्पैशन)

Step 4: 20 mins: (Urban facilitators to conduct Step 2, 3 and 4 collectively in 25 mins): Give students 15 minutes to practice with Google Translate on their own. If students need a prompt, tell them to use the microphone to tell a short story in Hindi and translate it to English.

स्टूडेंट्स को स्वयं गूगल ट्रांसलेट के साथ अभ्यास करने के लिए 10-15 मिनट का समय दें। यदि स्टूडेंट्स को एक हिंट की जरूरत है, तो उन्हें हिंदी में एक छोटी कहानी बोलने और उसका इंग्लिश में अनुवाद करने के लिए माइक्रोफ़ोन का उपयोग करने के लिए कहें।

Remind students that if they found Google Translate to be helpful, they can download it as an app on their phones.

स्टूडेंट्स को याद दिलाएं कि अगर उन्हें गूगल ट्रांसलेट मददगार लगता है, तो वे इसे अपने फोन पर एक ऐप के रूप में डाउनलोड कर सकते हैं।

Asking Questions 2

Objectives:

1. Students will learn to frame questions completely without missing important words in the middle.
2. Students will learn briefly about open and closed ended questions.
3. Students will practice active listening | स्टूडेंट्स एक्टिव लिसनिंग का अभ्यास करेंगे।

Step 1: 10 min. (Urban facilitators to conduct this in 5 mins)

Welcome students and share what they will learn that day.

With the help of white board and examples, recaps how sometimes we speak a statement in a questioning tone. 'Done?', 'Gone?'

Write some incorrect questions and ask students to correct those questions. For

e.g. - "What your name?" "When you come to class?”

Step 2: 15 min.

Ask students to read the short story in Part A twice.

Asks students to prepare 5 questions about the story to ask their partners. Walks around to ensure that students are at task and assists/guides, whenever required.

Step 3: 15 min.

Ask students a few comprehension questions to check students' understanding of the story given in Part A.

With the help of examples and connecting to previous lessons, discusses -

• Are there questions that have only one correct answer? E.g. - 'Where is the book?

• Are there questions that may have more than one correct answer? E.g. - "What do you think about public transport in Delhi? "

• Are there questions that only seek a Yes/No response? E.g. - "Do you have a pen?"

Encourages students to share examples of each.

Step 4: 15 min. (Urban facilitators to skip this step)

Asks students if they can prepare answers to simple questions. If students answer positively, ask, "Can you also prepare questions from answers?" Practices with the help of students and 2 - 3 examples.

Asks students to complete Part B.

Walks around to ensure that students are at task and assists/guides, whenever required. Talk to the ones who are irregular.

Step 5: 5 mins. (Urban facilitators to skip this step)

Practice pronouncing these words and ask students to use some of these words in sentences. Encourage students to find a sentence using these words and come to the class the next day.

- creativity (क्रिएटिविटी) - innovation (इनोवेशन) - inspiration (इंस्पिरेशन)

- grit (ग्रिट) - courage (करेज) - compassion (कम्पैशन)

Step 6: 20 mins: (Urban facilitators to conduct this in 15 mins)

Ask students to write an email to their peers about what they have learned at FEA so far. After everyone writes the email, switch places so that students review each other's work

Step 7: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 39 | My house and Neighborhood

Lesson 39

Vocabulary: suburb, neighbor and neighborhood **Lesson Duration: 140 mins**

Resources:
- Student Activity Books, L39
- L39 Video

My House and Neighbourhood

Objectives:
- Students will use vocabulary related to parts of the house and neighborhood.
- Students will be able to talk about objects and actions associated with different parts of the house and neighborhood.
- Students explore what their neighborhood means to them. Students express what they like about their neighborhood, what is special about their neighborhood and how they play a part in it.
- Students will understand the concept of private and public places.

Step 1: 5 mins (Urban facilitators to skip this step)

Ask students for their sentences with the new words they discussed yesterday.

Step 2: 10 min.

Ask: If you could design your perfect house, what would it look like? How many rooms would it have? What special features would you include? Share your ideas with us!"

Without explaining the task, ask students to pair up with a partner and complete Exercise A.

Ensure that the students first discuss the task instructions and then begin the task.

Walk around to ensure that both the partners are equally participative and have understood the task.
Appoint weekly Pronunciation Cops. Models to the Cops what their role is.

Step 3: 20 mins.

Ask students to watch the AV - 39.

After everyone has watched the video, ask:
- What is a **suburb?**
- Does your town/city have a suburb?
- Is your **neighborhood** similar/different to the one in the video? How?

Using the board, introduces the term **neighbor and neighborhood** by sharing his journey/route from home to the branch.

Step 4: 15 mins.

Without explaining the task, ask students to pair up with a partner and complete Exercise B.

Ensure that the students first discuss the task instructions and then begin the task.

Walk around to ensure that both the partners are equally participative and have understood the task.

Step 5: 10 mins.

Ask students to think and share why houses look different in:

- size
- materials used and
- designs

Help students make connections between:

- house size and economic status/size of family/use of house.
- Accept all answers, if based on reasoning.

Step 6: 15 mins.

(Urban facilitators conduct this in 10 mins)

Divide the class into two groups.

Ask the groups to look at the image in Part C and share with the class:

• what kind of **neighborhood** each of the places would have?

Accept all answers and repeat the correct ones.

Step 7: 5 mins.

(Urban facilitators to skip this step)

Ask everyone to stand in front of their chairs. Ask them to take 2 steps forward if they have completely understood the difference between urban, rural and suburb and the reason why different houses look different.

Now, ask students who moved forward to discuss with those who didn't move forward and address their questions if any. This can be done in pairs or trios.

Step 8: 20 mins.

(Urban facilitators to conduct this in 5 mins.

Remind students to practice Duolingo at home.)

For the first 5 mins- begin a story with a sentence, and each student adds a sentence to continue the narrative. This fosters creativity and collaboration while increasing the interest in Duolingo

Facilitator starts- Once there was a man named Duolingo. He loved traveling. One day when he was traveling he saw..... (Student 1 continues....)

Ask students to login their Duolingo account. Let students practice Duolingo. Ask students to update any new vocabulary they learned from DuoLingo on the chart paper. Encourage them to use them in the classroom.

Step 9: 30 mins.

(Urban facilitators to conduct this in 20 mins)

Use this time to revise any previously covered topics that your students require more practice.

Step 10: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 40 | I, We, You, They | Career exploration

Lesson 40

Vocabulary: Explore **Lesson Duration: 135 mins**

Preparations:
- Create signs that say “am” “are” and “is” before class.
- Create six posters with career descriptions *(See Career Exploration - “List of Careers That…”)*

Materials:
- Poster paper
- Markers

Resources:
- Students Activity Books, L40

You,We, They Are

Objectives:
- Students identify the meanings of the words: *I, you, he, she, it, we,* and *they / I, you, he, she, it, we,* and *they*
- Students practice forming sentences using “am,” “are,” and “is.”

Step 1: 20 mins.

(Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask students to login to their Duolingo account. Let students practice Duolingo. Check for XP points gained and motivate the class as required. While students are on task, meet students individually and ask them about their Duolingo progress.

Step 2: 15 mins.

(Urban facilitators to conduct this in 10 mins)

Appoint new cops

Ask students to open their Student Activity Books to L40. Give them 5 minutes to fill out the chart in Activity A. Then, ask them to review their answers with a partner.

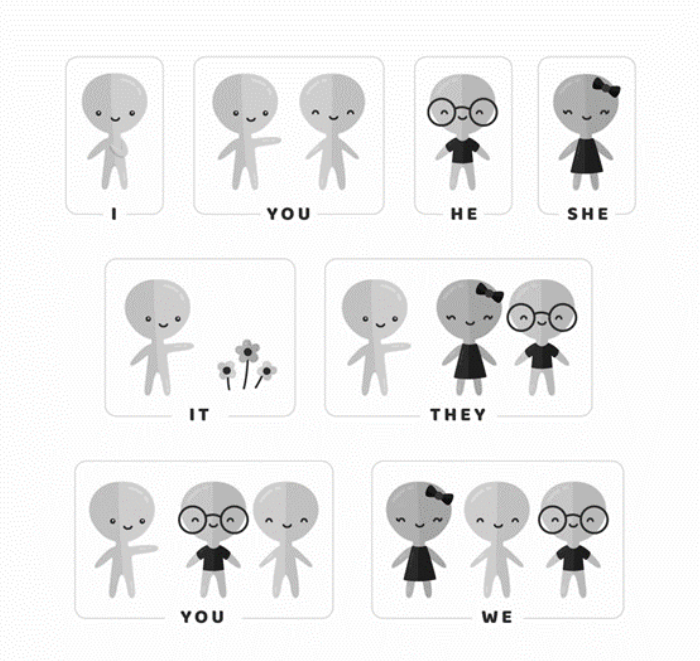
स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक के L40 को खोलने के लिए कहें। उन्हें एक्टिविटी “ए” में चार्ट भरने के लिए 5 मिनट का समय दें। फिर, उन्हें एक साथी के साथ अपने उत्तरों को रिवियू करने के लिए कहें।

‘Popcorn call’ students to share their answers.

पॉप्कॉर्न कॉल द्वारा स्टूडेंट अपने उत्तर को बोले।

Refer to the chart below for the answer key.

आन्सर की के लिए नीचे दिया गया चार्ट देखें।



Step 3: Am, Are or Is: 15 mins.

1. Post three signs around the room that say “am” “are” and “is.”
   कमरे के चारों ओर तीन संकेतों को पोस्ट करें जो जिनमे लिखा है “am” “are” and “is.”
2. Call out the pronouns below *(such as “She”)* and ask students to move to the sign that correctly goes with it.
   नीचे दिए गए सर्वनामों को बोलें *(*जैसे कि *“She”)* और स्टूडेंट्स से उस चिन्ह पर जाने के लिए कहें जो इसके साथ सही ढंग से मेल खाता है।
3. After students have all moved to a sign, reveal the correct answer. Then, call on 2-3 students to create a sentence aloud. They can use -ing words, feelings, family members, etc. Accept all sentences that start correctly.
   स्टूडेंट्स के एक संकेत सेलेक्ट करने के बाद, सही उत्तर बताएं। फिर, 2-3 स्टूडेंट्स को ज़ोर से एक वाक्य बोलने के लिए बुलाएँ। वे ing-वर्ड्स, भावनाओं, परिवार के सदस्यों आदि का उपयोग कर सकते हैं। सही ढंग से शुरू होने वाले सभी वाक्यों को स्वीकारें।
4. Continue with the next pronoun. If they have difficulty, cycle through the list two or three times for extra practice.
   अगले सर्वनाम के साथ एक्टिविटी को जारी रखें। यदि उन्हें कठिनाई होती है, तो अधिक अभ्यास के लिए लिस्ट को दो या तीन बार और दोहराएँ।

Example: Call out “She.” Move to the sign that says “is”. Give a sentence, such as “She is playing.

*”*उदाहरण*: “She”* सर्वनाम बोलें। फिर *“is”* कहने वाले चिह्न पर जाएँ। एक वाक्य दें, जैसे *“She is playing.”*

Pronouns

(सर्वनाम**):**

- It *(Answer: It <u>is</u>)*
- I *(I <u>am</u>)*
- You *(You <u>are</u>)*
- He *(He <u>is</u>)*
- They *(They <u>are</u>)*
- She *(She <u>is</u>)*
- We *(We <u>are</u>)*

Step 4: 25 mins

Individual Identity Cards:

- Distribute a small piece of paper to each student.
- Instruct them to write three sentences about themselves using "You are" statements. Example: "You are a good dancer."
- Encourage students to be creative in their descriptions.

Group Posters:

- Once everyone has completed their individual slips, divide the class into groups.
- Each group collaborates to create a poster using "We are" statements about their collective interests, hobbies, or aspirations. Example: "We are nature lovers."
- Share the importance of adding visuals or drawings to illustrate their statements, making the posters visually engaging.

Presentation and Discussion:

- Allow students to present their individual slips and group posters to the class.
- Encourage discussion by asking questions about the shared interests or goals mentioned on the posters.
- Encourage students to ask each other questions based on the presented "You are" and "We are" statements, promoting further understanding and connection.

Energizer: Word Association Game: 3-5 mins.

(Urban facilitators to skip this step)

Have students stand in a circle for a stretch break. Call on one student to shout out any word. Then, go around the class and have each student say the next word that pops into their head. (For example, if the first person says “ice cream,” the next person might say “cold,” and then “winter,” etc.)

स्टूडेंट्स को स्ट्रेच ब्रेक के लिए एक सर्कल में खड़े होने के लिए कहें। किसी भी शब्द को ज़ोर से बोलने के लिए एक स्टूडेंट को बुलाएं। फिर, क्लास में घूमें और हर एक स्टूडेंट को अलग शब्द बोलने को कहे जो उनके दिमाग में आता है। (उदाहरण के लिए, यदि पहला व्यक्ति "आइसक्रीम" कहता है, तो अगला व्यक्ति "ठंडा," और फिर "सर्दी," आदि कह सकता है।)

It should be a fast paced game so that students say the next word without thinking too hard. This often leads to humorous results.

यह एक तेज़ गति वाला खेल होना चाहिए ताकि स्टूडेंट बिना अधिक सोचे-समझे अगला शब्द कहें। यह अक्सर मजेदार परिणाम की ओर जाता है।

Career Exploration 1

Objectives:

- Students brainstorm careers and think about whether any would fit their passions, skills, and interests |

Step 1: 10 mins.

Ask one or two students what they ate for breakfast this morning. Then, ask the whole class what careers were involved in providing that breakfast.

एक या दो स्टूडेंट्स से पूछें कि उन्होंने आज सुबह नाश्ते में क्या खाया। फिर, पूरी क्लास से पूछें कि नाश्ता प्रदान करने में कौन से करियर शामिल थे।

Guide with questions only if needed:

जरूरत पड़ने पर ही प्रश्नों के लिए उन्हे गाइड करें:

- How did the food grow?
- खाना कैसे ऊगा?
- Was it processed in any way (for example, wheat turned into flour)?
- क्या इसे किसी भी तरह से प्रोसेस किया गया था (उदाहरण के लिए, गेहूं आटे में बदल गया)?
- Did it come in a package?
- क्या यह पैकेट में आया था?
- Where did you purchase it?
- आपने इसे कहां से खरीदा?
- How was it transported there?
- इसे वहां कैसे ले जाया गया?

Explain that they may have some careers in mind, but that often we don't think of all the possibilities we have to choose from. Today's lesson will help them think about more of those possibilities.

समझाएं कि उनके मन में पहले से कुछ करियर हो सकते हैं, लेकिन अक्सर हम उन सभी संभावनाओं के बारे में नहीं सोचते हैं जो हमारे पास करियर चुनने के लिए हैं। आज का लैसन उन्हें उन संभावनाओं के बारे में अधिक सोचने में मदद करेगा।

Step 2: 10 mins.

Discuss as a class and ask students to make notes:

Careers that involve...

करियर जिसमें शामिल हो...

1. Helping people

   लोगों की मदद करना

2. Using technology

   टेक्नोलॉजी का उपयोग करना

3. Wearing a uniform

   वर्दी पहनना

4. Being creative

   क्रिएटिव होना

5. Working with a team of people

   एक टीम के साथ काम करना

6. Spending time outdoors

   बाहर समय बिताना

Step 3: 20 mins.

Now ask them to find information online:

- Look for careers you have never heard of or never considered for yourself.
  उन करियर की तलाश करें जिनके बारे में आपने कभी नहीं सुना है या अपने लिए कभी विचार नहीं किया है।
- Write down at least three careers that match what you enjoy. For example, if you enjoy being active, you might write down a career in construction, agriculture, or at a gym.
  कम से कम तीन करियर लिखिए जो आपकी रुचियों से मेल खाते हों। उदाहरण के लिए, यदि आप एक्टिव रहना पसंद करते हैं, तो आप निर्माण, कृषि या जिम में अपना करियर लिख सकते हैं।

Step 4: Discussion: 10 mins. (Urban facilitators to skip this step)

Call on students to share something they found.

स्टूडेंट्स को जो कुछ मिला उसे बताने के लिए कहें।

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Note: Awesome work if your students are speaking English for at least 40% of the class time! If not, come up with some creative ideas to help everyone use more English during their sessions. Keep going, you're doing great!

Summary of Lesson 41

Lesson 41

Resources:

- Student Activity Books, L41
- L41 Video

Lesson Duration: 133 mins

Consolidation

Objectives:

- Students apply what they have learned about “am,” “are,” and “is” and -ing verbs to build sentences and act out a dialogue.
- स्टूडेंट्स ने वाक्य बनाने और डायलॉग बोलने के लिए "am," "are," और "is" और -ing verbs के बारे में जो सीखा है उसे इस्तेमाल करते हैं।
- Students continue building their vocabulary and grammar skills through DuoLingo
- डुओलिंगो के माध्यम से स्टूडेंट्स अपनी वोकैबुलरी और व्याकरण स्किल्स को बढ़ाना जारी रखते हैं।

Step 1: 5 mins.

Share this: Today, we're going to revisit what we've learned so far in our English journey. It's like taking a moment to tighten the bolts and make sure our foundation is strong."

Recap Activity:

"Let's start by recalling some key topics we've covered. Can anyone share one thing they remember learning in our previous classes? It could be a grammar rule, vocabulary words, or a fun activity we did.

Step 2: 10 mins.

Ask students to open their Student Activity Books to L41. Ask them to complete Activity A. They should arrange the words in the chart to make four correct sentences, using all the words once. Then, they should read their sentences to a partner and check each other’s work.

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक L41 खोलने के लिए कहे। उन्हें एक्टिविटी “A” को पूरा करने के लिए कहें। उन्हें सभी शब्दों का एक बार उपयोग करके चार्ट में शब्दों को व्यवस्थित करके चार सही वाक्य बनाने है। फिर, उन्हें अपने वाक्यों को एक साथी को पढ़ाना है और एक दूसरे के काम की जांच करनी है।

There is not one correct answer, as there are more than one possible arrangement.

यहाँ कोई एक उत्तर सही नहीं है, क्योंकि एक से अधिक संभावित व्यवस्था हैं।

Example: उदाहरण*:*

1. *I am studying.*

   मैं पढ़ रहा हूँ।
2. *You are not dancing.*

   तुम नाच नहीं रहे हो।
3. *The girl is waking up.*

   लड़की जग रही है।
4. *The men are not talking.*

   पुरुष बात नहीं कर रहे हैं।

Step 3: 15 mins

Ask students to work in pairs to fill in the dialogue in Activity B. They can choose the actions, but they should focus on the correct use of “am,” “is” or “are” plus -ing verbs. *For example: Right now I <u>am shopping</u>.*

एक्टिविटी B में डायलॉग भरने के लिए स्टूडेंट्स को जोड़ियों में काम करने के लिए कहें। वे क्रियाओं को चुन सकते हैं, लेकिन उन्हें "am," "is" या "are" plus -ing verbs के सही उपयोग पर ध्यान देना है । उदाहरण के लिए*: Right now I <u>am shopping</u>*।

Give them 5-10 minutes to fill in the dialogue and 2-3 minutes to practice reading it aloud.

उन्हें डायलॉग को पूरा करने के लिए 5-10 मिनट और इसे जोर से पढ़ने का अभ्यास करने के लिए 2-3 मिनट का समय दें।

Then, ask each pair to stand up and present their dialogue.

फिर, हर एक जोड़े को खड़े होने और अपना डायलॉग प्रस्तुत करने के लिए कहें।

Acknowledge what they did well. If mistakes were made, reinforce the correct answers without emphasizing the mistakes.

उन्होंने जो अच्छा किया उसके लिए उन्हे शाबाशी दें। यदि गलतियां की गई हैं, तो गलतियों पर जोर दिए बिना सही उत्तरों को सुदृढ़ करें।

Step 4: 30 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask students to login their Duolingo account. Let students practice Duolingo.

Call students one by one and ask them about their Duolingo progress. Ask them the new things they have learned and how they are using these.

Step 5: 2-3 mins. (Urban facilitators to conduct this in 5 mins)

Ask: पूछें:

- Why is it important to get into the habit of practicing a language regularly while you are learning it? *(Accept all answers. Emphasize that it helps you to remember what you have learned and become more fluent in speaking and understanding.)*
- किसी भाषा को सीखते समय नियमित रूप से अभ्यास करने की आदत डालना क्यों महत्वपूर्ण है? *(*सभी उत्तरों को स्वीकारें। इस बात पर जोर दें कि यह आपको याद रखने में मदद करता है कि आपने क्या सीखा है और आप बोलने और समझने में अधिक निपुण हो जाते हैं।*)*

Encourage students to build a habit of using DuoLingo outside of class time as a way to practice and develop their English skills on their own.

स्टूडेंट्स को क्लास के समय के बाद डुओलिंगो का उपयोग करने की आदत बनाने के लिए प्रोत्साहित करें ताकि वे अभ्यास कर सकें और वह उनके स्वंय के इंग्लिश बोलने के स्किल्स को विकसित कर सकें।

Energizer - The Perfect Square: 3 to 5 min (Urban facilitators to skip this step)

The students will be playing in groups. They will close their eyes and hold each others’ hand. Once they are done with this, the teacher asks them to make a square. They can talk as much as they want, but they can’t open their eyes. They can open their eyes when they think they have made the perfect square.

स्टूडेंट्स ग्रुप में खेलेंगे। वे अपनी आँखें बंद करेंगे और एक दूसरे का हाथ पकड़ेंगे। एक बार जब वे ऐसा कर लेते हैं, तो फसिलिटेटर उन्हें एक स्क्वायर/चतुर्भुज बनाने के लिए कहता/कहती हैं। वे जितना चाहें उतनी बात कर सकते हैं, लेकिन वे अपनी आँखें नहीं खोल सकते। वे अपनी आँखें तब खोल सकते हैं जब उन्हें लगता है कि उन्होंने पूर्ण स्क्वायर/चतुर्भुज बना लिया है।

Digital Learning: Google Translate

Objective:

- Students use Google Translate to translate paragraphs and to select definitions for words with multiple meanings
- स्टूडेंट गूगल ट्रांसलेट का उपयोग अनुच्छेदों का अनुवाद करने और कई अर्थों वाले शब्दों की परिभाषाओं का चयन करने के लिए करते हैं।

Step 1: 10 mins

Ask students to open Google Translate on the laptops.

स्टूडेंट्स को लैपटॉप पर गूगल ट्रांसलेट खोलने के लिए कहें।

- Give them one sentence in Hindi to translate into English.
- इंग्लिश में अनुवाद करने के लिए उन्हें हिंदी में एक वाक्य दें।
- Give a sentence in English for them to translate into Hindi.
- उन्हें हिंदी में अनुवाद करने के लिए इंग्लिश में एक वाक्य दें।

Step 2: 10 mins

Explain: समझाएं:

Sometimes, you will want to translate a paragraph or even a whole website. Instead of typing it all into Google Translate, you can copy and paste it.

कभी-कभी आप एक पैराग्राफ या पूरी वेबसाइट का अनुवाद करना चाहोगे। यह सब गूगल ट्रांसलेट में टाइप करने के बजाय, आप इसे कॉपी और पेस्ट कर सकते हैं।

Ask students to watch the AV on their laptops.

स्टूडेंट्स को AV उनके लैपटॉप पर देखने के लिए कहें।

Step 3: 20 mins

Ask students to open a second browser tab by clicking on the plus sign at the top.

स्टूडेंट्स को ब्राउज़र के टॉप में प्लस साइन पर क्लिक करके दूसरा ब्राउज़र टैब खोलने के लिए कहें।

Tell them to search for one of the careers from the Career Exploration lesson (Lesson 40). They should select a website in English about the career.

लैसन 40 में से किसी एक करियर की खोज करने के लिए कहें। उन्हें करियर के बारे में इंग्लिश में एक वेबसाइट का चयन करना होगा।

Ask them to copy one or more paragraphs from that website, click on the tab with Google Translate, and paste in the text to translate it.

उन्हें उस वेबसाइट से एक या अधिक पैराग्राफ कॉपी करने के लिए कहें, गूगल ट्रांसलेट वाले टैब पर क्लिक करें और उसका अनुवाद करने के लिए टेक्स्ट को पेस्ट करें।

Remind them that sometimes the translation will have errors but that they should be able to understand the main idea. Give them time to read the translated text, then ask them to switch with their partner and repeat the activity.

उन्हें याद दिलाएं कि कभी-कभी अनुवाद में गलतियाँ होंगी लेकिन उन्हें मुख्य विचार को समझने में सक्षम होना चाहिए। उन्हें अनुवाद किया हुआ टेक्स्ट पढ़ने का समय दें, फिर उन्हें अपने साथी के साथ स्विच करने और एक्टिविटी को दोहराने के लिए कहें।

Step 4: 10 mins

Ask students the Hindi word for “head.”

Then, ask them to type it into Google Translate and report what happens.

स्टूडेंट्स से “head ” के लिए हिंदी शब्द पूछें।

फिर, उन्हें इसे गूगल ट्रांसलेट में टाइप करने और रिपोर्ट करने के लिए कहें कि क्या होता है।

Point out that many words have multiple meanings. When you translate a whole paragraph, the website has to guess which definition is meant for each word, which is why there are often mistakes. However, if you translate just one word, you can select the exact meaning you want from the list of definitions below.

स्टूडेंट्स को बता दें कि कई शब्दों के कई अर्थ होते हैं। जब आप एक पूरे पैराग्राफ का अनुवाद करते हैं, तो वेबसाइट को यह अनुमान लगाना होता है कि हर एक शब्द के लिए कौन सी परिभाषा है, इसलिए अक्सर गलतियाँ होती हैं। हालांकि, यदि आप केवल एक शब्द का अनुवाद करते हैं, तो आप नीचे दी गई परिभाषाओं की लिस्ट से अपने अनुसार सटीक अर्थ का चयन कर सकते हैं।

Step 5: 5 mins

Revise previously learned vocabulary .

1. What is the difference between neighbor and neighborhood?
2. What is a suburb?
3. We read about overnight success. What is it?
4. Use ingredients in a sentence.

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 42

Lesson 42

Vocabulary: Persevere **Lesson Duration: 135 mins**

Resources:

- Student Activity Books, L42

Digital Learning

Objectives:

- Students practice their online search and email skills
- स्टूडेंट्स अपने ऑनलाइन सर्च और ईमेल स्किल्स का अभ्यास करते हैं।
- Students select a skill they want to improve at and practice self-guided learning to become more independent in building their digital skills
- स्टूडेंट्स एक ऐसे स्किल्स का चयन करते हैं जिसमें वे सुधार करना चाहते हैं और अपने डिजिटल स्किल्स के बढ़ाने में अधिक स्वतंत्र बनने के लिए खुद से सीखने का अभ्यास करते हैं।

Step 1: 5 mins

Ask the class to share 4-5 topics they are interested in learning more about. Write them on the board.

क्लास से उन 4-5 विषयों को शेयर करने के लिए कहें जिनके बारे में वे अधिक जानने में रुचि रखते हैं। उन्हें बोर्ड पर लिखे।

Step 2: 20 mins

Tell students both tasks below, then give them 20-25 minutes to complete them. If needed, they can work with a partner.

स्टूडेंट्स को नीचे दिए गए दोनों कार्यों को बताएं, फिर उन्हें पूरा करने के लिए 20-25 मिनट का समय दें। जरूरत पड़ने पर पार्टनर के साथ काम कर सकते हैं।

1. Choose one of the topics listed on the board and search for a website about that topic that is interesting or useful.

   बोर्ड पर लिस्ट में लिखे गए विषयों में से एक चुनें और उस विषय के बारे में एक वेबसाइट खोजें जो दिलचस्प या उपयोगी हो।

2. Share the website with a classmate in an email. Copy the website url or copy and paste text from the website into your email.

   एक ईमेल में एक सहपाठी के साथ वेबसाइट शेयर करें। वेबसाइट के यू.आर.एल. को कॉपी करें या वेबसाइट से टेक्स्ट को अपने ईमेल में कॉपी और पेस्ट करें।

Step 3: 30 mins. (Urban facilitators to skip this step)

Students may choose what to work on from the list below.

स्टूडेंट नीचे दी गई लिस्ट से चुन सकते हैं कि किस पर काम करना है।

Ask them to think about what they need to practice the most and what they think will help them the most rather than just what they enjoy the most.

उन्हें इस बारे में सोचने के लिए कहें कि उन्हें किस चीज़ का सबसे अधिक अभ्यास करने की ज़रूरत है और वह क्या है जिससे उन्हें सबसे ज्यादा मदद मिलेगी, न कि वह जिसे करना उन्हें सबसे ज्यादा पसंद है।

- Continue to practice online search (on the topic of your choice) or email.

  ऑनलाइन सर्च (अपनी पसंद के विषय पर) या ईमेल का अभ्यास जारी रखें।

- Typing Master

  टाइपिंग मास्टर

- DuoLingo

  डुओलिंगो

Energizer- Sync Clap: 3-5 mins. (Urban facilitators to skip this step)

Ask students to stand in a circle and send a clap around the circle. Each clap involves two members of the group clapping their hands at the same time. The group tries to move the clap around the circle faster and faster with as much synchronization as possible.

स्टूडेंट्स को एक सर्कल में खड़े होने और सर्कल के चारों ओर ताली को बजाने के लिए कहें। हर एक ताली में ग्रुप के दो सदस्य एक साथ ताली बजाते हैं। ग्रुप जितना संभव हो सके मिलजुलकर एक साथ तालमेल करके ताली को सर्कल के चारों ओर तेजी से और तेजी से घुमाने की कोशिश करता है।

To add a challenge, introduce the “double clap” - a student can clap twice to reverse the clap’s direction around the circle.

एक चुनौती जोड़ने के लिए, "डबल क्लैप" का इंट्रोडक्शन दें - एक स्टूडेंट सर्कल के चारों ओर ताली की दिशा को उलटने के लिए दो बार ताली बजा सकता है।

Be a Top Editor

Objectives:

- Students will begin to edit paragraphs for spelling, capitalization and punctuation.
- Students will understand why proofreading and editing your own writing is so important

Step 1: 15 mins.

With the help of examples in Part A, explain the use of ‘and’.

Ask students to practice use of ‘and’ by completing Part A.

Ask a few students to share their responses and tactfully ask other students if they have the same or different responses.

If different, ask for their response. Then repeat, by writing the correct response on the board.

Ask students to make sentences using ‘and’ on one of the topics - weather/seasons or meals/snacks.

Ensure that each student participates, taking turns.

Step 2 : 15 mins.

With the help of examples in Part B, explain the use of ‘but’.

Ask students to practice use of ‘but’ by completing Part B.

Ask a few students to share their responses and tactfully ask other students if they have the same or different responses.

If different, ask for their response. Then repeat, by writing the correct response on the board.

Ask students to make sentences using ‘but’ on the topic ‘Family’ or ‘Hobbies’.

Ensure that each student participates, taking turns.

Step 3: 15 mins.

Ask students to read the passage given in Part C carefully and slowly to look for errors - capitalization, punctuation and spelling. It may require more than one reading.

Create excitement by announcing that whoever finds most errors in the given time, he /she will be awarded India's Top Editor Award.

Give students 5-7 minutes to proofread the passage.

Walk around to see that the students are at task.

After the students have found the errors, ask them to rewrite the passage correctly.

Step 4: 10 mins.

After the time is over, ask a few students to share the number of errors they found and what were those errors.

Going slowly over the passage shares all the errors and the reason why particular punctuation marks should be used.

With the help of students, select and announce India's Top Editor Award.

Step 5: 10 mins: (Urban facilitators to conduct this in 5 mins): Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What was the main topic we focused on last week?

2. What was the most interesting thing you learned?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will start with learning more about feeling words that you mentioned for the above question. We would also learn about writing emails in clear English, so you'll feel confident in any situation.

Then, we'll listen to inspiring success stories and learn new words along the way.

We'll practice speaking lots of English together. I have some fun teamwork games that will help us communicate better in English.
And we'll explore how tools like Google Translate can make learning English easier.

I am excited for next week, I don't want you to miss this experience.

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 43

Lesson 43

Student Reflection

(Floating Lesson: To be conducted between Lesson 43 to 52)

Lesson Duration: 120 mins

Objectives:

- Encourage students to reflect on their own learning journey, identifying their strengths, areas for improvement, and goals for growth.
- Inspire students to stay motivated and engaged in their studies by recognizing their progress and highlighting the importance of continuous learning and improvement.
- Offer students the opportunity to practice effective communication with the TM

Please Note:

- **Duration:**
  The session lasts 120 mins for rural classes and 90 minutes in urban areas.
- **Who conducts:**
  The TM will run this session.
- **When:**
  It's flexible, to be conducted between Lessons 43 to 52.
- **Goal:**
  Students interact with the TM, sharing their progress.
- **Lesson Plan:**
  The TM has the lesson plan.
- **Coordination:**
  Schedule with the TM to fit the time.
- **Backup Plan:**
  If the TM is unavailable, move to Lesson 44 after Lesson 42.
- **Focus:**
  Students participate, showcasing their learning.

Summary of Lesson 44 | Gender 1- Privilege & Restrictions

Lesson 44

Vocabulary: Privileges and Restrictions, Gender, **Lesson Duration: 130 mins**

Materials:
- Chart paper

Resources:
- Student Activity Book L44
- L44 Video

Gender 1

Objectives:

- Students increase their awareness about the different privileges and restrictions/challenges that men and women face
- स्टूडेंट्स स्त्रियों और पुरुषों के विभिन्न विशेष अधिकारों और प्रतिबंधों/चुनौतियों के बारे में अपनी जागरूकता बढ़ाएँगे।
- Students begin to think about where these restrictions come from and how to address gender inequality, which they will continue to build on in future lessons
- स्टूडेंट्स इस बारे में सोचना शुरू करते हैं कि ये प्रतिबंध कहां से आते हैं और लैंगिक असमानता को कैसे दूर किया जाए, इसे वे आगे आने वाले समय में सीखेंगे।

Step 1: 15 mins

Pass out slips of paper to all students.

सभी स्टूडेंट्स को नोट कार्ड पास करें।

On one side, tell the men to complete the sentence: "I am happy that I am a man because..."

एक तरफ पुरुषों को वाक्य पूरा करने के लिए कहें: "I am happy that I am a man because..."

Tell the women to complete the sentence: "I am happy that I am a woman because..."

महिलाओं को वाक्य पूरा करने के लिए कहें: "I am happy that I am a woman because..."

On the other side, tell the men to complete the sentence: "If I were a woman, one way my life would be different is..."

दूसरी तरफ, पुरुषों को वाक्य पूरा करने के लिए कहें: "If I were a woman, one way my life would be different is..."

Tell the women to complete the sentence: "If I were a man, one way my life would be different is..."

महिलाओं को वाक्य पूरा करने के लिए कहें:"If I were a man, one way my life would be different is..."

Examples:

उदाहरण *:*

A girl/woman could write: "I am happy that I am a woman because I have a lot of choices for my clothing and hairstyle. If I were a man, one way my life would be different is that I would be expected to spend my salary for my family's happiness."

एक लड़की/महिला लिख सकती है: "मैं खुश हूँ कि मैं एक औरत हूँ क्योंकि मेरे पास बहुत से विकल्प हैं कपड़ो और हेयरस्टाइल्स में। अगर मैं एक आदमी होती तो एक तरह से मेरी जिंदगी अलग होती क्योंकि मुझसे ये उम्मीद की जाती की मैं अपनी तनख्वाह अपने परिवार की ख़ुशी के लिए खर्च करूँ।

A boy/man could write: "I am happy that I am a man because my family supports me to pursue the career I want. If I were a woman, one way my life would be different is that my family might not allow me to continue my education."

एक लड़का/पुरुष लिख सकता हैं *: "*मैं खुश हूँ कि मैं एक आदमी हूँ क्यूंकि मेरा परिवार मेरे चुने हुए करियर को आगे बढ़ाने में मेरा सहयोग करता है। अगर मैं एक औरत होता तो एक तरह से मेरी जिंदगी अलग होती क्योंकि शायद मेरा परिवार मेरी आगे की पढाई करने से रोक लगा देता।

Collect the cards and mix them up. Redistribute them so that everyone gets someone else's. Have them read the card aloud, without telling who it belongs to. They should *not* guess who it belongs to, only listen. *(If anyone is uncomfortable with this, they do not need to share their card.)*

सभी कार्ड को इकठ्ठा करें और उन्हें मिलाएं। उन्हें दोबारा से स्टूडेंट्स में बाटे ताकि सभी को किसी और का कार्ड मिल जाए। स्टूडेंट्स को कार्ड को जोर से पढ़ना है, यह बताए बिना कि यह किसका है। उन्हें अनुमान नहीं लगाना चाहिए की ये कार्ड कि यह किसका है, उन्हें केवल बोले हुए वाक्यों को सुनना चाहिए। *(*यदि कोई इससे अनकम्फर्टेबल है, तो उसे अपना कार्ड शेयर करने की जरूरत नहीं है।*)*

Ask:

- Did you notice any patterns in the answers?

पूछें**:**

- क्या आपने उत्तरों में कोई पैटर्न देखा?

