



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

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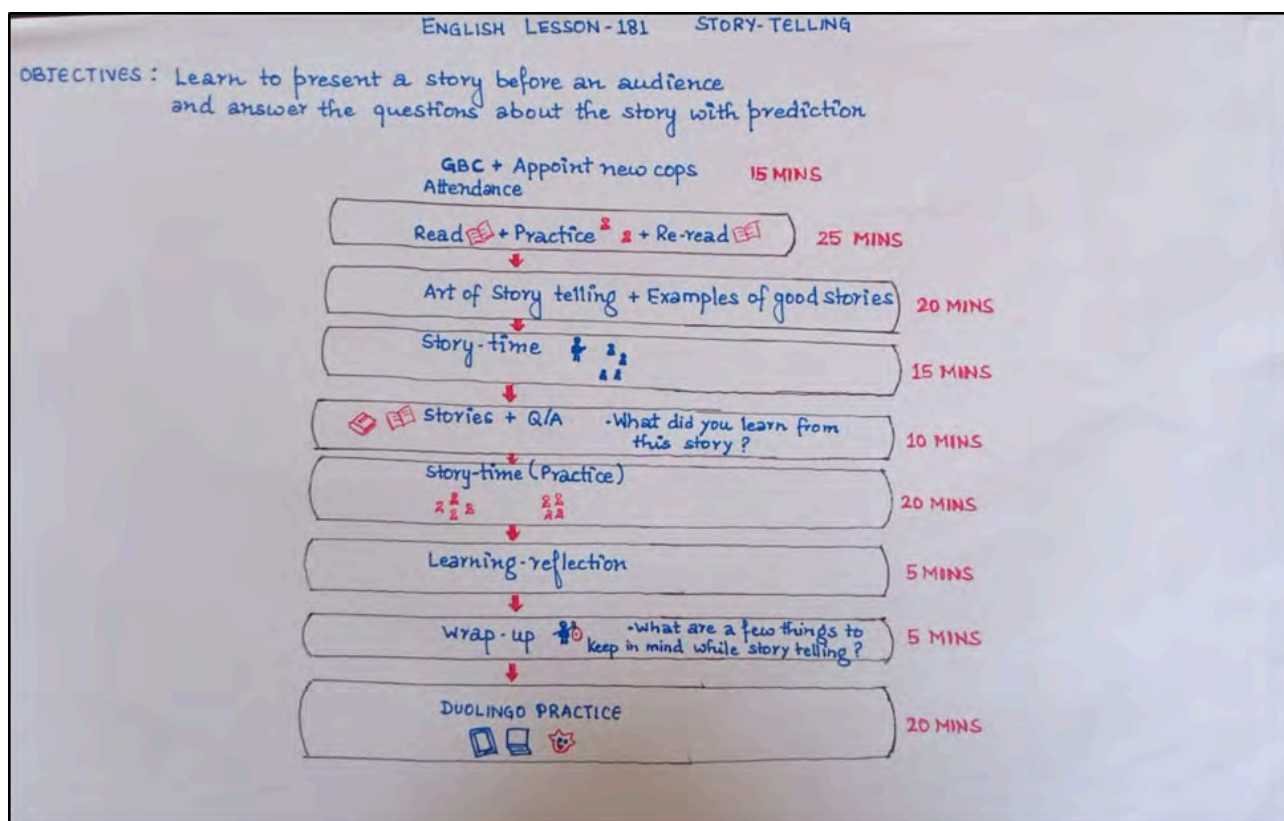
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Mindmap



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 complete 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 81**Lesson 81**

Preparations:	<u>Lesson Duration: 140 mins</u>
<ul style="list-style-type: none"> • Create a Leaderboard on a piece of poster paper. (See Typing - “Leaderboard Example”) It should include spaces to write the names and percentages for students with the top three accuracy percentages for three weeks and a space for the most improved student for the second and third week. 	
Resources:	
<ul style="list-style-type: none"> • L81-1 through L81-3 Videos • Student Reference Book L 81 	
Knowledge Wrap-ups	
Objectives:	
<ul style="list-style-type: none"> • Students practice using what they have learned in previous lessons, such as seasons, weather, animals, and nature-related vocabulary and asking questions. • Students practice speaking fluency and confidence by presenting an interview in front of the class. 	
Step 1: 20 mins.	
Ask:	
What have you learned in the last few days? Does anyone have examples they'd like to share with the class?	
Ask -Why is it important to take care of the earth?	
Explain that they will be creating their own role play interviews about a topic related to caring for the earth.	
Create groups of 3-4 students. Assign each group one of the following categories: Climate Change, Pollution, Wildlife. More than one group may be assigned the same topic.	
Each group should:	
<ul style="list-style-type: none"> • Define the vocabulary words related to their topic • Watch the assigned video and conduct additional research if desired • Write an interview about the topic 	
1-2 students in the group should be interviewers that ask questions. They can imagine that they are on a news show asking questions to learn about the topic. 2 students in the group should act as experts on the topic and answer the questions based on what they learn from the videos. All members of the group should work together to write the interview. All group members must speak at least once, and the interview should be 1-2 minutes long.	
For example, for climate change, interviewers could ask questions such as:	
<ul style="list-style-type: none"> - What is climate change? - Is the weather different? - Is it dangerous? 	

Climate Change:

- Vocabulary: climate, global warming, atmosphere
- AV 1 (Basic Level)

Pollution:

- Vocabulary: pollution, environment, reduce, reuse, recycle
- AV 2

Wildlife:

- Vocabulary: endangered species, habitat, extinct
- AV 3

Step 2: 15 mins.

Call on groups to act out their interviews in front of the class. 2 mins each group.
Applaud after each presentation and share something they did well.

Typing Lesson 10: Accuracy

Step 1: 5 mins.

Ask:

- What does accuracy mean?
- Why is accuracy important for typing?

Step 2: 10 mins.

(Urban facilitators to skip this step):

Point out the leaderboard posted on the wall.

Leaderboard example:

Week 1		Week 2		Week 3	
Student	Accuracy	Student	Accuracy	Student	Accuracy
1.	%	1.	%	1.	%
2.	%	2.	%	2.	%
3.	%	3.	%	3.	%
		Most Improved		Most Improved	
		1.	%	1.	%

Explain:

For the next three weeks, we will use the leaderboard to acknowledge students who have achieved high typing accuracy or who improve the most.

The purpose is to motivate you to focus on your typing accuracy.

Step 3: 15 mins.

Log into Typing Master. Click Typing Test. Students may select the settings and take a test. They should write down their accuracy percentage in their notebooks.

Partners should switch so that all students take a test and write down their accuracy.

Step 4: 10 mins.

Tell them to record their details as given in the SRB.

Then, find out who has the three highest scores. They should write their names and accuracy scores on the leadership board.

Step 5: 5 mins.

(Urban facilitators to skip this step):

Go around the circle.

Ask:

- What is your accuracy goal for next week? *(Students should answer with a percentage.)*

Step 6: D.E.A.R- 35 mins.

(Urban facilitators to conduct this in 25 mins):

Now inform the class that there's an interesting short reading passage. Instruct the class to read the passage from their SRB. **(10 mins)**

After everyone reads the article:

Discussion Topic:

Applying Nature's Lessons in Everyday Life

Format:

- Divide the class into small groups, with each group assigned to discuss different lessons learned from nature as in the article.
- Assign a facilitator within each group to guide the discussion and ensure everyone has a chance to participate.

Round 1: Exploring Lessons (10 minutes)

- Each group discusses one of the lessons learned from nature as described in the article
- (e.g., Group 1- strength, Group 2- change, Group 3- teamwork, Group 4- patience, Group 5- curiosity, Group 6- respect for all life).
- Groups explore the significance of the lesson, why it is important to learn from nature, and how it can be applied in everyday life.

Round 2: Sharing Examples (10 minutes)

- Encourage students to reflect on times when they have demonstrated strength, patience, teamwork, curiosity, or respect for all life, drawing connections to nature's teachings.

Step 7: 15 mins.**(Urban facilitators to skip this step)**

- Ask students to click on the link given in SRB and practice the exercise as a pair.
- <https://test-english.com/grammar-points/a1/this-that-these-those/>

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.

Lesson 82

Resources: <ul style="list-style-type: none"> ● Student Reference Books, L-82 ● L-82 Video 	Lesson Duration: 140 mins
<h3 style="margin: 0;">Listening to Instructions</h3>	
Objectives: <ul style="list-style-type: none"> ● Students will be able to follow directions, understand expectations, and make sense of oral communication. 	
<p>Step 1: 20 mins. (Urban facilitators to conduct this in 10 mins):</p> <p>RecapTime: Part A- SRB Tell students to write 3 sentences of their choice in their notepads without discussing it with anyone. Example: Pritam is climbing a mango tree. Move around and help as required.</p> <p>Once they finish, ask them to get their sentences corrected with the help of their partner.</p>	
<p>Step 2: 30 mins. Part B - SRB: Draw as you listen: (Urban facilitators to conduct this in 20 minutes):</p> <p>Next, guide students on these steps.</p> <ol style="list-style-type: none"> 1. Students are divided into groups of three. Each student in the group has a specific role to play. 2. Student A chooses a sentence from the text and reads it to student B, who has to write the sentence and read it to student C, who will have to draw what was read. For instance: “Pritam is climbing a mango tree”. Students can help each other if they have difficulties throughout the task. 3. Then, it will be Student B’s turn to choose a sentence to read to student C, who will write it and then read it to student A who will draw it. Students keep on taking turns until all the sentences from the text have been read, written and drawn. 4. By the end of the task, students will have to retell the story they got by explaining their drawings to one other student from some other group. 5. For students who can comprehend well, ask them to rephrase the above instructions. 	
<p>Step 3: 40 mins. Part C SRB: Presentation Time:</p> <p>(Urban facilitators to conduct this in 30 mins.) Activity Instructions:</p> <p>Pairing:</p> <ul style="list-style-type: none"> ● Each pair will consist of two students. ● Randomly assign pairs or allow students to choose their partners. <p>Topic Selection:</p>	

- Each pair will choose one topic from the provided list of role-play scenarios. Refer SRB

Roles:

- One student in each pair will take on the role of the reporter.
- The other student will take on the role of the interviewee

Preparation:

- Students will have 10 minutes to prepare for their role-play.
- During this time, the reporter will prepare simple questions, and the interviewee will think about their responses.
- Encourage students to take notes to help them during the role-play.

Role-Play:

- After the preparation time, pairs will take turns presenting their role-play in front of the class.
- Both students should stay in character and engage with each other as if they were conducting a real interview.

Feedback:

- After each role-play, allow the class to provide feedback.
- Encourage students to share strengths and areas for improvement for each pair.

Rotation:

- Repeat the process with new pairs

Role play topics:

1- You are a reporter for a newspaper in your village. One day a popular bollywood actor comes to your village to shoot a movie scene. Your role is to prepare simple questions, and conduct a friendly interview with the actor.

2- You are a sports reporter. You meet Rohit Sharma. Your role is to prepare simple questions to ask Rohit Sharma about the next match.

3- You are a crime reporter. There is a robbery in your village. There is one man named Mohanlal who saw the robbers. Your role is to interview the witness Mohanlal. Ask him about robbers and what happened that day.

Step 4: 25 mins.**(Urban facilitators to conduct this in 20 mins):**

Ask students to watch the AV. Once students have watched, ask :

1. How did Shashi improve her English skills during the four-week course?
2. What did Shashi do to earn the respect of her classmates?
3. How did Shashi's confidence change throughout the video?

Step 5: 10 mins.

Share that students must listen to the question and answer them verbally. Ask question 1 and take responses from 2-3 students. Then reveal the answer. Move to question 2.

Fill in the blanks with correct preposition

1. The sandwich is _____ two slices of bread.(Answer between)
2. The keys are _____ the drawer. (answer: in)
3. Distribute the sweets _____ your friends (answer: among)
4. She walked _____ her friend to school.(answer : with)
5. We watched a movie _____ popcorn and soda.(with)
6. He is _____ the car waiting for you.(answer in)
7. She put her coat _____ the chair. (answer on)
8. While playing hide and seek, she hid _____ the door (behind)

Step 6: 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 check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.

Question - What can they do to focus on spoken instructions?

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 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.

Lesson 83

Vocabulary: Stare, etiquette	<u>Lesson Duration: 140 mins</u>
Resources:	
<ul style="list-style-type: none"> • Student Reference Books, L83 	
Good and Bad Behaviour	
Objectives:	
<ul style="list-style-type: none"> • Students will learn about etiquettes and what impressions good etiquettes create. 	
Step 1: 20 mins. (Urban facilitators to conduct this in 10 mins):	
Welcome students and ask the following:	
<ol style="list-style-type: none"> 1. Have you seen people stare at another person? (stare: to look at somebody or something for a long time because you are surprised, shocked, etc.) 2. Have you ever been stared at? 3. How does it make you feel and what are your thoughts on this? 	
Step 2: 25 mins: (Urban facilitators to conduct this in 20 mins):	
<ul style="list-style-type: none"> - Discuss the examples given in Part A with students. Go over each point, one at a time. Students will analyze the points and make judgments about the impression it would create. Ask students to pick a side. If they feel a particular behaviour will create a good impression, they should stand up and if they feel it would create a bad impression, they should keep sitting. Ask a few students to support their answer with a reason wherever possible. They also need to consider its impact on individuals and the community. 	
Step 3: 30 mins. (Urban facilitators to conduct this in 20 mins):	
Ask students to go to Part B in SRB. Discuss the first situation as a class.	
Now, divide the class in groups such that each group has 4 students. Give a different situation to each group. Ask students to discuss the situations assigned to them in groups. Once discussed, ask groups to share their responses with the class. Other groups can add their views.	
It will allow students to explore the consequences of correct and incorrect behavior on individuals and the community.	
Step 4: 30 mins. (Urban facilitators to conduct this in 25 mins):	
Now ask students to enact the situations discussed in the previous step. They would enact the situations in the same group.	
Ask the audience after each act: What are some other ways of handling the situation in the scenario in a good way?	

It will help students foster understanding of the impact of acceptable and unacceptable behaviours and actions.

Step 5: 15 mins.

We're all taught that a "please" and "thank you" can go a long way. Ask students: 'What impact does a good social **etiquette** create in your:

1. education? (while you are in school and college)
2. profession? (while you are working for a company or running a business)
3. social life? (in your interaction with your friends and family)

They can share their responses as an entire class discussion through popcorn share. Ensure that they cover each of these 3 points.

Step 6: 10 mins. (Urban facilitators to skip this step):

Ask students to write their learning and insights gained from the lesson. Ask a few students to share their responses. This will help to assess their understanding and application of acceptable and unacceptable behaviour in public spaces and consolidate their learning from the lesson. Paste the written notes on the wall.

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 84**Lesson 84**

Kindly coordinate with your TM to select a date for Student Reflection Lesson 88.	
Vocabulary: Guardians	<u>Lesson Duration: 140 mins</u>
Resources: <ul style="list-style-type: none"> • L84-1, L84-2, & L84-3 Videos • Student Reference Book, L84 Note: Create few dummy email ids if students can't access email	
Summary of the Last Class: 5 mins. (Urban facilitators to skip this step): <ul style="list-style-type: none"> - 'Popcorn call' 3-4 students to share something they learned in the last class. 	
Digital Learning: Google Docs 1	
Objectives: <ul style="list-style-type: none"> • Students will be able to navigate and understand the basic functions of Google Docs 	
Step 1: 10 mins. Ask: <ul style="list-style-type: none"> - Have you ever heard the term "the cloud" when talking about computers? - What do you know about it? Watch AV 1. 	
Step 2: 10-15 mins. (Urban facilitators to conduct this in 10 mins): Ask students to stand up. As you read the following statements, they should move to the right side of the room if they think the answer is true and the left side if they think the answer is false. After each question, reveal the answer and read any accompanying explanation. Statement: The cloud is a way to store your files. Answer: True. You can store documents, photos, music, and more on the cloud. Statement: If your phone breaks, you will lose your files stored on the cloud. Answer: False. Files on the cloud are stored on servers (large computers) far away, not on your actual phone. Statement: If your files are on the cloud, you can open them on FEA laptops, a friend's smartphone, or even a computer in Australia. Answer: True. You can access files on the cloud from any device as long as you have internet access and your password.	

Statement: The emails you receive in your Gmail account are stored on the cloud.

Answer: True. This is why you can access them from any device.

Statement: When you save something on the cloud, it is no longer private and anyone can see it.

Answer: False. Other people can only see your files if you share them, otherwise they are protected by a password.

Statement: Using the cloud is free.

Answer: True AND False (both are correct). Many companies, like Google, Dropbox, or Microsoft OneDrive offer some cloud storage for free. If you need a large amount of storage (for example, if you run a business and have a lot of documents), you can pay for additional storage.

Step 3: 10 mins.

Explain that Google Docs is similar to Microsoft Word, except that it works on the cloud instead of saving files to your computer. This also means that you need internet access to use it.

Ask students to watch AV 2 about creating a Google Doc.

Step 4: 20 mins.

(Urban facilitators to conduct this in 15 mins):

Ask students to work in pairs to imagine a made up planet. They should think about a name for the planet and what it might look like. Explain that they will be creating a Google Doc about this planet.

Give students the following instructions:

- Go to drive.google.com and create a new blank Google Doc.
- Change the title of the document to your planet's name.
- In the document, type 2-3 sentences describing your imaginary planet.
- Change the sentence to a new font, size, and color.
- Click the Explore button in the bottom right. Search for an image of an animal or imaginary creature of your choice that lives on your imaginary planet. Insert it into the document.

Give students the remaining time to explore Google Docs functions on their own. They may add to or format their document. Challenge them to identify ways that it is different from Word.

Ask students to close the document. Explain that it will automatically be saved in their Google Drive account.

Energizer- Shake Down: 3-5 mins. (Urban facilitators to skip this step):

Ask everyone to stand and explain that they will shake out their bodies one limb at a time. Start with six shakes of the right arm, then six shakes of the left, six shakes of the right leg, then six shakes of the left. Continue with a round of five shakes of each limb, then four, three, two, and finally one.

Talking to Parents or Guardians 2: Family Interviews

Objectives:

- Students recognize why it is important to have conversations with their parents or guardians.
- Students create questions to ask their parents or guardians (*the person who will be most important/difficult to talk to about career aspirations*) to learn about their lives and to continue to build a positive relationship with them.

**Note: For students who do not have parents in their lives, “guardians” may refer to any adult or family member who supports them or helps them to make life decisions.*

Step 1: 10 mins. Review:

- Why is it important to talk to your parents or **guardians**?
- How did it go when you talked to your parents or guardians about your thank you cards? Is there anything you would want to change about that interaction?

Step 2: 15 mins. Show AV 3. Ask students to note the 7 tricks while watching the video. After the video, ask:

1. What were the seven effective tricks or techniques discussed in the video for improving communication? Make the discussion lively by encouraging all students to share their answers.

Step 3: 20 mins.

(Urban facilitators to conduct this in 15 mins):

Ask:

- If you had to tell the story of your parent’s/guardian’s life, how much would you be able to tell?

Tell them to think about what they would want to know about their parents or guardians. Explain that even if it is something they already know, getting that person to tell a story about it might help them learn new details and will make the person feel good for sharing their story.

Small Groups:

Ask students to open their Student Reference Books to L84. In small groups, students should brainstorm possible questions they might want to ask their parent or guardian relating to the topics listed (*Childhood or Youth; Family Life; Career, Hobbies, or Interests; and Other*). They can write their ideas on a separate sheet of paper or just discuss them, but they should not yet write in their SRBs.

After brainstorming for 8-10 minutes, each group can share a few of their questions with the class. Then, each person should choose one question for each category that they want to ask their parents or guardians. They should write the questions in their notepads.

Explain that you are asking them to interview their parents/grandparents about their own lives and interests.

Accept all answers. Emphasize that adults in their lives may have experiences or advice they can learn from, and that having this conversation can also help them to build their relationship and make it easier to talk to them about their career aspirations or other difficult topics in the future.

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

Tell students to find a time in the next three days to talk to their parents or guardians.

The questions can guide their conversation, but they should not feel limited by them. They can respond to their parents or ask follow-up questions to learn more.

During the interview, remind them to practice active listening. Ask students to review what that means.

Step 5: 1-2 mins.**(Urban facilitators to conduct Step 4 and Step 5 in 10 mins):**

Inform to conduct your family interview and write a summary of the conversation.

Give students a goal of three days to complete this activity.

Step 6: 15 mins: (Urban facilitators to skip this step):

Ask students to login their Duolingo account. Let students begin their Duolingo practice.

Step 7: 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 would learn about having fun presentations on topics in English, so you'll feel confident in any situation.

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 Docs can make learning English easier.

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 85**Lesson 85****Preparations:****Lesson Duration: 140 mins**

- Prepare the answer key for the Student Reference Book work (See English - “Dialogues”)

Resources:

- L85-1 and L85-2 Videos
- Student Reference Books, L85

Present Tense**Objectives:**

- Students will be able to correctly identify and use the present tense in sentences

Step 1: 15 mins.

Write the following two sentences on the board. Ask students to discuss what is different about them.

1. *She is sitting in class.*
2. *Every day, she sits in class.*

Accept all answers. Emphasize that the first sentence describes what is happening right now, so it ends with -ing. The second sentence describes something that happens repeatedly or generally, so it uses present tense.

Watch AV 1.

Ask:

- What did you understand from the video?

Step 2: 15 mins.

Ask students to form pairs. Assign each pair as A, B, or C.

Ask students to open their Student Reference Books to L85. They should complete the sentences in their assigned dialogue (A, B, or C) with the correct present tense verbs. Students who finish early may complete the sentences in all dialogues.

Post the answer key and allow students to check and correct their own work.

Answer Key:

Dialogue A -	wake	eat	cook	cooks	ride		
Dialogue B -	play	work	plays	dances	goes	study	
Dialogue C -	sing	sing	like	paint	go	paint	draws

Step 3: 15 mins. (Urban facilitators to conduct Step 3 and Step 4 in 10 mins):

Give students some time to practice reading their assigned dialogue with their partner. Then, call on groups to stand and present their dialogues.

Step 4: 10 mins.

(Urban facilitators to conduct Step 3 and Step 4 in 10 mins): Ask:

- What do you do every day?

Example: Every day I study.

Step 5: 10 mins.

Ask students to practice present tense. Click on one of the links available in the SRB and practice as a pair. Choose the exercise based on your student's level.

<https://test-english.com/grammar-points/a1/present-simple/> (Easy)

<https://test-english.com/grammar-points/a2/present-simple-continuous/> (advanced)

If the internet is a problem, open the activity in the facilitator's laptop and read out the question to get the responses.

Energizer- Build a Handshake: 3-5 mins.

(Urban facilitators to skip this step):

Ask students to find a partner and make a two step handshake (*examples of steps: handshake, pound it, high five, snap, be creative*). Tell them to practice and make sure both partners know the steps well enough to teach it to someone else.

Tell everyone to find a new partner and show them the handshakes they created. They should combine them to make a four-step handshake. If time allows, repeat once more so that everyone has a new partner and an eight-step handshake.

Digital Learning: Google Docs 2

Objectives:

- Students share a Google Doc and use collaborative features such as editing and comments.

Step 1: 2 mins. (Urban facilitators to conduct Step 1 and Step 2 in 10 mins):

Revise:

- What is the cloud?
- What can you use a Google Doc for?

Step 2: 10 mins. (Urban facilitators to conduct Step 1 and Step 2 in 10 mins):

Watch AV 2 about how to share and collaborate on a Google Doc.

Step 3: 20 mins.(Urban facilitators to conduct this in 10 mins):

Ask students to work with their same partner from Lesson 84. They should go to drive.google.com and find the Google Doc they created in Lesson 84. (Note: The same student should be logged in as on the previous day.)

Tell each pair of students to share their document with the pair sitting to their right. As shown in the video, they should click the "Share" button, enter the person's email address, and make them an editor.

Students should open the document that was shared with them. They should be able to find a link to the document in their email or in their Google Drive homepage.

Give students a few minutes to read the document sent by the other group. Ask them to change any information on the google doc and it will reflect to the other party.

Step 4: 2 mins. (Urban facilitators to skip this step):

Ask:

- Who has interviewed their parents or guardians?

Home Extension Reminder:

- Interview your parents or guardians (if not yet completed). You have two more days to complete this task within the three-day goal.

Presentation Time

Step 1: 25 mins.

(Presentation time) (Urban facilitators conduct this in 20 mins):

For the last 25 minutes of today's class, we'll practice presentations. Here's how it'll work:

Question and Answer: Each of you will answer a question for one minute. Listen to the question, then respond as best you can within the time limit.

Timekeeping: We'll have a timekeeper to monitor each speaker's time. They'll announce when your minute is up.

Active Participation: Listen attentively to your classmates and provide supportive feedback

Let's make the most of this presentation practice session!

Ask student 1 and 2: Share a few things you have learned at FEA.

Ask students 3 and 4: Share one favorite activity in your FEA class. Why did you like that activity?

Ask students 5 and 6: What are your aspirations? Why?

Student 7 and 8: Share a few things you learned from the Log Kya Kahenge lesson?

Student 9 and 10: Discuss a favorite food or meal. What ingredients are used, and why do you enjoy it?

Student 11 and 12: Tell me about your favorite hobby or activity. Why do you enjoy it?

Student 13 and 14: Who is your role model? Why do you admire this person?

Student 15 and 16: What are the 3 things that you want to improve in your village?

Student 17 and 18: Talk about a place you would like to visit in the future. What attracts you to this destination?

Student 19 and 20: Why do you think learning English is important to you?

If you have less than 20 students, ask 2 or more questions from one student.

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 86**Lesson 86**

Kindly coordinate with your TM to select a date for Student Reflection Lesson 88	
Resources:	<u>Lesson Duration: 140 mins</u>
<ul style="list-style-type: none"> ● L86 Video ● SRB 	
Jeopardy	
Objectives:	
<ul style="list-style-type: none"> ● Students will understand the importance of hardwork and not giving up. ● Students will outline the importance of team-building activities in group performance. 	
Step 1: 25 mins.	
(Urban facilitators to conduct this in 5 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 sign in and practice Duo Lingo on their phone/FEA laptop. Move around and help as required.	
Step 2: 20 mins.	
Ask students who has interviewed their parents/Grand-parents	
Announce: Today, we're going to watch an interesting video together. Here's how we'll proceed:	
We'll start by watching a short part of the video. Then, we'll pause to talk about what we saw.	
Discussion Points: After watching the complete video, we'll discuss these simple questions:	
<ul style="list-style-type: none"> ● How did the speaker get ready for the climb? Use popcorn and cold calls. ● Why do you think the speaker didn't stop climbing, even when it was hard? Use popcorn and cold calls. 	
<u>Or (if the internet is not an issue at your branch then:)</u>	
Ask students to work as a pair and complete this listening exercise:	
https://test-english.com/listening/a1/whats-your-job-a1-english-listening-test/	
Step 3: 40 mins. (Urban facilitators to conduct this in 35 mins):	
Set up the jeopardy game. The link to the game is as follows:	
https://docs.google.com/presentation/d/1BK258jJKyvACYJcUMNfSp2bJngYrhx-p/edit?usp=sharing&ouid=109543220975828827294&rtpof=true&sd=true	
Play the game.	

D.E.A.R

Step 1: D.E.A.R: 40 mins.

(Urban facilitators to conduct this in 30 mins):

- 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 everyone, what would they do with their first salary? Share what you did with your first salary.

Step 2: 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 check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.

Question - How do you motivate yourself to not give up?

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 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.

Answers for the reading exercise:

1. The narrator's first job was working in a **cafe**.
2. The amount of the narrator's first salary was **Rs. 6000**.
3. The narrator decided to set aside Rs. **2000** as savings from their first salary.
4. The narrator bought a **suit** for their mom as a gift.
5. After buying the gift, the narrator and their mom went to a **restaurant** for a treat.
6. The narrator also spent a part of their salary on buying new **clothes** for themselves.
7. Earning their first salary made the narrator feel **happy** and **proud**.
8. The narrator believed that earning money provided both **financial** and **social** freedom.
9. The narrator's mom was **proud** of them after receiving the gift.
10. The narrator felt a sense of **accomplishment** upon receiving their first salary.

Summary of Lesson 87**Lesson 87**

Kindly coordinate with your TM to select a date for Student Reflection Lesson 88.
Vocabulary: Calm Lesson Duration: 140 mins
<p>Resources:</p> <ul style="list-style-type: none"> • L87-1 and L87-2 Videos • Student Reference Books, L87A and L87B <p>Note for facilitators: Check for opportunities where cops can actively participate. Keep reminding them of their responsibilities and acknowledge their efforts.</p>
Present Tense Recap
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will practice using present tense in sentences.
<p>Step 1: 15 mins.</p> <p>Ask everyone to stand up. Tell everyone to pull their ears. Now tell them to shake their heads clockwise and now anticlockwise. Now whisper this sentence softly- “Today we will start the class with some listening exercise. Ask students who understood what you said. Repeat it a little louder. Ask again, if they understood. Congratulate your students by sharing that they are good at listening. Share that the purpose of pulling the ears and moving your head was to ensure that your listening nerves are awake. Get started</p> <p>Watch AV 1 on student’s laptop</p> <p>Ask:</p> <p><i>(Encourage students to try to answer in complete sentences, using present tense.)</i></p> <p><i>After the video ask using popcorn and cold calls:</i></p> <ul style="list-style-type: none"> - What does the boy do every day? - How does the father go to work? - What subject does the mother teach? - What instrument does the sister play? - What does the family do every weekend? <p><u>Or (if the internet is not an issue at your branch then:)</u></p> <p>ask students to work as a pair and complete this listening exercise:</p> <p>https://test-english.com/listening/a1/free-time-listening-test/</p>
<p>Step 2: 25 mins.</p> <p>(Urban facilitators to conduct this in Step 2 and Step 3 for 25 mins. They need to create 1 story):</p> <p>Explain that in English, stories are often told in present tense.</p> <p>Ask students to open their Student Reference Books to L87A. Students can work with a partner to create short stories.</p>

Tell students to read the first sentence of each story, then add at least three more sentences. They may write their sentences or say them orally to their partner. They should create at least three stories using present tense verbs (they can choose the three stories with pictures or choose two with pictures and create their own).

Step 3: 15 mins.

(Urban facilitators to conduct this in Step 2 and Step 3 for 25 mins):

Each pair should exchange their stories with another group to check that their present tense verbs are correct.

Then, provide each pair time to share one story with the class.

Dealing with Angry People

Objectives:

- Students will discuss the benefits of staying calm when dealing with an angry person.
- Students will brainstorm and identify ways to stay calm.

Step 1: 20 mins.

(Urban facilitators to conduct this in 15 mins):

Think-Pair-Share:

- Has anyone ever shouted at you? How did it make you feel?

Ask students to open their Student Reference Books to L87B. Then ask them to turn to the person on their right and discuss the 2 scenarios given.

One person from each pair tells the class about their discussion with their partner. Each pair should share different responses, if they have any.

Step 2: 20 mins.

(Urban facilitators to conduct this in 15 mins)

1. Divide the class into groups of four students each.
2. Provide each group with the following question: "Have you come across situations dealing with angry people in real life? What happened, and what did you do at that time?"
3. Instruct the groups to discuss the question among themselves for 5 minutes. Encourage them to share personal experiences.
4. While the groups are discussing, circulate around the classroom to monitor their progress and provide assistance if needed.
5. After the 5-minute discussion period, instruct each group to choose 2 representatives to share a summary of their discussion with the rest of the class.
6. Invite two representatives at a time to come to the front of the class to share their thoughts and experiences. Each group should have approximately 2-3 minutes to present their summary.

Step 3: 10 mins.

(Urban facilitators to conduct Step 3 and 4 in 20 mins): Now ask students to watch the AV 2.

Step 4: 20 mins.

(Urban facilitators to conduct Step 3 and 4 in 20 mins. Instead of assigning different questions to different pairs, ask all the questions, one at a time, after the video.):

Once students have watched the video, Inform students that you will ask one question to each student. Students must answer for a minimum of 30 seconds. Appoint a timekeeper. If someone speaks for less than 30 seconds, the timekeeper encourages the speaker to speak more.

- Student 1 and 2 and a cold call: Why do people get angry?
- Student 3 and 4 and a cold call: What is one way you could control your anger better in the future?
- Student 5 and 6 and a cold call: What makes you angry? Can you give some examples?
- Student 7 and 8 and a cold call: What do you do when you are angry?
- Student 9, 10 and a cold call- Can anger affect relationships? How?

Step 5: 5 mins.

Ask students to share how their interview was with their parents/Grandparents.

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.

Lesson 88

Student Reflection

(Floating Lesson: To be conducted between Lesson 88 to 97)

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 classrooms.
- **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 89 after Lesson 87

Summary of Lesson 89**Lesson 89**

Vocabulary: Bandwagon.	Lesson Duration: 140 mins
Preparations: <ul style="list-style-type: none"> • Come prepared with a personal story to tell of a time when following others had a negative effect on you. (<i>For example, a time you got in trouble, did something dangerous, or did something that was not true to yourself in order to fit in with others.</i>) Resources: <ul style="list-style-type: none"> • L89-1, L89-2, & L89-3 Videos • Student Reference Book, L89 	
Digital Revision	
Objectives: <ul style="list-style-type: none"> • Students expand their skills in either Zoom or Google Docs by practicing additional functions. • Students practice self-guided learning by selecting a topic relevant to them and relying on video, online search, and/or peers rather than the facilitator to learn new skills. 	
Step 1: 5 mins. Think-Pair-Share: <ul style="list-style-type: none"> - How could Zoom be useful to you in your life? - What do you want to be able to do in Zoom? - How could Google Docs be useful to you in your life? - What do you want to be able to do in Google Docs? <p>Explain that students will have a choice to practice one of these programs today. They should consider which they think they need more practice with, which they have interest in learning more about, and which will be the most useful in their lives.</p> <p>Add that students will be practicing self-guided learning, meaning that they will learn from videos, online search, helping each other, and trying things out on their own. Encourage them to only ask the facilitator questions if they have tried to find their own answer first.</p> Ask: <ul style="list-style-type: none"> - How could it actually help you more if I (<i>the facilitator</i>) don't provide you the answers? 	
Step 2: 30 mins. (Urban facilitators to conduct Step 2 and 3 in 30 mins): Present Option A and Option B (below). Ask all students who choose Option A to sit at laptops on one side of	

the room and all students who choose Option B to sit at laptops on the other side of the room so that students can assist each other as they learn.

Option A: Starting a Zoom Meeting

Goals:

- Start a Zoom Account
- Schedule a Zoom meeting and invite at least one participant
- Start the meeting
- *If extra time: Practice additional features such as screen-sharing or changing the meeting host.*

Resources: AV 1

Notes:

- If students have a smartphone, encourage them to download the Zoom app so that they can use it beyond the FEA classroom.

Option B: Google Doc Templates x

Goals:

- Choose a city (in India or elsewhere) you want to learn more about
- Research information about that city, such as climate, population, famous buildings, or popular tourist activities (*suggested time 10 mins.*)
- Use a Google Doc template to create a newsletter or brochure with information and pictures of the city

Resources: AV 2

Notes:

- Students may work in groups of 2-6 students. They can work on separate laptops and share the document so that they can all add to the same Google Doc.

Step 3: 5 mins.

(Urban facilitators to conduct Step 2 and 3 in 30 mins):

Ask students to briefly share their experiences.

Students who worked on Google Docs may show their document to the class and share one interesting piece of information they found about the city.

