



## ***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.



**Teaching is the Noblest profession**

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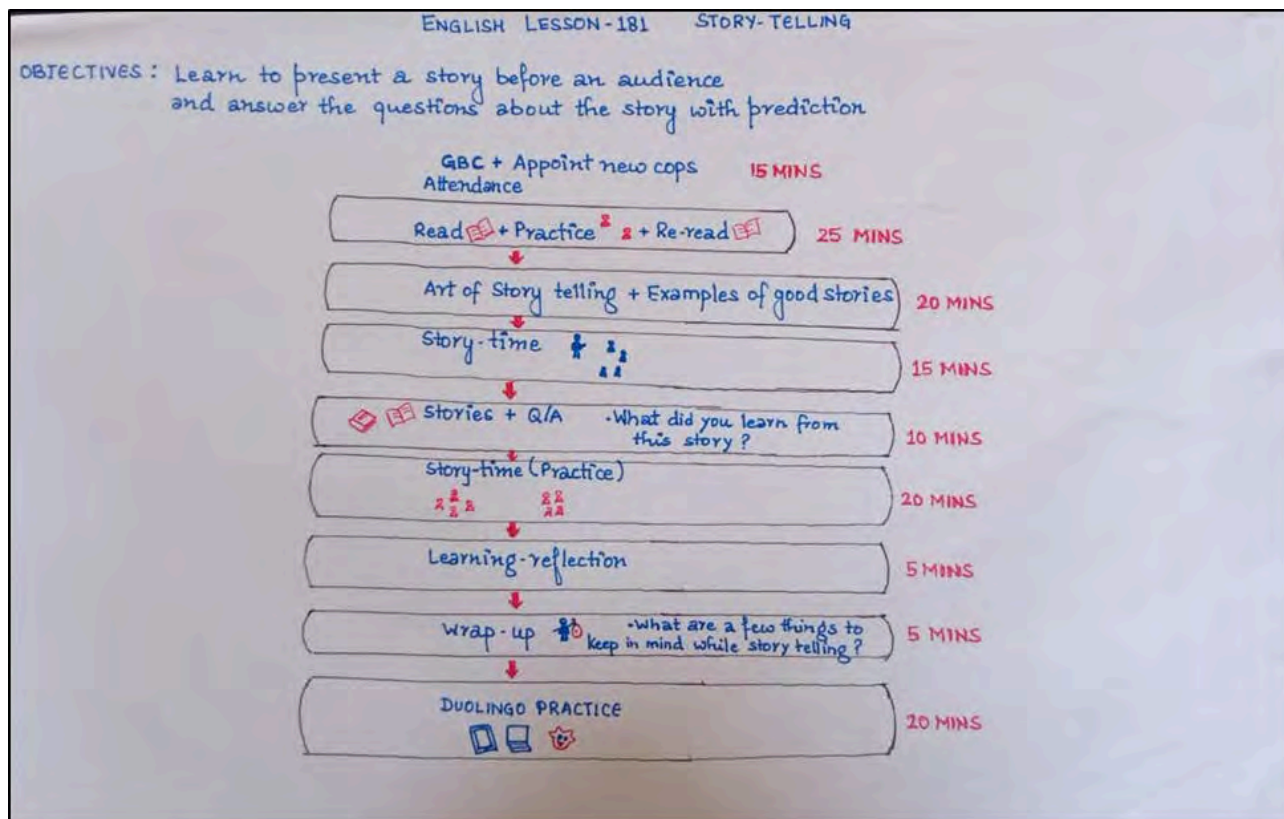
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# Mindmap



# 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

## Lesson 1: Foundation Lesson

### **Lesson Duration: 140 mins**

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

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

### **Preparations:**

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

### **English: Name Game**

#### **Objectives:**

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

औब्जैकटिव:

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

#### **Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise:

#### **2 Minute Mindful Breathing**

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

#### **Step 1: 5 mins.**

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

इंट्रोडक्शन: 5 मिनट

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

**Explain:**

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

समझाएं:

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

**Step 2: 10 mins.****Goal:**

Tell the students that you want to learn everyone's names. You need their help to remember their names.

**Sentence on the Board:**

Point to the sentence on the board:

"My name is \_\_\_\_\_ and I like \_\_\_\_\_."

Ask one student to read it out loud.

**What to Do:**

Explain that they need to choose a word for the second blank that starts with the same sound as their name.

Example:

"My name is Sachin and I like sunshine." (Both words start with "S")

**Practice:**

Give them one minute to think of their sentence. Ask them to practice saying it with the person next to them.

लक्ष्य:

छात्रों को बताएं कि आप सभी के नाम सीखना चाहते हैं। आपसे नाम याद रखने में उनकी मदद की जरूरत है।

बोर्ड पर वाक्य:

बोर्ड पर लिखे वाक्य की ओर इशारा करें:

"मेरा नाम \_\_\_\_\_ है और मुझे \_\_\_\_\_ पसंद है।"

एक छात्र से इसे जोर से पढ़ने के लिए कहें।

क्या करना है:

उन्हें समझाएं कि उन्हें दूसरे खाली स्थान के लिए एक ऐसा शब्द चुनना है, जो उनके नाम की समान ध्वनि से शुरू होता हो।

उदाहरण:

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

अभ्यास:

उन्हें एक मिनट दें, ताकि वे अपने वाक्य के बारे में सोच सकें। उनसे अपने पास बैठे व्यक्ति के साथ वाक्य बोलने का अभ्यास करने को कहें।

**Step 3: 15 mins.****Round 1:**

- **You Start:**

Say your sentence first: "My name is \_\_\_\_\_ and I like \_\_\_\_\_."

- **Go Around the Circle:**

Each student takes a turn saying their sentence.

- **Everyone Listen:**

Everyone should look at the speaker and try to remember their name.



**Step 3: 10 mins.**

Group Work:

- Form Groups: Put students into groups of 4-5.
- Write Questions: Set a timer for 5 minutes. Ask each group to write down as many interesting or useful questions as they can about you (the facilitator) or the FEA program.

Encourage Creativity:

- Ask Anything: Walk around and encourage students to ask creative questions. Let them know you will try to answer as many questions as possible, as long as they are not too personal.

Share Questions:

- Ask Questions: When the 5 minutes are up, ask each group to take turns asking one question at a time. Answer their questions as best as you can.
- Acknowledge the Best: Choose the group with the most interesting question and give them applause or recognition.

ग्रुप वर्क:

<ul style="list-style-type: none"> <li>● गुप बनाएं: छात्रों को 4-5 के गुप्स में बाँट दें।</li> <li>● प्रश्न लिखें: 5 मिनट के लिए टाइमर सेट करें। हर गुप से कहें कि वे फसिलिटेटर या एफ.ई.ए. कार्यक्रम के बारे में जितने भी दिलचस्प या उपयोगी प्रश्न हो सकते हैं, लिखें।</li> </ul> <p>क्रिएटिविटी को प्रोत्साहित करें:</p> <ul style="list-style-type: none"> <li>● कुछ भी पूछें: चारों ओर घूमें और छात्रों को क्रिएटिव प्रश्न पूछने के लिए कहें। बताएं कि आप उनके प्रश्नों का उत्तर देने की पूरी कोशिश करेंगे, जब तक वे बहुत व्यक्तिगत न हों।</li> </ul> <p>प्रश्न साझा करें:</p> <ul style="list-style-type: none"> <li>● प्रश्न पूछें: जब 5 मिनट खत्म हो जाएं, तो हर गुप से एक-एक करके प्रश्न पूछने के लिए कहें। उनके प्रश्नों के उत्तर देने की पूरी कोशिश करें।</li> <li>● सर्वश्रेष्ठ प्रश्न की सराहना करें: सबसे दिलचस्प प्रश्न लाने वाले गुप को शाबाशी दें या सराहना करें।</li> </ul>	
<b>Facilitator's Reference</b>	
<b>Common Questions:</b>	<b>Possible Answers:</b> संभावित उत्तर:
<p>Why is the course free?</p> <p>यह कोर्स फ्री क्यों है?</p>	<ul style="list-style-type: none"> <li>● The course is free so that everyone can access the opportunity to learn and improve their lives.</li> <li>● यह कोर्स फ्री है ताकि हर कोई सीखने और अपने जीवन को बेहतर बनाने के अवसर मिल सके।</li> <li>● The course is funded by donations from a foundation.</li> <li>● यह कोर्स एक संस्था के दान द्वारा चलता है।</li> </ul>
<p>Will we get a computer diploma certificate?</p> <p>क्या हमें कंप्यूटर डिप्लोमा सर्टिफिकेट मिलेगा?</p>	<ul style="list-style-type: none"> <li>● At the end of the course, certificates will be given to show that you completed the program.</li> <li>● कोर्स के अंत में, एक सर्टिफिकेट दिया जाएगा जिसमें यह लिखा होगा कि आपने कोर्स पूरा कर लिया है।</li> <li>● I will show you an example of the certificate and we will have a longer discussion about what is required to earn it in two weeks.</li> <li>● मैं आपको सर्टिफिकेट का एक उदाहरण दिखाऊंगा/दिखाऊंगी और हम इस बारे में लंबी चर्चा करेंगे कि इसे दो सप्ताह में पाने के लिए क्या जरूरी है।</li> </ul>
<p>Will you provide a job?</p> <p>क्या आप जॉब देंगे?</p>	<ul style="list-style-type: none"> <li>● No, but we provide career guidance, lessons on job applications/resumes, and interview practice that can help you to get a job somewhere.</li> <li>● नहीं, लेकिन हम करियर-गाइडेंस, जॉब के आवेदन/रिज्यूमे पर लैसन, और इंटरव्यू का अभ्यास प्रदान करते हैं जो आपको कहीं भी जॉब पाने में मदद करेगा।</li> <li>● You are always welcome to apply for an FEA job, but graduating from the course does not guarantee that you will be hired.</li> <li>● एफ.ई.ए में जॉब के लिए आवेदन करने के लिए आपका हमेशा स्वागत है, लेकिन कोर्स से ग्रेजुएट होने पर आपको काम पर रखा जाएगा इसकी गारंटी नहीं है।</li> </ul>

**Note:**

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

**नोट:**

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

## Introduction to the Laptops

**Objectives:**

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

**औब्जैकटिव:**

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

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

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

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

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

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

**Turning on the Laptops:**

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

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

**Start Menu:**

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

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

**स्टार्ट मेनू :**

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

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

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

प्रेक्टिस 15 मिनट

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

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

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

### **Step 3: 10 mins.**

#### **(Urban facilitators to skip this step)**

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

शटिंग डाउन: 10 मिनट

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

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

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

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

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

### **Step 4: Enrolment: 35 mins.**

#### **(Urban facilitators to conduct this in 30 mins)**

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

### **Step 5: 3-5 mins.**

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

Motivate them to return the next day to continue learning.

वैप-उप: 2-3 मिनट

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

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



Summary of Lesson 2**Lesson 2: Foundation Lesson**

<b>Materials:</b>	<b><u>Lesson Duration: 130 mins</u></b>
<ul style="list-style-type: none"> <li>• Paper, pencils</li> <li>• Ball (or crumpled piece of paper)</li> </ul>	
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Student Activity Books L2</li> </ul>	
<b>‘Snowball Fight’ Activity</b>	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• Create a comfortable and fun classroom environment.</li> <li>• Continue getting to know students.</li> </ul>	
औब्जैकटिव:	
<ul style="list-style-type: none"> <li>• क्लास का माहौल कम्फर्टेबल और रोमांचक बनाएं।</li> <li>• स्टूडेंट्स के बारे में जानना जारी रखें।</li> </ul>	
<b>Step 1: 5 mins.</b>	
Greet your students at the door. Ask them to settle down comfortably. Welcome any new students and introduce yourself to them.	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise:	
Once students have settled down, announce that you are going to play a game.	
दरवाजे पर अपने स्टूडेंट्स का अभिवादन (ग्रीट) करें। उन्हें आराम से क्लास में बैठने के लिए कहें। सभी नए स्टूडेंट्स का स्वागत करें और उन्हें अपना इंट्रोडक्शन दें। एक बार जब स्टूडेंट्स बैठ जाएं, तो स्टूडेंट्स को बताएं कि आप एक खेल खेलने जा रहे हैं।	
<b>Step 2: 10 mins.</b>	
<b>Distribute Materials:</b>	
<ul style="list-style-type: none"> <li>• <b>Pass Out Paper and Pencils:</b> Give students paper and pencils if they need them.</li> </ul>	
<b>Write About Yourself:</b>	
<ul style="list-style-type: none"> <li>• <b>Three Things:</b> Ask students to write three things about themselves on the paper. They can write in Hindi or English.</li> <li>• <b>What to Write:</b> They can write about where they are from, what they studied, something they like to do, or something about their family.</li> <li>• <b>No Names:</b> Tell them not to write their name or show their paper to others.</li> </ul>	
<b>Time to Write:</b>	
<ul style="list-style-type: none"> <li>• <b>5 Minutes:</b> Give students 5 minutes to write. Make sure to write your own sentences as well.</li> </ul>	
सामग्री वितरित करें:	
<ul style="list-style-type: none"> <li>• कागज़ और पेंसिल दें: यदि ज़रूरी हो तो कागज़ और पेंसिल दें।</li> </ul>	
अपने बारे में लिखें:	
<ul style="list-style-type: none"> <li>• तीन बातें: छात्रों से कहें कि वे कागज़ पर अपने बारे में तीन बातें लिखें। वे हिंदी या इंग्लिश में लिख सकते हैं।</li> </ul>	

<ul style="list-style-type: none"> <li>• क्या लिखें: वे लिख सकते हैं कि वे कहाँ से हैं, उन्होंने स्कूल में क्या पढ़ा, कुछ ऐसा जो वे करना पसंद करते हैं, या अपने परिवार के बारे में कुछ।</li> <li>• नाम न लिखें: उन्हें अपना नाम न लिखने और कागज़ दूसरों को न दिखाने के लिए कहें।</li> </ul> <p>लिखने का समय:</p> <ul style="list-style-type: none"> <li>• 5 मिनट: छात्रों को लिखने के लिए 5 मिनट दें। फसिलिटेटर भी अपना वाक्य लिखें।</li> </ul>
<p><b>Step 3: 5 mins.</b></p> <p>Have them crumple up the paper to resemble a snowball. Let the students have a snowball fight (throw it in air), throwing crumpled papers. After one minute, announce for everyone to freeze. Tell everyone to grab one of the snowballs, read it, and try to find the person who wrote it.</p> <p>स्टूडेंट्स को कागज़ से तोड़ मरोड़ कर एक स्नोबॉल बनाकर अन्य स्टूडेंट्स के पास फेंकने को कहें, एक मिनट के बाद, सभी को फ्रीज़ होने के लिए कहें। सभी से कहें कि किसी एक स्नोबॉल को पकड़ें, उसे पढ़ें और उसे लिखने वाले को ढूँढने की कोशिश करें।</p>
<p><b>Step 4: 10 mins.</b></p> <p>Once they find the person who wrote the sentences on their snowball, they have to bring that person up in front of the class and share what they learned about their classmate from the paper.</p> <p>एक बार जब स्टूडेंट उस सहपाठी को पहचान लें जिसने उठाये हुए स्नोबॉल पर वाक्य लिखे हैं, उन्हें उस सहपाठी को क्लास के सामने बुलाने और कागज़ से पढ़कर अपने सहपाठी के बारे में जो कुछ जौना है उसे पूरी क्लास को बताने को कहें।</p> <p>Announce that you are happy to know more about your class.</p> <p>स्टूडेंट्स को बताएं की आप एक फसिलिटेटर के तौर पर अपनी क्लास के बारे में और जानकर बहुत खुश हैं।</p>
<p><b>English: Self-Introductions</b></p>
<p><b>Objectives:</b></p> <p>Students use the given sentence frames to practice introducing themselves.</p> <p>औब्जेक्टिव:</p> <p>स्टूडेंट्स अपना इंट्रोडक्शन देने का अभ्यास करने के लिए दिए गए वाक्य फ्रेम का उपयोग करें।</p>
<p><b>Step 1: 10 mins.</b></p> <p><b>Ask:</b> If you were speaking English in class and made a mistake, how would you feel?</p> <p>पूछें: अगर आप क्लास में इंग्लिश बोलते हुए कोई गलती कर देते हैं तो आपको कैसा लगेगा?</p> <p><b>Explain:</b></p> <p>At FEA, it's okay to make mistakes and even a good thing. If you are too afraid to make mistakes, you might not try anything difficult. When you try and make mistakes, you learn from them and improve.</p> <p>एफ.इ.ए. में, गलतियाँ करना ठीक है और यहाँ पर यह एक अच्छी बात भी है। यदि आप गलतियाँ करने से बहुत डरते हैं, तो हो सकता है कि आप कुछ भी कठिन काम करने की कोशिश ही न करें। पर जब आप कोशिश करते हैं और गलतियाँ करते हैं, तो आप उनसे सीखते हैं और सुधीर करते हैं।</p> <p><b>Ask:</b> How should you react if your classmate makes a mistake?</p> <p>पूछें: अगर आपका कोई सहपाठी गलती करता है तो आपको कैसे प्रतिक्रिया देनी चाहिए?</p>
<p><b>Step 2: 5-10 mins.</b></p> <p>Hold up a student workbook, show a few pages, and explain that the book will be used for activities throughout the program. Tell students that they are responsible for it; it won't be replaced.</p> <p>स्टूडेंट्स वर्कबुक को लें, कुछ पेज दिखाएं, और समझाएं कि इस बुक का उपयोग उनके पूरे कार्यक्रम में एक्टिविटीज़ के लिए किया जाएगा। स्टूडेंट्स को बताएं कि स्टूडेंट वर्कबुक्स कि जिम्मेदारी उनके ऊपर है और इसे बदला नहीं जाएगा।</p>

**Ask:**

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

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

**पूछें:**

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

नोटबूक्स दें और स्टूडेंट्स से उनके नाम लिखने को कहें।

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

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

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

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

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

**Step 4: (Optional Extension):**

advanced students who find the activity too easy, ask them to add 1-2 sentences describing the place they are from.

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

**For example:**

I am from Bhojudih. It is a village in Jharkhand. I live in a house near a lake with my mother and brother.

उदाहरण के लिए:

मैं नूह से हूँ. यह हरियाणा के मेवात का एक गांव है। मैं अपनी माँ और भाई के साथ एक झील के पास एक घर में रहता हूँ।

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

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

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

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

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

**Getting Comfortable with Laptops****Objectives:**

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

औब्जैक्टिव:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**For example:**

*Draw a triangle. Draw the letter S. Write your name.*

उदाहरण के लिए:

एक त्रिभुज/ट्रायंगल बनाएं। S अक्षर बनाएँ। अपना नाम लिखें।

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

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

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

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

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

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

**Step 4: 20 mins.**

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

Summary of Lesson 3**Lesson 3: Foundation Lesson****Lesson Duration: 132 mins**

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

**Materials:**

- Ball (or crumpled paper)

**Resources:**

- Student Activity Books L3
- FEA Graduate Videos ([link](#))

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

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

**English: Categories Game & Self-Introductions****Objectives:**

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

**औब्जैकटिव:**

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

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise:

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

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

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

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

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

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

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

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

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

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

**Categories:**

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

**Step 3: 15 mins.**

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

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

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

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

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

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

**Impact of FEA****Objectives:**

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

**ओब्जेक्टिवेस :**

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

**Step 1: 5 mins**

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

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

**Ask:**

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

**पूछें:**

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

**Step 2: 5 mins.**

After a few responses, share that the world is changing, and staying updated with the new trends makes them more capable. Tell that FEA has mentors that will inspire them in making decision.

कुछ प्रतिक्रियाओं के बाद, साझा करें कि दुनिया बदल रही है, और नए रुझानों के साथ अपडेट रहना उन्हें और अधिक सक्षम बनाता है। बता दें कि एफईए के पास ऐसे सलाहकार हैं जो उन्हें निर्णय लेने में प्रेरित करेंगे

**Step 3: 10-15 mins.**

Show AV 1 and AV 2.

**Step 4: 15 mins.****Explain what think-pair-share is:**

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

समझाएं कि थिंक-पेयर-शेयर क्या है:

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

**Ask:**

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

**पूछें:**

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

**Using the Keyboard****Objectives:**

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



औबजैकटिव:

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

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

**Ask:**

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

**पूछें:**

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

**Note:**

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

**नोट:**

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

**Demonstrate:**

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

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

**प्रदर्शन करना:**

समझाएं कि कीज़ को काम करने के लिए उन्हें जोर से दबाने की जरूरत नहीं है और जोर से दबाने से वे फंस या टूट सकती हैं। प्रदर्शित करें कि कैसे कीज़ को धीरे से टैप करें।

स्टूडेंट्स को बताएं कि कार्यक्रम के दौरान, वे जल्दी और सटीक टाइप करने की रणनीतियाँ सीखेंगे। आज के लिए, उनका लक्ष्य केवल की-बोर्ड से परिचित होना और कीज़ को धीरे से दबाने/प्रयोग का अभ्यास करना है।

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Think-Pair-Share:**

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

### **Step 4: 3-5 mins.**

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

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

Motivate them to return the next day to continue learning.

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

### **Step 5: 15 mins.**

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

## Lesson 4: Foundation Lesson

### Preparations:

Write Pictionary words on notecards or paper scraps before class

### Resources:

Student Activity Books, L4

**Lesson Duration: 128 mins**

## English: Pictionary & Self-Introductions

### Objectives:

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

### औब्जैकटिव:

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

### Mindfulness Exercise:

**Begin the class with 2 mins of mindfulness exercise:**

#### Step 1: 20 mins.

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

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

#### 1. Choose a Student:

- **Drawing:** Call on one student to come up and draw on the board.
- **Secret Word:** Give them a notecard with a word or whisper a word in their ear. Tell them to keep it a secret.

#### 2. Draw the Word:

- The student will draw a picture to show the idea of the word.

#### 3. Guess the Word:

- The rest of the class will try to guess the word.

#### 4. Make it a Team Game:

- **Form Teams:** Divide the students into teams.
- **Get Points:** The team that guesses the correct word first gets a point.

### एक स्टूडेंट को चुनें:

- चित्र बनाना: एक स्टूडेंट को बुलाएँ जो बोर्ड पर चित्र बनाएगा।
- गुप्त शब्द: उसे एक नोटकार्ड दें जिस पर एक शब्द लिखा हो, या उसके कान में धीरे से एक शब्द कहें। उसे यह शब्द गुप्त रखना है।

### शब्द का चित्र बनाएं:

- स्टूडेंट चित्र बनाकर शब्द के विचार को दिखाएगा।

### शब्द का अनुमान लगाएं:

- बाकी क्लास को शब्द का अनुमान लगाना है।

### इसे एक टीम गेम बनाएं:

- टीम बनाएं: स्टूडेंट्स को टीमों में बाँटें।
- अंक प्राप्त करें: जो टीम पहले सही शब्द का अनुमान लगाएगी उसे एक अंक मिलेगा।

**Examples:**

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

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

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

उदाहरण:

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

**Step 2: 2-3 mins.**

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

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

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

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

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

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

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

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

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

**Getting to Know Each Other****Objectives:**

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

औब्जेक्टिव:

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

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

**Explain:**

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

समझाएं:

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

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

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

**Round 1:**

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

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

**राउंड 1:**

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

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

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

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

**Round 1:****1. Choose a Student:**

- Drawing: Call on one student to come up and draw on the board.
- Secret Word: Give them a notecard with a word or whisper a word in their ear. Tell them to keep it a secret.

**2. Draw the Word:**

- The student will draw a picture to show the idea of the word.

**3. Guess the Word:**

- The rest of the class will try to guess the word.

**4. Make it a Team Game:**

- Form Teams: Divide the students into teams.
- Get Points: The team that guesses the correct word first gets a point.

**1. एक स्टूडेंट को चुनें:**

- चित्र बनाना: एक स्टूडेंट को बुलाएँ जो बोर्ड पर चित्र बनाएगा।
- गुप्त शब्द: उसे एक नोटकार्ड दें जिस पर एक शब्द लिखा हो, या उसके कान में धीरे से एक शब्द कहें। उसे यह शब्द गुप्त रखना है।

**2. शब्द का चित्र बनाएं:**

- स्टूडेंट चित्र बनाकर शब्द के विचार को दिखाएगा।

**3. शब्द का अनुमान लगाएं:**

- बाकी क्लास को शब्द का अनुमान लगाना है।

**4. इसे एक टीम गेम बनाएं:**

- टीम बनाएं: स्टूडेंट्स को टीमों में बाँटें।
- अंक प्राप्त करें: जो टीम पहले सही शब्द का अनुमान लगाएगी उसे एक अंक मिलेगा।

**Round 2:****Find Something Unique:**

- 3 Minutes: Each group has 3 minutes to find one unique thing about each member. It should be something that no one else in the group has or does.

**Example:**

- For Example: If one person dances and no one else in the group dances, they can list that.

**Find More:**

- After finding one unique thing for each group member, try to find more unique things.

**Check Understanding:**

- Summarize: Ask one student to repeat the instructions to make sure everyone understands.

**Start Timer:**

- 3 Minutes: Start the timer for 3 minutes.
- Share: After the time is up, ask which groups completed the task. Let each person share what was unique about them.

**यूनीक बात ढूँढें:**

- 3 मिनट: हर ग्रुप के पास 3 मिनट हैं अपने सदस्यों में से हर एक के लिए एक यूनीक बात ढूँढने के लिए। यह कुछ ऐसा होना चाहिए जो ग्रुप के किसी और में नहीं है या जो कोई और नहीं करता।

**उदाहरण:**

- उदाहरण के लिए: अगर एक व्यक्ति नृत्य करता है और ग्रुप में कोई और नृत्य नहीं करता, तो वे इसे लिस्ट में लिख सकते हैं।

**और बातें ढूँढें:**

- एक बार सभी सदस्यों के लिए एक यूनीक बात ढूँढने के बाद, और भी यूनीक बातें ढूँढने की कोशिश करें।

**समझ की जांच:**

- निर्देश दोहराएं: एक स्टूडेंट से निर्देशों को संक्षेप में बताने के लिए कहें, ताकि सभी को समझ आ जाए।

**टाइमर शुरू करें:**

- 3 मिनट: 3 मिनट का टाइमर सेट करें।
- शेयर करें: समय खत्म होने के बाद, पूछें कि किस ग्रुप ने काम पूरा किया। हर व्यक्ति को यह बताने का मौका दें कि उनके बारे में क्या यूनीक था।

**Step 2: 5 mins.****Ask:**

- **Common Interests:**
  - How does it help you to be in class with students who are like you?

- **Different Interests:**

- How does it help you to be in class with students who are different from you

- समान रुचियाँ:

- जो स्टूडेंट्स आपके जैसे हैं उनके साथ क्लास में रहना/पढ़ना कैसे मदद करता है?

- अलग रुचियाँ:

- जो स्टूडेंट्स आपसे अलग हैं उनके साथ क्लास में रहना/पढ़ना कैसे मदद करता है?

### Step 3: 10 mins.

1. Ask Questions:

- Ask students some general questions to get to know them better. Answer the questions yourself, too.

2. Choose a Method:

- You can do this as a ball toss or just an informal discussion.

3. Purpose:

- The goal is for everyone to learn more about each other and to create a comfortable environment for sharing.

1. प्रश्न पूछें:

- स्टूडेंट्स से कुछ सामान्य प्रश्न पूछें ताकि आप उन्हें बेहतर जान सकें। उन प्रश्नों का उत्तर आप भी दें।

2. तरीका चुनें:

- आप इसे बॉल टॉस के रूप में या अनौपचारिक चर्चा के रूप में कर सकते हैं।

3. उद्देश्य:

- उद्देश्य एक-दूसरे के बारे में अधिक जानना और एक कम्फर्टेबल माहौल बनाना है।

### Example questions:

#### उदाहरण प्रश्न:

- Tell me about your family. What is something you would like to do for them?
- मुझे अपने परिवार के बारे में बताइये। आप उनके लिए क्या करना चाहेंगे?
- What is your favorite thing about your village?
- आपके गांव के बारे में आपकी पसंदीदा चीज क्या है?
- Describe a time you won a prize for something.
- उस समय के बारे में बताएं जब आपने किसी चीज के लिए पुरस्कार जीता था।
- Describe a time when someone gave you a compliment. What was the compliment and how did it feel?
- उस समय के बारे में बताएं जब किसी ने आपकी तारीफ की हो। वह तारीफ क्या थी और आपको कैसा लगा?

## Parts of the Laptop

### Objectives:

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

#### औब्जेक्टिव:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### For example:

“Simon says point to the screen.”

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

उदाहरण के लिए:

“Simon says point to the screen.”

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

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

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



**Ask:**

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

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

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

**Typing Practice:**

*Any remaining time*

टाइपिंग प्रैक्टिस :

कोई भी शेष समय

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

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

**Step 4: 5 mins.**

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

Motivate them to return the next day to continue learning.

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

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

**Step 5: 15 mins.**

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

Summary of Lesson 5**Lesson 5: Foundation Lesson****Preparations:****Lesson Duration: 125 mins**

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

**Resources:**

- Student Activity Books, L5
- L5 Video

**English: Charades & Self-Introductions****Objectives:**

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

**औब्जैकटिव:**

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

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise:

**Step 1: Charades (शैरेड्स): 20 mins.**

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

1. Greet Students:
    - Welcome: Greet students at the door. Introduce yourself to any new students and welcome them to the class.
  2. Announce a Game:
    - Once everyone is seated, tell the class that you are going to play a game.
  3. Acting Game:
    - Choose a Student: Call on one student to act.
    - Secret Word: Give them a notecard with a person's name or whisper a word to them. Tell them to keep it a secret.
    - Act It Out: The student will act out the word without speaking.
  4. Guess the Word:
    - Points: The rest of the class has to guess the word. They get 1 point if they guess in Hindi or their native language, and 2 points if they guess in English.
    - Team Competition: To make it a team game, divide students into teams. The team that guesses the word first gets the points.
1. स्टूडेंट्स का स्वागत करें:
    - स्वागत: दरवाजे पर स्टूडेंट्स को ग्रीट करें। नए स्टूडेंट्स को अपना इंट्रोडक्शन दें और क्लास में उनका स्वागत करें।
  2. खेल की घोषणा करें:
    - जब सभी बैठ जाएं, तो बताएं कि आप एक खेल खेलने जा रहे हैं।
  3. अभिनय खेल:
    - एक स्टूडेंट चुनें: एक स्टूडेंट को अभिनय करने के लिए कहें।

- गुप्त शब्द: उसे एक नोटकार्ड दें जिस पर एक व्यक्ति का नाम लिखा हो, या उसके कान में एक शब्द फुसफुसाएं। उसे इसे गुप्त रखना है।
  - अभिनय करें: स्टूडेंट को बिना बोले ही उस शब्द का अभिनय करना है।
4. शब्द का अनुमान लगाएं:
- अंक: बाकी क्लास को शब्द का अनुमान लगाना है। यदि वे हिंदी या अपनी मातृभाषा में अनुमान लगाते हैं तो 1 अंक, और इंग्लिश में अनुमान लगाने पर 2 अंक मिलेंगे।
  - टीम कम्पटीशन: इसे टीम गेम बनाने के लिए, स्टूडेंट्स को टीमों में बांटें। जो टीम पहले सही शब्द का अनुमान लगाती है उसे अंक मिलेंगे।

### Charades words:

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

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

शैरेड्स शब्द:

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

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

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

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

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

स्टूडेंट्स ने जो क्लास में अच्छा किया उसके लिए उन्हें शाबाशी दें (जैसे कि उनके कम्फर्ट ज़ोन से बाहर निकलने की उनकी इच्छा, हाई एनर्जी लेवल, क्रीएटिविटी, या उतरों का अनुमान लगाने के लिए एक ग्रुप के रूप में अच्छी तरह से काम करना)।

### Step 3: 15-20 mins.

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

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

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

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

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

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

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

## Overcoming the Odds

### Objectives:

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

### औब्जैकटिव:

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

### Step 1: 10 mins.

#### Ask:

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

#### पूछें:

- क्या आपकी सफलता की राह में कोई अड़चन है?
- क्या आपको लगता है कि अड़चनें होने पर भी सफल होना संभव है?

### Step 2: 10 mins.

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

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

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

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

### Step 3: 15 mins.

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

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

#### Ask:

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

#### पूछें:

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

### Think-Pair-Share:

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

#### थिंक - पेअर - शेयर :

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

## Touchpad Practice

### Objectives:

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

### औब्जैकटिव:

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

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

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

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

### Ask :

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

### पूछें:

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

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

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

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

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

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

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

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

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

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

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

**Step 3: 5 mins.**

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

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

Motivate them to return the next day to continue learning.

ब्रेप-उप: 5 मिनट

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

**Step 4: 15 mins.**

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

## Lesson 6: Foundation Lesson

<p><b>Preparations:</b></p> <ul style="list-style-type: none"> <li>• Have the FEA Story pulled up on a laptop or printed out, ready to read to the class (see “FEA Story and Discussion”)</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Paper</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Activity Books L2-L5</li> </ul>	<p><b>Lesson Duration: 107 mins</b></p>
<p><b>Summary of the Last Class: 5 mins. (Urban facilitators to skip this step)</b> Popcorn call’ 3-4 students to share something they learned in the last class.</p>	
<h3>Grabbing the Opportunity</h3>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Inspire students to make the most of their opportunity with FEA.</li> </ul> <p>औब्जैकटिव:</p> <ul style="list-style-type: none"> <li>• स्टूडेंट्स को एफ.इ.ए. के साथ अपने अवसर का अधिकतम लाभ उठाने के लिए प्रेरित करना।</li> </ul>	
<p><b>Mindfulness Exercise:</b></p> <p>Begin the class with 2 mins of mindfulness exercise:</p> <p><b>Step 1: 10 mins.</b></p> <p>Ask for two volunteers from the group. Make these volunteers stand facing each other, approximately a meter away from each other. Stand between the two volunteers, holding a sheet of paper in your hand stretched up high from the ground.</p> <p>ग्रुप से दो वालंटियर्स बुलाएँ। इन वालंटियर्स को एक दूसरे से लगभग एक मीटर की दूरी पर एक-दूसरे के सामने खड़ा करें। दो वालंटियर्स के बीच, अपने हाथ में कागज़ की एक शीट को हाथ से ऊपर की तरफ़ पकड़े हुए, खड़े हो जाइए।</p> <p>Tell the students that when you drop the paper, they should try to catch it. Drop the paper. The student who catches it first should tear it in half. They keep half and return the other half to you.</p> <p>स्टूडेंट्स से कहें कि जब आप पेपर छोड़ते हैं, तो उन्हें उसे पकड़ने की कोशिश करनी चाहिए। कागज़ गिरा दीजिये। जो स्टूडेंट इसे पहले पकड़ लेता है, उसे इसे आधा फाड़ देना चाहिए। वे आधा रखते हैं और दूसरा आधा आपको वापस कर देते हैं।</p> <p>Conduct the activity about four times, each time giving half the paper to the student who caught it and using the other half in the next round.</p> <p>एक्टिविटी को लगभग चार बार करें, हर बार आधा पेपर उस स्टूडेंट को दें जिसने इसे पकड़ा और दूसरे आधे का उपयोग अगले राउंड में करें।</p>	
<p><b>Step 2: 15 mins.</b> <b>(Urban facilitators to skip this step)</b></p> <p>Divide the class into groups of three and give each group a piece of paper. Allow them to play, with one person dropping the paper.</p> <p>क्लास को तीन के ग्रुपों में बाँटें और हर एक ग्रुप को एक कागज़ का टुकड़ा दें। उन्हें खेलने की अनुमति दें जिसमें एक स्टूडेंट को कागज़ छोड़ना है।</p> <p>They can change their roles so that each participant gets an opportunity to facilitate and play.</p> <p>वे अपने रोल्स बदल सकते हैं ताकि हर एक प्रतिभागी को कागज़ छोड़ने और खेलने का अवसर मिले।</p>	

**Step 3: 10-15 mins.****Ask:** पूछें:

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

**Think-Pair-Share:** थिंक-पेयर-शेयर:

What kinds of opportunities do you want to take in the future?  
भविष्य में आप कौन से अवसरों का फायदा उठाना चाहते हैं?

**Explain:**

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

समझाएं:

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

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

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

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

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

**FEA Story and Discussion****Objectives:**

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

औब्जैकटिव:

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

**Step 1: 10 mins.**

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

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

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

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

**Step 2: 10-15 mins. (Urban facilitators to conduct this in 10 mins)****Ask:** What is your takeaway from the story?

पूछें: कहानी से आप क्या सीखे?



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

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

### Think-Pair-Share:

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

थिंक-पेयर-शेयर:

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

## English Self-Introductions

### Objectives:

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

औब्जैकटिव:

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

### Step 1: 10-15 mins.

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

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

**Ask:**

- When you introduce yourself to someone, should you speak quietly and mumble?
- How should you speak? How should you stand?

पूछें :

- जब आप किसी को अपना इंट्रोडक्शन देते हैं तो क्या आपको धीमी आवाज़ में बोलना चाहिए ?
- आपको कैसे बोलना चाहिए? आपको कैसे खड़ा होना चाहिए?

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

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

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

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

### Step 2: 10 mins.

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

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

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

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

### **Step 3: 15 mins.**

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

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

Summary of Lesson 7

## Lesson 7: Foundation Lesson

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

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

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

**Preparations:**

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

**Resources:**

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

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

समरी ऑफ द लास्ट क्लास: 5 मिनट

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

### English: Running Dictation Game

**Objectives:**

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

औब्जैक्टिव:

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

**Preparation (before class)**

तैयारी (क्लास से पहले)

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

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

**Sentences (to be written in English)**

वाक्य (इंग्लिश में लिखा जाना है)

Round 1: The students are typing on the laptops.

Round 2: The woman orders tea from the restaurant.

Round 3: The man helps someone find the hospital.

Round 4: We are practicing English together.

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise:

**Step 1: 10 mins.**

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

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

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

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

**How to play:****हाउ टू प्ले :**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Why Join FEA

### Objectives:

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

औब्जैकटिव:

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

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

Video: 10 mins.

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

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

### Think-Pair-Share:

थिंक-पेयर-शेयर:

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

I joined FEA because...: 10 mins.

Ask students to stand in a circle.

स्टूडेंट्स को एक गोले में खड़े होने के लिए कहें।

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

बोर्ड पर निम्नलिखित वाक्य लिखें (अंग्रेज़ी में):

I joined FEA because \_\_\_\_\_

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

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

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

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

## Mobilization OR “Talking Behind Your Back”

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

### Mobilization

#### Objectives:

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

#### औब्जैकटिव:

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

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

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

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

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

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

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

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

Go along with the group to mobilize.

मोबिलाइज़ेशन के लिए ग्रुप के साथ चलें।

### Talking Behind Your Back Activity

#### Objectives:

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

#### औब्जैकटिव:

- पॉज़िटिव क्लास वातावरण बनाने के लिए स्टूडेंट एक दूसरे के बारे में पॉज़िटिव बोलने का अभ्यास करते हैं।
- स्टूडेंट्स दूसरों से प्रशंसा प्राप्त करके आत्मविश्वास बढ़ाते हैं।

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

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

**पूछें :**

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

**Explain:**

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

**समझाएं:**

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

**Think-Pair-Share:**

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

**थिंक-पेयर-शेयर :**

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

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

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

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

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

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

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

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

**Step 3: 10 mins.**

Conduct as a popcorn discussion.

पॉपकॉर्न डिस्कशन करें।

**Ask:**

- How did it feel to hear others saying kind things about you?

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

पूछें:

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

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

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

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

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

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

#### **Pledge:**

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

प्लेज:

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

#### **Explain:**

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

समझाएँ:

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

#### **Recite:**

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

लैसन करें:

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



Summary of Lesson 8

## Lesson 8: Foundation Lesson

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

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

**Resources:**

- Typing Master
- L8 Video

**Summary of the Last Class: 5 mins.**

**(Urban facilitators to skip this step)**

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

समरी ऑफ द लास्ट क्लास: 5 मिनट

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

### Typing Lesson 1 & One-on-One Time

**Objectives:**

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

औब्जेक्टिव:

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

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise:

**Step 1: 10 mins.**

**Explain: (1-2 mins.)**

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

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

**Ask: (5 mins.)**

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

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

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

**Demo: (5 mins.)**

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

डेमो: (5 मिनट)

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

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

Log in: (10 mins.)

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

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

**Practice: (25 mins.):**

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

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

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

एक स्टूडेंट टाइपिंग मास्टर प्रोग्राम को एक्सप्लोर कर सकता है और एक्टिविटीज को आजमा सकता है।

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

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

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

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

**Step 3: 25-30 mins. (Urban facilitators to conduct this in 20 mins)**

***(Simultaneous if possible).***

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

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

You can ask them questions about:

आप उनसे इस बारे में प्रश्न पूछ सकते हैं:

- Their schooling
- उनकी स्कूली शिक्षा
- Their career ambitions
- उनकी करियर की महत्वाकांक्षाएं
- Their families
- उनका परिवार

- Why they joined FEA
- वे एफ.इ.ए. में क्यों शामिल हुए

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

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

#### **Step 4: 5-10 mins.**

##### **(Urban facilitators to conduct this in 5 mins)**

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

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

### **Mobilization OR 10 Things Different**

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

### **Mobilization**

#### **Objectives:**

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

#### **औब्जैक्टिव:**

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

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

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

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

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

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

Go along with the group to mobilize.

ग्रुप के साथ मोबिलाइजेशन के लिए जाएं।

## “10 Things Different” Team-Building Game

### Objectives:

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

### उद्देश्य:

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

### Step 1: 10 mins.

#### Ask:

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

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

#### पूछें:

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

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

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

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

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

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

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

After 60 seconds, Team A should look at Team B and try to find all 10 changes. Tell the teams to switch roles and repeat.

60 सेकंड के बाद, टीम ए को टीम बी को देखना है और सभी 10 परिवर्तनों को खोजने का प्रयास करना है। टीमों को बारी बदलने और दोहराने के लिए कहें।

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

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

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

#### Ask:

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

#### पूछें:

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

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

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

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

#### Think-Pair-Share:

थिंक-पेयर-शेयर:

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

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

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

Summary of Lesson 9**Lesson 9: Foundation Lesson**

<b>Materials:</b> <ul style="list-style-type: none"> <li>● A4-size chart paper, markers</li> <li>● Tape</li> <li>● Notecards</li> </ul>	<b><u>Lesson Duration: 122 mins</u></b>
<b>Resources:</b> <ul style="list-style-type: none"> <li>● Student Activity Book, L9</li> </ul>	
<b>Summary of the Last Class: 5 mins. (Urban facilitators to skip this step)</b> <ul style="list-style-type: none"> <li>● 'Popcorn call' 3-4 students to share something they learned in the last class.</li> </ul>	
<b>Learning Materials</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>● Students identify what learning materials are.</li> <li>● Students discuss why it is important to treat materials respectfully and create lists of 'do's' and 'don'ts' for how to use them properly.</li> </ul>	
<b>औबूकटिव:</b> <ul style="list-style-type: none"> <li>● स्टूडेंट्स यह पहचानते हैं कि शिक्षण सामग्री क्या है।</li> <li>● स्टूडेंट्स चर्चा करते हैं कि सामग्री के साथ सम्मान पूर्वक व्यवहार करना क्यों महत्वपूर्ण है और उनका सही उपयोग कैसे करें, इसके लिए 'क्या करें' और 'क्या न करें' की लिस्ट बनाएं।</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise:	
<b>Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins)</b>	
Hold up something that is not a learning material, such as a water bottle or a shoe. ऐसी कोई चीज़ पकड़ें जो लर्निंग मटेरियल/सीखने की सामग्री न हो, जैसे पानी की बोतल या जूता।	
<b>Ask:</b> <ul style="list-style-type: none"> <li>- Is this a learning material?</li> <li>- What do I mean by learning material? (<i>Learning materials are resources or things that help you in learning.</i>)</li> <li>- Look around the classroom. What learning materials do you see?(Examples: Books, laptops, charts and posters, stationeries)</li> <li>- List the items students name on the board.</li> </ul>	
<b>पूछें</b> <ul style="list-style-type: none"> <li>- क्या यह लर्निंग मटेरियल/सीखने की सामग्री है?</li> <li>- लर्निंग मटेरियल/सीखने की सामग्री से मेरा क्या अभिप्राय है? (लर्निंग मटेरियल/सीखने की सामग्री वह हैं जो आपको सीखने में मदद करती हैं।)</li> <li>- क्लास के चारों ओर देखें। आप कौन सी लर्निंग मटेरियल/सीखने की सामग्री देखते हैं?</li> <li>- बोर्ड पर स्टूडेंट्स के द्वारा बताई गयी वस्तुओं की लिस्ट बनाएं।</li> </ul>	
<b>Ask:</b> <ul style="list-style-type: none"> <li>- What does it mean to show respect to these materials?</li> <li>- Why is that important?</li> </ul>	
<b>पूछें</b> <ul style="list-style-type: none"> <li>- इन सामग्रियों के लिए सम्मान दिखाने से आप क्या समझते हैं?</li> <li>- यह महत्वपूर्ण क्यों है?</li> </ul>	

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

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

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

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

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

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

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

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

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

***Facilitator’s Reference***

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

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

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

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

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

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

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

**Mobilization OR English: Contact Information**

मोबिलाइजेशन या इंग्लिश : कॉन्टेक्ट इनफार्मेशन

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

**Mobilization****Objectives:**

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

**औब्जैक्टिव:**

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



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

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

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

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

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

Go along with the group to mobilize.

मोबिलाइजेशन के लिए ग्रुप के साथ जाएं।

## English: Contact Information

### Objectives:

- Students practice asking for and sharing contact information in English.
- इंग्लिश में कांटेक्ट इन्फॉर्मेशन बताने के लिए स्टूडेंट्स अभ्यास करेंगे।

### Step 1: 5 mins.

#### Ask:

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

#### पूछें:

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

#### Explain:

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

#### समझाएं:

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

### Step 2: 10 mins.

Ask students to watch the AV on their laptops.

स्टूडेंट्स से उनके लैपटॉप पर AV देखने के लिए कहें।

#### Ask:

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

#### पूछें:

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

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

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

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

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

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

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

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

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

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

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

#### **Step 4: 15-20 mins.**

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

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

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

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

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

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

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

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

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

Recite the pledge.