Step 2: 20 mins.

(Urban facilitators to conduct this in 10 mins)

Explain:

Both men and women have different **privileges** - things they are able to do more freely or easily because of their gender.

Both men and women also face restrictions because of their gender. These are not things that they can't do because of their gender, but rather things that society does not allow them to do.

समझाएं**:**

पुरुषों और महिलाओं दोनों के अलग-अलग विशेषाधिकार हैं - जो काम वह अपने लिंग के कारण अधिक स्वतंत्र रूप से या आसानी से कर सकते हैं।

पुरुषों और महिलाओं दोनों को भी उनके लिंग के कारण प्रतिबंधों का सामना करना पड़ता है। ये ऐसी चीजें नहीं हैं जो वे नहीं कर सकते हैं, बल्कि ऐसी चीजें हैं जो समाज उन्हें करने की अनुमति नहीं देता है।

A4 size sheet:पोस्टर**:**

Divide the class into four groups. Each group will take an A4 size sheet. They should divide the sheet into two columns: "Privileges" and "Restrictions."

Assign two groups to list examples for women and two groups to list examples for men. They should list as many examples of privileges and restrictions as they can in 15 minutes. *(Note: It does not matter if they are writing about the opposite gender.)*

महिलाओं के उदाहरणों को लिखने के लिए दो ग्रुपों को और पुरुषों के लिए उदाहरणों को लिखने के लिए दो ग्रुपों को असाइन करें। उन्हें विशेषाधिकारों और प्रतिबंधों के अधिक से अधिक उदाहरण 15 मिनट में में लिखना है। *(*नोट*:* इससे कोई फर्क नहीं पड़ता कि वे विपरीत लिंग के बारे में लिख रहे हैं।*)*

Call on each group to share a few responses with the class.

हर एक ग्रुप को क्लास के साथ कुछ प्रतिक्रिया शेयर करने के लिए बुलाएं।

Step 3: 15 mins.

While students are working on their posters, write the 3 scenarios on the board. Ask everyone to choose any one of the three scenarios and share their thoughts.

Scenario 1: **In the Workplace**: A woman isn't being considered for promotions at work, even though she's just as qualified as her male colleagues. How might this make her feel? What can she do to address the inequality?

Scenario 2: **In Media**: A teenager is watching TV and notices that all the superheroes are boys, while the girls are always shown as weaker. How might this affect the child's perception of gender roles?

Scenario 3: **In a family**, the parents always ask their daughter to help with cooking and cleaning while their son is never asked to do chores. What could she do to talk to her parents about sharing chores equally?

Typing Lesson 5

Objective:

- Students practice typing.

Step 1: 10 mins. (Urban facilitators to conduct this in 5 mins)

Ask: पूछें :

- In the home row, which finger presses the A key?
- होम रो में कौन सी उंगली A की दबाती है ?
- ...the J key?
- ...the ; key?

Instead of telling them whether they are correct, ask the class if they agree. They can use the "home row chart" to check.

उन्हें यह सही बताने के बजाय, क्लास से पूछें कि क्या वे सहमत हैं। वे जांच करने के लिए "होम रो चार्ट" का उपयोग कर सकते हैं।

Practice: प्रैक्टिस

- Take turns finding the home row on the keyboard with eyes closed.
- बारी-बारी से आंखें बंद करके की-बोर्ड पर होम रो का पता लगाएं।

Step 2: 10 mins (Urban facilitators to conduct this in 5 mins)

Explain:

Changing the way you sit can also help you type faster and more comfortably

Tell students to open their Student Workbooks to L44 and look at the picture.

समझाएं:

आपके बैठने का तरीका बदलने से आपको तेज़ी से और अधिक आराम से टाइप करने में भी मदद मिल सकती है।

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक के L44 को खोलने और चित्र देखने का निर्देश दें।

Think-Pair-Share:

थिंक-पेअर-शेयर:

- What do you notice about the way the man on the right is sitting?

(If needed, prompt: "What do you notice about his (back, eyes, arms, feet)?")

दाईं ओर वाला व्यक्ति जिस तरह से बैठा है, उसके बारे में आप क्या नोटिस करते हैं?

(यदि जरूरी हो, संकेत दें: "आप उसकी (पीठ, आंखें, हाथ, पैर) के बारे में क्या नोटिस करते हैं?")

- What is one thing you can work on to improve your own typing posture?
- अपनी टाइपिंग मुद्रा (पोस्चर) को बेहतर बनाने के लिए आप किस चीज पर काम कर सकते हैं?

Step 3: 5-10 mins

Show the AV.

Demonstrate:

- Students demonstrate typing posture on their laptops (without turning them on). Their partner should give them feedback about their back, feet, arms/wrists, and head positions.
- स्टूडेंट्स लैपटॉप पर (बिना चालू किए) टाइपिंग मुद्रा प्रदर्शित करेंगें। उनके साथी को उन्हें उनकी पीठ, पैर, हाथ/कलाई और सिर की स्थिति के बारे में फीडबैक देना है।

Step 4: 15 mins.

Explain: समझाएं:

The most difficult part of typing posture is looking ahead at the screen while you type. It is okay to glance down at the keyboard when you need to, but today, try to keep your eyes on the screen as much as possible. With practice, it will get easier.

टाइपिंग पोस्चर का सबसे कठिन हिस्सा है कि आप टाइप करते समय स्क्रीन की ओर देख रहे हैं। जरूरत पड़ने पर की-बोर्ड नीचे की ओर देखना ठीक है, लेकिन आज जितना हो सके अपनी नजर स्क्रीन पर रखने की कोशिश करें। अभ्यास के साथ, यह आसान होता जाएगा।

Tell students to log into Typing Master and continue the activities in the Home Row lesson. Their partners should give feedback about posture and remind them to look at the screen.

स्टूडेंट्स को टाइपिंग मास्टर में लॉग इन करने और होम रो लैसन में एक्टिविटीज़ को जारी रखने के लिए कहें। उनके पार्टनर को पोस्चर के बारे में फीडबैक देना है और उन्हें स्क्रीन पर देखने के लिए याद दिलाना है।

After some time, remind them to switch with their partner.

लगभग 10 मिनट के बाद, उन्हें अपने साथी के साथ स्विच करने के लिए याद दिलाएं।

Step 5: 25 mins. (Urban facilitators to conduct this in 20 mins)

Use this time to revise any previously covered topics that your students require more practice.

इस समय का उपयोग पहले से कवर किए गए किसी भी विषय का अभ्यास करने के लिए करें, जिसके लिए आपके छात्रों को अधिक समर्थन की आवश्यकता है।

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 45 | Bullying

Lesson 45

Resources:

- Student Activity Books, L45
- L45-1, L45-2, L45-3 and L45-4 Videos

Lesson Duration: 140 mins

Bullying

Objectives:

ऑब्जेक्टिव्स:

- Students will show an awareness towards bullying from three perspectives - as a perpetrator (bully), as a victim (bullied), and as a spectator (by-stander/supporter).
- स्टूडेंट्स तीन दृष्टिकोणों से बुलिंग के प्रति जागरूकता दिखाएंगे - एक अपराधी के रूप में (धमकाने वाला), एक पीड़ित के रूप में (दंडित), और एक दर्शक के रूप में (साथ खड़े/समर्थक)।
- Students will acknowledge their own patterns of bullying and spectating, and show an increased willingness to intervene in bullying incidents.
- स्टूडेंट्स बुलिंग और तमाशा देखने के अपने पैटर्न को स्वीकार करेंगे, और बुलिंग की घटनाओं में हस्तक्षेप करने की बढ़ी हुई इच्छा दिखाएंगे।

Step 1: 15 mins.

Show clip from Kabhi Khushi Kabhi Gham about bullying (AV1).

Kabhi Khushi Kabhi Gham का बुलिंग वाला वीडियो दिखाएं *(AV1)*।

Ask students to describe what was happening in the scene. Some children came to bully one child and then get bullied themselves. What do you understand about bullying? Get into pairs and discuss two instances each of when you have faced or seen such behaviour. <*Accept all answers*>

स्टूडेंट्स को बताने के लिए कहें कि उस सीन में क्या हो रहा था। कुछ बच्चे एक बच्चे को बुली करने के लिए आते हैं और फिर खुद बुली हो जाते हैं। बुलिंग के बारे में आप क्या समझते हैं? जोड़ियों में बैठें और प्रत्येक को ऐसे दो उदाहरणों पर चर्चा करें जब आपने इस तरह के व्यवहार का सामना किया हो या देखा हो।सभी उत्तर स्वीकारें।

How do you think the children who came to bully felt? How did the student whose friends started bullying feel at the end? Why? Have you ever been bullied? How did it feel?

आपको क्या लगता है कि बुली करने आए बच्चों को कैसा लगा? जिस स्टूडेंट के दोस्तों ने बुली करना शुरू किया, उसे अंत में कैसा लगा? क्यों? क्या आपको कभी बुली किया गया है? आपने कैसे महसूस किया?

Step 2: 25 mins.

Introduce the objective of the lesson. Ask why this is an important concept to learn?

Bullying means to hurt someone or make them feel bad, especially someone who is weaker than oneself. What are some of the things that people get bullied about? <*Accept all answers*>

बुलिंग का अर्थ है किसी को चोट पहुँचाना या उसे बुरा महसूस कराना, विशेषकर ऐसे व्यक्ति को जो अपने से कमजोर है। ऐसी कौन सी चीजें हैं जिनके बारे में लोगों को बुली किया जाता है? सभी उत्तर स्वीकारें

- Name, gender, disability, baldness, height, weight, wealth/poverty, intelligence, skin colour
- नाम, जाति, लिंग, विकलांगता, गंजापन, ऊंचाई, वजन, धन/गरीबी, बुद्धि, त्वचा का रंग

Pick one of these factors and show how someone might be bullied. *Ask 2-3 students to prepare and show quick 2 min skits of people getting bullied about a chosen factor. - 10 mins*

What are some common things people say about this? *Ask everyone to close their eyes after each skit and reflect for 30-45 seconds. - 5 mins*

इनमें से किसी एक कारक को चुनें और दिखाएं कि कैसे किसी को बुली किया जा सकता है।3-4 स्टूडेंट्स को एक चुने हुए कारक से बुली होने वाले लोगों पर *2* मिनट की स्किट तैयार करने और दिखाने के लिए कहें। लोग इसके बारे में ज्यादातर कहते हैं?प्रत्येक स्किट के बाद सभी को अपनी आँखें बंद करने और *30-45* सेकंड के लिए रिफ्लेक्ट करने को कहें।

Step 3: 25 mins. (Urban facilitators to conduct this in 20 mins)

It is time to also reflect on our own actions/behaviour. *Ask students to close their eyes for 2 min and think about these questions.*

यह समय हमारे अपने एक्शन्स/बिहैवियर पर भी विचार करने का है।विद्यार्थियों से *2* मिनट के लिए अपनी आंखें बंद करने और इन प्रश्नों के बारे में सोचने को कहें।

Why do we bully someone? Why is it sometimes funny or feel good when someone falls or gets hurt or is unlucky? Have you ever hit a dog or troubled someone weaker than you - a younger sibling or a junior in school? Think about why you did it, how it made you feel immediately and how does it make you feel now when you think about it?

हम किसी को धमकाते क्यों हैं? जब कोई गिर जाता है या चोटिल हो जाता है या दुर्भाग्यशाली होता है तो यह कभी-कभी अजीब या अच्छा क्यों लगता है? क्या आपने कभी किसी कुत्ते को मारा है या अपने से कमजोर किसी को परेशान किया है - एक छोटा भाई या स्कूल में एक जूनियर? इस बारे में सोचें कि आपने ऐसा क्यों किया, इसने आपको तुरंत कैसा महसूस कराया और जब आप इसके बारे में सोचते हैं तो यह आपको कैसा महसूस कराता है?

When you have power, you also have a responsibility to use that power properly as well. If you misuse your power or become arrogant or rude because of it, people take note and that is how they will remember you. Think about whether you want people to remember you as.

जब आपके पास शक्ति होती है तो आपकी जिम्मेदारी भी होती है कि आप उस शक्ति का सही उपयोग भी करें। यदि आप अपनी शक्ति का दुरुपयोग करते हैं या इसके कारण अहंकारी या असभ्य हो जाते हैं, इसपर लोग ध्यान देते हैं और इस तरह वे आपको याद रखेंगे। इस बारे में सोचें कि क्या आप चाहते हैं कि लोग आपको इस रूप में याद रखें

- Kind or Cruel - दयालु या क्रूर
- Helpful or Unhelpful - हेल्पफुल या अनउनहेल्पफुल
- Rude or Polite - रूड या पोलाइट

Step 4: 20 mins.

(Urban facilitators to conduct this in 15 mins)

Look at the following image given in SRB. Discuss in groups of 4 what it means and how it's connected to our lesson. Do you think it's true?

इस इमेज को देखें। 4 के ग्रुप्स में चर्चा करें कि इसका क्या अर्थ है और यह हमारे लैसन से कैसे जुड़ा है। क्या आपको लगता है कि यह सच है?

Bullies are often not just people with power but people with pain. They have been hurt or bullied themselves and go on to repeat the same cycle with someone else. It is important to remember this when dealing with a bully.

बुली अक्सर सिर्फ पावर वाले लोग नहीं होते बल्कि दर्द वाले लोग भी होते हैं। उन्हें खुद चोट लगी होती है या बुली किया गया होता है और वे किसी और के साथ उसी चक्र को दोहराते हैं। बुली करने वाले के साथ व्यवहार करते समय यह याद रखना महत्वपूर्ण है।

What is the best way to deal with a bully? *<Accept all answers>*

बुली से निपटने का सबसे अच्छा तरीका क्या है?सभी उत्तर स्वीकारें

- Do not engage rudely or violently with the bully. This can put you at greater risk of harm.

  धमकाने वाले के साथ रूडली या हिंसक रूप से बर्ताव न करें। यह आपको और अधिक जोखिम में डाल सकता है।

- Try talking to them or someone close to them, and let them know that they are hurting you.

  उनसे या उनके किसी करीबी से बात करने की कोशिश करें और उन्हें बताएं कि वे आपको चोट पहुंचा रहे हैं।

- Report it to a trusted adult - a teacher or a parent.

  इसकी सूचना किसी भरोसेमंद बड़े- शिक्षक या माता-पिता को दें।

- Find common friends or connections with the bully. Is there something that both of you like to do?

  बुली के कॉमन फ्रेंड्स या कनेक्शंस खोजें। क्या ऐसा कुछ है जो आप दोनों को करना पसंद है?

- Find a support group. There is strength in numbers. People may not bully you if you are in a group.

  एक सपोर्ट ग्रुप खोजें। संख्या में बल होता है। यदि आप किसी ग्रुप में हैं तो हो सकता है कि लोग आपको बुली न करें।

- Talk to your friends or someone you trust about how you feel. It is important to not feel alone and helpless in such situations.

  अपने दोस्तों या किसी ऐसे व्यक्ति से बात करें जिस पर आप भरोसा करते हैं कि आप कैसा महसूस करते हैं। ऐसी स्थितियों में महत्वपूर्ण है की आप अकेला और असहाय महसूस न करें।

Step 5: 15 mins

If you see someone being bullied, don't ignore it! If the bully is someone you know, talk to them. Request them to stop. Report them if required. If the bully is a stranger (e.g. someone is harassing a woman in the market), form a group of supporting people and then try stopping the bully.

यदि आप किसी को बुली होते हुए देखते हैं, तो इसे अनदेखा न करें! अगर बुली करने वाला कोई है जिसे आप जानते हैं, तो उससे बात करें। उन्हें रोकने का अनुरोध करें। यदि आवश्यक हो तो उनकी रिपोर्ट करें। अगर बुली करने वाला कोई अजनबी है (उदाहरण के लिए बाजार में कोई महिला को परेशान कर रहा है), सपोर्ट करने वाले लोगों का एक ग्रुप बनाएं और फिर बुली करने वाले को रोकने की कोशिश करें।

Watch AV2 and AV3 and discuss what you would have done in a similar situation?

निम्नलिखित वीडियो देखें और चर्चा करें कि ऐसी स्थिति में आप क्या करते?

Remember, the first response is not necessarily the best response. Think calmly about the problem and find a safe creative way to deal with it.

याद रखें, फर्स्ट रिस्पांस जरूरी नहीं कि सबसे अच्छा रिस्पांस हो। समस्या के बारे में शांति से सोचें और इससे निपटने के लिए एक सुरक्षित क्रिएटिव तरीका खोजें।

Success Story

Objectives:

- Students will see and discuss how a rural woman overcame challenges and pursued her passion despite being told that she should not due to her religion and gender
- स्टूडेंट देखेंगे और चर्चा करेंगे कि कैसे एक ग्रामीण महिला ने चुनौतियों का सामना किया और अपने पैशन फॉलो किया जबकि कहा गया कि उन्हे अपने धर्म और लिंग के कारण ऐसा नहीं करना चाहिए।

- Students make the connection that it is possible for them to overcome challenges and succeed at their goals as well.
- स्टूडेंट यह संबंध बनाते हैं कि उनके लिए चुनौतियों को पार करना और अपने लक्ष्यों में सफल होना भी संभव है।

Step 1 : 15 mins. (Urban facilitators to skip this step)

Explain that you will be showing a video about Nikhat Zareen, who won the gold medal at the 2022 Women's World Boxing Championships.

बताएं कि आप निखत जरीन के बारे में एक विडियो दिखाएंगे, जिन्होंने 2022 महिला विश्व मुक्केबाजी चैंपियनशिप में स्वर्ण पदक जीता था।

Students watch AV-4 in pairs. छात्र जोड़े में एवी-4 देखते हैं।

Step 2: 15 mins. (Urban facilitators to skip this step)

Think-Pair-Share:

थिंक-पेयर-शेयर:

- How did Nikhat deal with people who thought she should not be in boxing due to her gender and religion?

  निखत ने उन लोगों के साथ कैसा व्यवहार किया जो सोचते थे कि उन्हे अपने लिंग और धर्म के कारण बॉक्सिंग में नहीं होना चाहिए?
- What other challenges did Nikhat face? How did she overcome them?

  निखत को और किन चुनौतियों का सामना करना पड़ा? उन्होने उसे कैसे मात दी?
- What kind of mentality or attitude helped Nikhat to succeed?

  किस तरह की मानसिकता या रवैये ने निखत को सफल होने में मदद की?
- How could this kind of mentality help you to overcome challenges in your life?

  किस तरह की मानसिकता आपको अपने जीवन में आने वाली चुनौतियों से पार पाने में कैसे मदद कर सकती है?

Step 3: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 46 | Like and Don't like

Lesson 46

Vocabulary: Prefer, assumptions **Lesson Duration: 140 mins**

Resources:

- Student Activity Books, L46
- L46 Video

Like, don’t like

Objectives:

- Students discuss things they like and don’t like using complete sentences
- स्टूडेंटस कंप्लीट सेंटेंस का उपयोग करके उन चीजों पर चर्चा करेंगे जो उन्हें पसंद हैं या पसंद नहीं हैं।

Step 1: 15 mins.

Ask students to imagine that as a class you are planning to spend Sunday afternoon with your session.

Scenario: Each student suggests a different activity they should plan as a group—going to the movies, visiting a museum, or having a picnic in the park. They have diverse preferences.

Discussion Points:

- Ask students to share which activity each student might prefer based on their personalities or past experiences.
- Prompt them to consider reasons for their **assumptions**. For instance, why might one friend **prefer** movies while another might enjoy a museum visit?

Step 2: 10 mins

Tell students that you will ask questions about what they like. If their answer is yes, they should stand up. If their answer is no, they should sit down.

स्टूडेंट्स को बताएं कि आप उनसे सवाल पूछेंगे कि उन्हें क्या पसंद है। अगर उनका जवाब हां है तो उन्हें अपने स्थान पर खड़ा होना है। अगर उनका जवाब ना है, तो उन्हें बैठना है।

Ask questions from the list below. After each question, call on 2-3 students (standing or sitting) to answer with a complete sentence. (Example: Yes I like dogs. No, I don't like cats.)

नीचे दी गई लिस्ट से प्रश्न पूछें। हर एक प्रश्न के बाद, कंप्लीट सेंटेन्स के साथ उत्तर देने के लिए 2-3 स्टूडेंट्स (खड़े या बैठे हुए) को बुलाएं।

Do you like...

...dogs? ...cats? ...tigers? ...the color purple? ...the color orange? ...pineapples?

...mushrooms? ...ice cream? ...classical music? ...horror films? ...English class?

When students are comfortable with the game, you may call on one student at a time to ask “Do you like…” questions for the other students to answer.

जब स्टूडेंट्स खेल में कम्फर्टेबले होते हैं, तो आप एक समय में एक स्टूडेंट को "Do you like..." प्रश्न पूछने के लिए बुला सकते हैं जिसका उत्तर अन्य स्टूडेंट्स देंगे।

Step 3: 10 mins. (Urban facilitators to skip this step)

Pass out a notecard to each student. Ask students to write 2 sentences starting “I like” and 2 sentences starting “I don’t like” on their notecard. They should not show their card to anyone.

आप हर एक स्टूडेंट को एक नोट कार्ड दें। स्टूडेंट्स को अपने नोट कार्ड पर “I like” से शुरू होने वाले 2 वाक्य और “I don’t like” से शुरू होने वाले 2 वाक्य लिखने को कहें। उन्हें अपना कार्ड किसी को नहीं दिखाना है।

Collect the notecards, mix them up, and redistribute them to different students.

नोट कार्ड लीजिए, उन्हें मिलाइए और उन्हें अलग-अलग स्टूडेंट्स में दोबारा बाँट दें।

Call on students to read the notecard you have handed them aloud. Then, ask the other student to guess who wrote that notecard. The person who wrote it should not guess.

स्टूडेंट्स से उस नोट कार्ड को पढ़ने के लिए कहें, जिसे आपने उन्हें दे दिया है। फिर, दूसरे स्टूडेंट से यह अनुमान लगाने के लिए कहें कि वह नोट कार्ड किसने लिखा है। जिसने इसे लिखा है उसे अनुमान नहीं लगाना चाहिए।

Step 4: 25 mins.

Ask students to open their Student Activity Books to L46. Go over the sentence frames together and call on a volunteer or give an example to demonstrate.

स्टूडेंट्स को अपनी स्टूडेंट्स एक्टिविटी बुक्स L46 को खोलने के लिए कहिए। सभी साथ में सेंटेन्स फ्रेम देखें और एक वॉलन्टियर को बुलाएं या खुद प्रश्न को बोलकर एक उदाहरण दें।

Example: उदाहरण*:*

Person 1: Do you like music?

Person 2: Yes, I like music.

Person 1: What kind of music do you like?

Person 2: I like pop music.

Person 1: Why do you like it?

Person 2: I like it because it is good dance music.

Tell students to use the topics and sentence frames provided in the SAB to carry on a conversation with their partner. They may take notes, but writing is not required for the activity.

स्टूडेंट्स को अपने साथी के साथ बातचीत जारी रखने के लिए पैकेट में दिए गए विषयों और सेंटेन्स फ्रेम का उपयोग करने के लिए कहें। वे नोट्स ले सकते हैं, लेकिन एक्टिविटी के लिए लिखने की जरूरत नहीं है।

They should try to carry on a discussion with a partner in English for 5 minutes.

उन्हें अपने साथी के साथ 5 मिनट तक इंग्लिश में चर्चा करने का प्रयास करना है।

Then, have students switch partners and repeat with a new topic.

फिर, स्टूडेंट्स को पार्टनर बदलने और एक नए विषय के साथ चर्चा को दोहराने के लिए कहें।

Step 5: 3-5 mins. (Urban facilitators to skip this step)

Give students various challenges to try:

स्टूडेंट्स को कोशिश करने के लिए विभिन्न चुनौतियाँ दें:

- Make fists. Place one on your stomach and move it in circles. Simultaneously, place the other on your head and pat up and down. After a few seconds, switch - pat your stomach and make circles on your head.
- हथेली की मुट्ठियाँ बनाएँ। एक को अपने पेट पर रखें और इसे सर्कल में घुमाएँ। साथ ही दूसरे को अपने सिर पर रखें और ऊपर-नीचे थपथपाएं। कुछ सेकंड के बाद, स्विच करें - अपने पेट को थपथपाएं और अपने सिर पर गोले बनाएं।
- Make fists. Point your left index finger up and your right index finger forward. Bring them back into the fist, then switch - point your left index finger forward and your right index finger up. Try to continue this pattern quickly.
- मुट्ठियाँ बनाइए। अपनी बाईं तर्जनी फिंगर को ऊपर और अपनी दाहिनी तर्जनी फिंगर को आगे की ओर करें। उन्हें वापस मुट्ठी में लाएं, फिर स्विच करें - अपनी लेफ्ट फिंगर को आगे की ओर और अपनी राईट फिंगर को ऊपर की ओर पॉइंट करें। इस पैटर्न को जल्दी से जारी रखने का प्रयास करें।
- Roll your tongue into a tube. (Some students will struggle with this while other find it easy - explain that this is due to genetics, they are either born with this ability or not!)
- अपनी जीभ को एक ट्यूब के आकार में रोल करें। (कुछ स्टूडेंट इससे जूझेंगे जबकि अन्य इसे आसान पाते हैं - समझाएं कि यह अनुवांशिकी/जेनेटिक्स के कारण है, वे या तो इस क्षमता के साथ पैदा हुए हैं या नहीं!)

Step 6: 45 mins. (Urban facilitators to conduct this for 35 mins):

Practice Session: 1 Minute Speaking

Provide topics (e.g., favorite book, dream vacation, an inspiring person).

- Have students prepare for 2-3 minutes on the given topic.
- Now call everyone one by one. The challenge is to speak for at least 1 minute non stop.
- Those who pass the challenge receive standing ovations from the class after their speech.

Topics:

1- Talk about places you'd like to visit, reasons for wanting to go there, and what you hope to experience.

2- Share your experiences learning English, challenges you've faced, and effective learning strategies.

Step 7: 15 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask students to login their Duolingo account.

After 10 mins, invite students to share any achievements or milestones they reached while using Duolingo. This could be completing a certain level, mastering specific vocabulary, or feeling more confident in using the language.

Step 8: 5 mins. (Urban facilitators to skip this step)

Facilitator asks all students to stand up.

Facilitator refers to the 1st concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.

Question - " Do you like eating? What do you like to eat? Why do you like to eat that?

Do you like cooking? What do you like cooking?

Facilitator takes a note of the total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

Step 9: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 47 | Growth Mindset

Lesson 47

Vocabulary: Strategies, Growth vs Fixed Mindset **Lesson Duration: 140 mins**

Preparations:
- Write categories on posters before class (See English - "School Vocabulary")
- Pull up a list of songs to play on YouTube or your phone (See Energizer)

Materials:
- Poster Paper

Resources:
- L47 Video
- Student Activity Books, L47

Step 1: 30 mins. (Urban facilitators to conduct this in 20 mins)

Appoint new cops. Acknowledge the effort of the previous cops.

Use this time to revise any previously covered topics that your students require more practice.

इस समय का उपयोग पहले से कवर किए गए किसी भी विषय का अभ्यास करने के लिए करें, जिसके लिए आपके छात्रों को अधिक समर्थन की आवश्यकता है।

Youtube Search

Objectives:
- Students learn some strategies for finding a good video on YouTube.

Step 1: 5 mins (Urban facilitators to skip this step)

Ask: पूछें:

- What are some **strategies** for finding a good video on YouTube? *(e.g. using a filter, checking the user who posted it, watching a short clip to check)*
- यूट्यूब पर एक अच्छा विडियो खोजने के लिए कुछ रणनीतियां क्या हैं? *(*उदाहरण के लिए फ़िल्टर का उपयोग करना, इसे पोस्ट करने वाले यूजर की जांच करना, जांचने के लिए एक छोटी क्लिप देखना*)*
- How can you tell who posted the video?
- आप कैसे बता सकते हैं कि विडियो किसने पोस्ट किया है?

Step 2: 15 mins

Explain:

If you like a video, you can look at all the videos posted by that user. This is called their channel, and often, a channel will post many videos related to one topic.

समझाएं:

आपको अगर कोई विडियो पसंद है, तो आप उस यूजर द्वारा पोस्ट किए गए सभी विडियो देख सकते हैं। जिसे उनका चैनल कहा जाता है, और अक्सर, एक चैनल एक विषय से संबंधित कई विडियो पोस्ट करेंगे।

Ask students to open their Student Activity Books to L47. Tell students to sit at the laptops in pairs. स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक L47 खोलने को कहें। स्टूडेंट्स को लैपटॉप पर जोड़े में बैठने के लिए कहें।

Assign each pair one of the following channels and ask them to write the name in their SABs: हर एक जोड़ी को निम्नलिखित चैनलों में से एक असाइन करें और उन्हें अपने SABs में नाम लिखने के लिए कहें:

- Khan Academy India - खान एकेडमी इंडिया
- English Class 101 - इंग्लिश क्लास 101

- Unacademy - अनएकेडमी

Tell them to search for the channel on YouTube. If needed, they can use the filter to search for only channels and not videos.

उन्हें यूट्यूब में चैनल खोजने के लिए कहें। यदि ज़रूरी हो, तो वे केवल चैनल खोजने के लिए फ़िल्टर का उपयोग कर सकते हैं, विडियो नहीं।

Give them 15 minutes to explore the channel and answer the questions in Activity A of their SABs. Call on pairs to share their findings with the class.

उन्हें चैनल देखने के लिए 15 मिनट का समय दें और उनके एस.ए.बी. की एक्टिविटी A में प्रश्नों के उत्तर दें। अपने निष्कर्षों को क्लास के साथ शेयर करने के लिए जोड़ियों को बुलाएँ।

Step 3: 35 mins. (Urban facilitators to conduct this in 20 mins)

Tell students to choose one of the topics listed in Activity B.

स्टूडेंट्स को एक्टिविटी B में लिखे हुए विषयों में से किसी एक को चुनने के लिए कहे।

Ask them to search for a channel with useful videos on the topic. They should watch a few of the videos on the channel to make sure they are good.

उनसे इस विषय पर उपयोगी विडियो वाले चैनल को खोजने के लिए कहें। उन्हें यह सुनिश्चित करने के लिए चैनल पर कुछ विडियो देखना है और पता लगाने है कि वे अच्छी हैं।

Call a few students to share the name of the channel, the topic, and what they liked about it.

स्टूडेंट्स से चैनल का नाम, विषय और उन्हें इसके बारे में क्या पसंद आया, इसे बताने के लिए कहें।

Growth Mindset - 2

Objective:

- Students will review what it means to have a growth mindset and will discuss how they can apply it when they make mistakes in their lives
- स्टूडेंट्स रिवियू करेंगे कि ग्रोथ माइंडसेट का क्या मतलब है और चर्चा करेंगे कि जब वे अपने जीवन में गलतियां करते हैं तो वे इसे कैसे लागू कर सकते हैं।

Step 1: 20 mins. (Urban facilitators to conduct this in 15 mins)

Tell them to think of a time when they made a mistake or tried something and did not succeed. Explain that each person will have two minutes to share their experience. They can describe what happened, how they felt, and how they responded.

उन्हें उस समय के बारे में सोचने के लिए कहें जब उन्होंने कोई गलती की या कुछ करने की कोशिश की और सफल नहीं हुए। बता दें कि हर एक व्यक्ति के पास अपना अनुभव बताने के लिए दो मिनट का समय होगा। वे यह बता सकते हैं कि क्या हुआ, उन्होंने कैसा महसूस किया और उन्होंने कैसी प्रतिक्रिया दी।

As they speak, their partner should practice making eye contact and listening without interrupting. They can rate themselves and their partners for these listening skills in the SABs.

जैसे ही वे बोलते हैं, उनके साथी को बिना टोके आँख में देखना और सुनने का अभ्यास करना है। वे SAB में इन लिसनिंग स्किल्स के लिए खुद को और अपने पार्टनर को रेट कर सकते हैं।

Partners compare notes.

पार्टनर नोट्स से तुलना करें।

- Did you learn all the details of your partner's story?

  क्या आपने अपने साथी की कहानी के सभी डिटेल्स को सुना?
- What did you do well when you listened?

जब आपने सुना तो आपने क्या अच्छा किया?

- What can you do to become a better listener?

  एक बेहतर लिसनर/श्रोता बनने के लिए आप क्या कर सकते हैं?

Step 2 : 10 mins.

Ask: पूछें:

- What is a growth mindset?
- ग्रोथ माइंडसेट क्या है?
- How would someone with a growth mindset think about mistakes or failures?
- ग्रोथ माइंडसेट वाला कोई व्यक्ति गलतियों या असफलताओं के बारे में कैसे सोचेगा?

Explain:

- If someone with a fixed mindset makes a mistake, they think it means they are not good at something. They might try to avoid it or give up.
- If someone with a growth mindset makes a mistake, they see it as a chance to learn from it and do better next time. Instead of a step back, they see mistakes as a step forward on the path to success.

समझाएं :

- यदि कोई फिक्स्ड माइंडसेट वाला व्यक्ति गलती करता है, तो उसे लगता है कि इसका अर्थ है कि वह किसी चीज में अच्छा नहीं है। वह इससे बचने या हार मानने की कोशिश कर सकता है।
- अगर ग्रोथ माइंडसेट वाला कोई व्यक्ति गलती करता है, तो वे इसे उस गलती से सीखने और अगली बार बेहतर करने के अवसर के रूप में देखता है। वह एक कदम पीछे हटने के बजाय गलतियों को सफलता की राह पर एक कदम आगे बढ़ने के रूप में देखता है।

Step 3 : 10 mins.

Ask students to discuss and “coach” their partner about how they could handle the mistake they discussed earlier with a growth mindset. What could they say, think, or do differently in order to learn and grow from their mistake?

स्टूडेंट्स को अपने साथी के साथ चर्चा करने और उनको "कोच" करने के लिए कहें कि वे ग्रोथ माइंडसेट द्वारा उस गलती को कैसे संभाल सकते हैं जिस पर उन्होंने पहले चर्चा की थी। अपनी गलती से सीखने और बढ़ने के लिए वे क्या कह सकते हैं, सोच सकते हैं या अलग तरीके से कर सकते हैं?

Give each partner 5-7 minutes to peer coach, then remind them to switch.

हर एक साथी को पीयर कोच के लिए 5-7 मिनट दें, फिर उन्हें स्विच करने के लिए याद दिलाएं।

Step 4: 5 mins. (Urban facilitator to skip this step)

Facilitator asks all students to stand up.

Facilitator refers to the 2nd concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. If any student(s) who doesn’t share correct understanding, is asked to stand up again.

Question - “How would someone with a growth mindset think about mistakes or failures?

“विकास की मानसिकता वाला कोई व्यक्ति गलतियों या असफलताओं के बारे में कैसे सोचेगा?

Facilitator takes a note of total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 48

Lesson 48

Vocabulary: Fonts, Formatting **Lesson Duration: 140 mins**

Preparations:

- Prepare the answer key for English (SAB Activity C) before class

Resources:

- Student Activity Books, L48
- L48-1 and L48-2 Videos

Have, Has

Objective:

- Students will practice the usage of have and has.

Step 1: 5 mins.

Ask the questions below. Call on 2-3 students to answer each aloud.

- Do you have blue clothing today?
- Do you have curly hair?
- What do you have in your bag?
- *(Hold something up)* What do I have in my hand?

रिव्यु:

नीचे दिए गए प्रश्न पूछें। 2-3 स्टूडेंट्स को प्रत्येक प्रश्न का जोर से उत्तर देने के लिए बुलाएं।

- क्या आपने आज नीले कपड़े पहने हैं?
- क्या आपके बाल घुंघराले हैं?
- आपके बैग में क्या है?
- *(कुछ पकड़ें)* मेरे हाथ में क्या है?

Step 2: 15 mins.

Have and Has Sentences: Put students into groups of 3-4. Tell them to open their Student Activity Books to L48. They should go around their group and take turns reading aloud the sentences in Activity A. Based on what they learnt in Part A, they should tell the answers for Part B.

Have और has सेंटेंसेस स्टूडेंट्स के 3-4 ग्रुप बनायें। उन्हें अपनी स्टूडेंट एक्टिविटी बुक्स में L53 खोलने के लिए कहें। उन्हें अपने ग्रुप में बारी-बारी से एक्टिविटी-A के सेंटेंसेस को जोर से पढना है।

Step 3: 15 mins. Practice Sentences:

Students can work in their groups or independently to complete the sentences in Activity C.

Post the answer key for the students to check their work when they are finished.

Answer Key:

1. He has *2. I have* *3. We have* *4. The girl (she) doesn't have*
5. You don't have *6. The school (it) has* *7. Gowri (he) has*
8. I don't have *9. Rajini and I (we) have* *10. David and Samuel (they) have*

प्रैक्टिस सेंटेंसीज़:

एक्टिविटी C के वाक्य स्टूडेंट अपने ग्रुप में या स्वतंत्र रूप से पूरा कर सकते हैं।

स्टूडेंट्स के द्वारा एक्टिविटी C खत्म होने पर स्टूडेंट्स द्वारा उनके काम की जांच करने के लिए आंसर-की बोर्ड पर लिखें।

आंसर-की:

1. He has *2. I have* *3. We have* *4. The girl (she) doesn't have*
5. You don't have *6. The school (it) has* *7. Gowri (he) has*
8. I don't have *9. Rajini and I (we) have* *10. David and Samuel (they) have*

Step 4: 15 mins.