Energizer- Earthquake: 5 mins.

(Urban facilitators to skip this step):

Create some space in the classroom or go outside. Ask students to form groups of three. Two students in each group should be the “house” and face each other. They should raise their arms with their hands touching their partner’s hands to form the roof. The third person in the group should stand under the roof.

Explain that when you yell “Earthquake!” the people inside the houses should come out and find a partner to create a new house, and the students who were houses originally must find a new house to stand under. Only one student may stand under each house. $\frac{1}{3}$ of the students will not find a house and will be out. Continue to play until there are only 3 students left.

Group Mentality (Bhed Chaal)

Objectives:

- Students will be able to describe the concept of group mentality and identify possible positive and negative ways a group can influence people.

Step 1: 10 mins:

Ask:

- Why is it that when you and I see a comment on social media that receives a lot of likes or upvotes, we become more likely to upvote it ourselves?
- Why do people often buy the same style of clothes that other people are wearing?

Explain:

It is natural for people to follow what others around them are doing. In English, this is often referred to as “jumping on the bandwagon.”

Step 2: 15 mins.

Ask students to watch AV 3 about group behavior.

Ask:

- According to the video, what are some ways in which we are influenced by others?
- What does it mean to think for yourself? How can this be achieved?

Step 3: 20 mins.

You (facilitator) share a personal story of a time when following others had a negative effect on you. (For example: I once found myself in a training room filled with eager participants. The trainer was explaining a concept, and despite having a different perspective, I hesitated to raise my hand and agreed to what everyone said. As the session progressed, I realized that my answer might have helped everyone understand the topic. It taught me the importance of confidently sharing your thoughts, even in a room full of individuals.

In groups of 4, ask students to share a story of a time when following others had a

- 1- negative effect on them.

- 2- positive impact on them

After the discussion, ask each group to share their thoughts with the class. Encourage everyone in the group to speak.

Accept all answers and add strategies if needed.

For example:

- Before doing what everyone else is doing, pause and ask yourself what the consequences might be.

English Recap

Step 1: 20 mins.

Ask students to open their SRB Lesson 89 and take 5 mins to read. Allow 10 mins to answer the questions. In the last 5 mins, discuss the answers with the class.

1 Correct answer: usually

2 Correct answer: but

- 3 Correct answer: because
 4 Correct answer: Then/Next
 5 Correct answer: from
 6 Correct answer: when
 7 Correct answer: and
 8 Correct answer: in
 9 Correct answer: Next/Then
 10 Correct answer: that

Step 6: 20 mins.

(Urban facilitators to skip this step): For the last 25 minutes of today's class, we'll practice presentations. Here's how it'll work:

Question and Answer: Each of you will answer a question for one minute. Listen to the question, then respond as best you can within the time limit.

Timekeeping: We'll have a timekeeper to monitor each speaker's time. They'll announce when your minute is up, helping you manage your speaking pace.

Active Participation: Listen attentively to your classmates and provide supportive feedback. This is a safe space for learning and improving together.

Enjoy: Approach this practice positively and use it to build confidence in your English-speaking skills.

Let's make the most of this presentation practice session!

Ask student 1 and student 2: Share a few things you have learned in today's class.

Ask student 3 and student 4: What activity did you like the most today? Why?

Ask student 5 and student 6: Are you getting better at English? How?

Student 7 and 8: How are you planning to improve your English skills?

Student 9 and 10: How would you describe your village to your friend from Mumbai?

Student 11 and 12: Your Area Manager is in the main market and is not able to find your branch. Please give him directions.

Student 13 and 14: Can you summarize today's lesson in your own words?

Student 15 and 16: What are the 3 things that you want to improve in your village?

Student 17 and 18: What would you like to learn more about in future classes?

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.

Lesson 90

Vocabulary: across, beside vs behind, next to vs near, under vs below	
Resources: <ul style="list-style-type: none"> • Student Reference Books, L90 • L90 Video 	<u>Lesson Duration: 140 mins</u>
Around the World	
Objectives: <ul style="list-style-type: none"> • This lesson aims at encouraging students to join in a discussion about places around them. 	
Step 1: 20 mins. <p>Today, let's imagine a really pretty place together. Think of tall trees, lots of colorful flowers, and a shiny river. Can you picture it? What do you think this place might look like?</p> <p>Now, think about the best place you've ever been or a place you really want to visit. It can be a city, a quiet place, or maybe a beach. What made it so great or exciting? How would you describe it using words? (5-10 mins)</p> <p>Ask students to watch the AV attentively.</p> <p>After all students have watched the video once, ask:</p> <ul style="list-style-type: none"> • What can happen if we use the words given in the video incorrectly? <p>Ask students to share their responses to the above question using the popcorn method.</p>	
Step 2: 10 mins. <p>With the help of objects in the room, discuss and ask the responses to Part A. Ask students to share their responses using the popcorn method.</p>	
Step 3: 15 mins. <p>Divide the class in small groups. Give each group 1 puzzle as mentioned in Part B</p> <p>Give them about 10 minutes to solve the puzzles. Move around and see how they are solving the puzzle.</p> <p>Ask a few students to share their solutions and what method they used to solve.</p> <p>Ask students to share their responses using the popcorn method.</p> <p>Emphasize how different people use different strategies to solve a problem and if it is efficient and effective, it's the correct strategy.</p>	
Step 4: 20 mins. (Urban facilitators to conduct this in 15 mins): <p>Explain Part C. Now ask students to read the directions. Practice directions as a class as given in Part C.</p> <p>Now ask students to refer Part C and answer these directions</p>	

Student 1- How will you reach the market from your FEA class?

Student 2- Tell me the direction from your house to your school

Student 3- Direction from your house to bus stop

Student 4- From FEA class to the Main Temple in your village

Student 5- From Temple to the Market

Student 6- From market to your school

Student 7- From your house to your friend's home

Create more examples for students. Think of a famous place in your village and ask for directions to reach there.

Step 5: 5 mins.

(Urban facilitators to skip this step):

Play student-led Simon Says using words learnt to describe position. "Simon Says put your hand on your shoulder."

Ensure that students do not give any inappropriate commands. Maintain noise level, as agreed.

Revision

Step 1: 35 mins.

(Urban facilitators to conduct this in 25 mins):

Use this time to revise the concepts that require more practice.

Step 2: 15 mins.

(Urban facilitators to skip this step):

Use this time to practice this listening exercise. Students can access the links from their SRB Lesson 90.

<https://test-english.com/listening/a1/city-transport-a1-english-listening-test/>

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 with having a lot of fun presentations, prepared and impromptu on topics in English to enhance communication skills.

We'll practice speaking lots of English together. We will find out more about jobs and careers.

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 engaging in English conversation for 90% of the class time? If they are, fantastic! If not, it's time to think and discuss this with your peers and manager to make this happen.

Lesson 91**Vocabulary:** analog and digital clock, wrist watch:**Lesson Duration: 140 mins****Resources:**

- Student Reference Books, L91

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.

Quarter Past 11 vs Quarter to 11**Objectives:**

- This lesson aims at encouraging students to join in a discussion. Students will practice framing sentences related to
- Students will be able to identify the time by looking at 2 different types of clock.

Step 1: 30 mins. (Urban facilitators to conduct this in 20 mins):

I- "Imagine you had a special watch that could take you to any time in history for a quick five-minute visit. Where would you go? Would you want to meet a famous person, see a big event, or check out something really cool from the past? Let's have fun sharing our time-travel ideas before we learn about telling time in English!" (5 mins)

II- Draw an analog clock, a digital clock and wrist watch on the board. Ask students what's the difference between them. Accept all answers. Reveal the name of the three images and ask if anyone knew this before. (5 mins)

III- Now discuss : Part A with students. (10 mins)

Answers:

Clock 2: The time is 10 minutes past 1

Clock 3: 15 mins past 1 (quarter past 1)

Clock 4: half past 1

Clock 5: 20 minutes to 2

Clock 6: 15 mins to 2 (quarter to 2)

Clock 7: 10 minutes to 2

IV- Now ask students to come to the board and draw (10 mins)

- Half past 4
- 20 minutes past 6
- 10 minutes to 7
- 25 minutes past 11
- Half past 9

- Quarter past 11
- Quarter to 11

Ensure that the students use the vocabulary like quarter to and half past correctly. Use peer correction, whenever required.

Step 2: 20 mins.

Use B.1 and B.2 to explain the words that are used when talking about time.

Ask students to share sentences using B.2. Ask students to share their responses using the popcorn method.

For example, there is a meeting from 12pm to 1pm.

Lunch begins at 1pm.

Ask students to share their examples, all along. Discuss Part C with the class.

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

Ask students to think of their day and write down their daily timetable in 5 sentences. Students should use at least 5 of the words given in Part D.

Ask a few students to share their sentences. Asks students to share their responses using the popcorn method.

Step 4: 10 mins.

Practice time: Ask students to click on this link and practice listening.

<https://test-english.com/listening/a1/what-did-you-do-last-weekend-a1-english-listening-test/>

Or: If the internet weak, conduct the activity below

Ask students questions about 'when' and 'where.'

Facilitator - "When do you go to school?"

Student - "I go to school at 7 AM."

Facilitator - "Where is the temple?"

Student - "The temple is behind the market."

Presentation Time

Step 1: 40 mins.

(Urban facilitators to conduct this in 35 mins):

Presentation Preparation (10 minutes):

Explain to students that they will each be giving a short presentation about a memorable moment or experience from their lives.

Allow students a few minutes to choose a memorable moment they'd like to talk about and jot down some notes about what they want to say.

Encourage students to think about why this moment was memorable, what happened, and how they felt.

Individual Presentations (25 minutes):

Invite each student to come to the front of the class and deliver their presentation. Encourage them to speak clearly and use the vocabulary they've learned. After each presentation, provide positive feedback and ask a couple of follow-up questions to encourage further discussion

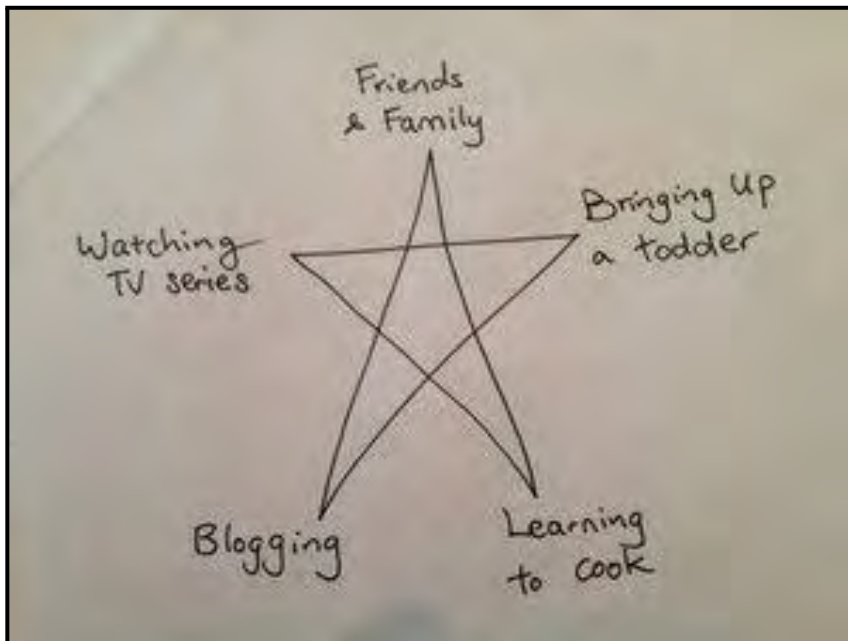
Step 2: 10 mins. (Urban facilitators to skip this step):

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.

Lesson 92

Vocabulary: impromptu	<u>Lesson Duration: 130 mins</u>
Impromptu Speaking	
Objectives: <ul style="list-style-type: none"> • Students will be able to practice impromptu speaking. 	
Step 1: 25 mins. (Urban facilitators to conduct this in 20 mins): Appoint new cops. Facilitator draws a star on the board (see picture below)	
	
<p>Facilitator talks through each point, explaining why they are important to them, e.g. I enjoy watching television series. Currently, I'm watching Panchayat Web Series and really enjoying the characters in the series; I have a toddler at home and she is a huge part of my life. I am learning to cook Chinese food. I also like food blogging and love talking to friends and family."</p> <p>Facilitator then gets students to work individually, drawing their own stars and writing five things that are important to them.</p> <p>When students are done, put them in pairs to discuss their stars. (5 mins)</p> <p>Now ask each student to come upfront and share their own stars. Encourage students to speak for at least 30 seconds.</p>	
Step 2: 30 mins. Activity: Just Speak Tell students that they are going to play a 'pick and speak' contest. Tell them they will come one by one on stage, pick a slip and speak on topic for 2 minutes. While one student	

is speaking, give the topic to the second student to collect his/her thoughts so each student gets 2 minutes to think on the topic and 2 minutes to speak. Per student time can be changed by the facilitator based on the number of students.

Tell them they have to be spontaneous and take care of their body language while presenting. They should try to use English as much as possible.

While a student presents, ask others to observe and note down their comments about the presentation and after each presentation, ask students to quickly share one thing they liked about the presentation and one thing the presenter can improve the next time.

Topics:

(Prepare these slips beforehand)

1. South Indian movies vs bollywood movies
2. How should people save more money
3. Why school education is necessary
4. Best mobile phone
5. First day at FEA.
6. Train/bus journey.
7. How to prepare maggi?
8. How to be a successful man/woman?
9. My Dream
10. My first cycle
11. Describe a movie

Step 3: 25 mins.

(Urban facilitators to conduct this in 10 mins. This would be just a verbal discussion by asking point 3 and 4. Point 1 and 2 not to be conducted.):

Thank the students for their time. Encourage them to share their experience of today's class with their friend over an email. They should

- 1- Introduce themselves
- 2- Tell about the topic of today's class
- 3- 2 sentences on how they felt while presenting
- 4- 1 feedback they received.

Step 4: English Recap: 35 mins.

(Urban facilitators to conduct this in 25 mins):

Ask students to practice the Grammar exercises given in their SRB. After they complete their exercises, discuss the answers as a class.

Answers:

Fill in the blanks with the correct form of the verb:

1. She likes to read books.

2. They play soccer every Saturday.
3. She goes to the gym on Mondays.
4. My brother is taller than me.

II. Preposition:

1. The cat is on the table.
2. We are going on vacation next month.
3. He is good at basketball.
4. We usually have dinner at 7 o'clock.
5. She is waiting at the bus stop.
6. The keys are on the table.

III. Change the sentence to negative:

a) She doesn't like ice cream. b) He doesn't have a dog. c) They don't go to school on weekends.

IV. Choose the correct word to complete the sentence:

a) I like swimming in the pool. b) They are playing in the park. c) My sister is cooking dinner right now.

V. Change the sentence to a question:

a) Does he like chocolate ice cream? b) Do they live in New York? c) Does she have three brothers?

Step 5: 15 mins.

(Urban facilitators to conduct this in 5 mins):

Ask students to login their Duolingo account. Let students begin their Duolingo practice.

Lesson 93

Resources: <ul style="list-style-type: none"> ● L93 Video ● Student Reference Books, L93 	<u>Lesson Duration: 135 mins</u>
Learn to Apply for Jobs with ‘Indeed’	
Objectives: <ul style="list-style-type: none"> ● Students gain familiarity with the Indeed website and practice using it to search for jobs. 	
Step 1: 10 mins. Write on the board, Indeed, Monster, Apna, Shine. Ask: what is common in these names. Share that they are job portals. Ask: <ul style="list-style-type: none"> - Has anyone been using job apps to search for available positions? - What apps or strategies give you the best searches? (Naukri.com is another popular platform) Explain: Indeed is an online solution for those seeking to apply for jobs.	
Step 2: 20 mins.(Urban facilitators to conduct this in 15 mins): In groups of 2-3, students visit https://in.indeed.com/ Give them the following challenges: <ul style="list-style-type: none"> ● Search for jobs in a nearby city. List one job and its salary. ● Search for a job that is only for women. List one job and its required qualifications. ● Search for a job in Data Entry for someone with 2 years of experience. List one job and its location. Call on groups to share one answer and how they found it.	
Step 3: 10 mins. (Urban facilitators to conduct Step 3 and Step 4 in 10 mins): In the remaining class time, students search for jobs and explore the Indeed portal independently.	
Step 4: 5 mins.(Urban facilitators to conduct Step 3 and Step 4 in 10 mins): Ask: <ul style="list-style-type: none"> - Do you think this website will be helpful for your job search? Why or why not? 	
Energizer- My Personal Slogan: 3-5 mins.	

(Urban facilitators to skip this step):

Have your students think of the most creative slogans they can think of for themselves and then explain what they mean.

To take the activity a step further, tell students they can create a 10-second ad for themselves and act it out.

Public Speaking

Resources: Student Reference Books

Objectives:

- Students acknowledge their feelings around public speaking and discuss how to manage public speaking fears.
- Students analyze the content and presentation of a speech to understand what makes it engaging for the audience.

Step 1: 10 mins.

Introduce the topic by telling a personal story about a public speaking experience (funny or serious). The story should contain something you learned about yourself as a result.

Ask a few students to share some fears they may have experienced from public speaking and how they got through it. Reassure them that fears before or during a public presentation are normal.

Step 2: 10 mins.

Give students 5 to 7 minutes to write down some fears they may have about public speaking. Bring the group back together to discuss their answers. Ask them to share with the class.

Share some fears that people around the world have noted about public speaking:

- Boring the audience to sleep
- Burping uncontrollably
- Teeth chattering
- People laughing at them
- Tripping on the way up to the stage.

Ask:

- How can we ensure that we look confident, even if we are nervous? (*Facilitator's reference- smile, breathing exercises, imagine that the audience is someone familiar or unimportant*)

Step 3: 20 mins.

Tell students that they are going to watch a video where the speaker is a popular Youtuber and shares his life stories. While watching the video, they should observe what makes it a good speech.

Students watch the AV.

Once they watch the video, ask the class to share their views about the speaker.

Ask: (*Welcome all suggestions.*)

- Was the speaker confident? What makes you say that?
- Was he reading from the notes? How did he remember all that he had to say?

- Was he speaking too slow or too fast or just the right pace?

Step 4: 15 mins.

Now give students 5 minutes to read more ideas from L93 in their Student Reference Books.

As a popcorn activity, ask everyone to recap 1 point of what they read. Ask students to explain what they say with a reason backing their point.

Add that in the next class, students will be preparing for a speech contest and present it in lesson 95. Announce that the winner will receive a facilitator made badge (create out of a chart paper). Show enthusiasm and motivate the students to get excited for the contest.

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 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 strategies are good for job search?

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 are some ways to overcome fears that we have while speaking in public?

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

Vocabulary Practice Time : Ask students to practice this exercise :

<https://test-english.com/grammar-points/a1/at-in-on-prepositions-time/>

If the internet doesn't work: do this exercise verbally: Read out a question and take responses from a few students.

Fill in the blanks with the correct prepositions of time.

1. The parent-teacher meeting is ___ 10 A.M.
2. I do not have any classes ___ Sunday.
3. This year it started to snow ___ November.
4. Yasmin's birthday is ___ 31st December.
5. The stars twinkle brightly ___ night.
6. I'll meet you ___ Thursday.
7. The principal is not present ___ the moment.

8. My mother will come back ____ minutes.
9. Dimple will visit her grandmother ____ March.
10. ____ 1857 the Sepoy Mutiny took place.
11. Yash's uncle passed away ____ Monday.
12. ____ the winter, we prefer staying indoors.
13. ____ Sunday, they'll talk about the Pyramids on the National Geographic channel.
14. My uncle will arrive ____ the dinner time.
15. Tina had learnt to speak French ____ 6 weeks.

Answers for Exercise

1. The parent-teacher meeting is **at** 10 A.M.
2. I do not have any classes **on** Sunday.
3. This year it started to snow **in** November.
4. Yasmin's birthday is **on** 31st December.
5. The stars twinkle brightly **at** night.
6. I'll meet you **on** Thursday.
7. The principal is not present **at** the moment.
8. My mother will come back **in** minutes.
9. Dimple will visit her grandmother **in** March.
10. **In** 1857, the Sepoy Mutiny took place.
11. Yash's uncle passed away **on** Monday.
12. **In** the winter, we prefer staying indoors.
13. **On** Sunday, they'll talk about the Pyramids on the National Geographic channel.
14. My uncle will arrive **at** dinner time.
15. Tina had learnt to speak French **in** 6 weeks.

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 94**Lesson 94**

Resources:	<u>Lesson Duration: 130 mins</u>
<ul style="list-style-type: none"> • Student Reference Book, L 94A and L94B 	
Digital Practice Time	
<p>Step 1: 5 mins.</p> <p>(Instructions): Ask students to open word documents. Instruct them to create 3 columns and 7 rows.</p> <p>Column 1: Country name</p> <p>Column 2: Population</p> <p>Column 3: Capital</p> <p>Column 4: Language spoken (Optional)</p> <p>Students must work in pairs. Instruct students to research and fill in the table with relevant information. This encourages independent research skills.</p> <p>Note: You may increase or decrease the number of rows based on your student's level</p>	
<p>Step 2: 25 mins. (working in pairs):</p> <p>(Urban facilitators to conduct Step 2 and Step 3 in 15 mins):</p> <p>Instruct them to experiment with different font styles, colors, or cell shading to make the table visually appealing.</p>	
<p>Step 3: 5 mins.</p> <p>(Urban facilitators to conduct Step 2 and Step 3 in 15 mins): Discuss what they learned from the activity and any challenges they faced.</p>	
Public Speaking 2	
<p>Objectives:</p> <ul style="list-style-type: none"> • Students prepare and practice a 1-minute speech that includes a strong beginning and end, flows logically, uses examples, and sounds like natural speech. 	
<p>Step 1: 5 mins.</p> <p>Ask students to recap the techniques they learned for script writing. They may refer to their Student Reference Books if needed.</p> <p>Remind them that they will be preparing speeches for a contest.</p>	
<p>Step 2: 10 mins.</p> <p>Ask students to open their Student Reference Books to L94. Point out the list of topics and ask them to choose one topic to write their speech about.</p> <p>Then, explain that they should refer to the rubric in their SRBs while preparing their speeches. Remind them that they don't need to write every word of their speeches - they can write an outline of the main points to refer to as they speak.</p>	

Step 3: 15 mins:

Ask students to choose their topics and prepare their speeches. Provide them with lined paper for their outline if needed. Students must work independently to prepare a 1 minute speech.

Move around and help students who need support. Help students get started. Help them to modify their speeches if needed.

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

Ask students to open their Student Reference Books to L94B and explain that this is the checklist that will be used to determine a winner for the speech contest. Announce that students should practice communication techniques such as eye contact, good posture, speaking clearly and slowly, and expressiveness. Inform them that practice is the best way to prepare yourself to give a good speech.

Ask students to practice their speeches before a peer. Their peers should give them feedback to work on based on the rubric in their SRBs, and they should continue practicing and working on the feedback.

In the last few minutes before you end the session, remind everyone that tomorrow's class will build upon very vital life skills in them so they must be present on time. Also remind them that the winners will receive a badge. Inform them that students can wait after their session if they have a question or need help from the facilitator.

Step 5: 35 mins:

(Urban facilitators to conduct this in 20 mins. They would not do Duolingo, all the students would do Part C in SRB.): Ask 10 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 in your dairy.

Ask the other 10 students to finish their reading exercise in their SRB. Swap after 15-20 mins.

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 95**Lesson 95**

Vocabularies: Embrace, Guiding Light.	<u>Lesson Duration: 140 mins</u>				
Preparations: <ul style="list-style-type: none"> • Create a badge for the winner of the speech contest Resources: <ul style="list-style-type: none"> • Student Reference Books, L95A & L95B 					
Success Summits					
Objective: These lessons are reflection sessions which help students navigate their educational journey, discover their strengths, and move towards their goals					
Step 1: 30 mins: (Urban facilitators to conduct this in 20 mins): Instructions for Listening Exercise: <ol style="list-style-type: none"> 1. Pair up with another student in the class. 2. Each pair will watch the video individually and attempt to fill in the answers in their notepads. Refer to SRB for questions. 3. After 5 minutes, compare your answers with your partner's to see how many you both got correct. 4. Discuss any differences in your answers and try to understand where you might have made mistakes. 5. Be ready to share how many correct answers you got with the class after the exercise. <p>Enjoy the listening exercise, and good luck! (15 mins.)</p> <p>Now discuss as a class what you do at different times of the day. Part B SRB. (15 mins.)</p> <p><i>Example: 5:45 am - I wake up 6:30 am - I eat breakfast</i></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Time</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Activity</i></th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </tbody> </table>		<i>Time</i>	<i>Activity</i>		
<i>Time</i>	<i>Activity</i>				
Step 2: 35 mins. (D.E.A.R): (Urban facilitators to conduct this in 30 mins): <ul style="list-style-type: none"> • 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 Questions as a class • Discuss the meaning of underlined words. Questions: <ol style="list-style-type: none"> 1. What would be your 'Olympic gold medal' in life? 2. How are you preparing for it? 3. What did the speaker say about perseverance, persistence and hard work? Do you agree? Explain. 4. What did the speaker say/write about the role of teachers/guides/mentors? Do you agree? Explain. 					

Energizer: 3-5 mins.

(Urban facilitators to skip this step):

Choose one energizer to repeat (or let the students vote on their favorite).

- Emotional Statues
- Flibberty Jibberty

Public Speaking 3

Objectives:

- Students will deliver their speeches and receive peer feedback.

Step 1: 5 mins.

(Urban facilitators to conduct Step 1, Step 2 and Step 3 in 40 mins):

Remind students about the speech competition. Try to generate excitement and a supportive environment.

Remind students that they will use the same rubric as in Lesson 94 of their Student Reference Books to give each other feedback about their speeches. Let them know that the purpose is to help them know what they are already doing well and what to focus on improving.

Step 2: 40 mins.

(Urban facilitators to conduct Step 1, Step 2 and Step 3 in 40 mins):

Hold a speech competition - Everyone delivers their speeches for about a minute in front of the class. Remind the audience to be active listeners.

Each time one person gives a speech, assign two other people to share their feedback using the rubric. Add to the feedback if student feedback is unclear.

Step 3: 10 mins:

(Urban facilitators to conduct Step 1, Step 2 and Step 3 in 40 mins):

Based on the feedback, choose a winner for the competition and give them a badge. Congratulate everyone for stepping out of their comfort zones to speak. Ask winners to come on stage and share their feelings.

Step 4: 5 mins. (Urban facilitators to skip this step):

Think-Pair-Share:

- What is one technique that you will focus on using the next time you have to speak in front of a group?

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 96**Lesson 96**

Resources: <ul style="list-style-type: none"> ● Student Reference Books, L96 ● L96 Video 	<u>Lesson Duration: 140 mins</u>
Voyage	
Objectives: <ul style="list-style-type: none"> ● Students will learn to talk about a new city. ● Students will improve their speaking skill through role-play techniques 	
Step 1: 10 mins. (Urban facilitators to conduct Step 1 and Step 2 in 25 mins): Begin with a travel-related story to create a positive and lively atmosphere. For example, ask students to share their dream travel destinations or discuss a memorable trip they've taken. Share your own travel story as well.	
Step 2: 20 mins. (Urban facilitators to conduct Step 1 and Step 2 in 25 mins): Tell the students that they are going to watch the AV. Ask students how the weather was on the tour. Instruct students to speak in full sentences Ask, what else did you see in the video? Instruct students to speak in full sentences.	
Step 3: 20 mins. (Urban facilitators to skip this step): Ask students to see the image in SRB- Part A and discuss what they see with their partner? Share that the pair that points out the maximum details is the winner. Now choose a few volunteer pairs to share their details. Choose 1 pair with the maximum details as a winner.	
Step 4: 20 mins. Ask the students which places tourists can visit in their city, town or village. Compile a list on the board – let a volunteer write and the others dictate. Tell the class to imagine that they are on a guided tour visiting the places listed on the board. Some people are tour guides and others are tourists. First they need to do some preparation. Ask for volunteers (5 students in a class of 20) to be tour guides. The rest of the class are tourists. Give the appropriate part of the role play worksheet to the students. Refer Part B SRB <ul style="list-style-type: none"> ● Tour guides prepare their speeches in pairs or small groups. ● Tourists prepare their questions in small groups. Encourage tourists to prepare lots of questions because they want to practice their English!	

If tour guides finish their preparation quickly, ask them to memorize their speech. Monitor the groups and help where necessary. Set a time limit for preparation.

Step 5: 20 mins.

(Urban facilitators to conduct this in 20 mins):

Put students in small groups (with one tour guide and several tourists) to act out the role play, following instructions on their handout. Arrange chairs in rows like bus seats if possible. Invite groups to perform their role play to the class.

Polish your email

Objective:

To practice and improve the student's skills in writing professional emails

Step 1: 20 mins.

Recap the essentials of good email. (Clear subject line, correct titles, shorter sentences, correct spelling, appropriate closing) -5 mins.

Ask students to imagine that there's a Parent Facilitator Conference that is scheduled next week. Write an email to your facilitator asking for information about the upcoming PFC (Parent Facilitator Conference). 20 mins.

- Students will write the email in pairs based on the provided scenario.
- After 15 minutes, exchange emails with another pair for peer review.

Note: Use dummy email ids that you've created if any student faces a problem in logging in.

Step 2: 10 mins.

(Urban facilitators to skip this step):

Discuss common challenges faced during the writing exercise.

Share examples of well-written email excerpts and discuss what makes them effective.

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 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 to learn a lot about having fun presentations in English to enhance communication skills.

We'll practice speaking lots of English together and have practice exercises.

And we'll explore how tools like Microsoft Excel 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.

Lesson 97

Vocabulary:	<u>Lesson Duration: 140 mins</u>
Personality, appearance	
Resources:	
<ul style="list-style-type: none"> • Student Reference Books, L97 	
Describing People	
Objectives:	
<ul style="list-style-type: none"> • Students practice how to describe people in the context of appearance and personality. • Students will briefly understand the difference between personality and physical appearance. 	
Step 1: 10 mins.	
(Urban facilitators to conduct this in 5 mins):	
Ask students to see the picture in their SRB in Part A. Ask to describe what they see. For example, "What does this person look like? How would you describe their hair, eyes, or clothes?"	
Share that students will learn better ways to describe someone	
Step 2: 20 mins.	
(Urban facilitators to conduct Step 2 and 3 in 30 mins):	
With the help of students and Part B, explain words used to describe the appearance of a person.	
For every description ask students to name a person they know with that appearance.	
Ensure that the students speak in complete sentences.	
Ask students to write the description of their friend's appearance and share with the class. Ask students to share their responses using the popcorn method.	
Step 3: 20 mins.	
(Urban facilitators to conduct Step 2 and 3 in 30 mins):	
With the help of students and Part C, explain words used to describe the personality of a person.	
For every description, ask students to name a person he/she knows with that personality trait.	
Ensure that the students speak in complete sentences.	
Step 4: 15 mins.	
(urban facilitators to skip this step):	

Discuss Part D with students. Students need to write about descriptive words for themselves and one of their peers. Ask students to complete Part C in their notepads.

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

Ask: How has your **personality** changed after joining FEA?

Step 6: 20 mins.

Share that from now on you will share some grammar quiz with students at the end of the class. Students will fill these exercises individually in their notepads. After 10 mins, they will discuss the answers as a class. Ask students to listen to the questions carefully and fill the answer in their notepad.

Read question 1, and ask students to fill the answer in their notebook. Then read question 2. Once all the questions are done, read the questions again, and take responses. Share the correct answer.

Questions:

1- Rohan _____ (can or may) speak fluent English because he has been studying it for years.

Answer can. Can" indicates Peter's ability to speak fluent Spanish, which is likely if he has been studying it for years.

2- My cat _____ (can/may) climb trees very well.

- Again, "can" indicates ability. Cats are known for their climbing skills, so it's reasonable to assume that the speaker's cat can climb trees well.

3- _____ (Can/May) I borrow your phone to make a quick call?

- "May" is used to ask for permission or to express possibility. In this context, the speaker is asking for permission to borrow the phone.

4- Anmol _____ (may/can) arrive late to the meeting due to traffic.

- "May" is used to express possibility. There is a chance that Anmol will arrive late because of traffic.

5- Sarah _____ (can/may bring her dog to the park if it's allowed.

- "May" is used to express possibility or permission. Sarah has the option to bring her dog if it's permitted in the park.

7- Sapna _____ (can't/might/can) swim in the pool because she hasn't learned yet.

- "Can't" indicates inability. Since Sapna hasn't learned to swim yet, it's reasonable to assume she can't swim in the pool.

8- The bakery down the street _____ (may/can make delicious cakes.

- "Can" is used to express capability. Since the bakery is known for making cakes, it's reasonable to assume they have the ability to make delicious cakes.

9- _____ (Can/May) I have a piece of cake?

- "May" is used to ask for permission. The speaker is requesting permission to have a piece of cake.

10- _____ (Can/May) pick up this bag. - Find this answer

Presentation Time

Step 1: 35 mins: (Urban facilitators to conduct this in 30 mins):

Call 10 students to the front and ask the other 10 students to start their Duolingo exercise.

10 students who are in the front, say that you will ask everyone one question and the students must answer in full sentences. Inform that if a student makes a mistake, others must offer to help with the correct responses.

Student 1- Your teacher visits your house during a festival. Introduce your uncle to your teacher.

Student 2 and 3- Tell me 3 things about yourself

Student 4- Tell me how do you prepare tea

Student 5 and 6- Describe your FEA class to your uncle who lives in Chennai.

Student 7 and 8- Describe your village to your friend who lives in Dubai

Student 9 and 10- Tell me the direction to reach FEA from your school.

Now swap the roles. These students begin their Duolingo exercises and those who were at Duolingo, come in front for a presentation.

Ask 10 students to login to their Duolingo account. Let students begin their Duolingo practice.

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.

Lesson 98

Vocabulary: Drive, Motivators	<u>Lesson Duration: 140 mins</u>
Resources:	
<ul style="list-style-type: none"> • Student Activity Books, L125 	
Summary of the Last Class: 5 mins. (Urban facilitators to skip this step):	
<ul style="list-style-type: none"> - 'Popcorn call' 3-4 students to share something they learned in the last class. 	
Drive	
Objectives:	
<ul style="list-style-type: none"> - Students become conscious of what drives and motivates them to pursue goals. - Students learn to motivate themselves and others using effective motivators. - Students see that good things do not come to those who wait passively. To progress, they must create opportunities and pursue them. 	
Step 1: 10 mins: Use this role play to introduce the topic.	
Scenario role play 1:	
Ask for two volunteers to come to the front of the class. Tell one of them they will play the role of an older brother or sister, and the other student will be the younger brother or sister. The older sibling is talking to the younger sibling, convincing him or her to study harder in school. The two students should role play the scenario in front of the class.	
Tell the rest of the class they should take notes, writing down all the reasons or arguments given by the older sibling.	
Step 2: 10 mins.	
Scenario role play 2:	
Ask for two volunteers to come to the front of the class. Tell one of them they will play the role of an older friend, and the other a younger friend. The older friend is convincing the younger friend to try to find a good job. The two students should role play the scenario in front of the class.	
Tell the rest of the class they should take notes, writing down all the reasons or arguments given by the older friend.	
Step 3: 20 mins.	
Ask students if they know what the word 'drive' means. When they answer something relating to a car, agree and say, "What makes a car go? It's the engine, right? When we talk about a person having drive, we mean the same thing as when we talk about the engine of a car. When we ask, 'what drives you' we mean 'what is the engine that pushes you forward and motivates you to do something?'"	
Reflection:	
Ask students to reflect individually on this question, and write down their answers in their notebook:	
What drives you (or motivates you) to do difficult things? Is it money? The pleasure that comes from completing something? The approval of others? The desire to challenge yourself?	