एफ.इ. ए. प्लेज दोहराएँ।

Summary of Lesson 10**Lesson 10: Foundation Lesson**

<b><u>Lesson Duration: 107 mins (Mobilization); 117 mins (Perseverance)</u></b>
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Activity Book L10</li> <li>• L10 Video</li> </ul>
<b>Summary of the Last Class: 5 mins.</b> <b>(Urban facilitators to skip this step)</b> <ul style="list-style-type: none"> <li>• ‘Popcorn call’ 3-4 students to share something they learned in the last class.</li> </ul>
<b>English: What You Already Know</b>
<b>Objective:</b> <ul style="list-style-type: none"> <li>• Build students’ confidence by giving them an opportunity to use English vocabulary they already know.</li> <li>• Help students realize they all have a different knowledge of English and create a comfortable classroom environment for speaking English.</li> </ul> <b>औब्जैकटिव:</b> <ul style="list-style-type: none"> <li>• जो इंग्लिश के शब्द स्टूडेंट्स पहले से जानते हैं उन्हें उन इंग्लिश शब्दों का उपयोग करने का अवसर देकर उनका आत्मविश्वास बढ़ाएँ।</li> <li>• स्टूडेंट्स को यह महसूस करने में मदद करें कि उन सभी को इंग्लिश का एक अलग ज्ञान है और इंग्लिश बोलने के लिए एक कम्फर्टबल क्लास का माहौल तैयार करें।</li> <li>• फसिलिटेटर स्टूडेंट्स को और अच्छी तरह से जानना जारी रखेंगे।</li> </ul>
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise: Continue this everyday till lesson 80. After lesson 80, it is an optional activity that is to be done if your students want you to start the class with the mindfulness exercise. <b>Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins)</b> <b>Explain:</b> At FEA, everyone is coming to the classroom with different knowledge of English that we will build on. <b>समझाएं:</b> एफ.इ.ए. में, हर कोई इंग्लिश के अलग-अलग ज्ञान के साथ क्लास में आ रहा है जिसे हम और बढ़ाएंगे। <b>Ask: पूछें:</b> <ul style="list-style-type: none"> <li>- How can you help to make others feel comfortable practicing English and making mistakes?</li> <li>- आप दूसरों को इंग्लिश का अभ्यास करने और गलतियाँ करने में कम्फर्टबल महसूस कराने में कैसे मदद कर सकते हैं?</li> <li>- How can you learn from each other during English lessons?</li> <li>- अंग्रेजी लैसनस के दौरान आप एक दूसरे से कैसे सीख सकते हैं?</li> </ul>
<b>Step 2: 20 mins.</b> Form groups of 3-4 students. Tell them to open their Student Workbooks to L10. 3-4 स्टूडेंट्स के ग्रुप बनाएं। उन्हें अपनी स्टूडेंट्स वर्क में L10 खोलने के लिए कहें। Give students 15 minutes to list as many words and sentences in English as they can to describe the image. They may choose to write the list or say it orally.

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

After 5-10 minutes, prompt if needed:

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

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

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

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

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

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

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

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

### Step 3: 5 mins.

**Ask:** पूछें:

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

## Mobilization Or Perseverance

### Mobilization

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

### Objectives:

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

औब्जैक्टिव:

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

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

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

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

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

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

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

## Perseverance

### Objectives:

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

औब्जेक्टिव:

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

### Step 1: 10 mins.

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

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

### Think-Pair-Share:

थिंक-पेयर-शेयर:

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

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

Show the AV. AV दिखाएँ।

**Ask:** पूछें:

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

Relate the video with learning. One becomes better with practice and hard work. It often takes more than one attempt. Explain that this is called “perseverance.”

विडियो को सीखने के साथ जोड़कर देखें। अभ्यास और कड़ी मेहनत से व्यक्ति बेहतर बनता है। इसमें अक्सर एक से अधिक प्रयास लगते हैं। समझाइए कि इसे "दृढ़ता (परज़ीवेरेंस)" कहा जाता है।

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

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

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

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

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

**Ask:** पूछें :

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

### Step 4: 10 mins.

**Ask:** पूछें :

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

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

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

**Ask:** पूछें:

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

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

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

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

Recite the pledge.

एफ. इ. ऐ. प्लेज दोहराएँ।

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

## Lesson 11: Foundation Lesson

<b>Lesson Duration: 127 mins (Mobilization); 107 mins (Digital Learning)</b>
<p><b>Materials:</b> A4-size chart paper, markers</p> <p><b>Resources:</b> Student Activity Book L11, L11 Video</p>
<b>Punctuality</b>
<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will identify reasons punctuality is important at FEA and in general.</li> <li>• Students will list strategies for improving their punctuality.</li> </ul> <p>औब्जैकटिव:</p> <ul style="list-style-type: none"> <li>• स्टूडेंट्स उन कारणों की पहचान करेंगे जो एफ.इ.ए. में और सामान्य रूप से समय-पालन में महत्वपूर्ण हैं।</li> <li>• स्टूडेंट्स समय की पाबंदी में सुधार के लिए रणनीतियों की लिस्ट तैयार करेंगे।</li> </ul>
<p><b>Begin the class with 2 mins of mindfulness exercise.</b></p> <p><b>Step 1: 5 mins.</b></p> <p>Last class, you shared some ideas for how we can make sure everyone feels comfortable practicing English and making mistakes in this classroom. What were some of those ideas?</p> <p>पिछली क्लास में, आपने कुछ विचार बताए थे कि हम कैसे सुनिश्चित कर सकते हैं कि इस क्लास में हर कोई इंग्लिश का अभ्यास करे और गलतियाँ करने में कम्फर्टेबल महसूस करे। उनमें से कुछ विचार क्या थे?</p>
<p><b>Step 2: 10 mins.</b></p> <p>Start the class by asking students what happens when everything in the world is late. Choose 4-5 of the following examples and ask the students to answer:</p> <p>स्टूडेंट्स से यह पूछकर क्लास शुरू करें कि क्या होता है जब दुनिया में सब कुछ देर से होता है। निम्नलिखित उदाहरणों में से 4-5 चुनें और स्टूडेंट्स से उत्तर देने के लिए कहें:</p> <p>What would happen if...</p> <ul style="list-style-type: none"> <li>• the ATM machine decided to give you your money in 15 minutes?</li> <li>• traffic lights began to take an extra ten minutes to turn green?</li> <li>• you had a stage performance and the audience decided to come late?</li> <li>• your parents/friends decided to celebrate festivals/birthdays late by a few days?</li> <li>• you had a stomach ache and called up a doctor, and he decided to come late by a few hours?</li> </ul> <p>क्या होगा यदि...</p> <ul style="list-style-type: none"> <li>• एटीएम मशीन ने आपको 15 मिनट में पैसे देने का फैसला लिया हो?</li> <li>• ट्रैफिक लाइट को हरी होने में अतिरिक्त दस मिनट लगने लगे?</li> <li>• आपके पास एक मंच प्रदर्शन था और दर्शकों ने देर से आने का फैसला किया?</li> <li>• आपके माता-पिता/दोस्तों ने कुछ दिनों की देरी से त्योहार/जन्मदिन मनाने का फैसला किया है?</li> <li>• आपके पेट में दर्द हुआ और आपने डॉक्टर को फोन किया, और उसने कुछ घंटों की देरी से आने का फैसला किया?</li> </ul>

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

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

### Reverse the situation and ask:

स्थिति को उलट दें और पूछें:

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

### Step 3: 15 mins.

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

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

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

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

### Step 4: 10 mins.

#### Class Discussion:

क्लास डिस्कशन:

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

#### Think-Pair-Share: थिंक-पेयर-शेयर:

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

### Step 5: 20 mins.

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

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

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

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



**Ask:**

- Why is it important to be punctual for FEA classes?
- How can punctuality help you to become successful?

**पूछें:**

- एफ.इ.ए. क्लास के लिए समय का पाबंद होना क्यों महत्वपूर्ण है?
- समय की पाबंदी आपको सफल बनने में कैसे मदद कर सकती है?

**Step 6: 5 mins.**

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

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

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

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

## Mobilization Or Digital Learning: Importance

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

## Mobilization

**Objectives:**

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

**ऑब्जेक्टिव:**

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

**Step 1: 1 hr.**

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

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

स्टूडेंट्स से पिछले लैसन से मोबिलाइज़ेशन के बारे में जो कुछ सीखा, उसे बताने के लिए कहें। यदि जरूरी हो तो अभ्यास का समय दें। Remind students that their goal is to fill the classroom with 18 or more students. Encourage them to invite their friends, neighbors, and family members who are close in age.

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

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

## Digital Learning: Importance

### Objectives:

- Students discuss how digital learning can benefit them and begin to build goals by considering what computer skills they want to learn.
- Students continue to build familiarity with the laptops and MS Word.

### औबजैकटिव:

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

### Step 1: 5 mins.

**Ask:** What are some of the do's and don'ts to remember when using the laptops?  
लैपटॉप का उपयोग करते समय क्या करें और क्या न करें?

### Step 2: 15 mins.

Ask students to watch the AV on their laptops.  
स्टूडेंट्स से उनके लैपटॉप पर AV देखने के लिए कहें।

### Ask: पूछें:

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

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

#### Give students the option to:

स्टूडेंट्स को यह विकल्प दें:

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

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

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

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

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

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

Remind students to be punctual for the next class.

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

Recite the pledge.

एफ. इ. ए. प्लेज दोहराएँ।

## Lesson 12: Foundation Lesson

<p><b>Preparations:</b></p> <ul style="list-style-type: none"> <li>• Open a web page and search Google for “definition: is” on the facilitator’s laptop before class</li> </ul> <p><b>Materials Required:</b></p> <ul style="list-style-type: none"> <li>• Markers</li> <li>• A4-size poster paper</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• L12 Video</li> <li>• Student Activity Books L12A &amp; L12B</li> <li>• Graduation Certificates</li> </ul>	<p><b>Lesson Duration: 102 mins</b></p>
<p><b>Summary of the Last Class: 5 mins.</b> (Urban facilitators to skip this step)</p> <ul style="list-style-type: none"> <li>• ‘Popcorn call’ 3-4 students to share something they learned in the last class.</li> </ul>	
<p><b>English: Introductions</b></p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create a comfortable environment for speaking English.</li> <li>• Students practice introducing themselves with a focus on the pronunciation of “is.”</li> </ul> <p>औब्जैकटिव:</p> <ul style="list-style-type: none"> <li>• इंग्लिश बोलने के लिए कम्फर्टेबल माहौल बनाना।</li> <li>• स्टूडेंट्स "Is" के उच्चारण पर ध्यान केंद्रित करते हुए अपना इंट्रोडक्शन देने का अभ्यास करेंगे।</li> </ul>	
<p><b>Step 1: 5 mins.</b></p> <p><b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.</p> <p>Acknowledge students who were punctual. उन स्टूडेंट्स को शाबाशी दें जो समय के पाबंद थे।</p> <p><b>Ask:</b></p> <p>What helped you to arrive on time? आपको समय पर पहुंचने में किस बात ने मदद की?</p> <p>For students who were late, ask:</p> <ol style="list-style-type: none"> <li>1. How did it feel to arrive after the activity had started?</li> <li>2. What prevented you from being punctual?</li> <li>3. What can you do next time to arrive on time?</li> </ol> <p>पूछें:</p> <p>देर से आने वाले स्टूडेंट्स से पूछें</p> <ol style="list-style-type: none"> <li>1. एक्टिविटी शुरू होने के बाद आने पर आपको कैसा लगा।</li> <li>2. आपको समय का पाबंद होने से किसने रोका?</li> <li>3. अगली बार समय पर पहुंचने के लिए आप क्या कर सकते हैं?</li> </ol>	

**Step 2: 10 mins.**

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

-is, his (*rhyming*)

-is, as

-is, these

-is, Ms. (*rhyming*)

-is, quiz (*rhyming*)

-is, bridge

-is, he’s

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

1. फसिलिटेटर लैपटॉप पर "definition: is" के लिए Google सर्च करें। अधिकतम वॉल्यूम सेट करें, फिर स्पीकर बटन दबाएं।

2. क्लास को "Is" शब्द सुनने और दोहराने के लिए कहें। ऐसा तीन बार करें।

3. बताएं की राइमिंग वर्ड्स वे शब्द हैं जो एक ही तरह ही ध्वनि से खत्म होते हैं। उदाहरण: At और Bat राइमिंग वर्ड्स हैं, लेकिन At और It राइमिंग वर्ड्स नहीं हैं।

4. नीचे दिए गए शब्दों के जोड़े पढ़ें (Word pairs) पढ़ें (या उन्हें Google में टाइप करें और स्पीकर पर क्लिक करें)। स्टूडेंट से कहें कि यदि शब्दों के जोड़े राइमिंग वर्ड्स हैं तो वे खड़े हो जाएं और यदि शब्दों के जोड़े राइमिंग वर्ड्स नहीं कर रहे हैं तो बैठें रहें। सही उत्तर बताएं, लेकिन इस पर ध्यान केंद्रित न करें कि स्टूडेंट गलत हैं - यह एक मजेदार लिस्टनिंग एक्टिविटी है।

-is, his (*rhyming*)

-is, as

-is, these

-is, Ms. (*rhyming*)

-is, quiz (*rhyming*)

-is, bridge

-is, he’s

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

**Step 3: 10 mins.**

1. Watch the AV. If needed, students play it a second time to answer the questions.
2. Ask (*The questions below can be in Hindi or students’ native language*):
  - What did he say to start the conversation?
  - How did they tell each other their names?
  - How did they tell where they were from?
  - What did they say at the end of the conversation?
1. एवी देखें. यदि आवश्यक हो, तो छात्र प्रश्नों का उत्तर देने के लिए इसे दूसरी बार खेलते हैं।

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

## FEA Certificate & Contract

### Objective:

Develop students' understanding that:

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

औब्जैकटिव:

स्टूडेंट्स की समझ विकसित करें कि:

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

### Step 1: 5 mins.

#### Ask:

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

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

- Computer skills such as online search, email, and MS Word
- English language skills
- Career skills such as job interview skills, writing resumes, goal-setting, and being professional
- Positive mindset skills such as self-confidence, motivation, teamwork, and adaptability)
- What do you hope to gain from the program?

पूछें:

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

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

- कंप्यूटर स्किल्स जैसे ऑनलाइन सर्च, ईमेल और MS Word
- इंग्लिश भाषा की स्किल्स
- करियर स्किल्स जैसे जॉब इंटरव्यू स्किल्स, रिज्यूमे लिखना, गोल-सेटिंग और पेशेवर होना
- सकारात्मक मानसिकता स्किल्स जैसे आत्मविश्वास, प्रेरणा, टीम वर्क और अडेप्टेबिलिटी)
- आप कार्यक्रम से क्या सीखने की उम्मीद करते हैं?

### Step 2: 15 mins.

सर्टिफिकेट डिस्कशन: 15 मिनट

**Ask:**

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

पूछें:

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

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

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

**Think-Pair-Share:**

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

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

थिंक-पेयर-शेयर:

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

Point out where the attendance is marked on the certificate.

दिखाएं कि सर्टिफिकेट पर अटेंडेंस कहाँ अंकित है।

**Review:**

समीक्षा:

**Ask:**

पूछें

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

**Explain:**

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

समझाएं:

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

Ask students to share how they will feel to receive a certificate at the end of the program. स्टूडेंट्स से यह बताने के लिए कहें कि वे कार्यक्रम के अंत में एक सर्टिफिकेट प्राप्त करने के बाद कैसा महसूस करेंगे।

**Step 3: 10 mins.**

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

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

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

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

**थिंक-पेयर-शेयर (SAB में प्रश्न):**

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

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

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

स्माल ग्रुप्स:

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

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

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

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

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

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

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

- Students must take good care of the laptops and learning materials.
- Cell phones should not be used during class except for digital learning activities.
- Students are expected to arrive on time.
- Students should treat each other with respect and create an environment where everyone feels comfortable to share their thoughts and aspirations.
- स्टूडेंट्स को लैपटॉप और लर्निंग मटेरियल का अच्छी तरह से ध्यान रखना चाहिए।
- डिजिटल लर्निंग एक्टिविटी को छोड़कर क्लास के दौरान मोबाइल फोन का उपयोग नहीं किया जाना चाहिए।
- स्टूडेंट्स से समय पर पहुंचने की उम्मीद की जाती है।
- स्टूडेंट्स को एक-दूसरे के साथ सम्मान से पेश आना चाहिए और ऐसा माहौल बनाना चाहिए जहां हर कोई अपने विचारों और आकांक्षाओं को शेयर करने में कम्फर्टबल महसूस करें।

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

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

- 1- Student Activity Book (SAB) cop
- 2- Laptop Cop
- 3- Full sentence cop

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

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

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

Appoint the 3 cops for one week.

Ask if they have any questions.

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

- 1- स्टूडेंट एक्टिविटी बुक (एसएबी) कॉप
- 2- लैपटॉप कॉप
- 3- पूरा वाक्य कॉप

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

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

2- सूचित करें कि पूरा वाक्य कॉप यह सुनिश्चित करेगा कि छात्र उत्तर देते समय पूरे वाक्यों का उपयोग करें क्योंकि इससे वे अधिक बोल सकेंगे और भाषा को बेहतर ढंग से सीख सकेंगे।

एक सप्ताह के लिए 3 कॉप की नियुक्ति करें।

पूछें कि क्या उनके कोई प्रश्न हैं।

**Step 6: 5 min.**

Praise students for what they did well today.

**Recite the pledge.**

स्टूडेंट्स ने आज जो कुछ भी अच्छा किया इसके लिए उनकी सराहना करें।

एफ. इ. ए. प्लेज लें।



## Lesson 13

### Greetings

**Classroom Participation Expectation:** Please maintain a 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Resources:**

- L13-1 and L13-2 Videos

**Lesson Duration: 137 mins**

**Objectives:**

- Introduce students to basic greetings.

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

**Step 1: 5 mins.**

Greet the students warmly.

Introduce yourself and briefly explain what you will cover in today's lesson.


**Step 2: 20 mins.**

Give a brief overview of the video's content.

"Good morning, everyone. Today, we have a fun video to watch that will help us learn some important phrases for **greeting** others in English. The video is called 'Hello, How Are You?' Pay attention to the different **tones** and **expressions** used by the speaker to make their greetings friendly and polite.

Afterward, we'll practice saying them together to make sure we understand and can use them confidently.

Let's start the video. Watch the video twice

 Lesson 1 - Learn English with Jennifer - Greetings

While students are watching the video, write the following dialogue on the board.



**Step 3: 15 mins.**

Call 2 volunteers and ask them to model the video. Refer to the **dialogue** on the board.

Pair up students and have them practice greeting each other using the phrases learned.

Walk around and assist students as needed, providing **feedback** on pronunciation.

Part B: Other words for “fine”.

**Step 4: 30 mins. Steps:**

**Introduction (5 minutes):**

- Begin by discussing typical **responses** to "How are you?" Explain that many people often use "fine," but there are other ways to **express** how we feel.

**Brainstorming (10 minutes):**

- Ask students what are some other responses to “ fine “. Write down common responses like "good," "pretty good," and "not bad" on the board.

**Activity Execution (15 minutes):**

- Call each student by their name individually. For example, "How are you, Pawan?"
- Instruct the student to choose one of the following responses: "Good," "Pretty Good," or "Not Bad." “ Student’s response: I am pretty good/good/not bad
- After they respond, acknowledge their answer positively. For example, "Great to hear, Pawan!"

**Step 4: 10 mins.**

Tell your students that the next video is another way of talking. You want everyone to watch the video twice and then we will practice it as a class. Let us watch the video and learn

▶ Lesson 2 - Learn English with Jennifer - More Greetings

While students are watching the video, write the dialogue on the board.



**Step 4: 15 mins.**

Call 2 volunteers and ask them to model the video. Refer to the dialogue on the board. Pair up students and have them practice greeting each other using the phrases learned. Walk around and assist students as needed, providing feedback on pronunciation.

**Step 5: 10 mins.**

In 1-2 sentences, have students write what they learned in the class today. Ask them to share their notes with the class. Acknowledge their **efforts**.

**Step 6: 30 minutes – Share Learning and Introduce FEA Skills**

1. Share Past Learning (10 minutes):
  - Ask students to briefly share what they’ve learned in the past lessons.
  - Remind them that this is just the start of their journey, and more exciting things are coming.
2. Introduction to FEA Skills (5 minutes):
  - Tell students that in FEA, they will learn important skills that will help them in life. These skills are shown on the cover page of their SRB.

3. Skills Overview (10 minutes):
  - Ask students to look at the cover page of their SRB. The main skills are:
    - **Mindset:** This helps them think **positively** and face **challenges** with confidence.
    - **Digital:** Learn how to use technology and digital tools, which are very important for the future.
    - **Language:** Improve speaking and writing skills to communicate clearly.
    - **Career Building:** Learn how to prepare for jobs, build resumes, and succeed in the workplace.
4. Excitement for the Journey (5 minutes):
  - Tell students that these skills will help them now and in the future. They will learn things that will open doors for their success.
  - Think of your own life journey and share how you learned English and how this is helping you.
  - Encourage your students to come to the class everyday.

Keep it simple and motivate them to look forward to the learning ahead!

Summary of Lesson 14**Lesson 14****Greetings throughout the day**

**Classroom Participation Expectation:** Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Resources:**  
mins

**Lesson Duration: 135**

- L14-1 and L14-2 Videos
- Student Activity Books L14

**Objectives:**

- To practice using appropriate greetings (good morning, good afternoon, good evening) based on the time of day.
- Help students improve their pronunciation of greetings and practice speaking full sentences.

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

**Step 1: 5 mins.**

Recap with students what they learned in the previous class. Practice the dialogues first with the volunteers and then with the entire class. For reference, write the dialogues on the board if required.



**Step 2: 15 mins.**

Inform students that in today's lesson we will practice the correct use of Good Morning, Good Afternoon, Good Evening and Bye. Let's watch this video and then practice as a class.

[▶ Lesson 3 - Greetings Throughout the Day - Learn English with Jennifer](#)

**Step 3: 25 mins:**

Have students repeat each greeting after you, to practice pronunciation and **intonation**. Now call volunteers. Give them a situation and ask them to act

Situation 1: You meet your friend in the morning. Greet and talk

**Sample:**

You: Good morning Aman, how are you?

Aman: Good morning Ram, fine thanks, and you?

You: Pretty good.

Situation 2: You meet your teacher at 2 pm. (Call another pair)

Situation 3: You meet your aunt at 6 pm (Call a different pair)

Situation 4: You meet your cousin at 8 am

Situation 5: You meet your teacher at 3 pm

Situation 6: You see your grandfather at 10 pm in his room

Situation 7: You meet your FEA facilitator at 9 am in class

Situation 8: You meet your father at 7 pm

Situation 9: You meet your friend at 5 am in the park

Situation 10: You meet your uncle at a shop at 6 pm.

**Step 4: 15 mins****Writing practice (15 mins)**

- Divide students into pairs.
- Ask each student to write three sentences about what they would say to a person they see on the street.
- Ask them to say the sentences to their partner, and for the partner to give feedback or corrections.

[One-on-One conversations: While students are completing the above activity in pairs, invite the next 3 students on your list to a separate corner of the classroom one at a time, for a 5 minute one-on-one **conversation** to practice their listening and speaking skills.]

**Step 5: 15 mins.**

Explain to learners that they will listen carefully to what the facilitator said and then follow the **instructions**. Share that you will make **trios**. When you ask the question, trios should discuss the answer in their groups. You will give the sentence starter. Then one trio shares their answer in full sentences. Let's practice

1. Question: What are the first 3 letters of the English alphabet? (Sentence starter : The first 3 letters are \_\_\_\_\_ and \_\_\_\_\_)
2. Question: What is your full name? (My full name is \_\_\_\_\_)
3. Question: What is the spelling of Papaya ? ( Sentence starter: Spelling of Papaya is \_\_\_\_\_)
4. Question : What is your **favorite** food? (Sentence starter: My favorite food is \_\_\_\_\_)
5. Question: What is your favorite movie (Sentence starter: My favorite movie is \_\_\_\_\_)

Encourage students to talk in their groups and come up with one question. Encourage everyone to share one question and get the responses to the questions in full sentences.

## Gmail: Creating Passwords & Accounts

### Objectives:

- Students demonstrate understanding that passwords should be recorded somewhere safe and not shared with others.
- Students create Gmail accounts and successfully log in.

### Step 1: 15 mins:

- How many of you have email accounts?
- आप में से कितने लोगों के पास ईमेल अकाउंट हैं?
- What is **Gmail**? What are some **specific purposes** it can be used for?
- Gmail क्या है? इसका उपयोग किन विशिष्ट उद्देश्यों के लिए किया जा सकता है?

Explain that Gmail accounts are used to send and receive emails and are an official means of communication. It is also required as contact information while searching and applying for jobs.

स्टूडेंट्स की सहायता से समझाइए कि Gmail अकाउंट का उपयोग ईमेल भेजने और प्राप्त करने के लिए किया जाता है और यह कम्युनिकेशन का एक ऑफिशियल साधन है। नौकरियों की खोज और आवेदन करते समय संपर्क जानकारी/कांटेक्ट इंफार्मेशन की भी जरूरत होती है, वह ईमेल द्वारा किया जाता है।

Explaining to **create** an account

Explain that you should always make your account name **formal**.

स्टूडेंट्स को बता दें कि आपको हमेशा अपने खाते का नाम औपचारिक/फॉर्मल बनाना चाहिए।

Tell students that you are going to say a few names. Ask them to stand up if they think it is formal and sit down if they think it is **informal**. Call on 1-2 students to explain their response.

स्टूडेंट्स को बताएं कि आप कुछ नाम बताने जा रहे हैं। अगर उन्हें लगता है कि यह औपचारिक है तो उन्हें खड़े होने के लिए कहें और अगर उन्हें लगता है कि यह अनौपचारिक है तो बैठ जाएं। अपनी प्रतिक्रिया देने के लिए 1-2 स्टूडेंट्स को बुलाएं।

[NaughtyNikhil@gmail.com](mailto:NaughtyNikhil@gmail.com) (informal-अनौपचारिक)

[Mohsin.Khan@gmail.com](mailto:Mohsin.Khan@gmail.com) (formal-औपचारिक)

[Rukmuddin.stylish@gmail.com](mailto:Rukmuddin.stylish@gmail.com) (informal-अनौपचारिक)

[Kaif.md@gmail.com](mailto:Kaif.md@gmail.com) (formal-औपचारिक)

[Beauty.Sapna@gmail.com](mailto:Beauty.Sapna@gmail.com) (informal-अनौपचारिक)

Tell students to follow this **pattern** for their account (*write it on the board*):

स्टूडेंट्स को अपना अकाउंट बनाने के लिए नीचे दिए हुए पैटर्न को फॉलो करना है।

Firstname.lastname.studentid@gmail.com

Password Safety: 2 mins

Explain that sharing your **password** is like giving out keys to your lock. You should share your password with one **trusted** family member so that you don't forget it. You should not give out your password to lots of friends and neighbors.

बता दें कि अपना पासवर्ड शेयर करना आपके लॉक की चाबी देने जैसा है। आपको अपना पासवर्ड अपने एक भरोसेमंद परिवार के सदस्य को बताना चाहिए ताकि आप इसे न भूलें। आपको अपना पासवर्ड अपने बहुत सारे दोस्तों और पड़ोसियों को नहीं देना चाहिए।

### Step 2: 10 mins Quiz:

Ask students to share whether they are weak or strong password (mentioned in SRB as well) :

क्या वे कमजोर या मजबूत पासवर्ड हैं?

1. AminaKhan	Weak	Strong
2. AKpineapple77!	Weak	Strong
3. 42#BLUEkittens	Weak	Strong
4. mobile0112324440	Weak	Strong

### Review:

रिव्यू:

After students have answered, explain that passwords should meet the following **criteria**. Then, have them check their answers:

स्टूडेंट्स के उत्तर देने के बाद, समझाएं कि पासवर्ड रखने के लिए निम्नलिखित क्राइटेरिया को पूरा करना चाहिए। फिर, उन्हें अपने उत्तरों की जांच करने के लिए कहें:

- Passwords SHOULD contain a mix of **uppercase** (capital) and **lowercase** letters (small), numbers, and symbols.
- पासवर्ड में अपरकेस और लोअरकेस अक्षरों, संख्याओं और प्रतीकों का मिश्रण होना चाहिए
- Passwords SHOULD be at least 8 **characters** (letters, numbers, symbols) long.
- पासवर्ड में कम से कम 8 अक्षर (अक्षर, संख्या, प्रतीक) लंबा होना चाहिए
- Passwords SHOULD NOT be easy to **guess information** like your name, mobile number, or address.
- पासवर्ड में आपके नाम, मोबाइल नंबर या पते जैसी जानकारी का अनुमान लगाना आसान नहीं होना चाहिए

### Examples:

उदाहरण:

1. Your **nickname** + your favorite number + **symbol**  
आपका उपनाम + आपका पसंदीदा नंबर + प्रतीक
2. Your grandmother's **first name** + your FEA number  
आपकी दादी का पहला नाम + आपका एफ.इ.ए. नंबर
3. Your favorite animal + the year you were **born** + symbol  
आपका पसंदीदा जानवर + जिस वर्ष आप पैदा हुए थे + प्रतीक

### Step 3: 35 mins (Urban facilitators to conduct this in 25 mins)

Creating email ids: 45 mins.

ईमेल आईडी बनाना: 45 मिनट

Ask students to watch the AV 1 (*in Hindi*) or the AV 2 (*in English*) on how to create a gmail account.

जीमेल अकाउंट कैसे बनाया जाए यह सीखने के लिए स्टूडेंट्स को AV 1 (फोन के लिए - हिंदी में) या AV 2 (लैपटॉप के लिए - इंग्लिश में) देखने के लिए कहें।

Get them started.

उन्हें टास्क को शुरू करने दें।

Students who know how to create gmail accounts must help others.

Everyone should create their Gmail account using the FEA given format.

एफईए के निर्देशानुसार सभी को अपना जी-मेल अकाउंट बनाना चाहिए।

Note down all the Gmail ids and passwords on the facilitator's notebook so that you can help students sign in if they need help.

सभी जीमेल आईडी और पासवर्ड को फॅसिलिटेटर की नोटबुक पर नोट कर लें ताकि यदि छात्रों को मदद की जरूरत हो तो आप उन्हें साइन इन करने में मदद कर सकें।



## Lesson 15

### Introducing Yourself 1

**Classroom Participation Expectation:** Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Materials Required:**

**Lesson Duration: 132 mins**

- Flashcards with words (e.g., "Hello", "My name is", "I am from", "Nice to meet you")
- Visual aids (e.g., Indian map, pictures of common objects)

**Resources:**

- L15 Video

**Objectives:**

- Students will be able to introduce themselves in English using basic phrases.
- Students will reinforce their understanding of basic introduction phrases by watching a video and practicing dialogue.

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

**Step 1: 5: mins.**

- Start with a greeting: "Hello, everyone!"
- Teach them to **respond**: "Hello, Facilitator!"
- Practice this greeting a few times **together**.

**Step 2: 5 mins.**

- Show a **placard** with "My name is" and point to yourself saying, "My name is [Your Name]."
- Have students **repeat** after you **individually** and as a group.

**Step 3: 5 mins.**

- Introduce placards with "I am from" and draw a simple picture of an Indian map with your highlighted state.
- Say, "I am from [Your state]."
- Have students say where they are from.

**Step 4: 10 mins**

- Create **pairs** or small **groups**.

- Encourage students to take turns introducing themselves to each other using the **phrases** learned (name and state).
- Circulate and assist as needed, providing positive feedback.

**Step 5: 15 mins**

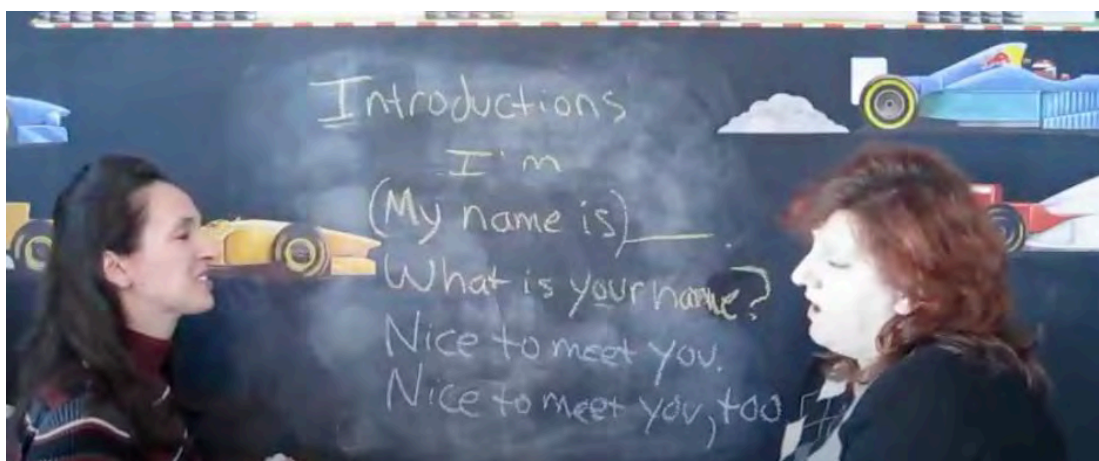
- Gather students together.
- **Review** what they learned: "What did we learn today? How do you say 'hello'? How do you introduce yourself?"

**Step 6: 5 mins**

- Inform students they will watch a video where 2 people introduce themselves. Watch it **twice**.  
<https://www.youtube.com/watch?v=zBNQOoZFZbg&list=PLoA0C8CFFE9712B76&index=6>

**Step 7: 15 mins.**

While students are watching the video, write the following dialogue on the board.

**Step 8: 15 mins**

1. Call 2 volunteers and ask them to **model** the video. Refer to the dialogue on the board.
2. Pair up students and have them practice greeting each other using the phrases learned.
3. Walk around and assist students as needed, providing feedback on pronunciation.
4. Call more volunteers to showcase their new English talent.

**Digital Learning: Creating Duolingo Account****Objectives:**

- Students get to know about Duolingo and they learn to join the Duolingo classroom.

**Step 1: 45 mins. (Urban facilitators to conduct this in 20 mins)**

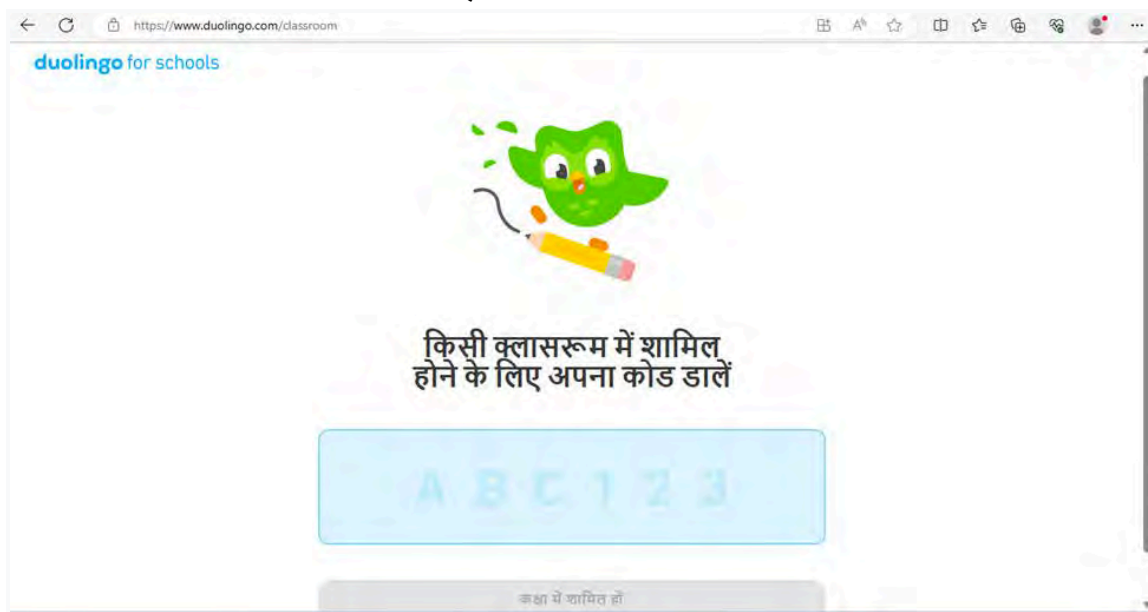
(The following steps are mentioned in SRB as well:)

1. Write the following URL on the whiteboard and ask students to open their laptop and type the URL in the address bar. Show them where the address bar is.

[duolingo.com/classroom](https://www.duolingo.com/classroom)

2. Facilitator should create a Duolingo classroom in the following **format** - Area Name.BranchName.Session number. Example: Aligarh.Rampur.S1.

3- Write the classroom code on the whiteboard and ask students to type the classroom code in the box below: 'किसी क्लासरूम में शामिल होने के लिए अपना कोड डालें'



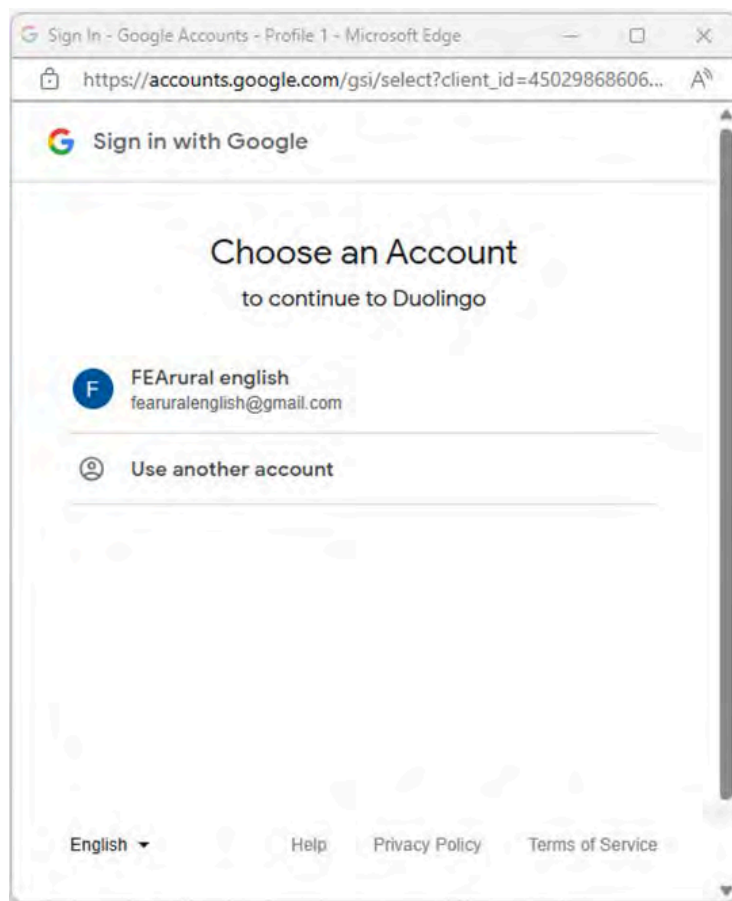
3. Ask students to click on 'कक्षा में शामिल हों' after writing the code.

(The code, 'UGTVXD' is only an example. Ask students not to write this code but the code given by you.)



The image shows two screenshots of a Duolingo classroom interface. The top screenshot displays a poll question in Hindi: "Tar की क्लास में जुड़ना चाहते हैं?" (Do you want to join Tar's class?). Below the question, there is explanatory text: "Tar आपकी प्रोग्रेस देख सकेंगे, आपके अकाउंट में बदलाव कर सकेंगे और डुओलिंगो पर आपको असाइनमेंट दे सकेंगे।" (Tar will be able to see your progress, make changes to your account, and assign you assignments on Duolingo). Two buttons are provided for the poll: a blue "हाँ, चुड़े" (Yes, please) button and a white "नहीं" (No) button.

The bottom screenshot shows a registration form titled "Tar के क्लासरूम में शामिल होने के लिए अकाउंट बनाएँ या लॉग इन करें" (Create an account or log in to join Tar's class). The form includes input fields for "उम्र" (Age), "नाम (विकल्पिक)" (Name - optional), "ईमेल" (Email), and "पासवर्ड" (Password). A blue "अकाउंट बनाएँ" (Create account) button is prominent. Below it, there are "या" (or) separator and social login options for "FACEBOOK" and "GOOGLE". At the bottom, a note states: "डुओलिंगो पर लॉग इन करके आप नियमों और प्राइवैसी पॉलिसी से सहमति जता रहे हैं।" (By logging in on Duolingo, you agree to the terms and privacy policy).



**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 16

### Introducing Yourself 2

#### Classroom Participation Expectation:

Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

#### Objectives:

**Lesson Duration: 132 mins**

- Students practice sentences to talk about themselves.

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

#### Step 1: 10 mins.

Welcome students and ask them to recap yesterday's learning.

#### Step 2: 15 mins.

Ask students to think of a few sentences of **introducing** themselves when they meet someone for the first time.

Now, ask students to turn to the person on their right and share the sentences. Once pairs have discussed, ask students to share with the class briefly. Accept all responses and repeat the ones that steer the conversation.

(For example, my name is....., I am from.....).

#### Step 3: 25 mins.

Now the facilitator writes 3 sentences on the board:

1. My name is ....
2. I am .... years old
3. I am from ....

Ask students to practice speaking these sentences. Ask a few students to share these sentences with the class (from their seats).

Now add to the sentences written on the board:

4. I like to ....
5. I don't like to ....

6. My **hobbies** are....

or

I like to.... in my free time

Ask students to practice speaking these sentences. Ask a few other students (the ones who did not get a chance for the previous 3 sentences) to share these sentences with the class (from their seats).

Now add to the sentences written on the board:

7. My hometown is in ....

8. I live in a .... (**nuclear/joint**) family

9. I have .... members in my family

10. I have .... **siblings**, .... brothers and .... sisters

Ask students to practice speaking these sentences. Ask a few other students (the ones who did not get a chance for the previous 6 sentences) to share these sentences with the class (from their seats).

#### **Step 4: 25 mins.**

Now ask the students to turn to the student sitting on their right again. Practice all the sentences mentioned on the board. Students can add additional sentences about their introduction if they wish to. Ask pairs to prepare their script on introduction along with greeting that they learnt in previous class.

Once pairs have discussed, ask them to come in front of the class and present.

### **Team Duolingo Challenge Instructions**

#### **Announce: 15 mins:**

##### 1. Form Teams

- Team Assignment: You have been divided into 4 teams. Your team names are [Team A], [Team B], [Team C], and [Team D]. You will work together to achieve the highest XP (Experience Points) on Duolingo.

##### \*\*2. Start Learning

- Complete Lessons: Each team member should complete Duolingo lessons regularly to earn XP points. The more you practice, the more XP you earn!

**\*\*3. Track Your Progress**

- Weekly Winners: The team with the highest total **XP** at the end of each week will be **announced** as the Weekly Winner. Keep an eye on the leaderboard and celebrate your team's **achievements!**

**\*\*4. Aim for the Big Prize**

- End of Book **Challenge**: At the end of the book the team with the highest total XP will be **awarded** a Digital Certificate of Achievement. This will recognize your team's hard work and **dedication.**

**Step 2: 30 mins**

Begin Duolingo. Students should work in pairs. Facilitator must move around and create **excitement** and also help students.

In the last 5-10 mins: Ask students what new words they learned from Duolingo. Write the words on the board.

Try using these words in sentences.

**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 17**Lesson 17**

<b>Introducing Others</b>	
<p><b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Materials Required:</b></p> <ul style="list-style-type: none"> <li>● Slips with names and roles (e.g., teacher, student, friend)</li> </ul>	<p><b><u>Lesson Duration: 137 mins</u></b></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● By the end of the lesson, students will be able to confidently introduce others using appropriate language and etiquette.</li> </ul>	
<p><b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 15 mins.</b></p> <p>Start with a quick review of personal introductions. Ask students to introduce themselves to a partner.</p>	
<p><b>Step 2: 15 mins.</b></p> <ol style="list-style-type: none"> <li>1. Modeling Introductions: <ul style="list-style-type: none"> <li>○ Demonstrate how to introduce someone else. For example, "This is Tapan. He is my English trainer."</li> </ul> </li> <li>2. Vocabulary and Phrases: <ul style="list-style-type: none"> <li>○ Write on the board and teach other ways to introduce others <ul style="list-style-type: none"> <li>■ "This is [name]."</li> <li>■ "Meet [name]."</li> <li>■ "I'd like you to meet [name]."</li> <li>■ "He/She is [role/job]."</li> </ul> </li> </ul> </li> </ol>	
<p><b>Step 3: 20 mins.</b></p> <ol style="list-style-type: none"> <li>1. Pair Work: <ul style="list-style-type: none"> <li>○ Make trios and provide them with prompts.</li> <li>○ Ask them to take turns introducing each other using the 3 phrases and vocabulary taught.</li> <li>○ Each student in the trio should take take turns and speak</li> </ul> </li> </ol>	

<ul style="list-style-type: none"> <li>○ Situation 1: Student A and B are friends. Student C is the brother of B</li> <li>○ Situation 2: Student A introduces Student B to his class teacher C</li> <li>○ Situation 3: Student A introduces Student B to his family doctor C</li> </ul> <p>2. Feedback and Correction:</p> <ul style="list-style-type: none"> <li>○ Monitor students as they practice and provide feedback on pronunciation, intonation, and usage.</li> </ul>
<p><b>Step 4: 30 mins.</b></p> <p>1. Role-play Practice:</p> <ul style="list-style-type: none"> <li>○ Call the confident trios in front of the class to act out the scenarios, introducing each other based on the roles provided.</li> <li>○ Now call the other trios on stage one by one.</li> <li>○ Encourage everyone with positive words like, wow, well done. You were really confident. Good job. I really like your conversation etc.</li> </ul>
<p><b>Step 5: 10 mins.</b></p> <p><b>Forming Pairs:</b></p> <p>Ask students to write their name on a note card and place it 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>जोड़े बनाना:</p> <p>स्टूडेंट्स को अपना नाम एक नोट कार्ड पर लिखने और एक बैग में रखने के लिए कहें। (नोट: यदि क्लास में पुरुष और महिला स्टूडेंट्स साथ में पढ़ते हैं, तो दो बैग का उपयोग किया जा सकता है ताकि पुरुष-पुरुष और महिला-महिला के जोड़े बन सकें।) - 5 mins</p> <p>Explain that you are choosing partners before the next activity by pulling the names from a bag, and that their partner is decided by chance. Ask how it might make their partner feel if you complain about being paired with them. Encourage them to have a positive mindset and think of it as an opportunity to get to know someone better.</p> <p>समझाएं कि आप अगली एक्टिविटी से पहले एक बैग से नाम की पर्ची निकालकर, पार्टनर्स का चयन करेंगे, और उनका क्लास का साथी संयोग से तय होगा। पूछें कि यदि आप पार्टनर से नाखुश होकर शिकायत करते हैं तो यह उनके साथी को कैसा महसूस करा सकता है। उन्हें सकारात्मक मानसिकता (पॉजिटिव माइंडसेट) रखने के लिए प्रोत्साहित करें और इसे किसी को बेहतर जानने के अवसर के रूप में सोचें। - 2 mins</p> <p>Announce pairs by pulling two names from a bag at a time. (<i>Note: If there is an odd number of students, form one group of three.</i>) Share that the pairs will work together as a team for the upcoming activities.</p>
<p><b>Digital Learning: Online Search 1</b></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students learn Google search basics and practice finding information online.</li> </ul> <p>औब्यैक्टिव:</p> <ul style="list-style-type: none"> <li>● स्टूडेंट्स गूगल सर्च की मूल बातें सीखते हैं और ऑनलाइन जानकारी खोजने का अभ्यास करते हैं।</li> </ul>
<p><b>Introduction: 5 mins.</b></p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>● What kinds of information can you find online?</li> <li>● How do you find it?</li> <li>● Why is online search important?</li> </ul>

**Step 2: 15 mins.****Slideshow & Practice**

स्लाइड शो और प्रैक्टिस

Students sit at the laptops in small groups (2-4 students). Ask them to open the L18 Slideshow They can read through the Basic Google Search slides independently.