Speaking Practice:

In their groups, students should practice making sentences using *have, don't have, has,* and *doesn't have* and saying them out loud. Writing is optional. Part D

स्पीकिंग प्रैक्टिस:

अपने ग्रुप में स्टूडेंट्स को *have, don't have, has,* and *doesn't have* सेंटेंस बनाकर, जोर से बोलकर प्रैक्टिस करना है। सेंटेंस लिखना ऑप्शनल है।

Energizer- Artist and canvas: 3-5 mins. (Urban facilitators to skip this step)

Place students in pairs. One student will draw something on their partner's back (either by placing paper on their back and drawing with pencil or simply drawing with their finger). The partner has to guess what it is. This can also be done with writing words.

Switch so that both partners have a turn to draw.

स्टूडेंट्स के जोड़े बनाये। एक स्टूडेंट अपने साथी की पीठ पर कुछ बनाएगा (या तो उनकी पीठ पर कागज रखकर पेंसिल से चित्र बनाकर या केवल अपनी उंगली से चित्र बनाकर)। साथी को अनुमान लगाना होगा कि क्या लिखा गया था। यह शब्दों को लिखकर भी किया जा सकता है।

दोनों स्टूडेंट्स को अपनी बारी लेने के लिए बोलें।

Digital Learning: Word Documents 1

Step 1: 15 mins.

(Urban facilitators to skip this step)

Introduction & Video: 10-15 mins.

इंट्रोडक्शन और विडियो: 10-15 मिनट

Ask:

- What is MS Word? What is it used for?
- What is a 'font'?

Students watch AV 1 on their laptops.

पूछें:

- एमएस वर्ड क्या है? इसका क्या उपयोग है?
- 'फ़ॉन्ट' क्या है?

स्टूडेंट्स को अपने लैपटॉप पर AV 1 देखने के लिए कहिए।

Step 2: 20 mins.

Fonts and Formatting:

Ask students to open MS Word and click “Blank Document” to start a document.

Students should enter their names, addresses, and phone numbers into the document. 2-3 students can enter their information into the same document, one below the other.

Provide some time to explore the font, paragraph, and style options. They may also explore other options in MS Word during this time if they would like.

Give students some time to format the text using whatever fonts and colors they would like for the final document.

फ़ॉन्ट्स और फॉर्मेटिंग:

स्टूडेंट्स को एमएस वर्ड खोलने और डॉक्यूमेंट शुरू करने के लिए "Blank Document" पर क्लिक के लिए कहें।

स्टूडेंट्स को document में अपना नाम, पता और फोन नंबर लिखना है। 2-3 स्टूडेंट्स अपनी जानकारी एक ही डॉक्यूमेंट में लिख सकते हैं, एक के बाद दूसरा।

फ़ॉन्ट, पैराग्राफ़ और स्टाइल ऑप्शन के बारे में पता लगाने के लिए उन्हें 15 मिनट का समय दें। वे चाहें तो इस दौरान एमएस वर्ड में बाकी ऑप्शन भी तलाश सकते हैं।

स्टूडेंट्स को फाइनल डॉक्यूमेंट के लिए किसी भी फ़ॉन्ट और रंगों का उपयोग करने के लिए 5 मिनट का समय दें।

Step 3: 10 mins.

(Urban facilitators to conduct this for 10 mins)

Saving a document: 10 mins.

Students watch AV 2. (optional)

Students should save their file in the PC folder “Documents.” They should name the file with the first names of everyone in their group. (Example: Tushar. Ali)

सेविंग अ डॉक्यूमेंट: 10 मिनट

स्टूडेंट्स AV 2 देखना है। (optional)

स्टूडेंट्स को अपनी फाइल को पीसी फोल्डर "Document" में सेव करना है। उन्हें अपने ग्रुप के सभी स्टूडेंट्स के first name के साथ फ़ाइल का नाम देना है। (Example: Tushar. Ali)

Step 4: 20 mins.

Play the video on the facilitator’s laptop. Then together as a class, complete the various quizzes. Complete as much as the time allows.

https://learnenglishteens.britishcouncil.org/skills/speaking/a1-speaking/shop

Step 5: 10 mins:

(Urban facilitators to conduct this in 5 mins): Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What new words did we learn last week?

2. Do you have any questions or areas where you would like more practice?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will start with learning more about having a positive mindset so that we and the people around us feel motivated, inspired and encouraged.

We'll practice speaking lots of English together. I have some fun teamwork games that will help us communicate better in English.
And we'll explore how tools like Google Youtube can make learning English easier.

I am excited for next week, I don't want you to miss this experience.

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 49

Lesson 49

Vocabulary: Exploration	**Lesson Duration: 140 mins**

Resources:

- L49-1 through L49-5 Videos
- Student Activity Books, L49A & L49B

Tell me About Yourself

Objectives:

- Students will be able to provide a clear, concise, and engaging response to the question, "Tell me about yourself," in a professional setting.

Step 1: 20 mins. (Urban facilitators to conduct this for 15 mins)

Two Truths and a Lie: 5 mins

- Each person shares two true statements and one false statement about themselves.
- Others try to guess which statement is the lie.

Facilitator starts:

Example

1. I love coffee (Lie)
2. I like meeting new people (True)
3. I have never been to a sea side (True)

Repeat with volunteer students.

Tell your students that Tell me about yourself is often asked at the beginning of the interviews and you should be very honest while answering this. This video will help you know how to answer this question.

Watch AV-1 twice. (15 mins)

Step 2: 15 mins. (Urban facilitators to skip this step)

Make small groups. Ask everyone to give their self introduction to their group members. Each student must give their introduction one by one to others in a group. After every presentation the group members will offer feedback and discuss what worked well and what could be improved.

Step 3: 25 mins. (Urban facilitators to conduct this in 20 mins)

Organize role-playing scenarios where students take turns practicing their self-introductions in various settings. Ask 2 volunteers to come in front and give them the situation from Part A. They must practice self introduction. There will be no preparation time. Give the volunteers the topic and ask them to speak for 1 minute.

Step 4: 15 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask students to login their Duolingo account. Let students practice Duolingo.

Ask students to update any new vocabulary they learned from DuoLingo on the chart paper. Encourage them to use them in the classroom.

Career Exploration 2: Consolidation and Extension

Objectives:

- Students gain awareness of careers they may not have considered before.
- Students practice learning about careers through videos/research and note-taking.

Step 1: 10 mins

Ask:

- Do all the people in a village do the same job? Why/Why/not?
- What would happen if all the people in a village wanted the same job?

पूछें :

- क्या गाँव के सभी लोग एक जैसा काम करते हैं? क्यों, क्यों नहीं?
- अगर एक गाँव के सभी लोग एक ही जॉब चाहते तो क्या होता?

Accept all answers. Emphasize that not everyone can have the same job because there are not enough positions available. Add that there may be career opportunities that they have never even thought of.

सभी उत्तरों को स्वीकार करें। इस बात पर जोर दें कि सभी के पास समान जॉब नहीं हो सकती क्योंकि पर्याप्त पद मौजूद नहीं हैं। आप बताएं कि ऐसी करियर ऑपर्चुनिटी हो सकती हैं जिनके बारे में उन्होंने कभी सोचा भी नहीं होगा।

Step 2: 5 mins.

- Ask students to open SAB 49B. Instruct them to fill the table after finding information online. Tell them that they will work in pairs and search.

Step 3: 35 mins. (Urban facilitators to conduct this in 20 mins)

Research: 20 mins

Instruct students to begin their research. 15 mins

Present: 15 mins: Ask students to present their findings. Discuss the responses as a class.
Ask students who would like to build a career in this field?

Step 4: 5 mins. (Urban facilitators to skip this step)

Wrap up:

Facilitator asks all students to stand up.

Facilitator refers to the 2nd concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to students to check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.

Question - Ask 4-5 students to describe one job they learned about.

Facilitator takes a note of total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 50 | This, That, These & Those

Lesson 50

Vocabulary: Inspire, Crazy **Lesson Duration: 130 mins**

Resources:

- Student Activity Books, L50
- L50 Video

This, That, These, Those

Objectives:

- Students will learn the use of this, that, these, those.
- Students will frame sentences and ask questions using this, that, these, those.

Step 1: 20 mins.

Tell students to look at the poster given in Part A SRB. Ask them to think what the poster is about. Once students share their responses, ask

1. What happens when you miss a class?
2. What skills do you think you develop by consistently attending classes?
3. How does your presence benefit your classmates and your facilitator?

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins)

Let's imagine you're at a park, and you spot a squirrel. You want to show your friend the squirrel but don't want to shout across the park. So, you point and say, "Look at this squirrel!" Your friend quickly spots it and says, "No, that's not a squirrel, that's a chipmunk."

Introduction to the Lesson:

At that moment, you used the words "this" and "that" without realizing it. "This" helps when something is close to you, like the squirrel you saw nearby. "That" is for things farther away, like the chipmunk your friend noticed across the park. These words help us talk about things based on how near or far they are.

Engaging Question:

- Start by asking a simple question:
- "Have you ever pointed at something and used 'this' or 'that' to show where it is?"With the help of Part A, explain the use of 'this', ‘that’, ‘these’ and ‘those’. Ask students to share one example each using this, that, these and those to their partner and then to the small group.

Step 3: 20 mins. (Urban facilitators to conduct this in 10 mins)

Ask students to pair up and fill Part B in SAB. Once students have filled, ask them to share the responses with a reason.

Step 4: 20 mins. (Urban facilitators to conduct this in 10 mins)

Write a discussion topic on the board (for example, food, pets, social media, or travel) and then start passing a ball or “hot potato” from student to student. As students pass

the hot potato around, they must stop when they hear you say the words positive, negative, or **crazy.**

When you say, "positive," the student holding the potato must stop and make a positive statement about the topic. For example, If the topic is food, their statement might be "My favorite restaurant is Sanjha Chulha."

If you say "negative," they must make a negative statement about the topic, e.g., "I've never eaten Chinese food!"

And, if you say, "crazy," the sentence they create can be anything they like, such as, "Once I ate a whole pizza myself!"

Step 5: 20 mins. (Urban facilitators to conduct this in 15 mins)

Ask students to watch the AV. Once students have watched, ask them

"In what ways can this story **inspire** others facing similar challenges in learning a new language?" Encourage the conversation in English.

Step 6: 20 mins.

While students are watching the video, write the following questions on the board. Discuss as a class. Ask everyone to share their responses. Ask for reasons as well.

1. We're going to play cricket _____ morning.(this or that)
2. Shall I wear this shoe or _____ one? (that or those)
3. Can I have a look at _____ trousers? (that or those)
4. Let's go to _____ new library in the city center. (this or that)
5. _____ posters you gave me look great on my wall. (these or those)
6. Look at _____ ring over here. (this or that)
7. Hi Sam, _____ is my friend Sundar. (this or it)

Answers:

1) This, 2) that, 3) those, 4) that, 5) those, 6) this, 7) this

Step 7: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Note: By now, are your students speaking English for at least half of the class time? If they are, that's fantastic! If not, don't worry. Think of some new ways to make your English classroom more exciting. Remember, progress happens step by step. Keep going, and you'll get there!

Summary of Lesson 51 | Do you have?

Lesson 51

Materials: **Lesson Duration: 130 mins**

- Small stone or coin
- Any available art supplies (paper, magazines, scissors, glue, markers)

Resources:

- L51-1 & L51-2 Videos
- Student Activity Books, L51

Do you have?

Objective:

- Formulate questions using "Do you have?" in different contexts.

Step 1: 15 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.): Ask students to login to their Duolingo account. Let students practice Duolingo.

Ask students to update any new vocabulary they learned from DuoLingo on the chart paper. Encourage them to use them in the classroom.

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins)

Imagine you're at a friend's house, and you need a pen to write something down. You turn to your friend and ask, "Do you have a pen I can borrow?" They quickly reach into their bag and lend you one.

Introduction to the Lesson:

That simple question, "Do you have," is a handy way to politely ask if someone has something you need. Today, we'll explore how to use "Do you have" to ask about things others might possess. Begin by asking a simple question to the class:

- "Have you ever used the phrase 'Do you have' when asking for something?" (2-3 mins)

Now switch to AV -1

Students watch AV-1.

स्टूडेंट्स AV-1 देखते हैं।

Optional: They can read the sentences aloud in the second half of the video.

ऑप्शनल: स्टूडेंट्स विडियो के दूसरे भाग में वाक्यों को ज़ोर से पढ़ सकते हैं।

Write on the board: Do you have...?

बोर्ड पर लिखें: Do you have?

Ask the class:

कक्षा से पूछें:

- Do you have a pencil? Allow them to answer, then write on the board: Yes, I have a pencil.
- Do you have an airplane? Allow them to answer, then write on the board: No, I don't have an airplane.

Note that students can refer to these sentences on the board for the next activity.

ध्यान दें कि स्टूडेंट्स अगली एक्टिविटी के लिए इन वाक्यों को बोर्ड पर देख सकते हैं।

Step 3: 10 mins

Do You Have...?

Ask students the following questions. If their answer is yes, they should stand up, if their answer is no, they should sit down.

स्टूडेंट्स से निम्नलिखित प्रश्न पूछें। यदि उनका उत्तर हाँ है, तो उन्हें उठ खड़ा होना है, यदि उनका उत्तर नहीं है, तो उन्हें बैठना है।

Then, call on 2-3 students to answer aloud using a complete sentence. *The sentences should start "Yes, I have..." or "No, I don't have..."*

2-3 स्टूडेंट्स को ज़ोर से उत्तर देने के लिए बुलाएँ और उन्हें उत्तर फुल सेंटेंस का प्रयोग करते हुए देने के लिए कहें। सेंटेंस शुरू होने चाहिए "Yes, I have..."या "No, I don't have..."

- Do you have any younger sisters?
- Do you have any older brothers?
- Do you have a pet?
- Do you have a bicycle?
- Do you have a phone?
- Do you have a book?
- Do you have a musical instrument?
- Do you have a cricket bat?

Step 4: 15 mins. (Urban facilitators to skip this step)

Hide the Stone Game:

Explain the rules below, then play the game.

1. Choose one student to be the "guesser." Ask them to go out of the room or close their eyes.
2. The facilitator hands a small stone to one student.
3. All students close their hands like they are holding the stone.
4. The guesser returns or opens his/her eyes and has three chances to guess who is holding the stone. The guesser asks, "Do you have the stone?"
5. The student responds, "Yes, I have it" or "No, I don't have it."
6. Choose a new guesser and repeat steps 1-5.

हाईड द स्टोन गेम**:**

नीचे दिए गए नियमों को कक्षा को समझाएं, फिर गेम शुरू करें।

1. एक स्टूडेंट को गेस्सर (अनुमान लगाने वाला) बनने के लिए चुनें। गेस्सर को कमरे से बाहर जाने या आंखें बंद करने के लिए कहें।
2. फसिलिटेटर को एक स्टूडेंट को एक छोटा स्टोन (पत्थर) देना है।
3. सभी स्टूडेंट्स को अपने हाथों को ऐसे बंद करना है जैसे उन्होंने कोई पत्थर पकड़ रखा हो |
4. गेस्सर वापस लौटता है या अपनी आँखें खोलता है और उसके पास यह गेस्स करने (अनुमान लगाने) के तीन मौके हैं कि स्टोन किसके हाथ में है। गेस्सर स्टूडेंट से पूछता है, "Do you have the stone?"
5. स्टूडेंट जवाब देता है, " Yes, I have it " या " No, I don't have it."
6. इसके बाद एक नया गेस्सर चुनें और स्टेप 1-5 दोहराएं।

Step 5: 15 mins.

Discussion Practice:

Give students 10 minutes to speak to a partner in English.

Encourage them to ask each other about what they have in their bag, what they have in their home, what family members they have, and so on.

Challenge them to also use “my” and “your” in their conversation at least twice.

डिस्कशन प्रैक्टिस**: 10** मिनट

स्टूडेंट्स को अपने साथी से इंग्लिश में बात करने के लिए 10-15 मिनट का समय दें।

उन्हें एक-दूसरे से पूछने के लिए प्रोत्साहित करें कि उनके बैग में क्या है, उनके घर में क्या है, उनके परिवार में कितने सदस्य हैं, इत्यादि।

उन्हें कम से कम दो बार अपनी बातचीत में “my” और “your” का उपयोग करने के लिए कहें।

Energizer- Wah: 3-5 mins. (Urban facilitators to skip this step)

For facilitator’s reference: AV 2

Ask students to stand in a circle. Each person should clasp their hands together. Explain/demonstrate the rules:

1. The first person says “Wah!” as they raise their clasped hands up like a tree.
2. The two people standing beside them (to their left and their right) should both say “Wah!” and make a chopping motion (without touching them), as if they are chopping down the tree.
3. The first person says “Wah!” as they swing their arms down, like a tree falling, and point their hands at someone else in the circle. It should be clear who they are pointing to.
4. The person pointed to is the next tree.

This repeats, creating a rhythm. Anyone who misses the rhythm or makes a mistake must sit down until only two people remain. Both are winners.

फसिलिटेट के संदर्भ के लिए*:* AV 2

स्टूडेंट्स को एक सर्किल में खड़े होने के लिए कहें। प्रत्येक व्यक्ति को अपने हाथों को आपस में जोड़ना हैं। नीचे दिए गए नियमों को समझाएं:

1. पहला स्टूडेंट अपने बंधे हुए हाथों को पेड़ की तरह ऊपर उठाते हुए कहता है "वाह!"।
2. उसके बगल में खड़े दो (बाएं और दाएं) दोनों स्टूडेंट पेड़ काटने की प्रतिक्रिया करते है (किसी स्टूडेंट को छुए बिना) और कहते है "वाह!"
3. पहला स्टूडेंट कहता है "वाह!" अपनी बाहों को नीचे झुकाते हुए, जैसे कोई पेड़ गिर रहा हो, और अपने हाथों को सर्कल में किसी और पर इशारा करता। यह स्पष्ट होना चाहिए कि वे किस स्टूडेंट की ओर इशारा कर रहा है।
4. जिस व्यक्ति की ओर इशारा किया गया वह अगला पेड़ बनता है।

यह एक्टिविटी दोहराई जाती है, एक रिदम बनाते हुए। जो कोई भी रिदम भूल जाता है या गलती करता है, वह आउट हो जाता है और गेम से बाहर होकर बैठता है। एक्टिविटी तब तक जारी रहती है जब तक आखिरी में सिर्फ दो स्टूडेंट न बचे हों, और वह दो स्टूडेंट विजेता बन जाते हैं।

Talking to Parents or Guardians 1: Thank You Cards

Objectives:

- Students recognize why it is important to have conversations with their parents or guardians.
- Students write thank you cards with something specific they appreciate about their parents or guardians as a way to start a positive conversation with them.

उद्देश्य**:**

• स्टूडेंट समझते हैं कि माता-पिता या अभिभावकों के साथ बातचीत करना क्यों महत्वपूर्ण है।

• स्टूडेंट अपने माता-पिता या अभिभावकों के साथ सकारात्मक बातचीत शुरू के लिए थैंक यू कार्ड लिखते हैं जिसमें वे उनकी सराहना करते हैं

Step 1: 15 mins

Introduction:

Think/Pair/Share:

- How often do you talk to your parents or guardians each week? How long do your conversations typically last?
- What kinds of things do you and your parents/guardians talk about?
- Are there topics you feel you cannot talk about with your parents/guardians? What topics?

Whole class discussion:

- Why might it be helpful or important to talk to your parents/guardians about your choices, such as your career path?
- What are the challenges to having these conversations?

इंट्रोडक्शन:

थिंक/पेयर/शेयर:

- आप हर हफ्ते कितनी बार अपने माता-पिता या अभिभावकों से बात करते हैं? आपकी बातचीत आम तौर पर कितने समय तक चलती है?
- आप और आपके माता-पिता/अभिभावक किस विषय पर बातें करते हैं?
- क्या ऐसे विषय हैं जिन पर आपको लगता है कि आप अपने माता-पिता/अभिभावकों से बात नहीं कर सकते? ऐसे विषय कौन से हैं?

पूरी कक्षा चर्चा:

- अपने माता-पिता/अभिभावकों से अपनी पसंद के बारे में बात करना क्यों सहायक या महत्वपूर्ण हो सकता है, जैसे कि आपका करियर पथ?
- इन बातों को करने में क्या चुनौतियाँ हैं?

Step 2: 15 mins

Activity:

Explain:

Remember that whether or not your parents/guardians agree with your choices, they care about you and want you to succeed. Building a positive relationship with your parents and thinking of them as your allies will help you feel supported in your journey. Today, we are starting small - by making cards for our parents.

Have students fill out the chart in L51 of their Student Activity Books.

Give students the opportunity to each share one thing from their chart.

Encourage students to add anything else they thought of after hearing everyone share.

एक्टिविटी:

समझाएं:

याद रखें कि आपके माता-पिता/अभिभावक चाहे आपकी पसंद से सहमत हों या नहीं, वे आपकी परवाह करते हैं और चाहते हैं कि आप सफल हों। अपने माता-पिता के साथ सकारात्मक संबंध बनाने और उन्हें अपने सहयोगी के रूप में सोचने से आपको आपके भविष्य में समर्थन महसूस होगा। आज हम एक छोटी सी शुरुआत कर रहे हैं - अपने माता-पिता के लिए कार्ड बनाकर।

क्या स्टूडेंट्स ने स्टूडेंट एक्टिविटी बुक्स L51 में चार्ट को भर लिया है?

प्रत्येक स्टूडेंट को अपने चार्ट से एक बात शेयर करने का अवसर दें। स्टूडेंट्स को कुछ और बताने के लिए प्रोत्साहित करें अगर उन्हें दूसरों की बातें सुनकर कुछ बताना है

Step 3: 20 mins. (Urban facilitators to conduct this in 15 mins)

Make cards:

Students can use art supplies to make thank you cards for their parents.

Inside their cards, they should write at least one specific reason they appreciate their parents. **Just saying "Thank you" is not enough - they should write why.*

कार्ड बनाएं:

स्टूडेंट्स अपने माता-पिता के लिए थैंक यू कार्ड बनाने के लिए आर्ट-सप्लाइज का उपयोग कर सकते हैं।

अपने कार्ड के अंदर, उन्हें अपने माता-पिता की सराहना करने के लिए कम से कम एक विशेष कारण लिखना है। *सिर्फ "थैंक यू" कहना काफी नहीं है – उन्हें लिखना है की वह थैंक यू क्यों कह रहे हैं।

Home Extension:

- Give the thank you card to your parents or guardians and talk to them about what you wrote in the card.

Give students a goal of two nights to complete this activity. *Note: Unlike the extra benefit activities, all students are encouraged to complete this activity.*

होम एक्सटेंशन:

- अपने माता-पिता या अभिभावकों को थैंक यू कार्ड दें और उनसे इस बारे में बात करें कि आपने कार्ड में क्या लिखा है।

इस एक्टिविटी को पूरा करने के लिए स्टूडेंट्स को दो रातों का लक्ष्य दें। नोट: एक्स्ट्रा बेनिफिट एक्टिविटीज के विपरीत, सभी स्टूडेंट्स को इस एक्टिविटी को पूरा करने के लिए प्रोत्साहित करें।

Step 4: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 52 | Gossip 1(Step 1& 2)

Lesson 52

Vocabulary: Hypothetical, Gossip **Lesson Duration: 130 mins**

Materials:
- *Notecards + tape)*

Resources:
- L52-1, L52-2, and L52-3 Videos

Note for Urban Facilitators: Identify a student for a teach back activity in the next lesson. Inform the student that he/she would teach a topic to the class the next day.

Typing Lesson 6

Objectives:
- Demonstrate basic typing proficiency.

Step 1: For Facilitators

Typing Lesson 6: Upper Row

टाइपिंग पाठ 6: ऊपर की रो

Student Options:

Option A - Students complete Typing Lesson 6 (instructions below). ALL students who are not fluent at touch-typing (using ten fingers instead of just pointer fingers) should be encouraged to participate in the typing lesson.

Option B - Self-Guided Learning (instructions below). Students who are already fluent in touch-typing may use this time to advance other digital skills.

स्टूडेंट ऑप्शन:

ऑप्शन A - स्टूडेंट्स टाइपिंग पाठ 6 को पूरा करते हैं (नीचे दिए गए निर्देशानुसार)। सभी स्टूडेंट्स जो टच-टाइपिंग में फ़्लूएंट नहीं हैं (वे जो दस उँगलियों के उपयोग के बजाय सिर्फ पॉइंटर फिंगर उपयोग करते हैं) उन्हें टाइपिंग-पाठ में भाग लेने के लिए प्रोत्साहित करें|

ऑप्शन B – सेल्फ गाइडेड लर्निंग (नीचे दिए गए निर्देशानुसार)। जो स्टूडेंट्स पहले से ही टच-टाइपिंग में फ़्लूएंट हैं, वे इस समय का उपयोग अन्य डिजिटल स्किल्स को और अच्छा बनाने के लिए कर सकते हैं।

Step 2: 25 mins.(Urban facilitators to conduct this in 20 mins)

Typing Lesson 6 (Option A)

Ask:

- What are some elements of proper typing posture?

(If needed, prompt: "How should you place your (back, eyes, arms, feet)?")

Ask a volunteer to demonstrate proper typing posture. The other students can provide feedback on what they are doing well and what to improve.

पूछें:

- उचित टाइपिंग पॉस्चर के कुछ तत्व क्या हैं?

(यदि आवश्यक हो, संकेत दें: "आपको अपनी पीठ, आंखें, हाथ, पैर को कैसे रखना चाहिए?")

एक वालंटियर से उचित टाइपिंग पॉस्चर प्रदर्शित करने के लिए कहें। अन्य स्टूडेंट्स फीडबैक दे सकते हैं कि वालंटियर क्या अच्छा कर रहा है और क्या सुधार करने की ज़रूरत है।

Introducing the Upper Row:

इंट्रोड्यूजिंग अपर-रो:

Video (5 mins.)

विडियो (5 मिनट)

Show the AV 1 or AV 2 introducing the upper row.

Choose one of the following options based on your students' English levels.

Display it on one screen for the whole class to watch.

अपर-रो का इंट्रोडक्शन देते हुए AV 1 या AV 2 दिखाएं ।

अपने स्टूडेंट्स के इंग्लिश लेवल के आधार पर दोनों ऑप्शन में से एक चुनें।

पूरी कक्षा को देखने के लिए इसे एक स्क्रीन पर चलाये।

Practice (5-10 mins)

Have students sit in pairs at the laptops. Then, give the following instructions:

1. Place your fingers on the home row keys.

2. Practice stretching the correct finger to press the upper row key when I call it out.

3. Your partner can check to see that you are using the correct finger.

Call out the upper row keys: Q, W, E, R, T, Y, U, I, O, P

Have partners switch roles and repeat the steps so that all students have a turn.

प्रैक्टिस (5-10 मिनट)

स्टूडेंट्स को लैपटॉप पर जोड़े में बैठाएं। फिर, निम्नलिखित निर्देश दें:

1. अपनी उँगलियों को होम रो कीज़ पर रखें।

2. मेरे बोलने पर अपर-रो के बटनों को दबाने के लिए दाहिनी उंगली को आगे बढ़ाने की प्रैक्टिस करें।

3. आपका साथी यह जांच कर सकता है कि आप सही उंगली का उपयोग कर रहे हैं या नहीं।

अपर-रो के बटनों को बोले: Q, W, E, R, T, Y, U, I, O, P

बारी बारी से स्टूडेंट अपने पार्टनर के साथ बारी लेतें है और स्टेप्स को दोहराते हैं ताकि सभी स्टूडेंट्स को मौका मिले।

Step 3: 30 mins. (Urban facilitators to conduct this in 15 mins)

Typing Master:

Log into Typing Master. Click Study.

Students may begin the activities in Lesson 2.

After 15 mins., remind them to finish their activity and switch with their partner.

टाइपिंग मास्टर :

टाइपिंग मास्टर में लॉग इन करें। Study पर क्लिक करें।

स्टूडेंट पाठ 2 की एक्टिविटीज शुरू कर सकते हैं।

15 मिनट के बाद, उन्हें अपनी एक्टिविटी समाप्त करने और अपने साथी के साथ बारी बदलने के लिए याद दिलाएं।

Or

Step 1: 45 mins. (Urban facilitators to conduct this in 30 mins)

Self-Guided Learning (Option B):

सेल्फ गाइडेड लर्निंग (आप्शन बी)

Goal-Setting: 5 mins.

Students should write down their learning goal of what specific skill they will learn more about and practice today as well as what their first step will be. Explain that today, they should set a goal for something related to Emails OR Online Searching.

Today during digital learning time, I will work on _____

_____

I will start by _____

_____

गोल-सेटिंग: **5** मिनट

स्टूडेंट्स को अपने लर्निंग गोल को लिखना है कि वे किस विशेष स्किल के बारे में और अधिक सीखेंगे और आज प्रैक्टिस करेंगे और साथ ही उनका पहला कदम क्या होगा। बता दें कि आज उन्हें ईमेल या ऑनलाइन सर्चिंग से जुड़ी किसी चीज के लिए गोल सेटिंग करना है।

आज डिजिटल लर्निंग टाइम के दौरान, मैं _____

_____ पर काम करूंगा ।

मैं _____

_____ से शुरू करूंगा ।

Learn on your own: 35-40 mins.

Allow students to use laptops or smartphones to work toward their digital learning goals. If they need help, they should do online research or ask a classmate.

स्टूडेंट्स को उनके डिजिटल लर्निंग गोल की दिशा में काम करने के लिए लैपटॉप या स्मार्टफोन का उपयोग करने के लिए कहें। अगर उन्हें मदद की ज़रूरत है, तो उन्हें ऑनलाइन रिसर्च करना है या किसी सहपाठी से पूछना है।

Step 2: 10 mins.

Reflection:

Think-Pair-Share:

- Did you accomplish your goal? Why or why not?
- What challenges did you run into and how did you try to solve them?

रिफ्लेक्शन:

थिंक-पेयर-शेयर:

- क्या आपने अपना गोल पूरा किया? यदि हाँ, तो क्यों किया और यदि नहीं, तो क्यों नहीं किया?
- आपने किन चुनौतियों का सामना किया और आपने उनका हल कैसे ढूंढा?

Energizer- First Letter, Last Letter (Word Chain): 3-5 mins.

(Urban facilitators to skip this step)

Ask students to stand in a circle. This game can be played as a ball toss or by taking turns around the circle.

One student begins by calling out a word. The next student then has to say a word that begins with the letter that the last word ended with. For example, if the previous person

said “Sun,” the next person could say “Nest.” Continue until all students have participated.

स्टूडेंट्स को एक सर्कल में खड़े होने के लिए कहें। इस खेल को बॉल टॉस के रूप में या सर्कल में एक एक करके अपनी बारी लेते हुए खेला जा सकता है।
एक स्टूडेंट एक शब्द बोलना शुरू करता है। फिर अगले स्टूडेंट को एक शब्द बोलना है जो उस अक्षर से शुरू होता हो जिससे पहले वाला शब्द समाप्त हुआ था। उदाहरण के लिए, यदि पिछला व्यक्ति "Sun" कहता है, तो अगला व्यक्ति "Nest" कह सकता है। यह एक्टिविटी तब तक जारी रखें जब तक सभी स्टूडेंट्स ने भाग न लिया हो।

Gossip-1

Objectives:

- Students will identify strategies for addressing and avoiding gossip.
- Practice responsible and ethical communication.

Step 1: 10 mins.

Discussion:

Give students a **hypothetical** example of gossip:

You see the new girl at school getting into a police car. You don't know her or her family.

Ask *(Whole class discussion - call on 3-4 students for each question)*:

- What might you assume or wonder about why she was getting into the police car?
- Would your opinions change at all if you knew that her dad was a police officer?
- What do you think a rumor is? What does gossiping mean?

Explain:

A common *rumor* scenario is when people jump to conclusions based on assumption, speculation and partial knowledge of the situation, leading to all kinds of harmful misinterpretations, and then spread those misinterpretations to others. *Gossip* is talking about people who are not present, often saying negative things about them, whether or not they are true.

डिस्कशन**:**

स्टूडेंट्स को गॉसिप का एक काल्पनिक उदाहरण दें:

आप स्कूल में नई लड़की को पुलिस की गाड़ी में चढ़ते हुए देखते हैं। आप उसे या उसके परिवार को नहीं जानते हैं।

पूछें *(*पूरी कक्षा से चर्चा करें- प्रत्येक प्रश्न के लिए *3-4* स्टूडेंट्स से पूछे*)* :

- आप क्या सोचेंगे कि वह पुलिस की गाड़ी में क्यों बैठ रही थी?
- क्या आपकी राय बिल्कुल बदल जाएगी यदि आप जानते हों कि उसके पिता एक पुलिस अधिकारी हैं?
- आपको क्या लगता है कि अफवाह क्या है? गॉसिप करने का क्या मतलब है?

समझाएं**:**

एक अफवाह तब पैदा होती है जब लोग धारणा, अटकलों और स्थिति के जानकारी हुए बिना निष्कर्ष पर पहुंच जाते हैं, जिससे गलत मतलब निकाल लिया जाता है, और फिर वह दूसरों को बताया जाता है। गॉसिप लोगों के पीठ पीछे बात करना है, ज्यादातर उनके बारे में नकारात्मक बातें करना है, चाहे वे सच हों या झूठ।

Step 2: 10 mins

Telephone Game: 10 mins

Tell students that you are going to start with a game of telephone.
Ask them to sit in a circle. Choose one person to think of a phrase or sentence. Tell them to whisper that phrase to the person sitting next to them. Then that person should whisper it to the next person and so on until the last person has heard the phrase or sentence. The last person says the phrase or sentence out loud.
Do the activity. Then ask the following questions:

- Ask the person who went first if the final phrase was their original phrase.
- Did anything change? Why do you think it changed?

Explain:

As we saw from this activity, it can be easy to get something wrong when we communicate. Now this was a game, so it didn't really matter. But what would happen if you told someone a story and they told someone else but forgot some important facts or changed them on purpose? How would you feel?

Allow students to respond. Explain that this is how gossip gets started.

टेलीफोन गेम**: 10** मिनट

स्टूडेंट्स को बताएं कि आप टेलीफोन गेम शुरू करने जा रहे हैं।

उन्हें एक सर्कल में बैठने के लिए कहें। एक स्टूडेंट को सेंटेंस या फ्रेज सोचने के लिए कहिए। उन्हें वह फ्रेज अपने बगल में बैठे स्टूडेंट के कान में धीरे से बोलने के लिए कहें। उस स्टूडेंट को वह फिर अगले स्टूडेंट के कान में धीरे से बोलना है और इसी तरह यह एक्टिविटी चलती रहती है तब तक जब तक सभी सर्कल के स्टूडेंट फ्रेज सुन लें। अंतिम स्टूडेंट सेंटेंस या फ्रेज को ज़ोर से कहता है।

एक्टिविटी करें फिर निम्नलिखित प्रश्न पूछें:

- सबसे पहले वाले स्टूडेंट से पूछें कि क्या सबसे आखिरी में बोला गया सेंटेंस या फ्रेज सही था।
- क्या कुछ बदल गया था? आपको क्या लगता है कि यह क्यों बदल गया?

समझाएं **:**

जैसा कि हमने इस एक्टिविटी में देखा, जब हम बात करते हैं तो सुनने में गलती आसानी से हो सकती है। यह एक खेल था, इसलिए यह वास्तव में मायने नहीं रखता था। लेकिन क्या होगा अगर आपने किसी को कोई कहानी सुनाई और उन्होंने वह किसी और को बताई लेकिन वे कुछ महत्वपूर्ण तथ्य बताना भूल गए या उन्हें जानबूझकर बदल दिया? आपको तब कैसा लगेगा?

स्टूडेंट्स को जवाब देने दें। बतायें की इस तरह से गॉसिप शुरू हो जाती है।

Step 3: 10 mins

Personal Experiences:

Think-Pair-Share:

- Think about a time you have heard gossip, been part of spreading gossip, or were gossiped about in school or on social media. How did it make you feel? What did you do?

Sticky Notes:

Ask students to write one feeling on a sticky note and add it to the whiteboard. Encourage students to read the other notes after they stick theirs.

पर्सनल एक्सपीरियंस**:**

थिंक-पेयर-शेयर**:**

- उस समय के बारे में सोचें जब आपने गॉसिप सुनी हो, गॉसिप फैलाने का हिस्सा रहे हों, या स्कूल में या सोशल मीडिया पर गॉसिप की हो। आपको कैसा लगा? आपने क्या किया?