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

Together with the whole class ask: what motivators were used in the role play? Income? High marks? Success? Making parents proud? Mention as many as you can.

Were there motivators that were not mentioned in the role play? Which motivators do you think would be most effective in convincing someone to do something difficult?

The facilitator should guide students to understand that some motivating forces—like money, gaining high marks, or the approval of others—are not strong and lasting motivating forces, and should not be our main drive. Other drives, such as the desire to achieve excellence, to serve others, or to challenge ourselves, are strong and lasting motivating forces that can push us forward.

Step 5: 20 mins.

Ask students to read scenarios 1a and 1b. For each pair, ask the students to answer these two questions:

1. What are you doing differently in each scenario?
2. How will the outcome be different?"

Now ask them to read 2a and 2b. Follow it up with two questions:

1. What are you doing differently in each scenario?
2. How will the outcome be different?"

Step 6: 20 mins. (Urban facilitators to skip this step):

Practice time: Ask students to choose one of the links and practice. The first link has easier exercise, the second one is slightly harder.

<https://test-english.com/use-of-english/a1/a1-english-test-4-multiple-choice-questions/>
(Basic)

<https://test-english.com/use-of-english/a2/a2-english-test-1-text-multiple-choice-gaps/>
(Intermediate)

Excel Practice Time**Step 1: 30 mins. (Urban facilitators to conduct this in 20 mins):**

Ask students to look at the excel sheet in their SRB Part C. Ask them to recreate a similar table in a new Excel document."

Move around and help your students create a table.

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.

Career guidance introduction**Lesson 99*****FLOATING LESSON:**

Schedule Career Guidance session (Lesson 99) with the Career Guidance Team. Conduct this lesson one day before the session.

Vocabulary: Virtual Career Counseling, Counselors

Materials Required:

- Knowledge of Career Alphabet game
- Video of Career Counselors (AV1)
- Video of Success story (AV2 and AV3)

Facilitator's Notes

A facilitator is expected to:

24 hours before the session

- Coordinate with Career Counselors.
- Do a demo zoom/google meet call
- Read the email from the career counselor.
- Inform your managers about the date of Career Counseling session
- **Bookmark (in Google Chrome) RIASEC Link in student laptops. Link is given below.**

RIASEC Link: www.feaindia.org/MCQFEA/en.php

During the session:

- See that students ask relevant questions and take notes from the discussion.
- Move around and ensure overall participation. Follow popcorn activity so that everyone gets a chance to speak.

After the session:

- Encourage students to refer to their notes and keep searching for more information.
- Encourage students to contact Career Counselors for further help.
- Share the feedback with the counselor on behalf of the students.

Career Guidance Introduction**Step 1: 15 mins.**

Pose a question to the class: (follow popcorn method of discussion)

Question- What are some major decisions we have to make in life? 2-3 mins

Link the classroom discussion to the next question: "What happens when we make a terrible career decision?" Make it a student-led discussion. 2-3 mins. Write this statement on the whiteboard and ask for opinions: (Do it as a Think-Pair-Share)

"My life is being shaped by the choices I am making in the present."- 10 mins.

Step 2: 10 mins. (Please ensure that students make notes)

Facilitator's Speech- Share this anecdote: Suppose you have all the eleven players, enthusiastically ready to play football, all charged up. There are thousands of people eagerly waiting for the match. Then someone takes the goal post away. What would happen to the game? There would be a lot of enthusiasm and energy for the game but there would be no direction. This is how a young adult might feel. As a young adult, you might be full of energy and a willingness to do well in life, but you might be looking for a direction and right advice.

Introduce that this is where counseling comes into the picture. FEA has professional Career Counselors to help your enthusiasm get the right direction.

Ask students to watch AV-1 in pairs.

Step 3: 35 mins.

Announce that you are going to play an activity. For this activity you'll need to create 4 teams. Play a game- 'Career Alphabet.'

Round 1: Each group has to come up with 'ONE' career beginning with each letter from A to Z. The team that comes up with the maximum logical legal careers wins. (Each team has 10 minutes to note down the names in their notebook.)

Come back to the main classroom. Ask teams to share the number of careers they were able to find. Announce the winner of the first round.

Round 2: Ask students to go to laptops and search for a career from the letters which were difficult to write.

Come back to the main classroom. Ask teams to share the number of careers they were able to find. Announce the winner of Second round (15 minutes).

Google search: Ask each team to list 2 careers which were new to them. Send them to search: (15 Minutes)

- What does this person do?
- What educational qualification is required?
- How many years does it take to achieve the career?

Announce that there are over 12000 careers available today. With so many options, students may go through a dilemma of choosing a right career apart from the common career options such as Medical, Engineering etc., numerous other options are available in the fields of Travel, Media and so on. Career counselors will help you in choosing a right career based on your interests and qualifications.

Step 4: 10-15 mins.

Share that you have success videos which you would like to show to everyone in the class and would like everyone to share their takeaways in one sentence.

Ask students to watch AV2 and AV3 in pairs: Success story.

Step 5: 10 mins.

Ask:

Do a quick Dip Check. Ask one question to a few students.

- Share 2 ways you can be respectful during the career guidance session
- How can you demonstrate active listening during the session?
- What is the name of the career counselor?
- When is the counseling session?
- What are some relevant topics for discussion during this session?
- How can you show that you are excited to meet the counselor?
- If you are silent and not participating, what does it reflect to the counselor?
- What does it reflect if only few students talk and others remain silent?

Talking points for your students during the Career session

1. Discuss your current skills and areas for improvement.
2. Inquire about any relevant courses, certifications, or training programs that can help you acquire the necessary skills.
3. Seek guidance on effective job search strategies, including online job boards, networking, and utilizing professional connections.
4. Ask about any recommended strategies for finding hidden job opportunities or internships in your field of interest.
5. Inquire about any career fairs or networking events that may be relevant to your career goals. Based on my background and aspirations, what potential career paths or industries do you recommend I explore?
6. Can you provide information about current job market trends, in-demand skills, and emerging career opportunities?
7. What resources or tools do you have available to help me research and learn more about different careers?

Step 6:

Use the remaining time for Duolingo activities (Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home.)

Ask students to login to their Duolingo account. Let students practice Duolingo.

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.

Lesson 100

***Floating Lesson:** To be conducted between Lessons 100 & 130.

Preparations:

- Arrange the classroom as needed and make sure you have the Zoom link ready for the Career Guidance session.
- **RIASEC Link** should be bookmarked in student laptops (Google Chrome)
- Set up the Zoom Meeting and arrange students so that all can see, hear, and participate in the meeting.

Career Guidance Group Session and RIASEC Assessment

Objectives:

- Students take a low-stress survey to discuss with their Career Counselor and learn about their personality traits that can help them select a career that fits their interests.

Step 1: 5 mins.

Sign into the Zoom Meeting and arrange so that all the students can easily see and hear the counselor in the meeting.

Step 2: Conducted by the Counselor

Conduct the group counseling session.

Facilitator's Role During Group Counseling Session:

Help students to maintain focus and encourage participation from everyone. Demonstrate your own enthusiasm as a facilitator to keep their energy levels high.

After the instructions from the counsellor, guide students to start their laptops and start the RIASEC Assessment in Google Chrome.

Link: www.feaindia.org/MCQFEA/en.php

Ensure that students follow the following explanation and instructions about the RIASEC Assessment:

1. It is an interest assessment, not an intelligence test.
2. There are no "right" or "wrong" answers (it is more of a survey than a test).
3. There are 42 statements. Each statement mentions an activity.
4. If you like the activity mentioned, select '**Yes**' in the circle beside the statement. If you dislike the activity, then select '**No**' and submit the answer.

After 45-50 mins., turn off the screen and conduct a 5-minute stretch break or energizer before re-starting the session. (*Suggestion below*)

Discuss the career plan, also given in SRB. Once students have understood, tell them that they would work and complete this plan in the upcoming days of this course. This plan needs to be completed before VCC2.

Step 3: 5 mins.

Move around and check the career plans made by the students during the group counseling session (VCC-1).

Go around the circle. Ask:

- What was most interesting to you from this session? How can you apply it to your life?

Summary of Lesson 101**Lesson 101**

Key Vocabulary: Words related to directions, words related to business in a bank	
Resources:	<u>Lesson Duration: 140 mins</u>
<ul style="list-style-type: none"> ● L101 Video ● Student Reference Book, L101 	
Let's go to a bank	
Objectives:	
<ul style="list-style-type: none"> ● Students will learn vocabulary related to banks. ● Students practice making basic bank transactions while role-playing specific examples of etiquette and manners. 	
Step 1: 10 mins. (Urban facilitators to skip this step):	
Asks students to read Part A.	
Ask: What is happening on Saturday, December 24 ?	
Who would be interested in this notice?	
Are all the banking services closed? What's open?	
Ask students to share the responses to the above questions using the popcorn method.	
Step 2: 15 mins.	
(Urban facilitators to conduct Step 2 and Step 3 in 20 mins):	
Help students review the vocabulary in Part B and match the following.	
Step 3: 10 mins.	
(Urban facilitators to conduct Step 2 and Step 3 in 20 mins):	
With the help of roles and functions, name designations commonly found in a bank and their approximate role (Refer to Part C). For example -	
<ul style="list-style-type: none"> ● Cashier ● Branch Manager ● Loan Officer ● Clerk ● Teller 	
Share that some universities in India (like Allahabad, Kurukshetra, Punjab, Manipal Universities) offer Bachelor's degrees in Banking and Insurance.	

Step 4: 30 mins. (Urban facilitators to conduct this in 25 mins):

Ask students to read the conversation in Part D.

Assign one the following scenarios to pairs and asks them to prepare the role play -

- You are visiting the bank to open an account.
- You are visiting the bank to apply for a loan.
- You are visiting the bank to close your account.
- You are visiting the bank to get a cheque book.

Give pairs 3 minutes to prepare and 1 minute each to present. Seek peer feedback/correction after each role play.

Chindogu Invention

Objective:

- Create a fun and low-pressure environment for students to practice creative problem-solving.

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

Ask students to stand in a circle.

Ask:

What do you think of when you hear the word “creativity”?

Toss the ball to a student to answer the question, then have them toss it to another student until all students have answered. Accept all answers.

Step 2: 15 mins.**(Urban facilitators to conduct Step 2 and Step 3 in 25 mins):****Explain:**

We often think of creative people as artists, musicians, and writers. It is true that these arts require creativity, but creativity means a unique way of thinking about anything, including solving your daily problems. Anyone can be creative, and creativity is something that can be practiced and that you can improve at.

Show the AV about Chindogu inventions.

Ask:

- What problems did these inventions solve?
- Would you ever use any of these inventions?

Explain:

A Japanese inventor named Kenji Kawakami made “Chindogu inventions” that solved a problem in a creative way but were not practical for people to really use.

Step 3: 20 mins.**(Urban facilitators to conduct Step 2 and Step 3 in 25 mins):**

Break students into groups of 2-3 and challenge them to come up with their own Chindogu inventions.

If they get stuck, give one of the prompts below to help them:

Prompt 1: Think of a small problem in your daily life. What invention could help solve it, even if it seems ridiculous?

Prompt 2: How could you combine two household items to make one new one? For example, Kawakami combined umbrellas and shoes to make umbrella shoes, or a mop and baby clothes to make the baby mop.

Students should draw their idea, give it a name, and write what problem it solves.

Step 4: 20 mins. (Presentation Time):

(Urban facilitators to conduct Step 4 and Step 5 in 20 mins):

Give each group an opportunity to present and explain their Chindogu inventions.

Explain:

Although the inventions you made might not be practical, allowing yourself to think creatively like this can often lead to a very successful idea that you would not have had without having the silly ideas first.

Step 5: 5 mins: (Urban facilitators to conduct Step 4 and Step 5 in 20 mins):

Think-Pair-Share:

-How can creativity help you in your career or in life?

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 engaging in English conversation for 100% of the class time? If they are, fantastic! If not, it's time to think and discuss this with your peers and manager to make this happen.

Lesson 102**Resources:**

- Student Reference Books, L102

Lesson Duration: 140 mins

Note for facilitators: Check for opportunities where cops can actively participate. Keep reminding them of their responsibilities and acknowledge their efforts.

Practice Time**Step 1: 15 mins. (Urban facilitators to conduct this in 15 mins):**

Ask students to see the table in their SRB. Instruct students to create a similar table on a word document. Help your students who require support. After the activity, ask students to rate their comfortability to use the word doc by showing it through the use of their fingers.

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

Instruct students to take up typing practice. Students work in pairs. Student 1 types odd number sentences and student 2 types the even number sentences from Part B in SRB. Ask the pairs to note down what mistakes their partner makes. Give feedback after the practice.

Whichever pair types the maximum sentences at the end of 15 mins, is the winner. Keep the last 5 mins for checking and announcing the winner

Step 3: 20 mins. D.E.A.R:

Begin by asking students if they have ever heard of social innovation.

Briefly introduce the concept by explaining that social innovation involves developing new solutions to address challenges faced in our society, often with the goal of creating positive change in communities.

Tell students that they will be learning about a real-life example of social innovation: Laxmi and the water ATM.

Ask students to read the story from their SRB Part C

Step 4: 30 mins. (Presentation Time):

(Urban facilitators to conduct this in 25 mins): After they read the story, divide students into small groups and assign each group a discussion question related to Laxmi's story.

Give groups time to discuss their assigned question and come up with responses.

Group 1 and 2 : What qualities did Laxmi demonstrate that made her successful?

Group 3 and 4: What role do you think young people like Laxmi can play in making positive changes in their communities?

After discussion time, bring the class back together and have each group share their thoughts and conclusions.

Step 5: 25 mins. (Urban facilitators to conduct this in 20 mins):

Activity: Design Your Own Social Innovation (20 minutes):

Explain to students that they will now have the opportunity to brainstorm and design their own social innovation project.

Provide them with the following prompts to guide their thinking:

- Identify a specific problem or need in your community or the world.
- Brainstorm creative solutions to address the problem.

Give students time to work individually or in small groups to brainstorm and outline their social innovation projects.

Encourage creativity and innovation in their ideas.

At the end, ask groups to come in front and share their ideas.

Step 6: Grammar Practice Time: 15 mins.**(Urban facilitators to conduct this in 10 mins):**

Share that students must listen to the question and answer them verbally. Ask question 1 and take responses from 2-3 students. Then reveal the answer. Move to question 2.

Fill in the blanks with Have or Has

1. She _____ a new car.
2. They _____ been to Paris.
3. I _____ never seen that movie.
4. He _____ a lot of homework to do.
5. The dog _____ a bone in its mouth.
6. We _____ finished our dinner.
7. The teacher _____ assigned a project for next week.
8. Sarah _____ two cats as pets.
9. Tom _____ already left for work.
10. The restaurant _____ delicious food.

Note: facilitators must find their answers and discuss in the training.

Step 7: 10 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'll be doing some interesting practice exercises.

We'll practice speaking lots of English together. We would come in front of the class and have interesting presentations.

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.

Lesson 103

Vocabulary: On, under, behind, in front of, between, in, next to	<u>Lesson Duration: 140 mins</u>
Resources:	
<ul style="list-style-type: none"> • Student Reference Books, L103A & L103B • L103 Video 	
Summary of the Last Class: 5 mins.	
- 'Popcorn call' 3-4 students to share something they learned in the last class.	
Where is it? (Prepositions of Place)	
Objectives:	
<ul style="list-style-type: none"> • Construct sentences using appropriate prepositions to convey location, direction and time. 	
Step 1: 5 mins. (Urban facilitators to skip this step):	
Hold up a pencil, then put it in a box or bag. Ask: "Where is the pencil?"	
Repeat, holding the pencil in different places, such as under the table or on a chair.	
Step 2: 15 mins.	
Ask students to watch the AV and try to answer the questions at the end.	
Step 3: 15 mins.	
(Urban facilitators to conduct Step 3 and Step 4 in 25 mins):	
Ask students to hold up their own pencils. Give them sentences and ask them to move their pencils to match.	
<ul style="list-style-type: none"> - The pencil is on the chair. - The pencil is under the table. - The pencil is behind the student. - The pencil is in front of the door. - The pencil is between two chairs. - The pencil is in a shoe. - The pencil is next to the book. - The pencil is on your head. - The pencil is in front of the window. - The pencil is between the book and the laptop. 	
Vocabulary practice:	
Call on students to give sentences of their own for the others to match.	

Step 4: 15 mins. (Urban facilitators to conduct Step 3 and Step 4 in 25 mins):

Ask students to open their Student Reference Books to L103 Activity A. Call on a student to read the example and ask students to discuss what they notice about the order of the sentence.

Then, ask students to work with a partner to practice unscrambling the next four sentences and saying them aloud to describe the pictures. Writing is optional - the focus should be on saying the sentence in the correct order.

Call on students to share their answers. If any students disagree with the sentence, allow them to discuss.

Facilitator's Reference:

- *The ball is on the box.*
- *The ball is under the box.*
- *The ball is in front of the box.*
- *The ball is between the boxes.*

Step 5: 15 mins.

Students should work in pairs to discuss where the items are in Activity B. Encourage them to use full sentences.

After about 10 minutes, call on students to share their sentences with the class.

Facilitator's reference: (Note, there is more than one correct answer for each question. Call on more than one student if they have different answers.)

- *The laptop is on the table/ behind the juice.*
- *The cat is on the sofa.*
- *The lamp is beside the sofa (or window or guitar)/below the shelf.*
- *The airplane is in the box/ beside the rabbit.*
- *The pizza is in the box/on the table.*
- *The racket is beside the bag/ below the TV/ in front of the drawers.*
- *The guitar is between the plant and the lamp/ below the shelf.*
- *The bird is above the tree/ behind the window.*
- *The trophy is between the books/ on the shelf.*

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).

- Animal Roundup
- 100 Rupees

Plan B**Objectives:**

- Students will discuss what it means to select a backup career goal ("Plan B") that is relevant to your Plan A, more easily accessible than your Plan A, and/or matches with your career priorities.
- Students will set their own Plan B career goal that fits these criteria and a timeline for when to pursue it.

Step 1: 10 mins:**Ask:**

- Who has heard the term “Plan B?” What does it mean?

Explain:

Plan B is a back-up plan. If your first plan does not work out as you hoped, instead of giving up, you can shift to your Plan B.

Your Plan B can be:

- Adapting your Plan A

Example – Your Plan A is to become a doctor in your village, but there are no positions available. Your Plan B could be to move to a city to take a job as a doctor OR to find a different healthcare job in your village.

- A different plan in case your Plan A fails

Example – Your Plan A is to join the army. If you do not pass the exam, your Plan B can be to try for a different career path, such as marketing or social work.

- A plan to try at the same time as your Plan B

Example – Your Plan A is to study for a government administrative job. At the same time, you work your Plan B job in data entry.

Ask:

Why is it important to have a Plan B?

Share the objectives of the lesson with the class. Call on 1-2 students to explain in their own words. If time allows, ask why learning this can help them in life.

Step 2: 10 mins. (Urban facilitators to conduct this in 5 mins. Only question 1 and 2 to be answered.)

Ask students to open their Student Reference Books to L103B and take 2-3 minutes to read through the chart alone or with a partner.

Call on 1-3 students to share the main ideas. Then, use think-pair-share to discuss the questions listed in the SRB:

1. What is an example of a relevant Plan B job for someone who wants to be a doctor?
2. What is an example of an accessible job for someone who wants to be a movie star?

Step 3: 10 mins. (Urban facilitators to skip this step):

Break students into groups of 3-4 students. Ask students to open their Student Reference Books to L103B. Assign each group to read and discuss scenario 1, 2, or 3 in Part B (*it's okay if multiple groups discuss the same scenario*).

After 10 minutes, call on groups to share their answers.

Step 4: 10 mins. (Urban facilitators to skip this step):**Explain:**

When you wrote your career goals, you may have had a specific job, location, and salary in mind. It is possible that you won't be able to find a job that meets all of these requirements. You may have to look a little farther from home to find the exact job you want. Or if the most important thing for you is to stay near home, you may have to think about different jobs in the field that you want to work in.

Open Part C of SRB: Consider this list of job qualities. Number them from 1-6 to rank how important they are to you. Talk to your partner and explain your answer.

Type of work	Location	Opportunity for promotion
Initial Salary	Schedule and hours	Fulfilling Purpose

Step 5: 10 mins.

Peer-Counseling:

Participants share their Plan A career goal with a partner.

Then, they explain their Plan B.

The partner can use the following questions to give feedback about the plan:

- Does Plan B seem like a realistic (easily accessible) back-up plan?
- Do they have a clear and reasonable timeline for Plan B?
- Does their Plan B job meet the job quality they ranked as most important?

Step 6: 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 - Share an example of a sentence from the class using 'on', 'under', 'front of', 'between', 'in' etc.

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 Plan B? Is it necessary to have one? Why/Why not?

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 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.

Lesson 104

Vocabulary: Resentment	<u>Lesson Duration: 140 mins</u>
Materials: <ul style="list-style-type: none"> • 1 Balloon (if available). If not, then use actions to deliver Step 2- Resentment Resources: <ul style="list-style-type: none"> • L104 Video <p>Note: Facilitators must have one sample G-mail id created so that everyone who can't sign into their own Gmail account, uses the sample G-mail id.</p>	
Email Presentation	
Objectives: <ul style="list-style-type: none"> • Students learn about additional Gmail features, such as sending an email to multiple recipients or creating an email draft, by researching and exploring on their own. • Students practice peer learning by presenting to the class. 	
<p>Step 1: 20 mins. (Urban facilitators to conduct this in 15 mins): Split the class into two teams and give them the following Gmail features to learn about. They should take 20-25 minutes to answer the questions and prepare to present to the class, including a demonstration of how to use the features. They may find answers by exploring the Gmail page, searching online, or asking a classmate who knows the answer.</p> <p>Team A: Multiple Recipients</p> <ul style="list-style-type: none"> • How can you send an email to multiple email addresses? • What is the purpose of the “cc” field and how is it used? • What is the purpose of the “bcc” field and how is it used? <p>Team B: Drafts</p> <ul style="list-style-type: none"> • What is an email draft? • If you are not ready to send a draft, how can you save it and return to it later? • If you decide not to send a draft, how can you discard it? 	
<p>Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins): Give each team a chance to explain their answers and demonstrate the functions. If needed, add the following tips:</p> <ul style="list-style-type: none"> • “Bcc” keeps their email address private so that other recipients don't see them. If you are sending an email to a group of people who don't all know each other, it is polite to use “bcc” to avoid sharing the recipients' email addresses, as it is personal information. • Once you send an email, you can't take it back - the other person will have it in their inbox. Wait until you have finished and edited the draft before adding the recipient's email address. That way, you will not accidentally send it before it is finished. 	

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

Give students time to log into their Gmail accounts and practice the new skills learned. For example, they might send an email to multiple classmates using the “Bcc” function, or they could practice discarding an email draft.

Energizer- Molasses Tag: 3-5 mins. (Urban facilitators to skip this step):

Make some space in the classroom or go outside. Play tag - one person is “it” and tries to tap someone else to become “it”, while everyone tries not to get tapped - except that instead of running, everyone must use slow-motion, exaggerated movements, like they are swimming in molasses or honey.

Resentment

Objectives:

- Students discuss negative consequences of holding onto resentment.
- Students practice strategies for forgiving others and letting go of feelings of resentment.

Step 1: 10 mins.

Draw a circle in the middle of the board and leave it blank for now.

Ask what feelings students experience when someone hurts them, holds them back, breaks something of theirs, etc. Write the feelings as students call them out and connect them to the center circle. Finally, fill in the circle with the word “resentment.”

Introduce the word resentment. Say that **resentment** is an emotion that can be felt when people are disappointed or frustrated with another person’s actions. It often leads to anger, bitterness, and frustration, which in turn creates a heavy feeling of resentment within the individual.

Step 2: 10 mins.**Ask:**

- What happens if you hold all of those feelings inside and stay sad or angry, or if you keep those feelings somewhere inside your heart? Invite answers.

Explain:

(Blow some air into a balloon.) This air is like anger or sadness that comes into us. If we let it out each time we feel angry or sad, it’s not such a big deal—just a little air comes out and we’re back to normal. *(Let air out of the balloon.)* But if we keep it inside, and keep adding to it each time we get upset and hold it in *(blow into the balloon several more times)*, then what happens?

Ask:

- What will the balloon do if we keep blowing into it?

Explain:

Watch what happens when I let it go. *(The balloon deflates and flies all over the room.)* It’s pretty out of control. If you hold all your anger inside for a long time, it might all come out at once sometime, and you could have a much bigger reaction than the situation calls for.

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

Vocabulary practice:

What does the word forgiveness mean?

Step 4: 10 mins: (Urban facilitators to skip this step):

Ask students to fold a sheet of paper in half.

Assign a 3-minute quick write: On one side, they should write what forgiveness is; on the other side, what forgiveness is not.
After the quick write, divide students into small groups to discuss.

Step 5: 20 mins:

Invite students to give responses and act them out. Ask, "What does forgiveness look like when..."

1. Someone makes fun of you in public because of your grades
2. You hear your friend gossiping about you.
3. Your relative gets angry and says something unkind to you and then apologizes.
4. Someone keeps doing something hurtful to you over and over without being sorry.

Step 6: 15 mins:

Explain:

Even though most of us know that resentment is something that only brings more negativity, it can be very difficult to actually let go of these feelings. Letting go of resentment and anger can be hard work.

Instruct students to watch the AV that talks about how to let go of resentment.

Ask:

- Have you ever experienced anything from this video in your own life? Use popcorn and cold call.

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 - What is an email draft?

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 are some ways to let go of our resentment?

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: 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 105

Resources: <ul style="list-style-type: none"> • Student Reference Books, L82 • L105 Video 	<u>Lesson Duration: 140 mins</u>
Summary of the Last Class: 5 mins. <ul style="list-style-type: none"> - ‘Popcorn call’ 3-4 students to share something they learned in the last class. 	
Duolingo: 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 share their experiences and what motivates them to be sincere. (5 mins) Ask students to sign in and practice Duo Lingo on their phone/FEA laptop. Move around and help as required. (20 mins)	
Practice Time	
Objectives: Students will learn to self assess their ability to understand and comprehend spoken English.	
Step 1: 15 mins. <ol style="list-style-type: none"> 1. Direct students to open their SRBs and look at the image closely. 2. Encourage students to observe the details, people, action, and any other elements present in the image. 3. Once students have had sufficient time to observe the image, instruct them to consider the three questions provided. 4. Pair students up and ask them to discuss their thoughts and responses to the questions with their partner. 5. Circulate around the classroom, offering assistance to students as needed. Work with struggling students in small groups to help them formulate suitable responses. 6. Encourage students to actively listen to their partner's responses and engage in meaningful dialogue. 7. Facilitate discussions by asking guiding questions and prompting deeper analysis of the image and questions. 8. After the discussions, invite a few pairs to share their insights with the class. 9. Thank the students for their participation and encourage them to continue practicing their listening skills in the next activity. 	

Step 2: 25 mins.

For the next activity, share that students will listen to an audio on their student's laptop and you want everyone to listen very carefully. Then they must complete exercise B individually.

<https://www.youtube.com/watch?v=98aY7pOP--M&t=13s>

Once everyone completes, discuss the answers as a class.

1,3,5- True

2,4,7- False

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

After the listening practice, tell students to check their answers with their partner.

Ask students to share their experience of taking this quiz. Ask them how listening improves their confidence to communicate in English.

Step 4: 25 mins.

1. Next, ask students to work individually and complete Part C. They must work individually and finish the exercise without discussing it.
2. Once everyone completes Part C, discuss the answers with the class.

Answers:

1: b, 2: a, 3: a, 4: c, 5: b, 6:c, 7: a, 8: b, 9: a, 10: a

Step 5: 25 mins. (Urban facilitators to conduct this in 15 mins)

Facilitators must have one sample G-mail id created so that everyone who can't sign into their own Gmail account, uses the sample G-mail id.

1. Divide the class into pairs.
2. Instruct each pair to collaboratively draft an email in 3-4 sentences summarizing the list of activities conducted in today's class.
3. Encourage students to include a clear subject line, proper spelling and grammar, and a professional yet friendly tone.
4. Once the emails are drafted, ask pairs to change their place with another pair for proofreading.
5. Instruct students to carefully review the email they are reviewing, checking for any spelling or grammar errors, ensuring clarity in the subject line, and confirming the appropriateness of the email signature.
6. After proofreading, pairs should provide feedback to each other, noting any errors or 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 106**Lesson 106**

Vocabulary: Cuisine, Fork, Bartender, Host/Hostess, Chef.	
Resources:	<u>Lesson Duration: 140 mins</u>
<ul style="list-style-type: none"> • Student Reference Books, L106 • L106-1 and L106-2 Videos 	
Let's go to a Restaurant	
Objectives:	
<ul style="list-style-type: none"> • Students will learn common words and expressions for describing food and drink and restaurant service. • Through role play students will learn how to order food in a restaurant and other social etiquettes. 	
Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins):	
Write the word “cuisine” on the board. Ask students to pronounce the word. Share the correct pronunciation. Now ask what is the meaning of the word. After a few responses, share that cuisine is the style of cooking of a particular country. Examples: Pizza and pasta are Italian cuisines. Noodles, spring rolls are examples of Chinese cuisine, Indian cuisine like Dosa, sambar from South, Chole bhature from North or Litti Chokha from East etc. Ask students to share their favorite cuisine. Students must use the word cuisine in their sentences.	
Step 2: 10 mins. (Urban facilitators to skip this step):	
Ask students to review the vocabulary in Part A and B with a partner.	
As a whole class, discuss using popcorn call	
What does a chef do?	
Pronounce bowl. (it is pronounced as BOL - बोल)	
What is the use of a fork?	
Are chefs and the waiter the same?	
Step 3: 10 mins.	
Ask students to read and understand the flow of conversation in a restaurant from Part C with a partner. Discuss the conversation as a class.	
Step 4: 40 mins. (Urban facilitators to conduct this in 25 mins):	
Presentation Time:	
Make pairs. Ask each pair to prepare their own conversation between the customer and a waiter. They can take the help from SRB. (10 mins)	
Now ask pairs to present their roles in front of the class.	

Step 5: 25 mins. (Urban facilitators to conduct this in 20 mins):

Ask students to watch the AV1 once and make notes, if helpful.

After all students have watched the AV1, ask-

- Which career in the hospitality industry did you find interesting? Why?
- What qualities are required to be successful in the hospitality industry?
- How is F.E.A. developing these qualities?

Asks students to share their responses to the above questions using the popcorn method.

Step 6: 20 mins. (Urban facilitators to conduct this in 15 mins):**Practice time:**

Ask students to check their understanding from the lesson. Instruct them to watch AV2 and complete the exercise given in the SRB Part D.

<https://www.youtube.com/watch?v=uRNG9dWgXj8&t=1s>

Once students finish their exercises, discuss the answers as a class

False: 1,3,4,5

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 107 | Shanti se**Lesson 107**

Key Vocabulary: Honking	<u>Lesson Duration: 140 mins</u>
Preparations: <ul style="list-style-type: none"> • Make and post signs before class (<i>See English - “What’s More Important?”</i>) Resources: <ul style="list-style-type: none"> • Student Activity Book, L107 • L107 Video 	
Shanti Se	
Objectives: <ul style="list-style-type: none"> • Students will understand that noise pollution is more than loud noises. • Students will discuss the sources, effects and ways to reduce noise pollution 	
Step 1: 5 mins. Ask the students what kind of sounds they hear every day.	
Step 2: 5 mins. Ask a student to drag a chair on the floor while asking another student to sing a song. Now ask what kind of sounds they hear around them. Ask them which sounds are pleasant and which are unpleasant. Conclude that the sounds which produce pleasant sensation in our ears are pleasant sounds and unpleasant sounds are noise.	
Step 3: 20 mins. Divide the class into 2 groups and ask the students to discuss in each group: Why do we like to go to quiet places? After 5 minutes, ask one student from each group to state the main points of discussion. Write the answers of the students on the board such as: We can sleep well in quiet places. We can study. We can think better. We can talk with each other. Then ask the students to discuss again in groups: What do we feel in noisy places? You may create a noisy place by playing a video of busy road traffic. After 5 minutes, ask a few students from each group to state important points of discussion. Write the students’ comments on board such as: We can’t sleep due to noise. We can’t study due to noise. We can’t hear each other well when there is noise. It may cause a headache. It may damage ears.	

Step 4: 10 mins.

Ask: what can we do to reduce noise pollution?

Step 5: 15 mins.

Share the initiative taken by Mumbai police to curb noise pollution. Ask students to watch AV. Once students have watched AV, ask:

What was the video about?

What are some other ways to reduce noise pollution?

How would you feel if your house is just next to a road like the one shown in the video, and you are preparing for an exam?

Who are the people who are disturbed most due to noise pollution?

Ask students to share the responses to the above questions using the popcorn method.

Step 6: 25 mins. (Shanti se):

Ask students what can be done at our end to curb the issue of honking. Accept all answers.

Tell students that FEA has started a project named 'Shanti Se' and created a page for the same. Please ask your students to click on the link in their SRB: <https://www.shantise.org/>

Ask students to go through and explore the link. Also, ask them to have a look at the stickers on the page.

Ask the students how these stickers can be utilized and how it can help to curb the issue of honking to an extent. Accept all answers.

Tell students that if they want they can get free stickers. For that they will have to fill in their address. They should use these well by pasting the stickers behind public vehicles or at other places where others can see and learn from it.

Ask students if they have other innovative ideas to utilize the stickers in the best possible way.

Energizer- Share a Stretch: 3-5 mins: (Urban facilitators to skip this step):

Form a circle. Go around and have each student introduce one stretch or movement for everyone else to copy.

Presentation Time**Step 1: 45 mins. (Urban facilitators to skip this step):**

Instructions: 2 mins

- Explain the activity to the class, sharing that they will be selecting a picture from their Student Reference Book (SRB) and using it as a prompt for a one-minute speaking activity.
- Encourage them to add their creativity and use descriptive words and phrases they have learned in lesson 107.

2. Picture Selection: 2 mins

- Give students time to browse through their SRBs and choose a picture that inspires them or captures their interest.
- Remind them to select a picture that they feel they can speak about confidently and in detail.

3. Note-taking: 5 mins

- Instruct students to write down key points or notes about the picture they have chosen. These notes should include descriptive details, emotions by the picture, and any creative ideas they have.

4. Speaking Preparation: 10 mins

- Once students have written their notes, give them time to prepare what they will say based on their notes.
- Encourage them to organize their thoughts and practice speaking aloud to ensure fluency.

5. Speaking Practice: 25 mins

- Invite students, one by one, to come to the front of the class or speak from their seats.
- Explain that each student will have one minute to speak about their chosen picture, using their notes as a guide.
- Remind them to incorporate descriptive words and phrases from their lessons and to express their creativity.
- After each student has spoken, facilitate a brief feedback session where students can offer positive feedback and suggestions to their peers.