स्टूडेंट्स छोटे ग्रुप (2-4 स्टूडेंट) में लैपटॉप पर बैठते हैं। उन्हें L16 स्लाइड शो खोलने के लिए कहें। वे बेसिक गूगल सर्च (Basic Google Search) स्लाइड के माध्यम से स्वतंत्र रूप से पढ़ सकते हैं।

Then, they should practice the following Google Search skills on their own

(listed on slide 13):

1. Do a Google search by typing in keywords.
2. Click a website.
3. Find information by using Ctrl+F.
4. Open a new tab.
5. Do a new Google search by using the microphone.
6. Click "Images."
7. Click one image.
8. Go back

फिर, उन्हें निम्नलिखित गूगल सर्च स्किल्स का स्वयं अभ्यास करना चाहिए (स्लाइड 13 पर लिखी हुई):

1. कीवर्ड टाइप करके Google Search करें।
2. एक वेबसाइट पर क्लिक करें।
3. Ctrl+F का उपयोग करके जानकारी प्राप्त करें।
4. एक नया टैब खोलें।
5. माइक्रोफोन का उपयोग करके एक नई Google Search करें।
6. "Images" पर क्लिक करें।
7. एक इमेज पर क्लिक करें।
8. वापस जाएँ

**Step 3: 15 mins.****Scavenger hunt:**

स्कैवेंजर हंट:

Announce that you will be having a **scavenger hunt**. Students may use laptops and their smartphones.

बताएं कि आप एक स्कैवेंजर हंट एक्टिविटी खेलेंगे। स्टूडेंट्स लैपटॉप और अपने स्मार्टफोन का उपयोग कर सकते हैं।

Ask students to find the scavenger hunt list on L18B of their Student Activity Books. Students should search for the information and write the answers. The team that finishes first wins. If no teams have finished after 15 minutes, give a 5 minute warning and then stop. The team with the most answers wins.

स्टूडेंट्स से उनकी स्टूडेंट एक्टिविटी बुक L18B पर स्कैवेंजर हंट लिस्ट खोजने के लिए कहें। स्टूडेंट्स को जानकारी के लिए सर्च करना

चाहिए और उत्तर लिखना चाहिए। जो टीम एक्टिविटी को पहले खत्म करती है वह जीत जाती है। यदि 15 मिनट के बाद कोई भी टीम समाप्त नहीं कर पाती है, तो 5 मिनट की चेतावनी दें और फिर समाप्त करें। सबसे अधिक उत्तरों वाली टीम जीतती है।

**Find the:**

- 1: Population of Delhi
- 2: Number of tigers in the world
- 3: Number of centuries by Virat Kohli
- 4: First movie of Tiger Shroff
- 5: Vice President of India
- 6: Capital of Nagaland
- 7: Current temperature in Goa
- 8: Athlete with the most Cricket World Cup runs
- 9: English word for दृढ़ता
- 10: Map of your village

**Step 4: 10 mins. (Urban facilitators to 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 18

### The Sentence

**Classroom Participation Expectation:** Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:**

**Lesson Duration: 137 mins**

- Students will learn what makes a complete sentence and how to arrange words to form meaningful sentences. They will also practice sentence construction with given words

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

**Step 1: 20 mins.**

**1. Warm-Up Discussion:**

- **Ask:** "What is a sentence?" Encourage students to respond in complete sentences.
- **Share:** "A sentence is a group of words **arranged** in a **specific** order that makes a complete sense or meaning."

**2. Board Activity:**

- Write the following on the board:
  - is Pawan good boy a
  - name is his Karan
  - eighteen years am I old
  - go I school to everyday
- **Ask:** "Do these groups of words make sense? Why or why not?"
- **Reiterate:** Discuss why the word groups do not make sense and reinforce the definition of a sentence.

**3. Student Exercise:**

- Ask students to rearrange the words to form complete sentences:
  - Pawan is a good boy.
  - His name is Karan.
  - I am eighteen years old.
  - I go to school every day.

**Step 2: 20 mins.: SAB Activity**

**1. Rules Reminder:**

- **Discuss:**
  - Each sentence begins with a capital letter.
  - Each sentence ends with a full stop [.] or a question mark [?] or an exclamatory mark [!].

## 2. Sentence Rearrangement Activity:

- Provide the following jumbled words and ask students to arrange them into complete sentences:
  - **A:** you where are going
  - **B:** milk cow us gives
  - **C:** like i apple eating
  - **D:** elders your always respect should you
  - **E:** likes to dance Sneha
  - **F:** seven week are a in there days
  - **G:** games love children play to
  - **H:** do you where live
  - **I:** Two I have smartphones
  - **J:** Please make noise not do

## 3. Class Discussion:

- Move around to assist students as they work.
- Once the exercise is completed, review the correct answers with the class and take responses.

### Step 3: 30 mins.

#### 1. Creative Sentence Writing:

- Write the following words on the board:
  - Mother, Shopping, Computer, Money, Sleep, Intelligent, Teacher, School, Home.
- **Explain the Challenge:**
  - Each student selects one word from the board and creates a meaningful sentence using that word.
- **Tips:**
  - Set a time limit of 2 minutes to create urgency.
  - Encourage **creativity** and **interesting** sentence structures.

#### 2. Peer Sharing & Voting:

- After time is up, students share their sentences with a partner or the class.
- Conduct a class vote to choose the favorite sentence for each word.

#### **Step 4: Duolingo: 30 mins**

##### **1. Practice Time:**

- Encourage students to spend the remaining time practicing on Duolingo, assisting as needed.
- Motivate students by reminding them of the importance of consistent practice
- In the last 5-10 mins: Ask students what new words they learned from Duolingo. Write the words on the board.
- Try using these words in sentences.

### **Digital Information Hunt**

#### **Step 1: 25 mins. (Urban facilitators to conduct this in 15 mins)**

Activity: Digital Information Hunt

Distribute a set of questions to pairs of students and ask them to search for information online.

- After some time, each pair will present their findings in front of the class.

Here are the assigned tasks:

- Pair 1 and 2: **Research** and present the information about the coldest village “Oymyakon’
- Pair 3 and 4: **Explore** and share information about the cleanest village of Asia.
- Pair 5 and 6: Identify and detail the best place to visit in Kerala within 6-7 sentences.
- Pair 7 and 8: Find more information about the book “Wings of Fire”
- Pair 9 and 10: Gather information about Mountain man of India.

#### **Step 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 19

<b>Recap Activity: Q&amp;A Session</b>	
<p><b>Classroom Participation Expectation:</b> Please maintain a 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● L19-1 and L19-2 videos</li> </ul>	<p><b><u>Lesson Duration: 137 mins</u></b></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● To assess students' understanding and ability to use greetings, introduce themselves and others, and create simple sentences.</li> </ul>	
<p><b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 5 mins.</b></p> <ul style="list-style-type: none"> <li>○ Briefly explain to the students that they will be answering questions about greetings, introducing themselves, introducing others, and making simple sentences.</li> <li>○ Let them know this is a chance to review and practice what they've learned.</li> </ul>	
<p><b>Step 2: 30 mins.</b></p> <ul style="list-style-type: none"> <li>○ Pose each question one by one to the entire class or to individual students.</li> <li>○ After each question, allow students a few moments to think and then raise their hands to answer.</li> <li>○ You can also randomly select students to ensure everyone participates.</li> </ul> <p><b>Example Flow:</b></p> <ol style="list-style-type: none"> <li><b>1. First Section: Greetings</b> <ul style="list-style-type: none"> <li>○ What do you say when you meet someone for the first time?</li> <li>○ How do you ask someone how they are?</li> <li>○ What do you say when you leave a place?</li> <li>○ How do you respond to "Good morning"?</li> </ul> </li> <li><b>2. Second Section: Introducing Yourself</b> <ul style="list-style-type: none"> <li>○ How do you introduce yourself?</li> <li>○ What can you say to tell someone where you are from?</li> <li>○ How do you tell someone your age?</li> <li>○ What can you say to tell someone what you like?</li> </ul> </li> <li><b>3. Third Section: Introducing Others</b> <ul style="list-style-type: none"> <li>○ How do you introduce a friend to someone else?</li> <li>○ What do you say if you want to introduce your family member?</li> </ul> </li> </ol>	



- How can you introduce two people who don't know each other?
  - What phrase can you use to introduce someone's job or role?
- 4. Fourth Section: Making Sentences Using Easy Words**
- Make a sentence using the words "I" and "happy."
  - Create a sentence with "You" and "teacher."
  - Use "He" and "run" in a sentence.
  - Make a sentence with "She" and "read."
  - Form a sentence using "They" and "pla

## FEA

### Objective:

Reinforce FEA Classroom vocabulary and promote teamwork, communication, and quick thinking among players.

### Step 1: 25 mins.

### Game: Describe the Word Without Saying It

#### How to Play:

#### Preparation:

- Write down words related to the FEA Classroom on separate pieces of paper. Examples: laptop, facilitator, keyboard, table, chair, whiteboard, pencil, etc.

#### Setup:

- Divide the players into two teams.
- Teams take turns being the "Describers" and the "Guessers."

#### Gameplay:

##### 1. Round 1: Describing Without Saying the Word:

- A player from Team A picks a word card (without showing it to their team).
- The player describes the word without saying the word itself or any part of it.
- Example: For "pencil," the player might say, "It's something you use to write or draw."

##### 2. Guessing:

- Team A tries to guess the word based on the description.
- They have 1 minute to guess.

##### 3. Correct Guess:

- If Team A guesses correctly, they score a point.

##### 4. Passing and Scoring:

- If Team A can't guess the word in time, Team B gets a chance to guess and steal the point.

##### 5. Switch Roles:

- After each round, switch roles. Team B describes, and Team A guesses.

#### Winning:

- The team with the most points at the end wins the game

**Tips:**

- Encourage players to be creative with their **descriptions** but avoid using parts of the given word.
- Keep the game light-hearted and fun, focusing on communication and teamwork skills.

## Digital Learning: Online Search 2

**Objectives:**

- Students practice looking at multiple websites or changing words in their search to help them practice finding higher quality information rather than simply using the first website that comes up.
- Students are able to revisit a website by using their search history or bookmarks.

**Step 1: 20 mins. (Comparing Websites) (Urban facilitators to skip this step):**

Students should sit at the laptops in small groups or pairs (Students should work in pairs created in Lesson 17). Ask each group or pair to choose a topic they want to learn more about. Then, have them search for the topic with Google.

स्टूडेंट्स को छोटे ग्रुप या जोड़ों में लैपटॉप पर बैठना है। हर एक ग्रुप या जोड़ी को एक विषय चुनने के लिए कहें जिसके बारे में वे अधिक जानना चाहते हैं। फिर, उनसे गूगल (Google) पर विषय खोजने के लिए कहें।

**Topic suggestions (if needed):**

विषय सुझाव (यदि जरूरी हो):

- Fixing a bike (एक बाइक फिक्सिंग)
- Stitching techniques (सिलाई टेक्नीक)
- Performing CPR (CPR देना)
- Electric Cars (विद्युत गाड़ियाँ)
- Women in STEM/Science (STEM/विज्ञान में महिलाएं)

Ask them to click on three different websites that come up in the search. They do not have to read the full websites, but they should read parts and also click or scroll to different parts of each website.

उन्हें सर्च में आने वाली तीन अलग-अलग वेबसाइटों पर क्लिक करने के लिए कहें। उन्हें पूरी वेबसाइटों को पढ़ने की जरूरत नहीं है, लेकिन उन्हें भागों को पढ़ना चाहिए और हर एक वेबसाइट के अलग-अलग हिस्सों पर क्लिक या स्क्रॉल करना चाहिए।

**Think-Pair-Share:**

- What differences did you notice between the websites?
- Which one seemed to have the best information? How could you tell?

थिंक-पेयर-शेयर:

- आपने वेबसाइटों के बीच क्या अंतर देखा?
- आपको किसकी जानकारी सबसे अच्छी लगी? आप यह कैसे बता सकते हैं?

### **Step 2: 30 mins (Adjusting Keywords): (Urban facilitators to conduct Step 2 and Step 3 in 20 mins):**

Tell students to watch AV 1 (English) or AV 2 (Hindi) on their laptops.

**Ask:**

- How can it help to use specific descriptions in your search?
- What happens when you use quotation marks in your search? (*It searches for those words together as a phrase. For example, "pencil case" instead of "pencil" and "case."*)

**पूछें:**

- यह आपकी खोज में स्पेसिफिक डिस्क्रिप्शन (specific descriptions) का उपयोग करने में कैसे मदद कर सकता है?
- जब आप अपनी खोज में कोटेशन मार्क्स (quotation marks) का उपयोग करते हैं तो क्या होता है? (यह उन शब्दों को एक साथ एक वाक्यांश (phrase) के रूप में खोजता है। उदाहरण के लिए, "पेंसिल" और "केस" के बजाय "पेंसिल केस"।)

Give students 15 minutes to practice searching for the same topic but making changes to the keywords in their search. They can add or change the words they search for or use quotation marks or a minus sign in their search.

स्टूडेंट्स को उसी विषय को खोजने का अभ्यास करने के लिए 10 मिनट का समय दें, लेकिन इस बार वे अपनी खोज में कीवर्ड में बदलाव करें। वे अपने द्वारा खोजे जाने वाले शब्दों को जोड़ या बदल सकते हैं या अपनी खोज में कोटेशन मार्क्स (quotation marks) या माइनस साइन का उपयोग कर सकते हैं।

**Ask:**

- How were the websites listed different when you changed the keywords in your search?
- जब आपने अपनी खोज में कीवर्ड बदले तो वेबसाइटें किस प्रकार से अलग आए ?

**Step 3: 15 mins. (Urban facilitators to conduct Step 2 and Step 3 in 20 mins):**

**Ask:**

**(Revisiting Website)**-You have visited several websites today. How can you go back to one that you liked to read again?

आप आज कई वेबसाइटों पर गए हैं। आप उस पर वापस कैसे जा सकते हैं जिसे आप फिर से पढ़ना पसंद करते हैं?

Tell students to click the three dots in the top right corner of the screen and select History. (*Alternative option: press Ctrl+H*) They should find the website they liked best from their searches during this lesson and click it.

स्टूडेंट्स से कहें कि वे स्क्रीन के ऊपरी दाएं कोने में तीन बिंदुओं पर क्लिक करें और History का चयन करें। ( विकल्प: Ctrl+H दबाएं) उन्हें इस लैसन के दौरान अपनी खोजों से वह वेबसाइट ढूँढनी चाहिए जो उन्हें सबसे अच्छी लगी हो और उस पर क्लिक करें।

**Ask:**

- What is a bookmark? (*Accept all answers, but emphasize that it is used to save a page in a book.*)
- बुकमार्क क्या है? (सभी उत्तरों को स्वीकार करें, लेकिन इस बात पर जोर दें कि इसका उपयोग किसी बुक में उसके पेज को सुरक्षित रखने के लिए किया जाता है, ताकि जहाँ से बुक को पढ़ना शुरू किया वहीं से दुबारा पढ़ा जा सके।)

**Explain:**

You can also save a page online with a bookmark.

**समझाएं:**

आप किसी पेज को ऑनलाइन भी सहेज सकते हैं, बुकमार्क के साथ।

Tell students to press the star in the top right corner of the screen. (*Alternative option: Press Ctrl + D.*) They can name the bookmark to help them remember the topic of the page.

स्टूडेंट्स को स्क्रीन के ऊपरी दाएं कोने में स्थित स्टार पर क्लिक करने के लिए कहें। (विकल्प: Ctrl + D दबाएं।) वे पेज के विषय को याद रखने में मदद करने के लिए बुकमार्क को नाम दे सकते हैं।

The bookmarks may appear in a bar at the top of the web page. If not, to see the bookmarked page again, they can click the three dots in the top right corner of the screen and select bookmarks.

बुकमार्क वेब पेज के ऊपरी भाग पर एक बार में दिखाई दे सकते हैं। यदि नहीं, तो बुकमार्क किए गए पेज को फिर से देखने के लिए, वे स्क्रीन के ऊपरी दाएं कोने में तीन बिंदुओं पर क्लिक करके बुकमार्क का चयन कर सकते हैं।

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step

Milestone Championship**Lesson 20****Resources: :**

- L-20 video

**Lesson Duration: 127 mins****Materials Required:**

- Bag or Box
- Slips to write names

**Introduction of Milestone Championship**

**Classroom Participation Expectation:** Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:**

- Give students a chance to build a connection with their attendance partner.
- Introduce the attendance competition and motivate students to come to class as often as possible in order to get the most out of the program.

**औब्जैकटिव:**

- स्टूडेंट्स को अपने अटेंडेंस पार्टनर के साथ कनेक्शन बनाने का मौका दें।
- अटेंडेंस कम्पटीशन का इंटीग्रेशन दें और कार्यक्रम का अधिकतम लाभ उठाने के लिए स्टूडेंट्स को जितनी बार संभव हो क्लास में आने के लिए प्रेरित करें।

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

**Step 1: 25 mins.****(Urban facilitators to conduct this in 20 mins)**

Introduce the name of the lesson and ask what comes to their mind. Share that this is a very interesting activity and they will come to know the details soon. Tell them that it is based on the pairs that were made in Lesson 17.

पाठ का नाम बताएं और पूछें कि उनके मन में क्या आता है। साझा करें कि यह एक बहुत ही दिलचस्प गतिविधि है और उन्हें जल्द ही विवरण पता चल जाएगा। -2 mins

**Trust-building Interviews:**

- Ask the pairs to interview each other about their interests, goals, and experiences. Afterward, each student introduces their partner to the larger group, emphasizing the positive aspects they learned during the interview. This exercise builds trust and encourages active listening.

**विश्वास-निर्माण इंटरव्यू :**

2 छात्रों को भागीदार बनाएं और उनसे उनकी रुचियों, लक्ष्यों और अनुभवों के बारे में एक-दूसरे का इंटरव्यू लेने को कहें। इसके बाद, प्रत्येक छात्र इंटरव्यू के दौरान सीखे गए सकारात्मक पहलुओं पर जोर देते हुए अपने साथी को बड़े समूह से परिचित कराता है। यह अभ्यास विश्वास पैदा करता है और सक्रिय रूप से सुनने को प्रोत्साहित करता है।

**Step 2: 20 mins.****Explain:**

Just like you and your partner supported and talked positively about each other, you will also help each other learn more at FEA by attending class as much as possible. You will be playing an attendance competition, and each day that both members of your group attend the lesson, your group earns a point. Once a week, I will announce your team ranking. This **competition** will be called the Milestone Championship. All the pairs who achieve the first **milestone** i.e. they are regular will get their first milestone reward. If you are regular, but your partner is not, you would not be able to get the first reward. Ensure that you make yourself and your partner regular.

Note for facilitator: Make sure not to tell the students what reward (folder) they would receive as it could spoil the excitement.

Create an LMS id for each pair.

Assign each group a group ID through LMS.

एहर एक गुप को LMS के माध्यम से एक गुप आईडी दें।

समझाएँ:

जिस तरह आपने और आपके साथी ने एक-दूसरे का समर्थन किया और एक-दूसरे के बारे में सकारात्मक बातें कीं, उसी तरह आप जितना संभव हो सके क्लास में भाग लेकर एफ.ई.ए. में एक-दूसरे को और जानने में मदद करेंगे। आप एक अटेंडेंस कम्पटीशन खेलेंगे, और हर एक दिन जब आपके गुप के दोनों सदस्य क्लास में आएंगे, तो आपका गुप एक अंक अर्जित करेगा। सप्ताह में एक बार, मैं आपकी टीम के स्कोर की घोषणा करूंगा/करूंगी। इस गेम का नाम होगा हम साथ साथ हैं! 50 लैसन के बाद, उच्चतम अटेंडेंस स्कोर वाले दो गुप को हॉल ऑफ फेम (क्लास का एक ऐसा स्थान जिसे स्टूडेंट सजाएंगे) में सम्मानित किया जाएगा।

**Ask:**

- How does your group earn points? (*When both members attend class*)
- Why is it important to attend class regularly? (*Accept all answers. Emphasize that students will earn attendance points AND they will learn more from the program. Add that it is an FEA rule to attend regularly and that missing class should be a rare occurrence.*)
- How can you **encourage** your partner to attend class regularly?

पूछें:

- आपका गुप अंक कैसे अर्जित करता है? (जब दोनों सदस्य क्लास में उपस्थित हों)
- नियमित रूप से क्लास में उपस्थित होना क्यों महत्वपूर्ण है? (सभी उत्तरों को स्वीकारें। इस बात पर जोर दें कि स्टूडेंट्स अटेंडेंस पॉइंट्स अर्जित करेंगे और वे कार्यक्रम से अधिक सीखेंगे। बताइए कि नियमित रूप से क्लास में उपस्थित होना FEA का एक नियम है और क्लास से छुट्टी बहुत ही मुश्किल परिस्थिति में होनी चाहिए।)
- आप अपने साथी को नियमित रूप से क्लास में उपस्थित होने के लिए कैसे प्रोत्साहित कर सकते हैं?

**Success Story 1: Pabiben Rabari**

सफलता की कहानी 1: पाबीबेन रबारी

**Objective:**

- Students will see how a rural woman overcame challenges to start a successful business to inspire them that it is possible for them to overcome challenges and succeed at their goals as well

औब्जेक्टिव:

- स्टूडेंट्स देखेंगे कि कैसे एक ग्रामीण महिला ने एक सफल व्यवसाय शुरू करने के लिए चुनौतियों का सामना किया और उन्हें प्रेरित किया कि उनके लिए चुनौतियों को दूर करना और अपने लक्ष्यों में सफल होना संभव है

**Step 1: Video: 5-10 mins.**

Watch the AV in pairs.

एवी को जोड़ियों में देखें।

**Step 2: 10 mins.** Think-Pair-Share:

थिंक-पेयर-शेयर:

- What were some of the challenges Pabiben faced?
- पाबीबेन के सामने कौन-सी चुनौतियां थीं?
- How did she **overcome** those challenges to start a **successful** business?
- एक सफल व्यवसाय शुरू करने के लिए उसने उन चुनौतियों को कैसे पार किया?
- What was Pabiben's goal? How did having a goal help her to become successful?
- पाबीबेन का लक्ष्य क्या था? लक्ष्य रखने से उसे सफल होने में कैसे मदद मिली?

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

Ask students to practice joining the Duolingo classroom. Help students who require more support. Ensure peers help one another. Let students begin their Duolingo task.

## Typing Lesson 2

**Objective:**

- Students take a typing test and record their statistics. Their current score is not important. The objective is to compare their current score to later in the program to track their progress and see if they have improved.

**Step 1: 15 mins.**

**(Urban facilitators to conduct this in 10 mins)**

Students sit in pairs at the laptops. Give the following instructions for the first student in each pair. Allow time for them to complete each step before moving on to the next instruction.

1. Log in to Typing Master.
2. Click Typing Test (on the right side menu)
3. Next to the word "duration," click the arrow and select 5 min.
4. In the large box, click the title of any text (e.g. "Aesop's Fables")
5. Click "next" (bottom right)
6. Type the text shown on the screen until the time ends.

स्टूडेंट्स जोड़ियों में लैपटॉप का प्रयोग करते हैं। हर एक जोड़े में पहले स्टूडेंट के लिए निम्नलिखित निर्देश दें। अगले निर्देश पर जाने से पहले उन्हें हर एक चरण को पूरा करने के लिए समय दें।

1. टाइपिंग मास्टर में लॉग इन करें।
2. टाइपिंग टेस्ट पर क्लिक करें (दाईं ओर मेनू पर)
3. "Duration" शब्द के आगे, तीर पर क्लिक करें और 5 मिनट चुनें।
4. बड़े बॉक्स में, किसी भी टेक्स्ट के टाइटल पर क्लिक करें (जैसे "Aesop's Fables")
5. "Next" पर क्लिक करें (नीचे दाएं)
6. समय समाप्त होने तक स्क्रीन पर दिखाए गए टेक्स्ट को टाइप करें।

**Step 2: 5 mins.**

**Stats:**

After completing the test, students click "next." The screen will show their statistics.

**आँकड़े:**

टेस्ट को पूरा करने के बाद, स्टूडेंट्स “next” पर क्लिक करते हैं। स्क्रीन उनके आंकड़े दिखाएगी।

Tell students to write their accuracy (percentage) and net speed (WPM) in their notepads. Explain that you will discuss the meaning after all students have completed the test.

स्टूडेंट्स से कहें कि वे अपनी स्टूडेंट वर्कबुक के L14A में अपनी एक्यूरेसी (percentage) और नेट स्पीड (WPM) लिखें। समझाएं कि सभी स्टूडेंट्स द्वारा टेस्ट पूरा करने के बाद ही आप इन शब्दों के अर्थ पर चर्चा करेंगे।

**Step 3: 15 mins.****(Urban facilitators to conduct this in 10 mins)****Typing Test Round 2:**

Repeat the instructions above for the second student in each pair.

हर एक पेयर के दूसरे स्टूडेंट के लिए ऊपर दिए गए निर्देशों को दोहराएं।

One on One Time: (*Simultaneously, if possible* -एक साथ, यदि संभव हो तो)

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

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

**You can ask them questions about:**

- Their schooling
- Their career ambitions
- Their families
- Why they joined FEA

आप उनसे इस बारे में सवाल पूछ सकते हैं:

- उनकी स्कूली शिक्षा
- उनकी करियर महत्वाकांक्षा
- उनका परिवार
- वे एफ.इ.ए. में क्यों शामिल हुए?

*\*Note: If you do not finish speaking with all students, you can continue during future digital learning time. Let the students know.*

\*नोट: यदि आप सभी स्टूडेंट्स के साथ बातचीत समाप्त नहीं कर पाते हैं, तो आप भविष्य के डिजिटल लर्निंग समय के दौरान इस बातचीत को जारी रख सकते हैं। स्टूडेंट्स को यह बताएं।

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

Understanding the Stats: 10 mins.

आंकड़ों को समझना: 10 मिनट

**Accuracy:**

**Explain:** Accuracy is the percentage of letters typed correctly.

समझाएं: एक्यूरेसी सही ढंग से टाइप किए गए अक्षरों का प्रतिशत है।

**Ask:**

- Why is **accuracy** important?
- एक्यूरेसी क्यों महत्वपूर्ण है?

**Speed:**

**Explain:** WPM means Words Per Minute. This is how typing speed is measured.

समझाएं: WPM का अर्थ है शब्द प्रति मिनट। इस प्रकार टाइपिंग स्पीड को मापा जाता है।

**Note:** Are your students speaking English for at least 20% of the class time? If they are, great work! If not, think of some fun ideas to help everyone use more English during their session time. Good luck!



## Lesson 21

<b>I, you, we, he, she, it, and they</b>	
<b>Classroom Participation Expectation:</b>	
Please maintain a 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Resources:</b>	<b><u>Lesson Duration: 137 mins</u></b>
<ul style="list-style-type: none"> <li>● L21 Video</li> </ul>	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>● Students will be able to correctly identify and use I, in sentences</li> </ul>	
<b>Mindfulness Exercise:</b>	
Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 20 mins.</b>	
<ul style="list-style-type: none"> <li>● As students enter the class, ask each one to introduce themselves in a full sentence.</li> <li>● Example Question: "Can you introduce yourself? (Name, age, where you're from, what you do, etc.)"</li> <li>● Students can only enter if they answer in a complete sentence.</li> </ul>	
<b>Step 2: 20 mins.</b>	
<ul style="list-style-type: none"> <li>● Tell students you'll discuss using "I," "you," "we," "he," "she," "it," and "they" in sentences, called subject pronouns.</li> <li>● Before the discussion, watch a video together to learn more about these pronouns.</li> </ul> <p><a href="https://www.youtube.com/watch?v=49fFtDu_Ioo">https://www.youtube.com/watch?v=49fFtDu_Ioo</a></p>	
<b>Step 3: 20 mins.</b>	
<ul style="list-style-type: none"> <li>● Ask students to give examples of sentences using I, we he, she, it they.</li> </ul>	
<b>Duolingo: Step 4: 20 mins.</b>	
Ask students to share what they have learnt from Duolingo so far. Encourage the teams who are putting in extra effort. Get started with practicing Duolingo in pairs.	
While students are on task, meet those students who couldn't participate much in the class. Talk to them. Motivate them by saying that with daily practice, they can do well.	
In the last 5 mins, ask students what new words they learned today. Write the words on the board. Ask students to use them in sentences.	
<b>Step 5: 15 mins. SAB Activity</b>	
<ul style="list-style-type: none"> <li>● Distribute worksheets with fill-in-the-blank sentences using subject pronouns.</li> <li>● Walk around the class to assist students as they work on the worksheets.</li> </ul>	

**Fill in the blanks with (I, he, she, it, we, they & you).**

1. My name is Mohan. \_\_\_\_\_ am a lawyer.
2. Rohan is my cousin. \_\_\_\_\_ is 16 years old.
3. My grandparents are sick. \_\_\_\_\_ will see a doctor.
4. Anushka is from Japan. \_\_\_\_\_ is Japanese.
5. I like my new football. \_\_\_\_\_ is red.
6. My sister is from Delhi. \_\_\_\_\_ is 25 years old.
7. Suman, Payal and Shanti are teachers. \_\_\_\_\_ teach mathematics.
8. Manish and I live in a hostel together. \_\_\_\_\_ are good friends.
9. Do \_\_\_\_\_ like going shopping? -Yes, I do.
10. \_\_\_\_\_ is raining again.

**Step 6: 20 mins.**

- Divide the class into pairs or small groups.
- Provide each group with a scenario (e.g., "You and your friend are playing in the park. Write three sentences about what you are doing.")
- Encourage groups to write sentences using different subject pronouns. Monitor and provide assistance as needed.
- Ask pairs/groups to share their sentences.

**Step 7: 10 mins.**

- Recap the lesson by asking students to volunteer to provide sentences using different subject pronouns.

**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 22

<b>Resources:</b> <ul style="list-style-type: none"> <li>● Student Activity Books L22</li> </ul>	<b><u>Lesson Duration: 140 mins</u></b>
<h3 style="margin: 0;">My Branch and Session</h3>	
<p><b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will understand and use simple sentences about attending their FEA branch and sessions, such as "I come to my FEA branch" and "We learn together in my FEA session"</li> <li>● Students will identify action words (verbs) in sentences and act them out to demonstrate understanding.</li> </ul>	
<p><b>Mindfulness Exercise:</b></p> <p>Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 15 mins.</b></p> <ul style="list-style-type: none"> <li>● The facilitator should write the following sentences on the board, one by one.</li> <li>● After writing each sentence, explain the sentence.</li> <li>● Then read the sentence aloud, and ask the class to repeat after you.</li> <li>● Call on students to explain the meaning of the sentences, making sure they understand each sentence.</li> </ul> <p>I come to my FEA branch.  I attend my FEA session every day.  We speak English in my FEA branch.  We learn together in my FEA session.</p>	
<p><b>Step 2: 10 mins.</b></p> <ul style="list-style-type: none"> <li>● Ask students to find the words in each sentence that refer to an action (verbs). Underline the action words (come, attend, speak, learn)</li> <li>● Now ask one student to come to the front and use silent actions to show an action word. Other students should guess which action word is being shown.</li> </ul>	
<p><b>Step 3: 15 mins.- SAB Activity</b></p> <ul style="list-style-type: none"> <li>● Pair students up.</li> <li>● Ask students to write their own sentences using these action words. They will need to add in some words.</li> <li>● For example:</li> </ul> <p>“My FEA branch is _____ branch.  I come to _____ branch every day.”  My FEA session is _____.</p>	

We learn together in \_\_\_\_\_ session.

We speak English in \_\_\_\_\_ session.

We help each other in \_\_\_\_\_ session.”

- Now, ask students to take turns and say the sentences they have written to their partner. If they can, they should say them without reading the sentences.

#### **Step 4: 20 mins.**

- Make trios with the students.
- Ask them to take turns introducing each other with the branch and session information, using the above sentences.
- Each student in the trio should take turns and speak
  - Situation 1: Student A and B are friends. Student C is the brother of B
  - Situation 2: Student A introduces Student B to his facilitator C
  - Situation 3: Student A introduces Student B to student C in another FEA branch
- Monitor students as they practice and provide feedback on pronunciation, intonation, and usage.
- Role-play Practice:
  - Call the confident trios in front of the class to act out the scenarios, introducing each other based on the roles provided.
  - Now call the other trios on stage one by one.
  - Encourage everyone with positive words like, wow, well done. You were really confident. Good job. I really like your conversation etc.

#### **Step 5: 10 mins.**

To help students reflect on the meaning of the sentences and apply to their own lives, ask the following questions and discuss with the class:

1. Why do you come to your FEA branch?
2. What happens when you do not come to the branch every day?
3. Is it better to learn alone or together?
4. How do you help each other learn together in this session?

## **I Speak**

#### **Step 1 : (20 mins)**

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

I speak.

He speaks.

He speaks English with me.

She is my facilitator.

She speaks English with us.

We study English.

We speak English.

We will speak English well.

**Step 2: Practice (10 mins)**

- Pair students up.
  - Write the following sentences on the board and ask the students to discuss the sentences with the correct form of the word “speak”.
  - Ask students to work with their partner to make sure their sentences are correct.
1. We \_\_\_\_\_ English at FEA.
  2. He \_\_\_\_\_ to me every day.
  3. I \_\_\_\_\_ to my mother.
  4. They are \_\_\_\_\_ loudly.
  5. Did she \_\_\_\_\_ to them?
  6. I will \_\_\_\_\_ English better every day.

**Step 3: Speaking boldly (30 mins)**

- Start a discussion with the students about the importance of speaking **boldly**.
- Ask students to describe what they do when they meet someone new. How do they feel? What do they say? Is it easy or difficult to speak to someone new?
- Ask students if they have met someone who is **afraid** to speak. What do they think of such a person? Is it easy to know them and become friendly with them? Do they seem like a **capable** person or not?
- Tell the students you will share with them a scenario: There are two young women, each with their own tailor shop. Both have good skills creative ideas. They are able to design lovely clothes, measure and cut the cloth correctly, and sew the clothes skillfully. One of the girls is able to speak with the customers—she shares her ideas and what she is thinking about. The other girl keeps her thoughts and ideas in her head, and is afraid to speak. Which girl will be more **successful**? Why?
- Tell students: when we learn something new, we are all a little shy about practicing our skill. When we start to learn a new language, we are sometimes shy to speak at first. We are afraid of making a mistake. We all have this feeling, it is natural. But if we let that fear prevent us from speaking and practicing, we will never improve. We must be comfortable with making mistakes or saying the wrong thing. It doesn't matter. We must **overcome** our **fear**. Now we will prepare ourselves and practice some skills to help us speak to strangers, and to speak English with confidence.
- Now ask students to imagine that a **stranger** visits their FEA class. How will they feel?
- Ask them to close their eyes and imagine themselves speaking to the stranger. What expression will be on their face? What will their body language or **posture** be? How loud will their voice be? What tone will they use?
- Now ask them to imagine the thoughts they will express. What feelings or ideas do they want to share with the stranger? What do they want to know about the stranger?

- Now ask students to open their eyes and write down what they imagined. Ask them to spend a few minutes writing down the questions and sentences they will use in this dialogue.
- Pair students up and ask them to role-play these dialogues with each other.

[One-on-One conversations: While students are completing the above activity, invite the next 3 students on your list to a separate corner of the classroom one at a time, for a 5 minute one-on-one conversation to practice their listening and speaking skills.]

**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 23**Lesson 23**

<b>Resources:</b> <u>mins</u>	<b><u>Lesson Duration: 137</u></b>
<ul style="list-style-type: none"> <li>• Student Activity Books L23</li> </ul>	
<b>My Facilitator</b>	
<b>Classroom Participation Expectation:</b>	
Please maintain a 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• Students will find and use action words from sentences about the facilitator.</li> <li>• Students will participate in a mock interview, practicing introducing and asking questions.</li> </ul>	
<b>Mindfulness Exercise:</b>	
Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 15 mins.</b>	
<ul style="list-style-type: none"> <li>• The facilitator should write the following sentences on the board, one by one.</li> <li>• After writing each sentence, explain the sentence.</li> <li>• Then read the sentence aloud, and ask the class to repeat after you.</li> <li>• Call on students to explain the meaning of the sentences, making sure they understand each sentence.</li> </ul> <p>The facilitator speaks English to me. My facilitator helps me learn. Our facilitator helps us learn. We learn many things from our facilitator. FEA facilitators help us progress. FEA facilitators help the village progress.</p>	
<b>Step 2: 20 mins.</b>	
<ul style="list-style-type: none"> <li>• Ask students to find the words in each sentence that refer to an action (verbs). Underline the action words (speak, help, learn, progress)</li> <li>• Now ask one student to come to the front and use <b>silent</b> actions to show an action word. Other students should <b>guess</b> which action word is being shown.</li> </ul>	
<b>Step 3: 40 mins.</b>	
<b>Interview Show Activity</b>	
<ol style="list-style-type: none"> <li>1. <b>Explain the Activity:</b> <ul style="list-style-type: none"> <li>○ Tell the students you'll be doing a fun "interview show," like on TV.</li> </ul> </li> </ol>	

- The facilitator will be the "guest," and the students will ask questions and interview them.
- 2. Choose Two Students:**
  - Pick two students to come to the front:
    - One will be the "introducer."
    - One will be the "interviewer."
- 3. Prepare the Introducer:**
  - The introducer will welcome the audience and introduce the guest (the facilitator).
  - They should use some phrases from Lesson 5: Introducing Others.
  - Example: "We are happy to have Mr. Sandeep on our show today. He is an FEA facilitator, 24 years old, and likes to watch cricket."
- 4. Prepare the Interviewer:**
  - The interviewer will act as the TV show host and ask the facilitator questions.
  - Give the introducer and interviewer a few minutes to prepare. They can ask for help if needed.
- 5. Set Up the Show:**
  - Create a "stage" at the front of the class with two chairs.
  - Use pretend microphones (like water bottles or pens).
  - You can even play some music to start the show.
- 6. Start the Show:**
  - The introducer goes first and introduces the guest (the facilitator).
  - Then the facilitator and interviewer come on stage, sit in the chairs, and the interview begins.
  - The interviewer asks questions, and the facilitator answers.
- 7. Audience Participation:**
  - The audience listens carefully and writes down the answers.
  - They'll need to remember these answers for later.
- 8. Repeat the Show:**
  - Choose a new introducer and interviewer.
  - They should prepare a new introduction and new questions.
  - The facilitator remains the guest.
- 9. Optional:**
  - Repeat the show several times.
  - You can also start the next lesson with the show as a review.

## Can and Can't

### Objectives:

- Students will practice speaking in the context of can and can't.
- Students will develop essential communication and collaboration skills.

### Step 1: 20 mins.

#### (Urban facilitators to conduct this in 15 mins)

Give instructions to play the **Pyramid Game**.

Divide the class into two groups - Group A and Group B.

Request groups to form a pyramid/triangle in the 4-3-2-1 pattern using coins or any other small materials. After both the groups have made pyramid/triangle, ask the groups to **inverse** the top and the bottom of the pyramid by moving only 3 coins/other material.



Ensure that both the groups work at the same time. Give students a time limit and make it sound like a competition. Create a pressure situation by reminding them of the time left.

Observe how students interact with each other during the activity and note **commands/polite** phrases used. Ask students what were some of the things that they were asked to do/told by others.

Classify them on the board into - commands, **requests** and others.

Use these examples to explain commands, **instructions** and requests.

Ask students to share some **suggestions** of polite words/phrases that they could have used while moving the coins/other material to form the pyramid.

### **Step 2: 15 mins.**

#### **(Urban facilitators to conduct this in 10 mins)**

. Share how 'can' is used in many ways. Check students' understanding by asking students to use 'can' in a sentence.

### **Step 3: 15 mins.**

Ask students to partner with a friend and share their responses of Part B with each other. Students don't have to write these. Ask a few students to share their partner's Can and Can't in complete sentences. "can." "He/she can ."

With the help of students, correct those who seem to have misunderstood the use of 'can' and/or 'can't'.

Model introduction of his/her **imaginary** superhero.

Ask students to think of an imaginary superhero and his/her **abilities**/inabilities.

Asks a few students to introduce this superhero to the class.

After each introduction, allow members of the audience to ask 2 questions from the student about other abilities of his/her superhero. For example, "Can he swim?"

### **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 24

### My Community

**Classroom Participation Expectation:** Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:**

**Lesson Duration: 135 mins**

- Students will identify and use action words related to community (like "live," "love," "work") in sentences.
- Students will describe their community from pictures and draw their ideal community.

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

**Step 1: 15 mins.**

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

I live in a community.

There are adults, young people, and children in the community.

There are different kinds of people in the community.

We live in our community.

I love my community.

We want to make our community better.

We learn to make our community better.

We work to make our community better.

I serve my community.

**Step 2: 10 mins.**

- Ask students to find the words in each sentence that refer to an action (verbs). Underline the action words (live, love, make, learn, work, serve)
- Now ask one student to come to the front and use silent actions to show an action word. Other students should guess which action word is being shown.

**Step 3: 15 mins.**

**SAB Activity**

- Pair students up.

- Ask students to write their own sentences using these action words. They will need to add in some words.
- For example:

“My **community** is called \_\_\_\_\_.

Our community is in \_\_\_\_\_ province.”

There are \_\_\_\_\_ people in our community.

People in our community work as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

We have things like \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ in our community.

#### **Step 4: 30 mins.**

The facilitator should prepare in advance 5 pictures of people working in the community. They can be shown on mobiles or laptops.

Divide students into groups of four. Show one picture to each group.

Give the students the following instructions:

- 1. Picture Observation (5 minutes):**
  - Look closely at the picture for one minute without discussing it.
  - Take note of as many details as you can remember.
- 2. Partner Discussion (10 minutes):**
  - Pair up with a partner.
  - Each person takes turns **describing** what they saw in the picture using their notes.
- 3. Group Discussion (10 minutes):**
  - Join a small group of four students.
  - Share your **observations** with the group.
  - Listen to others and discuss.
- 4. Writing Activity (10 minutes):**
  - Individually, write 5 sentences describing the picture in more detail.
  - Share your sentences with your partner.
- 5. Presentation (Volunteer: 10 minutes):**
  - Call volunteers to describe the picture and share their sentences.

#### **Step 5: 15 mins.**

Ask students to close their eyes for a few moments and imagine their community is the perfect place to live. What does it look like? What are people like? How do they **interact**? What do they do? What are the buildings and roads like? How is the natural environment? Now ask students to make a drawing of their ideal community. Ask any student who wishes to volunteer to share their vision with the class.

#### **Step 6: 10 mins.**

Discuss the following question with students:

What can you and your friends do to make the community better? You can start with a simple action.

**Duolingo: Step 7: 15 mins**

Ask students to share what they have learnt from Duolingo so far. Congratulate students who are putting in extra effort. Get started with practicing Duolingo in pairs.

While students are on task, meet those students who couldn't participate much in the class. Talk to them. Motivate them by saying that with daily practice, they can do well.

In the last few mins, ask students what new words they learned today. Write the words on the board. Ask students to use them in sentences.

**Digital Learning: Sending an Email**

डिजिटल लर्निंग: ईमेल भेजना

**Objectives:**

- Students log into their Gmail accounts, send an email, and reply to an email.
- स्टूडेंट अपने जीमेल खातों में लॉग इन करते हैं, एक ईमेल भेजते हैं, और एक ईमेल का जवाब देते हैं।

**Step 1: Practice Sending: 15 mins.**

In pairs, have students send each other a one-sentence email.

जोड़े/पेयर में, स्टूडेंट्स एक-दूसरे को एक वाक्य वाला ईमेल भेजेंगे।

Challenge students to discover how to do the following tasks on their own. They can explore the Gmail site to figure it out, ask a classmate, or search online for answers:

निम्नलिखित कार्यों को खुद से करना की प्रैक्टिस के लिए स्टूडेंट्स को कहें। वे इसका उत्तर पता लगाने के लिए किसी सहपाठियों से पूछ सकते हैं, या जीमेल साइट पर खोज सकते हैं:

- Open the email sent to them  
उनको भेजे गए ईमेल को खोलने का निर्देश दे
- Reply to the email  
ईमेल का जवाब दें
- Discard/delete the email  
ईमेल को हटाएँ/डिलीट करें

Call on a few students to share how to do the tasks and how they found out.

कुछ स्टूडेंट्स को यह बताने के लिए बुलाएँ की उन्होंने ये कार्य कैसे किए और इन्हें करना कैसे सीखा

**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 25

### Skills Practiced :

- Vocabulary
- Speaking full sentences

**Lesson Duration: 137 mins**

### Materials Required:

- Bag or Box
- Slips of paper

### Preparation:

- Prepare slips of paper with different actions or scenarios written on them. (e.g. walking a dog, opening a present, making a sandwich, At a birthday party, At doctor's clinic, Cooking a meal, Lost in a forest, working on a construction site, shopping, talking to your boss etc).

## I Think

### Classroom Participation Expectation:

Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

### Objectives:

- By the end of this lesson students should be able to create sentences using "I think"
- Students build confidence by acting on stage and the class answers in full sentences

### Mindfulness Exercise:

Begin the class with 2 mins of mindfulness exercise.

#### Step 1: 20 mins.'

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

I think.

She asks me what I think.

I think about my future.

I think about my friends.

She thinks.

What does she think about?

She thinks about her future.

What does he think about?

He thinks about his friends.

What do they think about?

They think about their community.

### **Step 2: 15 mins. SAB Activity**

- Pair students up.
- Ask students to write their own sentences using the word think.
- They can start with the below examples, and add a few more sentences of their own:

When I think about \_\_\_\_\_, I become sad.

When I think about \_\_\_\_\_, I become happy.

In the morning, I think about \_\_\_\_\_.

In the evening, I think about \_\_\_\_\_.

Additional sentence 1

Additional sentence 2

Additional sentence 3

### **Step 3: 30 mins.**

#### **What Do You Think About? Activity**

1. **Prepare Materials:**
  - Get some small pieces of blank paper and three containers.
2. **Container 1:**
  - Ask students, "What do you think about most?"
  - Give each student three pieces of paper.
  - They write down three different answers, one on each piece of paper (no names).
  - Collect all the papers in Container 1.
3. **Container 2:**
  - Ask students to ask three classmates, "What do you think about most?"
  - They write down each classmate's answer on a separate piece of paper (no names).
  - Collect these papers in Container 2.
4. **Container 3:**
  - Ask students to ask the facilitator, "What do you think about most?"
  - Write the answer on a small piece of paper.
  - Collect these papers in Container 3.

**5. Count and Share:**

- Ask a few students to count the answers in each container.
- Share the results with the class

**Step 4: 30 mins.****Instructions:****1. Preparation before the class :**

- Prepare slips of paper with different actions or scenarios written on them.

**2. Introduction:**

- Explain to the students that they will be performing a **mime** activity.
- Demonstrate mime by acting out a simple action, such as drinking from a cup, without using any words.

**3. Activity:**

- Divide students into pairs or small groups.
- Each group takes turns selecting a slip of paper with an action or scenario written on it.
- Without speaking, one student from the group acts out the action or scenario using mime while the others guess what it is.
- Set a time limit of 1-2 minutes for each mime performance.
- Encourage the guessing students to ask yes/no questions or make observations to help them guess the correct action.
- Accept answers only in full sentences.