स्टिकी नोट**:**

स्टूडेंट्स से एक स्टिकी नोट पर एक भावना लिखने और उसे व्हाइट बोर्ड पर चिपकाने के लिए कहें। स्टूडेंट्स को अपना नोट चिपकाने के बाद बाकी स्टिकी नोट्स पढ़ने के लिए कहे।

Step 4: 10 mins (Urban facilitators to conduct this in 5 mins)

Whole class discussion:

Ask:

- How can respecting others stop gossiping behavior? *(Welcome all suggestions.)*
- पूरी कक्षा से चर्चा: 10 मिनट

पूछें**:**

- दूसरों का सम्मान करना गॉसिप व्यवहार कैसे रोक सकता है? *(*सभी सुझावों का स्वागत करें।*)*

Step 5: 15 mins. (Urban facilitators to conduct this in 10 mins)

Video:

Tell students that you are going to share a video about one unique way they can avoid gossip and rumors. This is called the 3 filter test. Ask students to watch AV 3.

Ask:

- Now that you have watched the video, do you have more ideas for how to stop gossip and rumors? *(Welcome all suggestions.)*

विडियो**:**

स्टूडेंट्स को बताएं कि आप एक अनोखे तरीके के बारे में एक विडियो शेयर करने जा रहे हैं जिससे वे गॉसिप और अफवाहों से बच सकते हैं। इसे 3 फिल्टर टेस्ट कहा जाता है। स्टूडेंट्स से AV 3 देखने के लिए कहें।

पूछें:

- अब जब आपने विडियो देख ली है, क्या आपके पास गॉसिप और अफवाहों को रोकने के लिए और उपाय हैं? *(सभी सुझावों का स्वागत करें।)*

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

For facilitators

Home Extension Review and Pledge: 5 mins.

Ask:

- Did you give your Thank You Cards to your parents? How did it go?
- Discuss what went well. If students faced challenges, discuss as a class how they can continue to overcome them and build a positive relationship with their parents.
- If students are uncomfortable sharing with the class, provide time at the end of class for them to share with you privately.
- Encourage students who have not yet done so to: Give the thank you card to your parents and talk to them about what you wrote in the card.
- Acknowledge the class for what they did well during the lesson.
- Recite the pledge.

पूछें:

- क्या आपने अपना थैंक यू कार्ड अपने माता-पिता को दिया था? सब कैसा रहा?
- चर्चा करें कि क्या अच्छा रहा। यदि स्टूडेंट्स को चुनौतियों का सामना करना पड़ा, तो पूरी कक्षा के साथ चर्चा करें कि वे उन्हें कैसे दूर कर सकते हैं और अपने माता-पिता के साथ सकारात्मक संबंध बना सकते हैं।
- यदि स्टूडेंट कक्षा के सामने बताने में असुरक्षित महसूस करते हैं, तो कक्षा के अंत में उन्हें प्राइवेट तौर पर आपको बताने के लिए समय प्रदान करें।
- उन स्टूडेंट्स को प्रोत्साहित करें जिन्होंने अभी तक यह नहीं किया है: अपने माता-पिता को थैंक यू कार्ड दें और उनसे इस बारे में बात करें कि आपने कार्ड में क्या लिखा है।
- पाठ के दौरान उन्होंने जो अच्छा किया उसके बारे में बात करें.
- प्लेज लें।

Summary of Lesson 53 | Actions & Places

Lesson 53

Vocabulary: Good/Wrong uses of public places **Lesson Duration: 140 mins**

Resources:

- Student Activity Books, L53

Note:
Ask students if they have given thank you cards to their parents.

Action and Places

Objectives:

- Students will learn the vocabulary related to action words and places and use these words correctly in sentences.

Step 1: 10 min

Gives students 2 - 3 minutes to go over the list of actions in Part A.

Calls out an action and a student. The student who is called upon has to enact the action announced. For example, if Student 'A' and 'sing' are announced, then Student A has to sing.

If a student is unable to enact the action correctly, another student's name is announced with the same action, without telling the previous student that he is wrong and yet ensuring that the class understands what the correct meaning of the word is.

Step 2: 25 mins. (Urban facilitators to conduct this in 20 mins)

Divide the class into two teams - Team A and Team B. Encourages each team to take up an interesting team name.

Give 10 slips of paper to each team. Team A writes names of places - one on each slip. Team B writes actions - one on each slip.

Collect the 20 slips and keep them separately as two sets on the table. Invites one member from Team A and asks him/her to pick two slips - one from each set.

Within 20 seconds, Team A has to frame one complete and meaningful sentence (statement or question) using the two words written on the two slips.

Continues the game with members of Team B.

Ensure that all the members of the group are participative and there is a balance of questions and statements.

Encourage those who are not participative reinforcing how participation is key to learning the language.

Step 3: 20 mins.

Ask students to complete Part B.1, working individually. Ask a few students to share their responses.

Introduce the concept of public and private places - focusing primarily on ownership.

Talk about some actions that are common in public places such as bus stations, railway platforms, and movie theaters.

Ask students to read Part B.2 in pairs.

Walk around to ensure that the students are reading correctly and taking turns to read.

Step 4: 10 mins.

Asks students:

- Who owns public places like buses, monuments?
- What are some good ways to use public places?
- What are some wrong uses of public places? Accepts all answers and repeats the appropriate ones.

Revision

Step 1: 30 mins.

(Rural facilitators will use this time to revise topics that require more practice.)

(Urban facilitators will ask a few students to teach a topic back to the class. While students are teaching the topic, call one student at a time and talk about the Duolingo progress using questions given in the appendix and update the sheet)

Step 2: 35 mins. Only for Rural facilitators

Ask students to login to their Duolingo account. Let students practice Duolingo.

While students are at task, call one student at a time and talk about their learning journey. Ask the questions given in the feedback sheet. Update the sheet.

Step 3: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 54

Lesson 54

Vocabulary: Practice vocabulary from recent lessons **Lesson Duration: 140 mins**

Resources:

- Student Activity Books, L54A and 54B

Materials:

- markers
- poster paper
- tape

Consolidation

Objective:

- Students practice incorporating vocabulary from recent lessons, such as *like, don't like, has, have,* and school-related words into conversation.

Step 1: 10 mins.

Describe a student using 'has' and 'doesn't have'. Ask students to guess who it is. Hint: save the easier clues for last.

Example:

This student doesn't have glasses.

He has short hair.

He doesn't have a beard.

He has a red shirt.

After one or two rounds, call on student volunteers to give the descriptions. Stop after 10-15 minutes even if not all students have had a turn.

'Has' और 'doesn't have' का उपयोग कर एक स्टूडेंट का विवरण दीजिये। स्टूडेंट्स को यह अनुमान लगाने के लिए कहें की किस स्टूडेंट का विवरण दिया गया था। सुझाव: आसान संकेत सबसे आखिरी के लिए रखे।

उदाहरण*:*

This student doesn't have glasses.

He has short hair.

He doesn't have a beard.

He has a red shirt.

एक या दो राउंड के बाद विवरण देने के लिए स्टूडेंट वालंटियर को बुलाएं। 10-15 मिनट के बाद एक्टिविटी बंद करे चाहे सभी स्टूडेंट्स की बारी आई हो या नहीं।

Step 2: 20 mins.(Urban facilitators to conduct this in 15 mins)

Make groups of 3-4. Ask students to turn to L54A in their Student Activity Books.

In their group, they should choose one picture to discuss. Encourage them to:

- Use vocabulary and grammar they have learned in recent lessons
- Try to speak in complete sentences
- Be creative! They can even make up a story about the picture.

After 10-15 minutes of speaking in their groups, call on one student from each group to present what they discussed. Try to call on students who do not speak as often in class.

3-4 स्टूडेंट्स के ग्रुप बनाएं। स्टूडेंट्स से उनकी स्टूडेंट एक्टिविटी बुक्स में L54A खोलने के लिए कहें।

अपने ग्रुप में, उन्हें चर्चा के लिए एक चित्र चुनना है। उन्हें प्रोत्साहित करें की:

- हाल के पाठों में सीखी गई शब्दावली और व्याकरण का उपयोग करें
- फुल सेंटेंस में बोलने की कोशिश करें
- क्रिएटिव बनें! वे तस्वीर के बारे में एक कहानी भी बना सकते हैं।

अपने ग्रुप में बोलने के 10-15 मिनट के बाद, प्रत्येक ग्रुप के एक स्टूडेंट को उनके द्वारा चर्चा की गई बातों को प्रस्तुत करने के लिए बुलाएँ। उन स्टूडेंट्स को बुलाने की कोशिश करें जो कक्षा में ज्यादा बात नहीं करते।

Step 3: 15 mins. (Urban facilitators to conduct this in 10 mins)

Ask students to discuss their school experiences with a partner. They may use the sentence frames in Activity B of their Student Activity Books for guidance, but it is not required.

After 5 minutes, ask them to switch partners and repeat the activity.

स्टूडेंट्स से अपने स्कूल के अनुभवों पर एक साथी के साथ चर्चा करने के लिए कहें। वे अगर चाहे तो मार्गदर्शन के लिए अपनी स्टूडेंट एक्टिविटी बुक्स की एक्टिविटी-B में सेंटेंस-फ्रेम का उपयोग कर सकते हैं, लेकिन इसकी आवश्यकता नहीं है।

5 मिनट के बाद, उन्हें पार्टनर बदलने और एक्टिविटी दोहराने के लिए कहें।

Energizer: Choice

Total Time: 3-5 mins. (Urban facilitators to skip this step)

Choose one energizer to repeat from the week (or let the students vote on their favorite).

- Wah!
- First Letter, Last Letter
- Artist and Canvas

इस सप्ताह में से दोहराने के लिए एक एनर्जाइज़र चुनें (या स्टूडेंट्स को उनके पसंदीदा एनर्जाइज़र के लिए वोट करने दें)।

- वाह!
- फर्स्ट लेटर, लास्ट लेटर
- आर्टिस्ट और कैनवास

Career Exploration 3

Step 1: 5 mins.

Ask:

- How many career options do most students in India age 14-21 know about? *(Accept all guesses, then share the answer. Answer: According to one news site, 7)*
- How many types of jobs do you think are available in India? *(Accept all guesses, then share the answer. Answer: more than 250)*
- Why do you think it is important to learn about different types of jobs?

[Source: India Today]

पूछें:

- भारत में 14-21 आयु वर्ग के अधिकांश स्टूडेंट्स कितने करियर विकल्पों के बारे में जानते हैं? (सभी अनुमानों को स्वीकार करें, फिर उत्तर दें। उत्तर: एक समाचार साइट के अनुसार, 7)
- आपके विचार से भारत में कितने प्रकार की नौकरियां उपलब्ध हैं? (सभी अनुमानों को स्वीकार करें, फिर उत्तर दें। उत्तर: 250 से अधिक)

- आपको क्यों लगता है कि विभिन्न प्रकार की नौकरियों के बारे में सीखना महत्वपूर्ण है?

[स्रोत: इंडिया टुडे]

Step 2: 5 mins.

Ask students to work in pairs and sit at the laptops

They should open their Student Activity Books to L54B. Their goal is to search online for the career listed in the chart.

After 20 minutes, stop the students and call on each pair to share their answers

Step 3: 50 mins. (Urban facilitators to conduct this in 20 mins)

Instruct students to begin their research. 20 mins

Present: 15 mins: Ask students to present their findings. Discuss the responses as a class.

Ask students who would like to build a career in this field?

Step 4: 10 mins

Share your Duolingo feedback notes with students. The facilitator must sound excited and happy while sharing the progress. Acknowledge the efforts put in by students. Motivate them to keep up the good work.

Ask:

Did you give your Thank You Cards to your parents? How did it go?

Discuss what went well. If students faced challenges, discuss as a class how they can continue to overcome them and build a positive relationship with their parents.

If students are uncomfortable sharing with the class, provide time at the end of class for them to share with you privately.

Encourage students who have not yet done so to: Give the thank you card to your parents and talk to them about what you wrote in the card.

Step 5: 10 mins. (Urban facilitators to conduct this in 5 mins):

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1- What new words did we learn last week?

2- Can you give me an example of how to use one of the new vocabulary words?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will start with learning more about the joy that can be created towards other peoples' achievements.

Then, we'll talk about some interesting phrases about having conversations on the phone.

And we'll explore how tools like Word Documents can make learning English more interesting.

I am excited for next week, I don't want you to miss this experience.

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 55

Lesson 55

Vocabulary: Preference, Pros, Cons, Compassion **Lesson Duration: 130 mins**

Resources:
- Student Activity Books, L55
- Videos L55-1, L55-2, L55-3 and L55-4

Digital Learning: Word Documents 2

Objectives:

- Students practice formatting the text in a word document.
- Students practice self-guided learning and peer teaching to become more independent in learning digital skills.

उद्देश्य:

- स्टूडेंट्स एक वर्ड डॉक्यूमेंट में टेक्स्ट को फॉर्मेट करने की प्रैक्टिस करते हैं।
- डिजिटल स्किल सीखने में अधिक स्वतंत्र बनने के लिए स्टूडेंट्स सेल्फ-गाइडेड लर्निंग और पीयर-टीचिंग की प्रैक्टिस करते हैं।

Step 1: 15 mins.

Students open their Word file from the previous class. *Note: They can do this by opening MS Word and clicking "Open" OR by opening the "Documents" folder on the laptop.*

Students watch the AV 1 about moving and editing text.

Then, tell students to add their email addresses to their Word document, *below* their names and *above* their addresses.

Next, instruct them to move their phone numbers above their addresses. They should try to do this without deleting and retyping. *(They can "drag" or use "copy and paste".)*

स्टूडेंट्स अपनी पिछली कक्षा वाली वर्ड फाइल को खोलते हैं। नोट: वे एमएस वर्ड खोलकर और *"open"* पर क्लिक करके या लैपटॉप पर *"Document"* फ़ोल्डर खोलकर ऐसा कर सकते हैं।

स्टूडेंट्स AV 1 विडियो में टेक्स्ट मूविंग और एडिटिंग देखते हैं।

स्टूडेंट्स से कहें कि वे अपने ईमेल एड्रेस को अपने Word डॉक्यूमेंट में, अपने नाम के नीचे और अपने पते के ऊपर लिखें।

इसके बाद, उन्हें अपने फोन नंबरों को अपने पते के ऊपर ले जाने का निर्देश दें। उन्हें बिना डिलीट और रीटाइप किए ऐसा करने का प्रयास करना है। (वे "ड्रैग" या "कॉपी और पेस्ट" का उपयोग कर सकते हैं।)

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins)

Students work in pairs. Assign half of the pairs (Group A) to watch AV 2 and half of the pairs (Group B) to watch AV 3.

- Group A: Lines and spacing *(AV 2)*
- Group B: Lists *(AV 3)*

Then, students should practice the new skill on their own in their Word document. If needed, they can watch the video again.

स्टूडेंट्स को पेयर में काम करना हैं। विडियो AV 2 देखने के लिए आधे पेयर (ग्रुप A) असाइन करें और विडियो AV 3 देखने के लिए आधे पेयर (ग्रुप B) असाइन करें ।

- ग्रुप A: लाइन्स और स्पेसिंग *(L55-2)*
- ग्रुप B: लिस्ट्स *(L55-3)*

स्टूडेंट्स को अपने वर्ड डॉक्यूमेंट में स्वयं नए स्किल्स की प्रैक्टिस करना है। जरूरत पड़ने पर वे विडियो फिर से देख सकते हैं।

While students are watching the videos, write “Can you cook” paragraph on the board. It is given at the end of the lesson.

Step 3: 15 mins. (Urban facilitators to skip this step):

Form new pairs with one student from Group A and one student from Group B.

Give Group A students some time to explain and demonstrate lines and spacing to their new partner. They should give their partner a turn to practice.

Then, give Group B students some time to explain and demonstrate lists to their partner and give their partner a turn to practice.

Circulate and check that students are understanding the skills well.

ग्रुप A के एक स्टूडेंट और ग्रुप B के एक स्टूडेंट के साथ नया पेयर बनाएं।

ग्रुप A के स्टूडेंट्स को अपने नए साथी को लाइन और स्पेसिंग को समझाने के लिए 5-10 मिनट का समय दें। उन्हें अपने साथी को प्रैक्टिस करने की बारी देनी है।

फिर, ग्रुप B के स्टूडेंट्स को अपने साथी को लिस्ट समझाने के लिए 5-10 मिनट का समय दें और अपने साथी को प्रैक्टिस करने की बारी दें।

जांचें कि स्टूडेंट स्किल्स को अच्छी तरह समझ रहे हैं।

Step 4: 5 mins. (Urban facilitators to skip this step)

Ask students to stand in a circle. Call on one person to be the smile-maker. This person goes up to students and tries to make them laugh or smile. They can tell jokes, make funny faces, or act silly, but they should not touch anyone. The other students try not to smile or laugh. If they do, they become the next smile-maker.

स्टूडेंट्स को एक सर्कल में खड़े होने के लिए कहें। एक स्टूडेंट को स्माइल-मेकर बनने के लिए बुलाएँ। यह स्टूडेंट बाकी स्टूडेंट्स के पास जाकर उन्हें हंसाने या मुस्कुराने की कोशिश करता है। वह चुटकुला सुना सकता है, मजाकिया चेहरे बना सकता है, या मूर्खतापूर्ण कार्य कर सकता है, लेकिन उसे किसी को छूना नहीं है। अन्य स्टूडेंट्स को मुस्कुराना या हंसना नहीं है। यदि वे ऐसा करते हैं, तो वे अगले स्माइल-मेकर बनते हैं।

Celebrating Others Success

Objectives:

- To encourage a culture of mutual support and positivity by teaching the importance of celebrating others’ successes.
- Emphasize on the power of community and the importance of uplifting each other through celebrations and not competing with one another rather, celebrating each other and their achievements.

Step 1: 15 mins: (Urban facilitators to conduct this in 10 mins): Ask students to answer the following:

1. What does success mean to you? Is it only academic success or is it more than that?
2. What can be the different forms of success? Discuss. (e.g. academic achievements, personal milestones, community contributions, parents, family, friends, business growth etc.)
3. Explain: Why do you think it is important to celebrate others’ successes? (Talk about the importance of commemorating other people’s achievements, enhancing community spirit, individual motivation, fosters a positive environment, creating a happy environment, simple appreciation gestures create a big impact, mutual support leads to collective growth and prosperity etc.)

Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins):
Discuss the following scenario with students and ask them to answer the questions:

A town where everybody celebrates each other's victories and successes, for example, when a farmer has a good harvest everyone comes together to celebrate and encourage it. This leads to increased cooperation, happiness, and motivation to work harder.

1. How would this kind of positive attitude impact the success of others?
2. How would such a celebration encourage the overall well-being of the community?

Step 3: 25 mins: Role-Play

Divide the participants into small groups. Assign each group a scenario where someone achieves a milestone (e.g., a student excels in exams, a family builds a new house, a farmer gets a good harvest)

Each group prepares and performs a short-play showing how they would celebrate this success.

Discuss how being celebrated made them feel about their achievements and desire to work harder, and how it impacted others.

Step 4: 15 mins: Brainstorming session:
Ask participants to think about real life successes of people whom they know personally and how they would acknowledge and celebrate them. (Neighbour, friend, family, relative etc.)
(The facilitator can also add their inputs.)

Ask students about some practical ideas on how they can celebrate these achievements.
Examples: organizing small gatherings, giving verbal appreciation, creating awards or certificates, social media shootouts (if accessible).
They should list the ideas shared by students on the board.

Step 5: 5 mins: (Urban facilitators to skip sharing the learning. They should do the home assignment. Home assignment information to be shared as Part of Step 4.) Ask students to share their learning from the lesson.

Home Assignment:
Identify one person in your community who recently achieved something significant.
Make an effort to celebrate their success this week.
Write down how you felt and how the other person responded.

Lesson 56

Vocabulary: Neighborhood **Lesson Duration: 140 mins**

Preparations:

- Tape a piece of paper in each corner of the classroom and number them 1-4. (See Energizer)

Resources:

- Student Reference Books, L56

Prerequisite:

Prepare yourself by taking notes from student retention techniques document.

- 5 min- Min 2 phone calls; + 2days absentees. Phone log update with follow up date for each call.
- 5 min- Individual counseling (minimum 2) / small group counseling of irregular students.

Animals and Nature

Objectives:

- Students share their knowledge to build their animal and nature vocabulary.
- Students apply their English learning so far, including animal vocabulary, to create dialogues.

Step 1: 20 mins: (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.): Share with the class

- "Everyone, today we will start with Duolingo practice! Ten of you, please log into your Duolingo accounts and start your exercises.
- The other ten, come to the front and let's form a circle.
- Now, let's talk about how we're doing on Duolingo. If you're making good progress, awesome job! Keep it up! If you need a bit more help, that's okay too. We're here to support each other.
- Talk for 15-20 minutes with this group. Motivate them to continue their learning. Only then will they be good at the language.
- Remember, only half of you will practice today, so let's cheer each other on and make the most of our time!"

Step 2: 10 mins: Appoint new cops.

Ask:

- When you walk in your **neighborhood**, what animals do you see?
- What plants do you see?
- What else do you see in nature *(e.g. rivers, lakes, mountains, forests, fields)*?

Step 3: 20 mins: (Urban facilitators to conduct this in 15 mins): Make groups of 3 students. Ask them to open their Student Reference Books to L56A.

Explain the rules of the game:

- The goal is to list as many animals in the categories as possible in 5 minutes.
- You may list up to two animals in each category. *(It is okay if you do not finish.)*
- One point will be given for each animal that correctly fits the category.
- Two points will be given if you are the *only* team to list that animal.

Set the timer for five minutes and play. Afterwards, call on groups to share their answers. Allow students to search online to settle any doubts.

Step 4: 30 mins: (Urban facilitators to conduct this in 20 mins):

Keep students in their groups of three. Explain that each group will create a short role play about the following scenario (for groups of two people, combine the first two roles):

- One person is considering keeping a certain animal for a pet.
- One person explains why that animal will be a good pet.
- One person explains why that animal will NOT be a good pet.

You may allow each group to choose their own animal - encourage them to be creative. Or you may assign an animal to each group (for example: a snake, an owl, a monkey, a fish, a deer).
Give groups fifteen minutes to research the animal if needed and write their role play. They may use Activity B in their SRBs, but it is not required.
Call on each group to present in front of the class.

While students are busy, write the whatsapp conversation on the board between Tej and Suraj:

Revision- 25 mins

Step 1: 25 mins: (Urban facilitators to conduct this in 30 mins):
Use this time to revise any previously covered topics that your students require more practice.

Note- Move around the classroom to ensure all students understand tasks they are working on. Also it is a useful tactic to give extra support to certain students.

Step 2: 25 mins

Write this whatsapp conversation on the board between Tej and Suraj. Ask students to read.

Tej: Suraj, I'm scared about exams. Can you help me?

Suraj: Sure, Tej! What's wrong?

Tej: I have a lot to study, but not much time. What should I do?

Suraj: Let's make a study plan. We can study for a short time every day.

Tej: Okay. How long should we study each day?

Suraj: We can start with one hour every day and then increase the time later.

Tej: That sounds manageable. But what about playing?

Suraj: It's important to take breaks and play too. We need to balance study and playtime.

Tej: Thank you, Suraj! You're very smart!

Suraj: No problem, Tej! We can be smart together!

Ask students to answer in full sentences: Encourage everyone to speak

1. What is Tej feeling worried about?
2. How does Suraj suggest they solve Tej's problem?

3. How much time does Suraj recommend studying each day initially?
4. Why does Suraj think taking breaks is important?
5. What does Tej thank Suraj for?
6. How does Suraj reply when Tej says thank you?

Step 3: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Lesson 57

Resources:
- Student Reference Books, L57

Lesson Duration: 140 mins

Telephonic Conversation

Objectives:
- The lesson will offer students practical tips on using effective telephone etiquette.
- Additionally, students will engage in hands-on practice of these skills through various scenarios.

Step 1: 20 mins.

(Urban facilitators to conduct this in 15 mins):

"Imagine Alisha is excited about practicing English. One day, she needed to call a restaurant to make a reservation. Feeling a bit nervous about speaking English on the phone, Alisha rehearsed what she wanted to say beforehand. When she made the call, she found it a bit tricky because she couldn't see the person she was talking to, but she tried her best to understand and be understood."

"What do you think might be difficult about having a conversation on the phone in English compared to speaking face-to-face?" (5 mins)

Now : discuss Scenario 1 in Part A with students focussing on the phrases.

Step 2: 20 mins.

(Urban facilitators to conduct this in 15 mins):

Now divide the class in pairs and ask them to read scenario 2 twice and then discuss that with their partner. Move around and help the struggling students.

Ask students to move to scenario 3 and repeat the process. Move around and help the struggling students.

Step 3: 20 mins. (Urban facilitators to conduct this in 15 mins):

Ask the class to sit with their pairs. Assign each pair a topic given in Part B. Get the pairs to prepare their script and role play together.

While students are preparing, write the whatsapp conversation on the board given in Step 6

Step 4: 25 mins.

Ask the pairs to present their role plays to the class. Encourage students to use phrases learnt in Part A.

(For urban facilitators- Facilitator to call students, one group at a time to talk about their Duolingo learning journey. Ask questions given in the feedback sheet. Update the sheet.

While the facilitator is talking to the groups, pairs present their role plays to the class. Encourage students to use phrases learnt in Part A)

Step 5: 20 mins.

Ask students what is their progress on Duo Lingo. Acknowledge the efforts of those students who have been sincere in their journey of learning. Ask them to quickly share their experiences and what motivates them to be sincere.

Ask students to login to their Duolingo account. Let students practice Duolingo.

While students are at task, call one student at a time and talk about their learning journey. Ask the questions given in the feedback sheet. Update the sheet.

Note: (Urban facilitators can skip this step, as Duolingo feedback is done in step 4)

Step 6: 25 mins.

On the board write this whatsapp conversation between Samar and Karan

WhatsApp Conversation:

Karan: Hey Samar, what's up?

Samar: Hey Karan! Not much, just chilling. How about you?

Karan: Same here. Hey, I was thinking, want to catch a movie this evening at 6 pm?

Samar: Sounds good to me! Any movie in mind?

Karan: How about The Hulk Returns?

Samar: Yeah, sounds exciting! Where do you want to meet?

Karan: Let's meet at my place around 3 pm and then we can go to the cinema together.

Samar: Sure thing! Should I bring anything?

Karan: No, we can grab some snacks on the way.

Samar: Cool, see you at 3 pm then!

Karan: Got it, see you at 3!

Ask students the following questions. Accepts answers only in full sentences

1. Who is Karan going to the cinema with?
2. What movie are they going to watch?
3. What time are they meeting?
4. Where are they meeting?
5. How are they going to the cinema?

Step 7: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 58 | A, an, the Articles (Step 1)

Lesson 58

Vocabulary: Font, use of a, an, the **Lesson Duration: 130 mins**

Preparations:
- Prepare the answer key for Activity A in the SAB *(See English -"Fill-in-the-Blanks")*

Resources:
- Student Activity Books, L58A and 58B
- Videos L58-1, L58-2 (optional)

A, an, the (Articles)

Objectives:

- Students will be able to identify rules about when to use 'a,' 'an,' and 'the.'
- Students will practice using 'a,' 'an,' and 'the' correctly in speaking and writing.

उद्देश्य:

- स्टूडेंट 'a,' 'an,' और 'the' का उपयोग करने के नियमों को सीखेंगे।
- स्टूडेंट बोलने और लिखने में 'a,' 'an,' और 'the' का सही इस्तेमाल करने की प्रैक्टिस करेंगे।

Step 1: 5 mins.

Imagine you're visiting a zoo for the first time. As you walk around, you notice a colorful parrot in one of the cages. You turn to your friend and say, "Look at the parrot!" But as you move further, you come across another cage with a sign that reads "The lion." You turn to your friend again and say, "Let's go see the lion!"

Introduction to the Lesson:

In that moment, without even realizing it, you used "a," "an," and "the" to talk about the things you saw at the zoo. These little words are called articles, and they help us point out specific or general things in sentences.

Today, we'll explore how and when to use these articles in our sentences. Ask:

- "Have you ever noticed words like 'a,' 'an,' and 'the' in sentences? What do you think they do?"

Explanation and Examples: (If required)

- *An* comes before words that begin with a vowel sound. This means most words that start with *a, e, i, o, u.*
- *(some exceptions: "an hour" because the "h" is slient.)*
- *A* comes before words that begin with a consonant sound. This means most words that start with any letter *except a, e, i, o, u.*

Step 2: 10 mins. (Urban facilitators to conduct this in 5 mins)

Break students into pairs and challenge each pair to find three things in the classroom that use *a* and three things that use *an. (Hint: They may use objects, parts of the building, clothing, parts of the body, etc.)*

स्टूडेंट्स को जोड़ों में बाटें और कक्षा में तीन चीजों को खोजने के लिए प्रत्येक जोड़ी को चुनौती दें जिसके साथ a का उपयोग किया जाता है और तीन चीजें जहाँ an का उपयोग किया जाता है. *(संकेत: वे वस्तुओं, क्लासरूम, कपड़ों, शरीर के अंगों आदि का उपयोग कर सकते हैं।)*

After 5-7 minutes, tell students to stop. Call on each pair to share one thing using *a* or *an*. Challenge them not to repeat anything another pair has already shared.

5-7 मिनट के बाद, स्टूडेंट्स को रुकने के लिए कहें। प्रत्येक जोड़ी को *a* या an का उपयोग करके एक शब्द शेयर करने के लिए कहें। उन्हें कहें कि किसी अन्य जोडे द्वारा पहले ही शेयर किये गए शब्द न दोहराएं।

Step 3: 10 mins.

Ask students to watch AV-1 or AV-2 on their laptops. Encourage them to try to answer the questions at the end.

Think-Pair-Share:

- How do you know when to use *a, an,* or *the*?

Call on 3-4 students to share their answers and check for understanding. Then, have them open their Student Activity Books to L58 and read the chart to see if it matches their answers.

स्टूडेंट्स को लैपटॉप पर AV 1 or AV 2 देखने के लिए कहें। उन्हें अंत में प्रश्नों के उत्तर देने का प्रयास करने के लिए प्रोत्साहित करें।

शेयर जोड़ी के बारे में विचार करें:

आप कैसे जानते हैं कि कब *a, an,* या *the* उपयोग करना है?

3-4 स्टूडेंट्स को अपने उत्तर शेयर करने और इस विषय में उनकी समझ परखने के लिए बुलाएँ। फिर, उन्हें अपनी स्टूडेंट एक्टिविटी बुक्स में L58 खोलने और चार्ट को पढने के लिए कहें कि क्या उनके उत्तर मेल खाते हैं।

Step 4: 10 mins. (Urban facilitators to conduct this in 5 mins)

Ask students to do Activity A in their Student Activity Books.

After filling in the blanks, post the answer key for students to check their work.

Then, they should practice reading the sentences aloud with their partner.

Answer Key:

1. an apple 2. a banana 3. bananas *(leave blank)*
4. a grocery store, an apple 5. the store beside the bus stand
6. the owner 7. an auto 8. the auto over there

स्टूडेंट्स से उनकी स्टूडेंट एक्टिविटी बुक्स में एक्टिविटी-A करने को कहें।

रिक्त स्थान भरने के बाद, स्टूडेंट्स के लिए अपने उत्तरों की जांच करने के लिए आंसर-की बोर्ड पर लिखे।

फिर, उन्हें अपने साथी के साथ वाक्यों को जोर से पढ़ने की प्रैक्टिस करने को कहें।

आंसर-की:

1. an apple 2. a banana 3. bananas *(leave blank)*
4. a grocery store, an apple 5. the store beside the bus stand
6. the owner 7. an auto 8. the auto over there

Step 5: 15 mins. (Urban facilitators to conduct this in 10 mins)

Ask students to come up with a story or paragraph at least 4 sentences long.

They should use *a, an,* and *the,* each at least once. They may use their Student Activity Books to write it down, but it is not required.

They should practice saying their sentences with a partner, and their partner should give feedback about whether or not they used *a, an,* and *the* correctly.

Call on 3-4 students to share their sentences with the class.

स्टूडेंट्स से कम से कम 4 वाक्यों की लंबी कहानी या अनुच्छेद लिखने के लिए कहें। उन्हें कम से कम एक बार *a, an* और the का उपयोग करना है। वे अगर चाहे तो इसे लिखने के लिए अपनी स्टूडेंट एक्टिविटी बुक्स का उपयोग कर सकते हैं, लेकिन यह ज़रूरी नहीं है।

उन्हें एक साथी के साथ अपने वाक्यों को बोलने की प्रैक्टिस करना है, और उनके साथी को इस बारे में प्रतिक्रिया देनी है कि उन्होंने *a, an,* और *the* का इस्तेमाल किया है या नहीं ।

कक्षा के साथ अपने वाक्य शेयर करने के लिए 3-4 स्टूडेंट्स को बुलाएं।

Energizer- Coconut (Body Spelling): 3-5 mins. (Urban facilitators to skip this step)

The facilitator demonstrates how to make one or two letters with their arms and body. Then divide students into large groups. Call out a word (e.g. C-O-C-O-N-U-T) for each group to spell by using full movements of the arms and the body. This works best if the words have the same number of letters as students in the groups.

फसिलिटेटर दिखाता है कि अपनी बाहों और शरीर से एक या दो अक्षर कैसे बना सकते हैं। फिर स्टूडेंट्स को बड़े ग्रुप में विभाजित करता है। इसके बाद वह एक शब्द (जैसे-COCONUT) बोलता है जिसे स्टूडेंट्स को अपनी बाहों और शरीर की मदद से बनाना होता है. यह एक्टिविटी सबसे अच्छा काम तब करती है जब शब्द में अक्षर और ग्रुप में स्टूडेंट्स की संख्या समान हो।

Digital Learning: Word Documents 3

Objectives:

- Students will apply the Word skills they have learned to create a document following a set of guidelines.
- Students will practice resolving their own doubts by asking peers or using online search before going to the facilitator for help.

उद्देश्य:

- स्टूडेंट्स दिशानिर्देशों का पालन करते हुए डॉक्यूमेंट बनाने के लिए सीखी गए वर्ड स्किल्स को इस्तेमाल करेंगे।
- सहायता के लिए फसिलिटेटर के पास जाने से पहले स्टूडेंट्स अपने साथियों से पूछकर या ऑनलाइन सर्च का उपयोग करके अपनी समस्याओं को हल करने की प्रैक्टिस करेंगे।

Step 1: 10 mins.

Ask students to sit at the laptops in groups of 2-3.

Explain that they will create a Word document that tells what they have learned during FEA. They may type it in English or in Hindi using English letters.

Ask students to open their Student Activity Books to L58B. Ask them to read through the guidelines and accept questions.

For the facilitator's reference:

Your Word document should include:

- A title or heading in 16 pt. font.
- A list of at least four things you have learned during FEA in 12 pt. font.
- The list should use either numbers or bullet points.
- The list should be double-spaced.
- Your favorite item on the list should be in green letters.
- Add your names to the top right of the page, above the title.
- Save the file in "Documents" using your names and the date as the file name.

Your group should:

- Divide the work equally among group members.

- Try to answer questions on your own by looking them up online or asking a classmate before asking the facilitator.

स्टूडेंट्स को 2-3 के समूहों में लैपटॉप इस्तेमाल करने के लिए बैठने को कहें।

समझाएं कि वे एक वर्ड डॉक्यूमेंट बनाएंगे जो बताता है कि उन्होंने एफ.ई.ए. के दौरान क्या सीखा है। वे इसे इंग्लिश या हिंदी में इंग्लिश अक्षरों का उपयोग करके टाइप कर सकते हैं।

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक्स में L58B खोलने के लिए कहें। उन्हें दिशानिर्देशों को पढ़ने और और उन्हें अगर कोई प्रश्न हो तो पूछने के लिए कहें।

फसिलिटेटर के लिए*:*

वर्ड दस्तावेज़ में शामिल होना चाहिए**:**

- टाइटल और हैडिंग 16 pt. फॉन्ट में होनी चाहिए।
- एक 12 pt. font. की लिस्ट हो जिसमे कम से कम 4 चीज़े लिखी हो जो आपने एफइए में सीखी.
- लिस्ट में या तो नंबर्स या बुलेट पॉइंट्स का उपयोग किया जाना है ।
- लिस्ट डबल-स्पेस होनी चाहिए ।
- लिस्ट में आपका पसंदीदा आइटम हरे अक्षरों में होना चाहिए।
- अपना नाम पेज के टॉप राईट ओर शीर्षक के ऊपर लिखना है।
- फ़ाइल को "Documents" में अपने नाम और डेट, फ़ाइल के नाम के रूप में सेव करें।

आपके ग्रुप को करना चाहिए**:**

- कार्य को ग्रुप के सदस्यों के बीच समान रूप से विभाजित करना चाहिए।
- फसिलिटेटर से पूछने से पहले प्रश्नों को ऑनलाइन देखकर या किसी सहपाठी से पूछकर स्वयं उत्तर देने का प्रयास करना चाहिए.

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins)

Give students some time to finish creating their Word documents. If any groups finish early, encourage them to add to their list or change the formatting to make it look nicer. They may also help groups that are struggling.