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 108**Lesson 108**

Resources: <ul style="list-style-type: none"> ● Student Reference Books, L108A & L108B ● L108 Video 	<u>Lesson Duration: 140 mins</u>
Replacing Coaching: Mastering Self-Education	
Objectives: <ul style="list-style-type: none"> ● Understand the concept and importance of self-directed learning. ● Identify their personal learning goals and areas of interest. ● Develop a plan for self-directed learning and engage in independent research. 	
Step 1: 15 mins. (Urban facilitators to conduct Step 1 and Step 2 in 25 mins): Start the class by sharing your story of how you learned something new all by yourself. Ask students if they have any similar memories. It could be about anything, learning to cook, learning about a new career, learning a language, learning an instrument, starting a business etc.	
Step 2: 25 mins. (Urban facilitators to conduct Step 1 and Step 2 in 25 mins): Ask students to watch the AV. After everyone watches the AV, ask using popcorn call <ol style="list-style-type: none"> 1. What did the person in the video do to learn English? 2. What kind of resources did the person use to learn English? 3. What challenges do you think the person faced while learning English alone? 4. Do you think you could learn a language by yourself like the person in the video? Why or why not? 	
Step 3: 20 mins. Part A SRB: (Urban facilitators to conduct this in 10 mins): For the next part of this activity, ask students to talk to another student about how they learned things on their own. Compare it to your own experience. This conversation will help you understand how self-learning works and might give you new ideas. Ask your classmate how they learned on their own. Then, think about what they said and see if you can learn from it. Write down any new ideas you get from the conversation.	
Step 4: 20 mins. Ask students to share the results of the interview and how that person's experience might influence your own learning adventures moving into the future. Share about ownership. It means taking charge of your own learning. When you see yourself as the owner of your learning, you take the lead in moving forward. You figure out how to overcome problems and find what you need to learn.	

Step 5: 40 mins.

(15 mins to search+ 10 mins to discuss in groups + 2 minutes to share with the class): (Urban facilitators to conduct this in 25 mins):

Alright, everyone! Now we're going to learn how to use the internet to solve common student problems. Why should we wait for others to give answers to our questions when the answer is on the internet.

We'll split into groups and each group will get a situation to explore. You'll need to search on YouTube or Google to find the information. Then, come up with some key points to share with the class. Make sure the information you find is correct because wrong information can impact your choices.

Let's make groups and start. Your scenarios are from Part B SRB.

When you finish searching online, talk about what you found in your groups. Then, share it with the class.

Step 6: 10 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'll learn about careers and resources available online for study.

We'll practice speaking lots of English together. We would give presentations on interesting topics to improve confidence and communication. We would learn ways to put our point forward in a discussion.

We would do some reading and grammar exercises together for practice.

I am excited for next week, I don't want you to miss this experience.

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.

Lesson 109

<p>Objectives:</p> <ul style="list-style-type: none"> Students will be able to engage in independent research, problem-solving, and critical thinking. 	<p><u>Lesson Duration: 130 mins</u></p>
<p>Resources:</p> <ul style="list-style-type: none"> L 109 Video Student Reference Book, L109 	
<p>Replacing Coaching: Taking Charge of Your Education</p>	
<p>Step 1: 10 mins.</p> <p>(Urban facilitators to conduct Step 1 and Step 2 in 25 mins):</p> <p>Start the class by sharing your career interest. Now allow students 5-7 minutes to talk to their partner on their right and on their left and ask each other about their career interests. Facilitate a brief discussion about the various careers mentioned during the activity.</p> <ul style="list-style-type: none"> Ask students to share any interesting career aspirations they heard from their classmates. 	
<p>Step 2: 35 mins. Part A SRB:</p> <p>(Urban facilitators to conduct Step 1 and Step 2 in 25 mins):</p> <p>Divide the students into small groups. Students with the same career interest should be clubbed together or allow them to work individually, depending on class size and preferences. Inform that each group or student should search a specific career path they are interested in. Write on the board the 4 bullet points they should research:</p> <ul style="list-style-type: none"> What education is required for entry into your field? What are some free online resources to study for your career? What skills and qualities are important for success in your field? What types of jobs exist within this field? <p>Move around and help students find relevant information. To ensure accuracy, they should use multiple sources to validate the information they have collated.</p> <p>Sit with them and ask relevant questions on their findings. The groups that finish their task share their discoveries to the facilitator or the other groups that have also finished</p>	
<p>Step 3: 15 mins. (Urban facilitators to conduct this in 10 mins):</p> <p>Preparation Time: Provide time for students to organize their research findings and prepare a brief presentation to share with the class.</p>	
<p>Step 4: 30 mins: (Urban facilitators to conduct this in 25 mins):</p>	

- Presentation Time: Each group or student will have the opportunity to present their findings to the class.
- Encourage students to speak clearly, engage the audience, and address any questions that may arise.
- Allow time for classmates to ask questions or provide feedback after each presentation.

Step 5: 30 mins: (Urban facilitators to conduct this in 25 mins):

Avoiding quick fixes and scams.

Share: Let's imagine a situation. Say, you're preparing for a test, and you see an ad online that says it can help you pass easily if you pay a lot of money. This might sound tempting, but it could be trying to take advantage of your worries or fears about the exam.

Now, let's talk about another kind of tricky situation. You might receive an email that says you need to pay for a special service to get ahead in your career. But sometimes, these emails aren't honest. They might be trying to trick you into paying for something you don't really need, or even something that doesn't really exist.

So, it's really important to be careful and think critically about these kinds of offers. If something seems too good to be true, it might be a trick. Always talk to a trusted adult if you're unsure about something you see online.

Now, let's discuss together. Can anyone think of an example of a tricky offer they've seen online related to exams or career advancement? Let's talk about it together.

Now ask students to watch the AV in pairs.

As a check out, ask if they also know any such scam that cheat people. What are some red flags or warning signs that might indicate something is a scam? How can individuals identify these signs?

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.

Lesson 110

***FLOATING LESSON:** Schedule the first mentorship session (Lesson 110) with the Mentorship Team. Conduct this lesson 2-3 days before Call 1. Share the Excel spreadsheet with student information with the mentor before Lesson 112.

Resources:

- Student Reference Books, L110

Summary of the Last Class: 5 mins.

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

Typing Lesson 11: Lower Row

Student Options: (For urban facilitators: As the second part of the lesson is mentorship introduction lesson, please conduct this first part of the lesson only if time allows.)

- Option A - Students complete Typing Lesson 11 (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. Or Duolingo

Excel Sheet for Mentor:

While students are working on Typing Master, call them one at a time to collect information to be shared with the mentor.

Collect the following information about the students in an Excel Sheet.

- Name of the students (in alphabetical order)
- Age
- Educational qualification
- Career aspirations
- Hobbies

Typing Lesson 11 (Option A)

Step 1: 10 mins. (For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship introduction)

Popcorn sharing. Call on 3-4 students. Ask:

- What is something in your life that you got better at with practice?

Explain that typing will also get easier with practice. Play the AV.

Ask:

- Why do things get easier with practice?

Step 2: 20 mins.: (For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship introduction)

Log into Typing Master. Students may continue the activities in Lessons. After two activities, they may choose to work on games.

Their partner should give them feedback about their finger positions.

After a few minutes, remind them to finish their activity and switch with their partner.

Replacing Coaching (Option B)

Step 1: 5 mins.

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship introduction)

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.

Step 2: 20 mins.

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship introduction)

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.

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship introduction)

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?

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

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship introduction)

Conduct an energizer that students are familiar with and that involves movement to help them get their energy up, such as Pink Toe or Sports Gallery.

Then, ask them to calm back down and focus before beginning the lesson.

Mentorship Program Introduction

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

Ask:

- What comes to your mind when you hear the word 'Mentor'?
- Have you ever had any mentors in your life?

Ask students to watch the video on mentorship.

Step 2: 15 mins:

(Urban facilitators to conduct this in 15 mins):

Explain:

The mentor is volunteering their time to share their experience and support, so we should give them respect.

Ask:

- What are some respectful behaviors to keep in mind during these mentorship sessions?

<ul style="list-style-type: none"> - How can you show respect through active listening? (e.g. eye contact, not interrupting, asking follow-up questions or summarizing) - How can you show respect while using Zoom? (e.g. raising your hand, muting your mic when not speaking, not getting distracted with chat) 	
<p>Step 3: 10-15 mins. (Urban facilitators to conduct this in 10 mins): Pick a Side: Ask the questions in the quiz (below). Tell students to stand and move to one side of the room if the answer is yes and the other side if the answer is no. After each question, call on 1-2 students to explain their answers.</p>	
Quiz Time	Yes or No
Will you raise your hands if you want to speak?	Yes
Should you talk to your partner while the mentor is talking to a group of students?	No
Will you laugh when you hear outside noise during the mentoring session?	No
Should you show that you are interested in the session?	Yes
Should you ask specific questions to the mentors- something that you want to know or learn? Bonus Question: What impression does it give if you ask irrelevant questions?	Yes
Will you use polite phrases while questioning and be very respectful towards the mentors?	Yes
Do you expect mentors to solve all your problems for you?	No
Will you step out of your comfort zone to try new learning experiences and talk out your problems?	Yes
The facilitator can discuss the bonus questions with students.	
<p>Step 4: 10-15 mins. (Urban facilitators to conduct this in 10 mins): Introduce the mentor: Share the name of the mentor, date of mentoring session and other details as shared over the email. Explain: The first session is about getting to know one another. Subsequent calls will be on sharing life experiences and helping you make planned career choices Explain:</p> <ul style="list-style-type: none"> - These mentors are from various professions, countries, and have volunteered to take out time from their schedule and interact with FEA students 	

- Your mentor is different from your career guide. FEA Career Guides are trained to give you specific advice about your career path. FEA Mentors will share advice, encouragement, and support based on their own life experiences.

The mentor will speak to the whole class over Zoom. They will join us for 4-5 mentoring sessions during the FEA program.

Step 5: 20 mins. (Urban facilitators to conduct this in 10 mins): Ask:

- How do you think the mentor would feel if they give their time to talk to the class, but none of the students talk?
- How could asking questions help you benefit from these sessions?

Encourage all students to step out of their comfort zones and ask one question during the calls. Share the example questions below:

- How did you get your job?
- What challenges have you faced in your life?
- What do you enjoy doing?
- Did you ever have a mentor in your life?

Explain:

- Asking questions that are too personal, such as about a person's married life, are not appropriate.

Step 6: 20 mins.

Collect the following information about the students in an Excel Sheet. Share the information with the mentor at least two days before the session to provide the mentor time to read the document and prepare themselves.

- Name of the students (in alphabetical order)
- Age
- Educational qualification
- Career aspirations
- Hobbies
- Level of English

While the facilitator is collecting the above information, inform the students to do the following:

- Each student should write 2-3 questions in their notebook.
- Students should work with a partner to practice asking their questions. Then, call on students to practice asking their questions to the facilitator. Encourage shy students to speak.

Collect the following information about the students in an Excel Sheet. Share the information with the mentor at least two days before the session to provide the mentor time to read the document and prepare themselves.

- Name of the students (in alphabetical order)
- Age
- Educational qualification
- Career aspirations
- Hobbies

Step 7: 5-10 mins.**Ball Toss:**

Throw the ball to a student. They answer the question, then throw the ball to another student.

Ask:

- In what ways could a mentorship program help you? (*Take as many responses as time permits.*)

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 111**Lesson 111**

Resources: <ul style="list-style-type: none"> • Student Reference Book, L111 	<u>Lesson Duration: 135 mins</u>
Listening to Others	
Objectives: <ol style="list-style-type: none"> 1. Students will learn to speak in favor of and against a particular topic. 	
Step 1: 10 mins. Welcome students. <u>Appoint new cops</u> Share that today, we're going to have a debate. But first look at the picture in your SRB Part A. What do you think it means?	
Step 2: 15 mins (Instruction time): Ask students to listen to the instructions. Instructions to be shared by the facilitator Step 1 - Pair up. Step 2 - As a pair, choose a topic from the list given in the SAB. Step 3 - Partner 1 chooses to speak for or against the topic. Step 4 - Partner 1 thinks about the topic for 2 mins. Step 5- Partner 1 now speaks for 2 mins and partner 2 listens Step 6 - After 2 mins, Partner 2 gives feedback (1 min) Step 7 -Now pair chooses another topic from the list Step 8 - Now reverse the role. Partner 2 thinks about the topic. Step 9- Now Partner 2 speaks for 2 mins and partner 1 listens Step 10-Partner 1 gives feedback. (1 minute) Step 11- After one round, choose a new pair and repeat the process. Step 12 - Reflect on what you did well during the debate and share that with your class. Topics for discussion: <ol style="list-style-type: none"> 1. Is social media good or bad for society? 2. Can money buy happiness? 3. Hard work is the key to success. (Ask a few students to repeat the instructions, to ensure that all the students have understood the instructions.)	
Step 3: 25 mins. (Practice time): (Urban facilitators to conduct this in 15 mins. They do not need to change the pair): Ask students to organize themselves for the conversation. Begin it for all the pairs. Each pair completes a round of conversation and then forms a new pair. Circulate to ensure that the pairs are at task. Keep making new pairs. Support/commend/encourage, as appropriate.	

Step 4: D.E.A.R 45 mins. (Urban facilitators to conduct this in 25 mins):

Ask students to read the paragraph individually and note any words they find challenging. Discuss the meaning of the difficult words as a class, encouraging students to share their understanding.

Make 3 small groups: Ask Group 1 to discuss Question 1, Group 2 to discuss Question 2 and Group 3 to discuss Question 3 and group 4 to discuss Question 4

1- What does Shah Rukh Khan say about focus? Do you think this advice is valuable? Why?

2- If you keep hitting your head against a door, one day the door will fall down. What does this mean to you? Discuss examples from your life.

3-If you give up after failure, you will miss many beautiful things life has planned for you. So I got up. What does it mean to you?

After the group discussion, call one group at a time and ask them to share their discussions before the class.

How to Apply for a Passport

Step 1: Introduction (5 mins)

1. Start with a few interesting questions to get students thinking about passports.
 - "What documents do you need to take with you when you travel abroad?"
 - "Why do you think people need passports to travel?"
2. **Visual Aid:** Show a real passport or pictures of different passports from around the world. This helps students visualize what they're discussing.-
<https://www.passportindex.org/byColor.php?>
3. Announce that they'll be watching a video about how to get a passport

Step 2: 25 mins: Together with the students, watch this video (Urban Facilitators to conduct in 20 mins)

<https://www.youtube.com/watch?v=ZoepoNwCjSU>

After the video: Start with a Summary: Ask students to summarize what they learned from the video in their own words.

Interactive Q&A: Pose specific questions like:

- "What is the first step in getting a passport?"
- "What documents do you need?"
- "What are the steps involved in the application process?"

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 112

***Note:**

This would be a floating lesson, to be conducted when the mentor conducts Call 1.

Preparations:

Lesson Duration: 140 mins

- See Mentorship - Facilitator's Guide (*below*)

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.

Mentorship Session (1.5 Hours): Floating Lesson

Before Call 1:

Contact the mentor to schedule the call with the class.

Send the mentor details about the students. Copy your manager and the mentorship team on the email. (*See "Special Lesson 1"*)

Conduct "Special Lesson 1" to introduce the mentorship program to students 2-3 days before Call 1.

Send the Zoom link to the mentor, your manager, and the mentorship team.

During Session:

To start the session:

- Ask students to bring their notebooks with their questions to ask the mentor. They may also consider taking notes during the session.
- Arrange seating so that all students are within view and hearing of the laptop screen, such as a semi-circle. (5-10 mins.)
- Adjust the laptop as needed so that as many students as possible appear in the camera for the mentor to see.
- Log into the scheduled Zoom meeting. Turn on the video and audio.
- Introduce the mentor by saying hello, thanking them for joining, and asking them to begin.

Throughout the session:

- Monitor students to ensure that they are showing active listening skills and being respectful
- Manage technology issues.
- Advise the mentor that the internet connection may not be stable and to please be patient if you are disconnected.
- If disconnected, ask the students to be patient and log back into the session using the same meeting link.
- Pause after each activity or discussion to:
- Check for understanding by asking students to summarize the discussion so far.
- Encourage students to ask questions.

To end the session:

- Note when the hour has ended. If in the middle of a discussion or activity, ask the mentor if they have a few more minutes to get to a good stopping point.
- Thank them for coming and tell them that you will contact them to schedule the next session.
- End the Zoom meeting.

After the Session:**Students:**

- Ask them what they learned or enjoyed from the session.
- Acknowledge students for asking questions and encourage those who did not to step out of their comfort zone to speak next time.
- Ask students if they have questions about the assignment given by the mentor. Before the next session, remind them periodically to complete the assignment. Provide class time if necessary.

Mentor:

- Contact them to thank them and schedule the next session.
- If appropriate, provide them with positive feedback from the students and address any concerns.

After the final call:

Provide feedback about the successes and challenges of the mentorship program to the mentorship team.

If possible, have students write a thank you note to the mentor, telling something specific they learned or enjoyed.

Energiser: 3-5 mins: (Urban facilitators to skip this step):

Conduct an energizer that students are familiar with and that involves movement to help them get their energy up, such as Coconut or Wah!

Then, ask them to calm back down and focus before beginning the lesson.

Typing Lesson 12: Lower Row (30 mins)

Student Options:

(For urban facilitators: As the first part of the lesson is mentorship Call 1, please conduct this second part of the lesson if time allows.)

Option A - Students complete Typing Lesson 12 (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.

Typing Lesson 12 (Option A)

Step 1: 15 mins.

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship Call 1)

Quiz students on which fingers press the keys in ALL rows. (For example, “Which finger presses the M key?”)

Refer to the Finger Positions Chart for answers.

Step 2: 25-30 mins.

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship Call 1)

Log into Typing Master. Students may continue the activities in Lessons 2, 3, and 4 in Typing Master. After two activities, they may choose to work on games.

Their partner should give them feedback about their finger positions.

After 10-15 mins., remind them to finish their activity and switch with their partner.

Step 3: 5 mins.

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship Call 1)

Popcorn sharing. Call on 3-4 students. Ask:

- How do you feel about your progress with finger positions?
- Which keys are the most difficult for you?

Replacing Coaching (Option B):**Step 1: 5 mins.**

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship Call 1)

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 MS Word OR Online Searching.

Step 2: 35-40 mins.

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship Call 1)

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: 5-10 mins.

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship Call 1)

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: 5 mins.

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship Call 1)

- Acknowledge the class for what they did well during the lesson.
- Recite the pledge.

Step 5: 15 mins.

(For urban facilitators: This step is to be conducted only if there is time remaining after the mentorship Call 1)

Ask students to login their Duolingo account. Let students begin their Duolingo practice.

Lesson 113

<p>Materials:</p> <ul style="list-style-type: none"> ● Poster size paper ● Art supplies <p>Resources:</p> <ul style="list-style-type: none"> ● L113-1 through L113-4 Videos ● SRB, L113 	<p><u>Lesson Duration: 140 mins</u></p>
<h3>Consolidation</h3>	
<p>Objectives:</p> <ul style="list-style-type: none"> ● Students practice using what they have learned in previous lessons, such as prepositions (where things are), house and home-related vocabulary, and commands. ● Students practice speaking fluency and confidence by presenting a role play in front of the class. 	
<p>Step 1: 10 mins.</p> <p>Explain that the video (AV 1) is a memory game to practice describing where things are. Students should look at the picture and try to remember where everything is, then answer the question when the picture disappears. Encourage them to answer with their partner in complete sentences.</p>	
<p>Step 2: 10 mins.</p> <p>Divide students into pairs and tell them that they will be preparing and presenting a role play. They have two choices for the topic:</p> <p><u>Option 1:</u> You are on your way to school, but you have left your book at home. You call your parents on the phone and tell him/her where to look for your book.</p> <p><u>Option 2:</u> You are selling your house. Give a tour to a person who is interested in buying it. Describe what each room is and where they can put furniture or appliances.</p> <p>Every role play should:</p> <ul style="list-style-type: none"> - Include at least 2 commands - Describe where things are - Use vocabulary words for rooms, furniture, or appliances <p>Examples:</p> <p><i>“Go to my bedroom. Look beside my desk...”</i></p> <p><i>“The kitchen is beside the living room. Please check the sink.”</i></p>	
<p>Step 3: 15 mins.</p> <p>(Urban facilitators to conduct this in 10 mins):</p> <p>Students should work with their partner to prepare their role play. They can choose to write it down in their notebooks, or they may practice speaking without writing it down. Suggest that they practice 2-3 times.</p>	

Step 4: 25 mins.

Ask each pair to present their role play in front of class. Allow other students to ask questions or share one thing they did well. Add your own feedback or encouragement after the presentations as well.

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

Choose one energizer to repeat from the week (or let the students vote on their favorite).

- Act It Backward
- Speed Sequence

Making a Difference through Action**Objectives:**

- Students discuss and make posters summarizing the importance of ways their actions in their community can make a difference, such as by keeping their community clean, reducing honking, or standing in a queue.
- Students make a commitment to change their own actions regarding one of these or a similar issue in order to improve their community.

Step 1: 5 mins.

Ask students to read the following quote in their SRB:

"We but mirror the world. All the tendencies present in the outer world are to be found in the world of our body. If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. This is the divine mystery supreme. A wonderful thing it is and the source of our happiness. We need not wait to see what others do."

~ Mahatma Gandhi

Ask:

- What do you think the quote means?
- Do you believe that changing our own habits could have an effect on the world or community around us?

Step 2: 25 mins.

(Urban facilitators to conduct this in 15 mins. They do not need to create a poster, only video is to be watched.):

Divide the class into three (or six) groups and assign each one a topic. They should:

- Watch the video for their topic
- Discuss the questions in the SRB, L113
- Create a poster

Topic 1: Keeping Your Community Clean

- AV 2

Topic 2: Honking

- AV 3

Topic 3: Queueing

-AV 4

Step 3: 20 mins.**(Urban facilitators to skip this step):**

Each group should come to the front of the class to present the main points of the videos and their discussion and to show their posters. If possible, hang the posters on the wall.

Step 4: 15 mins. Ask:

- Remember the Gandhi quote at the beginning of class? How do you feel about it now? Do you think that your actions can make a difference in the world or community around you?

Commit:

Ask students to choose one of the following actions or to create their own for an action that they think will improve their community. Once they have chosen it, they should write it on a piece of paper and sign it. Then, give each student a chance to stand up, read their commitment, and tape it to a wall of the classroom.

- For 4 weeks, I will throw my garbage in a bin every day.
- For 10 weeks, I will remove garbage from the street in front of my home one day a week.
- For 4 weeks, I will only use my horn while driving if it is an emergency.
- For 4 weeks, I will stand in a queue and wait my turn at the store even if others do not.
- (Create your own commitment)

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.

Lesson 114

Vocabulary: Advice	<u>Lesson Duration: 140 mins</u>
Materials: <ul style="list-style-type: none"> • Art supplies • Paper (lined or white) Resources: <ul style="list-style-type: none"> • L114 Video 	
Own Your Learning	
Objectives: <ul style="list-style-type: none"> • 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: 5 mins. Remind students to choose a topic that is relevant, set a goal, and make a plan for what they will do first. Give possible topics: <ul style="list-style-type: none"> • Explore resources available for exam preparation • Watch videos about the job that you are preparing • Search your assignment online • Look for previous year's question papers • Learn new excel skills using youtube Ask students to think of their goal and what they plan to do first in their notebooks. Encourage students working on a similar topic to work together at a laptop.	
Step 2: 20 mins. (Urban facilitators to conduct this in 15 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. Career exploration: Have your students research various career paths related to the subjects they are studying. They can learn about job requirements, salary ranges, educational pathways, and key skills necessary for different professions.	
Step 3: 15 mins: Presentation time: <ul style="list-style-type: none"> - Ask each student to share one interesting thing you discovered during self-guided learning time today. 	
Commands	
Objectives:	

- Students analyze how commands are formed, including negative commands using *do not* or *don't* and polite commands using *please*.
- Students practice following commands and then giving their own.
- Students discuss different situations when commands are used and who is being addressed.

Step 1: 10 mins.

Give the class different commands to do things around the classroom. Tell students to pay attention to how you are forming the sentences.

For example:

- Stand up.
- Turn around.
- Sit down.
- Don't jump.
- Raise your right hand.
- Do not raise your left hand.
- Please open your book.
- Please take out a pencil.
- Please don't talk.
- Sing!

Ask:

- What did you notice about the sentences?

(For example, ask students if it is correct to say turn around, turns around, or turning around. Emphasize that when giving commands, the verbs do not have any endings like -ing or -s.)

- Did I use the words *I, you, he, or she*? How did you know who I was talking to?

(Emphasize that commands are directed at the person the speaker is talking to. For example, "Stand up" means the speaker is telling you to stand up.)

- What did I say when I was telling you not to do something? (*Don't or Do not*)
- What word did I add to make some of the sentences polite? (*Please*)

Step 2: 15 mins. Watch the AV.

Call on students to summarize. Then, ask the following for vocabulary practice:

- When are commands used? (*Accept all answers. For example, giving instructions, rules, warnings, requests, or **advice**.*)

Call on a student to practice giving commands to the class as you did in the introduction. After that student gives 2-3 commands, call on another student. Encourage students to try giving commands using "don't" or "please."

Step 3: 20 mins.**(Urban facilitators to skip this step):**

Read out the following sentences and ask the class who they think is speaking. Accept all answers.

- Clean up your bedroom.

- Please listen to the lesson.
- Don't drive too fast or you will have to pay a fine.
- Tell me about your leg injury.

Divide the class into four groups and give each group a blank sheet of paper. Assign each group one of the following categories and ask them to create a list of commands or instructions that the person might say. Tell them to include “don’t” and “please” at least once on their list. Give 8-10 minutes for the group to write as many ideas as they can.

1. Parent
2. Teacher
3. Police officer
4. Doctor

Call on groups to share some of their ideas. Encourage every group member to share at least one sentence.

Step 4: 20 mins. (Presentation Time):

Explain:

- Imagine you could go back in time and speak to yourself when you were younger. You know things now that you didn't know then.

Vocabulary practice:

What advice would you give to your younger self? (For example: Focus on your studies. Forgive your friend after a fight. etc.)

Give students 5 minutes to think about their answer and write it down if needed. They should form their sentence as a command, like the examples discussed in class. Explain that they will have the opportunity to share their answer.

After 5 minutes, ask students to stand in a circle. Go around the circle and give each student a chance to share their advice.

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

Ask students to work in pairs and draft an email sharing their experiences of what they enjoyed most at FEA in the last two weeks.

Once students have written their drafts, ask peers to review the work of others in the class and share feedback.

Note: Facilitators must have one sample G-mail id created so that everyone who can't sign into their own Gmail account, uses the sample G-mail id.

Step 6: 10 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'll listen to inspiring success stories 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 more tools available in the emailing softwares.

I am excited for next week, I don't want you to miss this experience.

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 115**Lesson 115**

Jeopardy	
Objectives:	<u>Lesson Duration: 140 mins</u>
<ul style="list-style-type: none"> Students will practice communicating in English through the Jeopardy game. 	
Step 1: 20 mins. (Urban facilitators to conduct this in 5 mins):	
<p>Start the class with Duolingo practice. Talk to your students to support and motivate them.</p> <p>Request your manager if he/she can address the class and encourage students to learn and grow with Duolingo . (zoom or in person)</p>	
Step 2: 40 mins. (Urban facilitators to conduct this in 30 mins):	
<p>Set up the jeopardy game. The link to the game is as follows:</p> <p>https://docs.google.com/presentation/d/17b0XDZMs8cfnGx3fLN3Q-A4rhhAGj8Z/edit?usp=sharing&ouid=109543220975828827294&rtpof=true&sd=true</p> <p>Play the game.</p>	
Step 3: D.E.A.R- 40 mins. (Urban facilitators to conduct this in 30 mins):	
<p>Ask students “ what comes to your mind when you think of wedding functions” Take 4-5 responses.</p> <p>Ask students to share any experience of attending any wedding function. How was the arrangement? How many people attended? How many kinds of food items were there? Take 4-5 responses for each question.</p> <p>Now direct students to read a passage from their SRB. Once students have read the passage ask them to fill the MCQ in their notepads and then discuss the answers as a class</p> <ul style="list-style-type: none"> Divide the class into small groups of 3-4 students. Provide each group with a list of discussion questions related to wedding expenses (e.g., What are the benefits of having a lavish wedding? What are the drawbacks of spending a lot of money on weddings?). In their groups, students will discuss the questions and share their perspectives with each other. Encourage students to consider different viewpoints and to actively listen to their peers. Allow groups to highlight key points, insights, and any areas of disagreement or consensus they encountered during their conversation. 	
<p>Answers:</p> <p>b) It creates memories that last a lifetime.</p>	

- a) They often result in financial debt.
- a) By investing it for their child's education.
- c) They contribute to a cycle of overspending.
- b) The author believes it is unnecessary and advocates for saving the money.

Revision-30 mins

Step 1: 30 mins: (Urban facilitators to conduct this in 25 mins): Use this time to revise any previously covered topics that your students require more practice.

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 116**Lesson 116**

Vocabulary: amenities	<u>Lesson Duration: 140 mins</u>
Materials: Scissors	
Resources:	
<ul style="list-style-type: none"> • Student Activity Books, L116 A and 116B • L116-1 and L116-2 Videos 	
Amenities in Communities	
Objectives:	
<ul style="list-style-type: none"> • Students use community-related vocabulary, such as <i>urban</i>, <i>suburban</i>, and <i>rural</i>. • Students reflect on their feelings toward their community as well as their role in it. 	
Step 1: 5 mins.	
<p>Today, we're going to explore the wonderful concept of community. So, let's start by asking ourselves, what does the word 'community' mean to you?" Take few responses</p> <p>Explain: Community can mean a place where people live together or a place where people do things together. Offer examples of communities, both traditional (like neighborhoods, schools, or religious groups) and modern (like online communities, interest-based forums, or social media groups).</p>	
Step 2: 10 mins.	
<p>Ask students to share what is in their community.</p> <p>If needed, prompt:</p> <ul style="list-style-type: none"> - What places do you visit in your community? - What types of people can you find in your community? 	
Step 3: 20 mins.	
(Urban facilitators to conduct this in 10 mins. The 3 questions given in Part A of SRB are to be asked verbally):	
<p>Ask students to read the questions in Activity A of their SRBs and write down their answers in their notepads. Then, they should find a partner and ask the questions to find out their answers.</p> <p>Use popcorn calling for students to share their answers with the class.</p>	
Step 4: 20 mins.	
<p>Ask students to watch AV 1 in pairs.</p> <p>Ask:</p> <ul style="list-style-type: none"> - What little things can you do to make your community a better place? - Why are some communities better and cleaner than others? - What does the word amenities mean? 	
Energizer- 5 mins. (Urban facilitators to skip this step):	
<p>Call out a letter and countdown from 10 for students to touch something in the classroom that begins with that letter (<i>for example, for "B," students may touch a book, a bench, or a bag.</i>) Students who do not find an object in time or who touch something that starts with the wrong letter get a strike. Avoid difficult letters such as Q or Z.</p>	
The Process of Getting Hired	

Objectives:

- Students gain a basic understanding about pre-employment testing and other steps in the hiring process in order to feel more confident and be better prepared to apply for jobs.

Step 1: 10 mins.**Ask:**

Imagine you're applying for your dream job. What steps do you think you would need to take to get hired?"

Step 2: 15 mins.

Ask students to watch AV 2 (in pairs) about pre-employment tests.

Step 3: 20 mins.**Ask:**

- Who can summarize the hiring process?
- How will you answer the question "Tell me about yourself"? Take response from 5-6 students
- How will you answer the question "Tell me about the time you failed at something? Take responses from few students
- How will you answer the question: How do you handle pressure? Take responses from a few students.

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 skills or traits do employers want you to have before hiring you?

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: 20 mins.

English Practice Time: Ask students to open Activity B in their SRBs. Explain that they will be participating in an activity to identify and correct mistakes in Paragraphs 1 and 2. Instruct that they should look for capitalisation errors, missing question marks and spelling errors.

Get started. Ask them to write complete correct sentences in their notepad

Once students finish, ask them to exchange their notepads and review the work of one another.

Facilitate a whole-class discussion to review the corrections made by students.

Share that they can see the correct Paras in the next lesson of their SRB (Lesson 117)

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.

Lesson 117

Resources: <ul style="list-style-type: none"> ● Student Reference Books, L117 	<u>Lesson Duration: 140 mins</u>
Summary of the Last Class: 5 mins. <ul style="list-style-type: none"> - ‘Popcorn call’ 3-4 students to share something they learned in the last class. 	
<h3>Individual Plan</h3>	
Objectives: <ul style="list-style-type: none"> ● Students understand that self-directed learning is a systematic process. ● To fulfill its purpose, self-directed learning needs a plan. ● Students follow the steps to make an individual plan for self-directed learning. 	
Step 1- 15 mins. <p>Introduce the topic:</p> <p>Tell the students: “In the last class we discussed the idea of self-directed learning and what it means to be in charge of your own learning. We also practiced a skill: finding information online to solve a certain scenario.</p> <p>However, we should remember that learning does not mean just finding information to answer a question that comes up. It should be systematic.” Explain the meaning of the word– systematic means organized, planned, deliberate, methodical, efficient. The facilitator does not need to say all these words to explain the meaning to students. Instead, the facilitator should understand the meaning and then use simple words and examples to explain it.</p> <p>Tell the students: “Learning also does not happen all at once, it is a process, or happens over time, step by step. (facilitator explains the term process). After this explanation, ask students to refer to Part A in the Student Resource Book, copy these vocabulary words into their notebook, and write down their meaning as they understand it.</p> <p>Ask students for examples of a systematic process. You can be prepared with examples to share with students if they cannot think of any examples. One example of a systematic process is formal schooling, where children advance through grades and learn certain things each year that build on each other. Farmers follow a systematic process in tending to their crops, with certain times for certain activities, beginning with preparing the ground, planting seeds, tending crops and ending in the harvest. Scientists make new discoveries following a systematic process, using a scientific method with each discovery building on the previous one.</p> <p>Explain that each person’s learning should also follow a systematic process. To be systematic, we always need a plan. During this lesson, we will learn how to make a plan for our own self-directed learning.</p>	
Step 2- 10 mins. <p>Tell the students: “Together, we will follow a step-by-step process to make a plan for your own learning. The first step is to decide what you want to learn. In your notebook, write down three ideas of things you would like to learn at this stage in your life. They could be related to your personal life, your career, or your interests. Don’t worry too much right</p>	

now and just freely write down three ideas. Later, we will choose one topic to learn about.”

Have students read Part B in the Student Resource Book and write down their ideas in a notebook. The facilitator should walk among students and look at what they are writing down in their notebooks. Note whether there is overlap between students in topics they want to learn about (for example, several students all want to learn about passing the IAS exam, or want to learn graphic design.)

Step 3- 15 mins.

Tell the students: “Now that you have some ideas on what you want to learn, it is time to think about why you want to learn it. This ‘why’ will motivate you and give you strength when learning becomes difficult or you are tired. Know your reason for learning something, or your goal, will also help you make a plan to reach that goal effectively.”

Tell students to look at the three learning topics they wrote down, and now spend a few minutes to reflect on why they want to learn about each one. They can discuss with a partner to help clarify their thoughts, then write down the reason for learning next to each topic. If they find it difficult to think of a reason, they can refer to some examples in the Student Resource Book, in Part C.

Step 4- 15 mins.

Tell the students: “Now that you have clarified your reason, or goal, it may seem far away or difficult to reach. The next step is to break your big goal into smaller pieces.”