**Step 5: Duolingo: 30 mins:****Duolingo Team Challenge: Announcement****\*\*1. Announce the Leading Team**

- **Review XP Points:** Calculate the total XP points for each team. Identify the team with the highest XP.
- **Announce the Leader:** Share the exciting news with everyone:
  - **Leading Team:** [Leading Team Name]
  - **Total XP:** [Leading Team's Total XP]
- **Request Feedback:** Ask the members of the leading team to share their feelings and strategies:

**\*\*2. Announce the Runner-Up Team**

- **Review XP Points:** Confirm the XP points for the second-highest team.
- **Announce the Runner-Up:** Share the news with everyone:
  - **Runner-Up Team:** [Runner-Up Team Name]
  - **Total XP:** [Runner-Up Team's Total XP]
- **Request Feedback:** Ask the **runner-up** team to share their thoughts:

**\*\*3. Encourage Efforts for the Next Week**

- **Motivate Everyone:** Remind all teams that the competition is still open and that every bit of XP counts:
- **Provide Tips:**
  - **"Practice Consistently:** Log in daily and complete lessons to build up your XP.

**\*\*4. Encourage Time for Practice**

- **Action Prompt:** Urge everyone to focus on their Duolingo practice:

**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 26**Lesson 26****We Are Thinking****Classroom Participation Expectation:**

Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:****Lesson Duration: 137 mins**

- Students will practice talking about their thoughts and understand how good thoughts can help improve their community.

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

**Step 1: 20 mins.**

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

What are you thinking about?

I'm thinking about my village.

She's thinking about her school.

He's thinking about peace.

They are thinking about the world.

We have good thoughts.

Good thoughts lead to good actions.

Good thoughts can change our community.

**Step 2: 15 mins. SAB Activity**

- Ask students to write a few sentences that students, facilitators and staff at FEA are thinking about:

At FEA, we are thinking about \_\_\_\_\_

At FEA, we are thinking about \_\_\_\_\_

At FEA, we are thinking about \_\_\_\_\_

At FEA, we are thinking about \_\_\_\_\_

At FEA, we are thinking about \_\_\_\_\_

- Ask a few students to share their answers with the class.

**Step 3: 20 mins.**

- Pair students up.
- Tell students to ask their partner the following questions and write down their answers.
  1. What are some examples of good or **positive** thoughts? Write a list of good thoughts.
  2. What are some examples of **negative** thoughts? Write a list of negative thoughts.
  3. What do good thoughts lead to?
  4. What do negative thoughts lead to?
  5. What do you do when you have negative thoughts?
  6. Can good thoughts change anything?
  7. How can good thoughts change our community?
- Now, go through the questions one by one, and ask a few students to share their answers to each question with the class.
- Note: for questions 3-7 it is very important that the facilitator should guide students to understand and for the whole class to come to the same **conclusion**.
- For questions 3-4: conclude that negative thoughts lead to negative actions while positive thoughts lead to positive actions, success and **progress**.
- For question 5: Make sure students understand that when we have negative thoughts, we have the power to change them to positive thoughts. The first step is being **conscious** that we are having negative thoughts. We can also use a few different methods to change our thoughts to positive thoughts, such as talking to a friend or respected adult, praying and meditating, spending time with family, listening to music, and reading inspiring words.
- For question 6: The facilitator should bring up the fact that many people think good thoughts are **worthless** and cannot change anything. But students should be aware that thoughts have great power. They can change our and our communities' reality.
- For question 7: The facilitator should let the students discuss, but make sure they understand the conclusion that good thoughts need to lead to good actions. The facilitator can write: Good thoughts + good actions = change the community.

**Step 4: 10 mins.**

Discuss with the whole class: How can we increase the good thoughts in our community?  
Come up with a class plan together.

**Step 5: Duolingo: 20 mins.**

Ask students to share what they have learnt from Duolingo so far. Congratulate students who are putting in extra effort. Get started with practicing Duolingo in pairs.

While students are on task, meet those students who couldn't participate much in the class. Talk to them. Motivate them by saying that with daily practice, they can do well.

In the last 5 mins, ask students what new words they learned today. Write the words on the board. Ask students to use them in sentences.

### **Step 6: 30 mins. Hot Seat**

- Split the class into 2 teams, or more if you have a large class.
- Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.
- Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They should start the description by saying: “We are thinking about something that.....” They have a limited amount of time and cannot say, spell or draw the word.
- Continue until each team member has described a word to the student in the Hot Seat.
- Words: laptop, village, school, community, music, pencil, love, etc.

**For Facilitator’s Reference:** <https://www.youtube.com/watch?v=EioOtZsB2UQ&t=81s>

## **Milestone Championship Follow-Up**

### **Objectives:**

- The facilitator will update students on their attendance so far and motivate them to practice regular attendance and punctuality.

### **Step 1: 5 mins:**

#### **Ask:**

- Why is regular FEA attendance important?
- What is the competition- Milestone Championship?

### **Step 2: 10 mins.**

Open LMS and report how many total lessons each pair has attended so far. Announce which pair is in the lead, but remind them that every team still has many **opportunities** to catch up.

*\*Explain that from now on, you will make this announcement every 6th day.*

### **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 27**Lesson 27****He Has Thoughts****Classroom Participation Expectation:**

Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:****Lesson Duration: 137 mins**

- Students will be able to identify and use action words in sentences, express their thoughts through writing and speaking, and engage in a fun whisper game to reinforce vocabulary.

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

**Step 1: 15 mins.**

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

He writes.

He writes his thoughts.

She thinks.

She thinks and writes.

She thinks and speaks.

She has many thoughts.

She speaks to me.

She shares her thoughts with me.

**Step 2: 20 mins.**

- Ask students to find the words in each sentence that refer to an action (verbs). Underline the action words (write, think, speak, share, have).
- Make sure students know the different forms of each action word by explaining them and writing them on the board. You should only use the forms which have been taught until now (for example: think, thinks, thinking, thought, thoughts, share, shares, and so on.) For clarity, you can use the correct pronoun in front of the word. For example, instead of just writing “think”, write “I think”, “He thinks” and so on.
- Now ask one student to come to the front and use silent actions to show an action word. Other students should guess which action word is being shown.

- When one student has guessed a word, give other students a chance to share other forms of the action word. For example, if one student guesses “share”, you can give other students a chance to say “shares” and “sharing”.
- To increase the difficulty level, erase the different forms of the words on the board when students are guessing.
- To increase the difficulty level further, add the action words from previous lessons to the game, writing different action words on pieces of paper and giving them to a student to act out.

**Step 3: 20 mins.**

- Write the following questions on the board.
  - Ask students to write their answers to the questions in their notebooks.
  - Move among the students to help them with words they do not know how to write.
1. Who do you share your thoughts with?
  2. What do you speak about with your friends?
  3. What are your thoughts about FEA?

**Step 4: 15 mins.**

- Divide students into pairs. Write the following topics on the board and ask students to practice sharing their thoughts with their partner.
- The facilitator should move between pairs and assist students.

**Share your thoughts on the following topics with your partner:**

1. Sports
2. Dancing
3. Your village
4. Your parents
5. Films

**Step 5: 15 mins.****Whisper Game**

- Students sit in a circle.
- The first student (or facilitator) chooses a word. This can be an action word or new vocabulary word, or any other word.
- The first student whispers the word quietly into the ear of the next student, then the next student **whispers** the word into the ear of the next, and so on.
- The last person in the circle should say the word they heard out loud to everyone.
- As the word is passed from person to person, mistakes will be made and the word will change. When the last student says the word, it is likely to be humorous and everyone will laugh.
- Continue this light and humorous activity for a few rounds using different words.
- To increase the difficulty level, choose a longer word or a word that is more difficult to pronounce. The facilitator can prepare a few words in advance. These words should be familiar to at least some of the students.

## Digital Information Hunt 2

### Objectives:

- Students will organize and present the information they have gathered in a clear and coherent manner.

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

Activity: Digital Information **Hunt**

Distribute a set of questions to pairs of students and ask them to search for information online.

- After some time, each pair will present their findings in front of the class.

Here are the assigned tasks:

- Pair 1 and 2: Research and present the information about the Bullet trains in Japan'
- Pair 3 and 4: Explore and share information about the first 5 movies of Amitabh Bachhan.
- Pair 5 and 6: Find best places to visit in Mumbai (in 6-7 sentences).
- Pair 7 and 8: Search who is Manu Bhaker.
- Pair 9 and 10: Search who is Navdeep Singh - Para Athlete

### Step 2: : 20 mins

Make groups. Ask students to discuss their findings with their group members. Encourage them to share in English. Move around and listen to the discussions.

### 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 28**Lesson 28**

<b>Resources:</b> <ul style="list-style-type: none"> <li>● L-28 Video</li> <li>● Student Activity Books L28</li> </ul>	<b><u>Lesson Duration: 137 mins</u></b>
<b>She Has Ideas</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>● Students will be able to identify and use action words in sentences, discuss their ideas with classmates, and brainstorm multiple solutions to given scenarios</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise. <b>Step 1: 10 mins.</b> <ul style="list-style-type: none"> <li>● The facilitator should write the following sentences on the board, one by one.</li> <li>● After writing each sentence, explain the sentence.</li> <li>● Then read the sentence aloud, and ask the class to repeat after you.</li> <li>● Call on students to explain the meaning of the sentences, making sure they understand each sentence.</li> </ul> <p>She has many ideas.</p> <p>She talks about her ideas.</p> <p>She has good ideas.</p> <p>They talk about the school.</p> <p>They have ideas about the school.</p> <p>They share ideas.</p> <p>We think together.</p> <p>We talk to each other.</p> <p>We share ideas with each other.</p>	

We can do things together.

**Step 2: 15 mins.**

- Ask students to find the words in each sentence that refer to an action (verbs). Underline the action words (talk, do, share, have).
- Make sure students know the different forms of each action word by explaining them and writing them on the board. You should only use the forms which have been taught until now (for example: think, thinks, thinking, thought, thoughts, share, shares, and so on.) For clarity, you can use the correct pronoun in front of the word. For example, instead of just writing “talk”, write “I talk”, “He talks” and so on.
- Now ask one student to come to the front and use silent actions to show an action word. Other students should guess which action word is being shown.
- When one student has guessed a word, give other students a chance to share other forms of the action word. For example, if one student guesses “share”, you can give other students a chance to say “shares” and “sharing”.
- To increase the difficulty level, erase the different forms of the words on the board when students are guessing.

To increase the difficulty level further, add the action words from previous lessons to the game, writing different action words on pieces of paper and giving them to a student to act out.

**Step 3: 20 mins.**

**SAB Activity**

- Divide students into pairs. Write the following topics on the board and ask students to practice sharing their thoughts with their partner.
- The facilitator should move between pairs and assist students.

**Share your thoughts on the following topics with your partner:**

1. Do you have **ideas** about your future? What are your ideas?
  2. Do you have ideas about your FEA branch? What are your ideas?
  3. Discuss with your classmates: Why do we share our ideas?
- You can select a few students to share with the class if they feel comfortable.

**Step 4: 25 mins.**

**SAB Activity**

- Explain to the students that purpose of the activity is to find many ideas. You will give them a scenario. Then, they need to think of many different **solutions** to the problem as possible.
- Note: at this stage, it is not necessarily to teach or explain difficult words like **‘brainstorming’**.
- Read and explain the scenarios to the students one at a time. Then collect all the answers from students and write them on the board.



- You can use the popcorn technique to get more participation if you like.

### Scenarios:

1. Your friend tells you that another friend was saying unkind things about you behind your back.
2. You have an important exam tomorrow but you also need to attend a family celebration tonight.
3. You are trying to **decide** between two different **career** paths and you can't decide which to **pursue**.
4. You like someone but are not sure whether you are ready for marriage, or if they are the right match for you.
5. Your village is becoming more and more dirty as people take less care of the environment.

## May, must, might

### Objectives:

- Students will learn the use of 'may', 'must' and 'might'.

### Step 2: 20 mins.

Ask if they know the meanings of "may," "might," and "must." Take a few responses. Now ask them to watch AV-2.

### Step 3: 20 mins.

Model the conversation in the box Part B.1 and ask students to complete the following with their partners.

Next, model the conversation in the box Part B.2 and asks students to complete the following with their partners.

Asks a few students to share their answers of Part B. Corrects, if required, with the help of other students.

With the help of examples in Part C, check students' understanding ensuring that the students are clear about the distinction between the use of 'may' and 'might'.

1. Sarah **may** come to the party tonight.
2. It **might** rain tomorrow.
3. I **must** finish my homework before dinner.
4. He **must** be at the library because his backpack is there.
5. The sun **must** set in the west.

### Step 4: 15 mins.

Guess the sound - Forms 2 teams of students. Explains the rules of the game:

- One member of Team A guesses the first sound played through an audio. Start playing the audio at 11s and stop at 22s. Ensure that students do not see the video while guessing.

- One member of Team B guesses the second sound played through an audio. Start playing the audio at 23s and stop at 41s. Ensure that students do not see the video while guessing.
- One member of Team A guesses the third sound played through an audio. Start playing the audio at 45s and stop at 58s. Ensure that students do not see the video while guessing.
- One member of Team B guesses the fourth sound played through an audio. Start playing the audio at 1m and stop at 1 m 17s. Ensure that students do not see the video while guessing.
- Each team gets 20 seconds to discuss what the item is. As they discuss the sound, they should use sentences like, “It might be a ...”, “It must be a...” After 20 seconds are up the team must make a final guess as to what the object is.
- Scoring - If the teams use:  
‘must’ and guess correctly, they score ten points. ‘must’ and guess incorrectly, they lose ten points.  
‘may’ or ‘might’ and guess correctly, they score six points. ‘may’ or ‘might’ and guess incorrectly, they lose six points.
- The audio is to be played through the following link:

<https://www.youtube.com/watch?v=n1m4h79JZso>

There are many sounds in the audio. The facilitator can select the sounds beforehand from the audio and decide which ones are to be played for which team.

Plays as many rounds as time permits and announces the final score at the end of the game.

**Step 5: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 29**Lesson 29****My Family****Classroom Participation Expectation:**

Please maintain a 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:****Lesson Duration: 137 mins**

- Students will be able to talk about their family members, use action words related to family, and draw their own family tree.

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

**Step 1: 20 mins.**

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

I love my family.

My family loves me.

I love my parents.

I have a sister and a brother.

I like my sister and my brother.

Ankita has a family.

She often helps her parents.

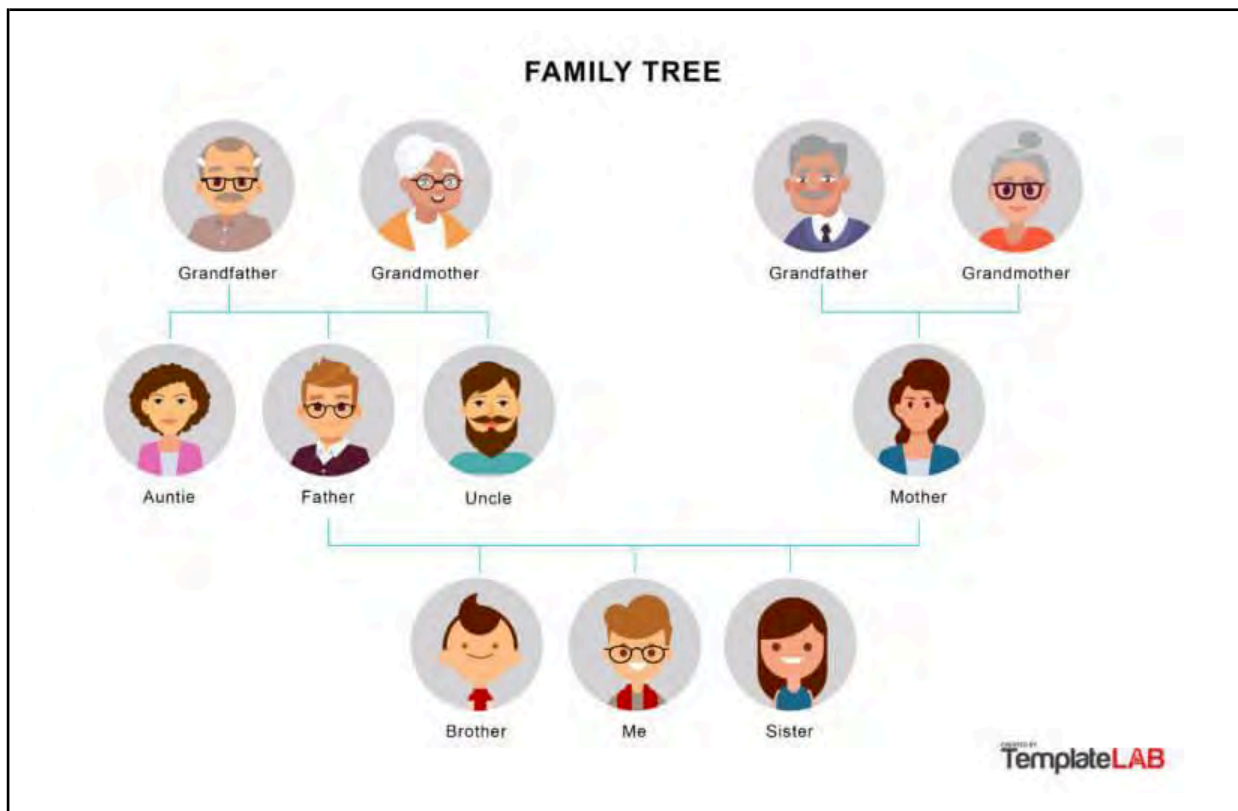
She has an aunt and an uncle.

She has some cousins.

Rohit is one of her cousins.

**Step 2: 15 mins.**

- Explain to students that a family is like a tree. In a tree, the branches grow out of the same trunk. They are all connected.
- Show students the image of the family tree, and explain all the terms, such as “brother”, “aunt”, and “grandmother”.

**Step 3: 25 mins.**

- Ask students to find the words in each sentence that refer to an action (verbs). Underline the action words (love, like, help, have, is).
- Make sure students know the different forms of each action word by explaining them and writing them on the board. You should only use the forms which have been taught until now (for example: love, loves, help, helps, be, being, is, and so on.) For clarity, you can use the correct pronoun in front of the word. For example, instead of just writing “talk”, write “I talk”, “He talks” and so on.
- Now ask one student to come to the front and use silent actions to show an action word. Other students should guess which action word is being shown.
- When one student has guessed a word, give other students a chance to share other forms of the action word. For example, if one student guesses “help”, you can give other students a chance to say “helping” and “helped”.
- To increase the difficulty level, erase the different forms of the words on the board when students are guessing.
- To increase the difficulty level further, add the action words from **previous** lessons to the game, writing different action words on pieces of paper and giving them to a student to act out.

**Step 4: 15 mins.**

- Write the following questions on the board.
- Ask students to write their answers to the questions in their notebooks.
- Make sure students write down complete sentences:

**Example:**

Question: Do you have a brother?

Answer: Yes, I have a brother.

- Move among the students to help them with words they do not know how to write.
  - Ask students to check and correct each others' sentences in pairs.
1. Do you have a brother?
  2. Do you have a sister?
  3. How many brothers and sisters do you have?
  4. How many aunts and uncles do you have?
  5. How many cousins do you have?

**Step 5: 20 mins.****SAB Activity**

- Divide students into pairs. Write the following topics on the board and ask students to practice sharing their thoughts with their partner.
- The facilitator should move between pairs and assist students.

**Share your thoughts on the following topics with your partner:**

1. How do your parents help you?
2. How do you help your parents?
3. How do you help your brothers and sisters?
4. How does a family progress?

**Step 6: 15 mins.**

Ask students to draw their own family tree with the names of all family members. Make sure they include the English family relationship words under each name. For example:

Ankita  
Sister

**Step 7: 15 mins.**

Drawing on students' ideas in the last question in Step 5, discuss with the whole class: How can a family **progress**? How can it become better and better?

Ask each student to write down their conclusions from their discussion, to discuss with other members of their family when they go home.

**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 30**Lesson 30****Our Home**

**Classroom Participation Expectation:** Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:****Lesson Duration: 137 mins**

- Students will describe their home, use action words related to home activities, and participate in creative activities to understand and express what makes a good home.

**Step 1: 20 mins.**

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

Sukriti lives with her parents.

They live in a house.

They live in a small, clean, house.

Sukriti's brother and aunt also live in the house.

Sukriti's family cooks in their house.

Sukriti's family cleans their house.

It is their home.

Their home is full of love and peace.

**Step 2: 20 mins.**

- Ask students to find the words in each sentence that refer to an action (verbs). Underline the action words (live, cook, clean).
- Explain to students that some words are both action words and descriptive words or nouns (a person, place or thing). For example, "clean" is an action word ("to clean"), but it can also describe something that is already clean ("the table is clean" or "a clean shirt"). The word "love" is both an action word ("He loves his family") and a noun ("Her heart is full of love."). Some nouns, like "love" or "peace" are not things we can see, but they are powerful forces in our lives.
- Ask students to name a few other words that refer to important invisible forces. You can give some hints if necessary, for example, "care", "determination", "positivity", "

- Make sure students know the different forms of each action word by explaining them and writing them on the board. You should only use the forms which have been taught until now (for example: love, loves, help, helps, be, being, is, and so on.) For clarity, you can use the correct pronoun in front of the word. For example, instead of just writing “talk”, write “I talk”, “He talks” and so on.
- Now ask one student to come to the front and use silent actions to show an action word. Other students should guess which action word is being shown.
- When one student has guessed a word, give other students a chance to share other forms of the action word. For example, if one student guesses “help”, you can give other students a chance to say “helping” and “helped”.
- To increase the difficulty level, erase the different forms of the words on the board when students are guessing.
- To increase the difficulty level further, add the action words from previous lessons to the game, writing different action words on pieces of paper and giving them to a student to act out.

### Step 3: 15 mins.

- Write the following two lists of words on the board and ask students to copy them in their notebooks.
- Ask students to match the words from each list to the **opposite** word on the other list. You do not need to use or explain the word “opposite”.

Clean	Noisy
Quiet	Big
Bright	Messy
Tidy	Dark
Small	Dirty

### Step 4: 20 mins.- SAB Activity

Ask students to write five sentences about their home in their notebooks. They can use the words from the above list, but they can also use other words

1. My home is \_\_\_\_\_.
2. My home is \_\_\_\_\_.
3. My home is \_\_\_\_\_.
4. My home is \_\_\_\_\_.
5. My home is \_\_\_\_\_.

### Step 5: 15 mins.

- Tell students they will create a drawing and discuss it with a partner.
- Ask them the following questions before they begin drawing.

How do you imagine a good home? What does it look like? What does it feel like? What are the people inside it doing?

Draw a good home in your notebook, then share your ideas with a partner.

**Step 6: 20 mins.**

- In this funny activity, students will pretend to be a family interacting in a home.
- Divide students into groups.
- Ask each student to create a skit about a family in a home.
- In the skit, each family member should say some things and do some actions that will show their relationship in the family.
- The students watching the skit should guess what the role of each person in the **skit** is. Who is the mother? Who was the grandfather? Who is the little brother? And so on.

**Step 7: 15 mins.**

Ask students to share what they have learnt from Duolingo so far. Congratulate students who are putting in extra effort. Get started with practicing Duolingo in pairs.

While students are on task, meet those students who couldn't participate much in the class. Talk to them. Motivate them by saying that with daily practice, they can do well.

In the last 2 mins, ask students what new words they learned today. Write the words on the board. Ask students to use them in sentences.

**Step 8: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Note: Are you speaking English for at least 30% of the class time? If Yes, Congratulations! If No, discuss with your facilitator and keep trying. You will see improvements.



## Lesson 31

<b>Resources:</b> <ul style="list-style-type: none"> <li>● L-31 Video</li> <li>● Student Activity Books L31</li> </ul>	<b><u>Lesson Duration: 137 mins</u></b>
<h3>I Belong</h3>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>● Students will talk about where they belong and understand their connection to their family, school, and FEA branch.</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise. <b>Step 1: 15 mins.</b> <ul style="list-style-type: none"> <li>● The facilitator should write the following sentences on the board, one by one.</li> <li>● After writing each sentence, explain the sentence.</li> <li>● Then read the sentence aloud, and ask the class to repeat after you.</li> <li>● Call on students to explain the meaning of the sentences, making sure they understand each sentence.</li> </ul> I <b>belong</b> to a family. I am part of my family. I help my family to do many things.  My sister and I <b>belong</b> to a school. We love our school. There are <b>many</b> students in our school. We have a <b>few</b> teachers in our school. We help our school to become better.	
<b>Step 2: 20 mins.</b> <b>SAB Activity</b> <ul style="list-style-type: none"> <li>● Divide students into pairs.</li> <li>● Ask students to look at the picture in the left hand <b>column</b> and decide where it belongs.</li> <li>● For example, one student can ask: “Does the apple belong on the tree or in the wallet?”</li> <li>● The other student should reply in full sentences: “The apple belongs on the tree.”</li> <li>● The facilitator should move between groups and check students’ work.</li> </ul>	



**Step 3: 15 mins.**

- Ask students to look at the pictures in each row and decide which one does not belong.

Name: \_\_\_\_\_

Directions: Circle the item in each row that does not belong.

1.	 apple	 grapes	 steak	 banana
2.	 spaghetti	 cucumber	 carrot	 broccoli
3.	 red	 seven	 blue	 yellow
4.	 ring	 necklace	 earrings	 shoes
5.	 whale	 cow	 shark	 sea horse

**Step 4: 30 mins.**

Divide students in pairs and ask them to answer the following questions:

1. What is the name of your FEA branch?
2. How many students are there in your FEA branch?
3. Who are the facilitators at your FEA branch?
4. Do you belong to your FEA branch? Why?

## I am + Emotions

### Objective:

- Students learn vocabulary for emotions and practice describing their own emotions using the phrase "I am".

### औब्जैकटिव:

- स्टूडेंट्स भावनाओं के लिए वोकैबुलरी सीखते हैं और "I am" वाक्यांश का उपयोग करके अपनी भावनाओं का वर्णन करने का अभ्यास करते हैं।

### Step 1: 5 mins.

Share : Today, we're diving into a fascinating topic: emotions! **Emotions** are like the weather inside us, changing from sunny to stormy from time to time during the day. Let's explore these feelings and learn how to talk about them in English!"

Ask the whole class: "How are you?" पूरी क्लास से पूछें: "How are you?"

Most will answer: "I am fine." अधिकांश उत्तर देंगे: "I am fine."

### Ask:

- What does "I am fine" mean? (*Accept all answers. Emphasize that it means "okay" or "good."*)
- Most people do not always feel fine. What are some other ways people can feel? (*Accept answers in English and Hindi/local language.*)

### पूछें:

- "I am fine" का क्या अर्थ है? (सभी उत्तरों को स्वीकारें। जोर दें कि इसका अर्थ "ठीक है" या "अच्छा" है।)
- ज्यादातर लोगों को हमेशा अच्छा महसूस नहीं करते। लोग और क्या-क्या महसूस कर सकते हैं? (उत्तर इंग्लिश और हिंदी/स्थानीय भाषा में स्वीकार करें।)

### Step 2: 15 mins.

Watch AV 1 in pairs.

एवी 1 को जोड़ियों में देखें। While watching, ask students to write down at least 2-3 words that they do not know from the video. They may watch twice if needed.

विडियो को देखते समय, स्टूडेंट्स से कम से कम 2-3 शब्द लिखने के लिए कहें जो वे नहीं जानते हैं। जरूरत पड़ने पर वे विडियो को दो बार देख सकते हैं।

### Vocabulary Practice time:

### Ask:

- What words did you **recognize** in the video?
- What new words did you hear?

Give students 5 minutes to look up the meanings of the 2-3 words they wrote down. *Note: They do not need to look up all the words from the video.*

### पूछें:

- आपने विडियो में किन शब्दों को पहचाना?
- आपने कौन से नए शब्द सुने?

स्टूडेंट्स को 5 मिनट का समय 2-3 शब्दों का अर्थ ढूँढने और लिखने के लिए दे।

नोट: उन्हें सभी शब्दों के अर्थों को ढूँढना जरूरी नहीं है।

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

Students should open their Student Activity Books. Using the sentence frames provided in Part A, students should practice speaking in pairs. They may write down their answers, but it is not required - the focus is on speaking practice.

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक खोलना है। Part A में दिए गए वाक्य फ्रेम का उपयोग करके, स्टूडेंट्स को जोड़े में वह बोलने का अभ्यास करना चाहिए। वे अपने उत्तर लिख सकते हैं, लेकिन इसकी जरूरत नहीं है - बोलने के अभ्यास पर ध्यान केंद्रित किया जाना है।

They can choose four emotions from the box (*or others not listed*) and describe when they feel that way.

वे बॉक्स में से चार भावनाओं को चुन सकते हैं (या अन्य जो लिस्ट में नहीं हैं) और वर्णन कर सकते हैं कि उन्हें ऐसा कब लगता है।

**Examples:**

*I feel surprised when I see a spider.*

*I feel happy when my friend calls me.*

उदाहरण:

*I feel surprised when I see a spider.*

*I feel happy when my friend calls me.*

After practicing with a partner for 10-15 minutes, go around the class and encourage each student to share one sentence.

एक साथी के साथ 10-15 मिनट तक अभ्यास करने के बाद, क्लास में घूमें और हर एक स्टूडेंट को एक वाक्य शेयर करने के लिए प्रोत्साहित करें।

**Step 4: 5 mins.**

Students may answer the question in Part B and draw an emoji if time allows.

स्टूडेंट्स Part B के प्रश्न का उत्तर दे सकते हैं और समय मिलने पर इमोजी बना सकते हैं।

Then, students should walk around the room and greet three classmates. Their greeting should include, "How are you feeling today?"

फिर, स्टूडेंट्स को कमरे में घूमना है और तीन सहपाठियों का अभिवादन करना है। उनके अभिवादन में शामिल होना चाहिए, "How are you feeling today?"

**Step 5: 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 32

<b>My Village</b>	
<p><b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will describe their village, discuss what they like and would change about it, and draw their ideal village.</li> </ul>	<p><b><u>Lesson Duration: 135 mins</u></b></p>
<p><b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 15 mins.</b></p> <ul style="list-style-type: none"> <li>● The facilitator should write the following sentences on the board, one by one.</li> <li>● After writing each sentence, explain the sentence.</li> <li>● Then read the sentence aloud, and ask the class to repeat after you.</li> <li>● Call on students to explain the meaning of the sentences, making sure they understand each sentence.</li> </ul> <p>My family belongs to a village.</p> <p>Many people belong to the village.</p> <p>There are many young people in our village.</p> <p>There are some old people in our village, too.</p> <p>We love our village.</p> <p>The village is a community.</p> <p>My family belongs to the community.</p> <p>We are all part of the community.</p> <p>We help each other in our community.</p> <p>We help the community to become better.</p>	
<p><b>Step 2: 30 mins.</b></p> <ul style="list-style-type: none"> <li>● Divide students in pairs and ask them to answer the following questions:</li> </ul> <ol style="list-style-type: none"> <li>1. What is the name of your village?</li> </ol>	

2. How many families are there in your village?
3. What do you love about your village?
4. What would you change about your village?

Write about your village

**Step 3: 40 mins.**

- Ask students to close their eyes and imagine the **ideal** village they would like to live in.
- Now ask them to open their eyes, and draw this village in their notebooks.
- Ask a few students to share with the class, and describe what they have drawn.

**Step 4: 40 mins:**

Ask each team if they have been doing Duolingo at home. Share that the team with the highest XP points on lesson 80 gets a certificate. Ask everyone to begin their Duolingo.

While students are at task, call one student at a time and talk to them about their FEA classroom experiences. Encourage them to be regular. Share how their presence makes you feel good and work hard. Remind them what they will learn if they finish a one year course.

**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.

## Lesson 33

### I Serve

#### **Classroom Participation Expectation:**

Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

#### **Objectives:**

**Lesson Duration: 135 mins**

- Students will Understand and use words that describe helping and serving a community (e.g., help, teach, clean, make, grow, play).
- Talk about their own community and how they can help it.

#### **Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

#### **Step 1: 15 mins.**

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

She belongs to a community.

She is part of a community.

She likes to help others.

I help my community.

She **serves** her community.

We all love to serve others.

How do we serve others?

He grows flowers.

She teaches children.

They clean the school.

You give a talk.

We paint the walls.

She writes a story.

We play music.

He makes the school more beautiful.

They make the village better.

There is unity in my community.

**Step 2: 20 mins.**

- Split the class into two teams and give each team a colored marker.
- Draw a line down the middle of the board and write “Action Words” at the top.
- The students must then write as many action words as possible on the board. They can use any action word that has been learned in the English lessons until now. Make sure the action words from this lesson (help, serve, grow, teach, clean, give, paint, write, play, make).
- One student from each team gets the marker first. They run to write the word on the board, then run back to their team to pass the marker to another student (this is called a relay race).
- Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

**Step 3: 15 mins.**

- Ask students: “What community do you belong to? Who is in your community?”
- They may answer that their family, their village, or FEA is like their community. All these answers can be correct.
- Now ask them: “What can you do to help your community?”
- Ask them to form pairs to discuss ideas, and then write some sentences about their ideas in their notebooks. The sentences can look like the below examples:

I can help my community by \_\_\_\_\_.

I can serve my community by \_\_\_\_\_.

- The facilitator should move between groups and check students’ work.
- After students are finished writing their sentences, you can select a few students to share with the class.

### Typing Lesson 3: Home Row

**Objective:**

- Students practice typing the letters in the home row using all 8 fingers in the correct positions, not just their index fingers, a strategy that should improve their typing speed and accuracy with practice.

**औब्जैकटिव:**

- स्टूडेंट केवल अपनी इंडेक्स फिंगर ही नहीं, बल्कि सभी 8 उंगलियों का उपयोग करके होम रो में अक्षरों को सही स्थिति में टाइप करने का अभ्यास करते हैं, यह एक ऐसी रणनीति है जिससे अभ्यास के साथ उनकी टाइपिंग स्पीड और एक्यूरेसी में सुधार होना चाहिए।

**Step 1: 10 mins:** Show the AV 1 or AV 2 introducing the home row.

Choose the video based on your students’ English levels.

Display it on one screen for the whole class to watch.

AV 1 या AV 2 दिखाएं जिसमें होम रो का इंटरैक्शन दिया गया है।  
अपने स्टूडेंट के इंग्लिश के स्तर के आधार पर विडियो चुनें।  
पूरी क्लास को दिखाने के लिए इसे एक स्क्रीन पर चलाएं।

**Ask:**

- What keys are in the home row?
- What is the purpose of the home row?



(Accept all answers. Emphasize that the home row is where your fingers rest while you are typing so that you can reach all of the keys faster.)

पूछें :

- होम रो में कौन सी कीज़ होती हैं ?
- होम रो का उद्देश्य क्या है?

(सभी उत्तरों को स्वीकारें। जोर दें कि होम रो वह जगह है जहां आपकी उंगलियां टाइप करते समय रहती हैं ताकि आप सभी कीज़ तक टाइप करते समय तेजी से पहुंच सकें।)

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

Point out the chart on the classroom wall. Tell them that they can use this as a reference to remind them where the home row is.

क्लास की दीवार पर चार्ट दिखाएँ। उन्हें बताएं कि वे इसका उपयोग रेफरेंस के रूप में उन्हें याद दिलाने के लिए कर सकते हैं कि होम रो कहाँ है।

Tell students to look at the keyboard.

Ask: What is different about the F and J keys? (*bumps*)

स्टूडेंट्स को की-बोर्ड देखने के लिए कहें।

पूछें: F और J कीज़ में क्या अंतर है? (बम्प्स)

Call out the following **instructions**. Give a few seconds for students to complete the step before giving the next instruction.

1. Place your forefingers on the F and J keys.
2. Line up your other fingers on the home row keys.
3. Place your thumbs on the space bar.
4. Lift your fingers from the keyboard. Close your eyes.
5. With your eyes closed, find the F and J keys with your forefingers by feeling for the bumps.
6. With your eyes closed, place your other fingers on the home row keys and your thumbs on the space bar.
7. Open your eyes. Correct your finger placement if needed.

निम्नलिखित निर्देशों को बोले। स्टूडेंट को अगला निर्देश देने से पहले स्टेप को पूरा करने के लिए कुछ सेकंड दें।

1. अपनी तर्जनी उंगली (फोर-फिंगर्स) को F और J कीज़ पर रखें।
2. अपनी दूसरी उंगलियों को होम रो कीज़ पर रखें।
3. अपने अंगूठे को स्पेस बार पर रखें।
4. अपनी उंगलियों को की-बोर्ड से उठाएं। अपनी आँखें बंद करें।
5. अपनी आँखें बंद करके, बम्प्स को महसूस करते हुए अपनी तर्जनी उंगली (फोर-फिंगर्स) से F और J कीज़ को खोजें।
6. अपनी आँखें बंद करके, अपनी दूसरी उंगलियों को होम रो कीज़ पर और अपने अंगूठे को स्पेस बार पर रखें।
7. अपनी आँखें खोलें। यदि जरूरी हो तो अपनी फिंगर की स्थिति को ठीक करें।

Repeat if needed so all students have a turn.

यदि जरूरी हो तो दोहराएं ताकि सभी स्टूडेंट्स की बारी आए।

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

Give students the following instructions:

1. Log into Typing Master.
2. Click Study (on the right side menu)
3. Click the Home Row lesson.
4. Complete activities 1.1 and 1.2.

स्टूडेंट्स को निम्नलिखित निर्देश दें:

1. टाइपिंग मास्टर में लॉग इन करें।
2. स्टडी पर क्लिक करें (दाईं (right) ओर मेनू पर)
3. होम रो लैसन पर क्लिक करें।
4. 1.1 और 1.2 एक्टिविटीज़ को पूरा करें।

While one student is typing, their partner can remind them to keep their fingers on the home row. Allow time for all students to complete the activities.

जब एक स्टूडेंट टाइप कर रहा होता है, तो उनका साथी उन्हें होम रो पर अपनी उंगलियां रखने के लिए याद दिला सकता है। सभी स्टूडेंट्स को एक्टिविटीज को पूरा करने के लिए समय दें।

*\*Note: If any students are already fluent at typing, they can choose either to participate with everyone or take on an assistant role:*

- *Class assistant: circulate and help other students as needed.*

\*नोट: यदि कोई स्टूडेंट पहले से ही टाइपिंग में फ्लूएंट है, तो वे या तो सभी के साथ भाग ले या सहायक की भूमिका निभाना चुन सकते हैं:

- क्लास सहायक: जरूरत के अनुसार अन्य स्टूडेंट्स के पास जाएँ और उनकी मदद करें।

**Note:**

One-on-One Time: 15 mins. (*Simultaneous*):

वन-ऑन-वन टाइम: 15 मिनट (एक साथ):

If needed, while students are typing, continue to call students over one at a time to get to know them better.

यदि जरूरी हो, जब स्टूडेंट टाइप कर रहे हों, तो स्टूडेंट्स को बेहतर तरीके से जानने के लिए उन्हें बारी-बारी बुलाना जारी रखें।

**Step 4: 30 mins (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)**

Ask each team if they have been doing Duolingo at home. Share that the team with the highest XP points on lesson 80 gets a certificate. Ask everyone to begin their Duolingo.

While students are at task, call one student at a time and talk to them about their FEA classroom experiences. Encourage them to be regular. Share how their presence makes you feel good and work hard. Remind them what they will learn if they finish a one year course.

**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.

## Lesson 34

### Our Talents

**Classroom Participation Expectation:**

Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:**  
mins

**Lesson Duration: 135**

- Students will identify their own talents and those of others.

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

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

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

He has a **talent**.

You have a talent.

They have some talents.

We have many talents.

I find my talents.

Do you know your talents?

What are your talents?

We must develop our talents.

**Step 2: 20 mins. (Urban facilitators to conduct this in 10 mins):**

Seeing our talents

1. Below are some talents. You can think of more talents and write them down.

- reading
- teaching others
- gardening
- bringing joy to others
- **uniting** people
- singing
- cooking

- writing stories

2. What talents do you have?

- making friends ▪ playing sports ▪ painting
- dancing
- giving talks
- fixing things ▪ writing poems

### **Step 3: 20 mins.**

**(Urban facilitators to conduct this in 15 mins):**

What are our talents?

- Tell students: “Did you know this room is full of **treasures**? The treasures in this room are the talents of each person. We all have talents. Let’s find our treasures and write all our talents on the board.”
- Ask students to come up one by one and write down a talent they have, or that they have seen a classmate has. For example, some may have a talent for dancing, for speaking English bravely, or for drawing. Try to write as many talents as possible on the board.
- Now ask students to take a moment to feel **gratitude** and **appreciation** for all the wonderful talents they possess as a class.

### **Step 4: 20 mins.**

**(Urban facilitators to conduct this in 15 mins):**

#### **Hidden talents**

- Ask students: “Do you think you have already found all the talents you have?”
- Student should answer “No”. If they do not, you can explain that we all have **unlimited** talent and **potential**, and we definitely have more talents we can develop.
- Now ask them: “How do you find out your talents?”
- Let students discuss. Guide them to understand that there is no way to find our talents unless we try new things. If we do not try singing, how do we know if we have this talent? If we do not try educating children, how do we know if we have this talent? If we do not try speaking English bravely, how do we know if we have this talent?
- Next, find a few **unsharpened** or broken pencils, and give them to the students. Tell them to try to write with the pencils.
- When they cannot write with the pencils, ask them: “What needs to happen to allow you write with this pencil?”
- When the students answer that the pencil needs to be **sharpened**, agree, and ask them to sharpen the pencils.
- Now tell them: “Our hidden talents are like these unsharpened pencils. We need to sharpen, or **develop**, our talents in order to use them. If we do not sharpen the pencils, they become **useless**. If we do not develop our talents, they become useless to ourselves and others.”

## Stepping Out of Your Comfort Zone

### Objectives:

- Students develop an understanding of what it means to step out of your comfort zone and identify ways it can help them to grow as a person and succeed in life.
- Students create a specific goal for stepping out of their comfort zone during the next week of FEA classes.

### औब्जैकटिव:

- स्टूडेंट्स इस बात की समझ विकसित करते हैं कि कम्फर्ट ज़ोन से बाहर निकलने का क्या मतलब है और उन तरीकों की पहचान करते हैं जो उन्हें एक व्यक्ति के रूप में विकसित होने और जीवन में सफल होने में मदद कर सकते हैं।
- एफ.इ.ए. क्लास के अगले सप्ताह के दौरान स्टूडेंट्स अपने कम्फर्ट ज़ोन से बाहर निकलने के लिए एक विशेष लक्ष्य बनाते हैं।

### Step 1: 10 mins.

Ask for a volunteer to come to the front of the classroom for an activity (do not say what activity). Ask why they chose to volunteer.

एक वॉलंटियर एक्टिविटी के लिए आने के लिए कहें (यह न बताएं कि कौन सी एक्टिविटी है)। पूछें कि उन्होंने वॉलंटियर क्यों किया।

Ask how they are feeling standing in front of the class. Then ask how they are feeling not knowing what they have volunteered to do.

पूछें कि वे क्लास के सामने खड़े होकर वे कैसा महसूस कर रहे हैं। फिर पूछें कि वे कैसा महसूस कर रहे हैं न जानते हुए कि उन्होंने क्या करने के लिए खुद को वॉलंटियर किया है।

Next, ask the rest of the class to **explain** why they did not volunteer. Ask how they are feeling sitting in their seats and watching the volunteer at the front of the class.

इसके बाद, बाकी क्लास से यह बताने के लिए कहें कि उन्होंने वॉलंटियर क्यों नहीं किया। पूछें कि वे अपनी सीटों पर बैठे हुए और क्लास में सबसे आगे वॉलंटियर को देखकर कैसा महसूस कर रहे हैं।

Explain that those who did not volunteer are in their comfort zone. The comfort zone means staying where you feel comfortable, where you think you know what will happen. In this case, they think their classmates will not be watching them and they will not have to participate in an unknown activity.

बता दें कि जिन लोगों ने वॉलंटियर नहीं किया, वे अपने कम्फर्ट ज़ोन में हैं। कम्फर्ट ज़ोन का मतलब है जहाँ आप कम्फर्टबल महसूस करते हैं, वहाँ रहना, जहाँ आपको लगता है कि आप जानते हैं, कि क्या होगा। इस मामले में, उन्हें लगता है कि उनके सहाठी उन्हें नहीं देख रहे होंगे और उन्हें किसी अनजान एक्टिविटी में भाग नहीं लेना पड़ेगा।

Explain that stepping out of your comfort zone means taking a risk. In this case, the volunteer left his or her comfortable chair and took the risk to volunteer for an unknown activity with the class watching.

बता दें कि अपने कम्फर्ट ज़ोन से बाहर निकलने का मतलब है रिस्क लेना। इस मामले में, वॉलंटियर ने अपनी आरामदायक कुर्सी छोड़ दी और क्लास के सामने एक अज्ञात एक्टिविटी के लिए वॉलंटियर बनने का जोखिम उठाया।

Ask the volunteer how they would feel if they were asked to sing in front of the class, solve a math problem by themselves, or teach the next activity. Use this to explain that taking a risk can be uncomfortable or challenging.

वॉलंटियर से पूछें कि अगर उन्हें क्लास के सामने गाने के लिए कहा जाए, गणित की कोई समस्या खुद हल करने के लिए कहा जाए या अगली एक्टिविटी सिखाने के लिए कहा जाए तो उन्हें कैसा लगेगा। इसका उपयोग यह समझाने के लिए करें कि जोखिम लेना अनकम्फर्टबल या चुनौतीपूर्ण हो सकता है।

Then, thank the volunteer for coming up, and give them a **reward** [e.g. a smiley ball, badge, or snack]. Explain that taking a **risk** can also lead to a reward. Even though it can be uncomfortable or risky, the only way to make a change is by leaving your comfort zone.

फिर, वॉलंटियर को आने के लिए धन्यवाद दें, और उन्हें एक इनाम दें [उदाहरण: एक स्माइली बॉल, बैज, या स्नैक]। समझाएँ कि रिस्क लेने से इनाम भी मिल सकता है। भले ही यह अनकम्फर्टबल या जोखिम भरा हो सकता है, लेकिन बदलाव का एकमात्र तरीका है कि आप अपने कम्फर्ट ज़ोन को छोड़ दें।

**Step 2: 10 mins. (Urban facilitators to conduct Step 2 and Step 3 in 10 mins)**

Give an example of a time you **stepped** out of your comfort zone and how it **benefited** you. (*For example, if you felt nervous going to a job interview but then you received a job.*) Ask the class to share 2-3 other examples.

उस समय का उदाहरण दें जब आपने (फसिलिटेटर ने) अपने कम्फर्ट ज़ोन से बाहर कदम रखा और इससे आपको क्या फायदा हुआ। (उदाहरण के लिए, यदि आपको जॉब के लिए इंटरव्यू में जाने में घबराहट महसूस हुई लेकिन फिर आपको जॉब मिल गई।) क्लास से 2-3 अन्य उदाहरण शेयर करने के लिए कहें।

**Step 3: 10 mins. (Urban facilitators to conduct Step 2 and Step 3 in 10 mins)**

List an activity. Tell participants who feel comfortable doing that activity to stand, while participants who do not feel comfortable doing that activity to be seated.

एक्टिविटी की लिस्ट बनाएं। उन पार्टिसिपेंट्स को बताएं जो उस एक्टिविटी को करने में कम्फर्टेबल महसूस करते हैं, वो खड़े होंगे और जो कम्फर्टेबल नहीं हैं उस एक्टिविटी को करने में वो बैठे रहेंगे।

**Examples:**

- Staying at home with family
- Riding or driving a scooter
- Singing in front of friends
- Introducing yourself to someone new
- Visiting the city
- Removing a snake from your home
- Taking a test
- Playing cricket
- Speaking in front of an audience
- Trying a new skill for the first time

\*Call on participants to add activities.