स्टूडेंट्स को उनके वर्ड डॉक्यूमेंट बनाने के लिए 25 मिनट का समय दें। यदि कोई ग्रुप जल्दी समाप्त कर लेता है, तो उन्हें अपनी लिस्ट में कुछ और जोड़ने के लिए या लिस्ट को और अच्छा दिखने के लिए फोर्मेटिंग को बदलने के लिए प्रोत्साहित करें। वे उन ग्रुप की भी मदद कर सकते हैं जिन्हें परेशानी हो रही है।

Step 3: 15 mins.

Ask groups to stand up and move to the laptop to their left so that they see a different group's Word document.

Give them 5 minutes to look at that group's document and read their list. Then, ask them to leave a comment or two in a different-colored font on the document. They may comment on something that group did well with the formatting or they may respond to what they listed about FEA.

Repeat so that each group comments on two other groups' documents. Then, allow them to return to their original laptop and read the comments.

Examples:

[Group 1's document:]

- I learned that instead of being afraid of mistakes we can learn from them.

[Group 2's response:] Me too! I used to always worry about what people would say if I made a mistake, so I did not like to do things that were difficult.

[Group 3's response:] You forgot to double-space the list, but the fonts and bullet points look nice.

सभी ग्रुप को खड़े होने के और लैपटॉप के बाईं ओर जाने के लिए कहें और ताकि वे बाकी ग्रुप के वर्ड डॉक्यूमेंट को देख सकें।

उन्हें बाकी ग्रुप के डॉक्यूमेंट देखने और उनकी लिस्ट पढ़ने के लिए 5 मिनट का समय दें। फिर, उन्हें डॉक्यूमेंट पर अलग-अलग रंग के फ़ॉन्ट में एक या दो कमेंट लिखने के लिए कहें। वे किसी ऐसी चीज़ पर कमेंट कर सकते हैं जिसे ग्रुप ने फ़ॉर्मेटिंग के साथ अच्छा किया है या वे एफ.ई.ए. के बारे में जो कुछ भी लिस्ट में लिखा उस पर प्रतिक्रिया दे सकते हैं।

दोहराएं ताकि प्रत्येक ग्रुप, दो अन्य ग्रुप के डाक्यूमेंट्स पर टिप्पणी करे। फिर, उन्हें अपने लैपटॉप पर लौटने और कमेंट को पढ़ने के लिए कहें।

उदाहरण:

[ग्रुप 1 का डॉक्यूमेंट:] मैंने सीखा कि गलतियों से डरने के बजाय हम उनसे सीख सकते हैं।

[ग्रुप2 का कमेंट:] मैं भी! मुझे हमेशा इस बात की चिंता रहती थी कि अगर मुझसे कोई गलती हो गई तो लोग क्या कहेंगे, इसलिए मुझे मुश्किल काम करना पसंद नहीं था।*4*

[ग्रुप3 का कमेंट:] आप लिस्ट को डबल-स्पेस करना भूल गए हैं, लेकिन फोंट और बुलेट पॉइंट अच्छे लग रहे हैं।

Step 4: 20 mins: While students are working on word doc, write on the board this para: As a class discuss the answers:

Write one word to complete each gap. Use the words in the box below.

cook – do – go(x2) – have – listen – play(x2) – read – watch

Every morning, I wake up early and 1 _____ to work. Before leaving, I always 2 _____ a cup of coffee to start my day. After work, I like to 3 _____ some exercise to stay healthy. Sometimes, I 4 _____ football with my friends in the park and other times, I 5 _____ the guitar at home to relax. In the evenings, I usually 6 _____ to bed around 10:30 pm. Before sleeping, I often 7 _____ a book. On weekends, I spend time with my family. We often 8 _____ dinner together while 9 _____ to music. Then, we eat and we 10 _____ TV.

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 59 | Gossip 2

Lesson 59

Vocabulary: Cunning, malicious, victim, tarnish, reputation (Refer the poem in SAB)

Lesson Duration: 130 mins

Preparations:

- Prepare the answer key for Activity A (See English - "How many...?")

Resources:

- L59-1 and L59-2 Videos
- L59 Slideshow
- Student Activity Book, L59A & L59B

How many? (Singular & Plural)

Objectives:

- Students will be able to identify and correctly use singular and plural nouns in sentences.

Step 1: 5 mins: Ask:

- How many students are in the classroom? *("There are __ students.")*
- How many facilitators are in the classroom? *("There is one facilitator.")*
- Why does 'students' have an *s* but one 'facilitator' does not?
- Do you always add an 's' to the end when there is more than one of something?

पूछें:

- How many students are in the classroom? *("There are __ students.")*
- How many facilitators are in the classroom? *("There is one facilitator.")*
- "Students" में *s* है लेकिन "*Facilitator*" में नहीं। ऐसा क्यूँ?
- क्या हमेशा अंत में एक 's' जोड़ते हैं जब कोई चीज़ एक से अधिक हो?

Step 2: 15 mins.

Explain:

When you have more than one of something in English, you usually add an *s* to the word, but some words don't follow that rule.

On the board, write 'regular' and 'irregular' *(Alternative option: write "s" and "no s").* Under the regular list, write an example of a plural word that ends with *s*, such as 'books.' Under the irregular list, write an example of a plural word that does not end with *s*, such as 'children.'

Choose one of the options below based on the level of your class.

समझाएं:

जब आपके पास इंग्लिश में एक से अधिक चीजें होती हैं, तो आप आमतौर पर शब्द में *s* जोड़ते हैं, लेकिन कुछ शब्द उस नियम का पालन नहीं करते हैं।

बोर्ड पर 'Regular' और 'irregular' *(या: "s"* और *"no s")* लिखें। रेगुलर लिस्ट में, एक प्लूरल शब्द का एक उदाहरण लिखें जो *s* के साथ समाप्त होता है, जैसे 'Books'। इर्रेगुलर लिस्ट में, एक ऐसे प्लूरल शब्द का उदाहरण लिखिए जो *s* से समाप्त न हो, जैसे 'Children'।

अपनी कक्षा के लेवल के आधार पर नीचे दिए गए विकल्पों में से एक चुनें।

Advanced Level:

Have students take turns with the marker adding words to the lists. See how many they can come up with in 8 minutes. Ask their classmates to check whether they are all correct.

Beginner/Intermediate Level:

Read words from the list below and ask students if they know how to make them plural. Add them to the board.

- shoe *(shoes - regular)* - table *(tables - regular)*
- person *(people - irregular)* - woman *(women - irregular)*
- horse *(horses - regular)* - mouse *(mice - irregular)*
- foot *(feet - irregular)* - tooth *(teeth - irregular)*
- car *(cars - regular)* - bus *(buses - regular; point out 'es')*
- husband *(husbands-regular)* - wife *(wives - regular; point out 'f' becomes 'v')*

एडवांस लेवल**:**

स्टूडेंट्स को अपनी बारी लेने के लिए कहें और उन्हें मार्कर से लिस्ट में शब्दों को जोड़ने को कहें। देखें कि वे 8 मिनट में कितने अंक प्राप्त कर सकते हैं। सहपाठियों से यह जाँचने के लिए कहें कि क्या शब्द सही लिखे गए हैं।

बिगिनर और इंटरमीडिएट लेवल**:**

नीचे दी गई लिस्ट से शब्दों को पढ़ें और स्टूडेंट्स से पूछें अगर वे जानते हैं कि इन शब्दों को प्लूरल कैसे बनाया जाता है। इन्हें बोर्ड पर लिखें।

- shoe *(shoes - regular)* - table *(tables - regular)*
- person *(people - irregular)* - woman *(women - irregular)*
- horse *(horses - regular)* - mouse *(mice - irregular)*
- foot *(feet - irregular)* - tooth *(shoes - irregular)*
- car *(cars - regular)* - bus *(buses - regular;* बताये की यहाँ *'es'* है*)*
- husband *(husbands - regular)* -wife *(wives - regular;* बताएं *'f' 'v'* बन जाता है*)*

Step 3: 5 mins. *If needed* (Urban facilitators to skip this step)*:* If students showed strong knowledge of plurals in the above activity, skip the video and move on to the next activity.

If students struggle with the above activity, ask them to watch AV 1 on their laptops.

Ask:

- What rules did the video mention about making plural words?
- Did you hear any plural words that were new to you in the video?

यदि स्टूडेंट्स ने उपरोक्त एक्टिविटी में बहुवचन का अच्छा ज्ञान दिखाया है, तो विडियो को छोड़ दें और अगली एक्टिविटी पर आगे बढ़ें।

यदि स्टूडेंट्स को उपरोक्त एक्टिविटी में परेशानी आ रही है, तो उन्हें अपने लैपटॉप पर AV 1 देखने के लिए कहें।

पूछें:

- विडियो में प्लूरल शब्द बनाने के बारे में किन नियमों का उल्लेख किया गया है?
- क्या आपने कोई प्लूरल शब्द सुना है जो विडियो में आपके लिए नया था?

Step 4: 10-15 mins.

Ask students to sit in pairs at the laptops and open the L59 Slideshow. Tell them that the slideshow is a memory game. They should look at the picture on the first slide for 15 seconds and try to remember as much as they can. Then, they should go to the next slide.

They should try to answer the questions aloud with their partner. Tell them that if they do not remember, they should guess. Emphasize that trying to form sentences with plural words is more important than remembering the picture correctly.

स्टूडेंट्स को लैपटॉप पर जोड़े में बैठने के लिए कहें और L59 स्लाइड शो खोलें। उन्हें बताएं कि स्लाइड शो एक मेमोरी गेम है। उन्हें पहली स्लाइड पर 15 सेकंड के लिए तस्वीर को देखना है और जितना हो सके चीज़े याद रखने की कोशिश करनी है। फिर, उन्हें अगली स्लाइड पर जाना है।

उन्हें अपने पार्टनर के साथ उपयुक्त आवाज़ में सवालों के जवाब देने की कोशिश करनी है। उन्हें बताएं कि अगर उन्हें याद नहीं है, तो वे अनुमान लगा सकते है। इस बात पर जोर दें कि चित्र को सही ढंग से याद रखने के बजाय प्लूरल शब्दों के साथ सेंटेंस बनाने की कोशिश करना अधिक महत्वपूर्ण है।

Step 5: 15 mins.

Ask students to open their Student Activity Books to L59A. They should write the plural form of the verb to complete the questions in Activity A. Then, they should work with a partner to discuss the questions A2.

Answer key:

1. *teeth 2. keys 3. boxes 4. classes 5. People*

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक्स में L59A खोलने के लिए कहें। एक्टिविटी A में प्रश्नों को पूरा करने के लिए उन्हें Verb की प्लूरल फॉर्म लिखना है। फिर, उन्हें प्रश्नों पर एक साथी के साथ चर्चा करनी है।

आंसर-की*:*

1. *teeth 2. keys 3. boxes 4. classes 5. People*

Energizer: Choice- 3-5 mins: (Urban facilitators to skip this step)

Choose one energizer to repeat from the week (or let the students vote on their favorite).

- Don't Smile
- Coconut

सप्ताह से दोहराने के लिए एक एनर्जाइज़र चुनें (या स्टूडेंट्स को उनके पसंदीदा पर वोट करने दें)।

- Don't Smile
- Coconut

Gossip-2: Consolidation & Extension

Objectives:

- Students reflect on the importance of not gossiping and whether they have begun to change their behavior.
- Students practice speaking positively and support each other in stopping the habit of gossiping.

उद्देश्य**:**

- स्टूडेंट्स, गॉसिप न करने के महत्व पर और क्या उन्होंने अपना व्यवहार बदलना शुरू कर दिया है, पर विचार करते हैं |
- स्टूडेंट्स सकारात्मक रूप से बोलने की प्रैक्टिस और गॉसिप करने की आदत को रोकने में एक दूसरे का समर्थन करते हैं।

Step 1: 5 mins.

Share that you want everyone to look for the good in others and say what you like about them. Instruct students that they have to say one nice thing about one of their classmates and encourage them to share it with others!

Explain:

Acquiring a habit of sharing good things about others can help you earn respect. On the other hand, if you gossip about others, you will lose respect.

Popcorn Discussion:

- What do you remember from the last lesson on gossip and rumors?

बताएं की आप चाहते हैं हर कोई दूसरों में अच्छाई देखे और बताये कि आपको उनके बारे में क्या पसंद है। स्टूडेंट्स को निर्देश दें कि उन्हें अपने एक सहपाठी के बारे में एक अच्छी बात कहनी है और उन्हें इसे दूसरे स्टूडेंट्स के साथ शेयर करने के लिए प्रोत्साहित करें।

समझाएं**:**

दूसरों के बारे में अच्छी बातें शेयर करने की आदत से आपको सम्मान मिलने में मदद होती है। वहीं दूसरी ओर, यदि आप दूसरों के बारे में गॉसिप करते हैं, तो आप सम्मान खो देते हैं।

पॉपकॉर्न डिस्कशन:

- आपको गॉसिप और अफवाहों पर पिछले पाठ से क्या याद है?

Step 2: 10 mins.

Ask everyone to silently read the poem in their Student Activity Books, L59B.

Tell students to underline a part that is meaningful to them. Once everyone reads the poem, ask students to share with the class what they have underlined and why.

सभी को अपनी स्टूडेंट एक्टिविटी बुक्स, L59B में चुपचाप कविता पढ़ने के लिए बोलें। स्टूडेंट्स को एक ऐसे भाग को रेखांकित करने के लिए कहें जो उनके लिए मीनिंगफुल हो। एक बार जब सभी लोग कविता पढ़ लें, तो स्टूडेंट्स से कक्षा के साथ शेयर करने के लिए कहें कि उन्होंने क्या रेखांकित किया है और क्यों।

Step 3: 5-10 mins.

You *(Facilitator)* share your own experiences of overcoming this habit and how this has impacted your life positively.

Ask students to reflect on the questions below. Give students 5 minutes to confer with peers before you call on a random student to answer. Ask the class to try to help students who have shared a challenge. Repeat with 2-3 students.

Ask:

- Have you changed your habits about gossiping at all so far?
- What challenges have you faced

आप (फसिलिटेटर) इस आदत पर काबू पाने के अपने अनुभव शेयर करेंगे और इससे आपके जीवन पर सकारात्मक प्रभाव कैसे पड़ा है।

स्टूडेंट्स से नीचे दिए गए प्रश्नों पर अपने भाव प्रकट करने को कहें। किसी स्टूडेंट को उत्तर देने के लिए बुलाने से पहले स्टूडेंट्स को अपने साथियों से बात करने के लिए 5 मिनट का समय दें। कक्षा को उन स्टूडेंट्स की मदद करने के लिए कहें जिन्होंने एक चुनौती शेयर की। 2-3 स्टूडेंट्स के साथ यह प्रक्रिया दोहराएं।

पूछें:

- क्या आपने अब तक गॉसिप करने की अपनी आदत बदली है?
- आपने किन चुनौतियों का सामना किया?

Success Story 3: Mansukhbhai Prajapati

Objective:

- Students will see and discuss how a rural man found inspiration from his family business and his village to start a successful business that helps people.
- Students make the connection that it is possible for them to find innovative ways to use their skills and traditions, too.

उद्देश्य:

- स्टूडेंट्स देखेंगे और चर्चा करेंगे कि कैसे एक ग्रामीण व्यक्ति को अपने पारिवारिक व्यवसाय और अपने गांव से लोगों की मदद करने वाला एक सफल व्यवसाय शुरू करने की प्रेरणा मिली।
- स्टूडेंट्स यह संबंध बनायेंगे कि उनके लिए अपने स्किल्स और ट्रेडिशन का भी उपयोग करने के लिए नए तरीके खोजना संभव है।

Step 1: 10 mins. (Urban facilitators to skip this step)

Students watch AV 2 on their laptops.

फसिलिटेटर के लैपटॉप पर AV 2 चलायें या स्टूडेंट्स से इसे अपने लैपटॉप पर स्वतंत्र रूप से देखने के लिए कहें। चुनें जो आपकी कक्षा के लिए सबसे अच्छा क्या रहेगा।

While students are watching the AV, go to step 3 and write on the board the following para:

Step 2: 15 mins. (Urban facilitators to skip this step)

Think-Pair-Share:

- Mansukhbai Prajapati was born in a village in Gujarat in a family of clay potters. How did he turn his family craft into a successful business?
- How did an earthquake help to inspire one of his ideas?
- How does his work help people?
- What skills or family traditions do you have that could be used to help others? Be creative!

थिंक-पेयर-शेयर:

- मनसुखबाई प्रजापति का जन्म गुजरात के एक गाँव में कुम्हार परिवार में हुआ था। उन्होंने अपने फैमिली ट्रेडिशन को एक सफल व्यवसाय में कैसे बदल दिया?
- भूकंप ने उनके एक विचार को प्रेरित करने में कैसे मदद की?
- उनका काम लोगों की मदद कैसे करता है?
- आपके पास कौन से स्किल्स या फेमिली ट्रेडिशनस हैं जिनका उपयोग दूसरों की मदद करने के लिए किया जा सकता है? क्रिएटिव बनें!

Step 3: 20 mins.

While students are watching the video, write the following on the board and discuss as a class: Choose one word from the box to complete the sentence:

dress – hang up – hat – pants – scarf – size – take off – the laundry – try on – wear

1. Tom is wearing a new pair of _____.
2. Tina is wearing a _____ around her neck.
3. Please _____ your dirty shoes before coming inside.
4. The girl is wearing a long _____.
5. Anna was wearing a green _____ on her head.
6. I always _____ clothes before I buy them.
7. These jeans are too small for me. Do you have them in a larger _____?
8. I always _____ my coat after taking it off.

Step 4: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Conflict Resolution

Lesson 60

Vocabulary:
Conflict, Difference between conflict and violence, **Lesson Duration: 140 mins**

Resources:

- Student Activity Books, L60
- Video L-60

Typing Lesson 8: Upper Row

Student Options:

Option A - Students complete Typing Lesson 8 (instructions below). ALL students who are not fluent at touch-typing (using ten fingers instead of just pointer fingers) should be encouraged to participate in the typing lesson.

While students are at task , meet students one by one and talk about their Duolingo progress. Update the Feedback sheet at the end of this book.

Option B - Self-Guided Learning (instructions below). Students who are already fluent in touch-typing may use this time to advance other digital skills.

स्टूडेंट ऑप्शन**:**

ऑप्शन A - स्टूडेंट्स टाइपिंग पाठ 8 को पूरा करते हैं (नीचे दिए गए निर्देशानुसार)। सभी स्टूडेंट्स जो टच-टाइपिंग में फ़्लूएंट नहीं हैं (वे जो दस उँगलियों के उपयोग के बजाय सिर्फ पॉइंटर फिंगर उपयोग करते हैं) उन्हें टाइपिंग-पाठ में भाग लेने के लिए प्रोत्साहित करें|

जब छात्र काम पर हों, तो एक-एक करके छात्रों से मिलें और उनकी डुओलिंगो प्रगति के बारे में बात करें। इस पुस्तक के अंत में फीडबैक शीट भरें।

ऑप्शन B – सेल्फ गाइडेड लर्निंग (नीचे दिए गए निर्देशानुसार)। जो स्टूडेंट्स पहले से ही टच-टाइपिंग में फ़्लूएंट हैं, वे इस समय का उपयोग अन्य डिजिटल स्किल्स को और अच्छा बनाने के लिए कर सकते हैं।

Typing Lesson 8 (Option A)

Step 1: 5-10 mins. (Urban facilitators to conduct this in 5 mins)

Ask:

- Where should your head and eyes be in the correct typing posture?

Give students the goal to focus on looking ahead at the screen as much as possible today.

पूछें**:**

- आपका सिर और आंखें सही टाइपिंग पोस्चर में कहां होनी चाहिए?

स्टूडेंट्स को आज जितना संभव हो सके स्क्रीन पर आगे देखने पर ध्यान केंद्रित करने के लिए कहें।

Step 2: 30 mins. (Urban facilitators to conduct this in 15 mins)

Log into Typing Master. Students may continue the activities in Lessons 2, 3, and 4 of Typing Master. Their partner should give feedback about how well they are keeping their eyes on the screen.

(Optional) After completing two activities, students may play the games.

1. Click Games on the right side menu.

2. Below the game name (e.g. Bubbles), they should select “with studied keys” from the dropdown menu.

3. Click Start and type the letters that appear in the game.

After some time, remind them to finish their activity and switch with their partner.

टाइपिंग मास्टर में लॉग इन करें। स्टूडेंट टाइपिंग मास्टर के पाठ 2, 3 और 4 में एक्टिविटीज को जारी रख सकते हैं। उनके पार्टनर को इस बारे में फीडबैक देना चाहिए कि वे स्क्रीन पर कितनी अच्छी तरह नजरें रखे हुए हैं।

(ऑप्शनल) दो एक्टिविटीज को पूरा करने के बाद, स्टूडेंट गेम खेल सकते हैं।

1. दाईं ओर के मेनू पर Game क्लिक करें।

2. गेम के नाम के नीचे (जैसे बबल्स), उन्हें ड्रॉपडाउन मेनू से "with studied keys" चुनने को कहें।

3. Start पर क्लिक करें और गेम में दिखने वाले अक्षर टाइप करें।

20 मिनट के बाद, उन्हें अपनी एक्टिविटी समाप्त करने और अपने साथी को बारी देने के लिए याद दिलाएं।

[While students are at task, meet students one by one and talk about their Duolingo progress. Update the Feedback sheet at the end of this book.

जब छात्र काम पर हों, तो एक-एक करके छात्रों से मिलें और उनकी डुओलिंगो प्रगति के बारे में बात करें। इस पुस्तक के अंत में फीडबैक शीट भरें।*]*

Step 3: 5-10 mins. (Urban facilitators to conduct this in 5 mins)

Popcorn sharing. Call on 3-4 students. Ask:

- How well were you able to keep your eyes on the screen during Typing Master?

पॉपकॉर्न शेयरिंग। 3-4 स्टूडेंट्स को बुलाएँ और पूछें:

- टाइपिंग मास्टर के दौरान आप कितनी अच्छी तरह स्क्रीन पर अपनी नजरें टिकाए रख पाए?

Replacing Coaching (Option B)

Step 1: 5 mins.

Students should write down their learning goal of what specific skill they will learn more about and practice today as well as what their first step will be. Explain that today, they should set a goal for something related to Job Apps OR Online Searching.

स्टूडेंट्स को अपने लर्निंग गोल को लिखना है कि वे किस विशेष स्किल के बारे में और अधिक सीखेंगे और आज प्रैक्टिस करेंगे साथ ही साथ उनका पहला कदम क्या होगा। बता दें कि आज उन्हें जॉब-एप्स या ऑनलाइन-सर्चिंग से जुड़ी किसी चीज के लिए गोल सेटिंग करना है।

Today during digital learning time, I will work on _____

_____.

I will start by _____

आज डिजिटल लर्निंग टाइम के दौरान, मैं _____

_____ पर काम करूंगा ।

मैं _____ से शुरू करूंगा ।

Step 2: 35 mins. (Urban facilitators to conduct this in 10 mins)

Allow students to use the laptops or smartphones to work toward their digital learning goals. If they need help, they should do online research or ask a classmate.

स्टूडेंट्स को उनके डिजिटल लर्निंग गोल की दिशा में काम करने के लिए लैपटॉप या स्मार्टफोन का उपयोग करने के लिए कहें। अगर उन्हें मदद की ज़रूरत है, तो उन्हें ऑनलाइन रिसर्च करना है या किसी सहपाठी से पूछना है।

[While students are at task, meet students one by one and talk about their Duolingo progress. Update the Feedback sheet at the end of this book.

जब छात्र काम पर हों, तो एक-एक करके छात्रों से मिलें और उनकी डुओलिंगो प्रगति के बारे में बात करें। इस पुस्तक के अंत में फीडबैक शीट भरें।*]*

Step 3: 5-10 mins.

Think-Pair-Share:

- Did you accomplish your goal? Why or why not?
- What challenges did you run into and how did you try to solve them?

थिंक-पेयर-शेयर:

- क्या आपने अपना गोल पूरा किया? यदि हाँ, तो क्यों किया और यदि नहीं, तो क्यों नहीं किया?
- आपने किन चुनौतियों का सामना किया और उनका हल कैसे ढूंढा?

Energizer: Machines: 3-5 mins. (Urban facilitators to skip this step)

Have students stand in groups of 4. Call out the name of a machine, such as a bicycle or a mixer. Each group has to act out that machine, but the challenge is that every group member must be involved.

स्टूडेंट्स को 4 के ग्रुप में खड़े होने के लिए कहें। एक मशीन का नाम पुकारें, जैसे साइकिल या मिक्सर। प्रत्येक ग्रुप को उस मशीन की तरह नाटक करना है, लेकिन चुनौती यह है कि ग्रुप के प्रत्येक सदस्य को इसमें शामिल होना है।

Conflict Resolution 1

Objectives:

- Students discuss the meaning of conflict and recognize that the outcome is not always negative.
- Students analyze conflict resolutions in scenarios and in their own lives to determine whether people's needs were being met.

उद्देश्य:

- स्टूडेंट्स कॉन्फ्लिक्ट के अर्थ पर चर्चा करते हैं और मानते हैं कि परिणाम हमेशा नकारात्मक नहीं होता है।
- स्टूडेंट्स सिनेरिओ में और अपने स्वयं के जीवन में कॉन्फ्लिक्ट रेसोलुशन का विश्लेषण करते हैं और देखते है की सभी की ज़रूरतें पूरी हो रही है.

Step 1: 15 mins.

Word Web:

Write the word **"conflict"** on the board and draw a circle around it. Ask the students what words or phrases they think of when they hear the word. Record their responses as a word web: write their words on the board, circle them, and use lines to connect each word to the word "conflict" or related words. Continue for about five minutes.

वर्ड वेब:

बोर्ड पर "Conflict" शब्द लिखें और उसके चारों ओर एक सर्कल बनाएं। स्टूडेंट्स से पूछें कि जब वे यह शब्द सुनते हैं तो कौन से शब्द या वाक्यांश दिमाग में आते हैं। एक वर्ड वेब के रूप में उनकी प्रतिक्रियाओं को रिकॉर्ड करें। उनके शब्दों को बोर्ड पर लिखें, उन्हें सर्कल करें, और प्रत्येक शब्द को "Conflict" या संबंधित शब्दों से जोड़ने के लिए लाइनों का उपयोग करें। लगभग पांच मिनट तक एक्टिविटी जारी रखें।

Ask:

- What do you notice about the web?
- What is the difference between conflict and violence?
- Is it possible for a conflict to be positive? Give an example.

पूछें:

- आप इस वेब में क्या देखते हैं?
- कॉन्फ्लिक्ट और फाइट में क्या अंतर है?
- क्या कॉन्फ्लिक्ट का सकारात्मक होना संभव है? एक उदाहरण दें।

Explain: Conflict is when two people or groups want something different. It is a natural part of life. We all experience conflicts at home, at work, in school, and on the street. Countries also have conflicts with each other.

The way we respond to a conflict could make it worse, or it could make the situation better so that everyone is happy with the outcome.

समझाएं: कॉन्फ्लिक्ट तब होता है जब दो लोग या ग्रुप कुछ अलग चाहते हैं। यह जीवन का एक स्वाभाविक हिस्सा है। हम सभी घर में, काम पर, स्कूल में और सड़क पर कॉन्फ्लिक्ट का अनुभव करते हैं। देशों का आपस में टकराव भी है।
जिस तरह से हम किसी कॉन्फ्लिक्ट का जवाब देते हैं इससे स्थिति और खराब भी हो सकती है, या यह स्थिति बेहतर भी हो सकती है ताकि हर कोई परिणाम से खुश हो।

Step 2: 10 mins.

Ask students to watch the L60 Video.

Think-Pair-Share:

- In the video, how did the two people react when they had a conflict about what color to paint the wall?
- How did they resolve the conflict in the end?

स्टूडेंट्स से L60 विडियो देखने के लिए कहें।

थिंक-पेयर-शेयर:

- विडियो में दीवार को किस रंग से रंगना है, इस बात को लेकर दोनों लोगों के बीच कॉन्फ्लिक्ट होने पर उनकी क्या प्रतिक्रिया थी?
- उन्होंने अंत में कॉन्फ्लिक्ट को कैसे सुलझाया?

Step 3: 35-40 mins.

Divide students into five groups. Ask them to open their Student Books to L60. Call on one student to read the scenario aloud.

Assign the groups to resolutions A, B, C, D, and E. Tell them to read the resolution and discuss the questions within their group.

Afterward, call on each group to read their resolution and summarize their discussion for the class.

Partner Discussion: 15 mins.

Break students into pairs and ask them to think of a conflict they have had in their lives, big or small.

Tell students to share their experience with their partner and discuss the following questions:

- How did you feel during the conflict?
- What did you want or need?
- What did the other person want or need?
- What happened in the end?
- Is there a better way you could have resolved the conflict?

Give the first partner about 5 minutes to discuss their experience, then ask them to switch and discuss the second partner's experience.
Popcorn call 3-4 students to share the main points from their discussion with the class.

Step 4: 10 mins: (Urban facilitators to conduct this in 5 mins): Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What was the most interesting thing you learned?

2. How do you think the skills we practiced last week will help you in your daily life?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

And we'll explore tools on how to research on some interesting topics.

I am excited for next week, I don't want you to miss this experience.

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Note: Have you achieved the goal of having your students speak English for 60% of the class time? If so, congratulations on your remarkable progress! If not, don't worry. Devise innovative strategies to enhance English usage in the classroom. Remember, every effort you make brings you closer to success. Keep up the great work!

Summary of Lesson 61

Lesson 61

Preparations: **Lesson Duration: 135 mins**

- Cut notecards in ½ and ¼ before class. Each student will get one whole notecard, one ½ notecard, and one ¼ notecard. (See Summarizing - "Shrinking Notecards")

Resources:

- Student Activity Books, L61

Online Search: Summarizing

Objectives:

- Students practice summarizing information from an article in order to improve their notetaking, presentation, and communication skills.

उद्देश्य:

- स्टूडेंट्स अपने नोटिंग, प्रेजेंटेशन और कम्युनिकेशन स्किल्स को बेहतर बनाने के लिए एक आर्टिकल से जानकारी को सारांशित करने की प्रैक्टिस करते हैं।

Step 1: 5 mins.

Ask:

- When you take notes from something you read, do you have to write down every word?
- What does it mean to 'summarize'? Why might it be useful?

Explain:

- When you take notes, you should not write down every word, and you do not even have to write in complete sentences.
- To 'summarize' means to write or tell the main idea in a shorter way. It can save you time, help you make sure you have understood what you read, and make it easier to present or share with others who might not need to know all the details.

पूछें:

- जब आप कुछ पढ़ते हैं और नोट्स लेते हैं, तो क्या आप हर शब्द को लिखतें है?
- समराइज ' करने का क्या अर्थ है? यह उपयोगी क्यों हो सकता है?

समझाएं:

- जब आप नोट्स लेते हैं, तो आपको हर शब्द नहीं लिखना चाहिए, और आपको पूरे वाक्यों में भी नहीं लिखना चाहिए।
- 'समराइज' करने का अर्थ है मुख्य विचार को संक्षेप में लिखना या बताना। यह आपका समय बचा सकता है, यह सुनिश्चित करने में आपकी सहायता कर सकता है कि आपने जो पढ़ा है उसे आप समझ गए हैं, और अन्य लोगों के साथ प्रस्तुत करना या शेयर करना आसान बनाता है, जिन्हें शायद सभी विवरणों को जानने की आवश्यकता नहीं है।

Step 2: 10-15 mins.

Example: 10-15 mins.

For this step, either the online or the offline section is to be conducted. If time allows, do both.

Do one of the following:

1. Ask students to read the paragraph in Part A of their Student Activity Books. They should underline the parts they think are the most important.

Next, ask students to write a summary of the paragraph by writing 1-2 sentences that tell the underlined information.

Call on 3-5 students to share their summaries with the class.

Explain that there is no single correct answer - there are many ways to write a summary. If needed, share this example summary:

Malala Yousafzai became the world's youngest Nobel Prize winner for advocating for women's and children's education in Pakistan after the Taliban banned girls from attending school.

स्टूडेंट्स से उनकी स्टूडेंट एक्टिविटी बुक्स L61B में पैराग्राफ पढ़ने के लिए कहें। उन्हें उन हिस्सों को रेखांकित करना है जो उन्हें लगता है कि सबसे महत्वपूर्ण हैं।

इसके बाद, स्टूडेंट्स को 1-2 वाक्य लिखकर पैराग्राफ की समरी लिखने के लिए कहें जो रेखांकित जानकारी को बताती हो।

कक्षा के साथ अपनी समरी शेयर करने के लिए 3-5 स्टूडेंट्स को बुलाएं।

समझाएं कि इसका कोई एक सही उत्तर नहीं है – समरी लिखने के कई तरीके हैं। यदि आवश्यक हो, तो इस उदाहरण समरी को शेयर करें:

Malala Yousafzai became the world's youngest Nobel Prize winner for advocating for women's and children's education in Pakistan after the Taliban banned girls from attending school. Or

Ask students to sit at the laptops with a partner and go to Wikipedia.org. Tell each pair to look up a famous person of their choice.

They may read the article in English or in Hindi. Give them 5-10 minutes to read the beginning of the article. Emphasize that they do NOT need to read the full article for the activity.

स्टूडेंट्स को एक साथी के साथ लैपटॉप इस्तेमाल करने और Wikipedia.org पर जाने के लिए कहें । प्रत्येक जोड़े को अपनी पसंद के एक प्रसिद्ध व्यक्ति की जानकारी देखने के लिए कहें।

वे लेख को इंग्लिश या हिंदी में पढ़ सकते हैं। उन्हें लेख की शुरुआत पढ़ने के लिए 5-10 मिनट का समय दें। इस बात पर जोर दें कि उन्हें एक्टिविटी के लिए पूरा लेख पढ़ने की आवश्यकता नहीं है।

Step 3: 20 mins.

Ask students to minimize the Wikipedia page or close the laptop so that they are no longer looking at the article.

Hand out one notecard to each student. Ask them to write a summary of the important information they learned about the person. After they have written it, they may check the Wikipedia page to see if there is any important information they forgot that they would like to add.

Once most students have finished writing their summary on the notecard, explain that many people have trouble identifying the most important facts. Instead, they want to include a lot of details.

Hand out a ½ notecard to each student. Ask them to write a new summary that is just half as long as the first. They will have to leave out some details and focus on the most important ones.
Finally, hand out a ¼ notecard to each student. Ask them if to write an even shorter summary with just the very most important information.

स्टूडेंट्स से विकिपीडिया पेज को मिनीमाइज करने या लैपटॉप को बंद करने के लिए कहें ताकि वे अब लेख को न देखें।

प्रत्येक स्टूडेंट को एक नोटकार्ड सौंपें। उनसे उस व्यक्ति के बारे में सीखी गई महत्वपूर्ण जानकारी की समरी लिखने के लिए कहें। इसे लिखने के बाद, वे विकिपीडिया पेज को यह जांचने के लिए देख सकते हैं कि क्या कोई महत्वपूर्ण जानकारी है जिसे वे भूल गए हैं और जिसे वे जोड़ना चाहते हैं।

एक बार जब अधिकांश स्टूडेंट्स ने नोटकार्ड पर अपनी समरी लिखना समाप्त कर दिया, तो समझाएं कि बहुत से लोगों को महत्वपूर्ण तथ्यों की पहचान करने में परेशानी होती है। इसलिए वे बहुत सारी जानकारी अपनी समरी में शामिल कर लेते हैं।

प्रत्येक स्टूडेंट को ½ का नोटकार्ड दें। उन्हें एक नया सारांश लिखने के लिए कहें जो पहले की तुलना में केवल आधा हो। उन्हें कुछ जानकारी को छोड़ना होगा और सबसे महत्वपूर्ण जानकारी पर ध्यान केंद्रित करना होगा।

अंत में, प्रत्येक स्टूडेंट को एक ¼ नोटकार्ड दें। उनसे पूछें अगर वे केवल सबसे महत्वपूर्ण जानकारी के साथ और भी छोटी समरी लिखना चाहेंगे।

Step 4: 10 mins.

Go around the room and ask students to share their ¼ notecard summaries.

कमरे में घूमें और स्टूडेंट्स से अपने ¼ नोटकार्ड समरी शेयर करने के लिए कहें।

Ask: How did you decide which information was the most important?

पूछें**:** आपने कैसे तय किया कि कौन सी जानकारी सबसे महत्वपूर्ण थी?

Step 5: 5 mins.

Facilitator asks all students to stand up.

Facilitator refers to the 1st concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.

Question - " Explain the use of 'this, that, these, those."

Facilitator refers to the 2nd concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. Student(s) who don't share correct understanding, are asked to stand up again.

Question - "What do you understand by summarizing?"

Facilitator takes a note of total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

Revision

Step 1: 30 mins (Urban facilitators to conduct this in 30 mins.)

Use this time to revise any previously covered topics that your students require more practice.

इस समय का उपयोग पहले से कवर किए गए किसी भी विषय का अभ्यास करने के लिए करें, जिसके लिए आपके छात्रों को अधिक समर्थन की आवश्यकता है।

Step 2: 5 mins.