Ask students to choose **one** of the three learning topics they have identified. They should choose the one that is most important to them right now. Tell them “This is the topic we will create a learning plan for today.”

Students should write down the topic and goal on a new page in their notebook. This is where they will write down their self-directed learning plan.

Next, they should think about what they already know about the topic, and what they don’t know, or what they would like to learn. They can also write down questions they have about the topic.

Finally, students can practice breaking their larger learning goal into a list of smaller goals. They can work in pairs, or directly with the facilitator, if they need help.

Have students read and follow Part D in their Student Resource Book and answer the questions in their own notebooks.

Step 5- 20 mins.

To achieve a goal, we need to dedicate significant time and energy to it, over a long period of time. Ask the students how important this learning goal is to them? Are they willing to dedicate a lot of time and effort to achieving it? How much time exactly are they willing to spend? Have students discuss with a partner and write down in their notebook how many hours per day, or per week, or per month, they plan to spend on achieving this goal.

Next, you can help students make a timeline for the smaller goals they have identified in the last step. For each smaller goal, they should dedicate a specific number of days, weeks or months to achieving it, and write this down in their notebooks. They can do this with a partner if it helps to discuss ideas together.

Finally, tell the students they will now start to make a plan. Before they begin, tell students that many students make a mistake when making a learning plan. They fill up all

their plan times with learning activities, and do not plan for other activities like eating, resting or other responsibilities. Then, it becomes impossible to follow the plan and they throw the whole plan away. Therefore, it is important for students to set realistic and reasonable goals.

Another thing they need to consider is where they will do their learning activities. The environment we choose shapes our success when we are trying to reach a certain goal. Ask students whether there are places they have noticed are conducive to learning for them, and places where it is very difficult to concentrate or learn effectively. Ask students for examples of each, and for the reasons. Also ask students to consider other factors when choosing a location. Will their learning activities require a computer? Or a smartphone? Will they need internet access? Or is it better to choose a place without internet access to avoid distraction? Is the location somewhere they can focus, or are they likely to often be interrupted by others?

After they have considered and discussed some of these questions, ask students to read aloud Part E in their Student Resource Books and then begin to write down their own plan in their notebooks.

Finally, after they have created a plan, have them check the plan with a partner and answer the questions at the end of Part E.

Step 6- 20 mins.

Congratulate students on now having a self-directed learning plan. The next step in improving the plan is to identify resources for learning. Tell students: “While you may sometimes feel alone on your learning journey, the world is filled with resources that can help you on your way. These include free resources, and resources you need to pay for.” Ask them to refer to Part F of the Student Resource Book for some examples. Have them read the first part of Part F, and discuss with the class the benefits and disadvantages of each type of resource.

After the discussion, tell students that that one disadvantage of some resources, especially free internet resources, is accuracy. This means you need to do more work to verify all the information you find. Outdated or incorrect information is unfortunately very common. Discuss ways in which you can verify incorrect information.

Next, divide students into small groups, and ask each group to help each member create a list of learning resources for their learning topic. They should be sure to write down the resources they will use to fulfill their learning goals in their notebook.

Finally, tell students one important part of their self-directed learning is how to keep track of what they are learning. Have them discuss some ideas with a partner and answer this question in their notebook.

Step 7 - 10 mins.

Tell students that this is a self-directed learning plan. Nobody else will manage it for them, no one will punish or reward them, and no one else will give them feedback. They will be responsible to track their own progress. How do they do this?

Read and discuss Part G with students, and have them incorporate what they discuss into their plans in their notebooks.

Conclude the class by checking each student’s learning plan in their notebooks, giving feedback where possible.

Step 8: Practice Time: 20 mins.**(Urban facilitators to conduct this in 15 mins):****Practice Time:**

Ask students to finish Part D Read out the sentence and ask students to share their responses

Answers

1- an, the

2- a, the

3- or

4- and

5- but

6- an, the

7- between

8- in

9- on

10 - in front

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 118**Lesson 118**

Vocabulary: Barriers	<u>Lesson Duration: 140 mins</u>
Materials: <ul style="list-style-type: none"> • Ball or crumpled paper (<i>energizer</i>) Resources: <ul style="list-style-type: none"> • Student Activity Books, L118 • L118 Video 	
Email Attachments	
Objectives: <ul style="list-style-type: none"> • Students practice self-guided learning by finding on their own how to complete a task. • Students email their resumes to themselves and to one peer as an attachment. 	
Step 1: 5 mins: Ask: <ul style="list-style-type: none"> • How do you start a new email? (<i>“Compose” button</i>) • Where do you type in the recipient’s email address? (<i>“To” field</i>) • What do you write in the “Subject” line? (<i>A heading, the topic of the email</i>) • Once you write the email, how do you send it? (<i>“Send” button</i>) 	
Step 2: 20 mins. (Urban facilitators to conduct this in 10 mins): Place students in groups of 3-4 and give them the following task: <ul style="list-style-type: none"> • Learn how to attach a file to an email. They may do this by exploring their Gmail page, doing an online search, or asking other students who already know this skill. Give 10-15 minutes for students to complete the task. Share: Call on 1-2 students to demonstrate how to attach a file. Ask: <ul style="list-style-type: none"> • How did you find the information? 	
Step 3: 15 mins. All students should send an email and practice attaching any document from their laptop Note: Facilitators must have one sample G-mail id created so that everyone who can’t sign into their own Gmail account, uses the sample G-mail id.	
Step 4: 5 mins. (Urban facilitators to skip this step):	

Think-Pair-Share:

- What shape is the icon for the “attach file” button? (*Paperclip*)
- What kinds of files might you send someone as an email attachment?
- Can you think of a situation where you might send an attachment?

Energizer: Speed Sequence

Energizer: 3-5 mins: (Urban facilitators to skip this step): Tell students to stand in a circle and pass a ball around. They can pass to anyone in the circle (don't just go around the circle in order), and everyone should get the ball one time. Once everyone has had the ball, they should try to pass it in the exact same sequence as fast as they can. If they make a mistake in the sequence, they should start again. If time allows, try again even faster.

Story of Portado

Step 1: 10 mins.

Write this question on the board: What does success mean to you personally?

Take responses from everyone.

Step 2: 30 mins: Share with students that you have a video that talks about Portado. The speaker shares a story about her classmate, Portado. Portado was a bright young boy, but never put in any effort in his classes for some reason. He believed that networking is more important than getting an education and working hard. He spent his college years believing that having connections is the key to success. Years later, Portado confessed to wasting his life due to a lack of discipline and knowledge. Let's watch the video.

<https://www.youtube.com/watch?v=zpFgVnKVTUc>

Step 3: 15 mins: After the video, facilitate group discussions and encourage students to share their thoughts and insights on the question: What lessons can we learn from Portado's experiences?

Lead a whole-class discussion based on the group discussions. Encourage students to share their reflections on the story and its themes.

Step 4: 15 mins: Ask students to think about their own goals and aspirations. How do they plan to achieve success? Share the importance of setting goals, working hard, and staying dedicated. Take responses from everyone

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.

Lesson 119

<p>Preparations:</p> <ul style="list-style-type: none"> • Write topics on slips and tape them to the walls before class <p>Resources:</p> <ul style="list-style-type: none"> • Student Reference Book L119 • L119 Video 	<p><u>Lesson Duration: 140 mins</u></p>
<p>Practice and Accuracy</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Students improve their typing accuracy and typing speed. 	
<p>Step 1: 20 mins. (Urban facilitators to conduct Step 1, 2 and 3 in 15 mins): Students should complete at least 1-2 Lesson activities on Typing Master.</p>	
<p>Step 2: 10 mins. (Urban facilitators to conduct Step 1, 2 and 3 in 15 mins): Students should either take the typing test or click “Statistics” under the right side menu to view their accuracy. They should add their new percentage.</p>	
<p>Step 3: 10 mins. (Urban facilitators to conduct Step 1, 2 and 3 in 15 mins): Acknowledge students with high accuracy scores and the highest improvement from the previous week with a round of applause.</p>	
<p>Energizer: Killer Wink: 3-5 mins. (Urban facilitators to skip this step): Before the game starts, ask students to close their eyes. Explain that you will tap one person on the head to indicate that they are the killer, and that this person should keep their identity a secret. Once they open their eyes, explain that the killer can kill people by winking at them. Everyone then walks around the room in different directions, keeping eye contact with everyone they pass. If the killer winks at you, you have to play dead. Everyone has to try and guess who the killer is.</p>	
<p>Creative Solutions to Daily Life Problems</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Students analyze how creativity can help solve real-life problems. • Students identify small, specific problems in their community. • Students practice “creative brainstorming” - accepting all ideas - to think of as many solutions as possible to one of these problems. <i>(They will develop one of these ideas further in the next lesson.)</i> 	
<p>Step 1: 20 mins. (Urban facilitators to conduct Step 1 and Step 2 in 20 mins): Watch the AV (in pairs) of Ankit Agarwal from Phool. Call on a student to summarize what Ankit’s business is.</p>	

Think-Pair-Share:

- What environmental and health problems were created by the waste temple flowers being dumped into the Ganges?
- How did Ankit creatively solve this problem?
- How does Ankit's business also help solve a problem for women?

Step 2: 5 mins.**(Urban facilitators to conduct Step 1 and Step 2 in 20 mins):**

Ask students if they can think of other examples to solve any problem.

Step 3: 15 mins.

Explain that to think of creative solutions, you have to start by identifying problems. Add that solving a big problem like "world hunger" might feel impossible, but thinking about small, specific problems, such as a few students that arrive at school each day with no breakfast or lunch, may be easier to find solutions for.

Point out the four posters taped on the walls and call on a student to read out the categories.

1. Inequality
2. Health
3. Work
4. Environment

Tell students that they will think about problems in their community related to these topics to write on the posters. They should think about small, specific topics. (*Examples: Instead of "pollution," they could write "plastic bags thrown on the ground." Instead of "poor people," they could write "not enough money to buy a scooter."*)

Give them 10-15 minutes to walk around and write down problems on the posters. Encourage students to read what others have written. They may also work together and talk.

Step 4: 10 mins.

Divide the class into four groups. Explain that they will be doing a group project to think of a creative solution to a problem.

Tell students to walk around the room with their group. As a group, they should choose 1-3 problems from the posters that they are most interested in using for their project and write them in their notepads.

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

Sometimes, when we are trying to think of ideas, we might tell ourselves, "No, that won't work," or "That is not a good idea." This way of thinking limits our ideas. Instead of helping us think of more possibilities, it makes it harder to think of more ideas.

Call on students to read the "rules" from Activity A of their SRBs.

Step 6: 15 mins.

Explain that they will be brainstorming solutions to the problem(s) they identified from the posters. They do *not* have to be realistic solutions. Their solutions can be anything, such as a business, a product, a volunteer effort, a public awareness campaign (such as signs or adds to change how people think about something), or anything else they can think of!

Example:

If the problem they chose was plastic bags thrown on the ground, solutions could include:

- *organizing a community cleanup*
- *passing a rule that plastic bags are banned in their district*
- *starting a company that sells products in cardboard packaging instead of plastic*

Set a timer for 10-15 minutes for students to brainstorm as many solutions as they can for the problem(s) they identified from the posters.

Step 7: 3-5 mins.

Explain that they can continue to brainstorm more solution ideas if they want to, but they do not need to select an idea yet.

Ask:

- Was it difficult not to judge your ideas as “good” or “bad”?
- Were you surprised by some of the ideas that you came up with?

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 for facilitators- Next lesson allows you to revise a previously taught concept that your students require more practice. Choose your activity in advance and be prepared.

Lesson 120

<p>Vocabulary: Reservation, Adapt</p>	<p><u>Lesson Duration: 140 mins</u></p>
<p>Prerequisite: Put the names of students in a bag. <i>(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.)</i></p>	
<p>Note: If you have conducted Lesson 20, 26 and 70 based on the previous version, please guide students what the new Milestone Championship is about.</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • Student Activity Books, L135 <p>Note for facilitators: Check for opportunities where cops can actively participate. Keep reminding them of their responsibilities and acknowledge their efforts.</p>	
<p>Milestone Championship Celebration and Round 3</p>	
<p>Step 1: 5 mins.</p> <p>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.</p>	
<p>Step 2.1: 15 mins. (Note: This step is only for the Facilitators who started with the milestone championship from Lesson 20 or have already conducted in Lesson 70. 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).</p> <p>Announce that today, the second round of milestone championship has ended. Ask them to guess the names of the pairs who might have come 1st, 2nd and 3rd in the competition. After their guesses, share the names of the pairs who achieved the 1st, 2nd and 3rd position. Also, share their attendance percentage. Ask the class to congratulate them and give them a round of applause. Thank these buddies for being regular and for not giving up and encourage them to do continue to do the same in the upcoming rounds.</p> <p>Ask the winners to share their experiences 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.</p> <p>Present the cap to the 6 winners i.e. the top 3 pairs. Ask students to share their feeling of receiving their second reward at FEA and achieving the second milestone.</p> <p>Announce the names of the 4th, 5th and 6th winner pair as well. Tell them that they could also achieve the milestone in the upcoming rounds, Encourage them to be regular so that they could catch up in future.</p> <p>Also ask them if they would like to receive a third reward. Tell them that today is the beginning of the third round of the Milestone Championship which will be more</p>	

exciting. For this, we would make new pairs and buddies. The commitment would be the same to ensure that they and their partner are regular.

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 (world map) they would receive as it could spoil the excitement.

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 the pairs would receive a reward at the end of the Milestone Championship on Lesson 170. 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 (world map) they would receive as it could spoil the excitement.

Step 3: 5 mins.

(Urban facilitators conduct Step 2 and Step 3 in 20 mins):

Put the names of students 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: 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.

Practice Time

Objectives:

- Students will deepen their understanding of course

Step 1: 50 mins.

(Urban facilitators to conduct this in 35 mins):

Inform the class that in today's class you will reflect the previous learnings. For that you will assign each student a task. Announce the first task.

Task 1- group A: 10 students work individually on their laptops and create a table on an excel sheet as given in the SRB Part A- 20 mins

Task 2- group B: Remaining 10 students write an email in their notepad to a travel agent asking for details for a 2 day trip to Manali. SRB Part B- 20 mins. **Note:** Facilitators must have one sample G-mail id created so that everyone who can't sign into their own Gmail account, uses the sample G-mail id.

After 20 mins, use the next 5 minutes to get peer feedback.

After 5 mins of peer feedback, swap the roles. Group A will write the email in their notepads and Group B will create a table on excel.

After 20 mins, use the next 5 minutes to get peer feedback.

Adaptability

Objectives:

- Students will discuss the meaning and importance of adaptability.
- Students will apply strategies for adaptability to scenarios and in a real-life creative activity that involves a change in the situation.

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

Ask a few volunteers to come on stage. Give them two objects from the class (*for example, a paper ball and a string or a pen*), and tell them that their task is to create a game. Explain that they have 2 minutes to create the rules for their game.

After 5 minutes, tell them that you forgot one object. Give each group a third object (*for example, a box*) and tell them that they *must* incorporate it into their game.

Step 2: 10 mins: Ask:

- How did you feel when you added a new object into the activity?

Explain:

Being able to find a way to succeed when the situation changes is called adaptability.

Give an example, such as how the Covid-19 pandemic changed the situation for people in 2019, and people found different ways to adapt. Some businesses increased their deliveries, many students did online learning, and people postponed events such as weddings in order for guests to attend safely.

Call on a few students to share examples of a time they had to adapt to a new situation.

Ask why adaptability is important to be able to succeed.

Step 3: 15 mins.

Read out the scenario and ask how they would apply adaptability in the given situation: Encourage all students to share their responses.

Scenario 1:

You have been working for a textile company, but you broke your arm in a car accident and cannot perform your usual job for 6 weeks.

How can you adapt to the new situation?

Scenario 2:

You saved up money for months to take a computer class so you could apply for a tech job, but when you arrive you find that the price of the class has doubled.

How can you adapt to the new situation?

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 121**Lesson 121****D.E.A.R****Lesson Duration: 140 mins****Step 1: 10 mins.**

Share this anecdote: One day, I had to give a speech in front of my class, but I was very nervous. Instead of giving up, I practiced speaking in front of a mirror many times. When the day came, I took a deep breath and started talking. Although I was still a bit nervous, I managed to finish my speech without any major mistakes. Afterward, I felt proud of myself for facing my fear and speaking in front of everyone.

Ask students about challenges they have faced in their lives and how they responded to them.

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

Ask students to read the passage from their SRB and answer the questions. After 20 mins, ask a student to read question 1 and share the answer. Do this for the other questions as well.

1. Correct answer: b) How different ingredients react to boiling water
2. Correct answer: b) Potatoes, eggs, and ground coffee beans
3. Correct answer: b) They turned soft
4. Correct answer: c) They became hard
5. Correct answer: c) They changed the water into something delicious
6. Correct answer: c) How they reacted to tough times
7. Correct answer: c) The coffee beans

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

Extending the question in step 1: Ask students “ Can you think of a personal experience where you faced a problem and how you responded to it?”

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

Have students form pairs. Partner A in each pair should place a crumpled ball of paper (*or other object*) on the floor and then take a few steps back. Call out two body parts (*e.g. “elbow, foot” “knee, knee” or “back of one hand, forehead”*). Partner B should pick up the ball of paper using only those two body parts and bring it to Partner A.

Tell partners to switch roles and call out two new body parts.

Much, many, some, any – quantifiers**Objectives:**

Understand the usage and meaning of quantifiers: much, many, little, few, some, any.

- Practice using quantifiers accurately in sentences.

- Enhance fluency and confidence in English language usage.

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

Write much, many, some, any on the board. Ask students if they can differentiate between these words. Accept all answers.

Step 2: 20 mins. (Urban facilitators to conduct Step 2 and Step 3 in 30 mins):

Now ask students to read Part A in pairs. Ask students to explain their understanding to the class. Accept all answers. Help the class to understand the usage of these quantifiers.

Step 3: 20 mins. (Urban facilitators to conduct Step 2 and Step 3 in 30 mins):

Now ask students to fill the exercises in Part B individually. After everyone completes the exercise, discuss the answers as a class. Discuss the meaning of each sentence based on the quantifier used.

1. any
2. many
3. some
4. any
5. much
6. many
7. much
8. any

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

Practice time: Inform the class that you want everyone to play the quantifiers quiz. Ask students to discuss and practice any of these exercises in pairs. Links also given in SRB Part C. Move around and help your students. Students who finish early should help others.

<https://test-english.com/grammar-points/a2/much-many-little-few-some-any/>

https://elt.oup.com/student/solutions/preint/grammar/grammar_03_012e?cc=global&selLanguage=en

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 122**Lesson 122**

Resources:	<u>Lesson Duration: 130 mins</u>
<ul style="list-style-type: none"> L-122 Student Reference Book 	
Success Summits	
Vocabulary:	
Skills, challenges, achievements	
Objectives:	
Students will reflect on their personal growth and development.	
Step 1: 10 mins.	
Greet the students and engage them in a brief discussion about the concept of personal growth. Ask questions like: "What does personal growth mean to you?"	
Introduce the objectives of the lesson.	
Step 2: 10 mins.	
<ul style="list-style-type: none"> Write down important words on the board: "skill," "challenges," "achievements." Explain each word and practice pronunciation together. Write three sentences on the board: Can you talk about something you've gotten better at in English/Digital since you started learning at FEA? What's one problem you face when speaking English with others? What's one thing you're proud of achieving at FEA? 	
Step 3: Pair and Group Discussion 35 mins.	
(Urban facilitators to conduct this in 25 mins. Ask students to form small groups and share their answers verbally there first, and then with the whole class):	
<ul style="list-style-type: none"> Ask students to write their answer in 10 minutes. Have students share their answers verbally with their partners. 5 mins Then, have students form small groups and share their answers again in their groups. 10 mins Finally, call on volunteers to share their answers with the whole class. 10 mins 	
Step 4: 30 mins.	
(Urban facilitators to conduct this in 15 mins):	
Now share with students that you want everyone to reflect on digital growth. As a pair you want everyone to open Google Docs and create a table as given in the SRB- Part A. Help students who are struggling. Ensure that both students get the practice time	

Typing Lesson 13: Posture Revisited

Objective:

- Students develop keyboarding skills maintaining the right posture.

Step 1: 10 mins.

Call on two volunteers. Ask one student to demonstrate terrible typing posture. Encourage them to be dramatic. Then, ask the class to describe what is wrong with their posture. Ask the other student to demonstrate the correct typing posture. Ask the class to describe what is correct about their posture and to make suggestions for improvement if needed.

Step 2: 20 mins.

(Urban facilitators to conduct this in 15 mins):

Students may continue to use Typing Master as normal. While other students are typing, select 2-3 students to be 'judges' to nominate a student who keeps the best typing posture during the activity. Ask the judges to declare a winner. Then, have partners switch at the laptops and repeat with a new set of judges.

Step 3: 5 mins.

Ask students to think back to their first typing lessons. Then, ask them to raise their hand if they have improved at keeping their eyes on the screen while they type. Call on 3-4 students to share their views.

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 123**Lesson 123**

Resources: <ul style="list-style-type: none"> • Student Reference Books, L123 • L123 Video 	<u>Lesson Duration: 140 mins</u>
Vocabulary: Straight, left, right, across.	
Navigate	
Objectives: <ul style="list-style-type: none"> • Students use direction-related vocabulary such as <i>straight</i>, <i>left</i>, <i>right</i>, and <i>across the street</i> to give directions to various places. 	
Step 1: 5-10 mins. Ask students to watch AV 1 in pairs. Ask what the following words mean: <i>straight</i> , <i>left</i> , <i>right</i> , <i>across the street</i>	
Step 2: 25 mins. (Urban facilitators to conduct this in 15 mins): Students work in pairs. Ask them to open their Student Reference Books to L123 and look at the map. Call on students to point out different buildings and streets on the map. In their pairs, students should take turns giving directions. The student giving directions should tell their partner where on the map to start and give them directions to another point on the map (<i>without saying which place</i>). If their partner can figure out the correct end point, then they have given directions correctly. Each partner should take at least two turns giving directions.	
Step 3: 20 mins. (Urban facilitators to conduct this in 15 mins): Students should tell their partner directions from their home to FEA. Partners switch roles. Call on 2-3 pairs to act theirs out as a dialogue/role play, with one partner asking for directions to FEA and the other giving directions.	
Energizer: 3-5 mins. (Urban facilitators to skip this step): You may choose: <ul style="list-style-type: none"> • Any energizer from the curriculum • Stretches/Physical exercises • An energizer you have found online Explain that from now on, students will be the ones to lead the energizers. Give them the choices above. Call on one student to lead the energizer for the next class (so that they have a day to prepare).	
Word Order	
Objective: Students will understand the importance of word order in constructing sentences and	

paragraphs effectively

Step 1: 10 mins.

Write an incorrect example sentence on the whiteboard: "Apple eats Sameer."

- Ask students to identify what seems wrong with the sentence.
- Discuss how the incorrect word order affects the meaning and clarity of the sentence.
- Share that the correct word order is essential for clear communication.
- Share that English sentences follow a word order which is : Subject + Verb + Object
- Write on the board "Subject+ Verb + Object"

Step 2: 15 mins,

Ask students to read Part A and explain what the subject, verb, object is. After students read, take responses. Explain if required. Check the student's understanding of Subject, verb and object. 1- Mom reads a book. 2- Sam eats pizza. 3- The sun shines brightly

Step 3: 25 mins, (Urban facilitators to conduct this in 20 mins):

Now guide students to watch this explanatory video (AV 2) that explains the concept in detail. Inform them that the video has a quiz so they must listen to the explanation carefully.

<https://www.youtube.com/watch?v=LWigoLHN9WU>

After the video, ask students to share their understanding of the topic.

Step 4: 20 mins.

(Urban facilitators to conduct this in 5 mins. This link is to be given to them as homework.):

Practice time: End the class with a quiz.

<https://test-english.com/grammar-points/a1/basic-word-order-in-english/>

If the internet is slow, you may choose the exercise given in SRB Part B.

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 Part B

- 1 take / photos / they / every Monday
They take photos every Monday.
- 2 goes / every day / she / to school
She goes to school every day.
- 3 football / Eric / after school / plays
Eric plays football after school.
- 4 is making / he / at the moment / breakfast
He is making breakfast at the moment.
- 5 to the club / the girls / go / on Saturdays
The girls go to the club on Saturdays.
- 6 o'clock / school / at / 8 / starts
School starts at 8 o'clock.
- 7 Tuesday / the boys / their bikes / ride / every
The boys ride their bikes every Tuesday.
- 8 I / home / going / am / now
I am going home now.
- 9 Simon / on Fridays / the dishes / washes
Simon washes the dishes on Fridays.
- 10 are / questions / we / answering / the / now
We are answering the questions now.

Lesson 124

Resources: <ul style="list-style-type: none"> L124-1 and L-124-2 Videos 	<u>Lesson Duration: 140 mins</u>
Digital Learning: Microsoft Excel 1	
Objectives: <ul style="list-style-type: none"> Students will be able to identify columns and rows, move to a specific cell, and insert and delete information on a spreadsheet. 	
Step 1: 5 mins. (Urban facilitators to conduct Step 1 and Step 3 in 15 mins): Ask: <ul style="list-style-type: none"> Has anyone heard of a spreadsheet? What can you use spreadsheets for? 	
Step 2: 10 mins. Ask students to watch AV 1 in pairs.	
Step 3: 20 mins. (Urban facilitators to conduct Step 1 and Step 3 in 15 mins): Tell students to open MS Excel and create a “blank workbook.” Ask them to click cell A1. Ask them what column and what row it is. (<i>Column A, Row 1</i>) Tell students to use their arrow keys to move cells. Play a Simon Says type game, giving instructions for where they should move. The facilitator should also use a laptop to follow the instructions as they give them so that they know the correct answer. For example: <ul style="list-style-type: none"> Move right 5, down 3, left 2, up 1. Move down 7, left 6, up 4. Ask all students to call out what cell they are in. Repeat a few times, getting faster and faster. Toward the end, include inserting and deleting rows into the instructions as well. For example: <ul style="list-style-type: none"> Insert one row above Row 4. Delete Columns B and C. Students get a strike if they are in the wrong cell, and students with the fewest strikes at the end are the winners.	
Step 4: 20-25 mins. (Urban facilitators to conduct this in 20 mins): Tell students that you will be taking a survey of everyone’s favorite drinks and recording it in the spreadsheet. In row one, they should type “Coffee” in column A,	

“Tea” in column B, “Juice” in column C, and “Soda” in column D. If students have different favorite drinks, you can add a fifth column that says “Other.”

Then, ask students to choose one as their favorite. Have them raise their hands if their favorite drink is coffee. Count, and have students record the number in row two. Repeat for the other drinks.

When the survey is finished, tell students to add another column that says “Total” and type the total number of students in the class. To add a challenge, explain that this column should be in bold font.

Facilitator’s reference - example:

	A	B	C	D	E	F
1	Coffee	Tea	Juice	Soda	Total	
2		7	4	5	4	20
3						
4						

Optional extension:

If time remains, tell them to imagine that two more students have walked into the room, and their favorite drink is tea. Tell them to change the number under tea, then ask them if the number under the total is correct.

Tell them to click on the cell with the total and then to click on the autosum icon (Σ) and ask what happens. Ask how this is an advantage to calculating by hand.

Energizer: 3-5 mins.

(Urban facilitators to skip this step):

Call up the student chosen from the previous day to lead the energizer. If needed, help them to clarify instructions and manage class behavior.

Call on one student to lead the energizer for the next class.

Success Story: Anu Meena

Objectives:

- Students will see and discuss how a rural woman overcame challenges such as gender and ‘log kya kahenge’ to start her business.
- Students will discuss how she used her business to help her community.
- Students make the connection that it is possible for them to become successful while helping their community, too.

Step 1: 10 mins.

Ask students to watch AV2 in pairs on their laptops.

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

Call on a student to summarize what Anu's business is.

Think-Pair-Share:

- What was Anu's background and family life?
- How did Anu deal with people saying that women could not become entrepreneurs?
- How did her business help others in her community?

Writing an Email

Step 1: 20 mins.

Ask students to sit in pairs and one of them login to their Gmail account. Now as a pair they must draft an email on what they learned in today's class. Once they write the email, ask students to change their seats and review the work of another pair. Once the review is done, the pair must get back to their original email and check for errors.

As a whole class discussion, ask students what are some of the errors they made.

While students are writing their email, write the incorrect paragraph given in step 3 on the board.

Note: Facilitators must have one sample G-mail id created so that everyone who can't sign into their own Gmail account, uses the sample G-mail id.

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

Ask students to login to their Duolingo account. Let students begin their Duolingo practice.

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

Call those students to the board who are not actively involved with Duolingo, to correct this passage.

Subject: greate savings offers !

Hi

do you love shopping. If yes, then there are some amasing saving offers

We have elektroniks, clothing, and homeware. You can save up to 50% on select items!

Dont miss out on this oppurtunity to save money on items you love. simply visit our website or come into the store today.

Hurry, these deals wont last forever!

Best Regards,

For Facilitator's Reference: With Corrections (Do not write this on the board)

Subject: **Great** savings offers !

Hi there,

Do you love shopping? If yes, then **I** wanted to inform you about some **amazing** saving offers.

We have **electronics**, clothing, and homeware available. You can save up to 50% on select items!

Don't miss out on this **opportunity** to save money on items you love. Simply visit our website or come into the store today.

Hurry, these deals **won't** last forever!

Best regards,

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.

Lesson 125

<u>Lesson Duration: 120 mins</u>
*Floating Lesson: To be conducted between Lessons 98 & 133.
Resources: <ul style="list-style-type: none"> • Student Reference Books, L98 (<i>typing log</i>)
Summary of the Last Class: 5 mins. (Urban facilitators to skip this step): <ul style="list-style-type: none"> - ‘Popcorn call’ 3-4 students to share something they learned in the last class.
Mentorship Session MS2
Objectives: <ul style="list-style-type: none"> • Instill a mindset of lifelong learning and personal growth in mentees.
Step 1: 1 hour Follow the steps in the Facilitator’s Guide (<i>See Lesson 73</i>) before, during, and after the session. Call the Mentor and begin the Zoom session.
Energizer- Choice: 3-5 mins. (Urban facilitators to skip this step): Conduct an energizer that students are familiar with and that involves movement to help them get their energy up, such as Unfollow the Rules or “Hwa”. Then, ask them to calm down and focus before beginning the lesson.
Typing Lesson 14 Practice & Accuracy
Student Options: Option A - Students complete Typing Lesson 14 (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.
Step 1: 20 mins. Students should complete at least 1-2 Lesson activities on Typing Master. If they have extra time or finish the lessons, they may play typing games. Students should either take the typing test or click “Statistics” under the right side menu to view their accuracy. Acknowledge students with high accuracy scores and the highest improvement from the previous week with a round of applause and add their names to the leaderboard. Or Ask students to practice improving their other digital skills like email writing, navigating a file, creating a table on google docs etc.
Step 2: 5 mins.

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

Recite the pledge.

Step 3: 15 mins:

(Urban facilitators to conduct this in 5 mins):

Ask students to login their Duolingo account. Let students begin their Duolingo practice.

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 126**Lesson 126**

Brainstorm Bonanza	
Objective:	<u>Lesson Duration: 140 mins</u>
Students will demonstrate their comprehension of previously learned material	
Step 1: 1 hour (Urban facilitators to conduct this in 50 mins):	
Share that you will start the class with a game. For that, you will make 4 teams. Explain the rules.	
<ul style="list-style-type: none"> • The facilitator will read out Question 1 to Team 1 • Team 1 will have 30 seconds to discuss the answer • After the time limit, Team 1 reveals their answers • Award 10 points for each correct answer • Zero points for incorrect answer or answers not in full sentences • Share the correct answer with the class • Ask Question 1 from Team 2 and repeat the process. 	
Step 2: 10 mins.	
Ask the winning team to share their experiences. Now ask other teams to share their experiences as well.	
Revision	
Step 1: 35 mins. (Urban facilitators to conduct this in 25 mins):	
Revision: Use this time to revise the concepts that require more practice.	
Step 2: 15 mins: Tell students to give a glimpse at the poster given in Part A SRB. Ask them to think what the poster is about just at the first glance. Once students share their responses, ask them to look at it thoroughly and then share what they understand from the poster. Take a minimum of one response from every student.	
Step 3: 10 mins: Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:	
<ol style="list-style-type: none"> 1. Do you have any questions or areas where you would like more practice? 2. How do you feel about the progress you have made so far? 	
Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:	
Next week, our class is going to be awesome.	

Then, we'll learn more about starting our new business and opportunities, and to listen to inspiring success stories and learn new words along the way.

And we'll explore how tools like Microsoft Excel and Google Sheets 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.

Questions for the game:

Team 1 Questions.

Question 1- She enjoy play with her friends.

- Error: "enjoy" should be "enjoys," "play" should be "playing."

Question 2: My sister goed to the store yesterday.

- Error: "goed" should be "went."

Question 3- He don't like to eat vegetables.

- Error: "don't" should be "doesn't," "like" should be "likes."

Team 2

Question 1: The bird fly in the sky.

- Error: "fly" should be "flies."

Question 2: They is going to the park tomorrow.

- Error: "is" should be "are."

Question 3: She plays tennis every Monday and Thursday.

- No error.

Team 3:

Question 1: My mother goed to work by car.

- Error: "goed" should be "went."

Question 2: We was happy to see each other again.

- Error: "was" should be "were."

Question 3: The dog bark loudly when it see strangers.

- Error: "bark" should be "barks," "see" should be "sees."

Team 4:

Question 1: I goed to the zoo last weekend.

- Error: "goed" should be "went."

Question 2: They goes to school by bus every day.

- Error: "goes" should be "go."

Question 3 She don't like ice cream.

- Error: "don't" should be "doesn't."

Team 1: Make sentences. Use full sentences

Question 1: Tell me in 3 sentences about your daily routine

Question 2: Tell me in 3 sentences about your village using at least 2 descriptive words.

Question: Tell me something about FEA in 3 sentences

Team 2:

Question 1: Tell me the steps to write an email

Question 2: How do you share a document on Google docs?

Question 3: Describe the personality of your facilitator. Use at least 2 descriptive words

Team 3:

Question 1: What is resentment?

Question 2: What is group mentality?

Question: Share your learnings from Log Kya kahenge lessons, in 3 full sentences.

Team 4:

Question 1: how do you attach a document to your email?

Question 2: What is the difference between MS word and Google docs?

Question 3: What is your aspiration? 2 students must share their answers in complete sentences.