\* एक्टिविटी को आगे बढ़ाने के लिए पार्टिसिपेंट्स को बुलाएँ।

Ask: When you stay in your comfort zone, how do you feel?

(*If needed, prompt:*) For example, do you feel **nervous**? **Frustrated**? Excited? **Proud**?

पूछें: जब आप अपने कम्फर्ट ज़ोन में रहते हैं, तो आपको कैसा लगता है?

(यदि जरूरी हो, संकेत दें:) उदाहरण के लिए, क्या आप बेचैन महसूस करते हैं? निराश? उत्तेजित? गर्व से भरा हुआ ?

**Ask:**

When you step outside your comfort zone, how do you feel?

(*If needed, prompt:*) For example, do you feel nervous? Frustrated? Excited? Proud?

पूछें:

जब आप अपने कम्फर्ट ज़ोन से बाहर कदम रखते हैं, तो आपको कैसा लगता है?

(यदि जरूरी हो) उदाहरण के लिए, क्या आप घबराहट महसूस करते हैं? झुंझलाया हुआ? उत्तेजित? गर्व से भरा हुआ ?

**Step 4: 15 mins.**

Return to seats. Break students into small groups. Ask them to open their Student Activity Books to L34B and read Scenario 1. Tell them to discuss the questions in their groups. After 3-5 minutes, call on each group to share their answers. Repeat with Scenario 2.

सीट पर लौटें। स्टूडेंट्स को छोटे ग्रुपों में बाटें। उन्हें अपनी स्टूडेंट एक्टिविटी के L34B को खोलने और सिनेरियो 1 पढ़ने के लिए कहें। उन्हें अपने ग्रुपों में प्रश्नों पर चर्चा करने के लिए कहें। 3-5 मिनट के बाद, हर एक ग्रुप को अपने उत्तर शेयर करने के लिए बुलाएं। सिनेरियो 2 के साथ दोहराएं।

**Scenario 1:** Daniel is very skilled at painting, but he is too **shy** to show his art to anyone because they might **criticize** him.

Questions:

1. What can Daniel do to help him step out of his comfort zone? (*If needed, prompt: What small steps could he take? What could help him feel more comfortable taking a risk?*)
2. How could Daniel benefit from stepping out of his comfort zone to show his artwork?

Scenario 1: डैनियल पेंटिंग में बहुत कुशल है, लेकिन वह किसी को भी अपनी कला दिखाने में बहुत शर्माता है क्योंकि उसे लगता है कि वे उसकी आलोचना कर सकते हैं।

प्रश्न:

1. अपने कम्फर्ट ज़ोन से बाहर निकलने में मदद करने के लिए डैनियल क्या कर सकता है? (यदि जरूरी हो, संकेत दें: वह कौन से छोटे कदम उठा सकता है? जोखिम लेने में उसे और अधिक कम्फर्टेबल महसूस करने में क्या मदद कर सकता है?)
2. अपनी कलाकृति दिखाने के लिए अपने कम्फर्ट ज़ोन से बाहर निकलने से डैनियल को कैसे फायदा हो सकता है?

**Scenario 2:** Pinki wants to apply to AIIMS University. Her family supports this decision, but she is **nervous** about living in the city away from her family.

Questions:

1. What can Pinki do to help her step out of her comfort zone? (*If needed, prompt: What small steps could she take? What could help her feel more comfortable taking a risk?*)
2. How could Pinki benefit from stepping out of her comfort zone to attend university in the city? Scenario 2: पिकी एम्स विश्वविद्यालय में आवेदन करना चाहती है। उसका परिवार उसके इस फैसले में उसके साथ है, लेकिन वह अपने परिवार से दूर शहर में रहने को लेकर घबराई हुई है।

प्रश्न:

1. पिकी अपने कम्फर्ट ज़ोन से बाहर निकलने में खुद की मदद कैसे सकती है? (यदि जरूरी हो, संकेत दें: वह कौन से छोटे कदम उठा सकती है? जोखिम लेने में उसे और अधिक कम्फर्टेबल महसूस करने में क्या मदद कर सकता है?)
2. पिकी को शहर में विश्वविद्यालय जाने के लिए अपने कम्फर्ट ज़ोन से बाहर निकलने से क्या फायदा हो सकता है?

If time allows, ask students to discuss in their small groups:

- What is one example of a time you stepped out of your comfort zone? What happened? How did you feel?

यदि समय मिले, तो स्टूडेंट्स से उनके छोटे ग्रुपों में चर्चा करने के लिए कहें:

- उस समय का एक उदाहरण दें जब आपने अपने कम्फर्ट ज़ोन से बाहर कदम रखा? तब क्या हुआ? आपने कैसा महसूस किया?

### **Step 5: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Sentence Structure (Step 1)**Lesson 35****I Develop My Talents****Classroom Participation Expectation:**

Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:**  
**mins****Lesson Duration: 125**

- Students will understand their existing talents and the importance of developing them.

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

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

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

She sings well.

Her talent is singing.

She must develop her talent.

She must practice singing.

He writes well.

His talent is writing.

He must develop his talent.

He must practice writing.

My facilitator helps me find my talents.

My facilitator helps me develop my talents.

**Step 2: 20 mins.****(Urban facilitators to conduct this in 10 mins)**

- Remind students that last class, you discovered the treasures of talents in the class.
- Remind students of the exercise they did with the unsharpened pencil. Ask them what needs to happen to the pencil in order to be able to write? Just like a pencil needs to be sharpened, our talents need to be developed.
- Tell students that if we do not develop our talents, they are useless to ourselves and others.



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

- Ask students to find and open the list of talents they created during the last class. It should include a list of talents they already have, and a few talents they would like to develop.
- Ask them to write a few sentences based on their list, each on a separate small piece of paper with their name, and hand them to the facilitator.
- For example:
  - I would like to develop my talent for working with numbers. - Sandeep
  - I would like to develop my talent for cooking. - Karan
  - I would like to develop my talent for teaching children. - Preeti
- Now collect all the pieces of paper and try to form groups of papers with students who want to develop the same talents.
- For example, you may have a few students who want to develop the talent of speaking English. You can put those students in a group together.
- Students who do not have a group can work in pairs.
- Now ask each group to make a plan for developing this talent. To help them make this plan, they can answer the following questions:
  - 1) Whose help do I need to develop this talent? Who can I learn from?
  - 2) What practice do I need? How much time do I want to dedicate to it?
  - 3) What are my goals? What levels of development do I want to reach? In how many days, weeks or months do I want to reach each level?

**Sentence Structure****Objectives:**

- Students will understand the importance of using punctuation marks at the correct place for a proper meaning.

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

Write on the board, “Let’s eat dad.”

Ask students to explain what they understand. Accept all answers.

Next, place a comma after the word ‘eat’ and ask students to explain what they understand by that sentence.

Explain how punctuation changes the meaning of the sentence.

If required, take another example, “I like cooking my family and my dog.” to help students understand the importance of punctuation.

With the help of intonation/pauses, explain how punctuation is useful both in writing and speaking.

Introduce capital letters, . ? “” and ,

**Step 2: 10 mins.**

Ask students to read the rules (along with examples) of capitalization given in Part A.

Ask a few students to share one rule each.

As the student mentions the rule, explain that rule with the help of an example on the board. Go over each rule with a few examples.

Ask students to complete exercise in Part A.

**Step 3: 10 mins.**

Ask students to look at Part B to understand the use of punctuation marks . ? at the end of a sentence.

Ask a few students to share an example of a sentence using . or ? at the end. Write students' examples on the board.

Avoid demotivating statements, such as "You are wrong."

In case of an incorrect usage, ask other students to correct it. Ask students to complete exercise in Part B.

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

Ask students to **proofread** the passage in Part C of the lesson along with a friend.

Walk around to ensure that both the partners are participating. Help/guide those who need assistance.

Correct students if he/she notices them making errors.

**Part D: Answer:**

Rahul and Priya traveled to Jaipur. They explored the Amer Fort, walked through the markets, and ate delicious street food. They were joyed by the vibrant culture. Have you visited Jaipur? It's a city full of history and colors."

**Step 5: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

## Lesson 36

### I Use My Talents to Serve Others

**Classroom Participation Expectation:**

Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:**

**Lesson Duration: 135 mins**

- Students will understand the importance of using their talents to serve others and the community.

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

**Step 1: 15 mins.**

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

I use my talents to serve others.

We find our talents.

We develop our talents so that we can use them.

I teach the children songs.

She plants a garden for the old man.

He builds a table for the family using wood.

They practice English with the new students.

We use our talents to serve the community.

We use our talents well.

**Step 2: 20 mins.**

**(Urban facilitators to conduct this in 15 mins)**

- Split the class into two teams and give each team a colored marker.
- Draw a line down the middle of the board and write “Action Words” at the top.
- The students must then write as many action words as possible on the board. They can use any action word that has been learned in the English lessons until now.
- One student from each team gets the marker first. They run to write the word on the board, then run back to their team to pass the marker to another student (this is called a relay race).
- Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

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

- Divide students into pairs.
- Ask them to open their notebooks to the plan they made last class.
- In this plan they have identified some talents they would like to develop, and written some steps about how to develop them.
- Now, they should discuss with their partner and think about how they can use these talents to help others.
- Ask students to write five sentences as below:
  1. I will develop my talent \_\_\_\_\_ and use it to \_\_\_\_\_.
  2. I will develop my talent \_\_\_\_\_ and use it to \_\_\_\_\_.
  3. I will develop my talent \_\_\_\_\_ and use it to \_\_\_\_\_.
  4. I will develop my talent \_\_\_\_\_ and use it to \_\_\_\_\_.
  5. I will develop my talent \_\_\_\_\_ and use it to \_\_\_\_\_.

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

- Ask a few students to share their sentences with the class.
- Have a classroom discussion with the students about developing and using talents. You can ask and discuss some of the following questions:
- “What will happen if we use our talents in our lives according to what we wrote down just now? What would happen to our community if everyone in the classes used their talents to help others?”
- “What will happen if we develop our talents but do not use them?”
- “What will happen if we develop our talents but only use them to benefit ourselves?”

**Asking Questions-1****Objectives:**

- Students will learn to frame questions using w/h family.
- Students will practice using question words correctly to ask for information.

**Step 1: 10 mins.**

Today's lesson is all about asking questions. Questions are like keys that unlock information and help us learn more.

**Ask:** Can you think of a question you'd like to ask me? It can be about anything – a hobby, a favorite food, or even something **curious** you've been **wondering** about.

**Interactive Discussion:**

"Now, let's imagine this: If you could ask a famous person any question, who would it be, and what would you ask them? Share your thoughts with the class!"

Explain how questioning is important for learning.

**Step 2: 10 mins.**

With the help of students and board, recaps how we ask questions beginning with May/Can/Do/Does.

Ensure that all students participate, taking turns and expressing their understanding.

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

With the help of examples from students and board, explains the use of question words- 'Who', 'When', 'What', 'Why', 'Where', and 'How'.

With the help of examples, explain how question words help us understand how the question is to be answered.

- For questions beginning with 'Why' the answer must be a reason.
- For questions beginning with 'When' the answer must be in time.
- For questions beginning with 'Where', the answer must be about place.
- For questions beginning with 'Who' the answer must be a person.

Explain that if a question word is misunderstood, the information provided in the answer will be wrong. Ask students to complete Exercise A.1 and ask students to peer check answers. After all students have peer checked, share the correct answers, with the help of students.

(Answers:

1. When ?
2. What ?
3. Who ?
4. How ?
5. Where ?
6. Do ?
7. Why ?

Ask students to look at the image in Part A2 and write a few questions that they would like to ask the strangely-dressed man.

Ensures that the students form questions correctly.

Asks students to turn to the person on their right and share one question from Part A.

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

Hot Seat - Ask each student to think of a successful person (famous or not) that he/she knows/**idolizes**.

By turn, students sit on the Hot Seat and ask other students to play the journalists and ask him/her 5-10 questions that he/she must answer as that successful person. For example- if a student chooses Sachin Tendulkar, he/she sits on the Hot Seat as Sachin Tendulkar and introduces himself. The other students ask Sachin Tendulkar questions like, "When were you born?" "Where did you play your first match?" "How do you prepare yourself before a match?" etc.

The student in the Hot Seat has to give **appropriate** answers. It is not important for the answers to be **factually** correct but the students must answer what is being asked and use complete sentences.

Encourage students to ask questions using

May/Do/Does/Can/Why/How/What/When/Where.

Ask students to correct each other when the question is formed incorrectly.

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

Asks students to complete exercise in Part B to make grammatically correct questions.

Walk around to ensure that students are at task and assists/guides, if required.

Ask a few students to share one response each so that all 5 questions are covered.

## Lesson 37

### We Learn and Grow

#### Classroom Participation Expectation:

Please maintain a 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

#### Objectives:

**Lesson Duration: 125 mins**

- Students will understand how developing their talents contributes to both their individual growth and the betterment of their community.

#### Mindfulness Exercise:

Begin the class with 2 mins of mindfulness exercise.

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

- The facilitator should write the following sentences on the board, one by one.
- After writing each sentence, explain the sentence.
- Then read the sentence aloud, and ask the class to repeat after you.
- Call on students to explain the meaning of the sentences, making sure they understand each sentence.

I belong to my family.

I learn in my FEA class.

I think about my village.

We belong to our community.

We have ideas about our community.

We grow as we develop our talents.

We serve our community.

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

- Write the action words from this lesson or any of the previous English lessons on cards or small pieces of paper before the class.
- To begin the activity, ask for one student to guess the word. The student should sit in a chair at the front of the class, facing the other students.
- The facilitator should stand behind the student, and hold up the paper with a word on it. The other students should be able to see the word, but the student sitting in the front should not be able to see it.
- The other student should silently read the word, and without saying the word, describe it to the student, who should try to guess the word.

- For example, if you show the students the word “sing,” they may say “you use your voice to make music” but they cannot say “sing.”
- If the game becomes too easy, or only a few students participate, you can choose two students at a time to take turns playing the game at the front of the class, one **guesser** and one **describer**.

### **Step 3: 30 mins. (Urban facilitators to conduct this in 20 mins)**

Divide students into pairs.

Write the following questions on the board, read them out loud, and ask the students to answer them in pairs.

1. Is it easy to develop your talents?
2. What challenges or difficulties will you face when you develop your talents?
3. How can you overcome them?
4. Is it easy to serve others?
5. What challenges or difficulties will you face when you serve others?
6. How will you overcome them?

Explain the questions to the students, especially the difficult words (challenges, difficulties, overcome).

Ask students to copy the questions into their notebooks.

Ask students to answer the questions in their pair discussion, and write down their answers in full sentences in their notebooks.

[One-on-One conversations: While students are completing the above activity in pairs, invite the 3 next students on your list to a separate corner of the classroom one at a time, for a 5 minute one-on-one conversation to practice their listening and speaking skills.]

## **Teamwork Collaboration**

### **Objectives:**

- Students practice teamwork skills such as communication and cooperation to build a tower.
- Students discuss their strengths and challenges working in a team and why teamwork is important in their careers and in life.

### **Step 1: 5 mins: Tower-Building Instructions:**

Give out the materials to each group.

#### **Options:**

- Newspaper that can be rolled up and tape (*This works well! For facilitator’s reference: <https://craftingagreenworld.com/articles/how-to-build-newspaper-structures-with-your-kids-its-a-toy-that-you-can-recycle/>*)
- Paper cups that can be stacked
- Balloons and tape

#### **Explain the goal:**

1. Using these supplies, the teams’ goal is to build the tallest tower in 20 minutes.
2. The tower has to stand on its own for five seconds without any external support.

**Step 2: 20 mins.**

1. Announce that the tower building will begin and start timing.
2. Move around and encourage teams while they are building the structure. Notice examples of conflict or **conflict resolution**, good communication, **leadership**, etc.
3. After a few minutes, give a challenge that everyone can only use one hand. They will have to work together to attach the materials.
4. After some time, measure the height of the towers. Give each group a chance to look at each others' towers and notice the different ways they approached the same problem.

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

In small groups, then share with class:

- What challenges did your team have?
- What did your team do well?
- How did your group make decisions?

Whole class - Popcorn Discussion:

- Are there other times that teamwork has helped you in your life?
- Why is **teamwork** important for **success** in a **career**?
- Teamwork is something you can practice and get better at. What is one thing you can work on **improving** to be a good team member?

**Clean Up: 5 mins.**

Make sure everyone helps to return materials and clean the classroom.

## Facilitator's Reference

### Giving Feedback to Students

When students struggle despite strong effort

1. OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
2. What did you do to prepare for this?
3. Is there anything you could do differently next time?
4. You are not there/here yet but one day you will get it if you don't give up.
5. When you think you can't do it, remind yourself that you can't do it yet.
6. I expect you to make some mistakes. Your mistakes tell me how to support you.
7. Mistakes are welcome here!
8. You might be struggling, but you are making progress.
9. I can see your growth.
10. Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/previous lessons)?
11. Of course it's tough – learning anything new is tough!
12. If it were easy, you wouldn't be learning anything!
13. You can do it – it's tough, but you can. Let's break it down into steps.



14. Let's stop here and return tomorrow with a fresh mind.
15. I admire your persistence.
16. I appreciate your hard work.

**When students are making progress:**

1. That's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
2. I can see a difference in this work compared to yesterday/last week. You have really grown.
3. I see you using your strategies/tools/notes/etc. Keep it up!
4. You have been working on this and didn't quit!
5. Your hard work is clear in your work/answers.

**When they struggle and need help with strategies:**

1. Let's think about how to improve this section/paragraph/sentence/word choice/logic/description/problem.
2. Here are some strategies to figure this out.
3. How did you complete this task?
4. Let's do one together.
5. Let's practice (skill) so we can move it from our short-term to our long-term memory.
6. Let's try once more – we can always fix mistakes once I see where you are going off track.
7. Let me explain in another way.
8. What parts were difficult for you? Let's look at them.
9. Let's ask for advice. S/he may be able to explain/suggest some ideas/strategies.
10. If you make changes, we can reassess your score. Let's plan.

## Lesson 38

<b>Vocabulary:</b> creativity, innovation, grit,	<b>Lesson Duration: 137 mins</b>
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Student Activity Books, L38</li> <li>• L38-1 and L38-2 Videos</li> </ul>	
<b>Google Translate</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• Students practice using Google Translate to translate words and sentences from Hindi to English or English to Hindi (or their native language).</li> <li>• स्टूडेंट्स हिंदी से इंग्लिश या इंग्लिश से हिंदी (या उनकी मूल भाषा) में शब्दों और वाक्यों का अनुवाद करने के लिए गूगल ट्रांसलेट का उपयोग करने का अभ्यास करते हैं।</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 5 mins.</b>	
<b>Ask:</b> पूछें:	
<ul style="list-style-type: none"> <li>- What does the word “translation” mean?</li> <li>- "अनुवाद" शब्द का क्या अर्थ है?</li> <li>- When in your life might you need to translate something?</li> <li>- आपके जीवन में कब आपको किसी चीज का अनुवाद करने की जरूरत हो सकती है?</li> </ul>	
<b>Explain:</b>	
समझाएं:	
Google Translate is a free and very helpful translation tool, but it does make errors. Never use it to translate something professional, such as a resume, without having someone check for accuracy.	
गूगल ट्रांसलेट एक मुफ्त और बहुत उपयोगी अनुवाद उपकरण है, लेकिन यह भी गलतियाँ करता है। किसी पेशेवर द्वारा सटीकता की जांच किए बिना इसका उपयोग कभी भी किसी प्रोफेशनल चीज़, जैसे रेस्यूम, का अनुवाद करने के लिए न करें।	
<b>Step 2: 10 mins.</b>	
<b>(Urban facilitators to conduct Step 2, 3 and 4 collectively in 25 mins)</b>	
Ask students to watch the AV 1 or AV 2 on their laptops.	
स्टूडेंट्स को Av 1 या Av 2 उनके लैपटॉप पर देखने को कहें।	
<b>Step 3: 15 mins.</b>	
<b>(Urban facilitators to conduct Step 2, 3 and 4 collectively in 25 mins)</b>	
Give the following instructions while students are seated at the laptops. After each instruction, wait 1-3 minutes for students to complete the step before giving the next instruction.	

जब स्टूडेंट लैपटॉप पर बैठे हों तब निम्नलिखित निर्देश दें। हर एक निर्देश के बाद, स्टूडेंट्स को अगला निर्देश देने से पहले स्टेप को पूरा करने के लिए 1-3 मिनट प्रतीक्षा करें।

Remind students to take turns with their partner if they are sharing a laptop.

स्टूडेंट्स को याद दिलाएं कि यदि वे लैपटॉप शेयर कर रहे हैं तो अपने साथी के साथ बारी-बारी से लैपटॉप शेयर करें।

1. Tell students to go to [translate.google.com](https://translate.google.com), then select “Hindi” (*or their native language, if available*) for language on the left and “English” for language on the right.

स्टूडेंट्स को [translation.google.com](https://translate.google.com) पर जाने के लिए कहें, फिर बाईं ओर भाषा के लिए "हिंदी" (या उनकी मूल भाषा, यदि मौजूद हो) और दाईं ओर भाषा के लिए "इंग्लिश" चुनें।

2. Tell the students a sentence in Hindi. Ask them to translate it.

स्टूडेंट्स को हिंदी में एक वाक्य कहें। उन्हें इसका अनुवाद करने के लिए कहें।

3. Ask students to find out what happens when they click the “अ” symbol in the lower right corner of the box.

स्टूडेंट्स से यह पता लगाने के लिए कहें कि जब वे “अ” सिम्बल बॉक्स के निचले दाएं कोने में क्लिक करते हैं तब क्या होता है।

4. Ask students to figure out where to click to record their voice for translation and say a sentence in Hindi for translation. (*Answer: the microphone in the lower left corner of the box*)

स्टूडेंट्स से यह पता लगाने के लिए कहें कि अनुवाद के लिए अपनी आवाज रिकॉर्ड करने के लिए किस जगह पर क्लिक करें और अनुवाद करने के लिए हिंदी में एक वाक्य कहें। (उत्तर: बॉक्स के निचले बाएं कोने में माइक्रोफोन पर)

5. Ask students to figure out how to listen to the pronunciation of the English translation. (*Answer: the speaker in the box on the right*)

स्टूडेंट्स से यह पता लगाने के लिए कहें कि इंग्लिश अनुवाद का उच्चारण (प्रनंसीएशन) कैसे सुनना है। (उत्तर: दाईं ओर बॉक्स में स्पीकर)

6. Ask students how to swap languages (*Answer: the double-arrow button in the center*). Then give them the following English words for them to translate:

स्टूडेंट्स से भाषा बदलने का तरीका पूछें (उत्तर: सेंटर में डबल-एरो बटन)। फिर उन्हें अनुवाद करने के लिए निम्नलिखित इंग्लिश शब्द दें:

- creativity (क्रिएटिविटी) - innovation (इनोवेशन) - inspiration (इंस्पिरेशन)
- grit (ग्रिट) - courage (करेज) - compassion (कम्पैशन)

**Step 4: 15 mins: (Urban facilitators to conduct Step 2, 3 and 4 collectively in 25 mins):** Give students time to practice with Google Translate on their own. If students need a prompt, tell them to use the microphone to tell a short story in Hindi and translate it to English.

स्टूडेंट्स को स्वयं गूगल ट्रांसलेट के साथ अभ्यास करने के लिए 10-15 मिनट का समय दें। यदि स्टूडेंट्स को एक हिंट की जरूरत है, तो उन्हें हिंदी में एक छोटी कहानी बोलने और उसका इंग्लिश में अनुवाद करने के लिए माइक्रोफोन का उपयोग करने के लिए कहें।

Remind students that if they found Google Translate to be helpful, they can download it as an app on their phones.

स्टूडेंट्स को याद दिलाएं कि अगर उन्हें गूगल ट्रांसलेट मददगार लगता है, तो वे इसे अपने फोन पर एक ऐप के रूप में डाउनलोड कर सकते हैं।

## Asking Questions 2

### Objectives:

1. Students will learn to frame questions completely without missing important words in the middle.
2. Students will learn briefly about open and closed ended questions.
3. Students will practice active listening | स्टूडेंट्स एक्टिव लिसनिंग का अभ्यास करेंगे।

### Step 1: 10 min. (Urban facilitators to conduct this in 5 mins)

Welcome students and share what they will learn that day.

With the help of white board and examples, recaps how sometimes we speak a statement in a questioning tone. 'Done?', 'Gone?'

Write some incorrect questions and ask students to correct those questions. For e.g. - "What your name?" "When you come to class?"

**Step 2: 15 min.**

Ask students to read the short story in Part A twice.

Asks students to prepare 5 questions about the story to ask their partners. Walks around to ensure that students are at task and assists/guides, whenever required.

**Step 3: 15 min.**

Ask students a few comprehension questions to check students' understanding of the story given in Part A.

With the help of examples and connecting to previous lessons, discusses -

- Are there questions that have only one correct answer? E.g. - 'Where is the book?'
- Are there questions that may have more than one correct answer? E.g. - "What do you think about public transport in Delhi?"
- Are there questions that only seek a Yes/No response? E.g. - "Do you have a pen?"

Encourages students to share examples of each.

**Step 4: 15 min. (Urban facilitators to skip this step)**

Asks students if they can prepare answers to simple questions. If students answer positively, ask, "Can you also prepare questions from answers?" Practices with the help of students and 2 - 3 examples.

Asks students to complete Part B.

Walks around to ensure that students are at task and assists/guides, whenever required. Talk to the ones who are irregular.

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

Practice pronouncing these words and ask students to use some of these words in sentences. Encourage students to find a sentence using these words and come to the class the next day.

- creativity (क्रिएटिविटी) - innovation (इनोवेशन) - inspiration (इंस्पिरेशन)
- grit (ग्रिट) - courage (करेज) - compassion (कम्पैशन)

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

Ask students to write an email to their peers about what they have learned at FEA so far. After everyone writes the email, switch places so that students review each other's work

**Step 7: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

**Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.**

## **Facilitator's Reference**

### **Giving Feedback to Students**

When students struggle despite strong effort

1. OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
2. What did you do to prepare for this?
3. Is there anything you could do differently next time?
4. You are not there/here yet but one day you will get it if you don't give up.
5. When you think you can't do it, remind yourself that you can't do it yet.
6. I expect you to make some mistakes. Your mistakes tell me how to support you.
7. Mistakes are welcome here!
8. You might be struggling, but you are making progress.
9. I can see your growth.
10. Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/previous lessons)?
11. Of course it's tough – learning anything new is tough!
12. If it were easy, you wouldn't be learning anything!
13. You can do it – it's tough, but you can. Let's break it down into steps.
14. Let's stop here and return tomorrow with a fresh mind.
15. I admire your persistence.
16. I appreciate your hard work.

### **When students are making progress:**

1. That's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
2. I can see a difference in this work compared to yesterday/last week. You have really grown.
3. I see you using your strategies/tools/notes/etc. Keep it up!
4. You have been working on this and didn't quit!
5. Your hard work is clear in your work/answers.

### **When they struggle and need help with strategies:**

1. Let's think about how to improve this section/paragraph/sentence/word choice/logic/description/problem.
2. Here are some strategies to figure this out.
3. How did you complete this task?
4. Let's do one together.
5. Let's practice (skill) so we can move it from our short-term to our long-term memory.
6. Let's try once more – we can always fix mistakes once I see where you are going off track.
7. Let me explain in another way.
8. What parts were difficult for you? Let's look at them.
9. Let's ask for advice. S/he may be able to explain/suggest some ideas/strategies.
10. If you make changes, we can reassess your score. Let's plan.

## Lesson 39

**Vocabulary:** Use of Do and Does

**Lesson Duration: 137 mins**

**Before the class:**

**Write 'Do' and 'Does' quiz questions given in step 2 on slips of paper.**

**Resources:**

- Student Activity Books, L39
- L39-1 and 39-2 Videos
- L39 Slideshow (that is moved from 31)

### Do and Does

**Classroom Participation Expectation:** Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:**

- Students will learn the use of 'do' and 'does'.
- Students will practice using do, does in sentences.

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

**Step 1: 10 mins.**

Welcome students. With the help of scenarios and dramatization, ask students what polite words/phrases they would use in the following daily situations:

- Bumping into someone
- Sneezing/blowing his/her nose in presence of others
- Dropping books on someone's foot
- Walking in late for a meeting

Encourage full sentences.

Explain to the students that today's lesson will focus on the usage of 'do' and 'does'.

**Step 2: 20 mins. (Urban facilitators to conduct this in 10 mins)**

With the help of examples, explain the use of 'Do and 'Does'.

- I, We, You, They (we use Do)- For example, I do not like to sing, Do we have to speak?
- He , She , It, This, That and John (we use Does)- Does he like eating chinese food?, She does not work.

Write the following questions on slips of papers and keep them in a box. Pass along the box and ask students to pick a slip, read aloud the question to the class and ask for responses in do/does from one or more students in the class. Encourage full sentences. Facilitators to write this on slips of paper

**For example:**

- 1 \_\_\_\_\_ I have to eat this ?
- 2 \_\_\_\_\_ we have any milk left?
- 3 \_\_\_\_\_ you remember her?
- 4 \_\_\_\_\_ they run very fast?
- 5 \_\_\_\_\_ he like Indian food?
- 6 \_\_\_\_\_ she live near you?
- 7 \_\_\_\_\_ it rain a lot in winter?
- 8 \_\_\_\_\_ you like Pizza
- 9 \_\_\_\_\_ this belong to you?
- 10 \_\_\_\_\_ I wash my clothes?
- 11 \_\_\_\_\_ Neha like singing?

**Step 3: 10 mins:**

Ask students to complete Exercise A and discuss with a partner. Once students have completed, discuss the answers with them. Also ask them to give reasons for the answers.

**Step 4: 15 mins.**

**(Urban facilitators to conduct this in 10 mins)**

Divide the class in 2 groups. Tell them to sit separately on 2 sides of the classroom. Ask them a few questions using 'Do' and 'Does'.

**For example:**

- 1-Do you like Chinese food?
- 2-Do you like to watch cartoon?
- 3-Do you have a red shirt?
- 4-Does your brother/sister have blue jeans?
- 5-Does he like singing?

Ask one question at a time. Decide one side of the classroom to be 'yes' and one side to be 'no'. When you ask a question, the students who answer yes move to a particular side

and the students who answer no move to the assigned side. Once the facilitator initiates this a few times, ask the students to come in front and ask questions using 'do' or 'does' and the other students would move on either side of the classroom.

**Step 5: 15 mins.**

Write on the slips of paper various professions and put them in a box. Ask students to sit in a circle. Ask students to pass the box and take out a slip of paper. As the student takes out a slip of paper, others in the class ask "What do you have?" The person with the slip must read out the Job/profession - "This is a doctor". One student in the class asks "What does he do?". The student with the slip constructs a sentence and answers "He gives medicine and treats patients". The student then passes the box to the student next to him/her.

Play a demo and then get started. Encourage students to make 2 or more statements. This game is adaptable. You can ask other students to extend the answer for a profession and help the speaker frame a correct sentence.

List of Job/Profession- Plumber, Electrician, Domestic Helper (not maid), Bank Manager, Salesperson, Air Hostess, Ticket Chequer, Carpenter, Nurse, Chef, Dentist, Judge, Receptionist (a person whose job is to deal with the people who call or enter an office, hotel, etc) Undertaker (a person whose job is to arrange and manage funerals), Actor, Barber, Accountant.

**Step 6: 40 mins. (Urban facilitators to conduct this in 30 mins):**

Set up the jeopardy game. The link to the game is as follows:

<https://docs.google.com/presentation/d/1kNU70OBflGsUoW39tsJlUMoqlPZOyeqX/edit?usp=sharing&oid=109543220975828827294&rtpof=true&sd=true>

Play the game.

**Step 6 Duolingo: 15 mins. (Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)**

Ask students to login their Duolingo account. Let students practice Duolingo. In the last few minutes, ask all students to share what they learned from Duolingo today.

**Step 7: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

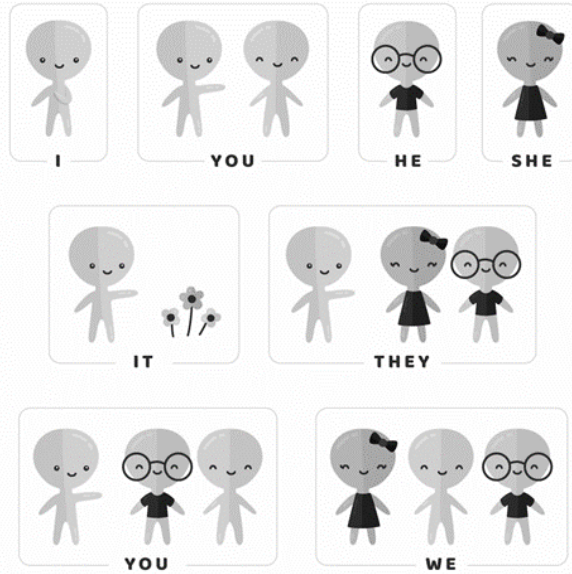
- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

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 40

<b>Vocabulary:</b> Explore	<b>Lesson Duration:</b> 137 mins
<b>Preparations:</b> <ul style="list-style-type: none"> <li>• Create signs that say “am” “are” and “is” before class.</li> <li>• Create six posters with career descriptions (<i>See Career Exploration - “List of Careers That...”</i>)</li> </ul>	
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Poster paper</li> <li>• Markers</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Students Activity Books, L40</li> </ul>	
<h3>You, We, They Are</h3>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students identify the meanings of the words: <i>I, you, he, she, it, we, and they / I, you, he, she, it, we, and they</i></li> <li>• Students practice forming sentences using “am,” “are,” and “is.”</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 15 mins.</b> <b>(Urban facilitators to conduct this in 10 mins)</b>	
<u>Appoint new cops</u> Ask students to open their Student Activity Books to L40. Give them 5 minutes to fill out the chart in Activity A. Then, ask them to review their answers with a partner.	
स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक के L40 को खोलने के लिए कहें। उन्हें एक्टिविटी “ए” में चार्ट भरने के लिए 5 मिनट का समय दें। फिर, उन्हें एक साथी के साथ अपने उत्तरों को रिव्यू करने के लिए कहें।	
‘Popcorn call’ students to share their answers.	
पॉपकॉर्न कॉल द्वारा स्टूडेंट अपने उत्तर को बोले।	
Refer to the chart below for the answer key.	
आन्सर की के लिए नीचे दिया गया चार्ट देखें।	



### Step 2: Am, Are or Is: 15 mins.

1. Post three signs around the room that say “am” “are” and “is.”  
कमरे के चारों ओर तीन संकेतों को पोस्ट करें जो जिनमें लिखा है “am” “are” and “is.”
2. Call out the pronouns below (*such as “She”*) and ask students to move to the sign that correctly goes with it.  
नीचे दिए गए सर्वनामों को बोलें (जैसे कि “*She*”) और स्टूडेंट्स से उस चिन्ह पर जाने के लिए कहें जो इसके साथ सही ढंग से मेल खाता है।
3. After students have all moved to a sign, reveal the correct answer. Then, call on 2-3 students to create a sentence aloud. They can use -ing words, feelings, family members, etc. Accept all sentences that start correctly.  
स्टूडेंट्स के एक संकेत सेलेक्ट करने के बाद, सही उत्तर बताएं। फिर, 2-3 स्टूडेंट्स को जोर से एक वाक्य बोलने के लिए बुलाएं। वे ing-वर्ड्स, भावनाओं, परिवार के सदस्यों आदि का उपयोग कर सकते हैं। सही ढंग से शुरू होने वाले सभी वाक्यों को स्वीकारें।
4. Continue with the next pronoun. If they have difficulty, cycle through the list two or three times for extra practice.  
अगले सर्वनाम के साथ एक्टिविटी को जारी रखें। यदि उन्हें कठिनाई होती है, तो अधिक अभ्यास के लिए लिस्ट को दो या तीन बार और दोहराएं।

*Example: Call out “She.” Move to the sign that says “is”. Give a sentence, such as “She is playing.”*

उदाहरण: “*She*” सर्वनाम बोलें। फिर “*is*” कहने वाले चिह्न पर जाएं। एक वाक्य दें, जैसे “*She is playing.*”

### Pronouns

(सर्वनाम):

- It (*Answer: It is*)
- I (*I am*)
- You (*You are*)
- He (*He is*)
- They (*They are*)
- She (*She is*)
- We (*We are*)

**Step 3: 25 mins****Individual Identity Cards:**

- Distribute a small piece of paper to each student.
- Instruct them to write three sentences about themselves using "You are" statements. Example: "You are a good dancer."
- Encourage students to be creative in their descriptions.

**Group Posters:**

- Once everyone has completed their individual slips, divide the class into groups.
- Each group collaborates to create a poster using "We are" statements about their collective interests, hobbies, or aspirations. Example: "We are nature lovers."
- Share the importance of adding visuals or drawings to illustrate their statements, making the posters visually engaging.

**Presentation and Discussion:**

- Allow students to present their individual slips and group posters to the class.
- Encourage discussion by asking questions about the shared interests or goals mentioned on the posters.
- Encourage students to ask each other questions based on the presented "You are" and "We are" statements, promoting further understanding and connection.

**Step 4: 15 mins.****(Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home):**

Inform students that it's their Duolingo time. They must work in pairs and try to earn as many XP points as possible. Remind them that the team that has the maximum point by lesson 80 stands a chance to earn a certificate.

In the last few minutes of the activity, ask students to calculate their XP points. Announce which pair is leading the race.

Ask a few students to share their Duolingo learning experiences.

**Energizer: Word Association Game: 3-5 mins.****(Urban facilitators to skip this step)**

Have students stand in a circle for a stretch break. Call on one student to shout out any word. Then, go around the class and have each student say the next word that pops into their head. (For example, if the first person says "ice cream," the next person might say "cold," and then "winter," etc.)

स्टूडेंट्स को स्ट्रेच ब्रेक के लिए एक सर्कल में खड़े होने के लिए कहें। किसी भी शब्द को जोर से बोलने के लिए एक स्टूडेंट को बुलाएं। फिर, क्लास में घूमें और हर एक स्टूडेंट को अलग शब्द बोलने को कहें जो उनके दिमाग में आता है। (उदाहरण के लिए, यदि पहला व्यक्ति "आइसक्रीम" कहता है, तो अगला व्यक्ति "ठंडा," और फिर "सर्दी," आदि कह सकता है।)

It should be a fast paced game so that students say the next word without thinking too hard. This often leads to humorous results.

यह एक तेज़ गति वाला खेल होना चाहिए ताकि स्टूडेंट बिना अधिक सोचे-समझे अगला शब्द कहें। यह अक्सर मजेदार परिणाम की ओर जाता है।

## Career Exploration 1

### Objectives:

- Students brainstorm careers and think about whether any would fit their passions, skills, and interests |

### Step 1: 10 mins.

Ask one or two students what they ate for breakfast this morning. Then, ask the whole class what careers were involved in providing that breakfast.

एक या दो स्टूडेंट्स से पूछें कि उन्होंने आज सुबह नाश्ते में क्या खाया। फिर, पूरी क्लास से पूछें कि नाश्ता प्रदान करने में कौन से करियर शामिल थे।

Guide with questions only if needed:

जरूरत पड़ने पर ही प्रश्नों के लिए उन्हें गाइड करें:

- How did the food grow?
- खाना कैसे उगा?
- Was it processed in any way (for example, wheat turned into flour)?
- क्या इसे किसी भी तरह से प्रोसेस किया गया था (उदाहरण के लिए, गेहूं आटे में बदल गया)?
- Did it come in a package?
- क्या यह पैकेट में आया था?
- Where did you purchase it?
- आपने इसे कहाँ से खरीदा?
- How was it transported there?
- इसे वहाँ कैसे ले जाया गया?

Explain that they may have some careers in mind, but that often we don't think of all the possibilities we have to choose from. Today's lesson will help them think about more of those possibilities.

समझाएं कि उनके मन में पहले से कुछ करियर हो सकते हैं, लेकिन अक्सर हम उन सभी संभावनाओं के बारे में नहीं सोचते हैं जो हमारे पास करियर चुनने के लिए हैं। आज का लैसन उन्हें उन संभावनाओं के बारे में अधिक सोचने में मदद करेगा।

### Step 2: 10 mins.

Discuss as a class and ask students to make notes:

Careers that involve...

करियर जिसमें शामिल हो...

1. Helping people  
लोगों की मदद करना
2. Using technology  
टेक्नोलॉजी का उपयोग करना
3. Wearing a uniform  
वर्दी पहनना
4. Being creative  
क्रिएटिव होना
5. Working with a team of people  
एक टीम के साथ काम करना
6. Spending time outdoors  
बाहर समय बिताना

**Step 3: 20 mins.**

Now ask them to find information online:

- Look for careers you have never heard of or never considered for yourself.  
उन करियर की तलाश करें जिनके बारे में आपने कभी नहीं सुना है या अपने लिए कभी विचार नहीं किया है।
- Write down at least three careers that match what you enjoy. For example, if you enjoy being active, you might write down a career in construction, agriculture, or at a gym.

कम से कम तीन करियर लिखिए जो आपकी रुचियों से मेल खाते हों। उदाहरण के लिए, यदि आप एक्टिव रहना पसंद करते हैं, तो आप निर्माण, कृषि या जिम में अपना करियर लिख सकते हैं।

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

Call on students to share something they found.

स्टूडेंट्स को जो कुछ मिला उसे बताने के लिए कहें।

**Step 5: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Note: Awesome work if your students are speaking English for at least 40% of the class time! If not, come up with some creative ideas to help everyone use more English during their sessions. Keep going, you're doing great!

## Lesson 41

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Activity Books, L41</li> <li>• L41 Video</li> </ul>	<p><b><u>Lesson Duration: 130 mins</u></b></p>
<p><b>-ing Verbs</b></p>	
<p><b>Classroom Participation Expectation:</b></p> <p>Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students understand that “am” or “is” plus an -ing verb describes something that is happening right now.</li> <li>• Students practice forming sentences with -ing verbs in a fun and low-pressure game.</li> </ul> <p>औब्जेक्टिवसः</p> <ul style="list-style-type: none"> <li>• स्टूडेंट्स समझेंगे की “am” और “is” के साथ एक -ing वर्ब वह बताती है जो अभी हो रहा है।</li> <li>• स्टूडेंट्स एक मजेदार और कम प्रेशर वाले गेम से -ing वर्ब वाले सेंटेंसीज़ बनाने का अभ्यास करेंगे।</li> </ul>	
<p><b>Charades Preparations:</b></p> <p>Write the following actions on notecards :</p> <p><i>(Note: Answers are for facilitator’s reference and do not need to be included on the notecards)</i></p> <p>नोट कार्ड पर निम्नलिखित एक्शनस लिखें:</p> <p>(नोट: उत्तर फसिलिटेटर के संदर्भ के लिए हैं और इसे नोट कार्ड में शामिल करने की जरूरत नहीं है)</p> <ul style="list-style-type: none"> <li>• Play cricket (Answer: He/she is playing cricket.)</li> <li>• Cook (Answer: He/she is cooking.)</li> <li>• Paint a picture (Answer: He/she is painting a picture.)</li> <li>• Play the piano (Answer: He/she is playing the piano.)</li> <li>• Ride a bicycle (Answer: He/she is riding a bicycle.)</li> <li>• Eat an apple (Answer: He/she is eating an apple.)</li> <li>• Take a bath (Answer: He/she is taking a bath.)</li> <li>• Read a book (Answer: He/she is reading a book.)</li> <li>• Drive a car (Answer: He/she is driving a car.)</li> <li>• Clean the house (Answer: He/she is cleaning the house.)</li> <li>• Use a computer (Answer: He/she is using a computer.)</li> <li>• Watch TV (Answer: He/she is watching TV.)</li> <li>• Play football (Answer: He/she is playing football.)</li> <li>• Dance (Answer: He/she is dancing.)</li> </ul>	

- Draw henna (Answer: He/she is drawing henna.)
- Drink water (Answer: He/she is drinking water.)
- Stitch clothing (Answer: He/she is stitching clothes.)
- Play the guitar (Answer: He/she is playing the guitar.)
- Teach math (Answer: He/she is teaching math.)
- Climb a mountain (Answer: He/she is climbing a mountain.)

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

**Step 1: 5 mins.**

Ask: What are you doing?

(Call on 2-3 students to answer. Accept all answers.)

पूछें: तुम क्या कर रहे हो?

(उत्तर देने के लिए 2-3 स्टूडेंट्स को बुलाएँ। सभी उत्तरों को स्वीकारें।)

Then, give your own answer: "I am teaching."

फिर, अपना उत्तर स्वयं दें: "मैं पढ़ा रहा हूँ।"

Introduce that you will be learning about "-ing" verbs. Ask if students know any other names for this. (Answers may include present progressive, present continuous or gerunds, but they do not need to learn this - it is only for their information.)

बताएं की वे "ing" क्रियाओं के बारे में सीखेंगे। पूछें कि क्या स्टूडेंट्स इसके लिए कोई अन्य नाम जानते हैं। (उत्तरों में present progressive, present continuous or gerunds, शामिल हो सकते हैं, लेकिन उन्हें यह सीखने की जरूरत नहीं है - यह केवल उनकी जानकारी के लिए है।)

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

Students should watch the AV on their laptops. They should try to answer the fill-in-the-blank questions at the end with their partner. If needed, they can pause the video to answer.

स्टूडेंट्स को अपने लैपटॉप पर AV देखना है। उन्हें अपने साथी के साथ अंत में खाली-स्थान प्रश्नों का उत्तर देने का प्रयास करना है। यदि जरूरी हो, तो वे उत्तर देने के लिए विडियो को रोक सकते हैं।

**Think-Pair-Share:**

थिंक-पेयर-शेयर:

- Do you use -ing verbs to describe something happening in the past, right now, or in the future?
- क्या आप अतीत में, अभी या भविष्य में होने वाली किसी चीज़ का वर्णन करने के लिए -ing क्रियाओं का उपयोग करते हैं?

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

Write the following sentences on the board. Ask students to discuss with their partner how to make them into sentences with -ing verbs to describe something happening right now. They do not need to write down their answers.

निम्नलिखित वाक्यों को बोर्ड पर लिखें। स्टूडेंट्स को अपने साथी के साथ चर्चा करने के लिए कहें। उन्हें यह पता लगाना है कि जो कुछ अभी हो रहा है उसे बताने के लिए -ing क्रियाओं को वाक्यों में कैसे प्रयोग किया जाए। उन्हें अपने उत्तर लिखने की जरूरत नहीं है।

1. I run.
2. He sleeps.
3. She drinks water.

Give students 2-3 minutes to discuss, then use popcorn calling for students to share their answers.

स्टूडेंट्स को चर्चा के लिए 2-3 मिनट का समय दें, फिर पॉपकॉर्न कॉलिंग का उपयोग करें ताकि स्टूडेंट अपने उत्तर बता सकें।

**Correct answers:**

सही उत्तर:

1. I am running.
2. He is sleeping.
3. She is drinking water.

**Step 4: 5 mins:**

Put the students into two teams.

स्टूडेंट्स को दो टीमों में बाँटें।

**Explain:**

One student from one team will take a notecard. Use a timer and give them 60 seconds to act out the action on the card. They may not speak.

Play until each person has had a turn to act OR the cards are completed.