Ask students to work in pairs and sit at the laptops

They should open their Student Activity Books to L61. Their goal is to search online for the career listed in the chart.

After 20 minutes, stop the students and call on each pair to share their answers

Step 3: 35 mins. (Urban facilitators to conduct this in 20 mins)

Instruct students to begin their research. 20 mins

Present: 10 mins: Ask students to present their findings. Discuss the responses as a class.

Ask students who would like to build a career in this field?

Step 4: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 62 | Healthy eating

Lesson 62

Vocabulary: Wonder, Dietary change, Giving Back. **Lesson Duration: 130 mins**

Resources:

- Student Activity Books, L62
- L62 Video

Summary of the Last Class: 5 mins. (Urban facilitators to skip this step)

- 'Popcorn call' 3-4 students to share something they learned in the last class.

पिछली कक्षा का सारांश: **5** मिनट

- 'पॉपकॉर्न कॉल' 3-4 स्टूडेंट्स को पिछली कक्षा में सीखी गयी कोई बात शेयर करनी है।

Healthy Eating

Objectives:

- Understand that although less healthy foods are easily available, it is better to seek out healthier options.
- Students will learn to talk about their own eating habits.
- Improve student's comprehension skills and build enjoyment for reading through Read Theory exercises.

Step 1: 10 mins. (Urban facilitators to conduct this in 5 mins)

Give students a 2-minute pronunciation drill for the commonly mispronounced words of the previous lesson.

Ask students to look at the two plates of food given in Part A.1 and ask:

- What do you see?
- What do you think?
- What do you **wonder** about?

Collect all responses and repeat the correct ones.

Step 2: 15 mins.

(Urban facilitators to conduct this in 10 mins)

Ask a few students to share their responses and correct them using peer help.

Tell students to talk to their partner and identify if the items mentioned in A2 are healthy or unhealthy.

Encourage pairs to read the instructions and discuss with their partners for 10 minutes.Ask pairs to share some of the responses to Part A2. Extend their understanding by asking questions like:

- When can sleeping be unhealthy?
- How can a burger be made healthy?

Step 3: 10 mins.

Ask students to look at B1. Give them 2-3 minutes to look and understand.

Ask students to share their understanding of B1. Collect all responses and repeat the correct ones.

Explain what constitutes a balanced diet: nutrients, quantity, the availability of local food, amount of work done by a person (manual or mental), weather conditions, etc.

Step 4: 15 mins. (Urban facilitators to conduct this in 10 mins)

Ask students to interview their partners about what is on their plate for:

- Breakfast
- Lunch
- Dinner

Also ask whether or not their partner's breakfast/lunch/dinner plate is healthy/balanced.

Step 5: 5 mins.

Ask students to share one **dietary change** they will make to eat healthy or eat a balanced diet. (Ask students to use this word when answering)

Energizer- Choice: 3-5 mins (Urban facilitators to skip this step)

Choose one energizer to repeat from earlier in the curriculum (or let the students vote on their favorite).

- Don't Smile
- Wah!

पाठ्यक्रम में पहले से दोहराने के लिए एक एनर्जाइज़र चुनें (या स्टूडेंट्स को उनके पसंदीदा एनर्जाइज़र पर वोट करने दें)।

- डोंट स्माइल
- वाह

Filling the classroom or Revision

NOTE:

- If 17 students or fewer attend the class, this lesson is required.
- If more than 17 students attend the class, this lesson should be skipped and the revision should be done instead.

*नोट:

- यदि 17 या उससे कम स्टूडेंट कक्षा में आते हैं, तो यह पाठ आवश्यक है।
- यदि 17 से अधिक स्टूडेंट कक्षा में आते हैं, तो इस पाठ को छोड़ सकते हैं, और इसके स्थान पर revision किया जाना चाहिए।

Objectives:

- Students will make a plan to mobilize more students to join FEA in order to fill the classroom to capacity.

उद्देश्य:

- कक्षा की क्षमता बढ़ाने के लिए स्टूडेंट्स एफ.ई.ए. में शामिल होने के लिए और अधिक स्टूडेंट्स जुटाने की योजना बनाएंगे।

Step 1: 5 mins

Ask:

- What have you learned during your time in FEA?
- How have you grown since you started the program?
- Do you think others would also benefit from this program?

Share the AV of how students from other branches describe the benefits of FEA for them.

पूछें:

- आपने एफ.ई.ए. में अब तक क्या सीखा है?
- कार्यक्रम शुरू करने के बाद से आपने क्या-क्या सुधारा और अच्छा किया?
- क्या आपको लगता है कि इस कार्यक्रम से दूसरों को भी फायदा होगा?

अन्य ब्रान्चेस के स्टूडेंट्स FEA के लाभों का वर्णन कैसे करते हैं इस पर विडियो शेयर करें।

Step 2: 10 mins.

Explain:

Each empty seat in an FEA class is a missed opportunity for someone to learn and gain the skills that you have. You can help others to gain the same experience as you had.

- Over the next five days, you will be working in teams to go out and create awareness and interest in the FEA program.
- You will do this outside of FEA class time.

Ask:

- What do you think would help more people to understand and choose to participate in the FEA program?

समझाएं:

एफ.ई.ए. कक्षा में प्रत्येक खाली सीट किसी के लिए सीखने और आपके पास मौजूद स्किल जैसी स्किल्स हासिल करने का एक मौका खो देने जैसा है। आप दूसरों को वही अनुभव हासिल करने में मदद कर सकते हैं जो आपके पास है।

- अगले पांच दिनों में, आप FEA कार्यक्रम के प्रति जागरूकता और रुचि पैदा करने के लिए टीमों में काम करेंगे और बाहर जायेंगे।
- आप इसे FEA कक्षा के समय के बाहर करेंगे।

पूछें:

- आपको क्या लगता है कि ज्यादातर लोगों को एफ.ई.ए. कार्यक्रम के बारे में समझने और चुनने में क्या मदद कर सकता है?

Step 3: 20 mins.

Divide the class into 4 teams.

Each team should use the following questions to create a plan for how to spread awareness about the FEA program:

- Where will you go? Who will you talk to?
- When would be a suitable time to visit?
- How can you initiate a conversation politely?
- How will you describe the FEA program to parents or possible students?
- What resources or materials can you use? When should you use them?
- What should be the role of each member of your team?
- What information should you gather from people interested in joining? How will you gather the information?

Students will write their plans. If needed, they can practice what they will say to people when they meet them.

While they are working, distribute FEA brochures and personal details pages.

कक्षा को 4 टीमों में विभाजित करें।

एफ.ई.ए. कार्यक्रम के बारे में जागरूकता फैलाने की योजना बनाने के लिए प्रत्येक टीम को निम्नलिखित प्रश्नों का उपयोग करना चाहिए:

- आप कहाँ जायेंगे? आप किससे बात करेंगे?
    - बाहर जाने का उपयुक्त समय कब है?
    - आप विनम्रता से बातचीत कैसे शुरू कर सकते हैं?
    - आप माता-पिता या संभावित स्टूडेंट्स को एफ.ई.ए. कार्यक्रम के बारे में कैसे बताएँगे?
    - आप किन संसाधनों या सामग्रियों का उपयोग कर सकते हैं? आपको उनका उपयोग कब करना चाहिए?
    - आपकी टीम के प्रत्येक सदस्य की क्या भूमिका होनी चाहिए?
    - शामिल होने के इच्छुक लोगों से आपको क्या जानकारी एकत्र करनी चाहिए? आप जानकारी कैसे एकत्रित करेंगे?

Step 4: 5 mins.

Ask:

- How could you change the course of someone's life by informing them about FEA?
- How could talking to people about FEA help you practice skills that might help you with your career later?

पूछें:

- आप किसी को एफ.ई.ए. के बारे में बताकर उसके जीवन की दिशा कैसे बदल सकते हैं?
- एफ.ई.ए. के बारे में लोगों से बात करने से आपको ऐसे कुछ स्किल्स की प्रैक्टिस करने में कैसे मदद मिल सकती है जो बाद में आपके करियर में भी मदद करेगी?

Step 5: 5 mins. (Urban facilitators conduct Step 5 and Step 6 collectively in 5 mins)

Start implementing your **Giving Back** plan in your team.

अपना गिविंग बैक प्लान अपनी टीम में शुरू कर सकते हैं।

Step 6: 15 mins (Urban facilitators conduct Step 5 and Step 6 collectively in 5 mins. Remind students to practice Duolingo at home.)

Ask students to login to their Duolingo account. Let students practice Duolingo.

Acknowledge the class for what they did well during the lesson.

Recite the pledge.

Step 7: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 63

Lesson 63

Vocabulary: Unscramble, Soft Skills **Lesson Duration: 140 mins**

Resources:

- Student Activity Books, L63
- L63 Video

रिसौर्सेस:

- स्टूडेंट एक्टिविटी बुक, L63
- L63 का विडियो

Adjectives-1

Objectives:

- Students build their adjective vocabulary.
- Students understand that adjectives describe something and practice writing and saying sentences with the adjective in the correct place *(either before the noun/object or after the word "am," "are," or "is").*

उद्देश्य:

- स्टूडेंट अपनी अजेक्टिव शब्दावली बढ़ाते हैं।
- स्टूडेंट समझते हैं कि अजेक्टिव्स किसी चीज़ का वर्णन करने के लिए इस्तेमाल किये जाते हैं और स्टूडेंट सही जगह पर अजेक्टिव के साथ वाक्य लिखने और कहने की प्रैक्टिस करते हैं *(*या तो नाउन/ऑब्जेक्ट से पहले या *"am," "are,"* या *"is"* के बाद*)*।-

Step 1: 10 mins.

Ask students to watch AV-63 at their laptops. Encourage them to **unscramble** the sentences at the end. (Stress upon this word in your instruction)

स्टूडेंट्स से उनके लैपटॉप पर AV-63 देखने के लिए कहें। अंत में वाक्यों को सही क्रम में लिखने के लिए उन्हें प्रोत्साहित करें।

Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins)

Ask students to open their Student Activity Books to L63. Popcorn call students to read section A.

Next, ask students to write sentences about the pictures in part B using the adjectives in the box. Explain that there may be more than one correct answer.

Tell students to read their sentences aloud to a partner once they have finished. Their partner should make sure that their sentences make sense.

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक्स में L63 खोलने के लिए कहें। पॉपकॉर्न कॉल द्वारा स्टूडेंट्स को सेक्शन-A पढ़ने के लिए कहें।

इसके बाद, स्टूडेंट्स से पार्ट-B में चित्रों के बारे में बॉक्स में अजेक्टिव्स का उपयोग करके सेंटेंसेस लिखने के लिए कहें। समझाएं कि यहाँ एक से अधिक सही उत्तर हो सकते हैं।

स्टूडेंट्स से कहें कि एक बार जब वे लिखना पूरा कर लें तो अपने वाक्यों को एक साथी के साथ जोर से पढ़ें। उनके साथी को यह सुनिश्चित करना है कि उनके वाक्य अर्थपूर्ण हों।

Step 3: 25 mins. (Urban facilitators to conduct this in 20 mins)

Divide the class into two teams.

Have one team send a representative to the board to draw. They will pick two notecards: an adjective notecard and a noun notecard. Give them 90 seconds to draw a picture of the adjective and noun combined and for the team to guess. If they do not guess correctly in 90 seconds, give the other team one chance to guess and get the point.

Encourage them to give the answer in a complete sentence to earn the point.

Example:

If the words are <u>big</u> and <u>house</u>, the person should draw a big house.

The team can guess "It is a big house" or "The house is big."

<u>Adjectives:</u>

- strong	- fat	- thin	- angry	- dangerous	
- cute	- old	- hot	- cold	- tall	
- strange	- broken	- happy	- fast	- slow	- soft

<u>Nouns:</u>

- pineapple	- bear	- boy	- girl	- bus
- mountain	- fish	- chair	- milk	- sun
- potato	- hen	- pencil	- tree	- camel

Play the game for about 20 minutes. Acknowledge what both teams did well.

कक्षा को दो टीमों में विभाजित करें।

एक टीम को एक प्रतिनिधि बोर्ड पर ड्रा करने के लिए भेजें। वे दो नोटकार्ड चुनेंगे: एक अजेक्टिव नोटकार्ड और एक नाउन नोटकार्ड। उन्हें अजेक्टिव और नाउन का संयुक्त चित्र बनाने और दूसरी टीम का अनुमान लगाने के लिए 90 सेकंड का समय दें। यदि वे 90 सेकंड में सही अनुमान नहीं लगाते हैं, तो दूसरी टीम को अनुमान लगाने और अंक प्राप्त करने का एक मौका दें।

पॉइंट जीतने के लिए उन्हें फुल सेंटेंस में उत्तर देने के लिए प्रोत्साहित करें।

उदाहरण*:*

यदि शब्द *<u>big</u>* और *<u>house</u>* हों तो उन्हें एक बड़ा घर ड्रा करने के लिए कहें।

टीम अनुमान लगा सकती है "यह एक बड़ा घर है" या "घर बड़ा है।"

लगभग 20 मिनट तक गेम खेलें। दोनों टीमों ने क्या अच्छा किया, उस पर बात करें।

Step 4: 10 mins.

Ask students to find a partner and speak in English for the last ten minutes of class. Encourage them to use adjectives in their discussion, such as describing things in the classroom or in their homes.

स्टूडेंट्स को कक्षा के अंतिम दस मिनट के लिए एक साथी ढूंढने और इंग्लिश में बोलने के लिए कहें। उन्हें अपनी चर्चा में अजेक्टिव्स का उपयोग करने के लिए प्रोत्साहित करें, जैसे कि कक्षा में या अपने घरों में चीजों का वर्णन करने को कहें।

Energizer: 5 mins: (Urban facilitators to skip this step)

The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips a banana, keys, or some other object into someone's hand. The participants then secretly pass the banana around the circle behind their backs. The job of the volunteer in the middle is to study people's faces and work out who has the banana.

स्टूडेंट अपनी पीठ के पीछे अपने हाथों हाथ रखकर एक सर्कल में खड़े होते हैं। एक स्टूडेंट को बीच में खड़े होने के लिए बोला जाता है। फसिलिटेटर सर्कल के बाहर घूमता है और चुपके से किसी के हाथ में केला, चाबियां, या कोई अन्य वस्तु दे देता है। इसके बाद स्टूडेंट चुपके से फसिलिटेटर द्वारा दी गयी वस्तु को अपनी पीठ के पीछे से सर्कल में घुमाते हैं। बीच में खड़े स्टूडेंट का काम लोगों के चेहरों को देखना और यह पता लगाना है कि फसिलिटेटर द्वारा दी गयी वस्तु किसके पास है।

Online Search: Note-Taking

Objectives:

- Students discuss how note-taking can help them learn and practice identifying and recording the key points of their research by using a mind map.
- Students learn about soft skills and how they can be helpful for employment.

उद्देश्य:

- स्टूडेंट्स इस बात पर चर्चा करते हैं कि कैसे नोट-टेकिंग उन्हें माइंड मैप का उपयोग करके अपनी रिसर्च के प्रमुख बिंदुओं की पहचान करने और लिखने के बारे सिखाती व अभ्यास कराती है।
- स्टूडेंट्स सॉफ्ट स्किल्स के बारे में सीखते हैं और ये जानते हैं की ये रोजगार के लिए कैसे मददगार हो सकती है।

Step 1: 5 mins.

Ask:

- Do you ever take notes at school?
- Why is it important to take good notes?
- How can note-taking help with getting a career?

(For example, researching jobs, showing your employer that you are organized, remembering new skills or tasks at your job, etc.)

पूछें:

- क्या आप कभी स्कूल में नोट्स लेते हैं?
- अच्छे नोट्स लेना क्यों जरूरी है?
- नोट लेने से करियर में कैसे मदद मिल सकती है?

(उदाहरण के लिए, नौकरियां ढूंढना, अपने बॉस को दिखाना कि आप व्यवस्थित हैं, अपनी नौकरी में नए स्किल्स या कार्यों को याद रखना, आदि)

Step 2: 10 mins.

Ask students to open their Student Activity Books to L63B. Give them a couple minutes to look at the mind map.

Then, ask them to discuss the questions at the bottom with a partner. Call on students to share their answers with the class.

Explain that students can refer to this mind map to remind them of tips about their body language when they give presentations.

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक्स में L63B खोलने के लिए कहें। उन्हें माइंड मैप देखने के लिए कुछ मिनट दें।

फिर, उन्हें नीचे दिए गए प्रश्नों पर एक साथी के साथ चर्चा करने के लिए कहें। स्टूडेंट्स से कक्षा के साथ अपने उत्तर शेयर करने के लिए कहें।

समझाएं कि जब स्टूडेंट प्रेजेंटेशन देते हैं तो उन्हें अपनी बॉडी लैंग्वेज के बारे में टिप्स याद करने के लिए इस माइंड मैप को देख सकते हैं।

Step 3: 10 mins.

Ask:

- Does anyone know what “soft skills” means?
- How could **soft skills** help you with a career? (Ask students to use this word during the discussion.)

Give students 3-5 minutes to look up “soft skills for employment” on the laptops and create a list of skills on the board.

पूछें:

- क्या किसी को पता है कि "सॉफ्ट स्किल्स" का क्या मतलब है?

- सॉफ्ट स्किल्स आपको करियर में कैसे मदद कर सकती हैं?

स्टूडेंट्स को लैपटॉप पर "soft skills" for employment" देखने के लिए 3-5 मिनट का समय दें और बोर्ड पर स्किल्स की एक सूची बनाएं।

Step 4: 15 mins: (Urban facilitators to conduct this in 10 mins)

Tell students to choose one of the skills listed on the board. They should research the skill and create a mind map in Activity B of their SABs. They may work alone or with a partner.

Search examples (if needed):

- *"Soft skill: Leadership"*
- *"What is leadership?"*
- *"How can leadership skills help with employment?"*

Circulate as students create their mind maps to make sure they are filling them out correctly. Explain that students do not need to fill in every box or line. They may also add more boxes or lines if needed.

स्टूडेंट्स को बोर्ड पर लिखे स्किल्स में से एक को चुनने के लिए कहें। उन्हें स्किल्स पर रिसर्च करना है और अपने एसएबी की एक्टिविटी B में एक माइंड मैप बनाना है। वे अकेले या पार्टनर के साथ काम कर सकते हैं।

सर्च उदाहरण *(यदि आवश्यक हो):*

- *"Soft skill: Leadership"*
- *"What is leadership?"*
- *"How can leadership skills help with employment?"*

सर्कल के घूमें और ये सुनिश्चित करें की स्टूडेंट अपना माइंड मैप ठीक से बना रहे हैं। बता दें कि स्टूडेंट्स को हर बॉक्स या लाइन भरने की जरूरत नहीं है। जरूरत पड़ने पर वे और बॉक्स या लाइन भी जोड़ सकते हैं।

Step 5: 10 mins. (Urban facilitators to skip this step)

Ask students to hold up their mind maps and give a 20-second summary of the skill they researched based on their notes.

Once all students have shared, ask whether the mind maps helped them to remember the main points they read and organize their thoughts. Call on 3-4 students to share their experience.

स्टूडेंट्स को अपने माइंड-मैप को पकड़ने के लिए कहें और अपने नोट्स के आधार पर उनके द्वारा रिसर्च किए गए स्किल्स की 20-सेकंड की समरी दें।

एक बार जब सभी स्टूडेंट शेयर कर लें, तो पूछें कि क्या माइंड मैप ने उन्हें उनके द्वारा पढ़े गए मुख्य बिंदुओं को याद रखने और अपने विचारों को व्यवस्थित करने में मदद की। अपने अनुभव शेयर करने के लिए 3-4 स्टूडेंट्स को कॉल करें।

Step 6: English Practice Time: 15 mins:
Ask students to read the notice in Part C

English School of Learning

We have three courses:

Speaking

maximum 20 students
50-hour course
Monday to Saturday
Experienced teachers
Rs 250

Writing

maximum 15 students
10-hour course
Wednesday only

experienced teachers
Rs 100

Listening

maximum 25 students
45-hour course
Weekends only
Qualified teachers
Rs 150

Opening times

Monday–Friday 7 a.m.–6pm
Saturday–Sunday 8 a.m.–5 p.m.

Find us

Navi Mumbai
Coast Guard Road
Mumbai

Contact

0652 13906
es@gmail.com

Ask students to answer in full sentences:

1. In which city is the language school?
2. How many courses are there?
3. How many students are there in a speaking class?
4. How long is the listening course?
5. When can you practice speaking?
6. How much is the writing course?
7. What time does the school open on Tuesday?
8. What time does the school close on Sunday?

Step 7: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 64

Lesson 64

Vocabulary: Personality, Influenced, Criticism **Lesson Duration: 130 mins**

Preparations:

- Write adjectives on notecards before class.
- Come prepared with a personal story to share about a time when “log kya kahenge” influenced your life.

Resources:

- Student Activity Books, L64
- L64 Video

तैयारी:

- कक्षा से पहले नोटकार्ड पर अजेक्टिव लिखें।
- उस समय के बारे में शेयर करने के लिए एक व्यक्तिगत कहानी के साथ तैयार आयें जब "लोग क्या कहेंगे" ने आपके जीवन को प्रभावित किया।

रिसौर्सेस:

- स्टूडेंट एक्टिविटी बुक, L64
- L64 का विडियो

Adjectives-2

Objectives:

- Students build their adjective vocabulary to include personality words.
- Students practice using the vocabulary in writing and/or speech to describe people.

उद्देश्य:

- व्यक्तित्व शब्दों को शामिल करने के लिए स्टूडेंट अपनी अजेक्टिव्स वोकेबुलरी बनाते हैं।
- स्टूडेंट लोगों का वर्णन करने के लिए लिखित और/या भाषण में वोकेबुलरी का उपयोग करने की प्रैक्टिस करते हैं।

Step 1: 15 mins.

Explain:

“Personality” words describe how a person usually behaves, thinks, or feels. For example, a “shy” person is usually quiet or finds it difficult to meet new people.

Students watch the AV.

Students may work with a partner to write their answers to the quiz questions.

Review:

Call on students to share their answers from the quiz.

[Answer Key - 1. C, 2. A, 3. B, 4. D, 5. C, 6. B, 7. A, 8. D]

Ask:

- What was the office in the video like?
- What “personality” words did you recognize?
- What words did you hear that were new or unfamiliar?

समझाएं:

"Personality" शब्द वर्णन करता है कि एक व्यक्ति आमतौर पर कैसे व्यवहार करता है, सोचता है या महसूस करता है। उदाहरण के लिए, एक "Shy" व्यक्ति आमतौर पर शांत होता है या नए लोगों से मिलना उसके लिए मुश्किल होता है।

स्टूडेंट AV देखते हैं।

क्विज प्रश्न के उत्तर लिखने के लिए स्टूडेंट एक साथी के साथ काम कर सकते हैं।

रिव्यु:

क्विज से अपने उत्तर शेयर करने के लिए स्टूडेंट्स को बुलाएं।

[आंसर-की - 1. C, 2. A, 3. B, 4. D, 5. C, 6. B, 7. A, 8. D]

पूछें:

- विडियो में ऑफिस कैसा था?
- आपने किन "पर्सनेलिटी" शब्दों को पहचाना?
- आपने कौन से शब्द सुने जो नए थे?

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins)

Make groups of 2-3 students. Give each group a notecard with one of the adjectives below. If they need to, they can look up the word to find the meaning.

Give them 5-10 minutes to prepare a mini-role play - a short scene that demonstrates the personality word. *For example, if the word is "helpful," one person could fall down and another person could help them up.*

Ask each group to present their role plays. Give the class a chance to guess the adjective.

Adjectives:

kind brave creative outgoing peaceful confident smart funny

2-3 स्टूडेंट्स के ग्रुप बनाएं। प्रत्येक ग्रुप को नीचे दिए गए अजेक्टिव्स में से एक का नोटकार्ड दें। यदि उन्हें आवश्यकता हो, तो वे अर्थ खोजने के लिए शब्द को ऑनलाइन/डिक्शनरी में ढूंढ सकते हैं।

उन्हें एक मिनी-रोल प्ले तैयार करने के लिए 5-10 मिनट का समय दें - एक छोटा दृश्य जो पर्सनालिटी शब्द को प्रदर्शित करता है। उदाहरण के लिए, यदि शब्द *"Helpful"* है, तो एक व्यक्ति नीचे गिर सकता है और दूसरा व्यक्ति उसकी सहायता कर सकता है।

प्रत्येक ग्रुप को अपनी भूमिका निभाने के लिए कहें। कक्षा को अजेक्टिव का अनुमान लगाने का मौका दें।

Step 3: 15 mins. (Urban facilitators to conduct this in 5 mins)

Ask the class to name one famous person *(such as politicians, actors, athletes, musicians, scientists, etc.)*. Write their names on the board.

Then, students work in partners to describe one of the people listed. They can choose to write their sentences or say them out loud (or both). Call on each pair to share one sentence.

कक्षा से तीन प्रसिद्ध लोगों के नाम पूछें *(जैसे नेता, अभिनेता, एथलीट, संगीतकार, वैज्ञानिक, आदि)*। उनके नाम बोर्ड पर लिखें।

फिर, स्टूडेंट लिखे हुए नामों में से दो का वर्णन करने के लिए अपनी साथी के साथ काम करते हैं। वे अपने वाक्य लिखना चुन सकते हैं या उन्हें ज़ोर से कह सकते हैं (या दोनों). प्रत्येक जोड़ी को एक वाक्य शेयर करने के लिए बुलाएं।

Log Kya Kahenge 1

Objectives:

- Students understand "log kya kahenge" as being influenced by what others will think.
- Students have an honest and realistic discussion of how log kya kahenge influences their life and practice weighing the benefits of giving in versus resisting it.

उद्देश्य:

- स्टूडेंट्स "लोग क्या कहेंगे" को दूसरों के विचारों से प्रभावित होने के रूप में समझते हैं।
- स्टूडेंट्स को एक सच्ची और वास्तविक चर्चा करनी है कि कैसे “लोग क्या कहेंगे” उनके जीवन को प्रभावित करता है और स्टूडेंट्स किसी को कुछ देने या मदद करने के लाभों की तुलना मदद न करने से करते हैं।

Step 1: 10 mins

Ask:

- What does the term “log kya kahenge” mean to you?
- What are some decisions in life that people might try to influence you on?

पूछें:

- "लोग क्या कहेंगे" शब्द का आपके लिए क्या मतलब है?
- जीवन में ऐसे कौन से निर्णय हैं जिन पर लोग आपको प्रभावित करने का प्रयास कर सकते हैं?

Step 2: 15 mins.

Divide the class into groups of 3-4 students. Ask students to open their Student Activity Books to L64 and read the scenario.

In their groups, they should discuss the questions in Activity A.

*Encourage them to give honest answers. Emphasize that there is not a certain right or wrong answer that they should give.

- How will Hema’s choice affect her life?
  - What would happen if she chose not to listen to her neighbors?
  - What would happen if she chose not to follow her dream?
- How will her choice affect her family?
- How will her choice affect her neighbors?
- What do you think Hema should do?

Call on groups to share their answers with the class.

कक्षा में 3-4 स्टूडेंट्स के ग्रुप बनाएं। स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक्स में L64 खोलने और सिनेरिओ पढ़ने के लिए कहें।

उन्हें अपने ग्रुप में एक्टिविटी-A के प्रश्नों पर चर्चा करनी हैं।

*उन्हें ईमानदारी से जवाब देने के लिए प्रोत्साहित करें। इस बात पर जोर दें कि कोई निश्चित सही या गलत उत्तर नहीं है जो उन्हें देना है।

- हेमा की पसंद उसके जीवन को कैसे प्रभावित करेगी?
  - क्या होगा अगर उसने अपने पड़ोसियों की बात नहीं मानी?
  - क्या होगा अगर उसने अपने सपने का पालन नहीं करने का फैसला किया?
- उसकी पसंद उसके परिवार को कैसे प्रभावित करेगी?
- उसकी पसंद उसके पड़ोसियों को कैसे प्रभावित करेगी?
- आपको क्या लगता है हेमा को क्या करना चाहिए?

अपने उत्तरों को कक्षा के साथ शेयर करने के लिए ग्रुप को बुलाएँ।

Step 3: 15 mins.

You (the facilitator) begin by sharing a story of a time when “log kya kahenge” influenced you in your life. It could be a time when you made a decision to avoid **criticism** by others or a time when you ignored criticism and chose your own path. **(Ask students to use the word criticism during the discussion)**

In groups of 4-6, ask students to share a story of a time when log kya kahenge affected a decision in their lives.

Explain that they can share something big - such as a decision about their education, career, or marriage - or they can share something small - such as a decision about clothing or another purchase, social media, or joining an activity.

Write these points on the board and ask students to discuss them along with their story:

- Who **influenced** your decision? (Ask students to use this word during the discussion)
- How did you decide what to do?
- Were you happy with your decision?
- Is there anything you could have done differently?

आप (फसिलिटेटर) एक ऐसे समय की कहानी शेयर करना शुरू करते हैं जब "लोग क्या कहेंगे" ने आपको अपने जीवन में प्रभावित किया था। यह एक ऐसा समय हो सकता है जब आपने दूसरों की आलोचना से बचने का फैसला किया हो या ऐसा समय हो जब आपने आलोचना को नजरअंदाज कर अपना रास्ता चुना हो।

4-6 स्टूडेंट्स के ग्रुप में, स्टूडेंट्स से उस समय की कहानी शेयर करने के लिए कहें जब “लोग क्या कहेंगे” ने उनके जीवन में एक निर्णय को प्रभावित किया।

समझाएं कि वे कुछ बड़ा शेयर कर सकते हैं - जैसे कि उनकी शिक्षा, करियर, या शादी के बारे में निर्णय - या वे कुछ छोटा शेयर कर सकते हैं - जैसे कपड़े या अन्य खरीद, सोशल मीडिया, या किसी एक्टिविटी में शामिल होने के बारे में निर्णय।

इन बिंदुओं को बोर्ड पर लिखें और स्टूडेंट्स से उनकी कहानी के साथ इन पर चर्चा करने को कहें:

- Who influenced your decision?
- How did you decide what to do?
- Were you happy with your decision?
- Is there anything you could have done differently?

Step 4: 10 mins

Ask:

- Are there times when it might be best to go along with other people’s opinions rather than do what you want?

Explain:

If you know in advance what you are willing to compromise on and what you value too much to change, you will be more likely to hold onto your values. *For example, some people may value their dreams, supporting their family, their religious beliefs, their ethical beliefs, or an aspect of their personality so strongly that they will not give them up despite what others say.*

Ask students to write one thing that they value too much to change in Activity B of their SAB. They do not have to share it - it is to help them remember that this value is something they will not compromise on.

पूछें**:**

- क्या ऐसा कोई समय हो सकता है जब आप जो चाहते हैं उसे करने के बजाय अन्य लोगों की राय मानना बेहतर हो सकता है?

समझाएं**:**

यदि आप पहले से जानते हैं कि आप किस पर समझौता करने को तैयार हैं और जिसका बदलाव आपके लिए बहुत अधिक महत्व रखता है, तो आपके अपने मूल्यों को बनाए रखने की अधिक संभावना होगी। उदाहरण के लिए, कुछ लोग अपने सपनों को महत्व

दे सकते हैं, अपने परिवार, अपने धार्मिक विश्वासों, अपने नैतिक विश्वास, या अपने व्यक्तित्व के एक पहलू का समर्थन इतनी दृढ़ता से कर सकते हैं कि वे दूसरों के कहने के बावजूद उन्हें नहीं छोड़ेंगे।

स्टूडेंट्स से एक ऐसी चीज़ एसएबी की एक्टिविटी-B लिखने को कहें, जिसे वे इतना अधिक महत्व देते हैं बदलना नहीं चाहते। उन्हें इसे शेयर करने की आवश्यकता नहीं है - यह उन्हें याद रखने में मदद करने के लिए है कि यह मूल्य कुछ ऐसा है जिससे वे समझौता नहीं करेंगे।

Home Extension Review: 5 mins.

(*Conduct only if Lesson filling the classroom was given)

Gather information and updates from students about the Filling the classroom activity. Ask how their experiences have been so far.

Give students an opportunity to problem-solve or provide each other feedback.

Acknowledge students who have helped connect new students with FEA.

Home Extension:

- Continue implementing your plan in your team.

Step 5: 15 mins.

Call everyone near the facilitator's laptop. Open this link on the facilitator's laptop. Complete this quiz as a class: Ensure everyone participates: Quiz URL below:

English Quiz

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 65

Lesson 65

Vocabulary: Independent Research, Social Pressure, React vs Respond

Lesson Duration: 135 mins

Preparations:

- Write Log Kya Kahenge response strategies on the board before class:
  1. *Keep calm* 2. *Stay confident* 3. *Respond*

Resources:

- Student Activity Books, L65

तैयारी:

- कक्षा से पहले बोर्ड पर "लोग क्या कहेंगे" प्रतिक्रिया के लिए रणनीतियाँ लिखें:
  1. *Keep calm* 2. *Stay confident* 3. *Respond*

रिसौर्सेस:

- स्टूडेंट एक्टिविटी बुक, L65

Online Search: Independent Research

ऑनलाइन सर्च: एक रिसर्च प्रश्न बनाना

Objectives:

- Students will practice forming a "just right" research question that will lead them to a focused but open-ended search.
- Students will practice note-taking, summarizing, and reflecting on whether their question was answered.

उद्देश्य:

- स्टूडेंट्स एक "जस्ट-राइट" रिसर्च प्रश्न बनाने की प्रैक्टिस करेंगे जो उन्हें एक फोकस लेकिन ओपन-एंडेड खोज की ओर ले जाएगा।
- स्टूडेंट्स नोट्स-लेने और समराइजिंग की प्रैक्टिस करेंगे और ये भी देखेंगे की उनके प्रश्नों का उत्तर उन्हें मिला या नहीं।

Step 1: 10 mins.

Present a hypothetical situation:

- "Imagine a world without internet access for a day. How would you find information about a topic you're curious about or solve a problem without the internet?"
- Encourage students to reflect on the challenges they might face.

Now Compare the offline methods with the conveniences of online research. Discuss the strengths and how essential online search is in today's world.

Step 2: 10 mins.

Ask students to read Activity A in L65 of their Student Activity Books. Have them discuss the question with a partner, then call on students to share their answers.

- *Which question do you think would lead you to the most useful information? Why?*

Explain:

- Search Term #1 is very broad. It will provide you with a lot of information. Some of it may be useful and some may not. You may have to spend a long time reading through it to find the useful information.
- Search Term #3 is very narrow. The answer may or may not exist online. If it does, you may quickly find your answer, and your research will be finished.
- Search Term #2 is focused - it is clear what they are looking for. It is also open-ended, so rather than one specific answer, it may provide a lot of information about the topic.

Depending on what kind of research you are doing, it may be helpful to use a very broad or very narrow search term. For today, ask students to start their search with a "just right" question that could lead them to a lot of useful information about a topic.

स्टूडेंट्स से उनकी स्टूडेंट एक्टिविटी बुक्स की एक्टिविटी-A, L65 को पढ़ने के लिए कहें। उन्हें एक साथी के साथ प्रश्न पर चर्चा करने के लिए कहें, फिर स्टूडेंट्स से अपने उत्तर शेयर करने के लिए कहें।

- आपको क्या लगता है कि कौन सा प्रश्न आपको सबसे उपयोगी जानकारी की ओर ले जाएगा? क्यों?

समझाएं:

- सर्च टर्म #1 बहुत बड़ा है। यह आपको बहुत सारी जानकारी प्रदान करेगा। इसमें से कुछ उपयोगी हो सकते हैं और कुछ नहीं भी हो सकते हैं। उपयोगी जानकारी प्राप्त करने के लिए आपको इसे पढ़ने में लंबा समय लग सकता है।
- सर्च टर्म #3 बहुत छोटा है। उत्तर ऑनलाइन मौजूद हो भी सकता है और नहीं भी। यदि उत्तर मौजूद होता है, तो आप जल्दी से अपना उत्तर पा सकते हैं, और आपकी रिसर्च समाप्त हो जाएगी।
- सर्च टर्म #2 केंद्रित है - यह स्पष्ट है कि वे क्या खोज रहे हैं। यह ओपन-एंडेड भी है, इसलिए एक विशिष्ट उत्तर के बजाय, यह विषय के बारे में बहुत सारी जानकारी प्रदान कर सकता है।

आप किस प्रकार का शोध कर रहे हैं, इस पर निर्भर करते हुए, बहुत बड़ा या बहुत छोटा सर्च टर्म का उपयोग करना सहायक हो सकता है। आज के लिए, स्टूडेंट्स से अपनी खोज एक "जस्ट-राईट" प्रश्न के साथ शुरू करने के लिए कहें, जो उन्हें किसी विषय के बारे में बहुत सारी उपयोगी जानकारी तक ले जा सके।

Step 3: 10 mins. (Urban facilitators to skip this step)

Tell students to choose any topic they would like to learn more about. For example:

- A career
- A skill
- A news event

Ask them to form a question about the topic that will guide them toward what they want to learn. They should aim to make it "just right" - not too broad and not too narrow. Tell them to write the question in Activity B of their SABs.