Summary of Lesson 127**Lesson 127**

Vocabulary of the day: Point of view, perspective	<u>Lesson Duration: 140 mins</u>
Resources: <ul style="list-style-type: none"> • Student Activity Books, L127 	
Practice: 20 mins. Start the class with a practice exercise: Practice in pair <u>https://test-english.com/use-of-english/a1/a1-english-test-6-multiple-choice-questions/</u>	
Summary of the Last Class: 5 mins. (Urban facilitators to skip this step): <ul style="list-style-type: none"> - 'Popcorn call' 3-4 students to share something they learned in the last class. 	
Your Voice is your Power	
Objective: <ul style="list-style-type: none"> • Students will learn to orally state an opinion about a given topic. 	
Step 1: 20 mins. (Urban facilitators to conduct this in 15 mins): Welcome students. Ask them how they have been. Explain to the students that the lesson focus will be on sharing their thoughts in front of an audience. Ask why it is important to express our opinions comfortably. Ask students to choose two pictures from Part A in SRB- one that they like and one which they do not like. Each student shows their two pictures to their groups and explains why they like or dislike them. Let students talk to one another. Encourage them to stay on topic and converse in English. Feedback and Reflection: Conclude the activity by inviting a few students to share their pictures with the class and explain why they liked/disliked the picture.	
Step 2: 45 mins. (Urban facilitators to conduct this in 35 mins): Write the topics given in the box on the board. Ask students to choose any one topic. Give the class 2 minutes to prepare. Tell them that they have to speak for 2 minutes on the chosen topic. Once 2 mins is over, ask one student to come in front. Appoint a timekeeper. While the students are speaking, write some of the common errors made. After the student speaks, write his/her name on the board and write the time they spoke. Share the errors with the student. Share what they did well. Encourage students to speak slowly. Encourage them to introduce the topic, talk about 3 things they like about it, few things they don't like, include how it is used and encourage them to be creative.	
Topics for Public Speaking:	

1. Mobile phone
2. Cricket
3. My favorite pastime/hobby
4. Paper
5. Maggie
6. India
7. My Village
8. My Facilitator
9. FEA

Step 3: 25 mins.**(Urban facilitators to conduct this in 20 mins):**

Instruct students to create an Excel sheet of their groceries. What did they buy at home this week, and what did each item cost? Use autosum to find the total cost.

For students with smartphones: The MS Excel app can be downloaded.

Step 4: 10 mins.**(Urban facilitators to skip this step):**

Sentence Maker: End the class with a sentence Antakshari! I'll start with a sentence, and then you continue the game by starting your sentence with the last letter of my sentence. Here's the beginning: Today I learnt what is perspective (Start with letter E). Ensure that everyone gets a chance to share a sentence.

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 128

Lesson 128

Vocabulary of the day: Income, Saving, Expense, Debt, Budget
<p>Preparations: Lesson Duration: 140 mins</p> <ul style="list-style-type: none"> • Write out the answer key before class (See “Financial Literacy” - Vocabulary) <p>Resources:</p> <ul style="list-style-type: none"> • Student Reference Books, L128
<p>Summary of the Last Class: 5 mins. (Urban facilitators to skip this step):</p> <ul style="list-style-type: none"> - ‘Popcorn call’ 3-4 students to share something they learned in the last class.
Digital Learning: Microsoft Excel & Google Sheets
<p>Objectives:</p> <ul style="list-style-type: none"> • Students practice designing their own spreadsheet. • Students review their knowledge of using the cloud and practice sharing a spreadsheet on Google Sheets. • Motivate students to practice English outside of class.
<p>Step 1: 10-15 mins. (Urban facilitators to conduct this in 10 mins):</p> <p>Explain:</p> <p>Just like Google Docs is similar to MS Word, Google Sheets is similar to MS Excel. It is also on the Cloud.</p> <p>Ask:</p> <ul style="list-style-type: none"> - Why is it useful to have a file on the cloud? <p><i>Accept all answers, but emphasize that it is easy to share, automatically saved, and it can be accessed from anywhere.</i></p> <p>Tell students to form groups of 4-5. Ask them to use their Gmail accounts to log into Google Sheets (sheets.google.com).</p> <p>Ask:</p> <ul style="list-style-type: none"> - What do you notice about Google Sheets that is similar to MS Excel? - Do you notice anything different?
<p>Step 2: 30 mins.</p> <p>(Urban facilitators to conduct this in 15 mins):</p> <p>Tell students to create a shared Google Sheet to track the amount of English practice they are doing outside of FEA class each day. Remind them that this can include DuoLingo, English YouTube videos, MOOCs, talking to a friend, or even practicing in front of a mirror. Their goal is to track how much total time they spend practicing English for the next week.</p> <p>Encourage them to design the spreadsheet themselves. If needed, guide them to include columns for names, dates, and minutes of practice. Each day, they can type in their minutes, and they can use autosum to add up their weekly total.</p>
<p>Step 3: 15 mins. (Urban facilitators to conduct this in 10 mins):</p> <p>They can share the sheet with each other by clicking the “Share” button in the top right corner. They may enter their email addresses to invite everyone in their team to join the document, or copy the website address and paste it in an email to send them.</p>

**At the end of each lesson for the next week, tell students to log in and add their practice time to the Google Sheet.

Contest (Optional):

To further motivate students, make it a contest - for the group that practices English for the most total time and/or for the group that designs the best spreadsheet and enters their data most consistently. Remind them to be honest about their practice time.

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

Call up the student chosen from the previous day to lead the energizer. If needed, help them to clarify instructions and manage class behavior.

Call on one student to lead the energizer for the next class.

Are you Smart with your Money?

Objectives:

- Students will be able to define vocabulary related to basic financial concepts.
- Students will be able to apply basic financial concepts such as income and debit to understand how to save money.
- Students will discuss the uses and importance of banks.

Step 1: 5 mins.

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

Ask:

- If I gave you each 500 rupees for coming to class today, what would you do with it? Why?

Step 2: 10-15 mins.

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

Write on the board: Income, Saving, Expense, Debt, Budget.

Invite answers from students about what these words mean. Accept all answers. Share the correct answer.

Discuss:

- Why is it important to save money?
- What are some problems that you could face if you are in debt?

Step 3: 15 mins.

Divide students into groups of 4 and ask them to look at the chart of Kumar's income and debits in Part A of their SRBs.

Tell them to discuss the questions in Part B and write 3 actions that Kumar could take to save more money. After about 10 minutes, call on groups to share their answers.

Step 4: 10 mins.

Divide the groups of 4 into pairs for a Think-Pair-Share.

Ask:

- How do you get your money? (*e.g. personal income, parent's income, etc.*)
- What are your top 3 biggest expenses each month?
- What could you do to save more money? (*for example, by cutting down expenses, earning more money, or setting aside some of your money as savings*)

Step 5: 10 mins.**Ask:**

- If you have money saved up, where can you store it to keep it safe?
- What are the benefits of keeping your money in a bank rather than at home?

(Accept all answers. Emphasize that money in a bank is safe, and if you have a savings account, it can help you remember to set aside money to save for later rather than spending it right away.)

Ask:

- What are the benefits of having an ATM card? Are there any downsides?
- If you want to open a bank account, what can you do?

Step 6: 5 mins.

Vocabulary Practice time: For every question, take responses from 2-3 students. Ask students to reply in full sentences

1. What do we call the money we spend on things like food, rent, and bills?
2. Can you list three common monthly expenses?
3. How is savings different from expenses?
4. For planning a trip to Delhi with your two friends, what would be your budget?

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.

Facilitator's Reference:

Vocabulary	Meaning
1. Income	Money received for doing work
2. Expense	Money used or spent
3. Savings	Money left over after paying your expenses
4. Debt	Money owed for spending more than you have
5. Budget	Plan for spending and saving

Lesson 129

Vocabulary: Business, Entrepreneurship, Entrepreneur.	<u>Lesson Duration: 125 mins</u>
Resources: <ul style="list-style-type: none"> • Student Activity Books, L129 • L129 Video 	
Introduction to Entrepreneurship	
Objectives: <ul style="list-style-type: none"> • To help students define and differentiate between business, entrepreneur and entrepreneurship. • To help students assess the risks and benefits of entrepreneurship. 	
<p>Step 1: 15 mins. (Urban facilitators to conduct Step 1 and Step 2 in 15 mins): Write the name of the lesson “Introduction to Entrepreneurship” on the board. Inform students that they will be studying about “Entrepreneurship” in the coming few lessons. Ask students if they have heard of the word “Entrepreneurship” before or know of the meaning. Give students some time to share where they have heard the word or their understanding of its meaning. Accept all answers. Ask students to repeat the word “Entrepreneurship” and help them pronounce it correctly. Read and explain the definition of entrepreneurship and entrepreneur given in part ‘A’ the SRB.</p>	
<p>Step 2: 5 mins. (Urban facilitators to conduct Step 1 and Step 2 in 15 mins): Once all students have read the definition, ask students who are comfortable to share their understanding of “Entrepreneurship” with the class. Once students have shared their understanding, summarize the definition once again.</p>	
<p>Step 3: 30 mins. D.E.A.R: (Urban facilitators to conduct this in 25 mins): Now tell students that “we will now read a true story about a young boy from a small town in India and answer the questions individually. Once students answer the questions, ask them to check the answers in their SRB-Lesson 130. Ask the class who scored the highest. Ask them to share their secret of scoring the highest.</p>	
<p>Energizer: 3-5 mins: (Urban facilitators to skip this step): Call up the student chosen from the previous day to lead the energizer. If needed, help them to clarify instructions and manage class behavior. Call on one student to lead the energizer for the next class.</p>	

Step 4: 30 mins. (Urban facilitators to conduct this in 20 mins):

Divide the Class into Teams: Split the class into 3 teams, ensuring each team has an equal number of students. Assign each team one of the following topics:

- Team 1: Benefits of starting your own business
- Team 2: Essential qualities for entrepreneurial success
- Team 3: Risks of starting your own business

Assign Roles: Within each team, assign roles such as a team leader, researcher, note-taker, and presenter. Encourage teamwork and collaboration among team members.

Research and Discussion: Provide time for each team to discuss their assigned topic and brainstorm ideas. Encourage students to share their thoughts, opinions, and personal experiences related to the topic.

Gather Information: In their teams, students should gather information and write down key points and examples,

Prepare Presentation: Each team prepares a short presentation summarizing their findings.

Step 5: Presentation 30 mins.

Allow each team to present their findings to the class. After each presentation, open the floor for questions and discussion.

Reflection: Conclude the activity by asking students to reflect on what they've learned from the presentations.

Discuss as a class discussion about the benefits, qualities, and risks associated with starting a business.

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.

Lesson 130

Vocabulary of the day: ownership, initiative	Lesson Duration: 125 mins
Resources: <ul style="list-style-type: none"> • Student Activity Books, L130 • L130 Video 	
Kaun Banega Udyami	
Objectives: <ul style="list-style-type: none"> • To help students identify the skills and qualities of an entrepreneur. • To help students assess which entrepreneurial skills and qualities they possess. 	
Step 1: 10 mins. (Urban facilitators to conduct this in 5 mins): Ask each student to mention one risk or one benefit of entrepreneurship.	
Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins): Inform students that entrepreneurs are able to deal with the risks of entrepreneurship and produce benefits due to the “Entrepreneurial Mindset”. Write the word on the board. Ask students: <ul style="list-style-type: none"> • What do you understand by the word ‘Mindset’? Accept all answers. Inform students “An Entrepreneurial mindset helps entrepreneurs deal with difficulties and think creatively to create benefits. There are some qualities and skills that come together to create the entrepreneurial mindset.”	
Step 3: 20 mins. Inform students that “we will now watch a video that will describe important qualities that make the entrepreneurial mindset.” Remind students to watch the video carefully and pay attention to the meaning given in the video for each quality. Now play the video - “ How to Think Like an Entrepreneur Entrepreneur Mindset DEEPAK BAJAJ ”. While the students are watching the video, facilitators should note down the qualities shared in the video on the whiteboard. After students have finished watching the video, briefly recap with students the definition of each quality. <ul style="list-style-type: none"> ○ takes full ownership of tasks ○ takes initiatives to complete tasks ○ promise less but deliver more ○ does a little extra than what is expected ○ finishes what they have started ○ someone who has a feedback system to improve themselves. 	

Step 4: 20 mins. (Urban facilitators to conduct this in 10 mins):

Begin by recapping the key points from the video. Ask

- How do you think these qualities contribute to success?
- Can you think of any real-life examples of individuals who demonstrate these traits?

Step 5: 30 mins. (Urban facilitators to conduct this in 20 mins):

Now divide all students in three groups. Assign each group one scenario.

Inform students that they have to read the scenario assigned to their group and find out any 5 qualities or skills that have been used in the scenario.

Remind students to refer to the qualities and skills tables when assessing the scenarios.

Once all groups have assessed the scenarios they must share with the class what skills and qualities they noticed in their scenarios. Refer to the skills/qualities mentioned below to help students if required.

Scenario 1

Simran was a determined young entrepreneur. She started a home-cooked tiffin service and was very excited about it. But she faced a big problem - not many people were ordering food from her, even though her food was very tasty. Instead of giving up, Simran decided to fix this problem. First, she asked people about what kind of food they liked and if they had any special diets. Then, she changed her menu to include different types of food that more people would enjoy. Simran also started a special program where customers could get discounts if they brought in new customers. Because of her hard work and smart ideas, Simran's tiffin service became very successful!

1. Problem-solving skills
2. Courageous
3. Self-improvement
4. Creativity

Scenario 2

Ali was a friendly personal trainer. He saw that his client was having a hard time staying motivated to exercise. So, Ali decided to help his client. He talked to his client about his goals and problems. Ali listened carefully and said nice things to encourage his client. He also made the workouts fun and challenging. Because of Ali's help, his client felt motivated and worked hard to reach their fitness goal. This shows that a little encouragement can make a big difference.

1. Motivating
2. Patience
3. Compassion
4. Self-improvement

Scenario 3

Ruhi was a smart and creative young girl from a small town in India. She wanted to help her mother sell the beautiful homemade Diwali diyas they made. Ruhi made colorful signs and put them up around the town to tell people about their special diyas. She also made a simple and interesting video showing how they made the diyas and shared it on social media. People liked the video, and soon they started ordering diyas. Ruhi's clever marketing and love for her mother's work not only sold more diyas but also made their Diwali happy and successful.

1. Marketing Skills
2. Communication Skills
3. Problem solving Skills
4. Technical Skills (process of diya making)

Step 6: 5 mins.

Ask students to define “entrepreneurial mindset”

Highlight how entrepreneurial mindset is made up of skills and qualities both that help entrepreneurs deal with the risks and benefits of entrepreneurship.

Step 7: 15 mins.

(Urban facilitators to conduct this in 5 mins): Ask students to login their Duolingo account. Let students begin their Duolingo practice.


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.

Lesson 131

Resources: <ul style="list-style-type: none"> • Student Activity Books, L131 • L131 Video 	<u>Lesson Duration: 140 mins</u>																		
Types of Enterprises																			
Objectives: <ul style="list-style-type: none"> • To help students categorize different types of enterprises. • To illustrate the business cycle of all types of enterprises. 																			
Step 1: 10 mins. (Urban facilitators to conduct Step 1 and Step 2 in 20 mins): Ask students to describe any one quality or skill required to have an entrepreneurial mindset.																			
Step 2: 20 mins: (Urban facilitators to conduct Step 1 and Step 2 in 20 mins): Start the lesson by playing the video -  Types of Businesses (Service, Manufacturing, Merchandising)																			
Ask students to summarize the video.																			
While students are watching the video, draw this table on the whiteboard. (To be discussed in step 3)																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Childhood</th> <th colspan="2">Adulthood</th> <th colspan="2">Old Age</th> </tr> <tr> <th>Needs</th> <th>Wants</th> <th>Needs</th> <th>Wants</th> <th>Needs</th> <th>Wants</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Childhood		Adulthood		Old Age		Needs	Wants	Needs	Wants	Needs	Wants						
Childhood		Adulthood		Old Age															
Needs	Wants	Needs	Wants	Needs	Wants														
Step 3: 35 mins. (Urban facilitators to conduct this in 25 mins): Ask students what they understand by “Life Cycle”. Ask students to refer to the image given in their SRB under part ‘A’. Accept all answers. Accept students' answers and again recap the definition of human life cycle - “The human life cycle is how people are born, grow up, become adults, and get older over time.” Refer to the first image again in the SRB and highlight how at each stage in the human life cycle we have different needs or wants. Help students understand the difference between ‘Needs’ and ‘Wants’ with a few simple examples. Needs - necessary things we need to survive for example - food, water, clothes etc																			

Wants - things we would like to have but not necessary to stay alive for example - car, wrist watch, fridge etc.

Ask students to share needs and wants at 3 different stages of life (As asked in Part B):
Write and correct as students share:

Childhood		Adulthood		Old Age	
Needs	Wants	Needs	Wants	Needs	Wants

Facilitator Reference: Suggested answers for the exercise -

CHILDHOOD	
Needs	Wants
<ol style="list-style-type: none"> 1. Food 2. Parents/Caregivers 3. Education 	<ol style="list-style-type: none"> 1. Toys 2. Fashionable Clothes 3. AirConditioned School
ADULTHOOD	
Needs	Wants
<ol style="list-style-type: none"> 1. Income (job/business) 2. Shelter 3. New relationships/friendships 	<ol style="list-style-type: none"> 1. Car 2. New house 3. Expensive jewelry
OLD AGE	
Needs	Wants
<ol style="list-style-type: none"> 1. Medical care 2. Housing 3. Nutrition 	<ol style="list-style-type: none"> 1. New TV/Laptop 2. International Vacation 3. Full time maid

Note - Students can write different examples as well as long as facilitators ensure students have categorized them into 'Needs' and 'Wants' correctly.

Now introduce the phrase "Enterprise Life Cycle". Ask students what they think is the meaning of "enterprise life cycle". Accept all answers.

Guide students to read the definition of Enterprise Life Cycle given in part 'C' of the SRB.

Ask students to one by one share what they have understood.

Step 4: 30 mins. (Urban facilitators to conduct this in 20 mins):

Discuss part D with students to briefly explain the different aspects one needs to plan for before starting a business.

Inform students that the lesson will focus on starting a new business, particularly at the startup stage. Use the example provided in part 'D' Group Formation: Divide the classroom into four groups.

Assignment of Business Types: Assign each group one of the small businesses mentioned (achar making business, beauty salon parlor, shop that sells all material needed for birthday/anniversary parties, tuition classes, painting houses).

Task Description: Explain the task to the groups. They need to brainstorm and write down details about the assigned business, covering various aspects such as

What is the product or service, who will be your customers, what is the cost to start the business, what are some other costs that you will have to bear, how will you get the money to start the business, how will you make profit?

Guidance and Support: Provide guidance and support to the groups as needed. Encourage them to think critically about each aspect and conduct research if necessary to gather relevant information.

Preparation Time: Allow 20 minutes for the groups to work on their presentations.

Step 5: Presentation 30 mins.**(Urban facilitators to conduct this in 25 mins):**

After the allotted preparation time, each group presents their business plan to the classroom for 5 mins. They should cover all the aspects mentioned earlier, providing concise but informative insights into their chosen business.

Feedback and Discussion: Encourage other groups to ask questions and provide feedback after each presentation. Facilitate a discussion about the similarities and differences between the businesses, as well as the challenges and opportunities they identified.

Step 6: 5 mins. (Urban facilitators to skip this step):

Recap with students that there are different types of businesses and anyone can start a new business in any of the three categories.

Ask students to explain each type of business with an example.

Summarize for students that any business will have a lifecycle just like human beings and for every stage in the business's lifecycle there will be different types of activities that the entrepreneur will have to think about.

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 132**Lesson 132**

Opportunity to start a business	
Objectives: <ul style="list-style-type: none"> ● To help students become aware of their surroundings to identify business opportunities. ● To help students ideate possible business ideas. 	<u>Lesson Duration: 140 mins</u>
Step 1: 10 mins. Ask students if they thought of any business idea they would want to work on in future. Ask students who are willing to share their ideas with the class.	
Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins): Using cold calling, randomly select students to answer questions about the problems solved by various products and services. <ul style="list-style-type: none"> ○ Ask questions such as: <ul style="list-style-type: none"> ○ "What problem does a smartphone solve?" ○ "What problem does YouTube solve?" ○ "What problem does a geyser solve?" ○ Allow students to share their responses and discuss them briefly. 	
Step 3: 20 mins. Group Discussion (15 minutes): <ul style="list-style-type: none"> ● Divide the class into small groups. ● Provide each group with a list of products and services to discuss. ● Ask each group to identify the problems solved by the assigned products and services. ● Encourage students to think critically and provide examples to support their answers. ● Some products and services to discuss: <ul style="list-style-type: none"> ● Duolingo, mechanic, kirana store, Zomato or Swiggy, ATM, mobile connectivity tower, community grain storage facility, vegetable vendor, soap manufacturing, agarbatti manufacturing. ● Circulate among the groups to provide guidance as needed. 	
Step 4: 20 mins. (Urban facilitators to conduct Step 4 and Step 5 in 20 mins): Whole-Class Discussion <ul style="list-style-type: none"> ● Bring the groups back together and ask each group to share their findings. ● Facilitate a whole-class discussion on the problems solved by various products and services. ● Encourage students to reflect on the connections between businesses and the problems they address for consumers. 	
Step 5: 10 mins. (Urban facilitators to conduct Step 4 and Step 5 in 20 mins): Reflection and Conclusion <ul style="list-style-type: none"> ● Ask students to share what they learned during the lesson. 	
Revision	
Step 1: 40 mins: (Urban facilitators to conduct this in 25 mins): Use this time to revise topics that require more practice.	

Step 2: 10 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 learn about manners and do some practice exercises.

We will also talk about goal setting and self improvement.

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.

Lesson 133

Resources: <ul style="list-style-type: none"> ● Student Activity Books, L133 ● L133 Video 1 and Video 2 	<u>Lesson Duration: 140 mins</u>
<h3 style="margin: 0;">Can my Business Succeed?</h3>	
Objectives: <ul style="list-style-type: none"> ● Students learn how to find business opportunities. 	
<p>Step 1: 15 mins.</p> <p>(Urban facilitators to conduct Step 1 and Step 2 in 35 mins):</p> <p>Write on the board</p> <p>“Businesses are born due to an opportunity or need that arises in the community.” Ask students what does the statement mean? Accept all answers.</p>	
<p>Step 2: 30 mins.</p> <p>(Urban facilitators to conduct Step 1 and Step 2 in 35 mins):</p> <p>Now inform students we will watch a video about a woman from a small village and how she solved her own problem and the problems of other women as well.</p> <p>Play the video - “<u>Ruma Devi Story</u>”</p> <p>Ask: how Ruma Devi used existing skills or knowledge to start her business?</p> <ul style="list-style-type: none"> ○ Embroidery skills learnt from her mother ○ Reaching out to self-help group for support <p>Ask: what opportunities did Ruma Devi find in the market?</p> <ul style="list-style-type: none"> ○ Women with skills and willingness to work not employed anywhere ○ Not enough money being paid to artists by middle-men ○ Not many people using applique technique to design clothes 	
<p>Step 3: 20 mins. (Urban facilitators to conduct this in 15 mins):</p> <p>Highlight for students that “Ruma Devi found a business idea because she was facing a difficult time in life and she started a business by using her strengths”. Inform students that “most businesses are started in a similar manner and now we will see how we can also start finding business opportunities.”</p> <p>Ask students to watch this video - “<u>How to find business ideas?</u>”</p> <p>Once they watch the video: ask students to summarize the video.</p>	

Step 4: 25 mins. (Urban facilitators to conduct Step 4 and Step 5 in 35 mins. The class would be divided in 3 groups. They would discuss the problem within the group for a maximum of 7-8 mins):

Now divide the class into 5 groups.

Ask students to think if they have ever faced a problem or have any needs in their daily life that they wished someone had a solution for?

Each group must think of 1 problem or need they wish there was a solution for.

Help students have the discussion by prompting them to think about what are some difficulties they might face in day to day tasks or activities. For example - problem of stray animals on roads, lack of public transportation in small towns, overflowing and open drains etc.

Note - Examples given are only for facilitator's reference and not to be shared with students. Facilitators must let students come up with unique problems they are facing. If there are no responses from students, only then facilitators may use the examples given here and help students.

Go around the classroom and help if any group is facing any difficulties in discussing.

Step 5: 30 mins:(Urban facilitators to conduct Step 4 and Step 5 in 35 mins)

Each group then presents the problems they discussed. Ensure that students present it in English. Thank the groups after their presentation.

Step 6: 10 mins: (Urban facilitators to conduct this in 5 mins):

Ask everyone to share 1 thing they learned from today's class. Ask students to speak in full sentences.

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.

Lesson 134

Kindly coordinate with your TM to select a date for Student Reflection Lesson 138.

Vocabulary of the day: Etiquette, first impression **Lesson Duration: 140 mins**

Resources:

- Student Activity Books, L134
- L134 Video

Prerequisite: This video on “How to shake hands” is for the facilitator's reference. Kindly watch it before the session.

https://www.youtube.com/watch?v=oYCKKHk_xGc

‘Wh’ Family

Objectives:

- Students can identify the meanings/purpose of the question words *who, what, when, where, why, and how*.
- Students practice choosing the correct question word for a given situation.

Step 1: 5 mins.

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

Ask (2-3 students):

- When is your birthday?

Ask the class what the word “when” means. Point out that it is a question word. Ask the class if they know any other question words in English and discuss what they mean.

Facilitator’s Note: The 6 main question words are Who, What, When, Where, Why, How. (You can also accept Which and Whose)

Step 2: 15 mins.

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

Ask students to watch the AV in pairs.

Then, ask if they heard any question words that the class did not discuss before.

Step 3: 20 mins: (Urban facilitators to conduct this in 15 mins): Ask students to open their Student Reference Books to L134A. They should work alone to match the questions with the answers in Activity A.

Then, call on students to share each answer with the class.

[Answer Key: 1-d, 2-i, 3-h, 4-j, 5-b, 6-a, 7-g, 8-c, 9-f, 10-e]

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

Next, ask students to fill in the question word in Activity B.

Facilitator's Reference:

1 - What, 2 - When, 3 - Who, 4 - How, 5 - Where, 6 - Why

Note that some other possibilities will also work, but these are the suggested answers for using each question word only once.

Step 5: 15 mins.

Students should work with a partner and take turns asking each other the questions from Activity B. They may use the sentence frames from Activity C to help them discuss their answers. The focus is on practicing discussion, and no writing is required.

If both partners have asked and answered all questions, challenge them to think of questions on their own to ask their partner.

Social Etiquette

Objective:

- Students will learn to apply personal and professional skills and manners in a variety of settings.

Step 1: 5 mins:**Ask:**

- What comes to your mind when you hear the words “social skills?”

Facilitator's reference:

Share that social skills are the set of skills you need to successfully interact and communicate with others.

For example: Providing a warm greeting when you meet someone. Listening to someone when they're talking to you. Interacting positively in a group setting.

Ask:

- What does it look like when a person doesn't have social skills?

Step 2: 10 mins.

Share with students that when we meet someone for the first time, we have an opportunity to make either an excellent or poor first impression.

Ask:

- What can we do to make a positive first impression?

Take responses and recognize participants. Ask them to open their Student Reference Books to L134 and read part A. After 5 mins, ask them to summarize it to their partner.

Step 3: 20 mins.**(Urban facilitators to conduct Step 3 and Step 4 in 20 mins):**

Call a group of students on stage and ask them to act out one of the scenarios. Ask the audience to refer to Part A of their SRBs and share feedback after every act. The feedback should refer to eye contact, facial expression, energy and polite greetings.

Scenario 1- Greet a person who is holding a map and is clearly lost

Scenario 2- Greet a new student on the first day of school

Scenario 3- Greet a guest in your house

Scenario 4- Greet your new manager at the office

After 2 performances, divide the students in teams of two and ask each team to practice providing a warm welcome by incorporating the 4 steps in SRB.

Step 4: 15 mins:**(Urban facilitators to conduct Step 3 and Step 4 in 20 mins):**

Only Facilitators will watch this video beforehand.

https://www.youtube.com/watch?v=oYCKKHk_xGc (this is to watched by the facilitator and then practiced with students)

Ask:

- What is the importance of handshakes when being introduced to someone?
- What are the important things to remember when shaking hands?

Take 2-3 responses. Show them the correct way as shown in the video.

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

Ask students where they are at Duolingo. Ask those students to stand up who are practicing Duolingo outside their session timing. Congratulate them for their hard work. (No Duolingo in class practice today)

Step 6: 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 one of the following words:

What, When, Who, How, Where, Why

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 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.

Lesson 135

Vocabulary: excellence	Lesson Duration: 140 mins
Resources:	
<ul style="list-style-type: none"> • Student Activity Books, L135 	
Excellence	
Objectives:	
<ul style="list-style-type: none"> • Identify key characteristics and habits of individuals that results in moving towards excellence. 	
<p>Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins): Ask students to read Part A. Ask them to discuss with a partner and share their conclusions. Ask the class what the two statements mean.</p>	
<p>Step 2: 35 mins. (Urban facilitators to conduct this in 20 mins. They would not conduct the pair discussion. After the individual ranking, they would do the whole-class discussion.): Explanation of Activity (5 minutes):</p> <ul style="list-style-type: none"> • Ask students to refer to Part B.1 containing the list of motivations to rank. • Explain that students will rank the motivations in order of importance to them, with 1 being the most important and 8 being the least important. • Tell that there are no right or wrong answers, and they should base their rankings on their own feelings and experiences. • Explaining the purpose of the activity: to explore different motivations that drive people to do their best at work. <p>Individual Ranking (10 minutes):</p> <ul style="list-style-type: none"> • Give students time to individually rank the motivations on their notepads. • Encourage them to think about what motivates them in their own lives and work experiences. <p>Pair Discussion (10 minutes):</p> <ul style="list-style-type: none"> • After students have completed their rankings, pair them up with a partner. • Ask partners to share their rankings with each other and discuss their choices. • Encourage them to explain why they ranked certain motivations higher or lower than others. <p>Whole-Class Discussion (10 minutes):</p> <ul style="list-style-type: none"> • Bring the class back together for a brief discussion. • Ask a few volunteers to share their top-ranked motivation and explain why it's important to them. 	

Step 3: 30 mins. (Urban facilitators to conduct this in 25 mins):

Part C: SRB: Group Formation (5 minutes):

- Divide the class into small groups, assigning each group one of the listed jobs (doctor, teacher, construction worker, tailor, lawyer, shop manager, government official).
- Make sure each group has a designated recorder to take notes during the discussion.

Discussion (15 minutes):

- Provide each group with the two questions to discuss:
- Describe how this worker will do his or her job when they are trying not to get fired.
- Now describe how they would do their job if they sought excellence.
- Allow ample time for group members to share their thoughts and perspectives, and facilitate discussion to ensure everyone has a chance to participate.
- Ask a representative from each group to summarize their group's discussion and key points for both questions.

Sharing Takeaways (10 minutes):

- After the discussion, invite each group to share their takeaways with the class.
- Encourage other students to ask questions or provide comments on the presentations.

Revision

Step 1: 30 mins. (Urban facilitators to conduct this in 25 mins):

Revise the concepts/lessons/activities/digital skills that your students require more practice.

Step 2: 10 mins.

Write this paragraph on the board. Call students one by one to find one error and rectify it.
 “ am going too the store too buy some appels and oranges. then, i will make a fruit salid for lunch. Do you want too join me? i thinks it will bee delicious! My frend neha also like fruit, so maybe she will come too. after lunch, we will go too the park for a walk.”

Answer: Here's the corrected passage:

I am going to the store to buy some apples and oranges. Then, I will make a fruit salad for lunch. Do you want to join me? I think it will be delicious! My friend Neha also likes fruit, so maybe she will come too. After lunch, we will go to the park for a walk.

Step 3: 10 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 would learn English with the help of creative reading and grammar exercises.

Then, we'll listen to inspiring success stories along the way. We'll have some fun teamwork games that will help us communicate better in English.

And we'll explore more tools on emailing softwares.

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.

Lesson 136

Resources: <ul style="list-style-type: none"> • AV 136 	<u>Lesson Duration: 135 mins</u>
Lambi Mehnat vs Dhakka Maar Motivation	
Objectives: <ul style="list-style-type: none"> • To help students understand the importance of taking full responsibility for their lives and to equip them with practical strategies to do so effectively. 	
Step 1: 10 mins. (Urban facilitators to conduct Step 1 and Step 2 in 25 mins): Begin the lesson by asking students what they think it means to take responsibility for their lives. Encourage them to share their thoughts and experiences.	
Step 2: 30 mins. (Urban facilitators to conduct Step 1 and Step 2 in 25 mins): Ask students to watch this video in pairs. <ol style="list-style-type: none"> 1. Ask students to watch a video of Chetan Bhagat where he discusses the concept of "Aukaat" (ability) and shares his belief on motivation, mental toughness, goal-setting, and self-improvement. 2. Encourage students to pay attention to key points made by Chetan Bhagat. 	
Step 3: 15 mins. (Urban facilitators to conduct this in 10 mins. They only conduct a whole class discussion) After the video : Divide the class into small groups. <ol style="list-style-type: none"> 1. Facilitate a whole-class discussion and ask students to share their insights from the video. 	
Step 4: 15 mins.(Urban facilitators to conduct this in 5 mins) Ask each student to take a few minutes to reflect on their own goals, aspirations, and areas they want to improve in their lives.	
Teach Back	
Objective: Allow students to reinforce their understanding of a topic by teaching it to their peers	
Step 1: 5 mins. (Urban facilitators conduct this in 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: 35 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.

Note: As homework ask students to watch the video again at their home. Remind them that the more they watch it, the more they will retain the message. : Share the url with students <https://www.youtube.com/watch?v=L178XGOcbjo>

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.

Typing Lesson 15: Number Keys**Lesson 137**

Resources: <ul style="list-style-type: none"> • L137 Video 	<u>Lesson Duration: 130 mins</u>
Summary of the Last Class: 5 mins. (Urban facilitators to skip this step): <ul style="list-style-type: none"> • ‘Popcorn call’ 3-4 students to share something they learned in the last class. 	
Replacing Coaching	
Objective: To encourage students to take charge of their learning by letting them explore topics they find interesting and investigate questions they have using online research.	
Step 1: 35 mins. (Urban facilitators to conduct this in 25 mins): Share with the class that for the next 25 minutes, they will do one of the following in pairs <ol style="list-style-type: none"> 1- Search for past exam papers, sample questions specific to your class and exam board 2- Watch “how to” videos on topics related to your career. Example: how to prepare for an interview, or how to start a business 3- Watch a video on a particular topic that’s unclear to you. Example: teach me algebra, or teach me mean median mode etc. 	
Step 2: 30 mins: (Urban facilitators to conduct this in 20 mins): Presentation time: Ask students to present for 2 mins what they read or watched.	
Typing Lesson 15: Number Keys	
Objective: <ul style="list-style-type: none"> • Students learn and practice using the correct fingers to press the number keys while typing. 	
Step 1: 5 mins. Show the AV introducing the number row. Display it on one screen for the whole class to watch. This doesn’t have to be done in pairs because everyone would only require to watch the step. Ask students to come closer to the facilitator’s laptop.	

Step 2: 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 number key when I call it out.
3. Your partner can check to see that you are using the correct finger.

Call out the number keys: 1, 2, 3, 4, 5, 6, 7, 8, 9, 0

Have partners switch roles and repeat the steps so that all students have a turn.

Step 3: 35 mins.

(Urban facilitators to conduct this for 30 mins):

Instruct students to:

Log into Typing Master. Click Study on the right side menu and select the lesson for numbers. Complete 2-3 activities from this lesson. Partners should give feedback about whether they are using the correct fingers to press the number keys.

After 15 mins. remind them to finish their activity and switch with their partner.

Meeting Students: **While students work on Typing Master, call students one at a time for one on one discussion. Meet each student for about 2 minutes. Ask them*

1. What are your goals? How are you working towards it?
2. How are you using Duolingo to improve your English?

Step 4: 5 mins.

(Urban facilitators to skip this step):

Ask students to summarise today's lesson. Encourage everyone to share one sentence each.

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.