समझाएं:

एक टीम का एक स्टूडेंट नोट-कार्ड लेगा। एक टाइमर का उपयोग करें और कार्ड के अनुसार एक्शन करने के लिए उन्हें 60 सेकंड का समय दें। नियम यह है कि वे बोल नहीं सकते हैं।

एक्टिविटी को तब तक खेलें जब तक हर एक स्टूडेंट की बारी न आ जाये या कार्ड खत्म न हो जाए।

- If the team guesses the action correctly, they earn one point. (*Example: Sleep*)
- यदि टीम क्रिया का सही अनुमान लगाती है, तो उन्हें एक अंक कमा मिलेगा। (उदाहरण: *sleep*)
- If the team uses the verb correctly in a sentence, they earn an additional point. (*Example: He is sleeping.*)
- यदि टीम एक वाक्य में क्रिया का सही उपयोग करती है, तो उन्हें एक अतिरिक्त अंक मिलेगा। (उदाहरण: *He is sleeping.*)
- If the team does not guess the action correctly, the other team can guess and earn the point.
- यदि टीम क्रिया का सही अनुमान नहीं लगाती है, तो दूसरी टीम अनुमान लगा सकती है और अंक अर्जित कर सकती है।

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

Teams take turns sending a member to draw a card and act out the action.

टीम्स बारी-बारी से एक सदस्य को कार्ड निकालने और एक्शन करने के लिए भेजती हैं।

Set a timer to limit each turn to 60 seconds. The team may guess throughout the 60 seconds that their teammate is acting. If they do not answer correctly, allow the other team one guess at the end of the 60 seconds.

हर एक बारी को 60 सेकंड तक सीमित करने के लिए टाइमर सेट करें। टीम 60 सेकंड के दौरान अनुमान लगा सकती है कि उनका साथी क्या अभिनय कर रहा है। यदि वे सही उत्तर नहीं देते हैं, तो 60 सेकंड के अंत में दूसरी टीम को एक अनुमान लगाने दें।

Play until each person has had a turn to act OR the cards are completed.



तब तक खेलें जब तक हर एक स्टूडेंट की बारी न आ जाये या कार्ड खत्म न हो जाए।

### Step 6: 15 mins.

**(Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home):**

Inform students that it's their Duolingo time. They must work in pairs and try to earn as many XP points as possible. Remind them that the team that has the maximum point by lesson 80 stands a chance to earn a certificate.

In the last few minutes of the activity, ask students what exercises they completed and if they learnt any new vocabulary.

### Energizer - The Perfect Square: 3 to 5 min.

**(Urban facilitators to skip this step)**

The students will be playing in groups. They will close their eyes and hold each others' hand. Once they are done with this, the teacher asks them to make a square. They can talk as much as they want, but they can't open their eyes. They can open their eyes when they think they have made the perfect square.

स्टूडेंट्स ग्रुप में खेलेंगे। वे अपनी आँखें बंद करेंगे और एक दूसरे का हाथ पकड़ेंगे। एक बार जब वे ऐसा कर लेते हैं, तो फसिलिटेटर उन्हें एक स्क्वायर/चतुर्भुज बनाने के लिए कहता/कहती है। वे जितना चाहें उतनी बात कर सकते हैं, लेकिन वे अपनी आँखें नहीं खोल सकते। वे अपनी आँखें तब खोल सकते हैं जब उन्हें लगता है कि उन्होंने पूर्ण स्क्वायर/चतुर्भुज बना लिया है।

## Digital Learning: Google Translate

### Objective:

- Students use Google Translate to translate paragraphs and to select definitions for words with multiple meanings
- स्टूडेंट गूगल ट्रांसलेट का उपयोग अनुच्छेदों का अनुवाद करने और कई अर्थों वाले शब्दों की परिभाषाओं का चयन करने के लिए करते हैं।

### Step 1: 10 mins.

Ask students to open Google Translate on the laptops.

स्टूडेंट्स को लैपटॉप पर गूगल ट्रांसलेट खोलने के लिए कहें।

- Give them one sentence in Hindi to translate into English.
- इंग्लिश में अनुवाद करने के लिए उन्हें हिंदी में एक वाक्य दें।
- Give a sentence in English for them to translate into Hindi.
- उन्हें हिंदी में अनुवाद करने के लिए इंग्लिश में एक वाक्य दें।

### Step 2: 10 mins.

**Explain:** समझाएं:

Sometimes, you will want to translate a paragraph or even a whole website. Instead of typing it all into Google Translate, you can copy and paste it.

कभी-कभी आप एक पैराग्राफ या पूरी वेबसाइट का अनुवाद करना चाहोगे। यह सब गूगल ट्रांसलेट में टाइप करने के बजाय, आप इसे कॉपी और पेस्ट कर सकते हैं।

Ask students to watch the AV on their laptops.

स्टूडेंट्स को AV उनके लैपटॉप पर देखने के लिए कहें।

### Step 3: 20 mins.

Ask students to open a second browser tab by clicking on the plus sign at the top.

स्ट्रैंड्स को ब्राउज़र के टॉप में प्लस साइन पर क्लिक करके दूसरा ब्राउज़र टैब खोलने के लिए कहें।

Tell them to search for one of the careers from the Career Exploration lesson (Lesson 40). They should select a website in English about the career.

लैसन 40 में से किसी एक करियर की खोज करने के लिए कहें। उन्हें करियर के बारे में इंग्लिश में एक वेबसाइट का चयन करना होगा।

Ask them to copy one or more paragraphs from that website, click on the tab with Google Translate, and paste in the text to translate it.

उन्हें उस वेबसाइट से एक या अधिक पैराग्राफ कॉपी करने के लिए कहें, गूगल ट्रांसलेट वाले टैब पर क्लिक करें और उसका अनुवाद करने के लिए टेक्स्ट को पेस्ट करें।

Remind them that sometimes the translation will have errors but that they should be able to understand the main idea. Give them time to read the translated text, then ask them to switch with their partner and repeat the activity.

उन्हें याद दिलाएं कि कभी-कभी अनुवाद में गलतियाँ होंगी लेकिन उन्हें मुख्य विचार को समझने में सक्षम होना चाहिए। उन्हें अनुवाद किया हुआ टेक्स्ट पढ़ने का समय दें, फिर उन्हें अपने साथी के साथ स्विच करने और एक्टिविटी को दोहराने के लिए कहें।

#### **Step 4: 10 mins.**

Ask students the Hindi word for “head.”

Then, ask them to type it into Google Translate and report what happens.

स्ट्रैंड्स से “head” के लिए हिंदी शब्द पूछें।

फिर, उन्हें इसे गूगल ट्रांसलेट में टाइप करने और रिपोर्ट करने के लिए कहें कि क्या होता है।

Point out that many words have multiple meanings. When you translate a whole paragraph, the website has to guess which definition is meant for each word, which is why there are often mistakes. However, if you translate just one word, you can select the exact meaning you want from the list of definitions below.

स्ट्रैंड्स को बता दें कि कई शब्दों के कई अर्थ होते हैं। जब आप एक पूरे पैराग्राफ का अनुवाद करते हैं, तो वेबसाइट को यह अनुमान लगाना होता है कि हर एक शब्द के लिए कौन सी परिभाषा है, इसलिए अक्सर गलतियाँ होती हैं। हालांकि, यदि आप केवल एक शब्द का अनुवाद करते हैं, तो आप नीचे दी गई परिभाषाओं की लिस्ट से अपने अनुसार सटीक अर्थ का चयन कर सकते हैं।

#### **Step 5: 5 mins.**

Ask the class what is something they have learned so far. Invite answers from everyone.

Ask them what they can do better in their classroom. Appreciate individual students using their name and one quality that you see in them.

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 42**Lesson 42**

<b>Vocabulary:</b> Persevere	<b>Lesson Duration:</b> 137 mins
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Student Activity Books, L42</li> </ul>	
<b>Digital Learning</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• Students practice their online search and email skills</li> <li>• स्टूडेंट्स अपने ऑनलाइन सर्च और ईमेल स्किल्स का अभ्यास करते हैं।</li> <li>• Students select a skill they want to improve at and practice self-guided learning to become more independent in building their digital skills</li> <li>• स्टूडेंट्स एक ऐसे स्किल्स का चयन करते हैं जिसमें वे सुधार करना चाहते हैं और अपने डिजिटल स्किल्स के बढ़ाने में अधिक स्वतंत्र बनने के लिए खुद से सीखने का अभ्यास करते हैं।</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 5 mins.</b>	
Ask the class to share 4-5 topics they are interested in learning more about. Write them on the board.	
क्लास से उन 4-5 विषयों को शेयर करने के लिए कहें जिनके बारे में वे अधिक जानने में रुचि रखते हैं। उन्हें बोर्ड पर लिखें।	
<b>Step 2: 20 mins.</b>	
Tell students both tasks below, then give them 20-25 minutes to complete them. If needed, they can work with a partner.	
स्टूडेंट्स को नीचे दिए गए दोनों कार्यों को बताएं, फिर उन्हें पूरा करने के लिए 20-25 मिनट का समय दें। जरूरत पड़ने पर पार्टनर के साथ काम कर सकते हैं।	
<ol style="list-style-type: none"> <li>1. Choose one of the topics listed on the board and search for a website about that topic that is interesting or useful. बोर्ड पर लिस्ट में लिखे गए विषयों में से एक चुनें और उस विषय के बारे में एक वेबसाइट खोजें जो दिलचस्प या उपयोगी हो।</li> <li>2. Share the website with a classmate in an email. Copy the website url or copy and paste text from the website into your email. एक ईमेल में एक सहपाठी के साथ वेबसाइट शेयर करें। वेबसाइट के यू.आर.एल. को कॉपी करें या वेबसाइट से टेक्स्ट को अपने ईमेल में कॉपी और पेस्ट करें।</li> </ol>	
<b>Step 3: 30 mins. (Urban facilitators to skip this step)</b>	
Students may choose what to work on from the list below.	
स्टूडेंट नीचे दी गई लिस्ट से चुन सकते हैं कि किस पर काम करना है।	
Ask them to think about what they need to practice the most and what they think will help them the most rather than just what they enjoy the most.	

उन्हें इस बारे में सोचने के लिए कहें कि उन्हें किस चीज़ का सबसे अधिक अभ्यास करने की ज़रूरत है और वह क्या है जिससे उन्हें सबसे ज्यादा मदद मिलेगी, न कि वह जिसे करना उन्हें सबसे ज्यादा पसंद है।

- Continue to practice online search (on the topic of your choice) or email.  
ऑनलाइन सर्च (अपनी पसंद के विषय पर) या ईमेल का अभ्यास जारी रखें।
- Typing Master
- टाइपिंग मास्टर
- DuoLingo
- डुओलिंगो

### **Energizer- Sync Clap: 3-5 mins. (Urban facilitators to skip this step)**

Ask students to stand in a circle and send a clap around the circle. Each clap involves two members of the group clapping their hands at the same time. The group tries to move the clap around the circle faster and faster with as much synchronization as possible.

स्टूडेंट्स को एक सर्कल में खड़े होने और सर्कल के चारों ओर ताली को बजाने के लिए कहें। हर एक ताली में ग्रुप के दो सदस्य एक साथ ताली बजाते हैं। ग्रुप जितना संभव हो सके मिलजुलकर एक साथ तालमेल करके ताली को सर्कल के चारों ओर तेजी से और तेजी से घुमाने की कोशिश करता है।

To add a challenge, introduce the “double clap” - a student can clap twice to reverse the clap’s direction around the circle.

एक चुनौती जोड़ने के लिए, "डबल क्लैप" का इंट्रोडक्शन दें - एक स्टूडेंट सर्कल के चारों ओर ताली की दिशा को उलटने के लिए दो बार ताली बजा सकता है।

## **Mindset**

### **Objective:**

- Develop students’ understanding that putting in effort can help them to get the most out of the FEA program and to succeed in life.
- छात्रों में यह समझ विकसित करें कि प्रयास करने से उन्हें एफईए कार्यक्रम से अधिकतम लाभ उठाने और जीवन में सफल होने में मदद मिल सकती है।

### **Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

#### **Step 1: 15 mins.**

#### **Explain:**

FEA might challenge you in some ways. For example, you will be asked to work hard and try new things, stand up and speak in front of people, or work in a team. You might make mistakes or be asked to think about things in a new way. When you face a challenge, you can give up or you can work hard and rise to the challenge.

समझाएँ:

एफ.इ.ए. आपको कुछ तरीकों से चुनौती दे सकता है। उदाहरण के लिए, आपको कड़ी मेहनत करने और नई चीजों को आजमाने, लोगों के सामने खड़े होने और बोलने, या एक टीम में काम करने के लिए कहा जाएगा। आपसे गलतियां हो सकती हैं या चीजों के बारे में नए तरीके से सोचने के लिए कहा जा सकता है। जब आप किसी चुनौती का सामना करते हैं, तो आप हार मान सकते हैं या आप कड़ी मेहनत कर सकते हैं और चुनौती का सामना कर सकते हैं।

#### **Ask:**

- What do you gain if you give up?
- What do you gain if you work hard?

पूछें:

- अगर आप हार मान लेते हैं तो आपको क्या हासिल होता है?
- अगर आप मेहनत करते तो आपको क्या हासिल होता है?

(e.g. learning and growing, better prepared for employment, boost in self-confidence)

(जैसे सीखना और बढ़ना, रोजगार के लिए बेहतर तैयारी, आत्मविश्वास में वृद्धि)

Even though it may feel difficult at times, there are many ways you can get support. -If you are finding FEA classes difficult, what can you do to find help?

हालांकि यह कई बार मुश्किल लग सकता है, ऐसे कई तरीके हैं जिनसे आप सहायता प्राप्त कर सकते हैं।

- यदि आपको एफ.इ.ए. क्लास कठिन लग रही हैं, तो सहायता प्राप्त करने के लिए आप क्या कर सकते हैं?

**Write the students' answers on the board and add if needed:**

- Ask the facilitator for help
- Ask other classmates for help
- Talk to your career guide or mentor
- Ask the facilitator to connect you with an FEA graduate
- Use resources like friends, family, and the internet to find answers

बोर्ड पर स्टूडेंट्स के उत्तर लिखिए और यदि जरूरी हो तो जोड़ें:

- सहायता के लिए फसिलिटेटर से पूछें
- अन्य सहपाठियों से मदद मांगें
- अपने करियर गाइड या मेंटर से बात करें
- फसिलिटेटर से आपको एफ.इ.ए. ग्रेजुएट से जोड़ने के लिए कहें
- उत्तर खोजने के लिए मित्रों, परिवार और इंटरनेट जैसे संसाधनों का उपयोग करें

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

Now ask students to switch to practice typing. Ask students to practice typing . Help them open the MS. Word document/or a Notepad.

Student 1 types: Lokesh likes to play badminton. He also likes to travel and talk to people.

Student 2 types: I am preparing for an audition next week in Mumbai. I am really excited about the event.

Student 1 types: I am fond of watching live sports but I have never experienced this before.

Student 2 types: Renu dreams of working as a journalist for an Indian news channel. She likes reporting.

### **Step 3: Wrap-Up and Pledge: 5 mins.**

Facilitator asks all students to stand up.

Facilitator refers to the 1st concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.

**Question - “What are a few ways to get support and help if you find FEA classes difficult?”**

Facilitator takes a note of the total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

शिक्षक सभी छात्रों को खड़े होने के लिए कहता है।

शिक्षक दिन के पहले पाठ के बारे में पूछता है और छात्रों से कहता है कि अगर वे समझ गए हैं तो बैठ जाओ। हां में जवाब देने वाले छात्र बैठ सकते हैं।

शिक्षक पाठ के बारे में उनकी समझ की जाँच करने के लिए 1-2 छात्रों से प्रश्न पूछता है। अगर किसी छात्र (छात्रों) को सही समझ नहीं है, तो उसे फिर से खड़े होने के लिए कहा जाता है।

**प्रश्न - यदि आपको FEA कक्षाएं कठिन लगती हैं तो सहायता और सहायता प्राप्त करने के कुछ तरीके क्या हैं?**

फैसिलिटेटर कुल छात्रों पर ध्यान देता है जो अभी भी खड़े हैं। यदि कुल संख्या कुल उपस्थिति के 1/3 से अधिक है, तो फैसिलिटेटर संशोधन के लिए इस गतिविधि को रिकॉर्ड करता है।

**Step 3: 25 mins.**

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

While students are at task, call one student at a time and talk about their learning journey. Ask the questions given in the feedback sheet. Update the sheet.

Note: Urban facilitators will skip this step

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

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What was the main topic we focused on last week?
2. What was the most interesting thing you learned?

Thank and appreciate students for sharing their responses.

For 1 minute:

Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will learn about ..... (The facilitator should talk about what we

would be learning in the upcoming 3 days to create excitement).

I am excited for the upcoming days, I don't want you to miss this experience.

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 43**Lesson 43****Student Reflection****(Floating Lesson: To be conducted between Lesson 43 to 52)****Lesson Duration: 120 mins****Classroom Participation Expectation:**

Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:**

- Encourage students to reflect on their own learning journey, identifying their strengths, areas for improvement, and goals for growth.
- Inspire students to stay motivated and engaged in their studies by recognizing their progress and highlighting the importance of continuous learning and improvement.
- Offer students the opportunity to practice effective communication with the TM

**Please Note:**

- **Duration:**  
The session lasts 120 mins for rural classes and 90 minutes in urban areas.
- **Who conducts:**  
The TM will run this session.
- **When:**  
It's flexible, to be conducted between Lessons 43 to 52.
- **Goal:**  
Students interact with the TM, sharing their progress.
- **Lesson Plan:**  
The TM has the lesson plan.
- **Coordination:**  
Schedule with the TM to fit the time.
- **Backup Plan:**  
If the TM is unavailable, move to Lesson 44 after Lesson 42.
- **Focus:**  
Students participate, showcasing their learning.

## Summary of Lesson 44

## Lesson 44

<b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Activity Book L44</li> <li>• L44 Video</li> </ul>	<b><u>Lesson Duration: 140 mins</u></b>
<b>Revision</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Step 1: 25 min. (Urban facilitators to conduct this in 20 mins)</b> Use this time to revise topics that require more practice.	
<b>Step 2: 15 min. (Urban facilitators to skip this step)</b> Ask students to practice Duolingo. Share which team has the highest XP points so far. Remind that on lesson 80, the team with the highest XP points earns a digital certificate.	
<b>Typing Lesson 5</b>	
<b>Objective:</b> <ul style="list-style-type: none"> <li>• Students practice typing.</li> </ul>	
<b>Step 1: 10 mins. (Urban facilitators to conduct this in 5 mins)</b> <b>Ask: पूछें :</b> <ul style="list-style-type: none"> <li>- In the home row, which finger presses the A key?</li> <li>- होम रो में कौन सी उंगली A की दबाती है ?</li> <li>- ...the J key?</li> <li>- ...the ; key?</li> </ul> <p><i>Instead of telling them whether they are correct, ask the class if they agree. They can use the "home row chart" to check.</i></p> <p>उन्हें यह सही बताने के बजाय, क्लास से पूछें कि क्या वे सहमत हैं। वे जांच करने के लिए "होम रो चार्ट" का उपयोग कर सकते हैं।</p> <b>Practice: प्रैक्टिस</b> <ul style="list-style-type: none"> <li>- Take turns finding the home row on the keyboard with eyes closed.</li> <li>- बारी-बारी से आंखें बंद करके की-बोर्ड पर होम रो का पता लगाएं।</li> </ul>	
<b>Step 2: 10 mins</b> <b>(Urban facilitators to conduct this in 5 mins)</b> <b>Explain:</b> Changing the way you sit can also help you type faster and more comfortably Tell students to open their Student Workbooks to L44 and look at the picture. <b>समझाएं:</b> आपके बैठने का तरीका बदलने से आपको तेज़ी से और अधिक आराम से टाइप करने में भी मदद मिल सकती है। स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक के L44 को खोलने और चित्र देखने का निर्देश दें। <b>Think-Pair-Share:</b>	



थिंक-पेअर-शेयर:

- What do you notice about the way the man on the right is sitting?

(If needed, prompt: "What do you notice about his (back, eyes, arms, feet)?")

दाईं ओर वाला व्यक्ति जिस तरह से बैठा है, उसके बारे में आप क्या नोटिस करते हैं?

(यदि जरूरी हो, संकेत दें: "आप उसकी (पीठ, आंखें, हाथ, पैर) के बारे में क्या नोटिस करते हैं?")

- What is one thing you can work on to improve your own typing posture?
- अपनी टाइपिंग मुद्रा (पोस्चर) को बेहतर बनाने के लिए आप किस चीज पर काम कर सकते हैं?

### Step 3: 5-10 mins

**Show the AV.**

**Demonstrate:**

- Students demonstrate typing posture on their laptops (without turning them on). Their partner should give them feedback about their back, feet, arms/wrists, and head positions.
- स्टूडेंट्स लैपटॉप पर (बिना चालू किए) टाइपिंग मुद्रा प्रदर्शित करेंगे। उनके साथी को उन्हें उनकी पीठ, पैर, हाथ/कलाई और सिर की स्थिति के बारे में फीडबैक देना है।

### Step 4: 15 mins.

**Explain:** समझाएं:

The most difficult part of typing posture is looking ahead at the screen while you type. It is okay to glance down at the keyboard when you need to, but today, try to keep your eyes on the screen as much as possible. With practice, it will get easier.

टाइपिंग पोस्चर का सबसे कठिन हिस्सा है कि आप टाइप करते समय स्क्रीन की ओर देख रहे हैं। जरूरत पड़ने पर की-बोर्ड नीचे की ओर देखना ठीक है, लेकिन आज जितना हो सके अपनी नजर स्क्रीन पर रखने की कोशिश करें। अभ्यास के साथ, यह आसान होता जाएगा।

Tell students to log into Typing Master and continue the activities in the Home Row lesson. Their partners should give feedback about posture and remind them to look at the screen.

स्टूडेंट्स को टाइपिंग मास्टर में लॉग इन करने और होम रो लैसन में एक्टिविटीज को जारी रखने के लिए कहें। उनके पार्टनर को पोस्चर के बारे में फीडबैक देना है और उन्हें स्क्रीन पर देखने के लिए याद दिलाना है।

After some time, remind them to switch with their partner.

लगभग 10 मिनट के बाद, उन्हें अपने साथी के साथ स्विच करने के लिए याद दिलाएं।

### Step 5: 35 mins.

Set up the jeopardy game. The link to the game is as follows:

<https://docs.google.com/presentation/d/1UHjavPEtstBtx5NkbjxoKYYNGVeXAILe/edit?usp=sharing&ouid=109543220975828827294&rtpof=true&sd=true>

Play the game.

### 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 45

<b>Resources:</b>	<b>Lesson Duration: 137 mins</b>
<ul style="list-style-type: none"> <li>• Student Activity Books, L45</li> <li>• L45-1, L45-2, L45-3 and L45-4 Videos</li> </ul>	
<b>Bullying</b>	
<p><b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Objectives:</b></p> <p>ऑब्जेक्टिव्स:</p> <ul style="list-style-type: none"> <li>• Students will show an awareness towards bullying from three perspectives - as a perpetrator (bully), as a victim (bullied), and as a spectator (by-stander/supporter).</li> <li>• स्टूडेंट्स तीन दृष्टिकोणों से बुलिंग के प्रति जागरूकता दिखाएंगे - एक अपराधी के रूप में (धमकाने वाला), एक पीड़ित के रूप में (दंडित), और एक दर्शक के रूप में (साथ खड़े/समर्थक)।</li> <li>• Students will acknowledge their own patterns of bullying and spectating, and show an increased willingness to intervene in bullying incidents.</li> <li>• स्टूडेंट्स बुलिंग और तमाशा देखने के अपने पैटर्न को स्वीकार करेंगे, और बुलिंग की घटनाओं में हस्तक्षेप करने की बढ़ी हुई इच्छा दिखाएंगे।</li> </ul>	
<p><b>Mindfulness Exercise:</b></p> <p>Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 15 mins.</b></p> <p><i>Show clip from Kabhi Khushi Kabhi Gham about bullying (AV1).</i></p> <p><i>Kabhi Khushi Kabhi Gham का बुलिंग वाला वीडियो दिखाएं (AV1)।</i></p> <p>Ask students to describe what was happening in the scene. Some children came to bully one child and then get bullied themselves. What do you understand about bullying? Get into pairs and discuss two instances each of when you have faced or seen such behaviour. &lt;Accept all answers&gt;</p> <p>स्टूडेंट्स को बताने के लिए कहें कि उस सीन में क्या हो रहा था। कुछ बच्चे एक बच्चे को बुली करने के लिए आते हैं और फिर खुद बुली हो जाते हैं। बुलिंग के बारे में आप क्या समझते हैं? जोड़ियों में बैठें और प्रत्येक को ऐसे दो उदाहरणों पर चर्चा करें जब आपने इस तरह के व्यवहार का सामना किया हो या देखा हो। सभी उत्तर स्वीकारें।</p> <p>How do you think the children who came to bully felt? How did the student whose friends started bullying feel at the end? Why? Have you ever been bullied? How did it feel?</p> <p>आपको क्या लगता है कि बुली करने आए बच्चों को कैसा लगा? जिस स्टूडेंट के दोस्तों ने बुली करना शुरू किया, उसे अंत में कैसा लगा? क्यों? क्या आपको कभी बुली किया गया है? आपने कैसे महसूस किया?</p>	

**Step 2: 25 mins.**

Introduce the objective of the lesson. Ask why this is an important concept to learn?

Bullying means to hurt someone or make them feel bad, especially someone who is weaker than oneself. What are some of the things that people get bullied about? <Accept all answers>

बुलिंग का अर्थ है किसी को चोट पहुँचाना या उसे बुरा महसूस कराना, विशेषकर ऐसे व्यक्ति को जो अपने से कमजोर है। ऐसी कौन सी चीजें हैं जिनके बारे में लोगों को बुली किया जाता है? सभी उत्तर स्वीकारें

- Name, gender, disability, baldness, height, weight, wealth/poverty, intelligence, skin colour
- नाम, जाति, लिंग, विकलांगता, गंजापन, ऊंचाई, वजन, धन/गरीबी, बुद्धि, त्वचा का रंग

Pick one of these factors and show how someone might be bullied. Ask 2-3 students to prepare and show quick 2 min skits of people getting bullied about a chosen factor. - 10 mins

What are some common things people say about this? Ask everyone to close their eyes after each skit and reflect for 30-45 seconds. - 5 mins

इनमें से किसी एक कारक को चुनें और दिखाएं कि कैसे किसी को बुली किया जा सकता है। 3-4 स्टूडेंट्स को एक चुने हुए कारक से बुली होने वाले लोगों पर 2 मिनट की स्किट तैयार करने और दिखाने के लिए कहें। लोग इसके बारे में ज्यादातर कहते हैं? प्रत्येक स्किट के बाद सभी को अपनी आँखें बंद करने और 30-45 सेकंड के लिए रिफ्लेक्ट करने को कहें।

**Step 3: 20 mins.**

It is time to also reflect on our own actions/behaviour. Ask students to close their eyes for 2 min and think about these questions.

यह समय हमारे अपने एक्शन/बिहैवियर पर भी विचार करने का है। विद्यार्थियों से 2 मिनट के लिए अपनी आँखें बंद करने और इन प्रश्नों के बारे में सोचने को कहें।

Why do we bully someone? Why is it sometimes funny or feel good when someone falls or gets hurt or is unlucky? Have you ever hit a dog or troubled someone weaker than you - a younger sibling or a junior in school? Think about why you did it, how it made you feel immediately and how does it make you feel now when you think about it?

हम किसी को धमकाते क्यों हैं? जब कोई गिर जाता है या चोटिल हो जाता है या दुर्भाग्यशाली होता है तो यह कभी-कभी अजीब या अच्छा क्यों लगता है? क्या आपने कभी किसी कुत्ते को मारा है या अपने से कमजोर किसी को परेशान किया है - एक छोटा भाई या स्कूल में एक जूनियर? इस बारे में सोचें कि आपने ऐसा क्यों किया, इसने आपको तुरंत कैसा महसूस कराया और जब आप इसके बारे में सोचते हैं तो यह आपको कैसा महसूस कराता है?

When you have power, you also have a responsibility to use that power properly as well. If you misuse your power or become arrogant or rude because of it, people take note and that is how they will remember you. Think about whether you want people to remember you as.

जब आपके पास शक्ति होती है तो आपकी जिम्मेदारी भी होती है कि आप उस शक्ति का सही उपयोग भी करें। यदि आप अपनी शक्ति का दुरुपयोग करते हैं या इसके कारण अहंकारी या असभ्य हो जाते हैं, इसपर लोग ध्यान देते हैं और इस तरह वे आपको याद रखेंगे। इस बारे में सोचें कि क्या आप चाहते हैं कि लोग आपको इस रूप में याद रखें

- Kind or Cruel - दयालु या क्रूर
- Helpful or Unhelpful - हेल्पफुल या अनउनहेल्पफुल
- Rude or Polite - रूड या पोलाइट

**Step 4: 20 mins.**

**(Urban facilitators to conduct this in 15 mins)**

Look at the following image given in SRB. Discuss in groups of 4 what it means and how

it's connected to our lesson. Do you think it's true?

इस इमेज को देखें। 4 के ग्रुप्स में चर्चा करें कि इसका क्या अर्थ है और यह हमारे लैसन से कैसे जुड़ा है। क्या आपको लगता है कि यह सच है?

Bullies are often not just people with power but people with pain. They have been hurt or bullied themselves and go on to repeat the same cycle with someone else. It is important to remember this when dealing with a bully.

बुली अक्सर सिर्फ पावर वाले लोग नहीं होते बल्कि दर्द वाले लोग भी होते हैं। उन्हें खुद चोट लगी होती है या बुली किया गया होता है और वे किसी और के साथ उसी चक्र को दोहराते हैं। बुली करने वाले के साथ व्यवहार करते समय यह याद रखना महत्वपूर्ण है।

What is the best way to deal with a bully? <Accept all answers>

बुली से निपटने का सबसे अच्छा तरीका क्या है? सभी उत्तर स्वीकारें

- Do not engage rudely or violently with the bully. This can put you at greater risk of harm.

धमकाने वाले के साथ रूडली या हिंसक रूप से बर्ताव न करें। यह आपको और अधिक जोखिम में डाल सकता है।

- Try talking to them or someone close to them, and let them know that they are hurting you.

उनसे या उनके किसी करीबी से बात करने की कोशिश करें और उन्हें बताएं कि वे आपको चोट पहुंचा रहे हैं।

- Report it to a trusted adult - a teacher or a parent.

इसकी सूचना किसी भरोसेमंद बड़े- शिक्षक या माता-पिता को दें।

- Find common friends or connections with the bully. Is there something that both of you like to do?

बुली के कॉमन फ्रेंड्स या कनेक्शंस खोजें। क्या ऐसा कुछ है जो आप दोनों को करना पसंद है?

- Find a support group. There is strength in numbers. People may not bully you if you are in a group.

एक सपोर्ट ग्रुप खोजें। संख्या में बल होता है। यदि आप किसी ग्रुप में हैं तो हो सकता है कि लोग आपको बुली न करें।

- Talk to your friends or someone you trust about how you feel. It is important to not feel alone and helpless in such situations.

अपने दोस्तों या किसी ऐसे व्यक्ति से बात करें जिस पर आप भरोसा करते हैं कि आप कैसा महसूस करते हैं। ऐसी स्थितियों में महत्वपूर्ण है कि आप अकेला और असहाय महसूस न करें।

### Step 5: 15 mins.

If you see someone being bullied, don't ignore it! If the bully is someone you know, talk to them. Request them to stop. Report them if required. If the bully is a stranger (e.g. someone is harassing a woman in the market), form a group of supporting people and then try stopping the bully.

यदि आप किसी को बुली होते हुए देखते हैं, तो इसे अनदेखा न करें! अगर बुली करने वाला कोई है जिसे आप जानते हैं, तो उससे बात करें। उन्हें रोकने का अनुरोध करें। यदि आवश्यक हो तो उनकी रिपोर्ट करें। अगर बुली करने वाला कोई अजनबी है (उदाहरण के लिए बाजार में कोई महिला को परेशान कर रहा है), सपोर्ट करने वाले लोगों का एक ग्रुप बनाएं और फिर बुली करने वाले को रोकने की कोशिश करें।

Watch AV2 and AV3 and discuss what you would have done in a similar situation?

निम्नलिखित वीडियो देखें और चर्चा करें कि ऐसी स्थिति में आप क्या करते?

Remember, the first response is not necessarily the best response. Think calmly about the problem and find a safe creative way to deal with it.

याद रखें, फर्स्ट रिस्पांस जरूरी नहीं कि सबसे अच्छा रिस्पांस हो। समस्या के बारे में शांति से सोचें और इससे निपटने के लिए एक सुरक्षित क्रिएटिव तरीका खोजें।

### Success Story

**Objectives:**

- Students will see and discuss how a rural woman overcame challenges and pursued her passion despite being told that she should not due to her religion and gender
- स्टूडेंट देखेंगे और चर्चा करेंगे कि कैसे एक ग्रामीण महिला ने चुनौतियों का सामना किया और अपने पैशन फॉलो किया जबकि कहा गया कि उन्हें अपने धर्म और लिंग के कारण ऐसा नहीं करना चाहिए।
- Students make the connection that it is possible for them to overcome challenges and succeed at their goals as well.
- स्टूडेंट यह संबंध बनाते हैं कि उनके लिए चुनौतियों को पार करना और अपने लक्ष्यों में सफल होना भी संभव है।

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

Explain that you will be showing a video about Nikhat Zareen, who won the gold medal at the 2022 Women's World Boxing Championships.

बताएं कि आप निखत जरीन के बारे में एक विडियो दिखाएंगे, जिन्होंने 2022 महिला विश्व मुक्केबाजी चैंपियनशिप में स्वर्ण पदक जीता था।

Students watch AV-4 in pairs. छात्र जोड़े में एवी-4 देखते हैं।

**Step 2: 15 mins. (Urban facilitators to skip this step)****Think-Pair-Share:**

थिंक-पेयर-शेयर:

- How did Nikhat deal with people who thought she should not be in boxing due to her gender and religion?  
निखत ने उन लोगों के साथ कैसा व्यवहार किया जो सोचते थे कि उन्हें अपने लिंग और धर्म के कारण बॉक्सिंग में नहीं होना चाहिए?
- What other challenges did Nikhat face? How did she overcome them?  
निखत को और किन चुनौतियों का सामना करना पड़ा? उन्होंने उसे कैसे मात दी?
- What kind of mentality or attitude helped Nikhat to succeed?  
किस तरह की मानसिकता या रवैये ने निखत को सफल होने में मदद की?
- How could this kind of mentality help you to overcome challenges in your life?  
किस तरह की मानसिकता आपको अपने जीवन में आने वाली चुनौतियों से पार पाने में कैसे मदद कर सकती है?

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

## Lesson 46

<b>Vocabulary:</b> Prefer, assumptions	<b>Lesson Duration:</b> 137 mins
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Student Activity Books, L46</li> <li>• L46 Video</li> </ul>	
<b>Like, don't like</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• Students discuss things they like and don't like using complete sentences</li> <li>• स्टूडेंट्स कम्प्लीट सेंटेंस का उपयोग करके उन चीजों पर चर्चा करेंगे जो उन्हें पसंद हैं या पसंद नहीं हैं।</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 15 mins.</b>	
Ask students to imagine that as a class you are planning to spend Sunday afternoon with your session.	
<b>Scenario:</b> Each student suggests a different activity they should plan as a group—going to the movies, visiting a museum, or having a picnic in the park. They have diverse preferences.	
<b>Discussion Points:</b>	
<ul style="list-style-type: none"> <li>• Ask students to share which activity each student might prefer based on their personalities or past experiences.</li> <li>• Prompt them to consider reasons for their <b>assumptions</b>. For instance, why might one friend <b>prefer</b> movies while another might enjoy a museum visit?</li> </ul>	
<b>Step 2: 10 mins</b>	
Tell students that you will ask questions about what they like. If their answer is yes, they should stand up. If their answer is no, they should sit down.	
स्टूडेंट्स को बताएं कि आप उनसे सवाल पूछेंगे कि उन्हें क्या पसंद है। अगर उनका जवाब हां है तो उन्हें अपने स्थान पर खड़ा होना है। अगर उनका जवाब ना है, तो उन्हें बैठना है।	
Ask questions from the list below. After each question, call on 2-3 students (standing or sitting) to answer with a complete sentence. (Example: Yes I like dogs. No, I don't like cats.)	
नीचे दी गई लिस्ट से प्रश्न पूछें। हर एक प्रश्न के बाद, कम्प्लीट सेंटेंस के साथ उत्तर देने के लिए 2-3 स्टूडेंट्स (खड़े या बैठे हुए) को बुलाएं।	

Do you like...

...dogs? ...cats? ...tigers? ...the color purple? ...the color orange? ...pineapples?  
...mushrooms? ...ice cream? ...classical music? ...horror films? ...English class?

When students are comfortable with the game, you may call on one student at a time to ask “Do you like...” questions for the other students to answer.

जब स्टूडेंट्स खेल में कम्फर्टेबल होते हैं, तो आप एक समय में एक स्टूडेंट को "Do you like..." प्रश्न पूछने के लिए बुला सकते हैं जिसका उत्तर अन्य स्टूडेंट्स देंगे।

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

Pass out a notecard to each student. Ask students to write 2 sentences starting “I like” and 2 sentences starting “I don’t like” on their notecard. They should not show their card to anyone.

आप हर एक स्टूडेंट को एक नोट कार्ड दें। स्टूडेंट्स को अपने नोट कार्ड पर “I like” से शुरू होने वाले 2 वाक्य और “I don’t like” से शुरू होने वाले 2 वाक्य लिखने को कहें। उन्हें अपना कार्ड किसी को नहीं दिखाना है।

Collect the notecards, mix them up, and redistribute them to different students.

नोट कार्ड लीजिए, उन्हें मिलाइए और उन्हें अलग-अलग स्टूडेंट्स में दोबारा बाँट दें।

Call on students to read the notecard you have handed them aloud. Then, ask the other student to guess who wrote that notecard. The person who wrote it should not guess.

स्टूडेंट्स से उस नोट कार्ड को पढ़ने के लिए कहें, जिसे आपने उन्हें दे दिया है। फिर, दूसरे स्टूडेंट से यह अनुमान लगाने के लिए कहें कि वह नोट कार्ड किसने लिखा है। जिसने इसे लिखा है उसे अनुमान नहीं लगाना चाहिए।

### Step 4: 25 mins.

Ask students to open their Student Activity Books to L46. Go over the sentence frames together and call on a volunteer or give an example to demonstrate.

स्टूडेंट्स को अपनी स्टूडेंट्स एक्टिविटी बुक्स L46 को खोलने के लिए कहिए। सभी साथ में सेंटेंस फ्रेम देखें और एक वॉलन्टियर को बुलाएं या खुद प्रश्न को बोलकर एक उदाहरण दें।

**Example:** उदाहरण:

*Person 1: Do you like music?*

*Person 2: Yes, I like music.*

*Person 1: What kind of music do you like?*

*Person 2: I like pop music.*

*Person 1: Why do you like it?*

*Person 2: I like it because it is good dance music.*

Tell students to use the topics and sentence frames provided in the SAB to carry on a conversation with their partner. They may take notes, but writing is not required for the activity.

स्टूडेंट्स को अपने साथी के साथ बातचीत जारी रखने के लिए पैकेट में दिए गए विषयों और सेंटेंस फ्रेम का उपयोग करने के लिए कहें। वे नोट्स ले सकते हैं, लेकिन एक्टिविटी के लिए लिखने की जरूरत नहीं है।

They should try to carry on a discussion with a partner in English for 5 minutes.

उन्हें अपने साथी के साथ 5 मिनट तक इंग्लिश में चर्चा करने का प्रयास करना है।

Then, have students switch partners and repeat with a new topic.

फिर, स्टूडेंट्स को पार्टनर बदलने और एक नए विषय के साथ चर्चा को दोहराने के लिए कहें।

**Step 5: 15 mins.**

**(Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home):**

Inform students that it's their Duolingo time. They must work in pairs and try to earn as many XP points as possible. Remind them that the team that has the maximum point by lesson 80 stands a chance to earn a certificate.

In the last few minutes of the activity, ask students what is something they learned from Duolingo today. Encourage students to use their Duolingo learnings in the remaining part of the class.

**Step 6: 3-5 mins. (Urban facilitators to skip this step)**

Give students various challenges to try:

स्टूडेंट्स को कोशिश करने के लिए विभिन्न चुनौतियाँ दें:

- Make fists. Place one on your stomach and move it in circles. Simultaneously, place the other on your head and pat up and down. After a few seconds, switch - pat your stomach and make circles on your head.
- हथेली की मुट्ठियाँ बनाएँ। एक को अपने पेट पर रखें और इसे सर्कल में घुमाएँ। साथ ही दूसरे को अपने सिर पर रखें और ऊपर-नीचे थपथपाएँ। कुछ सेकंड के बाद, स्विच करें - अपने पेट को थपथपाएँ और अपने सिर पर गोले बनाएँ।
- Make fists. Point your left index finger up and your right index finger forward. Bring them back into the fist, then switch - point your left index finger forward and your right index finger up. Try to continue this pattern quickly.
- मुट्ठियाँ बनाइए। अपनी बाईं तर्जनी फिंगर को ऊपर और अपनी दाहिनी तर्जनी फिंगर को आगे की ओर करें। उन्हें वापस मुट्ठी में लाएं, फिर स्विच करें - अपनी लेफ्ट फिंगर को आगे की ओर और अपनी राईट फिंगर को ऊपर की ओर पॉइंट करें। इस पैटर्न को जल्दी से जारी रखने का प्रयास करें।
- Roll your tongue into a tube. (Some students will struggle with this while other find it easy - explain that this is due to genetics, they are either born with this ability or not!)
- अपनी जीभ को एक ट्यूब के आकार में रोल करें। (कुछ स्टूडेंट इससे जूझेंगे जबकि अन्य इसे आसान पाते हैं - समझाएं कि यह अनुवांशिकी/जेनेटिक्स के कारण है, वे या तो इस क्षमता के साथ पैदा हुए हैं या नहीं!)

**Step 7: 35 mins. (Urban facilitators to conduct this for 30 mins):**

Practice Session: 1 Minute Speaking

Provide topics (e.g., favorite book, dream vacation, an inspiring person).

- Have students prepare for 2-3 minutes on the given topic.
- Now call everyone one by one. The challenge is to speak for at least 1 minute non stop.
- Those who pass the challenge receive standing ovations from the class after their speech.

**Topics:**

1- Talk about places you'd like to visit, reasons for wanting to go there, and what you hope to experience.

2- Share your experiences learning English, challenges you've faced, and effective learning strategies.



**Step 8: 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 learn about ..... (The facilitator should talk about what we would be learning in the upcoming 3 days to create excitement).

I am excited for the upcoming days, I don't want you to miss this experience.

**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.

## Lesson 47

<p><b>Vocabulary:</b> Strategies, Growth vs Fixed Mindset     <b>Lesson Duration: 137 mins</b></p>
<p><b>Preparations:</b></p> <ul style="list-style-type: none"> <li>• Write categories on posters before class (See English - “School Vocabulary”)</li> <li>• Pull up a list of songs to play on YouTube or your phone (See Energizer)</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Poster Paper</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• L47 Video</li> <li>• Student Activity Books, L47</li> </ul>
<h3>Revision</h3>
<p><b>Classroom Participation Expectation:</b></p> <p>Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>
<p><b>Mindfulness Exercise:</b></p> <p>Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 25 mins.</b></p> <p><b>(Urban facilitators to conduct this in 20 mins)</b></p> <p><u>Appoint new cops.</u> Acknowledge the effort of the previous cops.</p> <p>Use this time to revise any previously covered topics that your students require more practice.</p> <p>इस समय का उपयोग पहले से कवर किए गए किसी भी विषय का अभ्यास करने के लिए करें, जिसके लिए आपके छात्रों को अधिक समर्थन की आवश्यकता है।</p>
<h3>Youtube Search</h3>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students learn some strategies for finding a good video on YouTube.</li> </ul>
<p><b>Step 1: 5 mins</b></p> <p><b>(Urban facilitators to skip this step)</b></p> <p><b>Ask: पूछें:</b></p> <ul style="list-style-type: none"> <li>- What are some <b>strategies</b> for finding a good video on YouTube? (<i>e.g. using a filter, checking the user who posted it, watching a short clip to check</i>)</li> <li>- यूट्यूब पर एक अच्छा विडियो खोजने के लिए कुछ रणनीतियां क्या हैं? (उदाहरण के लिए फ़िल्टर का उपयोग करना, इसे पोस्ट करने वाले यूजर की जांच करना, जांचने के लिए एक छोटी क्लिप देखना)</li> <li>- How can you tell who posted the video?</li> <li>- आप कैसे बता सकते हैं कि विडियो किसने पोस्ट किया है?</li> </ul>
<p><b>Step 2: 15 mins.</b></p> <p><b>Explain:</b></p> <p>If you like a video, you can look at all the videos posted by that user. This is called their channel, and often, a channel will post many videos related to one topic.</p>

**समझाएं:**

आपको अगर कोई विडियो पसंद है, तो आप उस यूजर द्वारा पोस्ट किए गए सभी विडियो देख सकते हैं। जिसे उनका चैनल कहा जाता है, और अक्सर, एक चैनल एक विषय से संबंधित कई विडियो पोस्ट करेंगे।

Ask students to open their Student Activity Books to L47. Tell students to sit at the laptops in pairs. स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक L47 खोलने को कहें। स्टूडेंट्स को लैपटॉप पर जोड़े में बैठने के लिए कहें।

Assign each pair one of the following channels and ask them to write the name in their SABs: हर एक जोड़ी को निम्नलिखित चैनलों में से एक असाइन करें और उन्हें अपने SABs में नाम लिखने के लिए कहें:

- |                      |                     |
|----------------------|---------------------|
| - Khan Academy India | - खान एकेडमी इंडिया |
| - English Class 101  | - इंग्लिश क्लास 101 |
| - Unacademy          | - अनएकेडमी          |

Tell them to search for the channel on YouTube. If needed, they can use the filter to search for only channels and not videos.

उन्हें यूट्यूब में चैनल खोजने के लिए कहें। यदि ज़रूरी हो, तो वे केवल चैनल खोजने के लिए फ़िल्टर का उपयोग कर सकते हैं, विडियो नहीं।

Give them time to explore the channel and answer the questions in Activity A of their SABs. Call on pairs to share their findings with the class.

उन्हें चैनल देखने के लिए 15 मिनट का समय दें और उनके एस.ए.बी. की एक्टिविटी A में प्रश्नों के उत्तर दें। अपने निष्कर्षों को क्लास के साथ शेयर करने के लिए जोड़ियों को बुलाएँ।

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

Tell students to choose one of the topics listed in Activity B.

स्टूडेंट्स को एक्टिविटी B में लिखे हुए विषयों में से किसी एक को चुनने के लिए कहे।

Ask them to search for a channel with useful videos on the topic. They should watch a few of the videos on the channel to make sure they are good.

उनसे इस विषय पर उपयोगी विडियो वाले चैनल को खोजने के लिए कहें। उन्हें यह सुनिश्चित करने के लिए चैनल पर कुछ विडियो देखना है और पता लगाने है कि वे अच्छी हैं।

Call a few students to share the name of the channel, the topic, and what they liked about it.

स्टूडेंट्स से चैनल का नाम, विषय और उन्हें इसके बारे में क्या पसंद आया, इसे बताने के लिए कहें।

**Discovering the Path to Your Dreams****Objectives:**

- The objective of this lesson is to inspire students to think globally and recognize the vast opportunities beyond their immediate environment.