स्टूडेंट्स से कहें कि वे कोई भी विषय चुनें जिसके बारे में वे अधिक जानना चाहते हैं। उदाहरण के लिए:

- A career
- A skill
- A news event

उन्हें उस विषय के बारे में एक प्रश्न बनाने के लिए कहें जो उन्हें उस दिशा में ले जायेगा जो वे सीखना चाहते हैं। उन्हें इसे "जस्ट-राईट" बनाने का लक्ष्य रखना चाहिए - न बहुत बड़ा और न ही बहुत छोटा। उनसे कहें कि वे अपने एसएबी की एक्टिविटी-B में प्रश्न लिखें।

Step 4: 20 mins. (Urban facilitators to conduct this in 15 mins)

Give students time to conduct an online search about their research question. They should visit at least two websites.

Tell them to take notes in Activity C of their SABs. If needed, they can use a notebook or scrap paper for additional space.

If needed, remind them to switch with their partners after 10-15 mins.

स्टूडेंट्स को उनके रिसर्च प्रश्न के बारे में ऑनलाइन सर्च करने का समय दें। उन्हें कम से कम दो वेबसाइटों पर जाना है।

उन्हें अपने एसएबी की एक्टिविटी-C में नोट्स लेने के लिए कहें। यदि आवश्यक हो, तो वे अतिरिक्त स्थान के लिए नोटबुक या स्क्रैप पेपर का उपयोग कर सकते हैं।

यदि आवश्यक हो, तो उन्हें 10-15 मिनट के बाद अपने साथी के साथ बारी बदलने के लिए याद दिलाएं।

Step 5: 10 mins. (Urban facilitators to skip this step)

Ask why it is important to revisit your question at the end. *(Accept all answers and emphasize that they should check to see if the information they found answered their original question.)*

Tell students to fill out Activity D of their SABs to summarize what they learned and reflect on whether it answered their original question.

पूछें कि अंत में अपने प्रश्न पर फिर से विचार करना क्यों महत्वपूर्ण है। *(*सभी उत्तरों को सुनें और इस बात पर जोर दें कि उन्हें यह देखने के लिए जांच करनी चाहिए कि क्या उन्हें मिली जानकारी उनके मूल प्रश्न का उत्तर देती है।*)*

स्टूडेंट्स से कहें कि वे अपनी एसएबी की एक्टिविटी-डी भरें ताकि वे जो कुछ भी सीखे उसकी समरी दें और इस पर विचार करें कि क्या इसने उनके मूल प्रश्न का उत्तर दिया।

Energizer - The Perfect Square: 3 to 5 min (Urban facilitators to skip this step)

The students will be playing in groups. They will close their eyes and hold each others' hand. Once they are done with this, the teacher asks them to make a square. They can talk as much as they want, but they can't open their eyes. They can open their eyes when they think they have made the perfect square.

स्टूडेंट्स ग्रुप में खेलेंगे। वे अपनी आँखें बंद करेंगे और एक दूसरे का हाथ पकड़ेंगे। एक बार जब वे ऐसा कर लेते हैं, तो फसिलिटेटर उन्हें एक स्क्वायर/चतुर्भुज बनाने के लिए कहता/कहती हैं। वे जितना चाहें उतनी बात कर सकते हैं, लेकिन वे अपनी आँखें नहीं खोल सकते। वे अपनी आँखें तब खोल सकते हैं जब उन्हें लगता है कि उन्होंने पूर्ण स्क्वायर/चतुर्भुज बना लिया है।

Duolingo: 15 mins: (Urban facilitators conduct this in 2 mins. Remind students to practice Duolingo at home): Ask students to login to their Duolingo account. Let students practice Duolingo.

Log Kya Kahenge 2

लोग क्या कहेंगे **2**

Objectives:

- Students will practice resisting the social pressure of 'log kya kahenge' using respectful responses.

  (Note: Students may decide that some pressure, such as family pressure, should not be resisted. This is also acceptable - use this as an opportunity for students to discuss how to decide when it is important to resist and when it is best to listen to others.)

उद्देश्य**:**

- स्टूडेंट्स सम्मानजनक तरीके से 'लोग क्या कहेंगे' के सामाजिक दबाव का विरोध करने की प्रैक्टिस करेंगे।

  *(*नोट*:* स्टूडेंट यह तय कर सकते हैं कि कुछ दबावों, जैसे पारिवारिक दबाव, का विरोध नहीं किया जाना चाहिए। यह भी स्वीकार्य है - इसका उपयोग स्टूडेंट्स के लिए इस बात पर चर्चा करने के अवसर के रूप में करें कि कब विरोध करना महत्वपूर्ण है और कब दूसरों को सुनना सबसे अच्छा है।*)*

Step 1: 10 mins

- Last class, you discussed times when you experienced 'log kya kahenge.' How did you respond in those situations?
- Was your response effective?

Explain the strategies listed on the board:

- Keep calm – Try not to become defensive or argue. Take deep breaths if needed.
- Stay confident. – Remember your values and why you believe in your decisions.
- Respond - Acknowledge their opinion and then explain yours. (Use respond in sentences)

Ask: *(Call on 3-5 students. Accept all answers.)*

- What are some examples of respectful responses when someone criticizes your decisions?

थिंक-पेयर-शेयर**:**

- पिछली कक्षा में, आपने ऐसे समय पर चर्चा की थी जब आपने 'लोग क्या कहेंगे' का अनुभव किया था। आपने उन स्थितियों में कैसे जवाब दिया?
- क्या आपका जवाब प्रभावी था?

बोर्ड पर लिखी रणनीतियों की व्याख्या करें:

- Keep calm - कोशिश करें कि रक्षात्मक न बनें या बहस न करें। जरूरत पड़ने पर गहरी सांसें लें।
- Stay confident - अपने मूल्यों को याद करें और याद करें की आप अपने फैसलों पर विश्वास क्यों करते हैं।
- Respond - उनकी राय को स्वीकार करें और फिर अपनी व्याख्या करें। (Use respond in sentences)

पूछें:

(3-5 स्टूडेंट्स को बुलाएँ। सभी उत्तरों को सुनें।*)*

- जब कोई आपके फैसलों की आलोचना करता है तो इस स्थिति में कुछ सम्मानजनक जवाब क्या हो सकते हैं?

Step 2: 20 mins.

Students form groups of 2-4. Each group chooses one of the following situations (it's okay if multiple groups choose the same situation).

In their role play, at least one person should disagree with the other person's decision. That person can use the strategies discussed to respond.

Situations:

- The decision to take a job below your qualifications.
- The decision to move to a city for a job.
- The decision to enroll in a university.
- The decision to marry someone of a different religion, caste, economic status, or region.

Give students 10-15 minutes to plan their role plays.

Then, each group can perform. Other students may provide feedback or respond.

2-4 स्टूडेंट्स के ग्रुप बनाएं। प्रत्येक ग्रुप निम्न स्थितियों में से एक को चुनता है (यदि एक से अधिक ग्रुप एक ही स्थिति चुनते हैं तो भी ठीक है)।

अपने रोल-प्ले में, कम से कम एक व्यक्ति को दूसरे व्यक्ति के निर्णय से असहमत होना है। वह व्यक्ति जवाब/प्रतिक्रिया देने के लिए चर्चा की गई रणनीतियों का उपयोग कर सकता है।

स्थितियां:

- आपकी योग्यता से कम की नौकरी लेने का निर्णय।
- नौकरी के लिए शहर जाने का फैसला।
- विश्वविद्यालय में प्रवेश लेने का निर्णय।
- किसी भिन्न धर्म, जाति, आर्थिक स्थिति या क्षेत्र के किसी व्यक्ति से विवाह करने का निर्णय।

स्टूडेंट्स को उनके रोल-प्ले की योजना बनाने के लिए 10-15 मिनट का समय दें।

फिर, प्रत्येक ग्रुप प्रेजेंट कर सकता है। अन्य स्टूडेंट फीडबैक दे सकते हैं या प्रतिक्रिया दे सकते हैं।

Step 3: 10 mins.
Explain:

Making decisions that not everyone agrees with can be difficult. It helps to have people that support your decisions, too.
Write down the names of two people in your life who are supportive.
Ask:

- What can they do to support you in making your own decisions?

समझाएं:

ऐसे निर्णय लेना जिनसे हर कोई सहमत हो, मुश्किल हो सकता है। ऐसे लोग होना जो आपके निर्णयों का समर्थन करते हैं, मददगार होता है।

अपने जीवन में दो ऐसे लोगों के नाम लिखिए जो आपको सपोर्ट करते हैं।

पूछें:

- वे आपके निर्णय लेने में आपका समर्थन करने के लिए क्या कर सकते हैं?

Step 4: 5 mins.

Gather information and updates from students about the Filling the classroom activity. Ask how their experiences have been so far.

Filling the classroom एक्टिविटी के बारे में स्टूडेंट्स से जानकारी और अपडेट इकट्ठा करें। पूछें कि उनके अब तक के अनुभव कैसे रहे हैं।

Give students an opportunity to problem-solve or provide each other feedback.

FEA.स्टूडेंट्स को समस्या-समाधान करने या एक-दूसरे को प्रतिक्रिया देने का अवसर दें।

Acknowledge students who have helped connect new students with

उन स्टूडेंट्स की बात करें जिन्होंने नए स्टूडेंट्स को FEA से जोड़ने में मदद की है।

Home Extension:

- Continue implementing your plan in your team.

गृह विस्तार:

- अपनी योजना को अपनी टीम में लागू करना जारी रखें।

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 66 | Consolidation

Lesson 66

Vocabulary: Dilemma, proficiency, consequences **Lesson Duration: 140 mins**

Preparations:

- Write English "Review" sentences on the board before class.

Resources:

- Student Reference Books, L66
- L66-1 or L66-2 Video

Consolidation

Objectives:

- Students review and practice using *a, an,* and *the* as well as adjectives.
- Students continue to gain confidence in their English speaking skills without focusing on making mistakes.

Step 1: 15 mins.

(Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home)

Share with the class

- "Everyone, today we will start with Duolingo practice! Ten of you, please log into your Duolingo accounts and start your exercises.
- The other ten, come to the front and let's form a circle.
- Now, let's talk about how we're doing on Duolingo. If you're making good progress, awesome job! Keep it up! If you need a bit more help, that's okay too. We're here to support each other.
- Talk for 15 minutes with this group. Motivate them to continue their learning. Only then will they be good at the language.
- Remember, only half of you will practice today, so let's cheer each other on and make the most of our time!"

Step 2: 10 mins.

Before class, write the following *incorrect* sentences on the board.

- Do you have a eraser?
- Look at that butterfly in my hand!
- My dream is to be the engineer.

Ask students what is wrong with them. In addition to identifying the problem, ask them to try to explain why. Accept all answers and emphasize the strongest explanations.

Answer Key - for facilitator's reference only

- *Do you have an eraser? - "an" before words that start with a vowel sound.*

- *Look at <u>this</u> butterfly in my hand! - "this" describes something nearby.*
- *My dream is to be <u>an</u> engineer. - "an" means one engineer in general rather than the only engineer in a specific situation.*

- *Do you have <u>an</u> eraser? - "an"*
- *Look at <u>this</u> butterfly in my hand! - "this"*
- *My dream is to be <u>an</u> engineer. - "an"*

Step 3: 15 mins.

Ask students to work in pairs. They should open their Student Reference Books to L66.

Call on a student to read the example and discuss how the sentence changed by adding adjectives. Then, give students about 10 minutes to add adjectives to the other sentences on the page. Encourage them to be creative.

Ask each pair to share one sentence aloud.

Step 4: 15 mins:

(Urban facilitators to conduct this in 10 mins):

Ask students to write three sentences describing themselves on a piece of paper. Encourage them to use personality words. They should *not* show their sentences to their classmates.

Collect the papers and mix them up, then redistribute them to different students. Each student reads the sentences they are handed, and the class has two chances to guess who wrote it.

Step 5: D.E.A.R - 30 mins.

(Urban facilitators to conduct this in 25 mins)

- Begin by introducing the concept of D.E.A.R time to your students.
- Explain that D.E.A.R stands for "Drop Everything and Read," where everyone stops what they're doing to read quietly for a designated period.
- Share the benefits of reading, such as improving vocabulary, comprehension, and increasing imagination.
- Now ask everyone to read a passage given in their SRB and answer the questions (20 mins)
- Lead by example by participating in DEAR time yourself.
- Discuss the answers as a class
- Ask students their experiences with their first D.E.A.R time.
- Ask students: Imagine you are in Priya's shoes. Would you prioritize honesty and risk losing the job opportunity, or would you consider hiding the truth to increase your chances of getting the job? Explain your reasoning.

Energizer 3- 5 mins.

(Urban facilitators to skip this step):

Ask students to stand in a circle. They should go around the circle counting, but for multiples of 3, they should clap instead of saying the number. (e.g. 1, 2, clap, 4, 5, clap).

Once they have mastered 3s, try larger multiples.

Typing Lesson 9: Lower Row

Student Options:

Option A - Students complete Typing Lesson 9 (instructions below). ALL students who are not fluent at touch-typing (using ten fingers instead of just pointer fingers) should be encouraged to participate in the typing lesson.

Option B - Replacing Coaching (instructions below). Students who are already fluent in touch-typing may use this time to advance other digital skills.

Replacing Coaching

Step 1: 5 mins.

Students should write down their learning goal of what specific skill they will learn more about and practice today as well as what their first step will be. Explain that today, they should set a goal for something related to Emails OR Job Apps.

Today during digital learning time, I will work on _____

I will start by _____

Step 2: 20 mins.

(Urban facilitators to conduct this in 15 mins): Allow students to use laptops or smartphones to work toward their digital learning goals. If they need help, they should do online research or ask a classmate.

Step 3: 5 mins:

Think-Pair-Share:

- Did you accomplish your goal? Why or why not?
- What challenges did you run into and how did you try to solve them?

Step 4: 10 mins.

(Urban facilitators to conduct this in 5 mins):

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What new words did we learn last week?

2. Do you have any questions or areas where you would like more practice?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will start with learning more about the importance of health and hygiene.

We'll practice speaking lots of English together. I have some fun teamwork games that will help us communicate better in English.

I am excited for next week, I don't want you to miss this experience.
Step 5: 10 mins. (Urban facilitators to skip this step): Prepare yourself by taking notes from student retention techniques document. • For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling. • For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call. **Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.**

Answers to D.E.A.R Passage

1- d) She has to decide whether to tell the truth about a software program 2- b) To support her family financially 3- b) Lying is never a good idea 4- b) She believes honesty is important 5- b) She might lose the job later 6- c) Being skilled or good at something 7- b) Problem 8- b) Bad results or effects

Lesson 67

Vocabulary: Hygiene, gig-economy **Lesson Duration: 125 mins**

Resources:

- Student Reference Books, L67
- L-67 Video

Poster Discussion: 15 mins: Tell students to read the poster given in Part A SRB. Ask them to think what the poster is about. Ask

1. What does it mean to be "hungry for information" in your opinion?
2. Why is it important to keep learning throughout your life, even after finishing school/college education?

Hygiene

Objectives:

- Introduce the idea of 'dirt' you cannot see" (i.e., germs).
- Students will learn to talk about their own habits/actions that are hygienic/unhygienic.

Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins): Write the word '**hygiene**' on the board and ask students to write/draw what it means in Part A1.Share what students will learn in the lesson and ask why it is important especially if their goal is to be successful professionals. Write on the board: "Cleanliness is godliness" (M.K. Gandhi). Ask students what they understand by this statement.Collect all responses and repeat those that help steer the lesson. Introduce words like **hygiene**, hygienic and unhygienic.

Step 2: 10 mins.

Ask students for some examples of hygienic and unhygienic. Ask students to discuss Part A2.

Ask students to share their responses. Use peer correction, whenever required.

Ask what makes something hygienic/unhygienic.

Step 3: 15 mins. (Urban facilitators to conduct this in 10 mins)

Ask students to discuss Part B in pairs. Take responses.

Step 4: 15 mins.

Talk about food **hygiene**, hand **hygiene**, oral **hygiene**.

Vocabulary practice:

Play Hot Potato- Each student writes 2 sentences.

Sentence 1- Their hygienic habit.

Sentence 2- One habit, they need to make hygienic.

Students stand in a circle with a facilitator in the middle. Facilitator throws a paper ball towards a student. The student catches the ball and speaks their 2 sentences.

Then the student trades places with the facilitator and they throw the ball towards another student. The second student catches the ball and speaks their sentences.

Let students play the game as long as time permits.

Energiser: 5 mins. (Urban facilitators to skip this step)

Participants sort themselves into pairs. Each pair decides which one of them will be the 'mirror'. This person then copies (mirrors) the actions of their partner, trying to synchronize with them exactly. After some time, ask the pair to swap roles so that the other person can be the 'mirror'.

The Gig Economy

Objectives:

- Students understand the difference between "gig" and salaried jobs.
- Students see the advantages and disadvantages of gig jobs

Step 1: 10 mins:

Ask:

- Who do workers receive their payment from?
- How often do they receive it?
- Is it the same for all jobs?

Accept all answers. Explain that many workers receive monthly or weekly salary from a boss or employer while others receive money for each hour they work or for a specific job they do. This may come from an employer or it could come directly from a client.

Ask whether anyone has heard of the "gig economy." Then, show the AV.

Step 2: 15 mins.

Ask:

- What is the "**gig economy**"?

Explain that "gig" jobs can refer to jobs at a big company *(for example, Ola driver, Swiggy delivery)* or jobs that you do on your own *(for example, gardener, barber)*. It means that instead of working a set number of hours every week and receiving a salary, you work when you are available and a client needs you and get paid accordingly.

Ask students to open their Student Reference Books to L70B. They can work with a partner to read the job descriptions in Activity A and discuss whether or not they are "gig" jobs.

Call on a few students to share their answers.

Vocabulary practice:

Share other examples of **gig economy** jobs.

Step 3: 10 mins,

With the same partner, ask students to discuss some pros and cons of working a gig economy job. See Activity B of their SRBs. *(For example, a pro might be that their hours are flexible; a con might be that their salary is less stable.)*
Call on students to share a few responses.

Ask:

- Do you know someone who works in the gig economy? What is their experience like?

Step 4: 5 mins: (Urban facilitators to skip this step): Facilitator asks all students to stand up.

Facilitator refers to the 2nd concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. Student(s) who don't share correct understanding, are asked to stand up again.

Question - What is 'gig economy'? Share with an example.

Facilitator takes a note of total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 68 | Log Kya Kahenge

Lesson 68

Vocabulary:

Well-being, cramps, unconscious, brought vs bought,

Resources: **Lesson Duration: 130 mins**

- Student Reference Books, L68
- L68 Video

Log Kya Kahenge 3

Objectives:

- Encouraging students to see the influence of societal opinions on decision-making and personal growth.

Step 1: 15 mins.

Share with your students that many of us are fortunate to live in communities where people know each other well, have good support, and we are concerned with each others' **well-being**. While these ties can support us through hard times, they can also make us feel like we are being closely observed, or even judged. We may receive a lot of well-meaning advice or criticism. We may find ourselves weighing decisions in light of what other people may think of us.

Ask students to think and respond to question 1 in the Student Reference Book.

Now as a whole class discussion, ask students their responses.

Vocabulary practice:

What do people around you do for each other's **well-being?**

Step 2: 25 mins.

(Urban facilitators to conduct this in 20 mins)

Direct the class to read a newspaper article given in Part B of their SRB. Facilitator should also read silently while students are reading the story. (10 mins)

After everyone reads the story, ask students for their takeaways. (10 mins)

Class discussion: How can you distinguish between listening to legitimate concerns and being too worried about what someone thinks? Think of practical examples from your own life:

Step 3: 25 mins.

Ask students to watch the AV on the student's laptop.

While students are watching the video, write these two quotes on the board.
1- "As you make life and career decisions while navigating the opinions of others, remember to always be kind, always be helpful, and never be intimidated."

2- "Do not let your peace depend on the hearts of others; whatever they say about you, good or bad, you are not because of it another, for as you are, you are: **Thomas a Kempis**

Discuss the two quotes after everyone watches the videos. Encourage everyone to share their responses.

Step 4: 20 mins.

(Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.):

Ask students what is their progress on Duo Lingo. Acknowledge the efforts of those students who have been sincere in their journey of learning. Ask them to quickly share their experiences and what motivates them to be sincere. (5 mins)

Ask students to login their Duolingo account. Let students begin their Duolingo practice.
Ask students to write new vocabularies they learnt on the Duo Lingo chart paper.

Step 5: D.E.A.R: 45 mins. (Urban facilitators to conduct this in 25 mins)

1. Display the photographs of Mhonbeni receiving the National Bravery Award. Photo at the end of this lesson in the FRB.
2. Ask- what they think might have happened that Mhonbeni received the National Bravery Award? -5 mins
3. Provide a summary of Mhonbeni's story, sharing the details of her quick thinking and courageous actions to save her grandmother- 5 mins
4. Direct students to read the paragraph in their SRB and answer the questions in their notepad. - 10 mins
5. Discuss the answers with the class. (Find the answers with the class)- 10 mins
6. Lead a class discussion on the following questions: 10 mins
    - How did Mhonbeni show bravery in response to the emergency?
    - Why is it important to act quickly and courageously in emergencies?

- Ask students to take a few moments to reflect individually on a time when they or someone they know demonstrated bravery.- 10 mins
- Make a big circle. End the class by discussing the difficult words from the lesson (given in the vocabulary section of the FRB). Ask students to make sentences using these words - 10 mins

Mhonbeni Ezung: Youngest recipient of the bravery awards this year – India TV

Visit ›

Summary of Lesson 69

Lesson 69

Vocabulary: Always, often, sometime, rarely, never, focus

Resources: **Lesson Duration: 140 mins**

- Student Reference Books, L69
- L69 Video

Duolingo: 15 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)

Begin the class with 15 mins of Duolingo activity. Ask students to take notes while they are at a task.

Divide the class into teams or pairs and turn the activity into a friendly competition. Set goals for each team to achieve during the 15 minutes of Duolingo practice, such as earning a certain number of points or completing a specific number of lessons.

Move around and see how students are progressing. Ask questions like, what exercises did you complete, could you share any new vocabulary learnt etc.

Healthy Living

Objectives:

- Educate students about illness, physical education, and balanced diets so that they have the knowledge to make healthy choices.
- Students will self-assess their habits to identify if they make a healthy choice.

Step 1: 15 mins.

In your high school cafeteria, there's a discussion about replacing sugary drinks with healthier options like water, unsweetened juices, and milk. Some people think this change is good because it helps everyone be healthier. But others say it takes away the freedom of students to pick what they want to drink.

Divide the class into 2 groups and assign each group a different stance on the dilemma.

Group 1- Discuss how having healthier drink options might help students make better choices for their health.

Group 2- Talk about why it's important for students to have the freedom to pick what they want to drink, even if it's not the healthiest option.

Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins)

Ask students to review the questions in Part A and ensure that all the students understand them.

Give students 2-3 minutes to think about them. Collect all responses and repeat those that help steer the lesson. Establish that our choices decide whether those act to our advantage or disadvantage.

Step 3: 10 mins.

Explain the use of **always/often/sometimes/rarely/never** and discuss Part B.1. Walk around to guide, correct and assist, as required.

Vocabulary practice:

Ask a few students to share their responses.

Step 4: 10 mins. (Urban facilitators to skip this step): Give students a few situations from Appendix and ask what they would choose and why.

Step 5: 3-5 mins.
(Urban facilitators to skip this step):
Choose one energizer to repeat from the week (or let the students vote on their favorite).

- In the Manner of the Adverb
- Clap on Multiples
- Four Corners

One-Pointed Focus

Objectives:

- Students will self-reflect on the extent to which they practice one-pointed focus currently.
- Students will discuss the benefits of one-pointed focus.
- Students will discuss and practice strategies to improve one-pointed focus.

Step 1: 10-15 mins.
(Urban facilitators to conduct this in 10 mins): Ask:

- What thoughts are going on in your mind when you eat your favorite food? Do you take the time to smell, taste and truly enjoy your favorite food?
- What thoughts are going on in your mind when you read something? Do you check your phone or do other activities that distract you?
- Is it easy to pay attention to everything you do? What makes you say that?

Step 2: 10 mins
Ask students to share some benefits of paying attention or fully concentrating on the task you are doing at the present moment. List their answers on the board.
If needed, add that when you focus on a task:

- It is more enjoyable
- You learn or work more effectively
- It is less stressful
- You develop self-control

Step 3: 20 mins
Students watch the AV.

Think-Pair-Share:

- What did you learn from the video?

Once students have watched, ask (vocabulary practice):

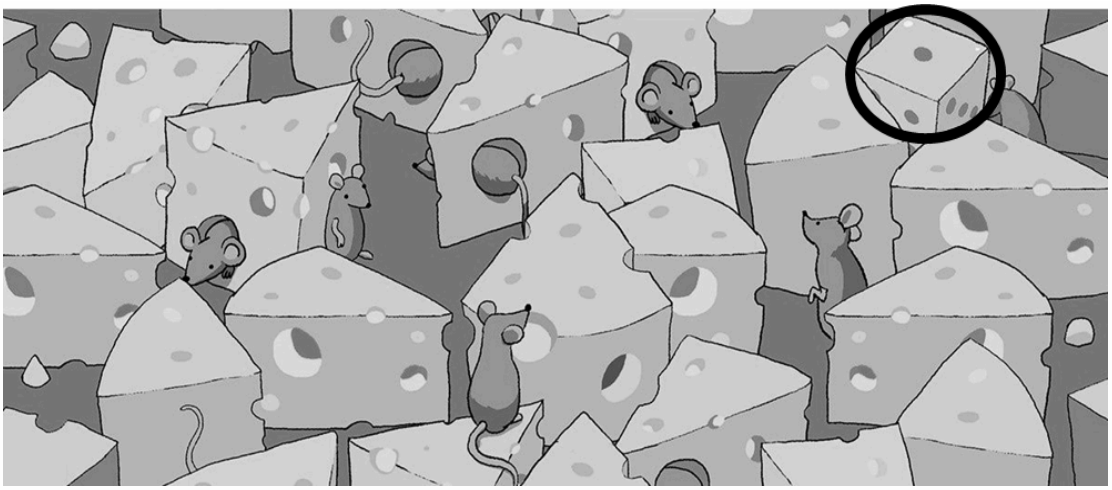
- Did you miss the bear in the first go? Why? How were you able to notice the bear in the second go?
- Does it happen in everyday life? Is it easy to **focus** completely on a particular task? Why/Why not?

Step 4: 10 mins.

Ask students to open their Student Reference Books to 69 B and focus on the image. They need to find the dice (die). Give them 2-3 minutes to find it. Ask them not to call out or point it out to others when they find it.

After 2-3 minutes, ask students to show where the dice is.

Answer Key:



Ask:

- How were you able to find it?
- Was this task easy or difficult? Why?
- Did you think about anything else as you were searching the image?

Explain:

Practicing a one-pointed focus at a time to start with can help you to eventually increase your focus for tasks with a longer duration. Like a sport, focus is something that can be improved with practice.

Step 5: 5 mins.

(Urban facilitators to skip this step)

Facilitator asks all students to stand up.

Facilitator refers to the 1st concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator refers to the 2nd concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. Student(s) who don't share correct understanding, are asked to stand up again.

Question - How does maintaining a 'one point focus' help individuals in achieving their goals?

Facilitator takes a note of total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Appendix

MAKING HEALTHY CHOICES

If -	Follow-up questions -
you have been busy in office till late night, would you go to bed after you finish work or watch TV to relax?	How will you feel the next day?
you have been missing your exercise during exams, would you get back to regular exercise right after the exams or take another week off so that you can sleep till late?	How can you make time for both?
you find it difficult to stay silent, would you stop trying as it is of no use or try out different ways?	How would you feel about your choice?
you have lots of things to do, would you begin to get tensed/ stressed or start by doing the what's on your list?	How would you feel after making your choice?
you have forgotten to bring your lunch and your only choice is eating pakodas from a street vendor, would you eat that or skip lunch that day?	What would you do next time?
you have not slept well at night, would you sleep in for an hour or push yourself out of bed for your exercise session.	How would it affect your day?
you haven't had a chance to eat dinner all evening, would you eat snack or go to bed without snacking?	Why did you not choose differently?
you have an argument with your family late at night, would better you go to bed angry or resolve it before you sleep?	Why did you make this choice?

How to announce GBC winner

Lesson 70

Vocabulary: Conjunction **Lesson Duration: 140 mins**

Note:
If you have conducted Lesson 20 and 26 based on the previous version, please guide students what the new Milestone Championship is about.

Preparations:

- Be prepared to announce the winning teams from the attendance competition.

Resources:

- Student Reference Books, L 70

Recap English Practice: 10 mins.

1. Ask students to refer to the sentences in their Student Reference Book (SRB) - Part A.
2. Explain that they will participate in a Sentence Correction Challenge where they will correct the given sentences.
3. Use a combination of popcorn and cold calls to take responses from students.
4. Ask a student to read it aloud to the class. Take responses.
5. Encourage students to explain why they made the corrections to reinforce understanding.
6. Provide positive feedback for correct responses and gently guide students towards the correct answer if needed.

Conjunction

Step 1: 10 mins.

Write the word Conjunction on the board. As a class practice saying the word. Now ask the class to guess what it means.

Write examples of common conjunctions on the board: "and," "but," "or."

Provide simple examples of how conjunctions are used in sentences, such as

"I like ice cream **and** cake,"

"She is tall **but** he is short,"

"Do you want tea **or** coffee?"

Ask students if they have heard these words before and if they know what they do in a sentence.

After a few responses: explain what a conjunction is: "A conjunction is a word that joins words, phrases, or sentences together."

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins):

Ask each student to write 3 examples of sentences using conjunctions. One sentence with 'and' second sentence with 'but' and the third sentence with 'or' Now ask each student to share their sentences with their partners. Move around and listen to the sentences If students make incorrect sentences, ask the class to correct it.

Step 3: 20 mins: (Urban facilitators to conduct this in 15 mins. They should verbally discuss Part B with students.): Ask students to complete the exercises by filling in the blanks with the appropriate conjunction. Refer exercise B

Circulate around the classroom to provide assistance and feedback as students work.

Review the answers together as a class.

Answers:

1. and
2. but
3. or
4. but
5. And
6. but
7. or
8. but
9. or
10. and

Milestone Championship Celebration and Round 2

Objectives:

- Acknowledge students for their attendance and celebrate the winners of the first round of competition.
- Assign new attendance partners and give students a chance to build a connection with their partner.

Step 1: 5-10 mins. (Urban facilitators to conduct this in 5 mins):

Ask students to share how their thinking, behavior and language have changed over the past months of FEA. Pay a genuine compliment to each student about his/her journey of learning at FEA so far.

Step 2.1: 15 mins.

(Note: This step is only for the Facilitators who started with the milestone championship from Lesson 20. If you are moving from Hum Sath Sath Hain to the Milestone Championship, which means if you are conducting the Milestone Championship for the first time, skip this step and conduct Step 2.2).

(Urban facilitators to conduct Step 2 and Step 3 in 20 mins):

Announce that today, the first round of the milestone championship has ended. First share the names of all the pairs who were consistent in being regular. Ask the class to congratulate each other and give a round of applause. Also ask students to thank their buddies who made them achieve this milestone.

Ask the students to share their experience and how they motivated each other to be regular. Make this fun and lively conversation by being energetic and giving attention to everyone's talk.

Present the folder to each of the pairs that have achieved the first milestone. Ask students to share their feeling of receiving their first reward at FEA.

Also ask them if they would like to receive a second reward. Inform students that it would require a further commitment at their end.

Tell them that today is the beginning of the second round of the Milestone Championship which will be more exciting and competitive**.** For this, we would make new pairs and buddies. Tell them that this time, only the top 3 pairs would receive a reward at the end of the second Milestone Championship. The commitment would be the same to ensure that they and their partner are regular so that their attendance percentage is maintained. The top 3 pairs with the maximum attendance would receive their second reward. Hence, it would be important to make sure that you and your partner both are regular to achieve a higher attendance percentage.

Congratulate students for not giving up and encourage them to do even better in the next round.

Note for facilitator: Make sure not to tell the students what reward (cap) they would receive as it could spoil the excitement.

Note 2: If you are switching from Hum Sath Sath hain activity to Milestone Championship, introduce this to your students.

Step 2.2: (15 mins): Facilitators who are transitioning from Hum Sath Sath Hain to Milestone, conduct this step and skip Step 2.1)

Ask students to share-

1. What was your experience of hum saath saath hain activity?

2. How would you feel if you received an award for the activity?

Share the following with students:

Just like you and your partner supported and talked positively about each other in hum saath saath hain activity, you have to continue doing the same. It will help you and your partner to learn more as you would be attending classes regularly. This is an attendance competition, where each day both you and your partner would earn a point for attending classes regularly. The team ranking would be announced once a week every Friday. The name of the game would be Milestone Championship. Hence, regularity and punctuality is the key.

At the end of every milestone i.e. if you and your partner come to class regularly, both of you would receive a reward. This reward can be kept as a memory and achievement from FEA.

Tell them we are beginning Milestone Championship which will be more exciting and competitive than Hum Sath Sath Hain**.** For this, we would make new pairs and buddies.

Tell them that Top 3 pairs would receive a reward at the end of the Milestone Championship on Lesson 120. The commitment would be the same to ensure that they and their partner are regular so that their attendance percentage is maintained.

Congratulate students for not giving up and encourage them to do even better in the next round.

Note for facilitator: Make sure not to tell the students what reward (cap) they would receive as it could spoil the excitement.

Step 3: 10 mins.

(Urban facilitators to conduct Step 2 and Step 3 in 20 mins):

Ask students to write their name on a notecard and place it in a bag. *(Note: If the class has a mix of male and female students, two bags may be used so that male-male and female-female pairs can be formed.)*

Announce pairs by pulling two names from a bag at a time. *(Note: If there is an odd number of students, form one group of three.)* Assign each new group a group ID through LMS.

Trust Building Interviews

Step 1: 15 mins.(Urban facilitators to conduct this in 10 mins):

Tell students that they are going to play a game

Trust-building Interviews:

- Pair students together and have them interview each other about their interests, goals, and experiences. Afterward, each student introduces their partner to the larger group, emphasizing the positive aspects they learned during the interview. This exercise builds trust and encourages active listening.

Acknowledge their effort and teamwork.

Step 2: 5 mins.

Ask:

- How does your group earn points? *(When both members attend class)*
- Why is it important to attend class regularly? *(Accept all answers. Emphasize that students will earn attendance points AND they will learn more from the program. Add that it is an FEA rule to attend regularly and that missing class should be a rare occurrence.)*

Give partners 3-5 minutes to discuss ideas to help them both attend class regularly.

End with enthusiasm and encouraging words to motivate students to attend as much as possible. Remind them that when everyone attends, the whole class learns and grows together.

Step 3: 15 mins.

(Urban facilitators to skip this step):

Practice time: Use this time to practice online conjunctions exercises.

Refer part C of SRB.

https://test-english.com/grammar-points/a1/conjunctions_and-but-or-so-because/

Step 4: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Note: Are your students speaking English for at least 70% of the class time? If yes, congratulations! How does it feel to achieve such success? If not, don't worry – what strategies can we brainstorm together to help you reach this milestone? Remember, each step forward brings you closer to your goals. Keep striving for success, and you'll get there!

Summary of Lesson 71 | Going to the Doctor

Lesson 71

Vocabulary: Illness, ache, witch doctors **Lesson Duration: 140 mins**

Resources:
- Student Reference Books, L71

Going to the Doctor

Objectives:
- Students are able to understand vocabulary they might encounter when visiting a doctor.
- Students will practice role-playing scenarios to simulate doctor-patient interactions and improve their confidence

Step 1: 10 mins.

Share your experiences of visiting a doctor- "I went to the doctor when I had a stomach **ache (pain)**. As I sat in the waiting room, I noticed a funny sign that said, 'Laughter is the best medicine, but if you laugh for no reason, you need medicine.' It lightened the mood instantly.

Now ask students if they have any experiences of visiting a doctor.

Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins):

Ask students to read the notice in Part A and discuss the questions that follow, with the whole class.

Extend students understanding by explaining '**witch doctors**.'

(A witch doctor is considered to remove evil spirits with the help of magic.)

Ask students whether a patient would visit a clinic or a hospital if they have -

• common cold (clinic)

• cancer (hospital)

• mild diarrhoea (clinic)

• fracture (clinic or hospital)

• dengue (den-gee) (clinic or hospital depending on how severe it is) With the help of these examples, explains the difference between a clinic and hospital.

Step 3: 10 mins.

Asks students to pair up and look at Part B.1 for people and objects found at a clinic/hospital.

Conducts pronunciation drill for words in Part B.1.

Asks students to read the conversation given in Part B.2.30

Ensures that both the partners take turns to play doctor and patient.

Step 4: 30 mins. (Urban facilitators to conduct this in 20 mins):

Asks students to prepare and present a role play with their partner. Role Play - Each role play must include -

• opening greeting.