Lesson 138

Student Reflection

(Floating Lesson: To be conducted between Lesson 138 and 145)

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 classrooms.
- **Who conducts:** The TM will run this session.
- **When:** It's flexible, to be conducted between Lessons 138 to 145.
- **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 139 after Lesson 137

Lesson 139

Resources:	<u>Lesson Duration: 140 mins</u>
<ul style="list-style-type: none"> • Jeopardy • L-139 video 	
Learning is Fun	
Objectives:	
<ul style="list-style-type: none"> • Students will improve language skills, including vocabulary, pronunciation, and comprehension by playing Jeopardy Game 	
Jeopardy	
Step 1: 40 mins.	
(Urban facilitators to conduct this in 35 mins):	
Set up the jeopardy game. The link to the game is as follows:	
https://docs.google.com/presentation/d/1q3ZJh3XhsfeadCfxwCbGYxkRJBGgNNlk/edit?usp=sharing&ouid=109543220975828827294&rtpof=true&sd=true	
Play the game.	
How AI can Elevate Your Career?	
Objective:	
Introduce the concept of Artificial Intelligence (AI) and its importance in today's world.	
Step 1: 10 mins.	
Begin the class with a question related to AI: "Have you ever used AI like Google Assistant, Siri or Alexa? How do you think they work?" Ask students to discuss with their partners.	
After the brainstorming session, facilitate a brief discussion where groups share their findings with the class.	
Step 2: 5 mins.	
Share more about AI. Tell about its role in various industries. For example, Google maps uses AI, Phonepay and Google pay use AI, we have AI chatbot in Amazon and Flipkart to raise our queries, your mobile phone uses AI during face recognition to unlock. Also inspire by saying it can write poetry, create images, write jokes and play word games with you. It can translate, write code, edit photo and also create songs.	

Step 3: 20 mins.**Introduce ChatGPT through a Video**

Share that there's an AI platform called ChatGPT. Write the name of the board. Direct students to watch a video on how we can use this AI. Highlight how it can generate human-like text and engage in conversation.

- <https://www.youtube.com/watch?v=Nz1MI8nsFTs>

Step 4: 10 mins.

Discuss the key takeaways from the video.

- Ask "Have you ever wondered how AI can generate human-like text?" and encourage students to share their thoughts.
- Share that ChatGPT is just like a human friend. The difference is that it communicates with you in text language. It can be a great friend if you show patience and read what it says.

Step 5: 20 mins.

Inform that in the next class, they will practice using ChatGPT, but for that they would require to sign up with their emails. Ask students to login to their emails. On a new tab, ask them to open chatgpt and link it to their emails. If someone isn't able to login, help them with the process. Remind the class to be on time for the next class.

Note: Facilitators must have one sample G-mail id created so that everyone who can't sign into their own Gmail account, uses the sample G-mail id.

Step 6: 15 mins. If time allows:

Ask students about their Duo Lingo progress. Acknowledge the efforts of students who are sincere. Facilitator shares their Duo Lingo progress as well.

Now ask students to log into their Duo Lingo account and practice.

Step 7: 10 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 do a lot of digital learning activities. We would get opportunities to practice speaking among groups.

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.

Lesson 140

Resources:

- Student Activity Books, L140
- AV 140 video 1

Lesson Duration: 140 mins

Note for facilitators: Check for opportunities where cops can actively participate. Keep reminding them of their responsibilities and acknowledge their efforts.

AI your Career Guide

Objective:

Students practice using ChatGPT

Step 1 : Application of AI in Career Planning (10 minutes):

Start the class by acting out the two scenarios:

- Facilitator acts out the two scenarios. First act as Sapna and then act as Rohan.
- Now ask students why it is important to talk about your career in detail?

Act out this story:

- Scene 1: During a career workshop, Sapna shared her interests and dreams with the counselor. She spoke about her love for accounts and her current qualifications. Sapna also talked about her good grades in accounts and her passion for money. The counselor listened carefully and suggested opportunities for Sapna to explore. Sapna left the workshop feeling inspired
- Scene 2: In the same workshop, Rohan didn't say much about himself. He simply said he wanted a "good job." The counselor tried to help, but without knowing Rohan's interests or strengths, it was challenging. Rohan left feeling confused

Now share that ChatGPT is also your career counselor. But you have to tell ChatGpt about yourself and then it will tell you the answers. Ask students if the facilitator is a chatGPT what will you ask about your career. Invite detailed questions with as much information as possible. (10 mins)

Step 2: Exploring ChatGPT (40 mins):

(Urban facilitators to conduct Step 2 and Step 3 in 35 mins. Urban facilitators need to ask students not to type all the information below. Instead, only those ones as time allows.):

- Allow pairs/trios to explore ChatGPT by asking questions.
- **Write the following statements on the board and ask students to type and search.**
- What is the meaning of ____ (your name).
- “ How to look confident. Tell me in 3 sentences”
- “ I am ____ years old from ____ (place), India. I study _____Political science in class _____. What career options do I have? Answer in very easy language .
- Guide students to choose their career option from the answer and ask
- “What are the different kinds of (students write about their interested career)?
- Ask students to choose again, from the answer, and ask
- Tell me how to become a physician in India? (In Hindi-optional)

- Now ask students to share what responses they got.

Step 3: 30 mins.

(Urban facilitators to conduct Step 2 and Step 3 in 35 mins):

Ask pairs/trios to present their information.

Energizer: 3-5 mins.

(Urban facilitators to skip this step):

Call up the student chosen from the previous day to lead the energizer. If needed, help them to clarify instructions and manage class behavior.

Call on one student to lead the energizer for the next class.

Dealing with Criticism & Rejection

Objectives:

- Students will brainstorm ways of dealing with rejection and criticism.
- Students will reflect on their lives and share experiences of facing rejection and criticism.

Step 1: 10 mins.

Share the following situation:

You worked really hard for an interview at a university. You spent 2 years in preparation and did everything you could to prepare for it. You made many sacrifices in those 2 years. You did not clear the interview after 2 years. What would you do?

Step 2: 15 mins:

Ask students to go through the strategies given in Part A in SRB and share their understanding.

Step 3: 20 mins.

Ask students to watch the AV in pairs.

Ask:

1. What was the problem in the video? How did he solve it?
2. What would have happened if he lost confidence in his abilities?
3. Have you faced rejection in life? Did you solve it or give up?

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.

Lesson 141

Note: *Floating Lesson: To be conducted between Lessons 141 & 163

Preparations:

- Make sure that you have the link to the Zoom session ready.
- Arrange the classroom so that all students can see/hear the laptop.

Resources:

- Student Reference Books, L140

Note for facilitators: Check for opportunities where cops can actively participate. Keep reminding them of their responsibilities and acknowledge their efforts.

Mentorship Session MS3

Objectives:

- This lesson aims at encouraging students to join in a discussion.
- Students will be able to type more accurately and smoothly.

Step 1: 1 hour: Follow the steps in the Facilitator's Guide (*See Lesson 73*) before, during, and after the session. Call the Mentor and begin the Zoom session.

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

Conduct an energizer that students are familiar with and that involves movement to help them get their energy up, such as In the Manner of the Adverb or Coconut. Then, ask them to calm back down and focus before beginning the lesson.

Replacing Coaching

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: 3-5 mins: Ask:

- What is the purpose of this learning time?

Remind students of some options available to them, such as:

- Job apps/portals
- Exam Preparation Videos
- MOOC courses
- YouTube videos for learning about careers or job skills
- English resources such as DuoLingo or YouTube

Step 2: (As the time allows after the mentoring session):

Allow students to work at the laptops toward their goals. Circulate to help students stay on task.

Meet students and talk to them. Find out what information they were searching for. Ask if they could find that. Ask what they found and what more they would like to search.

Step 3: 5 mins. Acknowledge the class for what they did well during the lesson.

Recite the pledge.

Lesson 142

Vocabulary of the day: Criticism, Rejection	<u>Lesson Duration: 127 mins</u>
Resources: <ul style="list-style-type: none"> • L142 Slideshow • Student Reference Books, L142 	
Filling Out Forms & Applications 1	
Objectives: <ul style="list-style-type: none"> • Develop confidence in completing forms and understanding their importance in various life situations. 	
Step 1: 5-10 mins. Think-Pair-Share: <ul style="list-style-type: none"> - Have you had to fill out a form before? When? - What are some different types of forms? - Introduce the objectives and ask why is it important to read the instructions when filling out a form? 	
Step 2: 10 mins. Ask students to sit with a partner and open their Student Reference Books to L142. Assign half the groups Scenario 1 and half the groups Scenario 2. Ask them to read and discuss their scenario. Call on a few pairs to share.	
Step 3: 20 mins. (Urban facilitators to conduct this in 15 mins): Break the students into teams (2 or 4). Play the L142 Slideshow and ask them to answer the quiz questions. Give teams one point for each correct answer. After showing the correct answer, discuss the meaning to clarify any confusion.	
Step 4: 15 mins. Ask students to sit with a partner and look at the forms in Part B in their SRBs. Think-Pair-Share: <ul style="list-style-type: none"> - What is the purpose of this form? - What are the sections on each form? - Do you see any important instructions on any of the forms? - Do you see any words you don't recognize? How can you find out what they mean? 	

Step 5: 2 mins. Ball Toss:

- What is your surname?
- What is your marital status?
- "What is the meaning of nationality?" (Ask students to search after the class if they do not know it yet.)
- "What does domicile mean?"

Energizer- Choice: 3-5 mins. (Urban facilitators to skip this step):

Call up the student chosen from the previous day to lead the energizer. If needed, help them to clarify instructions and manage class behavior.

Call on one student to lead the energizer for the next class.

Turning Challenges into Growth**Objectives:**

- Students will apply strategies for handling rejection and criticism by discussing and presenting scenarios.
- Students will brainstorm suggestions for others to deal with rejection and criticism.

Step 1: 5 mins. (Urban facilitators to conduct Step 1 and Step 2 in 35 mins):

With the help of students, recap a few ways to deal with rejection and criticism.

Step 2: 40 mins. (Urban facilitators to conduct Step 1 and Step 2 in 35 mins):

Divide the class into 5 groups. Ask students to open their Student Reference Books to 142B and assign a different scenario from Part A to each group.

Give groups 15 minutes to prepare their role plays. Then, call on groups to present to the class. Allow students to point out what they did well, discuss their strategy for dealing with criticism and rejection, and add more ideas.

Step 3: 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 would you suggest to your friend or younger sibling if they faced rejection or criticism?

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 4: 15 mins. (Urban facilitators to conduct this in 5 mins):

Ask students to login their Duolingo account. Let students begin their Duolingo practice. Encourage students to use Duolingo outside their session time as well. Ask them to check new assignments as well. Speak to students who need more support. Encourage them with positive feedback and areas to improve.

Summary of Lesson 143**Lesson 143**

Vocabulary of the day: Resilience	Lesson Duration: 130 mins
Resources:	
<ul style="list-style-type: none"> • Student Activity Books, L143 	
Inner Strength	
Objectives:	
<ul style="list-style-type: none"> • Students build an understanding of inner strength and resilience, and how they can help students overcome the failures and challenges they will face in their daily lives. 	
Step 1: 15 mins.	
<p>Start the class by sharing: One person I truly admire is my teacher, Mrs. Gupta. She had very little money, but she was always honest and hardworking. Despite facing financial struggles, she had to take care of her family and ensure her children received an education.</p> <p>Ask students to think of a person they admire. (Students can refer to the questions in their SRB Part A)</p> <ul style="list-style-type: none"> • Did this person face challenges in his life? • How did this person deal with failures? <p>Ask students what does inner strength look like?</p> <p>Introduce the objectives in your own words and ask why is it important?</p> <p>Facilitator's note - This activity gives students a chance to reflect on the qualities of someone they admire, and to visualize what inner strength looks like. It is a simple, introductory activity that can be completed quickly and individually.</p>	
Step 2: D.E.A.R- 45 mins:	
(Urban facilitators to conduct this in 40 mins):	
<p>Help students visualize bamboo and analyze the qualities that make it strong and flexible. Ask students to read the story about the bamboo tree in their Student Reference Book Part B and complete the MCQ.</p> <p>Discuss the MCQ answer with the class. Appreciate students for their efforts.</p> <p>Ask:</p> <p>Question: What are the qualities of bamboo that contribute to its strength?</p>	
Revision	
Step 1: 45 mins.	
(Urban facilitators to conduct this in 25 mins):	
Revise the topics that students require more practice.	

Step 2: 15 mins.**(Urban facilitators to conduct this in 5 mins):**

Ask students to login their Duolingo account. Let students begin their Duolingo practice. Encourage students to use Duolingo outside their session time as well. Speak to students who need more support. Encourage them with positive feedback and areas to improve.

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 144**Lesson 144**

Resources:	<u>Lesson Duration: 140 mins</u>
<ul style="list-style-type: none"> • Student Activity Books, L144 • AV 144 	
Group Discussion Practice	
Objective:	
<ul style="list-style-type: none"> • To enhance participants' communication skills by encouraging them to express their ideas clearly. 	
Step 1: 10 mins.	
Recap: Start the class by asking students to recap what they remember from the lesson from Group Discussion. Take everyone's responses.	
Step 2: 20 mins.	
(urban facilitators to conduct this in 15 mins):	
Guide students to watch the video on How to prepare for GD?	
After the video, check the student's understanding from the video by asking what do you remember from the video? Encourage everyone to speak.	
Step 3: 15 mins.	
(Urban facilitators to conduct this in 10 mins):	
Divide the class into 3 groups.	
Assign a topic. Ask the groups to prepare for 10 minutes before beginning the discussion.	
Topic for Group 1- Should 'Log Kya Kahenge' really matter?	
Topic for Group 2- India has many superstitions. Why?	
Topic for Group 3- Youtube is a best teacher	
Remind them to follow the GD rules.	
Step 4: 40 mins.	
(Urban facilitators to conduct Step 4 and Step 5 in 30 mins):	
7-8 mins for discussion and 2-3 mins for feedback	
Ask Group 1 to hold group discussions on the topic	
While the discussion is going on, instruct Group 2 to note one positive feedback and one area for improvement. Once the discussion is done, ask Group 2 to share their feedback.	

Step 5: 10 mins. Energiser:

Ask students to see the image in the SRB Part A. Tell them that they will play the activity Mingle, Mingle and when “Stop” is called out, they Give One and Get One to the person close to them. (They share one thing that they understand about the cartoon and they listen to one thing that the other person has understood. Ask students to Mingle, Mingle and when “Stop” is called out, they Give One and Get One this time to/from a different person around them. Hold 3 - 4 rounds of Give One and Get One. Ask students to take their seats.

Recap**Step 1: 25 mins.**

Inform students that as a class we will revise the topic “asking questions”. For that students must complete their SRB exercises in the next 15 mins and then discuss the answers with their partners.

Once students have discussed their answers with their partners, discuss the answers as a class.

Step 2: 10 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 about some online payment modes. We will practice speaking English together through discussions. We will also learn to put our points forward towards certain topics.

We will practice writing emails and learn about customers and competitors in business.

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.

Match the question to the answers.

A1 Questions Ex 1

1. How old is that car? **About three years old.**
2. How much does a train ticket cost? **\$20**
3. What times does the plane leave? **At ten tonight.**
4. How long did you stay in Vietnam? **Just a week.**
5. What is your house address? **14 London Road.**

Find the extra word in each sentence.

1. How old **age** is your little sister?
2. When **time** did you arrive at school?
3. Where **from** can I buy a pen?
4. Where **country** do you come from?
5. What is your favourite **of** food?

A1 Questions Ex 2

Summary of Lesson 145**Lesson 145**

<p>Preparations:</p> <p>Write the answer key before class (See Forms & Applications - "Reading a Form")</p> <p>Resources:</p> <ul style="list-style-type: none"> • Student Activity Books, L145 	<p><u>Lesson Duration: 140 mins</u></p>
<p>Hot Seat</p>	
<p>Objective: Provide students with an opportunity to review their understanding of key concepts, and topics covered in the FEA curriculum.</p>	
<p>Step 1: Introduction (5 minutes):</p> <ul style="list-style-type: none"> • Welcome the students and introduce the concept of the "hot seat" questioning activity. • Explain that the "hot seat" is where one student sits in the front while the rest of the class asks them questions on topics learnt at FEA. • Ask: why is it important to ask thoughtful questions in learning? 	
<p>Step 2: 15 mins.</p> <p>Discussion on Questioning Techniques</p> <ul style="list-style-type: none"> • Share the characteristics of effective questions, such as being open-ended, thought-provoking, and relevant to the topic. • Ask students to refer to the previous lessons from SRBs and prepare a list of 10-12 questions that they would like to ask different individuals seated on a hot seat. 	
<p>Step 3: Demonstration (5 minutes):</p> <ul style="list-style-type: none"> • Choose a volunteer to sit in the "hot seat" as an example. • Encourage the class to ask questions. 1 student can ask one question • Model active listening and demonstrate how to respond to questions thoughtfully and respectfully. 	
<p>Step 4: Hot Seat Activity (30 mins):</p> <p>(Urban facilitators to conduct Step 4 and Step 5 in 20 mins):</p> <ul style="list-style-type: none"> • Select a new student to take the "hot seat" • Set a timer for 5-7 minutes for the student in the "hot seat" to answer questions from their classmates. • Encourage students to ask a variety of questions, • Guide the discussion by redirecting any off-topic questions and encouraging respectful dialogue among students. 	

- Rotate students in and out of the "hot seat" throughout the activity, allowing everyone to participate.

Step 5: Reflection and Debrief (5 minutes):

(Urban facilitators to conduct Step 4 and Step 5 in 20 mins)

- Invite students to share any insights or observations they gained from the activity.
- Encourage students to reflect on the types of questions they asked and the responses they received.

Forms & Applications 2

Objectives:

Students apply what they learned about vocabulary and purpose of forms to practice reading and filling out forms.

Step 1: 20 mins.

(Urban facilitators to conduct Step 1 and Step 2 in 25 mins):

Ask students to open their Student Reference Books to L145B.

Students form groups of 3-4 to answer the questions about the form in Part A. Tell them it is a scavenger hunt, and the goal is to find as many accurate answers as possible in 10 minutes.

When they are finished, they can check their answers against the answer key and discuss any they answered incorrectly.

Answer Key: आंसर की:

1 - Badminton; 2 - No; 3 - Ngumyn; 4 - The applicant is a student;

5 - Email address; 6 - male; 7 - four; 8 - zero family members

Step 2: 10 mins.

(Urban facilitators to conduct Step 1 and Step 2 in 25 mins):

Discuss filling out the form in Part B of their SRBs.

Check your Understanding

Step 1: 30 mins.

(Urban facilitators to conduct this in 20 mins. Conduct the questions as time allows):

Share that this is a time to reflect on our learnings and you want everyone to participate and share their responses as best as they can. Ask the same questions to 2-3 students before moving to the next question.

Question 1: Combine the sentence using the correct conjunction : She studied hard. She failed the exam (answer: but)

Question 2: Combine the sentence using the correct conjunction : He can buy a car. He can save money for a trip. (answer :or)

Question 3: Fill in with correct preposition: The car is parked _____ the garage.
(answer in)

Question 4: Fill in with correct preposition: The book is _____ the shelf. (on)

Question 5: Can someone describe a recent situation where you successfully used English outside of the classroom. Share in at least 5 sentences

Question 6: What advice would you give to a new FEA student who is just starting their journey? Share in at least 5 sentences

Question 7: Can you suggest some practical strategies to reduce noise pollution in our everyday lives?

Question 8: How has your confidence in speaking English changed since the beginning of the course? Share in at least 5 sentences

Question 9: How do you stay calm when dealing with an angry person?

Question 10: How can you promote cleanliness in your community?

Question 11: Resentment lesson: What can we do if we feel upset about something that happened?

Question 12: What are some key characteristics of successful entrepreneurs?

Question 13: What are the different services offered by banks?

Question 14: Can you describe the appearance of a famous person using personality words like tall, muscular, eye color, hair etc ?

Question 15: What are some examples of loud noises that can bother us?

Question 16: What can we do if someone is yelling at us?

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.

Lesson 146

<p>Preparations:</p> <ul style="list-style-type: none"> • Write out roles on notecards before class (<i>See Debates - “Taking Perspectives”</i>) <p>Resources:</p> <ul style="list-style-type: none"> • Student Activity Books, L146 • L146-1 Videos 	<p><u>Lesson Duration: 135 mins</u></p>
<h3>Online Pay</h3>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Identify different types of online payment methods and understand how they work. 	
<p>Step 1: 5 mins.</p> <p>(Urban facilitators to conduct Step 1 and Step 2 in 20 mins): Ask:</p> <ul style="list-style-type: none"> - What can you do at an ATM? - Does anyone know any other ways an ATM card can be used? <p>(If needed) Explain:</p> <p>The ATM card is also called a debit card. It can be used to make payments at a retail store or restaurant (as long as they accept cards), or it can be used for online purchases.</p>	
<p>Step 2: 20 mins.</p> <p>(Urban facilitators to conduct Step 1 and Step 2 in 20 mins):</p> <p>Ask students to open their Student Reference Books to L146- Part A. Then, ask them to label the debit card with the components listed. They may search online for help if needed.</p> <p>Once students have finished labeling the card, call on students to point out different parts of the card and explain their purpose.</p> <p>1- Ask students why you should not write your ATM pin on your debit card?</p> <p>2- How can you block your lost debit card? (call bank’s helpline number)</p> <p>Facilitator’s Reference:</p> <p><i>-Note: The microchip and magnetic stripe are for machines to “read” the card and get permission from your bank to make the payment. They are not needed for online pay.</i></p>	



Step 3: 10 mins.

(Urban facilitators to conduct this in 5 mins):

Tell students to use the image of the debit card in their Part A to fill out the form in Part B.

Step 4: 20 mins.

(Urban facilitators to conduct this in 15 mins):

Tell students they have the choice to go to an online shopping site and practice the steps of online pay (*without completing the purchase*) OR learning how to use phone payment methods.

Option 1: Online Pay Practice

Students may work to go to an online shopping site, such as flipkart.com, and practice the steps of online pay.

They should choose one item to add to their cart and then go to checkout. They may need to sign up or log in to the site.

Then, they can use the debit card from the image in their SRBs, and their own address, to fill out the forms in the payment section. Then, they should close the web page without completing the payment.

Option 2: Intro to Paying by Phone

Ask:

- What apps do you know about for making payments by phone? (*Example: PayTM, PhonePe, Google - 'GPay'*)

If students have used any of these, ask them to share their experience and show the app on their phones.

Then, tell students to choose one of these apps that they are interested in learning about. Give them the remaining class time to search for instructional YouTube videos for how to install and use the app.

Energizer-Choice: 3-5 mins.

(Urban facilitators to skip this step): Call up the student chosen from the previous day to lead the energizer. If needed, help them to clarify instructions and manage class behavior.

Call on one student to lead the energizer for the next class.

Discussion and Debates-1

Objectives:

- Students will practice taking and listening to different perspectives to consider different sides of an issue.
- Students will observe and discuss strategies for debating
- Students will organize their ideas to prepare for a debate in the next class.

Step 1: 5 mins.

(Urban facilitators to conduct Step 1 and Step 2 in 20 mins): For the next two classes, students will be practicing debates. Ask students what they know about debates.

Remind: A debate is not a fight but instead a way to understand different sides of an issue. Learning is more important than being right.

Then, explain that in the next activity, they will be practicing thinking about an issue from different perspectives.

Step 2: 20 mins.

(Urban facilitators to conduct Step 1 and Step 2 in 20 mins):

Form groups of 5-6 students.

1. Each student randomly receives a role card: Child, Parent, Film Producer, Police Officer, Soldier, or Stunt Actor.
2. Discuss the question: "Should children see violence in films or video games?"
3. Spend 10-15 minutes discussing, considering the perspective of the assigned role.
4. Share thoughts like: "As a Child, I think..." or "From the perspective of a Film Producer..."
5. After discussion, ask:

- Was it hard to see things from a different perspective?
- Did this discussion change your own view?

Step 3: 15 mins.

Tell students they'll be watching a debate video to learn strategies.

1. When watching the first video in pairs, focus on:
 - How the speaker talks
 - Their body language
 - Strong points they make
 - How they respond to each other's point

Step 4: 25 mins.**(Urban facilitators to conduct this in 15 mins):**

Break students into teams of 4. Tell them to open their Student Reference Books to L146B Part A.

Explain that the best way to give a strong debate is to organize your ideas ahead of time and practice what you will say. In their groups, they should choose one of the debate topics from their SRB. Within their group, they should choose two students to argue *for* the topic and two students to argue *against* the topic (*Note: It's perfectly okay if they don't actually agree with the side they are arguing for*).

Move around and listen to the debates. Encourage everyone in the groups to speak.

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.

Lesson 147

Preparations:	<u>Lesson Duration: 140 mins</u>
Ensure that the ChatGpt page is logged in all laptops.	
Resources:	
<ul style="list-style-type: none"> • Student Activity Books, L147 	
Finding Answers with AI	
Objectives:	
Utilize ChatGPT effectively to find answers to questions related to career options based on their personal details.	
Step 1: 5 mins.	
Ask students to share what they remember about using ChatGpt. Ask why it is necessary to provide your information in detail when you interact with ChatGpt.	
Step 2: 10 mins.	
Inform students that in today's class we will explore more ways to use ChatGpt to find answers to our questions. Instruct that you will write a question on the board. All students must work in pairs. They will type the question in ChatGpt by filling in their own details. Once they get the answer, they will choose one career they would like to pursue and research more on that career.	
Write the question on the board.	
I am 20 years old. I study physics, chemistry and math in my class 12 in India. What different career options do I have? Tell me in very easy language.	
Step 3: 35 mins. (Urban facilitators to conduct this in 30 mins):	
Ask students to work in pairs. Move around and help students with the task. Ensure that both students in a pair take a chance to search about their career.	
Instruct them to take down their notes so that they can present their findings to the class.	
Step 4: 10 mins. (Urban facilitators to conduct this in 5 mins):	
Ask students to talk about their findings with two other students. If time allows, ask a few volunteers to share their findings with the class.	
Energizer-Choice: 3-5 mins. (Urban facilitators to skip this step):	
Call up the student chosen from the previous day to lead the energizer. If needed, help them to clarify instructions and manage class behavior.	
Call on one student to lead the energizer for the next class.	
Discussion and Debates 2	
Objectives:	
<ul style="list-style-type: none"> • Students will apply the debate strategies discussed in the video in the previous class to present a debate. 	

Step 1: 5-10 mins: (Urban facilitators to conduct this in 5 mins):**Ask:**

- What debate tips did we discuss in class that might help you present your argument?

If needed, add:

- Speak slowly and clearly.
- Use body language.
- Listen while the other person is speaking.
- Respond respectfully.
- Stay calm.

Step 2: 15 mins.

Explain the debate format:

Each side will have two minutes to present their arguments.

Then, each side will have one minute to respond to the other side and make their final points.

Remind them that all members of the group should participate.

Give groups 10 minutes to go over their notes, decide who will say which parts, and practice. It does not need to be a memorized speech since they will be listening and responding to the other team.

Step 3: 30 mins. (Urban facilitators to conduct this in 20 mins):

Call on one group at a time to present their debate. Moderate by calling on each side to present their arguments and then giving them a chance to respond and make their final points. Make sure that they stay respectful as they disagree with one another.

Following each group's debate, ask the class:

- What did they do well during the debate?
- What were some of the reasons and examples that you heard?
- After hearing the debate, what is your opinion on the topic?

Step 4: 5 mins.**(Urban facilitators to skip this step):**

Ask students to summarise what they did in the class today. Encourage each one to share a sentence each.

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.

Lesson 148

Resources:	<u>Lesson Duration: 130 mins</u>
<ul style="list-style-type: none"> ● Student Activity Books, L148 ● L148 Video 	
Email Writing	
Objectives:	
<ul style="list-style-type: none"> ● Students will practice writing emails in English. ● Students will learn to proofread emails. 	
Step 1: 5 mins.	
Welcome students. Share the objectives of today’s lesson. Ask them why these are important.	
Step 2: 20 mins.	
(Urban facilitators to conduct this in 15 mins):	
Ask students if they use email for communication? Do they feel comfortable writing emails in English—why or why not? Tell students that today’s lesson will focus on writing emails in English.	
Show students the two sample emails in their workbook Part A. Ask them what they notice about the 2 emails. Read over both emails as a class to ensure students understand vocabulary used. Have students practice reading emails aloud with expressions.	
After several readings, have students compare the two emails. Why is the good email sample better than the bad email sample? Go over answers as a class.	
Step 3: 20 mins.	
Ask students to go over the AV in pairs and make notes. Tell them that this video will help them write better emails.	
Move around and insist students to make notes by pausing the video after every 2-3 minutes.	
Step 4: 25 mins.	
(Urban facilitators to conduct this in 20 mins):	
Explain to students that they are going to write an email (in pairs) to the tourism company for a chosen destination inquiring about travel to that area. Ask students to follow both the proper structure and the rules for writing emails that are already discussed.	
Have students also ask a short list of questions in their emails. Move around and help as needed.	
Note: Facilitators must have one sample G-mail id created so that everyone who can’t sign into their own Gmail account, uses the sample G-mail id.	

Step 5: 20 mins.**(Urban facilitators to conduct this in 15 mins):**

When they have finished writing, ask each pair to move to a different pair's laptop and check their emails. Ask them to proof-read each other's emails. Go round giving each pair feedback helping them with any mistakes they may have made. Check the subject line, greetings, sign off etc.

Duolingo Feedback

Step 1: 30 mins.**(Urban facilitators to conduct this in 10 mins):**

Ask students to login to their Duolingo account. Let students begin their Duolingo practice. Call students one by one and talk about their Duolingo progress. Motivate them to use the learning tool.

At the end announce

A- 2 students who have spent most hours practicing Duolingo

B- 2 students who practice English outside their class and encourage others to learn English

C- Most improved student

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.

Lesson 149

Resources: <ul style="list-style-type: none"> • Student Activity Books, L149 	<u>Lesson Duration: 125 mins</u>
<h3 style="margin: 0;">Who is my Customer?</h3>	
Objectives: <ul style="list-style-type: none"> • Understand the importance of knowing customers and their needs. • Understand how to collect information and feedback from customers. 	
<p>Step 1: 15 mins.</p> <p>Begin the session by asking students the meaning of ‘Entrepreneurship’ as discussed before. <i>(5 mins)</i></p> <p>Discuss with students <i>(5 mins)</i></p> <ul style="list-style-type: none"> ○ What are some benefits of being an entrepreneur? ○ What might be some risks you would have to face if you had your own business? <p>Note - Facilitators should ensure that the benefits and risks mentioned in lesson 2 are briefly summarized.</p> <p>Discuss with students <i>(5 mins)</i></p> <ul style="list-style-type: none"> ○ What are some activities you can conduct to collect data from your potential customers? (Ans - Survey, Prototype) 	
<p>Step 2: 5 mins.</p> <p>(Urban facilitators to conduct Step 2 and Step 3 in 20 mins):</p> <p>Introduce the objectives of this lesson to the students. <i>(2 mins)</i></p> <p>Inform students that “knowing who your customer is and what their needs are can help a business design products and services that exactly serve what the customers demand”. <i>(3 mins)</i></p>	
<p>Step 3: 20 mins.</p> <p>(Urban facilitators to conduct Step 2 and Step 3 in 20 mins):</p> <p>Ask students to read the two definitions of customer and customer needs written under part ‘A’ in the SRB. <i>(5 mins)</i></p> <p>Once all students have read the definition of customer, discuss the following questions with the class - <i>(10 mins)</i></p> <ol style="list-style-type: none"> a. Who is a customer? b. Why is it important to know about customer’s needs and wants to start and run a business? <p>Note - Facilitators accept all answers given by students and add to the discussion and fill in any gaps.</p>	

Step 4: D.E.A.R. 30 mins. (Urban facilitators to conduct this in 25 mins):

Ask students to go to part 'B' in the SRB. Inform students that "this is an example of a survey that can be done to figure out the needs and wants of their customers". (1 min)

Now ask students to fill in the survey individually. (10 mins)

Once all students have answered the survey, go through the questions one by one and try to figure out what the majority preference is for each question in the survey. (15 mins)

Facilitators now explain that "we can use information from such surveys to create persona for our business". (1 min)

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

Divide students in pairs and ask them to discuss the questions given under part 'C' of the SRB. Inform students that they should "answer the two questions given in part 'C' based on the tiffin service survey we filled.

Step 6: 25 mins. (Urban facilitators to conduct Step 6 and Step 7 in 20 mins):

Divide the class into 4 teams. Assign two teams the group A activity given under part 'D' of the SRB and group B activity to the other two teams. (3 mins)

Ask students to discuss the two questions given in part 'D' within their teams and make as detailed notes about the potential customers of their assigned group as possible. (10 mins)

Once students have discussed within groups, each group will present their answers for both the questions. (3 mins for each group)

Step 7: 5 mins.**(Urban facilitators to conduct Step 6 and Step 7 in 20 mins):**

Recap: Ask students why it is important to understand customer needs to start and run a successful business? (3 mins)

Ask students to think about who their potential customers could be and how they would like to collect information about potential customers for their own business idea

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.

Lesson 150

Vocabulary of the day: Competitor	<u>Lesson Duration: 140 mins</u>
Resources: <ul style="list-style-type: none"> ● Student Activity Books, L150 ● L150 Video 	
Who is my Competition?	
Objectives: <ul style="list-style-type: none"> ● Understand the importance of competition analysis. ● Understand how to set a business apart from the competition. 	
Step 1: 10 mins. (Urban facilitators to conduct Step 1 and Step 2 in 20 mins): Start the session by restating the learning from the previous lesson - “knowing our customers well is extremely important to start and run a successful business.” (1 min) Ask students to think about who their potential customers could be and how they would like to collect information about potential customers for their own business idea.	
Step 2: 25 mins: (Urban facilitators to conduct Step 1 and Step 2 in 20 mins): Inform them that “just like knowing your customers is important, knowing your competition is also important to start and run a business. Ask them why? Accept all responses. Now direct students to watch a video and see what is the meaning of business competition” (10 mins) Now ask students to watch the video Once students have watched, ask them what the video means. Discuss with students some competitors for the following businesses - (8 mins) <ol style="list-style-type: none"> a. Nokia mobile phone b. “Name of a kirana store in local area” c. “Name of a cafe or hotel in local area” d. Cadbury chocolate Facilitators make a note of the competition students are naming for each business on the white board.	
Step 3: 15 mins. (Urban facilitators to conduct this in 10 mins): Write the word “Competitor Analysis” on the board. Pronounce it as a class. Ask students to read the definition of the word from SRB Part A and share responses. Now ask students to read the 3 benefits of doing competitor analysis from Part B. One student reads one point at a time. Once one student finishes reading a point, facilitators explain the point to the student using examples wherever possible. (8 mins) Note - Facilitators must ask questions to ensure students have understood the benefits well.	
Step 4: 30 mins. Now ask students to go to part ‘C’ in the SRB and start reading the story. One student will read one paragraph at a time. After each paragraph is read, the facilitator will pause the reading and explain the paragraph to the students. (20 mins) Note - Facilitators can ask questions to ensure students have understood the story well. Facilitators must also make sure to explain the competitor’s analysis table given as a part of the story in detail.	