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

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

Begin with a brief discussion about what "opportunity" means. Ask students to share examples of opportunities they know of in their village (e.g., jobs, education, travel).

Explain that today they will explore how opportunities exist globally.

**Step 2: 10 mins.****World map exploration****(Urban facilitators to conduct Step 1 and Step 2 in 10 mins)**

Present the world map to the students. Ask students to identify different countries or regions and guess what they know about opportunities in those areas (e.g., famous industries, educational institutions etc).

Encourage them to think beyond their immediate surroundings.

**Step 3: 15 mins: Group discussion****(Urban facilitators to conduct Step 3 and Step 4 in 20 mins)**

Divide students into small groups and assign each group a specific region or country.

Instruct them to google search and note down at least two opportunities they find that exist in that region (e.g., job markets, educational programs).

**Step 4: 15 mins.****Presentation (Urban facilitators to conduct Step 3 and Step 4 in 20 mins)**

Have each group briefly present their findings to the class.

Encourage them to explain why they believe these opportunities are significant.

**Step 4: 10 mins.****Wrap up with inspiration**

Read the Statement (1 minute):

- Display or read the statement:  
*“This world map is a symbol of your undiscovered potential and the many places your dreams, aspirations, and ambition can take you.”*

Guided Reflection (5 minutes):

- Prompt students with a few quick questions:
  - “What does ‘undiscovered potential’ mean to you?”
  - “How can this map represent your future dreams and ambitions?”
- Ask them to briefly share a place they might want to go or a dream they have.

Final Thoughts (3-4 minutes):

- Invite a couple of students to share what they think this statement means to them personally.
- Conclude by saying:  
*“Remember, this map represents not only places but possibilities. Keep believing in your potential, and know that your dreams can take you farther than you imagine.”*

**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 48**Lesson 48**

<b>Vocabulary:</b> Fonts, Formatting	<b><u>Lesson Duration: 137 mins</u></b>
<b>Preparations:</b> <ul style="list-style-type: none"> <li>• Prepare the answer key for English (SAB Activity C) before class</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Activity Books, L48</li> <li>• L48-1 and L48-2 Videos</li> </ul>	
<b>Have, Has</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objective:</b> <ul style="list-style-type: none"> <li>• Students will practice the usage of have and has.</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise. <b>Step 1: 5 mins.</b> Ask the questions below. Call on 2-3 students to answer each aloud. <ul style="list-style-type: none"> <li>- Do you have blue clothing today?</li> <li>- Do you have curly hair?</li> <li>- What do you have in your bag?</li> <li>- (<i>Hold something up</i>) What do I have in my hand?</li> </ul> <b>रिव्यु:</b> नीचे दिए गए प्रश्न पूछें। 2-3 स्टूडेंट्स को प्रत्येक प्रश्न का जोर से उत्तर देने के लिए बुलाएं। <ul style="list-style-type: none"> <li>- क्या आपने आज नीले कपड़े पहने हैं?</li> <li>- क्या आपके बाल घुंघराले हैं?</li> <li>- आपके बैग में क्या है?</li> <li>- (कुछ पकड़ें) मेरे हाथ में क्या है?</li> </ul>	
<b>Step 2: 15 mins.</b> Have and Has Sentences: Put students into groups of 3-4. Tell them to open their Student Activity Books to L48. They should go around their group and take turns reading aloud the sentences in Activity A. Based on what they learnt in Part A, they should tell the answers for Part B. Have और has सेंटेंसेस स्टूडेंट्स के 3-4 ग्रुप बनायें। उन्हें अपनी स्टूडेंट एक्टिविटी बुक्स में L48 खोलने के लिए कहें। उन्हें अपने ग्रुप में बारी-बारी से एक्टिविटी-A के सेंटेंसेस को जोर से पढ़ना है।	

**Step 3: 15 mins. Practice Sentences:**

Students can work in their groups or independently to complete the sentences in Activity C.

Post the answer key for the students to check their work when they are finished.

*Answer Key:*

- |                   |                           |                                  |                                |
|-------------------|---------------------------|----------------------------------|--------------------------------|
| 1. He has         | 2. I have                 | 3. We have                       | 4. The girl (she) doesn't have |
| 5. You don't have | 6. The school (it) has    | 7. Gowri (he) has                |                                |
| 8. I don't have   | 9. Rajini and I (we) have | 10. David and Samuel (they) have |                                |

प्रैक्टिस सेंटेंसीज़:

एक्टिविटी C के वाक्य स्टूडेंट अपने ग्रुप में या स्वतंत्र रूप से पूरा कर सकते हैं।

स्टूडेंट्स के द्वारा एक्टिविटी C खत्म होने पर स्टूडेंट्स द्वारा उनके काम की जांच करने के लिए आंसर-की बोर्ड पर लिखें।

आंसर-की:

- |                   |                           |                                  |                                |
|-------------------|---------------------------|----------------------------------|--------------------------------|
| 1. He has         | 2. I have                 | 3. We have                       | 4. The girl (she) doesn't have |
| 5. You don't have | 6. The school (it) has    | 7. Gowri (he) has                |                                |
| 8. I don't have   | 9. Rajini and I (we) have | 10. David and Samuel (they) have |                                |

**Step 4: 15 mins.****Speaking Practice:**

In their groups, students should practice making sentences using *have*, *don't have*, *has*, and *doesn't have* and saying them out loud. Writing is optional. Part D

स्पीकिंग प्रैक्टिस:

अपने ग्रुप में स्टूडेंट्स को *have*, *don't have*, *has*, and *doesn't have* सेंटेंस बनाकर, जोर से बोलकर प्रैक्टिस करना है। सेंटेंस लिखना ऑप्शनल है।

**Energizer- Artist and canvas: 3-5 mins.****(Urban facilitators to skip this step)**

Place students in pairs. One student will draw something on their partner's back (either by placing paper on their back and drawing with pencil or simply drawing with their finger). The partner has to guess what it is. This can also be done with writing words.

Switch so that both partners have a turn to draw.

स्टूडेंट्स के जोड़े बनाये। एक स्टूडेंट अपने साथी की पीठ पर कुछ बनाएगा (या तो उनकी पीठ पर कागज रखकर पेंसिल से चित्र बनाकर या केवल अपनी उंगली से चित्र बनाकर)। साथी को अनुमान लगाना होगा कि क्या लिखा गया था। यह शब्दों को लिखकर भी किया जा सकता है।

दोनों स्टूडेंट्स को अपनी बारी लेने के लिए बोलें।

**Digital Learning: Word Documents 1****Step 1: 15 mins.****(Urban facilitators to skip this step)**

Introduction & Video: 10-15 mins.

इंट्रोडक्शन और विडियो: 10-15 मिनट

**Ask:**

- What is MS Word? What is it used for?
- What is a 'font'?

Students watch AV 1 on their laptops.

पूछें:

- एमएस वर्ड क्या है? इसका क्या उपयोग है?
- 'फॉन्ट' क्या है?

स्टूडेंट्स को अपने लैपटॉप पर AV 1 देखने के लिए कहिए।

### Step 2: 15 mins.

Fonts and Formatting:

Ask students to open MS Word and click “Blank Document” to start a document.

Students should enter their names, addresses, and phone numbers into the document. 2-3 students can enter their information into the same document, one below the other.

Provide some time to explore the font, paragraph, and style options. They may also explore other options in MS Word during this time if they would like.

Give students some time to format the text using whatever fonts and colors they would like for the final document.

फॉन्ट्स और फॉर्मेटिंग:

स्टूडेंट्स को एमएस वर्ड खोलने और डॉक्यूमेंट शुरू करने के लिए "Blank Document" पर क्लिक के लिए कहें।

स्टूडेंट्स को document में अपना नाम, पता और फोन नंबर लिखना है। 2-3 स्टूडेंट्स अपनी जानकारी एक ही डॉक्यूमेंट में लिख सकते हैं, एक के बाद दूसरा।

फॉन्ट, पैराग्राफ और स्टाइल ऑप्शन के बारे में पता लगाने के लिए उन्हें 15 मिनट का समय दें। वे चाहें तो इस दौरान एमएस वर्ड में बाकी ऑप्शन भी तलाश सकते हैं।

स्टूडेंट्स को फाइनल डॉक्यूमेंट के लिए किसी भी फॉन्ट और रंगों का उपयोग करने के लिए 5 मिनट का समय दें।

### Step 3: 10 mins.

**(Urban facilitators to conduct this for 10 mins)**

Saving a document: 10 mins.

Students watch AV 2. (optional)

Students should save their file in the PC folder “Documents.” They should name the file with the first names of everyone in their group. (Example: Tushar. Ali )

सेविंग अ डॉक्यूमेंट: 10 मिनट

स्टूडेंट्स AV 2 देखना है। (optional)

स्टूडेंट्स को अपनी फाइल को पीसी फोल्डर "Document" में सेव करना है। उन्हें अपने ग्रुप के सभी स्टूडेंट्स के first name के साथ फाइल का नाम देना है। (Example: Tushar. Ali )

### Step 4: 20 mins.

Play the video on the facilitator’s laptop. Then together as a class, complete the various quizzes. Complete as much as the time allows.

<https://learnenglishteens.britishcouncil.org/skills/speaking/a1-speaking/shop>

**Step 5: 10 mins: (Urban facilitators to conduct this in 5 mins):** Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What new words did we learn last week?
2. Do you have any questions or areas where you would like more practice?

Thank and appreciate students for sharing their responses.

Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will learn about ..... (The facilitator should talk about what we would be learning in the upcoming 3 days to create excitement).

I am excited for the upcoming days, I don't want you to miss this experience.

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.



Summary of Lesson 49**Lesson 49**

<b>Vocabulary:</b> Exploration	<b><u>Lesson Duration: 137 mins</u></b>
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• L49-1 through L49-5 Videos</li> <li>• Student Activity Books, L49A &amp; L49B</li> </ul>	
<b>Tell me About Yourself</b>	
<b>Classroom Participation Expectation:</b>	
Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• Students will be able to provide a clear, concise, and engaging response to the question, "Tell me about yourself," in a professional setting.</li> </ul>	
<b>Mindfulness Exercise:</b>	
Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 20 mins.</b>	
<b>(Urban facilitators to conduct this for 15 mins)</b>	
Two Truths and a Lie: 5 mins	
<ul style="list-style-type: none"> <li>• Each person shares two true statements and one false statement about themselves.</li> <li>• Others try to guess which statement is the lie.</li> </ul>	
<b>Facilitator starts:</b>	
<b>Example</b>	
<ol style="list-style-type: none"> <li>1. I love coffee (Lie)</li> <li>2. I like meeting new people (True)</li> <li>3. I have never been to a sea side (True)</li> </ol>	
Repeat with volunteer students.	
Tell your students that Tell me about yourself is often asked at the beginning of the interviews and you should be very honest while answering this. This video will help you know how to answer this question.	
Watch AV-1 twice. (15 mins)	
<b>Step 2: 15 mins.</b>	
<b>(Urban facilitators to skip this step)</b>	
Make small groups. Ask everyone to give their self introduction to their group members. Each student must give their introduction one by one to others in a group. After every presentation the group members will offer feedback and discuss what worked well and what could be improved.	

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

Organize role-playing scenarios where students take turns practicing their self-introductions in various settings. Ask 2 volunteers to come in front and give them the situation from Part A. They must practice self introduction. There will be no preparation time. Give the volunteers the topic and ask them to speak for 1 minute.

**Step 4: 15 mins.****(Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.)**

Ask students to login their Duolingo account. Let students practice Duolingo. Ask students to update any new vocabulary they learned from DuoLingo on the chart paper. Encourage them to use them in the classroom.

**Career Exploration 2: Consolidation and Extension****Objectives:**

- Students gain awareness of careers they may not have considered before.
- Students practice learning about careers through videos/research and note-taking.

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

- Do all the people in a village do the same job? Why/Why/not?
- What would happen if all the people in a village wanted the same job?

**पूछें :**

- क्या गाँव के सभी लोग एक जैसा काम करते हैं? क्यों, क्यों नहीं?
- अगर एक गाँव के सभी लोग एक ही जॉब चाहते तो क्या होता?

Accept all answers. Emphasize that not everyone can have the same job because there are not enough positions available. Add that there may be career opportunities that they have never even thought of.

सभी उत्तरों को स्वीकार करें। इस बात पर जोर दें कि सभी के पास समान जॉब नहीं हो सकती क्योंकि पर्याप्त पद मौजूद नहीं हैं। आप बताएं कि ऐसी करियर ऑपर्युनिटी हो सकती हैं जिनके बारे में उन्होंने कभी सोचा भी नहीं होगा।

**Step 2: 5 mins.**

- Ask students to open SAB 49B. Instruct them to fill the table after finding information online. Tell them that they will work in pairs and search.

**Step 3: 30 mins. (Urban facilitators to conduct this in 20 mins)****Research: 15 mins**

Instruct students to begin their research. 15 mins

Present: 15 mins: Ask students to present their findings. Discuss the responses as a class.

Ask students who would like to build a career in this field?

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

Facilitator asks all students to stand up.

Facilitator refers to the 2nd concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to students to check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.

Question - Ask 4-5 students to describe one job they learned about.

Facilitator takes a note of total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

**Step 5: 10 mins.****(Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

## Lesson 50

<b>Vocabulary:</b> Inspire, Crazy	<b>Lesson Duration:</b> 132 mins
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Activity Books, L50</li> <li>• L50 Video</li> </ul>	
<b>This, That, These, Those</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will learn the use of this, that, these, those.</li> <li>• Students will frame sentences and ask questions using this, that, these, those.</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise. <b>Step 1: 20 mins.</b> Tell students to look at the poster given in Part A SRB. Ask them to think what the poster is about. Once students share their responses, ask <ol style="list-style-type: none"> <li>1. What happens when you miss a class?</li> <li>2. What skills do you think you develop by consistently attending classes?</li> <li>3. How does your presence benefit your classmates and your facilitator?</li> </ol>	
<b>Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins)</b> Let's imagine you're at a park, and you spot a squirrel. You want to show your friend the squirrel but don't want to shout across the park. So, you point and say, "Look at this squirrel!" Your friend quickly spots it and says, "No, that's not a squirrel, that's a chipmunk." Introduction to the Lesson: At that moment, you used the words "this" and "that" without realizing it. "This" helps when something is close to you, like the squirrel you saw nearby. "That" is for things farther away, like the chipmunk your friend noticed across the park. These words help us talk about things based on how near or far they are. <b>Engaging Question:</b> <ul style="list-style-type: none"> <li>• Start by asking a simple question:</li> <li>• "Have you ever pointed at something and used 'this' or 'that' to show where it is?" With the help of Part B, explain the use of 'this', 'that', 'these' and 'those'. Ask students to share one example each using this, that, these and those to their partner and then to the small group.</li> </ul>	

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

Ask students to pair up and fill Part C in SAB. Once students have filled, ask them to share the responses with a reason.

**Step 4: 20 mins. (Urban facilitators to conduct this in 10 mins)**

Write a discussion topic on the board (for example, food, pets, social media, or travel) and then start passing a ball or “hot potato” from student to student. As students pass the hot potato around, they must stop when they hear you say the words positive, negative, or **crazy**.

When you say, “positive,” the student holding the potato must stop and make a positive statement about the topic. For example, If the topic is food, their statement might be “My favorite restaurant is Sanjha Chulha.”

If you say “negative,” they must make a negative statement about the topic, e.g., “I’ve never eaten Chinese food!”

And, if you say, “crazy,” the sentence they create can be anything they like, such as, “Once I ate a whole pizza myself!”

**Step 5: 20 mins. (Urban facilitators to conduct this in 15 mins)**

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

“In what ways can this story **inspire** others facing similar challenges in learning a new language?” Encourage the conversation in English.

**Step 6: 20 mins.**

While students are watching the video, write the following questions on the board. Discuss as a class. Ask everyone to share their responses. Ask for reasons as well.

1. We're going to play cricket \_\_\_\_\_ morning.(this or that)
2. Shall I wear this shoe or \_\_\_\_\_ one? (that or those)
3. Can I have a look at \_\_\_\_\_ trousers? (that or those)
4. Let's go to \_\_\_\_\_ new library in the city center. (this or that)
5. \_\_\_\_\_ posters you gave me look great on my wall. (these or those)
6. Look at \_\_\_\_\_ ring over here. (this or that)
7. Hi Sam, \_\_\_\_\_ is my friend Sundar. (this or it)

**Answers:**

- 1) This, 2) that, 3) those, 4) that, 5) those, 6) this, 7) this

**Step 7: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

**Note:** By now, are your students speaking English for at least half of the class time? If they are, that's fantastic! If not, don't worry. Think of some new ways to make your English classroom more exciting. Remember, progress happens step by step. Keep going, and you'll get there!

## Lesson 51

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Small stone or coin</li> <li>• Any available art supplies (paper, magazines, scissors, glue, markers)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• L51-1 &amp; L51-2 Videos</li> <li>• Student Activity Books, L51</li> </ul>	<p><b><u>Lesson Duration: 132 mins</u></b></p>
<h3>Do you have?</h3>	
<p><b>Classroom Participation Expectation:</b></p> <p>Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Formulate questions using "Do you have?" in different contexts.</li> </ul>	
<p><b>Mindfulness Exercise:</b></p> <p>Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 20 mins. (Urban facilitators to conduct this in 15 mins)</b></p> <p>Imagine you're at a friend's house, and you need a pen to write something down. You turn to your friend and ask, "Do you have a pen I can borrow?" They quickly reach into their bag and lend you one.</p> <p>Introduction to the Lesson:</p> <p>That simple question, "Do you have," is a handy way to politely ask if someone has something you need. Today, we'll explore how to use "Do you have" to ask about things others might possess. Begin by asking a simple question to the class:</p> <ul style="list-style-type: none"> <li>• "Have you ever used the phrase 'Do you have' when asking for something?" (2-3 mins)</li> </ul> <p>Now switch to AV -1</p> <p>Students watch AV-1.</p> <p>स्टूडेंट्स AV-1 देखते हैं।</p> <p>Optional: They can read the sentences aloud in the second half of the video.</p> <p>ऑप्शनल: स्टूडेंट्स विडियो के दूसरे भाग में वाक्यों को ज़ोर से पढ़ सकते हैं।</p> <p>Write on the board: Do you have...?</p> <p>बोर्ड पर लिखें: Do you have?</p> <p><b>Ask the class:</b></p> <p>कक्षा से पूछें:</p> <ul style="list-style-type: none"> <li>- Do you have a pencil? Allow them to answer, then write on the board: Yes, I have a pencil.</li> <li>- Do you have an airplane? Allow them to answer, then write on the board: No, I don't have an airplane.</li> </ul> <p>Note that students can refer to these sentences on the board for the next activity.</p> <p>ध्यान दें कि स्टूडेंट्स अगली एक्टिविटी के लिए इन वाक्यों को बोर्ड पर देख सकते हैं।</p>	

**Step 2: 10 mins**

Do You Have...?

Ask students the following questions. If their answer is yes, they should stand up, if their answer is no, they should sit down.

स्टूडेंट्स से निम्नलिखित प्रश्न पूछें। यदि उनका उत्तर हाँ है, तो उन्हें उठ खड़ा होना है, यदि उनका उत्तर नहीं है, तो उन्हें बैठना है।

Then, call on 2-3 students to answer aloud using a complete sentence. *The sentences should start "Yes, I have..." or "No, I don't have..."*

2-3 स्टूडेंट्स को जोर से उत्तर देने के लिए बुलाएँ और उन्हें उत्तर फुल सेंटेंस का प्रयोग करते हुए देने के लिए कहें। सेंटेंस शुरू होने चाहिए "Yes, I have..." या "No, I don't have..."

- Do you have any younger sisters?
- Do you have any older brothers?
- Do you have a pet?
- Do you have a bicycle?
- Do you have a phone?
- Do you have a book?
- Do you have a musical instrument?
- Do you have a cricket bat?

**Step 3: 15 mins.**

**(Urban facilitators to skip this step)**

**Hide the Stone Game:**

Explain the rules below, then play the game.

1. Choose one student to be the "guesser." Ask them to go out of the room or close their eyes.
2. The facilitator hands a small stone to one student.
3. All students close their hands like they are holding the stone.
4. The guesser returns or opens his/her eyes and has three chances to guess who is holding the stone. The guesser asks, "Do you have the stone?"
5. The student responds, "Yes, I have it" or "No, I don't have it."
6. Choose a new guesser and repeat steps 1-5.

हाईड द स्टोन गेम:

नीचे दिए गए नियमों को कक्षा को समझाएं, फिर गेम शुरू करें।

1. एक स्टूडेंट को गेस्सर (अनुमान लगाने वाला) बनने के लिए चुनें। गेस्सर को कमरे से बाहर जाने या आंखें बंद करने के लिए कहें।
2. फसिलिटेटर को एक स्टूडेंट को एक छोटा स्टोन (पत्थर) देना है।
3. सभी स्टूडेंट्स को अपने हाथों को ऐसे बंद करना है जैसे उन्होंने कोई पत्थर पकड़ रखा हो।
4. गेस्सर वापस लौटता है या अपनी आँखें खोलता है और उसके पास यह गेस्स करने (अनुमान लगाने) के तीन मौके हैं कि स्टोन किसके हाथ में है। गेस्सर स्टूडेंट से पूछता है, "Do you have the stone?"
5. स्टूडेंट जवाब देता है, " Yes, I have it " या " No, I don't have it."
6. इसके बाद एक नया गेस्सर चुनें और स्टेप 1-5 दोहराएं।

**Step 4: 15 mins.**

**Discussion Practice:**

Give students 10 minutes to speak to a partner in English.

Encourage them to ask each other about what they have in their bag, what they have in their home, what family members they have, and so on.

Challenge them to also use “my” and “your” in their conversation at least twice.

डिस्कशन प्रैक्टिस: 10 मिनट

स्टूडेंट्स को अपने साथी से इंग्लिश में बात करने के लिए 10-15 मिनट का समय दें।

उन्हें एक-दूसरे से पूछने के लिए प्रोत्साहित करें कि उनके बैग में क्या है, उनके घर में क्या है, उनके परिवार में कितने सदस्य हैं, इत्यादि।

उन्हें कम से कम दो बार अपनी बातचीत में “my” और “your” का उपयोग करने के लिए कहें।

### Step 5: 15 mins.

**(Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home):**

Inform students that it's their Duolingo time. They must work in pairs and try to earn as many XP points as possible. Remind them that the team that has the maximum point by lesson 80 stands a chance to earn a certificate.

In the last few minutes of the activity, ask students what is something they learned from Duolingo today. Encourage students to use their Duolingo learnings in the remaining part of the class.

### Energizer- Wah: 3-5 mins.

**(Urban facilitators to skip this step)**

*For facilitator's reference: AV 2*

Ask students to stand in a circle. Each person should clasp their hands together. Explain/demonstrate the rules:

1. The first person says “Wah!” as they raise their clasped hands up like a tree.
2. The two people standing beside them (to their left and their right) should both say “Wah!” and make a chopping motion (without touching them), as if they are chopping down the tree.
3. The first person says “Wah!” as they swing their arms down, like a tree falling, and point their hands at someone else in the circle. It should be clear who they are pointing to.
4. The person pointed to is the next tree.

This repeats, creating a rhythm. Anyone who misses the rhythm or makes a mistake must sit down until only two people remain. Both are winners.

फसिलिटेट के संदर्भ के लिए: AV 2

स्टूडेंट्स को एक सर्किल में खड़े होने के लिए कहें। प्रत्येक व्यक्ति को अपने हाथों को आपस में जोड़ना है। नीचे दिए गए नियमों को समझाएं:

1. पहला स्टूडेंट अपने बंधे हुए हाथों को पेड़ की तरह ऊपर उठाते हुए कहता है "वाह!"।
2. उसके बगल में खड़े दो (बाएं और दाएं) दोनों स्टूडेंट पेड़ काटने की प्रतिक्रिया करते हैं (किसी स्टूडेंट को छुए बिना) और कहते हैं "वाह!"
3. पहला स्टूडेंट कहता है "वाह!" अपनी बाहों को नीचे झुकाते हुए, जैसे कोई पेड़ गिर रहा हो, और अपने हाथों को सर्कल में किसी और पर इशारा करता। यह स्पष्ट होना चाहिए कि वे किस स्टूडेंट की ओर इशारा कर रहा है।
4. जिस व्यक्ति की ओर इशारा किया गया वह अगला पेड़ बनता है।



यह एक्टिविटी दोहराई जाती है, एक रिदम बनाते हुए। जो कोई भी रिदम भूल जाता है या गलती करता है, वह आउट हो जाता है और गेम से बाहर होकर बैठता है। एक्टिविटी तब तक जारी रहती है जब तक आखिरी में सिर्फ दो स्टूडेंट न बचे हों, और वह दो स्टूडेंट विजेता बन जाते हैं।

## Talking to Parents or Guardians 1: Thank You Cards

### Objectives:

- Students recognize why it is important to have conversations with their parents or guardians.
- Students write thank you cards with something specific they appreciate about their parents or guardians as a way to start a positive conversation with them.

### उद्देश्य:

- स्टूडेंट समझते हैं कि माता-पिता या अभिभावकों के साथ बातचीत करना क्यों महत्वपूर्ण है।
- स्टूडेंट अपने माता-पिता या अभिभावकों के साथ सकारात्मक बातचीत शुरू के लिए थैंक यू कार्ड लिखते हैं जिसमें वे उनकी सराहना करते हैं

### Step 1: 15 mins

#### Introduction:

#### Think/Pair/Share:

- How often do you talk to your parents or guardians each week? How long do your conversations typically last?
- What kinds of things do you and your parents/guardians talk about?
- Are there topics you feel you cannot talk about with your parents/guardians? What topics?

#### Whole class discussion:

- Why might it be helpful or important to talk to your parents/guardians about your choices, such as your career path?
- What are the challenges to having these conversations?

#### इंट्रोडक्शन:

#### थिंक/पेयर/शेयर:

- आप हर हफ्ते कितनी बार अपने माता-पिता या अभिभावकों से बात करते हैं? आपकी बातचीत आम तौर पर कितने समय तक चलती है?
- आप और आपके माता-पिता/अभिभावक किस विषय पर बातें करते हैं?
- क्या ऐसे विषय हैं जिन पर आपको लगता है कि आप अपने माता-पिता/अभिभावकों से बात नहीं कर सकते? ऐसे विषय कौन से हैं?

#### पूरी कक्षा चर्चा:

- अपने माता-पिता/अभिभावकों से अपनी पसंद के बारे में बात करना क्यों सहायक या महत्वपूर्ण हो सकता है, जैसे कि आपका करियर पथ?
- इन बातों को करने में क्या चुनौतियाँ हैं?

### Step 2: 15 mins

#### Activity:

#### Explain:

Remember that whether or not your parents/guardians agree with your choices, they care about you and want you to succeed. Building a positive relationship with your

parents and thinking of them as your allies will help you feel supported in your journey. Today, we are starting small - by making cards for our parents.

Have students fill out the chart in L51 of their Student Activity Books.

Give students the opportunity to each share one thing from their chart.

Encourage students to add anything else they thought of after hearing everyone share.

एक्टिविटी:

समझाएं:

याद रखें कि आपके माता-पिता/अभिभावक चाहे आपकी पसंद से सहमत हों या नहीं, वे आपकी परवाह करते हैं और चाहते हैं कि आप सफल हों। अपने माता-पिता के साथ सकारात्मक संबंध बनाने और उन्हें अपने सहयोगी के रूप में सोचने से आपको आपके भविष्य में समर्थन महसूस होगा। आज हम एक छोटी सी शुरुआत कर रहे हैं - अपने माता-पिता के लिए कार्ड बनाकर।

क्या स्टूडेंट्स ने स्टूडेंट एक्टिविटी बुक्स L51 में चार्ट को भर लिया है?

प्रत्येक स्टूडेंट को अपने चार्ट से एक बात शेयर करने का अवसर दें। स्टूडेंट्स को कुछ और बताने के लिए प्रोत्साहित करें अगर उन्हें दूसरों की बातें सुनकर कुछ बताना है

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

#### Make cards:

Students can use art supplies to make thank you cards for their parents.

Inside their cards, they should write at least one specific reason they appreciate their parents. *\*Just saying "Thank you" is not enough - they should write why.*

कार्ड बनाएं:

स्टूडेंट्स अपने माता-पिता के लिए थैंक यू कार्ड बनाने के लिए आर्ट-सप्लाइज का उपयोग कर सकते हैं।

अपने कार्ड के अंदर, उन्हें अपने माता-पिता की सराहना करने के लिए कम से कम एक विशेष कारण लिखना है। \*सिर्फ "थैंक यू" कहना काफी नहीं है - उन्हें लिखना है कि वह थैंक यू क्यों कह रहे हैं।

#### Home Extension:

- Give the thank you card to your parents or guardians and talk to them about what you wrote in the card.

Give students a goal of two nights to complete this activity. *Note: Unlike the extra benefit activities, all students are encouraged to complete this activity.*

होम एक्सटेंशन:

- अपने माता-पिता या अभिभावकों को थैंक यू कार्ड दें और उनसे इस बारे में बात करें कि आपने कार्ड में क्या लिखा है।

इस एक्टिविटी को पूरा करने के लिए स्टूडेंट्स को दो रातों का लक्ष्य दें। नोट: एक्स्ट्रा बेनिफिट एक्टिविटीज के विपरीत, सभी स्टूडेंट्स को इस एक्टिविटी को पूरा करने के लिए प्रोत्साहित करें।

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

## Lesson 52

<b>Vocabulary:</b> Hypothetical, Gossip	<b>Lesson Duration: 132 mins</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Notecards + tape)</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• L52-1, L52-2, and L52-3 Videos</li> </ul>	
<b>Note for Urban Facilitators:</b> Identify a student for a teach back activity in the next lesson. Inform the student that he/she would teach a topic to the class the next day.	
<h3>Typing Lesson 6</h3>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Demonstrate basic typing proficiency.</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: For Facilitators</b> Typing Lesson 6: Upper Row टाइपिंग पाठ 6: ऊपर की रो	
<b>Student Options:</b> Option A - Students complete Typing Lesson 6 (instructions below). ALL students who are not fluent at touch-typing (using ten fingers instead of just pointer fingers) should be encouraged to participate in the typing lesson. Option B - Self-Guided Learning (instructions below). Students who are already fluent in touch-typing may use this time to advance other digital skills.	
<u>स्टूडेंट ऑप्शन:</u> ऑप्शन A - स्टूडेंट्स टाइपिंग पाठ 6 को पूरा करते हैं (नीचे दिए गए निर्देशानुसार)। सभी स्टूडेंट्स जो टच-टाइपिंग में फ्लूएंट नहीं हैं (वे जो दस उँगलियों के उपयोग के बजाय सिर्फ पॉइंटर फिंगर उपयोग करते हैं) उन्हें टाइपिंग-पाठ में भाग लेने के लिए प्रोत्साहित करें। ऑप्शन B – सेल्फ गाइडेड लर्निंग (नीचे दिए गए निर्देशानुसार)। जो स्टूडेंट्स पहले से ही टच-टाइपिंग में फ्लूएंट हैं, वे इस समय का उपयोग अन्य डिजिटल स्किल्स को और अच्छा बनाने के लिए कर सकते हैं।	
<b>Step 2: 25 mins.(Urban facilitators to conduct this in 20 mins)</b> Typing Lesson 6 (Option A)	
<b>Ask:</b> <ul style="list-style-type: none"> <li>- What are some elements of proper typing posture?</li> </ul> <i>(If needed, prompt: “How should you place your (back, eyes, arms, feet)?”)</i>	

Ask a volunteer to demonstrate proper typing posture. The other students can provide feedback on what they are doing well and what to improve.

पूछें:

- उचित टाइपिंग पॉस्चर के कुछ तत्व क्या हैं?

(यदि आवश्यक हो, संकेत दें: "आपको अपनी पीठ, आंखें, हाथ, पैर को कैसे रखना चाहिए?")

एक वालंटियर से उचित टाइपिंग पॉस्चर प्रदर्शित करने के लिए कहें। अन्य स्टूडेंट्स फीडबैक दे सकते हैं कि वालंटियर क्या अच्छा कर रहा है और क्या सुधार करने की ज़रूरत है।

### Introducing the Upper Row:

इंट्रोड्यूजिंग अपर-रो:

Video (5 mins.)

विडियो (5 मिनट)

Show the AV 1 or AV 2 introducing the upper row.

Choose one of the following options based on your students' English levels.

Display it on one screen for the whole class to watch.

अपर-रो का इंट्रोडक्शन देते हुए AV 1 या AV 2 दिखाएं।

अपने स्टूडेंट्स के इंग्लिश लेवल के आधार पर दोनों ऑप्शन में से एक चुनें।

पूरी कक्षा को देखने के लिए इसे एक स्क्रीन पर चलाये।

Practice (5-10 mins)

Have students sit in pairs at the laptops. Then, give the following instructions:

1. Place your fingers on the home row keys.
2. Practice stretching the correct finger to press the upper row key when I call it out.
3. Your partner can check to see that you are using the correct finger.

Call out the upper row keys: Q, W, E, R, T, Y, U, I, O, P

Have partners switch roles and repeat the steps so that all students have a turn.

प्रैक्टिस (5-10 मिनट)

स्टूडेंट्स को लैपटॉप पर जोड़े में बैठाएं। फिर, निम्नलिखित निर्देश दें:

1. अपनी उँगलियों को होम रो कीज़ पर रखें।
2. मेरे बोलने पर अपर-रो के बटनों को दबाने के लिए दाहिनी उंगली को आगे बढ़ाने की प्रैक्टिस करें।
3. आपका साथी यह जांच कर सकता है कि आप सही उंगली का उपयोग कर रहे हैं या नहीं।

अपर-रो के बटनों को बोले: Q, W, E, R, T, Y, U, I, O, P

बारी बारी से स्टूडेंट अपने पार्टनर के साथ बारी लेते हैं और स्टेप्स को दोहराते हैं ताकि सभी स्टूडेंट्स को मौका मिले।

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

#### Typing Master:

Log into Typing Master. Click Study.

Students may begin the activities in Lesson 2.

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

टाइपिंग मास्टर :

टाइपिंग मास्टर में लॉग इन करें। Study पर क्लिक करें।

स्टूडेंट पाठ 2 की एक्टिविटीज शुरू कर सकते हैं।

15 मिनट के बाद, उन्हें अपनी एक्टिविटी समाप्त करने और अपने साथी के साथ बारी बदलने के लिए याद दिलाएं।

Or

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

Self-Guided Learning (Option B):

सेल्फ गाइडेड लर्निंग (आप्शन बी)

**Goal-Setting: 5 mins.**

Students should write down their learning goal of what specific skill they will learn more about and practice today as well as what their first step will be. Explain that today, they should set a goal for something related to Emails OR Online Searching.

Today during digital learning time, I will work on \_\_\_\_\_

\_\_\_\_\_

I will start by \_\_\_\_\_

\_\_\_\_\_

गोल-सेटिंग: 5 मिनट

स्टूडेंट्स को अपने लर्निंग गोल को लिखना है कि वे किस विशेष स्किल के बारे में और अधिक सीखेंगे और आज प्रैक्टिस करेंगे और साथ ही उनका पहला कदम क्या होगा। बता दें कि आज उन्हें ईमेल या ऑनलाइन सर्चिंग से जुड़ी किसी चीज के लिए गोल सेटिंग करना है।

आज डिजिटल लर्निंग टाइम के दौरान, मैं \_\_\_\_\_

\_\_\_\_\_ पर काम करूंगा।

मैं \_\_\_\_\_

\_\_\_\_\_ से शुरू करूंगा।

**Learn on your own: 30 mins.**

Allow students to use laptops or smartphones to work toward their digital learning goals. If they need help, they should do online research or ask a classmate.

स्टूडेंट्स को उनके डिजिटल लर्निंग गोल की दिशा में काम करने के लिए लैपटॉप या स्मार्टफोन का उपयोग करने के लिए कहें। अगर उन्हें मदद की ज़रूरत है, तो उन्हें ऑनलाइन रिसर्च करना है या किसी सहापाठी से पूछना है।

**Step 2: 5 mins.****Reflection:****Think-Pair-Share:**

- Did you accomplish your goal? Why or why not?
- What challenges did you run into and how did you try to solve them?

रिफ्लेक्शन:

थिंक-पेयर-शेयर:

- क्या आपने अपना गोल पूरा किया? यदि हाँ, तो क्यों किया और यदि नहीं, तो क्यों नहीं किया?
- आपने किन चुनौतियों का सामना किया और आपने उनका हल कैसे ढूँढा?

**Energizer- First Letter, Last Letter (Word Chain): 3-5 mins.****(Urban facilitators to skip this step)**

Ask students to stand in a circle. This game can be played as a ball toss or by taking turns around the circle.

One student begins by calling out a word. The next student then has to say a word that begins with the letter that the last word ended with. For example, if the previous person said "Sun," the next person could say "Nest." Continue until all students have participated.

स्टूडेंट्स को एक सर्कल में खड़े होने के लिए कहें। इस खेल को बॉल टॉस के रूप में या सर्कल में एक एक करके अपनी बारी लेते हुए खेला जा सकता है।

एक स्टूडेंट एक शब्द बोलना शुरू करता है। फिर अगले स्टूडेंट को एक शब्द बोलना है जो उस अक्षर से शुरू होता हो जिससे पहले वाला शब्द समाप्त हुआ था। उदाहरण के लिए, यदि पिछला व्यक्ति "Sun" कहता है, तो अगला व्यक्ति "Nest" कह सकता है। यह एक्टिविटी तब तक जारी रखें जब तक सभी स्टूडेंट्स ने भाग न लिया हो।

**Gossip-1****Objectives:**

- Students will identify strategies for addressing and avoiding gossip.
- Practice responsible and ethical communication.

**Step 1: 10 mins.****Discussion:**

Give students a **hypothetical** example of gossip:

You see the new girl at school getting into a police car. You don't know her or her family.

Ask (*Whole class discussion - call on 3-4 students for each question*):

- What might you assume or wonder about why she was getting into the police car?
- Would your opinions change at all if you knew that her dad was a police officer?
- What do you think a rumor is? What does gossiping mean?

**Explain:**

A common *rumor* scenario is when people jump to conclusions based on assumption, speculation and partial knowledge of the situation, leading to all kinds of harmful misinterpretations, and then spread those misinterpretations to others. *Gossip* is talking about people who are not present, often saying negative things about them, whether or not they are true.

**डिस्कशन:**

स्टूडेंट्स को गॉसिप का एक काल्पनिक उदाहरण दें:

आप स्कूल में नई लड़की को पुलिस की गाड़ी में चढ़ते हुए देखते हैं। आप उसे या उसके परिवार को नहीं जानते हैं।

पूछें (पूरी कक्षा से चर्चा करें- प्रत्येक प्रश्न के लिए 3-4 स्टूडेंट्स से पूछें) :

- आप क्या सोचेंगे कि वह पुलिस की गाड़ी में क्यों बैठ रही थी?
- क्या आपकी राय बिल्कुल बदल जाएगी यदि आप जानते हों कि उसके पिता एक पुलिस अधिकारी हैं?
- आपको क्या लगता है कि अफवाह क्या है? गॉसिप करने का क्या मतलब है?

**समझाएं:**

एक अफवाह तब पैदा होती है जब लोग धारणा, अटकलों और स्थिति के जानकारी हुए बिना निष्कर्ष पर पहुंच जाते हैं, जिससे गलत मतलब निकाल लिया जाता है, और फिर वह दूसरों को बताया जाता है। गॉसिप लोगों के पीठ पीछे बात करना है, ज्यादातर उनके बारे में नकारात्मक बातें करना है, चाहे वे सच हों या झूठ।

**Step 2: 10 mins****Telephone Game: 10 mins**

Tell students that you are going to start with a game of telephone.

Ask them to sit in a circle. Choose one person to think of a phrase or sentence. Tell them to whisper that phrase to the person sitting next to them. Then that person should whisper it to the next person and so on until the last person has heard the phrase or sentence. The last person says the phrase or sentence out loud.

Do the activity. Then ask the following questions:

- Ask the person who went first if the final phrase was their original phrase.
- Did anything change? Why do you think it changed?

**Explain:**

As we saw from this activity, it can be easy to get something wrong when we communicate. Now this was a game, so it didn't really matter. But what would happen if you told someone a story and they told someone else but forgot some important facts or changed them on purpose? How would you feel?

Allow students to respond. Explain that this is how gossip gets started.

टेलीफोन गेम: 10 मिनट

स्टूडेंट्स को बताएं कि आप टेलीफोन गेम शुरू करने जा रहे हैं।

उन्हें एक सर्कल में बैठने के लिए कहें। एक स्टूडेंट को सेंटेंस या फ्रेज सोचने के लिए कहिए। उन्हें वह फ्रेज अपने बगल में बैठे स्टूडेंट के कान में धीरे से बोलने के लिए कहें। उस स्टूडेंट को वह फिर अगले स्टूडेंट के कान में धीरे से बोलना है और इसी तरह यह एक्टिविटी चलती रहती है तब तक जब तक सभी सर्कल के स्टूडेंट फ्रेज सुन लें। अंतिम स्टूडेंट सेंटेंस या फ्रेज को ज़ोर से कहता है।

एक्टिविटी करें फिर निम्नलिखित प्रश्न पूछें:

- सबसे पहले वाले स्टूडेंट से पूछें कि क्या सबसे आखिरी में बोला गया सेंटेंस या फ्रेज सही था।
- क्या कुछ बदल गया था? आपको क्या लगता है कि यह क्यों बदल गया?

समझाएं :

जैसा कि हमने इस एक्टिविटी में देखा, जब हम बात करते हैं तो सुनने में गलती आसानी से हो सकती है। यह एक खेल था, इसलिए यह वास्तव में मायने नहीं रखता था। लेकिन क्या होगा अगर आपने किसी को कोई कहानी सुनाई और उन्होंने वह किसी और को बताई लेकिन वे कुछ महत्वपूर्ण तथ्य बताना भूल गए या उन्हें जानबूझकर बदल दिया? आपको तब कैसा लगेगा?

स्टूडेंट्स को जवाब देने दें। बतायें की इस तरह से गॉसिप शुरू हो जाती है।

**Step 3: 10 mins****Personal Experiences:****Think-Pair-Share:**

- Think about a time you have heard gossip, been part of spreading gossip, or were gossiped about in school or on social media. How did it make you feel? What did you do?

**Sticky Notes:**

Ask students to write one feeling on a sticky note and add it to the whiteboard. Encourage students to read the other notes after they stick theirs.

पर्सनल एक्सपीरियंस:

थिंक-पेयर-शेयर:

- उस समय के बारे में सोचें जब आपने गॉसिप सुनी हो, गॉसिप फैलाने का हिस्सा रहे हों, या स्कूल में या सोशल मीडिया पर गॉसिप की हो। आपको कैसा लगा? आपने क्या किया?

स्टिकी नोट:

स्टूडेंट्स से एक स्टिकी नोट पर एक भावना लिखने और उसे व्हाइट बोर्ड पर चिपकाने के लिए कहें। स्टूडेंट्स को अपना नोट चिपकाने के बाद बाकी स्टिकी नोट्स पढ़ने के लिए कहें।

**Step 4: 10 mins.****(Urban facilitators to conduct this in 5 mins)****Whole class discussion:****Ask:**

- How can respecting others stop gossiping behavior? (*Welcome all suggestions.*)
- पूरी कक्षा से चर्चा: 10 मिनट

**पूछें:**

- दूसरों का सम्मान करना गॉसिप व्यवहार कैसे रोक सकता है? (सभी सुझावों का स्वागत करें।)

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

Tell students that you are going to share a video about one unique way they can avoid gossip and rumors. This is called the 3 filter test. Ask students to watch AV 3.

**Ask:**

- Now that you have watched the video, do you have more ideas for how to stop gossip and rumors? (*Welcome all suggestions.*)

**विडियो:**

स्टूडेंट्स को बताएं कि आप एक अनोखे तरीके के बारे में एक विडियो शेयर करने जा रहे हैं जिससे वे गॉसिप और अफवाहों से बच सकते हैं। इसे 3 फिल्टर टेस्ट कहा जाता है। स्टूडेंट्स से AV 3 देखने के लिए कहें।

**पूछें:**

- अब जब आपने विडियो देख ली है, क्या आपके पास गॉसिप और अफवाहों को रोकने के लिए और उपाय हैं? (सभी सुझावों का स्वागत करें।)

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

**Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.**

**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. Do you have any questions or areas where you would like more practice?

Thank and appreciate students for sharing their responses.

Create excitement by mentioning the following:

Next week, our class is going to be awesome.



We will learn about ..... (The facilitator should talk about what we would be learning in the upcoming 3 days to create excitement).

I am excited for the upcoming days, I don't want you to miss this experience.

### For facilitators

Home Extension Review and Pledge: 5 mins.

#### Ask:

- Did you give your Thank You Cards to your parents? How did it go?
- Discuss what went well. If students faced challenges, discuss as a class how they can continue to overcome them and build a positive relationship with their parents.
- If students are uncomfortable sharing with the class, provide time at the end of class for them to share with you privately.
- Encourage students who have not yet done so to: Give the thank you card to your parents and talk to them about what you wrote in the card.
- Acknowledge the class for what they did well during the lesson.
- Recite the pledge.

#### पूछें:

- क्या आपने अपना थैंक यू कार्ड अपने माता-पिता को दिया था? सब कैसा रहा?
- चर्चा करें कि क्या अच्छा रहा। यदि स्टूडेंट्स को चुनौतियों का सामना करना पड़ा, तो पूरी कक्षा के साथ चर्चा करें कि वे उन्हें कैसे दूर कर सकते हैं और अपने माता-पिता के साथ सकारात्मक संबंध बना सकते हैं।
- यदि स्टूडेंट कक्षा के सामने बताने में असुरक्षित महसूस करते हैं, तो कक्षा के अंत में उन्हें प्राइवेट तौर पर आपको बताने के लिए समय प्रदान करें।
- उन स्टूडेंट्स को प्रोत्साहित करें जिन्होंने अभी तक यह नहीं किया है: अपने माता-पिता को थैंक यू कार्ड दें और उनसे इस बारे में बात करें कि आपने कार्ड में क्या लिखा है।
- पाठ के दौरान उन्होंने जो अच्छा किया उसके बारे में बात करें.
- प्लेज लें।

## Lesson 53

<b>Vocabulary:</b> Good/Wrong uses of public places	<b><u>Lesson Duration: 137 mins</u></b>
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Student Activity Books, L53</li> </ul>	
<b>Note:</b>	
Ask students if they have given thank you cards to their parents.	
<b>Action and Places</b>	
<b>Classroom Participation Expectation:</b>	
Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• Students will learn the vocabulary related to action words and places and use these words correctly in sentences.</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 10 min</b>	
<i>Gives students 2 - 3 minutes to go over the list of actions in Part A.</i>	
<i>Calls out an action and a student. The student who is called upon has to enact the action announced. For example, if Student 'A' and 'sing' are announced, then Student A has to sing.</i>	
<i>If a student is unable to enact the action correctly, another student's name is announced with the same action, without telling the previous student that he is wrong and yet ensuring that the class understands what the correct meaning of the word is.</i>	
<b>Step 2: 25 mins. (Urban facilitators to conduct this in 20 mins)</b>	
Divide the class into two teams - Team A and Team B. Encourages each team to take up an interesting team name.	
Give 10 slips of paper to each team. Team A writes names of places - one on each slip. Team B writes actions - one on each slip.	
Collect the 20 slips and keep them separately as two sets on the table. Invites one member from Team A and asks him/her to pick two slips - one from each set.	
Within 20 seconds, Team A has to frame one complete and meaningful sentence (statement or question) using the two words written on the two slips.	
Continues the game with members of Team B.	
Ensure that all the members of the group are participative and there is a balance of questions and statements.	
Encourage those who are not participative reinforcing how participation is key to learning the language.	