• conversation about **illness**. "How can I help you?" "I have a stomach-ache, doctor."

• conversation using words learnt in the lesson 'Illness'.

• diagnosis (illness) and treatment. “It seems like you have stomach flu. I will write two medicines that you must take twice a day for 2 weeks. Come back and see me after two weeks.”

• closing sentence - “Thank you, doctor.” “Get well soon.” Give the pairs 2-3 minutes to prepare and 1 minute to present.

Once all the students have presented, share the feedback with students.

Revision

Step 1: 25 mins. (Urban facilitators to conduct this in 20 mins):
Use this time to revise any previously covered topics that your students require more practice.

Note- Move around the classroom to ensure all students understand tasks they are working on. Also it is a useful tactic to give extra support to certain students.

Step 2: 20 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.):

Ask students to login to their Duolingo account. Let students begin their Duolingo practice.

In the last 5 minutes, ask students what duolingo activities did they do today?

Step 3: 20 mins. (Urban facilitators to conduct this in 15 mins):

Share that you will write a sentence on the board. You want everyone to talk to their partner and discuss the meaning of the underlined word and then create a new sentence with that word. You will then take response from the class.

1. The dilemma was whether to watch a movie or go out with friends. What does the word dilemma mean? Learned in Lesson 66. (After students have answered, ask them to create their own sentences and share with the class.)
2. My proficiency in swimming improved after taking lessons at the local pool. What does Proficiency mean? - Learned in Lesson 66. (After students have answered, ask them to create their own sentences and share with the class.)
3. If you don't wear your coat outside, the consequence is that you might feel cold. What does the Consequences mean? - Learned in Lesson 66 (After students have answered, ask them to create their own sentences and share with the class.)
4. I live in a friendly neighborhood where everyone knows each other's names. Neighborhood- Lesson 67 (After students have answered, ask them to create their own sentences and share with the class.)

Step 4: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 72

Lesson 72

Resources: **Lesson Duration: 135 mins**

- L-72 Video
- Student Reference Books, L72

Summary of the Last Class: 5 mins. (Urban facilitators to skip this step):

- 'Popcorn call' 3-4 students to share something they learned in the last class.

Greed and Shortcuts

Objectives:
1. Students should learn to distinguish between the positive desire to work for something we do not have, and greed.
2. Understand that when greed controls us, it can become our master, weaken decision-making and make us vulnerable to scams.
3. Learn to avoid the false appeal of quick fixes, shortcuts and easy solutions.

Step 1: 20 mins: (Urban facilitators to conduct this in 10 mins): Introduce the topic by reading the short introduction to the story[1] in their Student Activity Books aloud to the students and discussing the meaning of the three sentences with them.

Step 2: 20 mins: Read the story with the students. Have each student take turns reading the story to their partner.

Step 3: 30 mins: Have the students complete the comprehension questions. They can answer the questions aloud or write the answers in their Student Activity Books.

Question number 5 is particularly important for the students to grasp. If they have difficulty finding the answer, you can guide them to understand that the answer is greed. The dog's greed prevented him from seeing that the other bone was just an illusion.

Step 4: 15 mins: (Urban facilitators to conduct this in 10 mins): Discuss the following question with the class, and ask them to give examples from their own lives:
"Is it a sign of greed to want to improve our lives?"

Ask them to write down their conclusions in their notebooks.

Step 5: 25 mins: (Urban facilitators to conduct this in 20 mins): Remind students that the story shows what happens when greed becomes our master. When we are motivated by greed, we become easy to cheat and easily make bad decisions.

Tell students: All scams work because they can use greed to control people. People become excited by large sums of money or the promise of cures. This desire takes over their rational powers and their decision-making weakens.

[1] This story and exercises are excerpted from a textbook for young people called *Walking the Straight Path*, with copyright owned by the Badi Foundation, Macau 2002, Development Learning Press.

Read and discuss the scenarios in Part C with the students.

Tell students: These scenarios show that greed is self-defeating. Like the dog in the story who lost his bone, when controlled by greed we often lose something precious to us.

Step 6: 10 mins: (Urban facilitators to conduct this in 5 mins): Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What skills did you improve on last week?

2. What was the main topic we focused on last week?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will start with learning a few words to talk about your favourite places and objects.

Then, we'll also learn new words along the way. We'll practice speaking lots of English together.
And we'll explore tools of a video calling software.

I am excited for next week, I don't want you to miss this experience.

Step 8: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 73 | Understanding sector 1

Lesson 73

Key Vocabulary: Myth **Lesson Duration: 140 mins**

Resources:

- Student Reference Books, L73

Describing Places and Objects

Objectives:

- Students will learn vocabulary to describe objects and places.

Step 1: 10 mins.

With the help of students, recap words to describe appearance and personality.

Share what students will learn in the lesson.

Use Part A and examples from students to teach vocabulary to describe objects.

Ensure participation of all students.

Step 2: 20 mins.

Ask students how they would communicate the different sweetness of apple and gulab jamun.

Explain use of words like very, really, so, completely that make the description stronger.

Ask students to pair up and read Part B.1 to create sentences using these words appropriately.

Walk around to assist and guide, if required. Ask a few students to share their description. Ask students to share their responses using the popcorn method.

Step 3: 15 mins.

With the help of examples, communicate the use and misuse of 'good' and 'bad' and tell that they communicate little meaning to the listener.

With the help of Part C.1 and examples, explain the use of words to describe places asking students to make sentences using these words appropriately.

Walk around to assist and guide, if required. Ask a few students to share their description.

Ask students to share their responses using the popcorn method.

Step 4: 10 mins.

Ask students to think of one object or place and describe it in 3 sentences using the words learnt during the lesson i.e., they must use very/really/so/completely.

Ask students to share their sentences. Asks students to share their responses using the popcorn method.

Encourage peer correction.

Step 5: 15 mins: (Urban facilitators to skip this step): Inform students that you will ask a question and ask a student to use the correct article 'a, an, the' Read question 1 and take response from 2 students. Share the correct answer and move to question 2

1. _____ apple a day keeps the doctor away.
2. I saw _____ elephant at the zoo yesterday.
3. Could you please pass me _____ salt?
4. We visited _____ Eiffel Tower during our trip to Paris.
5. She is _____ honest person.
6. _____ moon looks beautiful tonight.
7. He is _____ architect.
8. Would you like _____ cup of tea?
9. _____ Taj Mahal is located in India.
10. She has _____ amazing voice.
11. Answers:

    An apple a day keeps the doctor away.
    I saw **an** elephant at the zoo yesterday.
    Could you please pass me **the** salt?
    We visited **the** Eiffel Tower during our trip to Paris.
    She is **an** honest person.
    The moon looks beautiful tonight.
    He is **an** architect.
    Would you like **a** cup of tea?
    The Taj Mahal is located in India.
    She has **an** amazing voice.

Understanding Sectors 1

Objectives:

- Students are sensitized to realize that a private organization also has advantages, and much could be achieved without Government support.

Step 1: 15 mins. (Urban facilitators to skip this step):
Ask students to share their experience of the following briefly:

- FEA classes
- School

Ask if they went to a government or a private school. Ask students to share reasons for liking a private educational organization compared to a government school.

Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins):
Ask students to share the things they like about FEA. Tell them to go through the data given in SRB in Part A. There are approximately:
a. 60,000+ current students
b. 800+ training centers
c. 1, 300+ employees in 8+ states.

(Note: Please mention that the data given is an approximate one. It keeps changing frequently as we enroll more students, open more training centers and hire more employees.)

After this discussion, make sure the students are clear that FEA is a private organization. Through this, make them realize that a private organization can also prosper and be successful.

Step 3: 20 mins.

(Urban facilitators to conduct Step 3 and Step 4 in 25 mins):

Ask students to mention the government and private jobs that they can see around them. Ask them to share a few points of comparison between the two. When they have listed these, ask students to evaluate these benefits and disadvantages. You can ask: Are all government jobs like this? Are all private jobs like this?

Once students have shared, ask them to go through the table given in Part B. Ask students to share their understanding.

Tell students that these jobs belong to different sectors of society. The government sector, also called the public sector, is managed by the government. It includes government offices and departments, as well as schools, hospitals or even companies that are funded and managed by the government. The other large sector of society is the private sector. In this sector, companies, schools or hospitals may be run by individuals or groups. Depending on what type of entity- government or citizens- funds and runs these organizations, they will function in different ways. They will enjoy different types of resources, levels of stability, and possibilities for growth.

Step 4: 10 mins.

(Urban facilitators to conduct Step 3 and Step 4 in 25 mins):

Ask students to share their insights from the lesson.
Vocabulary practice:
Also, ask what myths have they cleared about government and private jobs.

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 74

Lesson 74

Resources: **Lesson Duration: 140 mins**

- Student Reference Books, L74A & L74B
- L74 Slideshow
- L74 Video

The Art of Self-Teaching

Objectives:

- Students will practice self-guided learning by choosing a topic relevant to them, setting their own goal, and practicing time management to work toward that goal.

Step 1: 10 mins.
(Urban facilitators to conduct Step 1 and Step 2 in 20 mins):
Tell students that they will begin having "Self-Guided Learning Time" on the laptops frequently to work on their own. Explain that this is NOT time to play games or surf the internet aimlessly. Instead, they should choose a topic that is relevant, set a goal, and make a plan for what they will do first.

Give possible topics:

- Search for or apply to jobs
  - Resources: L72 document (job apps list); indeed
- English practice
  - Resources: DuoLingo, YouTube
- Search online for job-related skills (such as stitching designs, electrician techniques, etc.)

Ask students to write down their goal and what they plan to do first in their Student Reference Books, L74A. Encourage students working on a similar topic to work together at a laptop.

Step 2: 20 mins.
(Urban facilitators to conduct Step 1 and Step 2 in 20 mins):
Allow students to work at the laptops toward their goals. Circulate to help students stay on task. If students have questions, ask them if they have tried to resolve them on their own first, then help if needed.

If needed, remind students to switch with their partner after 20 mins.

Energizer- 100 Rupees: 3-5 mins.
(Urban facilitators to skip this step):
Tell students that for this game, their age represents an amount in rupees *(for example, a 20-year-old is 20 rupees)*. Students should mingle around the room until you call out a "price" such as 100 rupees. Countdown to give students 10 seconds to form groups. Once the groups are formed, they should add the ages of everyone in the group. The group whose number is closest to 100 rupees is the winner *(most likely, it will not be exact)*. Repeat with a new "price" such as 75 or 150 rupees.

Understanding Sectors 2

Objectives:

- Students understand different social sectors, and the strengths and limitations of each.

Step 1: 20 mins: Ask:

- Indian parents keep telling their children to try for government jobs. Can you think of some pros and cons of government jobs?

Vocabulary Practice:

- Ask students to make sentences with the following terms:

Initiative, Negotiate.
Please ask students to refer to Part A if they are confused with the meaning.
Ask a few students to share their sentences.

Step 2: 35 mins. (Urban facilitators to conduct this in 30 mins):
Tell students to open their SRB and look at Part B. Divide the class in 5 groups. Assign a different point to each group. Once students have gone through their assigned point, they need to present it to the class as a role play. After each explanation by the group, other students can add their points.

Step 3: 25 mins. (Urban facilitators to conduct this in 20 mins):
Ask them about the general assumptions they have about the government and private sector.
Tell students to watch the AV (to know further about the Government and private sector).
Ask them to share their thoughts and understanding of the video.

Step 4: 15 mins. (Urban facilitators to skip this step):
Ask students to login their Duolingo account. Let students begin their Duolingo practice.

Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 75

Lesson 75

***Zoom Meeting Link -** **Lesson Duration: 140 mins**

- Before class, create a Zoom meeting and write the Meeting ID and password on the board.
  - Log into Zoom and click “Schedule”
  - For the meeting start time, select 1 hour after the beginning of class *(e.g. for a 1pm class, set the Zoom meeting for 2pm)*
  - “Waiting Room” should not be checked
  - Click “Save” and write the Meeting ID and password on the board.

Preparations:

Before class, prepare 4-6 notecards with the names of foods written on them in both English and Hindi. Examples: apple, mango, carrot, tomato, egg, curd

Resources:

- L75 Video

Recap: Asking Question

Objectives:

- Students will be able to correctly form present tense yes or no questions.
- Students continue to improve speaking fluency through games and discussion.

Step 1: 15 mins:

(Urban facilitators to conduct this in 10 mins):

Write the following sentences on the board.

Is it new?

Yes, it *is* new.

Is it new?

Yes, it *is* new.

Ask:

- What do you notice about the order of the words?

Write the following sentences on the board:

No, the car is not blue.

Yes, she is my sister.

Think-Pair-Share:

- If these sentences are the answers, what were the questions?

(Facilitator’s Reference: Is the car blue? Is she your sister?)

Step 2: 10 mins.

On the board, erase the previous sentences and write:
Question:

"Is it_____?"

Answer:

"Yes, it is _____."

"No, it is not_____."

Call on a student to volunteer. Hand that student a notecard with a food name written on it. Tell him or her to look at the food but don't say it out loud or show it to others

Explain to the class:

This slip of paper has the name of a food on it. We have to ask questions to find out what it is. Let's see how many chances it takes to guess the food.

Demonstrate: '

The facilitator should ask the volunteer 1-2 questions to model the ga,,,me. The volunteer should answer.

Example questions:

Is it a fruit?

Is it green? JIOOO OO

Is it a carrot?

Step 3: 15 mins: (Urban facilitators to conduct this in 10 mins):

The facilitator should call on students to ask questions until they correctly guess the food. Encourage all students to participate.

If the game is successful, call on 2 more volunteers and continue to play for 10-15 more minutes.

Step 4: 10 mins.

Ask students to form pairs. They may choose to play 20 questions with their partner OR practice unguided discussion for 10 minutes.

Energiser: 5 mins: (Urban facilitators to skip this step):

Choose one energizer to repeat from the week (or let the students vote on their favorite).

- Mirror Images
- Team Rock, Paper, Scissors

Digital Learning: Zoom 1

Objectives:

- Students discuss the purpose of Zoom and its use in professional settings.
- Students practice logging into Zoom, muting and unmuting, and build comfort speaking on a video call.

Step 1: 5 mins:

Ask:

- Who has heard of Zoom? What do you know about it?
- What are some reasons you might use video calls?

Explain:

- Zoom is a way to have video calls with a person or group of people. You can use smartphones or computers to join Zoom calls. Video calls from platforms like

Zoom, Google Meet, or Skype are increasingly used for job interviews and work meetings, so it is good to be familiar with them.

Step 2: 10 mins.

Tell students to watch AV. Explain that it shows three ways to join Zoom meetings, and that it is useful to know about all three, but to focus on the third way *(Meeting ID)* as that is what they will use in class.

(Note: Before class, the facilitator should have set up a Zoom meeting and written the Meeting ID on the board. If you have not done that, do it while students are watching the video.)

Step 3: 15 mins: (Urban facilitators to conduct this in 10 mins):

Tell students that when they join a Zoom meeting, they will be asked to enter a name. Ask:

- Because Zoom is often used for professional situations, like interviews or meetings, what should you enter for your name?

(Explain that it is professional to use your first name or full name, starting with a capital letter. Cute or funny nicknames are not professional. Any students who already have Zoom accounts should change their name if needed.)

Start the meeting on your laptop. Then, ask students to open their web browsers and go to zoom.us. For the next steps, encourage students to try to remember from the video or figure it out on their own before asking for help.

To join the meeting:

- Click the "Join" button and enter the meeting ID as written on the board as well as your name.
- If prompted, select "Open Zoom Meetings."
- When the meeting starts, click "Join with Computer Audio."

Step 4: 5 mins.

Ask:

- Where is the "Mute" button?
- The mute button turns off your microphone. Why would this be useful during a Zoom meeting?

Explain that on a group call, it is polite to mute yourself when you are not speaking so that others don't hear background noises near you, such as people talking nearby, sneezing or coughing, or sounds like traffic or cell phones.

The next activity is to practice muting and unmuting and speaking clearly during the video call. Even though the questions are fun, tell students to speak clearly and make eye contact as though they are in a job interview or a work meeting.

Step 5: 15 mins. (Urban facilitators to conduct this in 10 mins):

Ask the following "Would You Rather" questions. After each question, call on 3-4 students to share their answers. Try to ensure all students have at least one turn to speak.

Optional: If students are comfortable with Zoom so far, you can show them the "Raise Hand" function to answer the questions. However, if students seem overwhelmed with the instructions so far, save this for another day.

Would you rather...

· ...be a movie star or a chief minister?

· ...live in space or in the ocean?

· ...have the superpower to fly or to turn invisible?

- ...be rich and die at age 50 or live a simple life and die at age 100?
- ...have a pet monkey or have a pet elephant?
- ...be super strong or be super smart?
- ...eat a piece of cake every week or eat a mango every day?
- ...time travel to the past or time travel to the future?

Step 6: 5 mins:

Tell students to click "Leave Meeting" to end the session.

Ask:

- What was successful about our first class Zoom session?
- What was challenging or confusing?

Step 7: 5 mins. (Urban facilitators to skip this step):

Facilitator asks all students to stand up.

Facilitator refers to the 1st concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.

Question - Make a question using 'is'.

Facilitator refers to the 2nd concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. Student(s) who don't share correct understanding, are asked to stand up again.

Question - What did you get to know about zoom?

Facilitator takes a note of total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

Step 8: 15 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.):

Ask the other 10 students to write their Duolingo experiences on a piece of paper. They must also write when they started with Duolingo, where they are currently and what their target is after 2 weeks. Instruct them to paste their paper on the wall.

Step 9: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 76

Lesson 76

Resources: **Lesson Duration: 130 mins**

- Student Reference Books, L76

Talking about Present

Objectives:

- Students will learn simple present tense.

Step 1: 5 mins.

Ask students what they usually do in the morning, afternoon, and evening.

Share that students will learn to speak about their present in today's lesson.

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins):

Ask students to make a statement or a question verbally using Part 1. Follow the popcorn method. Ask others on whether or not a response is correct.

Now ask students to share their responses using the popcorn method for Part A 2. Ask others on whether or not a response is correct.

Ask students to complete Part A.1 and A.2 in their notepads.

Step 3: 25 mins. (Urban facilitators to conduct this in 20 mins):

Instruct students to read Part B.

D.E.A.R Activity: Ask students to give it a suitable title and also share sentences in simple present tense in the article. Ask students to share their responses using the popcorn method.

Ask students how this article is related to the lesson?

Step 4: 45 mins. (Urban facilitators to conduct this in 25 mins):

Online research and presentation to be added.

- Assign specific topics to students
- Provide guidelines or keywords to help students start their online research effectively.

Research Time (15 minutes):

- Allocate time for students to conduct online research using reliable sources such as educational websites, articles, or databases.
- Encourage them to take notes.

Presentation Preparation (15 minutes):

- Instruct students to organize their gathered information

Presentation Session (20 minutes, depending on class size):

- Have each student present their findings to the small groups using their prepared presentations.
- Ask students in groups to share feedback after each presentation.
- While students are presenting, move around and listen to what students are saying.

Topics:

1- How to get a job in a BPO ?
2- What is Rapido bike service? How to be a Rapido captain? What's their salary?
3- What is blinkit? How to be a blinkit delivery partner? What's their salary?
4- How can you work as a journalist for Aaj tak ? What is the salary of a journalist?
5- What is 'Urban Company'? How can you register yourself as a professional with UC?

Step 5: Email Practice: 25 mins. (Urban facilitators to conduct this in 20 mins):

Pair up students and assign them a task to draft an email on the topic: "Share why do you want to learn English."

- Each pair should work together to compose an email expressing their reasons for wanting to learn English.
- Encourage students to be creative and thoughtful in their responses, highlighting personal motivations and goals.
- Once the pairs have completed their emails, ask them to exchange drafts with 3 to 4 other pairs.
- Instruct students to review the drafts they receive and provide constructive feedback.
- After reviewing the drafts, reconvene as a class.
- Allow students to share the feedback they received from their peers and discuss any common areas for improvement.

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 77

Lesson 77

***Zoom Meeting Link** **Lesson Duration: 140 mins**

- Before class, create a Zoom meeting and write the Meeting ID and password on the board. *(see L75 for steps)*
- Note for facilitators: Check for opportunities where cops can actively participate. Keep reminding them of their responsibilities and acknowledge their efforts.

Resources:
- L77 Slideshow

Duolingo Time: 15 mins: (Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home.):
Ask 10 students to login to their Duolingo account. Let students begin their Duolingo practice for 10 mins. Call the other 10 students in front of the class. Popcorn call' 3-4 students to share something they learned in the last class.
After 10 mins. Swap the roles.

Zoom Meetings: Digital Learning

Objectives:
- Students practice various Zoom functions, such as chat, reactions, and changing the view, and continue to build comfort using video calls.

Step 1: 5 mins.
Ask:
- For what purposes might people use Zoom?

Step 2: 15 mins.

Show the L77 Slideshow to the class. Ask students to discuss the questions before moving on to each new slide. Tell them at the beginning that there will be a quiz at the end.

Step 3: 20-25 mins. (Urban facilitators to conduct this in 20 mins):

Students should follow the same steps as L77 slideshow to join the Zoom meeting.

Play a game of Simon Says to explore and practice functions on Zoom.

Simon Says…
- Mute your microphone.
- Type your favorite song in the chat *(to everyone)*.
- Type your favorite movie in the chat *(to ONLY the facilitator)*.
- Change your view to "Speaker."
- Unmute your microphone.
- Sing your favorite song for 10 seconds *(or say the words)*.
- Change your view to "Gallery."
- Give a "thumbs up" reaction.
- Stop your video.
- Close the chat box.
- Give a reaction of your choice.
- Start your video.

If time remains, continue to play. Students may also take a turn to give instructions. End by asking students to leave the meeting.

Step 4: 10 mins. (Urban students will just watch the video):

Ask: Ask students to watch this video on how to schedule a zoom meeting.

https://www.youtube.com/watch?v=v8-5AsI200g?

Step 5: 15 mins.

Now ask students to practice scheduling a zoom meeting with their partner. (Urban facilitators will skip this step, but encourage students to practice this at home)

Revision- 40 mins

Step 1: Revision: 35 mins.

(Urban facilitators to conduct this in 30 mins):

Use this time to revise any previously covered topics that your students require more practice.

Step 2: Grammar Practice Time: 10 mins.

Instruct students that you will write a sentence on the board and students have to find the error. Write the sentence. Ask students to discuss with a student sitting next to them. Now ask a random pair to share their response with reasons.

1. Incorrect: "He go to the park yesterday." Correct: "He went to the park yesterday."
2. Incorrect: "She eat an apple for breakfast." Correct: "She ate an apple for breakfast."
3. Incorrect: "I has a dog named Max." Correct: "I have a dog named Max."
4. Incorrect: "They plays soccer every Saturday." Correct: "They play soccer every Saturday."
5. Incorrect: "The children runned fast." Correct: "The children ran fast."
6. Incorrect: "My sister goed to school." Correct: "My sister went to school."
7. Incorrect: "I sees a rainbow in the sky." Correct: "I see a rainbow in the sky."

Step 3: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 78

Lesson 78

Materials: **Lesson Duration: 140 mins**

- Scissors

Resources:

- Student Reference Books, L78

Duolingo: 15 mins.
Randomly call 5-7 students to come on stage and share their Duolingo progress/activity they are currently at and how they use these learnings.
Ask students to login to their Duolingo account. Let students begin their Duolingo practice.

Teach Back

Objective:
Allow students to reinforce their understanding of a topic by teaching it to their peers

Step 1: 5 mins.
Ask the class what's their favorite FEA lesson. Ask them why? Take responses from everyone. Now share that today you will choose your favorite lesson and teach the class that topic for 3-5 minutes. Announce that this exercise is to be done in pairs.

Step 2: 15 mins.
(Urban facilitators to conduct Step 2 and Step 3 in 40 mins):
Make pairs. Ask them to choose a topic and prepare their script.

Step 3: 40 mins.
(Urban facilitators to conduct Step 2 and Step 3 in 40 mins):
Presentation Time: Ask each pair to present their topics one at a time. Invite questions from the class to make the discussion interesting. After each presentation, the facilitator must share a quick feedback on what went well.

Energizer- Animal Roundup: 3-5 mins.
Tell students to silently think of an animal. Then tell them that without talking, they need to arrange themselves from largest to smallest animals. They can only make gestures and the noise of their animal. After they have finished, have students go around and say the animal they were supposed to be to see if it was accurate.

Grammar Practice: 10 mins.
Practice the quiz verbally with the class. Ask a question. Take responses from 2-3 students before revealing the answer.
Do or Does

_____ you like chocolate ice cream?

- Do you like chocolate ice cream?

What time _____ the movie start?

- What time does the movie start?

_____ your sister speak English fluently?

- Does your sister speak English fluently?

How often _____ you go to the gym?

- How often do you go to the gym?

_____ your dog bark a lot?

- Does your dog bark a lot?

What _____ she eat for breakfast?

- What does she eat for breakfast?

_____ your parents live nearby?

- Do your parents live nearby?

How _____ you feel about the upcoming exam?

- How do you feel about the upcoming exam?

_____ it rain a lot in your city?

- Does it rain a lot in your city?

_____ your brother play any musical instruments?

- Does your brother play any musical instruments?

Revision-30 mins

Step 1: 30 mins.
Use this time to revise any previously covered topics that your students require more practice.

Step 2: 10 mins.

(Urban facilitators to conduct this in 5 mins):

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What was the most interesting thing you learned?

2. How do you think the skills we practiced last week will help you in your daily life?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will start with learning more about different kinds of interesting jobs and careers. We will get to know more ways to know about them.

We'll practice speaking lots of English together. I have some fun teamwork games that will help us communicate better in English.

And we'll also learn more about manners and behaviour.

I am excited for next week, I don't want you to miss this experience.

Step 3: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 79 | Survey interaction and Analysis

Lesson 79

Vocabulary: Career **Lesson Duration: 140 mins**

Resources:

- Student Reference Books, L79A and L79B
- L79 Video

Survey Interaction and Analysis

Objectives:

- Students practice forming present tense yes or no questions with an emphasis on using *you, I, he,* and *she* in as the subject.

Step 1: 10 mins.

Ask: *(Encourage students to answer in complete sentences.)*

- Are you a student?
- Is it raining today?
- Am I the prime minister?
- Arrange the students in a line.
- Write on the board, Are you, Is it and Am I
- Start by posing a simple question to the first student, such as "Are you a vegetarian?"
- The first student answers the question and then asks another question to the next person in the circle, using the 3 question starter on the board "Is it a hot day?"
- This continues as each student responds to the question asked to them and poses a new question to the next person.
- Encourage them to ask a variety of questions, using different question forms starting with Are you, Is it or Am I
- If someone repeats a question or struggles, the class can help or move on to the next person.

Step 2: 15 mins.

Ask students to open their Student Reference Books to L79A and write the questions in Activity A.

Then, discuss the answers as a class.

Answer Key:

1. Are you a nurse?
4. Am I in the correct classroom?

2. Is he your father
3. Is it a big house?
5. Is that your mango?
6. Is she a police officer?

Step 3: 20 mins.

(Urban facilitators to conduct this in 15 mins).

Count off students to let them know if they are in Group A, Group B, or Group C.

Tell them to find the correct survey in Activity B of their Student Reference Book.

Explain that students will have 10 minutes to walk around the classroom and ask their classmates the questions in their survey. They should use tally marks to record the responses. Challenge them to ask at least ten students.

While they conduct the survey, walk around and listen. Encourage students to speak only English and to answer in complete sentences, even if they make mistakes.

Announce when one minute is left. When time is up, ask students to sit with their groups (A, B, or C) and discuss their results and any patterns they notice. Then, call on each group to share their findings with the class.

Step 4: 10-15 mins.

(Urban facilitators to skip this step):

Ask students to find a partner and speak in English for the last 10-15 minutes of class. They can discuss any topic, but encourage them to ask at least three questions during their discussion.

While students are occupied, write the following on the board. (This will be done as a last activity of the day)

Lost Dog: Bruno

5 years old, male

Help us find our dog. Lost in Kindle Park near HDFC ATM on Wednesday 7th April at 5 p.m.

Brown Color, Labrador

Rs 2000 Reward for safe return

071-4567890980

Jobs vs. Careers: Career Goals

Objectives:

- Students will be able to identify or describe a career as a long-term path, often with many steps.
- Students will identify their own career goal by writing down the job or career field they hope to work toward over time.

Step 1: 15 mins.

(Urban facilitators to conduct this in 10 mins):

Ask:

- What do you think of when you hear the word “career”?

Watch the AV.

Ask:

- Is a job the same as a **career**? What is the difference?
- How can a job help you build your career?

If needed, explain:

- A job is any employment that makes money. It refers to the work you are doing today.
- A career is the work you do over your life. It usually involves multiple jobs and possibly training or education.
- Success in a career is not about the salary you make but rather doing your work well, growing and improving, and moving toward your goals.

Step 2: 15 mins.

Ask students to open their Student Reference Books and find the scenarios in Activity A.

Call on a volunteer to act out Scenario 1. If the volunteer would like helpers to act in the role play too, he or she may choose additional volunteers.

When the role play is complete, ask the class:

- Was this a job or a career? How do you know?
- If it was a career, what is one way that a job helped them on the career path?

Repeat with Scenarios 2-4.

Step 3: 10 mins.

Think-Pair-Share:

- Who do you know that has built a career? What steps did they take?
- What is most important to you when choosing a **career**?

(e.g. Salary, Opportunity for Promotion, Location, Interests, Education Requirements)

Step 4: 15 mins.

(Urban facilitators to conduct this in 10 mins):

Explain:

We are going to set career goals. The best way to plan your career is to think about your long-term goal first, your dream job. It does not have to be a job that you are qualified for yet. Later, we will look at what smaller, more immediate steps you can take to get there. Your career goal can always be changed, but it is important to have a goal to aim for. It is what motivates us to keep advancing in our work.

Encourage students to look back at the Passions, Skills and Interests activities *(L25B)* and the research that they have done about job fields *(L49B, L54B)*. They should think about what dream job or career field they would like to set as a career goal.

Then, have students write down their goal in Activity B of L79B.

Step 5: English Practice Time: 15 mins.

Ask students to read the notice: Lost Dog

Ask students to answer in full sentences

How old is Bruno?

When was the dog lost?

What's the reward for finding the dog?

Where was Bruno last seen?

When was Bruno last seen?

What's the color and the breed ?

If you find the dog, how can you inform the owner?

Step 6: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 80

Lesson 80

Vocabulary: forecast **Lesson Duration: 130 mins**

Resources:
- Student Activity Books, L80
- L80 Video

Weather Forecast

Objectives:
1. Students will be able to confidently describe weather scenarios.
2. Students will be able to prepare and deliver a basic weather report and enhance their public speaking abilities.

Step 1: 10 mins.
Share with the class: One rainy day, my friends and I planned a trip to the hills. The weather forecast said it would be sunny, but halfway there, it started raining. Despite the rain, it turned out to be a great trip!
Ask : Have you ever experienced a change in weather during a trip or outing? How did you handle it?

Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins):
Ask students to look at the images given in Part A.1 and A.2 of SRB and answer the questions on their own. Ensure that the students understand instructions. Give students 2-3 minutes to write down their responses.
Walk around to ensure that the students are at task and assist those who need assistance.
Ask students to find a partner and verbally share and compare answers in complete sentences.
Ask a few students to share the answers of their partners (not their own).
Disclose that Image 1 is of the North Pole during summer and Image 2 is of Chennai during winters. Ask if students had 'assumed' the season.
Discuss how we sometimes draw conclusions without having complete information.
Ask: How does understanding weather forecasts and patterns benefit individuals and communities?

Step 3: 15 mins.
Ask students to watch the AV in pairs and after everyone has watched it, discuss:
What was the video about?- discuss with your partner.
Ask a few students to share their responses with the class.

Step 4: 15 mins.
Recap with students what the weather forecast is. As a class discuss B1.
Round 1 - Instruct all students to prepare their weather forecast. Ask them to refer to the SRB- B1.. Give them some time to write and memorize.
While students are busy, go to step 7 and write the email on the board:

Step 5: 20 mins.
Now make small groups of 4 students. Ask students to present their weather forecast to their group members. Ask the group to share feedback with the presenter on what they did well and what they could improve.
Once everyone presents and receives feedback: ask students their experiences of presenting to the group and what would they like to improve.

Step 6: 25 mins.
Ask students what is their progress on Duo Lingo. Acknowledge the efforts of those students who have been sincere in their journey of learning. Ask them to quickly share their experiences and what motivates them to be sincere. (5 mins)
Ask students to login to their Duolingo account. Let students practice Duolingo.
While students are at task, call one student at a time and talk about their learning journey.
Ask the questions given in the feedback sheet. Update the sheet.
Once Duolingo feedback is over, move to step 7 and do it as a whole class discussion:

Step 7: 15 mins. (Urban facilitators to skip this step):
While students are busy in step 4, write this email on the board.

From:	tomsmudger91@dsmail.com
To:	sjbogard@twindle.com
Subject:	**Thank you!**

Hi Susan

Thank you very much for the birthday present. I really need a new computer game, so it is perfect. You're very kind. :)

How are you? Good luck in your exams. I hope you pass with good marks.

Speak soon.

Tom xx

Ask your students. Accept the answers only if they speak in full sentences
1- Who wrote this email?
2- What is Susan's email id?
3- What did Tom buy for Susan?
4- Susan has exams soon? True or False?
5- Susan bought Tom a computer game? True or False?

Step 8: 10 mins. (Urban facilitators to skip this step):
Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Note: Are your students speaking English for most of the class, around 80% of the time? If they are, that's amazing progress! How does it feel to see such improvement? If not, don't worry. Let's think together about how we can help them speak more English. Remember, every little step forward counts. Keep going, and you'll see great results!

Duolingo Feedback:

This feedback sheet will help you know the progress of students in Book 1. Talk to each one of them. Write the summary of the discussion in the Feedback sheet

Questions to ask

1. How's your Duolingo learning been going?
2. What challenges do you face while using Duolingo?
3. Have you noticed any specific areas where you feel you've made significant progress since using Duolingo?
4. How are you using Duolingo into your daily routine or study schedule?

Session 1

Name	Feedback 1- Lesson 35	Feedback 2- Lesson 53	Feedback- Lesson 74

Session 2

Name	Feedback 1- Lesson 35	Feedback 2- Lesson 53	Feedback Lesson 74

Session 3

Name	Feedback 1- Lesson 35	Feedback 2- Lesson 53	Feedback - Lesson 74

Milestone Championship

Lesson Numbers and Rewards

Milestone	Award and Significance	Details and criteria
L17	NA	Making of Pairs
L17, 18, 19, 20	NA	All the pair activities done with the same pair as made in 17.
L20	NA	Introduction of 1st round of the competition. Updating pairs on LMS.
L26	NA	Follow Up of Milestone Championship.
L70	A Folder (Significance- It helps in keeping documents organized at one place)	Ending of 1st round of the competition and starting of the 2nd round. Formation of new pairs. **Criteria for award**- All the pairs who reach this milestone.
L120	A Cap (Significance- It symbolizes achievement and special recognition because it is commonly used in ceremonies like graduations. It highlights hard work and commitment.	Ending of 2nd round of the competition and starting of the 3rd round. Formation of new pairs. **Criteria for award**-Top 3 pairs of each sessions based on attendance.
L170	A World Map (Significance- It shows that opportunities are everywhere, not just in the local area. It encourages to think big and explore beyond immediate surroundings)	Ending of 3nd round of the competition and starting of the 4th round. Formation of new pairs. **Criteria for award**- All the pairs who reach this milestone

Last lesson of the curriculum	A Stamped Copy of Certificate (Significance- It is a special certificate that would be given to 4 students, who showed their capability of making themselves and their partner regular more than the rest)	Ending of last round of the competition. **<u>Criteria for award</u>**- Top 2 pairs of each sessions based on attendance. (Note: All the students receive the certificate but only top 2 pairs receive a stamped copy of certificate)
Note- 1. Ranking announcement/updates on competition to be shared once every week through an email (Fridays). 2. Step 2.1 and 2.2 is added in the lessons. Step 2.1 is to be conducted by students who are conducting new version of curriculum from the beginning. Step 2.2 is to be conducted by students who switch to the new version in middle of the curriculum.		

F E A

Building ethical, productive mindsets and core employability skills

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

William A. Ward

"Success is the ability to go from failure to failure without losing your enthusiasm."

Winston Churchill

"Every child deserves a champion - an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."

Rita Pierson

"I cannot teach anybody anything, I can only make them think."

Socrates

"There are no foolish questions and no man becomes a fool until he has stopped asking questions."

Charles Proteus Steinmetz

"The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one."

Mark Twain

"Great teacher engineer learning experiences that put students in the driver's seat and then get out of the way"

Ben Johnson, Educator

"I think it's very important to have a feedback loop, where you're constantly thinking about what you've done and how you could be doing it better."

Elon Musk

"Education is what remains after one has forgotten what one has learned in school."

Albert Einstein

"The will to win, the desire to succeed, the urge to reach your full potential… these are the keys that will unlock the door to personal excellence."

Confucius

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