Once the entire story is understood by the students, divide the students in pairs and ask them to discuss and answer the questions following the story. (10 mins)

Once all groups have finished writing down their answers, the facilitator will ask students to share their answers for each question one by one. Facilitator must add to the answers if students have left out any point. 10 mins)

Correct answers to the exercise -

- a. Who were the main competitors of Raunak's homemade snack business?
Haldiram's, Amma's Kitchen, Anand, Patil Kaki
- b. How did Raunak find out information about his competitors?
He decided to learn from his competitors. Raunak visited the local vendors and talked to the people who loved their snacks. He listened carefully to their feedback.
- c. What kind of information did Raunak find out about his competitors?
How did this information help Raunak?
He found out that some customers wanted more variety, while others wanted better quality. This information he gathered from local shops, talking to customers and the internet, helped Raunak make a competitor analysis table and figure out that to win customers' hearts, he needed to keep his snacks homemade, affordable and provide options for dietary preferences such as vegetarian snacks, healthy snacks etc.

Step 5: 35 mins. (Urban facilitators to conduct Step 5 and Step 6 in 30 mins):

Divide the class into four groups. Assign one business idea given in part 'D' of the SRB to each group. (1 min)

Inform students that "we will now prepare a competitor analysis report by discussing with your team and answering the questions given in part 'D' of the SRB. You may also use the internet to research competitor brands and find information if needed." (20 mins)

Facilitators must go around and ensure each group is able to answer the questions in as much detail as possible.

If needed, facilitators can help students think about the customers and competitors that exist in the market for each business idea. For example - for washing powder for clothes competitors would be Rin, Tide, Gadi etc, for hair oil competitors would be parachute, dabur, navratan etc, for ghee, butter business competitors would be amul, patanjali, nandini, mother dairy etc, for masala business competitors would be MDH, Catch, Everest etc.

Once each group has collected all information to answer all the questions given in part D, facilitators will ask each group to present their group's analysis to the class. (5 mins to each group)

Step 6: 5 mins: (Urban facilitators to conduct Step 5 and Step 6 in 30 mins): Ask students to highlight why it is important to analyze competition to be able to run a successful business? (Ans - to learn how similar businesses are doing their business and what they are doing well, to find out what it is that similar businesses are not offering the customers)

Ask students to think about their own business idea and identify their competition and how the information related to competitors can be collected. (as mentioned in Part E)

Step 7: 10 mins: Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. Do you have any questions or areas where you would like more practice?
2. How do you feel about the progress you have made so far?

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 learn more about running businesses. We will also learn about strategies of communicating in different ways and with different kinds of people and groups.

I have some fun teamwork games that will help us communicate better in English. We'll explore how tools like Google Forms can be beneficial in a number and variety of ways.

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.

Lesson 151

Resources: <ul style="list-style-type: none"> ● Student Reference Books, L151 ● L151-1 and L151-2 Videos 	<u>Lesson Duration: 130 mins</u>		
<h3>How to run a Business?</h3>			
Objectives: <ul style="list-style-type: none"> ● Understand the meaning of operations in business. ● Identify the different types of activities that might be needed to run different types of enterprises. 			
<p>Step 1: 10 mins.</p> <p>Discuss with students if anyone identified any competitors for their own business idea. Inform students that “now that we know what business we can start, who will be our customers and how we should do business so that we can stand apart from our competition, today let us look at how we will run a business”.</p>			
<p>Step 2: 40 mins.</p> <p>(Urban facilitators to conduct this in 30 mins):</p> <p>Ask students to refer to part ‘A’ of their SRB. Assign one student to read out loud the definition of inventory as given in part ‘A’ of the SRB. <i>(1 min)</i></p> <p>Facilitator explains the definition of inventory and asks questions to ensure students have understood the definition of inventory. <i>(3 mins)</i></p> <p>Now the facilitator assigns another student to read the three different types of inventory in business (only the three types of inventory, not the examples). <i>(2 mins)</i></p> <p>After the student has read out loud the different types of inventory, the facilitator will explain each type of inventory along with the examples of inventories given in part ‘A’ of the SRB. <i>(3 mins)</i></p> <p>Facilitators ensure students have understood the different types of inventory along with what inventories could be like in different types of enterprises (manufacturing, distribution and service). <i>(3 mins)</i></p> <p>Now ask students to individually match the exercise given in part ‘B’ of the SRB. <i>(2 mins)</i></p> <p>Correct answers for the exercise -</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px;">Business</td> <td style="width: 50%; padding: 5px;">Inventory</td> </tr> </table>		Business	Inventory
Business	Inventory		

<p>1. Garment Shop</p>	<p>a. Raw Material - clothes bought wholesale.</p> <p>b. WIP - packaging and putting a price tag on individual pieces.</p> <p>c. Finished Goods - packed clothes.</p>
<p>2. Tuition Centre</p>	<p>a. Raw Material - books.</p> <p>b. WIP - none.</p> <p>c. Finished Goods - classes for different subjects.</p>
<p>3. Hair oil Manufacturing</p>	<p>a. Raw Material - coconut oil, kalonji seeds, curry leaves, amla.</p> <p>b. WIP - cooking kalonji seeds, curry leaves and amla in coconut oil.</p> <p>c. Finished Good - packaged bottles with prepared mix.</p>

Once students have completed the exercise, facilitators discuss the correct answer for the exercise with all the students. Ensure every student has correctly matched the business with inventory. If any student has incorrectly completed the activity, ensure their questions are cleared. *(2 mins)*

Now inform students that “we will watch a video that will again explain everything we have read till now. After the video is over we discuss a few questions so please pay attention to what is being explained.” *(1 mins)*

Play the video “Types of Inventory”. *(9 mins)*

Once the video is over, discuss the following questions with the class - *(10 mins)*

- a. What is the meaning of inventory?
- b. How many types of inventory are there? Give at least one example for three different types of enterprises.
- c. What is the difference between inventory and equipment? Give examples of equipment for each type of enterprise.

Step 3: 65 mins.**(Urban facilitators to conduct this in 45 mins):**

After the discussion, ask students to refer to part 'C' in the SRB. Assign one student to read out loud the definition of operations. *(1 min)*

Facilitator then explains the definition of operation along with the three examples of operations in each enterprise given in part 'D' of the SRB. *(4 mins)*

Facilitators then inform students that “we will watch a video now and once again go through operations of any business. Watch the video carefully and make notes if possible as it will also help you do the next activity we will conduct.” *(2 mins)*

Play the video “Business Operations”. *(12 mins)*

After watching the video, facilitators divide the class into three groups. Each group is assigned one type of business in part 'E' of the SRB. *(1 min)*

Each group discusses what the operations/activities would be for that business. The entire group together should discuss and list out all the activities for the business and prepare a short script (not more than 7 mins) showing different characters conducting the activities. *(20 mins)*

Each group then has to present their business's operations to the class as a short skit. *(7 mins to each group)*

Step 4: 5 mins.

Summarize for students that “in order to run a business, entrepreneurs must identify all the activities that will have to be undertaken. These activities are known as operations.” *(2 mins)*

Facilitators will recap with students that “operations for different types of enterprise will have different activities. Entrepreneurs need to identify which type of activities will help them run their own business.” *(2 mins)*

Before closing the session, encourage students to think about the activities that will have to be done for the business idea they are working on. Students will make a note of this in part 'F' of their SRB when they come to the next class. *(1 min)*

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.

Lesson 152

<p>Vocabulary of the day: genuine interest, sincere appreciation</p>
<p>Resources: Student Reference Books L 152 L 152 video</p> <p style="text-align: right;"><u>Lesson Duration: 135 mins</u></p>
<p>Prerequisite: Create two trophies cutout from a coloured paper to be given to students who participate the most.</p>
<p>Art of Conversation1 Strategies for taking part in a conversation</p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will understand the importance and ways to build rapport with others.
<p>Step 1: 10 mins. (Urban facilitators to conduct this in 5 mins): Announce that you have two trophies that you will give to two students who participate the most in the class. Begin the class by asking students to recall the best discussion they had in their FEA class. Ask : why do they call it the best? Invite responses.</p>
<p>Step 2: 30 mins. (Urban facilitators to conduct this in 20 mins): Share that today we will develop skills for engaging in meaningful and productive conversations. Tell that you want everyone to share responses of 4 questions you are going to write on the board. Write on the board Question 1 and take responses Question 1: “ How to show genuine interest while talking to someone”? Accept all responses After 5 mins, write on the board and ask: Question 2: How to give sincere appreciation to others? Accept all responses After 5 mins write and ask: Question 3: How to encourage others to talk about themselves? Accept all responses After 5 mins, write on the board and ask: Question 4: Why is it important to make the other person feel important and respected? Accept all responses.</p>
<p>Step 3: 30 mins. (Urban facilitators to conduct this in 20 mins): Guide students to watch this video : Once everyone watches, ask students to talk to their pairs and share their takeaways. Now as a whole class, discuss the takeaways. Ask students if anyone has a story where they practiced these conversation skills. Appreciate anyone who shares their story.</p>

Step 4: Role-Play Activity (45 minutes):**(Urban facilitators to conduct this in 35 mins):**

- Divide the class into pairs,
- Provide each pair with a role-play scenario card based on the topics listed.
- Explain that each pair will engage in a role-play activity where they will act out the given scenario, applying the principles learned

Topics:**Topic: Pair 1: Building Rapport:**

- Scenario: Two students meet at a networking event. One student is trying to make new connections and build relationships with others.

Topic: Pair 2: Showing Sincere Appreciation:

- Scenario: One student appreciates another student who helped him with a project.

Topic Pair 3: Active Listening:

- Scenario: One student shares a personal problem or concern with another student, who practices active listening and offers supportive responses.

Topic Pair 4: Making Others Feel Important:

- Scenario: Two students are working together on a team project. One student acknowledges and appreciates the contributions of the other student, making them feel valued and respected.

Topic Pair 5: Encouraging Others to Talk about Themselves:

- Scenario: Two students have lunch together, and one student encourages the other to talk about their interests, hobbies, or recent experiences.

Topic Pair 6: Resolving Conflict:

- Scenario: Two students are working on a group project and encounter a disagreement. They practice conflict resolution techniques, such as finding common ground and seeking compromise.

Topic Pair 7: Motivating and Inspiring Others:

- Scenario: One student leads a team meeting and inspires and motivates their teammates by recognizing their achievements

Step 5: 10 mins.

Ask students to summarize the key points of the lesson: Announce the 2 winners and handover the trophies to them. Ask them to share their winning notes.

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 for facilitator:

Please make paper cut out trophies to hand it over to the students at the end of next lesson.

Lesson 153

<p>Resources:</p> <p>Student Reference Books L 153</p> <p>L 153 video</p>	<p><u>Lesson Duration: 140 mins</u></p>
<p>Objective:</p> <p>Students will boost their personal and professional conversational skills.</p>	
<p>Art of Conversation 2</p> <p>Simple Tips To Improve Your Communication Skills</p>	
<p>Step 1: 15 mins (Urban facilitators to conduct this in 10 mins):</p> <p>Inform that today you have two new trophies for 2 students who participate the most. Ask students to recap what they remember from the last class. Ask them what they remember from the video.</p>	
<p>Step 2: 20 mins.(Urban facilitators to conduct this in 10 mins. The facilitator would write the topic on the board, but students would share the responses verbally)</p> <p>Write on the board “Simple Tips To Improve Your Communication Skills” Ask students to come one by one and write a tip on the board. After they write, ask them to read out that tip to the class. Appreciate every response.</p>	
<p>Step 3: 25 mins. (Urban facilitators to conduct this in 15 mins):</p> <p>Guide students to watch the video in pairs.</p> <p>After the video ask</p> <p>Which of the tips mentioned in the video do you think you already excel at? Which ones do you feel you need to work on? Promote students to share their responses.</p>	
<p>Step 4: 10 mins.</p> <p>Divide the class into pairs, ensuring that each pair consists of two students.</p> <ul style="list-style-type: none"> ● Provide each pair with a role-play scenario card based on the communication skills discussed in the video. ● Explain that each pair will engage in a role-play activity where they will act out the given scenario, focusing on applying the communication tips and strategies discussed in the video. 	
<p>Step 5: 20 mins.</p> <p>(Urban facilitators to conduct Step 5 and Step 6 in 35 mins):</p> <p>Instruct each pair to read the scenario and prepare themselves with their roles and objectives.</p> <p>Job Interview:</p> <ul style="list-style-type: none"> ● Scenario: One student plays the role of a job interviewer, while the other student plays the role of a job applicant. The interviewer asks questions 	

related to the position, and the applicant practices speaking clearly, maintaining eye contact, and expressing their qualifications confidently.

Customer Service Interaction:

- Scenario: One student plays the role of a customer with a problem or inquiry, while the other student plays the role of a customer service representative. The representative practices active listening, paraphrasing the customer's concerns, and providing clear and helpful responses.

Networking Event:

- Scenario: Two students attend a networking event or professional conference. They practice introducing themselves, initiating conversations with others, and exchanging contact information. They focus on making a positive impression by demonstrating interest in others and expressing themselves clearly and professionally.

Step 6: 30 mins.

(Urban facilitators to conduct Step 5 and Step 6 in 35 mins):

Start the role-play activity by setting a timer for 5 mins. After each roleplay, the facilitator must share his/her observations.

Step 7: 10 mins.

Ask students to summarize the key points of the lesson: Announce the 2 winners and handover the trophies to them. Ask them to share their winning notes.

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.

Lesson 154

<p>Resources: Student Reference Books L 154 L 154 video</p>	<p><u>Lesson Duration: 130 mins</u></p>
<p>Objectives: Students will learn to carry conversations skillfully with anyone.</p>	
<p>Art of Conversation 3 Tips to start a conversation with anyone</p>	
<p>Step 1- 15 mins. Ask students to recap some of the points learned in the previous art of conversation lessons. (make your notes what topics were taught in the previous art of conversation lessons)</p>	
<p>Step 2- 20 mins. Ask the class to watch the video on the student laptop. After everyone watches the video students first discuss their understanding from the video with their partner and then in small groups. Move around and listen to what students are discussing. Ask volunteers from each group to summarize the discussion.</p>	
<p>Step 3: 30 mins. Practice Time and presenting within groups Preparation (15 minutes): Divide students into small groups. Provide them with scenarios from the Student Resource Book (SRB) or create your own based on common social situations. Encourage students to brainstorm and plan their conversations within their groups. Emphasize the following elements:</p> <ul style="list-style-type: none"> ● Finding common ground: Encourage students to identify shared interests or experiences with the person they're conversing with. ● Small talk: Remind students to engage in light and casual conversation to establish rapport. ● Commenting on context: Prompt students to make observations or ask questions related to the environment or situation they're in. ● Giving honest compliments: Encourage students to offer genuine praise or appreciation to the other person. ● Recalling details about the person: Remind students to actively listen and remember relevant information about the person they're talking to. <p>Presentation within groups (5 minutes per pair/group):</p>	

Each group practices presenting conversations. Encourage students to role-play the scenarios using the strategies discussed during preparation.

Feedback (5 minutes per group):

After each presentation, facilitate feedback sessions where groups members provide feedback to one another to improve their conversation. Encourage students to highlight what went well and offer suggestions for improvement.

Step 4- 40 mins. Presentation Time

One group at a time will present their ideas. Tell the other groups that they will also need to use these sentences shortly so they should take notes during the presentation and ask questions at the end.

Step 5- 10 mins.

Ask the students to evaluate how confident they felt at taking part in a spontaneous conversation at the start of the lesson, compared to now. The feedback you receive will allow you to reflect on how successful the lesson was and how much future review may be necessary. Tell students only one lesson of the Art of Conversation series is remaining and the learnings will be concluded in the next part.

Step 6- (Wrap-Up and Pledge): 5 mins.

- 1- Facilitator asks all students to stand up.
- 2- Facilitator asks students to sit down if they have understood the concept. Students who respond with YES can sit down.
- 3- Facilitator asks follow-up questions to 3-4 students to check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.
- 4- Question - What are some easy tips to start a conversation with anyone?*
- 5- 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 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.

Lesson 155

Resources: AV 155 video 1 Jeopardy Game	<u>Lesson Duration: 140 mins</u>
Summary of the Last Class: 5 mins. (Urban facilitators to skip this step): <ul style="list-style-type: none"> • ‘Popcorn call’ 3-4 students to share something they learned in the last class. 	
Learn to Create Google Forms	
Objectives: <ul style="list-style-type: none"> • Students will learn to create effective Google Forms for various purposes, such as surveys, quizzes, and data collection. 	
Step 1: 5 mins. Start the class with this example: Imagine you're planning a surprise birthday party for your best friend. You need to find out who can attend, what food they prefer, and if anyone has any allergies. If you send out individual texts or emails it would take a lot of time. But with Google Forms you can do this very quickly"Today, we're going to explore the wonders of Google Forms. We'll learn how to create customizable forms for surveys, RSVPs, quizzes, and more.	
Step 2: 40 mins. (Urban facilitators to conduct this in 15 mins): Now guide students to watch the video and learn to create Google forms. After students watch the video, ask them to practice creating a form. Move around the class and help your students learn this skill.	
Jeopardy	
Step 1: 45 mins. (urban facilitators to conduct this in 30 mins): Set the jeopardy game. The link to the game is as follows: https://docs.google.com/presentation/d/1ZtWUCvB3JwoRFkMVBDqw5KoGyG6DctmB/edit?usp=sharing&ouid=109543220975828827294&rtpof=true&sd=true Play the game.	
Replacing Coaching	
Step 1: 35 mins. (Urban facilitators to conduct this in 20 mins): Ask students to log into ChatGpt and type their details. Write this prompt on the white board “ I am a class 12 student. My subjects are English, Hindi, and Political science. What are some career options I have? Share your answer in very easy language in 7 bullet points.	

Ask students to write in their notepads 3 career choices from the answers. Ensure that both students in a pair search about their career choices.

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.

Past Tense**Lesson 156**

Resources: <ul style="list-style-type: none"> • L156 video • Student Reference Books, L156 	<u>Lesson Duration: 140 mins</u>
Past Tense	
Objectives: <ul style="list-style-type: none"> • Students will understand that past tense verbs express something that happened in the past, and that the verb form is the same for any subject (<i>I, you, he, she, etc.</i>) • Students will practice saying and writing regular past tense verbs (“<i>ed</i>” ending) and negative past tense verbs (using “<i>did not</i>” or “<i>didn’t</i>”). 	
Step 1: 5 mins. Share the objectives of the lesson with the class. Ask: <ul style="list-style-type: none"> - Did you walk to class today? (<i>Accept all answers - do not correct students at this point.</i>) Explain that your question was about something that already happened and that students will be learning how to form verbs to talk about the past.	
Step 2: 10 mins. Ask students to watch AV 1 in pairs. Call on a few students to summarize what past tense means and how it is formed.	
Step 3: 20 mins: (Urban facilitators to conduct this in 15 mins): Explain that it is one of the challenging tenses and that it takes time and regular practice to learn it well. With the help of Part A, explains the use of past tense. Pause frequently to check for students’ understanding with the help of exercises/examples. Involve students in the explanation and practice. Use a whiteboard extensively to make learning visual for students. Ask students to complete the exercise in Part A in their notepads.	
Step 4: 15 mins: Explain that for the next activity, students will imagine that yesterday was not an ordinary day, and all their daily routines were changed. Call a student to read the instructions and example sentences in Activity B of their SRBs. Then, ask a student to summarize. If needed, explain that they should complete the sentences by changing the verb to past tense and changing something about the sentence, such as the time or place. Ask students to complete Part B. Tell them to read their sentences aloud to a partner. Then, call on a few students to share one sentence with the class.	

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

Ask students to read Part C of their SRBs on their own. Call on a student to summarize and 2-3 students to give an example sentence using “did not” or “didn’t”. Ask the rest of the class if they formed the sentence correctly.

Then, tell the class that you will play Stand Up/Sit Down. Ask the questions below. If students did the activity, they should stand up. If they did not, they should sit down. After each question, call on 2-4 students (*standing and sitting*) to answer in complete sentences.

Questions:

- Did you cook last night?
- Did you wash your hair yesterday?
- Did you watch TV this morning?
- Did you dance last week?
- Did you study math last week?
- Did you play football last week?
- Did you work last year?
- Did you visit your grandparents last year?
- Did you travel to Delhi last year?

Step 6: 20 mins.**(Urban facilitators to conduct this in 15 mins. They should discuss it verbally only):**

Ask students to discuss and complete Part D with their partners in their notepads. Ask students to share answers of Part D.

Replacing Coaching**Step 1: 5 mins.**

Ask students what are the three career options they wrote in their dairy in the last class. Take responses from everyone.

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

Now ask students to log into their ChatGpt and search more details about the 3 career choices. Write on the board

I am in class 12 in Lucknow. I want to become a news reader. What should I do? Answer in 7-8 bullet points in very easy sentences.

Guide students to use this prompt and search. Tell them to write their answers in their notepads. Ensure that both students in a pair find their answers.

Promote them to find answers to at least 2 career choices.

While students are searching, move around and sit with students. Look at what they are searching. Help them with the process.

Step 3: 10 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 learn ways to frame sentences for things that have happened previously.

We'll practice speaking lots of English together and learn new words along the way.

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.

Lesson 157

Resources: <ul style="list-style-type: none"> • Student Activity Books, L157 	<u>Lesson Duration: 140 mins</u>
<h3 style="margin: 0;">Talking About Past</h3>	
Objectives: <ul style="list-style-type: none"> • Students will learn and practice the use of past tense. • Students will learn different rules of converting different kinds of verbs into past tense. 	
Step 1: 25 mins. With the help of Part A, explain the use of past tense. Together as a class, discuss Part B. Read out a question, and take responses from 3-4 students and then share the answer.	
Step 2: 20 mins. (Urban facilitators to conduct this in 10 mins. Urban facilitators to write 2 sentences instead of five): Now ask students to write five sentences of their own using irregular past tense verbs (as mentioned in Part C) . Once students have finished, ask each one to share their answers with the class. Correct as required Ask a few students to lead this activity. The facilitator must help students to stay on the topic.	
Step 3: 20 mins. (Urban facilitators to conduct Step 3 and Step 4 in 30 mins): Discuss the answers of the first paragraph of part D with the entire class. Then ask students to complete the rest themselves. Once completed, discuss the answers as a class.	
Step 4: D.E.A.R: 20 mins. (Urban facilitators to conduct Step 3 and Step 4 in 30 mins): Discuss Part E with students.	
<h3 style="margin: 0;">Revision</h3>	
Step 1: 25 mins. (Urban facilitators to conduct this in 25 mins): Use this time to revise the concepts that require more practice.	

Step 4: 20 mins.**(Urban facilitators to skip this step):**

Ask students to open a word document. Instruct them to write what they learnt in today's lesson. As a pair they must discuss and write. Students who are good with using past tense must help others in the class.

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.

Lesson 158

***Floating Lesson:** To be conducted between Lessons 158 & 188.

Preparations:

- Coordinate with the Counsellor before the session.
- Make sure you have the Zoom link ready for the Career Guidance session.
- Inform students to bring their Career Plans prepared in Virtual Career Counseling (Group Counseling) session (Refer to Virtual Career Counseling-1 Lesson)
- Speakers, microphones, and earphones should be available.

VCC-2: Career Counseling One-On-One Session

Objectives:

- Reflect on the alignment between their personal attributes and various career options.

Step 1: One-on-One Counseling Session

Sign into the Zoom Meeting and arrange so that one student at a time is easily seen and audible in the meeting. Remind students to bring their Career Plans made in LN-100 with them to the session.

Instruct students to review their career plans before interaction with the counsellor in one-on-one counselling.

Call students one at a time to meet with the counselor (*prioritize older students first*). During the session, other students may work on Typing Lesson 15 (*See below*). Remind them to keep their noise level low so that the student in the counseling session can hear.

During one-on-one counseling, conduct RIASEC for those students who were absent in the first counseling session (Group Counseling) and missed taking the RIASEC Assessment.

At the end of the session, bring all students together to thank the counselor.

Self Directed Learning: Exploring information shared by Counselors

(If time allows after the VCC call)

Objective:

- Searching information shared by the counsellor during one-on-one counseling.

Step 1: Exploring information shared by Counselors

Instruct students to explore the information shared by the counselors during one-on-one counseling. Students can use internet to:

- Search on google about courses relevant to their careers
- Search about Examinations and syllabus
- Search about Colleges and Admission Criteria

Students can use Google and YouTube. Additionally, students can also visit:

For Colleges, Courses, and Examinations:

Collegedunia.com, Collegedekho.com, Careers360.com, Shiksha.com

For Scholarships:

Buddy4study.com, Scholarships.gov.in, Umang App, Myscheme.gov.in, AICTE-india.org

For Free Online Courses:

LearnVern.com, Alison.com, Greatlearning.com, Mindluster.com, Swayam.gov.in

Energizer- Choice: 3-5 mins.

Conduct an energizer that students are familiar with and that involves movement to help them get their energy up, such as **Shake Down** or **Alphabet Search**.

Then, ask them to calm back down and focus before beginning the lesson.

CG2: Career Guidance One-On-One Session**Objective:**

- Reflect on the alignment between their personal attributes and various career options.

Step 1: 1-1.5 hrs:

Sign into the Zoom Meeting and arrange so that one student at a time is easily seen and audible in the meeting. Remind students to bring their SRBs with them to the session.

Call students one at a time to meet with the counselor (*prioritize older students first*). During the session, other students may work on Typing Lesson 15 (*See below*). Remind them to keep their noise level low so that the student in the counseling session can hear.

At the end of the session, bring all students together to thank the counselor.

Typing Lesson 15: Posture Revisited
(If time allows after the VCC call)

Objective:

- Students develop keyboarding skills maintaining the right posture.

Step 1: 10 mins:

Call on two volunteers. Ask one student to demonstrate terrible typing posture. Encourage them to be dramatic. Then, ask the class to describe what is wrong with their posture. Ask the other student to demonstrate the correct typing posture. Ask the class to describe what is correct about their posture and to make suggestions for improvement if needed.

Step 2: 20 mins:

Students may continue to use Typing Master as normal. While other students are typing, select 2-3 students to be 'judges' to nominate a student who keeps the best typing posture during the activity. After a few minutes., ask the judges to declare a winner. Then, have partners switch at the laptops and repeat with a new set of judges.

Step 3: 5 mins:

Ask students to think back to their first typing lessons. Then, ask them to raise their hand if they have improved at keeping their eyes on the screen while they type. Call on 3-4 students to share their views.

Lesson 159

Vocabulary: Stereotypes	<u>Lesson Duration: 140 mins</u>
Resources: <ul style="list-style-type: none"> • Student Activity Books, L159 • L159 Video 	
Money	
Objectives: <ul style="list-style-type: none"> • Students will learn an example of how ideal spending and saving is done. • Students will enlist various reasons for traveling. 	
Step 1: 20 mins. (Urban facilitators to conduct this in 15 mins): Welcome students and ask one useful thing they learnt in the previous lesson. Give a minute to go through Part A. Ask students their thoughts about the distribution of spending. Accept all answers. Explain how if Rs 10,000 a month is saved and invested where it earns 10% interest annually, the total savings after 30 years would be Rs 2.16 crore. Ask what strategy they can use to avoid the temptation of overspending.	
Step 2: 15 mins. Ask students who find it easier to save - younger people or the elderly. Based on students' responses, ask - <ul style="list-style-type: none"> • What are some stereotypes about the elderly? • What is the main purpose for their travel? Ask students to read the headlines in Part B and share 2 interesting things and 1 question about it.	
Step 3: 10 mins. (Urban facilitators conduct this in 5 mins): Ask students to take turns and share if they earn Rs, 20,000 salary, how would they spend and what would they save. Accept all answers. Use prompts : "Would you spend money on a special dinner sometimes, or save for a fun trip?" "What's something you really want to buy but haven't been able to? How would you save money for it?"	
Personal Responsibility	
Objectives: <ul style="list-style-type: none"> • Students will discuss what it means that they are responsible to determine the outcome of their lives. • Students will reflect on how well they take action in their lives and will give peer counseling to continue taking steps toward their goals. 	

Step 1: 20 mins. (Urban facilitators to conduct Step 1 and Step 2 in 15 mins):

Introduce that the woman in the video they are going to watch is Oprah Winfrey - an African American TV show host who was born into a poor family and became a billionaire. Watch AV in pairs.

Ask:

- Why is it important to take responsibility for your life?

Step 2: 15 mins.

Ask students to open their Student Reference Books to L159B. Call on two students to the following scenarios about two young people who want to become professional actors.

Think-Pair-Share:

- What is the difference between these people?
- Which do you think is more likely to succeed? (Refer SRB)

Career Reflection

Step 3: 35 mins.(Urban facilitators to conduct this in 20 mins):

Ask students to look at the Career search they did in lesson 156. Tell them to work with a partner for 15 mins. They should explain to their partner:

What is their career goal?

What is plan B?

What is the next step?

The partner should then help them brainstorm how they can stay motivated and take action to reach their goal. Then, they should switch roles so that the partner discusses their career plan.

Ask every student to share their plans with the class. Ask them how has their plans changed after joining FEA: 20 mins

Step 4: 15 mins. (Urban facilitators to conduct this in 5 mins):

Ask one group of students to move on with their duolingo lessons. Meet the other group as a whole and ask them to share their career goals and how they are working towards them.

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.

Lesson 160

<p>Note:</p> <p>Kindly coordinate with your TM to select a date for Student Reflection Lesson.</p>	<p><u>Lesson Duration: 130 mins</u></p>
<p>Resources:</p> <ul style="list-style-type: none"> • Student Activity Books, L160 	
<p style="text-align: center;">Can you talk in a Group?</p>	
<p>Objective:</p> <ul style="list-style-type: none"> • Students will participate in group discussion to exchange information, opinions and ideas. 	
<p>Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins):</p> <p>(Recap Asking Questions): Ask students how they are feeling.</p> <p>If a student says, “I am feeling happy.” Encourage them to use ‘cheerful’, ‘delighted’, ‘joyful’. Ask them again, how they are feeling and look for new responses.</p> <p>Now pair up your students. Tell them to ask three questions from their partner.</p> <p>Each question should be a follow-up of the next one. For example, if one student says, “what is your favorite color?” Then the next question could be, “why do you like this color”.</p>	
<p>Step 2: 30 mins. (Urban facilitators to conduct this in 20 mins):</p> <p>Encourage students to reflect on demonstrating kindness during group discussions. Discuss together the Dos and Don'ts of group discussions as given in Part A.</p> <p style="padding-left: 40px;">Organize students into groups and instruct them to sit with their group members. Explain that each group will be assigned a specific topic. They should spend 15 minutes writing their thoughts and then commence the discussion.</p> <p style="padding-left: 40px;">Allocate a topic to each group.- Part B SRB</p> <p style="padding-left: 40px;">Group 1: Discuss whether cities offer more opportunities than villages.</p> <p style="padding-left: 40px;">Group 2: Debate whether women are better at managing things.</p> <p style="padding-left: 40px;">Group 3: Should Yoga be made compulsory in schools and colleges.</p> <p>Ensure that students understand the instructions and encourage them to engage respectfully and actively in the discussion.</p>	
<p>Step 3: 45 minutes. (Urban facilitators to conduct this in 35 mins):</p> <p>Choose one group to begin discussing for 8 minutes. In the last 2 minutes, ask one member who spoke the least to recap the main ideas discussed.</p> <p>The rest of the groups should listen attentively. Assign English monitors to identify any language mistakes. Additionally, designate someone to observe if everyone is speaking in complete sentences. Ensure that every group member has the opportunity to contribute to the discussion. Encourage the use of English throughout.</p>	

Milestone Meeting

Objective: This lesson encourages students to recognize their successes.

Step 1: 30 mins. (Urban facilitators to conduct this in 25 mins):

Share: during this period, I will pose one question to the class. Following the question, all members within the group should discuss their answers together. After everyone has discussed, the facilitator calls one member from each group to respond. Students must answer the question using complete sentences.

Question 1- What do you do in the evening?

Question 2- Add two more sentences to this sentence. "The girl goes to the park".

Question 3- From Lesson 90- Give direction to reach from your house to the FEA branch

Question 4- Share your daily timetable in 5 sentences using words "on, in, at after, from

Question 5- Change the sentence to negative: a) She likes ice cream. b) He has a dog. c) They go to school on weekends.

Question 6- Speak for 2 minutes on the topic: Newspaper

Question 7- Ask students to look at Lesson 96- Share a conversation between tourist guide and tourist.

Question 8- Refer to Lesson 97- Describe the appearance of the actor Salman Khan. Talk about age, height, face, body, skin.

Question 9- Refer to lesson 97- Describe the personality of the actor Salman Khan. Use descriptive words from the lesson

Question 10- Refer lesson 99- Describe your FEA class. Use descriptive words from the lesson.

When can group mentality be a bad thing and when can it be positive ?

Reflection for Facilitators:

Did my students do well in making their own sentences during the practice time? How can I help them get better at making sentences by themselves?"

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.

Lesson 161

Vocabulary: Reservation, Adapt	<u>Lesson Duration: 140 mins</u>
Resources:	
<ul style="list-style-type: none"> • Student Activity Books, L161 	
Objective:	
By the end of the lesson, students will develop strategies to communicate with confidence in various social situations.	
<h3 style="margin: 0;">Art of Conversation 4</h3> <h3 style="margin: 0;">Communicate with Confidence</h3>	
Step 1: 30 mins.	
Start the class by asking students to watch the AV on the student's laptop.	
Move around and encourage them to take notes if they find a useful suggestion. After the video, ask students to share their takeaways with the class.	
Step 2: 5 mins.	
Announce that you are going to assign situations. Students have to present using the techniques they learnt in the 'art of conversation lessons' while conversing.	
Step 3: 45 mins.	
The facilitator reads out Situation 1 from SAB and calls 2 volunteers to start the conversation. After 10 mins, ask the class to share feedback on what could have been done better. Also ask if they used tips from the video ie, finding common grounds, praise truly, ask open ended questions etc. Ask others who want to try.	
Give demos if your students require support.	
Step 4: 25 mins.	
End the class by asking students to share how confident they feel conversing with the new people after joining FEA classes.	
Ask students to type a thank you note to the facilitator for teaching this lesson. Ask them to follow email guidelines.	
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 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 some of the email guidelines that they keep in mind while sending an email?

Facilitator takes a note of the total students who are standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

Step 6: 15 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:

In the upcoming weeks, our class is going to be awesome.

We will learn about different qualities that people possess and to appreciate them. We will talk about the importance of getting opportunities in life, how to grab them and not miss the chance. We will also talk about how we can be aware of our and others' talents. We need to learn to look at strengths, not just the imperfections and faults.

We should respect diversity and different perspectives. We would learn about collaboratively working at various places and about how conflicts can be dealt with and resolved.

We would talk about how it is not enough to talk just with words; but actions are important too. We would talk about how even a small step can make a huge difference.

We would talk about the beauty of unity, coordination and harmony. We would also talk about ways to thrive and prosper collectively as a society.

We would practice this visually through a variety of role play performances in English.

I am excited for the upcoming weeks, I don't want you to miss this experience.

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.

Duolingo Feedback:

This feedback sheet will help you know the progress of students in Book 2. 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?

Name	Feedback 1- Lesson 74	Feedback 2- Lesson 94	Feedback 3- Lesson - 148

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 1 st 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 1 st round of the competition and starting of the 2 nd 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 2 nd round of the competition and starting of the 3 rd 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 3 rd round of the competition and starting of the 4 th round. Formation of new pairs. Criteria for award- All the pairs who reach this milestone

<p>Last lesson of the curriculum</p>	<p>A Stamped Copy of Certificate</p> <p>(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)</p>	<p>Ending of last round of the competition.</p> <p>Criteria for award- Top 2 pairs of each sessions based on attendance.</p> <p>(Note: All the students receive the certificate but only top 2 pairs receive a stamped copy of certificate)</p>
<p>Note-</p> <ol style="list-style-type: none"> 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. 		



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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