**Step 3: 20 mins.**

Ask students to complete Part B.1, working individually. Ask a few students to share their responses.

Introduce the concept of public and private places - focusing primarily on ownership.

Talk about some actions that are common in public places such as bus stations, railway platforms, and movie theaters.

Ask students to read Part B.2 in pairs.

Walk around to ensure that the students are reading correctly and taking turns to read.

**Step 4: 10 mins.**

Asks students:

- Who owns public places like buses, monuments?
- What are some good ways to use public places?
- What are some wrong uses of public places? Accepts all answers and repeats the appropriate ones.

**Revision****Step 1: 25 mins.**

(Rural facilitators will use this time to revise topics that require more practice.)

(Urban facilitators will ask a few students to teach a topic back to the class. While students are teaching the topic, call one student at a time and talk about the Duolingo progress using questions given in the appendix and update the sheet)

**Step 2: 35 mins. Only for Rural facilitators**

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

While students are at task, call one student at a time and talk about their learning journey. Ask the questions given in the feedback sheet. Update the sheet.

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 54**Lesson 54**

<b>Vocabulary:</b> Practice vocabulary from recent lessons <b>Lesson Duration: 130 mins</b>
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Activity Books, L54A and 54B</li> </ul> <b>Materials:</b> <ul style="list-style-type: none"> <li>• markers</li> <li>• poster paper</li> <li>• tape</li> </ul>
<b>Consolidation</b>
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!
<b>Objective:</b> <ul style="list-style-type: none"> <li>• Students practice incorporating vocabulary from recent lessons, such as <i>like</i>, <i>don't like</i>, <i>has</i>, <i>have</i>, and school-related words into conversation.</li> </ul>
<b>Step 1: 10 mins.</b> Describe a student using 'has' and 'doesn't have'. Ask students to guess who it is. Hint: save the easier clues for last. <b>Example:</b> <i>This student doesn't have glasses.</i> <i>He has short hair.</i> <i>He doesn't have a beard.</i> <i>He has a red shirt.</i> After one or two rounds, call on student volunteers to give the descriptions. Stop after 10-15 minutes even if not all students have had a turn. 'Has' और 'doesn't have' का उपयोग कर एक स्टूडेंट का विवरण दीजिये। स्टूडेंट्स को यह अनुमान लगाने के लिए कहे की किस स्टूडेंट का विवरण दिया गया था। सुझाव: आसान संकेत सबसे आखिरी के लिए रखे। उदाहरण: <i>This student doesn't have glasses.</i> <i>He has short hair.</i> <i>He doesn't have a beard.</i> <i>He has a red shirt.</i> एक या दो राउंड के बाद विवरण देने के लिए स्टूडेंट वालंटियर को बुलाएं। 10-15 मिनट के बाद एक्टिविटी बंद करे चाहे सभी स्टूडेंट्स की बारी आई हो या नहीं।
<b>Step 2: 20 mins.(Urban facilitators to conduct this in 15 mins.)</b> Make groups of 3-4. Ask students to turn to L54A in their Student Activity Books.

In their group, they should choose one picture to discuss. Encourage them to:

- Use vocabulary and grammar they have learned in recent lessons
- Try to speak in complete sentences
- Be creative! They can even make up a story about the picture.

After 10-15 minutes of speaking in their groups, call on one student from each group to present what they discussed. Try to call on students who do not speak as often in class.

3-4 स्टूडेंट्स के ग्रुप बनाएं। स्टूडेंट्स से उनकी स्टूडेंट एक्टिविटी बुक्स में L54A खोलने के लिए कहें।

अपने ग्रुप में, उन्हें चर्चा के लिए एक चित्र चुनना है। उन्हें प्रोत्साहित करें की:

- हाल के पाठों में सीखी गई शब्दावली और व्याकरण का उपयोग करें
- फुल सेंटेंस में बोलने की कोशिश करें
- क्रिएटिव बनें! वे तस्वीर के बारे में एक कहानी भी बना सकते हैं।

अपने ग्रुप में बोलने के 10-15 मिनट के बाद, प्रत्येक ग्रुप के एक स्टूडेंट को उनके द्वारा चर्चा की गई बातों को प्रस्तुत करने के लिए बुलाएँ। उन स्टूडेंट्स को बुलाने की कोशिश करें जो कक्षा में ज्यादा बात नहीं करते।

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

Ask students to discuss their school experiences with a partner. They may use the sentence frames in Activity B of their Student Activity Books for guidance, but it is not required.

After 5 minutes, ask them to switch partners and repeat the activity.

स्टूडेंट्स से अपने स्कूल के अनुभवों पर एक साथी के साथ चर्चा करने के लिए कहें। वे अगर चाहे तो मार्गदर्शन के लिए अपनी स्टूडेंट एक्टिविटी बुक्स की एक्टिविटी-B में सेंटेंस-फ्रेम का उपयोग कर सकते हैं, लेकिन इसकी आवश्यकता नहीं है।

5 मिनट के बाद, उन्हें पार्टनर बदलने और एक्टिविटी दोहराने के लिए कहें।

### Energizer: Choice

#### Total Time: 3-5 mins. (Urban facilitators to skip this step)

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

- Wah!
- First Letter, Last Letter
- Artist and Canvas

इस सप्ताह में से दोहराने के लिए एक एनर्जाइज़र चुनें (या स्टूडेंट्स को उनके पसंदीदा एनर्जाइज़र के लिए वोट करने दें)।

- वाह!
- फर्स्ट लेटर, लास्ट लेटर
- आर्टिस्ट और कैनवास

## Growth Mindset 1

### Objectives:

- Students distinguish between fixed mindset responses and growth mindset responses and discuss how a growth mindset can help you to learn, persevere, and succeed.
- Students think about their own mindsets and write down a growth mindset response to practice.

**औब्जेक्टिव:**

- स्टूडेंट्स फिक्स्ड माइंडसेट रेस्पॉसेस और ग्रोथ माइंडसेट रेस्पॉसेस के बीच अंतर करते हैं और चर्चा करते हैं कि ग्रोथ माइंडसेट आपको सीखने, दृढ़ रहने और सफल होने में कैसे मदद कर सकता है।
- स्टूडेंट्स अपनी खुद की मानसिकता के बारे में सोचते हैं और अभ्यास के लिए एक ग्रोथ माइंडसेट रेसपोन्स को लिखते हैं।

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

This activity can be done in an open space in the classroom or outside.

Ask students to crumple half a sheet of paper into a ball. Place a box in the front of the classroom (or anywhere outside) and tell students to choose a place to stand and throw their paper ball into the box. (Anywhere they stand is acceptable, including right beside the box.)

यह एक्टिविटी क्लास में या बाहर खुली जगह में की जा सकती है। स्टूडेंट्स को कागज़ की आधी शीट को एक गेंद जैसा गोला बनाने के लिए कहें। क्लास के सामने (या बाहर कहीं भी) एक बॉक्स रखें और स्टूडेंट्स को खड़े होने के लिए एक जगह चुनने और पेपर बॉल को बॉक्स में फेंकने के लिए कहें। (वे कहीं भी खड़े हो सकते हैं, बॉक्स के ठीक बगल में भी।)

Give all students a chance to throw their paper balls. Then, tell them that they may stop or they may collect their ball and try again. Repeat a few times.

सभी स्टूडेंट्स को पेपर बॉल फेंकने का मौका दें। फिर, उन्हें बताएं कि वे रुक सकते हैं या वे अपनी गेंद इकट्ठा कर सकते हैं और पुनः प्रयास कर सकते हैं। इसे कुछ बार दोहराएं।

**Step 2: 10 mins.****(Urban facilitators to conduct Step 1 and Step 2 collectively in 10 mins)****Ask: पूछें:**

- Raise your hand if you chose to stand near the box. (Call on 2-3 students to share why.)
- यदि आपने बॉक्स के पास खड़े होना चुना तो अपना हाथ उठाएं। (2-3 स्टूडेंट्स को बताने के लिए बुलाएं और पूछें ऐसा करना उन्होंने क्यों चुना)
- Raise your hand if you chose to stand far from the box. (Call on 2-3 students to share why.)
- यदि आपने बॉक्स से दूर खड़े होना चुना तो अपना हाथ उठाएं। (2-3 स्टूडेंट्स को बताने के लिए बुलाएं और पूछें ऐसा करना उन्होंने क्यों चुना)
- Raise your hand if you stopped after your first throw. (Call on 2-3 students to share why.)
- यदि आप अपना पहला थ्रो करने के बाद रुक गए तो अपना हाथ उठाएं। (2-3 स्टूडेंट्स को बताने के लिए बुलाएं और पूछें ऐसा करना उन्होंने क्यों चुना)
- Raise your hand if you kept taking more throws. (Call on 2-3 students to share why.)
- यदि आप अधिक थ्रो करते रहे तो अपना हाथ उठाएं। (2-3 स्टूडेंट्स को बताने के लिए बुलाएं और पूछें ऐसा करना उन्होंने क्यों चुना)

Tell students that they will be learning about two different types of mindsets. Ask them to try to remember what they were thinking and feeling during the activity so that they can reflect on it later.

स्टूडेंट्स को बताएं कि वे दो अलग-अलग प्रकार की मानसिकता के बारे में सीखेंगे। उन्हें यह याद करने के लिए कहें कि वे एक्टिविटी के दौरान क्या सोच रहे थे और महसूस कर रहे थे ताकि वे बाद में उस पर विचार कर सकें।

Ask students to clean up the paper basketballs. If you are outside, ask students to return to the classroom.

स्टूडेंट्स से पेपर बास्केटबॉल को साफ करने के लिए कहें। यदि आप बाहर हैं, तो स्टूडेंट्स को क्लास में लौटने के लिए कहें।

**In the Context of the Activity explain:** if you kept taking more throws even after missing the box, you probably showed a growth mindset. You were likely excited by the challenge and believed that with more practice, you could get better. (यदि आप बॉक्स के अंदर कागज की गेंदों को न फेंकने के बाद भी अधिक थ्रो लेते रहे, तो संभवतः आपने विकास की मानसिकता दिखाई है। आप संभवतः चुनौती से उत्साहित थे और मानते थे कि अधिक अभ्यास से आप बेहतर हो सकते हैं।)

If some students mention that they didn't take many throws because they wanted to give others a chance you can say: "Thanks for being thoughtful and letting others have a turn. It's great to help out, but it's also important to practice and try to improve yourself. Finding a balance between helping others and working on your own skills can help everyone do better." (यदि कुछ छात्र बताते हैं कि उन्होंने अधिक थ्रो नहीं किए क्योंकि वे दूसरों को मौका देना चाहते थे तो आप कह सकते हैं: "विचारशील होने और दूसरों को मौका देने के लिए धन्यवाद। मदद करना बहुत अच्छी बात है, लेकिन अभ्यास करना और प्रयास करना भी महत्वपूर्ण है खुद को बेहतर बनाने के लिए! दूसरों की मदद करने और अपने कौशल पर काम करने के बीच संतुलन बनाने से हर किसी को बेहतर करने में मदद मिल सकती है।")

### Step 3: 15 mins.

Watch AV. Have students watch it from their own laptops

#### Think-Pair-Share:

थिंक-पेयर-शेयर:

- What does it mean to have a fixed mindset?
- फिक्स्ड माइंडसेट होने का क्या अर्थ है?
- What does it mean to have a growth mindset?
- ग्रोथ माइंडसेट होने का क्या मतलब है?
- It is possible to have a fixed mindset sometimes and a growth mindset other times. What mindset were you using during the basketball activity?
- कभी-कभी फिक्स्ड माइंडसेट और कभी ग्रोथ माइंडसेट होना संभव है। बास्केटबॉल एक्टिविटी के दौरान आप किस मानसिकता का उपयोग कर रहे थे?

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

Quickly draw (or have 2 volunteers draw) a picture on the board of a "fixed mindset" character on the left and a "growth mindset" character on the right. Give them names if you want.

बोर्ड पर ग्रोथ माइंडसेट कैरक्टर की, राइट साइड पर, और फिक्स्ड माइंडसेट कैरक्टर की, लेफ्ट साइड पर, जल्दी से पिक्चर बनाएँ (या 2 वॉलंटियरस को कहें)। अगर चाहें तो उन्हें नाम दें।

Ask students to stand up. Read out one of the phrases below. If students think it is a fixed mindset phrase, they should move to the left, and if they think it is a growth mindset phrase, they should move to the right. Call on 2-3 students to explain their answers. If there is a disagreement, encourage students to discuss.

स्टूडेंट्स को खड़े होने के लिए कहें। नीचे दिए गए फ्रेज़ीज़ में से एक को पढ़ें। यदि स्टूडेंट्स को लगता है कि यह एक फिक्सड माइंडसेट वाला फ्रेज़ है, तो उन्हें बाईं ओर जाना चाहिए, और अगर उन्हें लगता है कि यह एक ग्रोथ माइंडसेट वाला फ्रेज़ है, तो उन्हें दाईं ओर जाना चाहिए। 2-3 स्टूडेंट्स को उनके उत्तर समझाने के लिए बुलाएं। यदि कोई असहमति है, तो स्टूडेंट्स को उस पर चर्चा करने के लिए प्रोत्साहित करें।

### Phrases:

वाक्यांश:

- I can't do it. I'm not talented. (fixed)  
मैं यह नहीं कर सकता। मैं टैलेंटेड नहीं हूँ। (फिक्सड माइंडसेट)
- I can do it because I was born intelligent. (fixed)  
मैं यह कर सकता हूँ क्योंकि मैं बुद्धिमान पैदा हुआ था। (फिक्सड माइंडसेट)
- I can do it because I work hard and learn. (growth)  
मैं यह कर सकता हूँ क्योंकि मैं कड़ी मेहनत करता हूँ और सीखता हूँ। (ग्रोथ माइंडसेट)
- I fail when I make mistakes. (fixed)  
जब मैं गलतियाँ करता हूँ तो मैं असफल हो जाता हूँ। (फिक्सड माइंडसेट)
- Mistakes are a way to learn and grow. (growth)  
गलतियाँ सीखने और आगे बढ़ने का एक तरीका है। (ग्रोथ माइंडसेट)
- I am not afraid to try something new! (growth)  
मैं कुछ नया करने से नहीं डरता! (ग्रोथ माइंडसेट)

Ask the class to think of 2-4 other examples.

क्लास को 2-4 अन्य उदाहरणों के बारे में सोचने के लिए कहें।

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

Form groups of 3-5 students. Ask students to open their Student Activity Books to L31. They should read the scenarios out loud and discuss the questions.

3-5 स्टूडेंट्स के ग्रुप बनाएं। स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक L31 खोलने के लिए कहें। उन्हें सिनेरिओ को जोर से पढ़ना है और प्रश्नों पर चर्चा करनी है।

### Facilitator's guide:

फसिलिटेटर गाइड:

- What would be a fixed mindset response Priya could have? (e.g. "I am not smart enough, so I give up.")  
प्रिया के पास एक फिक्सड माइंडसेट वाली प्रतिक्रिया क्या हो सकती है? (उदाहरण के लिए "मैं उतनी स्मार्ट नहीं हूँ, इसलिए मैं हार मानती हूँ।")
- What would be a growth mindset response Priya could have? (e.g. "I will try to understand the mistakes I made, study hard, and try again.")



प्रिया की ग्रोथ माइंडसेट की प्रतिक्रिया क्या हो सकती है? (उदाहरण के लिए "मैं अपनी गलतियों को समझने की कोशिश करूँगी, खूब पढ़ूँगी, और फिर से प्रयास करूँगी।")

- What would be a fixed mindset response Ravi could have? (e.g. "I am not good at this job, so I quit.")

रवि की एक फिक्सड माइंडसेट प्रतिक्रिया क्या हो सकती है? (उदाहरण के लिए "मैं इस जॉब में अच्छा नहीं हूँ, इसलिए मैंने छोड़ दिया।")

- What would be a growth mindset response Ravi could have? (e.g. "I will learn what people like and improve my recipe.")

रवि की ग्रोथ माइंडसेट की प्रतिक्रिया क्या हो सकती है? (उदाहरण के लिए "मैं और सीखूँगा जो लोग पसंद करते हैं और मेरी रेसिपी में सुधार करूँगा")

### Step 6: 10 mins: (Urban facilitators to conduct this in 5 mins)

Explain that you can actually change your mindset by practicing growth mindset thoughts. Ask students to think of one growth mindset thought they want to practice. They can write it in their SABs Part B. (Examples: "I can improve with practice." "Mistakes are an opportunity to learn.")

समझाएं कि आप वास्तव में ग्रोथ माइंडसेट वाले विचारों का अभ्यास करके अपनी मानसिकता को बदल सकते हैं। स्टूडेंट्स को एक ग्रोथ माइंडसेट थॉट लिखने के लिए कहें जो उन्हें लगा कि वे अभ्यास करना चाहते हैं। वे इसे अपने SABs में लिख सकते हैं। (उदाहरण: "मैं अभ्यास से सुधार कर सकता हूँ।" "गलतियाँ सीखने का एक अवसर होती हैं।")

Tell students to look out for something that feels challenging in the coming week. It could be an activity at FEA, a difficult interaction with a friend or family member, a test or competition at school or something else. When it happens, they should stop and notice their thoughts. Then, they should practice thinking about their growth mindset thought.

स्टूडेंट्स से कहें कि आने वाले सप्ताह में किसी ऐसी चीज़ की तलाश करें जो चुनौतीपूर्ण लगे। यह एफ.इ.ए. में एक एक्टिविटी हो सकती है, किसी मित्र या परिवार के सदस्य के साथ एक कठिन बातचीत, स्कूल में एक परीक्षा या प्रतियोगिता या कुछ और। जब ऐसा होता है, तो उन्हें रुक जाना चाहिए और अपने विचारों पर ध्यान देना चाहिए। फिर, उन्हें अपने ग्रोथ माइंडसेट के बारे में सोचने का अभ्यास करना चाहिए।

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

## Summary of Lesson 55

**Lesson 55**

<b>Vocabulary:</b> Preference, Pros, Cons, Compassion	<b>Lesson Duration: 132 mins</b>
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Student Activity Books, L55</li> <li>• Videos L55-1, L55-2, L55-3 and L55-4</li> </ul>	
<b>Digital Learning: Word Documents 2</b>	
<b>Classroom Participation Expectation:</b>	
Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• Students practice formatting the text in a word document.</li> <li>• Students practice self-guided learning and peer teaching to become more independent in learning digital skills.</li> </ul>	
उद्देश्य:	
<ul style="list-style-type: none"> <li>• स्टूडेंट्स एक वर्ड डॉक्यूमेंट में टेक्स्ट को फॉर्मेट करने की प्रैक्टिस करते हैं।</li> <li>• डिजिटल स्किल सीखने में अधिक स्वतंत्र बनने के लिए स्टूडेंट्स सेल्फ-गाइडेड लर्निंग और पीयर-टीचिंग की प्रैक्टिस करते हैं।</li> </ul>	
<b>Mindfulness Exercise:</b>	
Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 15 mins.</b>	
Students open their Word file from the previous class. <i>Note: They can do this by opening MS Word and clicking "Open" OR by opening the "Documents" folder on the laptop.</i>	
Students watch the AV 1 about moving and editing text.	
Then, tell students to add their email addresses to their Word document, <i>below</i> their names and <i>above</i> their addresses.	
Next, instruct them to move their phone numbers above their addresses. They should try to do this without deleting and retyping. ( <i>They can "drag" or use "copy and paste".</i> )	
स्टूडेंट्स अपनी पिछली कक्षा वाली वर्ड फाइल को खोलते हैं। नोट: वे एमएस वर्ड खोलकर और "open" पर क्लिक करके या लैपटॉप पर "Document" फ़ोल्डर खोलकर ऐसा कर सकते हैं।	
स्टूडेंट्स AV 1 विडियो में टेक्स्ट मूविंग और एडिटिंग देखते हैं।	
स्टूडेंट्स से कहें कि वे अपने ईमेल एड्रेस को अपने Word डॉक्यूमेंट में, अपने नाम के नीचे और अपने पते के ऊपर लिखें।	
इसके बाद, उन्हें अपने फोन नंबरों को अपने पते के ऊपर ले जाने का निर्देश दें। उन्हें बिना डिलीट और रीटाइप किए ऐसा करने का प्रयास करना है। (वे "ड्रैग" या "कॉपी और पेस्ट" का उपयोग कर सकते हैं।)	
<b>Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins)</b>	
Students work in pairs. Assign half of the pairs (Group A) to watch AV 2 and half of the pairs (Group B) to watch AV 3.	
<ul style="list-style-type: none"> <li>• Group A: Lines and spacing (AV 2)</li> </ul>	

- Group B: Lists (AV 3)

Then, students should practice the new skill on their own in their Word document. If needed, they can watch the video again.

स्टूडेंट्स को पेयर में काम करना है। विडियो AV 2 देखने के लिए आधे पेयर (ग्रुप A) असाइन करें और विडियो AV 3 देखने के लिए आधे पेयर (ग्रुप B) असाइन करें।

- ग्रुप A: लाइन्स और स्पेसिंग (L55-2)
- ग्रुप B: लिस्ट्स (L55-3)

स्टूडेंट्स को अपने वर्ड डॉक्यूमेंट में स्वयं नए स्किल्स की प्रैक्टिस करना है। जरूरत पड़ने पर वे विडियो फिर से देख सकते हैं।

While students are watching the videos, write “Can you cook” paragraph on the board. It is given at the end of the lesson.

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

Form new pairs with one student from Group A and one student from Group B.

Give Group A students some time to explain and demonstrate lines and spacing to their new partner. They should give their partner a turn to practice.

Then, give Group B students some time to explain and demonstrate lists to their partner and give their partner a turn to practice.

Circulate and check that students are understanding the skills well.

ग्रुप A के एक स्टूडेंट और ग्रुप B के एक स्टूडेंट के साथ नया पेयर बनाएं।

ग्रुप A के स्टूडेंट्स को अपने नए साथी को लाइन और स्पेसिंग को समझाने के लिए 5-10 मिनट का समय दें। उन्हें अपने साथी को प्रैक्टिस करने की बारी देनी है।

फिर, ग्रुप B के स्टूडेंट्स को अपने साथी को लिस्ट समझाने के लिए 5-10 मिनट का समय दें और अपने साथी को प्रैक्टिस करने की बारी दें।

जांचें कि स्टूडेंट स्किल्स को अच्छी तरह समझ रहे हैं।

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

Ask students to stand in a circle. Call on one person to be the smile-maker. This person goes up to students and tries to make them laugh or smile. They can tell jokes, make funny faces, or act silly, but they should not touch anyone. The other students try not to smile or laugh. If they do, they become the next smile-maker.

स्टूडेंट्स को एक सर्कल में खड़े होने के लिए कहें। एक स्टूडेंट को स्माइल-मेकर बनने के लिए बुलाएँ। यह स्टूडेंट बाकी स्टूडेंट्स के पास जाकर उन्हें हंसाने या मुस्कराने की कोशिश करता है। वह चुटकुला सुना सकता है, मजाकिया चेहरे बना सकता है, या मूर्खतापूर्ण कार्य कर सकता है, लेकिन उसे किसी को छूना नहीं है। अन्य स्टूडेंट्स को मुस्कराना या हंसना नहीं है। यदि वे ऐसा करते हैं, तो वे अगले स्माइल-मेकर बनते हैं।

## Celebrating Others Success

### Objectives:

- To encourage a culture of mutual support and positivity by teaching the importance of celebrating others' successes.
- Emphasize on the power of community and the importance of uplifting each other through celebrations and not competing with one another rather, celebrating each other and their achievements.

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

Ask students to answer the following:

1. What does success mean to you? Is it only academic success or is it more than that?
2. What can be the different forms of success? Discuss. (e.g. academic achievements,

personal milestones, community contributions, parents, family, friends, business growth etc.)

3. Explain: Why do you think it is important to celebrate others' successes? (Talk about the importance of commemorating other people's achievements, enhancing community spirit, individual motivation, fosters a positive environment, creating a happy environment, simple appreciation gestures create a big impact, mutual support leads to collective growth and prosperity etc.)

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

Discuss the following scenario with students and ask them to answer the questions:

A town where everybody celebrates each other's victories and successes, for example, when a farmer has a good harvest everyone comes together to celebrate and encourage it. This leads to increased cooperation, happiness, and motivation to work harder.

1. How would this kind of positive attitude impact the success of others?
2. How would such a celebration encourage the overall well-being of the community?

**Step 3: 25 mins.**

Role-Play

Divide the participants into small groups. Assign each group a scenario where someone achieves a milestone (e.g., a student excels in exams, a family builds a new house, a farmer gets a good harvest)

Each group prepares and performs a short-play showing how they would celebrate this success.

Discuss how being celebrated made them feel about their achievements and desire to work harder, and how it impacted others.

**Step 4: 15 mins.**

Brainstorming session:

Ask participants to think about real life successes of people whom they know personally and how they would acknowledge and celebrate them. (Neighbour, friend, family, relative etc.)

(The facilitator can also add their inputs.)

Ask students about some practical ideas on how they can celebrate these achievements. Examples: organizing small gatherings, giving verbal appreciation, creating awards or certificates, social media shoutouts (if accessible).

They should list the ideas shared by students on the board.

**Step 5: 5 mins.**

**(Urban facilitators to skip sharing the learning. They should do the home assignment. Home assignment information to be shared as Part of Step 4.)**

Ask students to share their learning from the lesson.

Home Assignment:

Identify one person in your community who recently achieved something significant. Make an effort to celebrate their success this week.

Write down how you felt and how the other person responded.

## Lesson 56

<b>Vocabulary:</b> Neighborhood	<b>Lesson Duration:</b> 135 mins
<b>Preparations:</b> <ul style="list-style-type: none"> <li>• Tape a piece of paper in each corner of the classroom and number them 1-4. (See Energizer)</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Reference Books, L56</li> </ul>	
<b>Growth Mindset - 2</b>	
<b>Classroom Participation Expectation:</b> Please maintain a 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objective:</b> <ul style="list-style-type: none"> <li>• Students will review what it means to have a growth mindset and will discuss how they can apply it when they make mistakes in their lives</li> <li>• स्टूडेंट्स रिवियु करेंगे कि ग्रोथ माइंडसेट का क्या मतलब है और चर्चा करेंगे कि जब वे अपने जीवन में गलतियां करते हैं तो वे इसे कैसे लागू कर सकते हैं।</li> </ul>	
<b>Step 1: 20 mins. (Urban facilitators to conduct this in 15 mins)</b> Tell them to think of a time when they made a mistake or tried something and did not succeed. Explain that each person will have two minutes to share their experience. They can describe what happened, how they felt, and how they responded. उन्हें उस समय के बारे में सोचने के लिए कहें जब उन्होंने कोई गलती की या कुछ करने की कोशिश की और सफल नहीं हुए। बता दें कि हर एक व्यक्ति के पास अपना अनुभव बताने के लिए दो मिनट का समय होगा। वे यह बता सकते हैं कि क्या हुआ, उन्होंने कैसा महसूस किया और उन्होंने कैसी प्रतिक्रिया दी। As they speak, their partner should practice making eye contact and listening without interrupting. जैसे ही वे बोलते हैं, उनके साथी को बिना टोके आँख में देखना और सुनने का अभ्यास करना है। <ul style="list-style-type: none"> <li>• Did you learn all the details of your partner's story? क्या आपने अपने साथी की कहानी के सभी डिटेल्स को सुना?</li> <li>• What did you do well when you listened? जब आपने सुना तो आपने क्या अच्छा किया?</li> <li>• What can you do to become a better listener? एक बेहतर लिसनर/श्रोता बनने के लिए आप क्या कर सकते हैं?</li> </ul>	
<b>Step 2 : 10 mins.</b> <b>Ask: पूछें:</b> <ul style="list-style-type: none"> <li>• What is a growth mindset?</li> <li>• ग्रोथ माइंडसेट क्या है?</li> <li>• How would someone with a growth mindset think about mistakes or failures?</li> <li>• ग्रोथ माइंडसेट वाला कोई व्यक्ति गलतियों या असफलताओं के बारे में कैसे सोचेगा?</li> </ul>	

**Explain:**

- If someone with a fixed mindset makes a mistake, they think it means they are not good at something. They might try to avoid it or give up.
- If someone with a growth mindset makes a mistake, they see it as a chance to learn from it and do better next time. Instead of a step back, they see mistakes as a step forward on the path to success.

समझाएं :

- यदि कोई फिक्स्ड माइंडसेट वाला व्यक्ति गलती करता है, तो उसे लगता है कि इसका अर्थ है कि वह किसी चीज में अच्छा नहीं है। वह इससे बचने या हार मानने की कोशिश कर सकता है।
- अगर ग्रोथ माइंडसेट वाला कोई व्यक्ति गलती करता है, तो वे इसे उस गलती से सीखने और अगली बार बेहतर करने के अवसर के रूप में देखता है। वह एक कदम पीछे हटने के बजाय गलतियों को सफलता की राह पर एक कदम आगे बढ़ने के रूप में देखता है।

**Step 3 : 10 mins.**

Ask students to discuss and “coach” their partner about how they could handle the mistake they discussed earlier with a growth mindset. What could they say, think, or do differently in order to learn and grow from their mistake?

स्टूडेंट्स को अपने साथी के साथ चर्चा करने और उनको "कोच" करने के लिए कहें कि वे ग्रोथ माइंडसेट द्वारा उस गलती को कैसे संभाल सकते हैं जिस पर उन्होंने पहले चर्चा की थी। अपनी गलती से सीखने और बढ़ने के लिए वे क्या कह सकते हैं, सोच सकते हैं या अलग तरीके से कर सकते हैं?

Give each partner 5-7 minutes to peer coach, then remind them to switch.

हर एक साथी को पीयर कोच के लिए 5-7 मिनट दें, फिर उन्हें स्विच करने के लिए याद दिलाएं।

**Revision****Step 1: 25 mins: (Urban facilitators to conduct this in 20 mins):**

Use this time to revise any previously covered topics that your students require more practice.

Note- Move around the classroom to ensure all students understand tasks they are working on. Also it is a useful tactic to give extra support to certain students.

**Jeopardy****Step 1: 30 mins:**

Set up the jeopardy game. The link to the game is as follows:

<https://docs.google.com/presentation/d/1NxmpxlJfPK9DuLuBUUnBEiBUiGQCAR4no/e/dit?usp=sharing&ouid=109543220975828827294&rtpof=true&sd=true>

Play the game.

**Step 2: 20 mins (Urban facilitators to skip this step)**

Write this whatsapp conversation on the board between Tej and Suraj. Ask students to read. (Students can refer to SRB)

Tej: Suraj, I'm scared about exams. Can you help me?

Suraj: Sure, Tej! What's wrong?

Tej: I have a lot to study, but not much time. What should I do?

Suraj: Let's make a study plan. We can study for a short time every day.

Tej: Okay. How long should we study each day?

Suraj: We can start with one hour every day and then increase the time later.

Tej: That sounds manageable. But what about playing?

Suraj: It's important to take breaks and play too. We need to balance study and playtime.

Tej: Thank you, Suraj! You're very smart!

Suraj: No problem, Tej! We can be smart together!

**Ask students to answer in full sentences: Encourage everyone to speak**

1. What is Tej feeling worried about?
2. How does Suraj suggest they solve Tej's problem?
3. How much time does Suraj recommend studying each day initially?
4. Why does Suraj think taking breaks is important?
5. What does Tej thank Suraj for?
6. How does Suraj reply when Tej says thank you?

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

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What new words did we learn last week?
2. Do you have any questions or areas where you would like more practice?

Thank and appreciate students for sharing their responses.

Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will learn about ..... (The facilitator should talk about what we would be learning in the upcoming 3 days to create excitement).

I am excited for the upcoming days, 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 57

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Reference Books, L57</li> </ul> <p style="text-align: right;"><b><u>Lesson Duration: 140 mins</u></b></p>
<h3>Telephonic Conversation</h3>
<p><b>Classroom Participation Expectation:</b></p> <p>Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• The lesson will offer students practical tips on using effective telephone etiquette.</li> <li>• Additionally, students will engage in hands-on practice of these skills through various scenarios.</li> </ul>
<p><b>Step 1: 15 mins.</b></p> <p>"Imagine Alisha is excited about practicing English. One day, she needed to call a restaurant to make a reservation. Feeling a bit nervous about speaking English on the phone, Alisha rehearsed what she wanted to say beforehand. When she made the call, she found it a bit tricky because she couldn't see the person she was talking to, but she tried her best to understand and be understood."</p> <p>"What do you think might be difficult about having a conversation on the phone in English compared to speaking face-to-face?" (5 mins)</p> <p>Now : discuss Scenario 1 in Part A with students focussing on the phrases.</p>
<p><b>Step 2: 15 mins.</b></p> <p>Now divide the class in pairs and ask them to read scenario 2 twice and then discuss that with their partner. Move around and help the struggling students.</p> <p>Ask students to move to scenario 3 and repeat the process. Move around and help the struggling students.</p>
<p><b>Step 3: 15 mins.</b></p> <p>Ask the class to sit with their pairs. Assign each pair a topic given in Part B. Get the pairs to prepare their script and role play together.</p> <p>While students are preparing, write the whatsapp conversation on the board given in Step 6</p>
<p><b>Step 4: 20 mins.</b></p> <p>Ask the pairs to present their role plays to the class. Encourage students to use phrases learnt in Part A.</p> <p><b>(For urban facilitators-</b> Facilitator to call students, one group at a time to talk about their Duolingo learning journey. Ask questions given in the feedback sheet. Update the sheet.</p> <p>While the facilitator is talking to the groups, pairs present their role plays to the class. Encourage students to use phrases learnt in Part A)</p>



**Step 5: 25 mins.**

Ask students to share:

1. What did you enjoy in today's class?
2. What do you enjoy about learning at FEA?

Tell students: "The FEA staff works hard to make learning useful and fun for you. Even though the staff members have different jobs and come from different departments, we all have one common goal and the same values. That's why we are all in one team – Team FEA."

Now, ask students to open Part C in the SAB (Student Activity Book). Read Part C with them. Ask a few students to share their understanding of Part C in one sentence each.

Share that Team FEA helps students learn important skills so they can get jobs, take care of their families, and help others.

We believe in being kind, respectful, and helping everyone, no matter who they are. We focus on working together and not being angry or mean. We treat everyone the same and with love. We believe that when we help others, we also feel happy.

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

Ask students what is their progress on Duo Lingo. Acknowledge the efforts of those students who have been sincere in their journey of learning. Ask them to quickly share their experiences and what motivates them to be sincere.

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

While students are at task, call one student at a time and talk about their learning journey. Ask the questions given in the feedback sheet. Update the sheet.

**Note:** (Urban facilitators can skip this step, as Duolingo feedback is done in step 4)

**Step 7: 20 mins. (Urban facilitators to skip this step)**

**On the board write this whatsapp conversation between Samar and Karan**

WhatsApp Conversation:

Karan: Hey Samar, what's up?

Samar: Hey Karan! Not much, just chilling. How about you?

Karan: Same here. Hey, I was thinking, want to catch a movie this evening at 6 pm?

Samar: Sounds good to me! Any movie in mind?

Karan: How about The Hulk Returns?

Samar: Yeah, sounds exciting! Where do you want to meet?

Karan: Let's meet at my place around 3 pm and then we can go to the cinema together.

Samar: Sure thing! Should I bring anything?

Karan: No, we can grab some snacks on the way.

Samar: Cool, see you at 3 pm then!

Karan: Got it, see you at 3!

Ask students the following questions. Accepts answers only in full sentences

1. Who is Karan going to the cinema with?
2. What movie are they going to watch?
3. What time are they meeting?
4. Where are they meeting?
5. How are they going to the cinema?

**Step 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 58

<b>Vocabulary:</b> Font, use of a, an, the	<b>Lesson Duration: 132 mins</b>
<p><b>Preparations:</b></p> <ul style="list-style-type: none"> <li>• Prepare the answer key for Activity A in the SAB (See English - "Fill-in-the-Blanks")</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Activity Books, L58A and 58B</li> <li>• Videos L58-1, L58-2 (optional)</li> </ul>	
<h3>A, an, the (Articles)</h3>	
<p><b>Classroom Participation Expectation:</b></p> <p>Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify rules about when to use 'a,' 'an,' and 'the.'</li> <li>• Students will practice using 'a,' 'an,' and 'the' correctly in speaking and writing.</li> </ul> <p>उद्देश्य:</p> <ul style="list-style-type: none"> <li>• स्टूडेंट 'a,' 'an,' और 'the' का उपयोग करने के नियमों को सीखेंगे।</li> <li>• स्टूडेंट बोलने और लिखने में 'a,' 'an,' और 'the' का सही इस्तेमाल करने की प्रैक्टिस करेंगे।</li> </ul>	
<p><b>Mindfulness Exercise:</b></p> <p>Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 5 mins.</b></p> <p>Imagine you're visiting a zoo for the first time. As you walk around, you notice a colorful parrot in one of the cages. You turn to your friend and say, "Look at the parrot!" But as you move further, you come across another cage with a sign that reads "The lion." You turn to your friend again and say, "Let's go see the lion!"</p> <p>Introduction to the Lesson:</p> <p>In that moment, without even realizing it, you used "a," "an," and "the" to talk about the things you saw at the zoo. These little words are called articles, and they help us point out specific or general things in sentences.</p> <p>Today, we'll explore how and when to use these articles in our sentences. Ask:</p> <ul style="list-style-type: none"> <li>• "Have you ever noticed words like 'a,' 'an,' and 'the' in sentences? What do you think they do?"</li> </ul> <p>Explanation and Examples: (If required)</p> <ul style="list-style-type: none"> <li>• <i>An</i> comes before words that begin with a vowel sound. This means most words that start with <i>a, e, i, o, u</i>.</li> <li>• (some exceptions: "an hour" because the "h" is silent.)</li> </ul>	

- A comes before words that begin with a consonant sound. This means most words that start with any letter *except a, e, i, o, u*.

### Step 2: 10 mins. (Urban facilitators to conduct this in 5 mins)

Break students into pairs and challenge each pair to find three things in the classroom that use *a* and three things that use *an*. (*Hint: They may use objects, parts of the building, clothing, parts of the body, etc.*)

स्टूडेंट्स को जोड़ों में बाँटें और कक्षा में तीन चीजों को खोजने के लिए प्रत्येक जोड़ी को चुनौती दें जिसके साथ *a* का उपयोग किया जाता है और तीन चीजें जहाँ *an* का उपयोग किया जाता है। (संकेत: वे वस्तुओं, क्लासरूम, कपड़ों, शरीर के अंगों आदि का उपयोग कर सकते हैं।)

After 5-7 minutes, tell students to stop. Call on each pair to share one thing using *a* or *an*. Challenge them not to repeat anything another pair has already shared.

5-7 मिनट के बाद, स्टूडेंट्स को रुकने के लिए कहें। प्रत्येक जोड़ी को *a* या *an* का उपयोग करके एक शब्द शेर करने के लिए कहें। उन्हें कहें कि किसी अन्य जोड़े द्वारा पहले ही शेर किये गए शब्द न दोहराएँ।

### Step 3: 10 mins.

Ask students to watch AV-1 or AV-2 on their laptops. Encourage them to try to answer the questions at the end.

#### Think-Pair-Share:

- How do you know when to use *a, an, or the*?

Call on 3-4 students to share their answers and check for understanding. Then, have them open their Student Activity Books to L58 and read the chart to see if it matches their answers.

स्टूडेंट्स को लैपटॉप पर AV 1 or AV 2 देखने के लिए कहें। उन्हें अंत में प्रश्नों के उत्तर देने का प्रयास करने के लिए प्रोत्साहित करें।

शेर जोड़ी के बारे में विचार करें:

आप कैसे जानते हैं कि कब *a, an, या the* उपयोग करना है?

3-4 स्टूडेंट्स को अपने उत्तर शेर करने और इस विषय में उनकी समझ परखने के लिए बुलाएँ। फिर, उन्हें अपनी स्टूडेंट एक्टिविटी बुक्स में L58 खोलने और चार्ट को पढ़ने के लिए कहें कि क्या उनके उत्तर मेल खाते हैं।

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

Ask students to do Activity A in their Student Activity Books.

After filling in the blanks, post the answer key for students to check their work.

Then, they should practice reading the sentences aloud with their partner.

#### Answer Key:

1. an apple
2. a banana
3. bananas (*leave blank*)
4. a grocery store, an apple
5. the store beside the bus stand
6. the owner
7. an auto
8. the auto over there

स्टूडेंट्स से उनकी स्टूडेंट एक्टिविटी बुक्स में एक्टिविटी-A करने को कहें।

रिक्त स्थान भरने के बाद, स्टूडेंट्स के लिए अपने उत्तरों की जांच करने के लिए आंसर-की बोर्ड पर लिखें।

फिर, उन्हें अपने साथी के साथ वाक्यों को जोर से पढ़ने की प्रैक्टिस करने को कहें।

#### आंसर-की:

1. an apple
2. a banana
3. bananas (*leave blank*)
4. a grocery store, an apple
5. the store beside the bus stand
6. the owner
7. an auto
8. the auto over there

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

Ask students to come up with a story or paragraph at least 4 sentences long.

They should use *a*, *an*, and *the*, each at least once. They may use their Student Activity Books to write it down, but it is not required.

They should practice saying their sentences with a partner, and their partner should give feedback about whether or not they used *a*, *an*, and *the* correctly.

Call on 3-4 students to share their sentences with the class.

स्टूडेंट्स से कम से कम 4 वाक्यों की लंबी कहानी या अनुच्छेद लिखने के लिए कहें। उन्हें कम से कम एक बार *a*, *an* और *the* का उपयोग करना है। वे अगर चाहे तो इसे लिखने के लिए अपनी स्टूडेंट एक्टिविटी बुक्स का उपयोग कर सकते हैं, लेकिन यह ज़रूरी नहीं है।

उन्हें एक साथी के साथ अपने वाक्यों को बोलने की प्रैक्टिस करना है, और उनके साथी को इस बारे में प्रतिक्रिया देनी है कि उन्होंने *a*, *an*, और *the* का इस्तेमाल किया है या नहीं।

कक्षा के साथ अपने वाक्य शेयर करने के लिए 3-4 स्टूडेंट्स को बुलाएं।

**Energizer- Coconut (Body Spelling): 3-5 mins. (Urban facilitators to skip this step)**

The facilitator demonstrates how to make one or two letters with their arms and body. Then divide students into large groups. Call out a word (e.g. C-O-C-O-N-U-T) for each group to spell by using full movements of the arms and the body. This works best if the words have the same number of letters as students in the groups.

फसिलिटेटर दिखाता है कि अपनी बांहों और शरीर से एक या दो अक्षर कैसे बना सकते हैं। फिर स्टूडेंट्स को बड़े ग्रुप में विभाजित करता है। इसके बाद वह एक शब्द (जैसे-COCONUT) बोलता है जिसे स्टूडेंट्स को अपनी बांहों और शरीर की मदद से बनाना होता है। यह एक्टिविटी सबसे अच्छा काम तब करती है जब शब्द में अक्षर और ग्रुप में स्टूडेंट्स की संख्या समान हो।

**Digital Learning: Word Documents 3****Objectives:**

- Students will apply the Word skills they have learned to create a document following a set of guidelines.
- Students will practice resolving their own doubts by asking peers or using online search before going to the facilitator for help.

**उद्देश्य:**

- स्टूडेंट्स दिशानिर्देशों का पालन करते हुए डॉक्यूमेंट बनाने के लिए सीखी गए वर्ड स्किल्स को इस्तेमाल करेंगे।
- सहायता के लिए फसिलिटेटर के पास जाने से पहले स्टूडेंट्स अपने साथियों से पूछकर या ऑनलाइन सर्च का उपयोग करके अपनी समस्याओं को हल करने की प्रैक्टिस करेंगे।

**Step 1: 10 mins.**

Ask students to sit at the laptops in groups of 2-3.

Explain that they will create a Word document that tells what they have learned during FEA. They may type it in English or in Hindi using English letters.

Ask students to open their Student Activity Books to L58B. Ask them to read through the guidelines and accept questions.

**For the facilitator's reference:****Your Word document should include:**

- A title or heading in 16 pt. font.
- A list of at least four things you have learned during FEA in 12 pt. font.
- The list should use either numbers or bullet points.

- The list should be double-spaced.
- Your favorite item on the list should be in green letters.
- Add your names to the top right of the page, above the title.
- Save the file in “Documents” using your names and the date as the file name.

**Your group should:**

- Divide the work equally among group members.
- Try to answer questions on your own by looking them up online or asking a classmate before asking the facilitator.

स्टूडेंट्स को 2-3 के समूहों में लैपटॉप इस्तेमाल करने के लिए बैठने को कहें।

समझाएं कि वे एक वर्ड डॉक्यूमेंट बनाएंगे जो बताता है कि उन्होंने एफ.ई.ए. के दौरान क्या सीखा है। वे इसे इंग्लिश या हिंदी में इंग्लिश अक्षरों का उपयोग करके टाइप कर सकते हैं।

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक्स में L58B खोलने के लिए कहें। उन्हें दिशानिर्देशों को पढ़ने और और उन्हें अगर कोई प्रश्न हो तो पूछने के लिए कहें।

फसिलिटेटर के लिए:

वर्ड दस्तावेज़ में शामिल होना चाहिए:

- टाइटल और हैडिंग 16 pt. फॉन्ट में होनी चाहिए।
- एक 12 pt. font. की लिस्ट हो जिसमें कम से कम 4 चीज़ें लिखी हो जो आपने एफइए में सीखी.
- लिस्ट में या तो नंबरर्स या बुलेट पॉइंट्स का उपयोग किया जाना है।
- लिस्ट डबल-स्पेस होनी चाहिए।
- लिस्ट में आपका पसंदीदा आइटम हरे अक्षरों में होना चाहिए।
- अपना नाम पेज के टॉप राईट ओर शीर्षक के ऊपर लिखना है।
- फ़ाइल को "Documents" में अपने नाम और डेट, फ़ाइल के नाम के रूप में सेव करें।

आपके ग्रुप को करना चाहिए:

- कार्य को ग्रुप के सदस्यों के बीच समान रूप से विभाजित करना चाहिए।
- फसिलिटेटर से पूछने से पहले प्रश्नों को ऑनलाइन देखकर या किसी सहपाठी से पूछकर स्वयं उत्तर देने का प्रयास करना चाहिए।

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

Give students some time to finish creating their Word documents. If any groups finish early, encourage them to add to their list or change the formatting to make it look nicer. They may also help groups that are struggling.

स्टूडेंट्स को उनके वर्ड डॉक्यूमेंट बनाने के लिए 25 मिनट का समय दें। यदि कोई ग्रुप जल्दी समाप्त कर लेता है, तो उन्हें अपनी लिस्ट में कुछ और जोड़ने के लिए या लिस्ट को और अच्छा दिखने के लिए फॉर्मेटिंग को बदलने के लिए प्रोत्साहित करें। वे उन ग्रुप की भी मदद कर सकते हैं जिन्हें परेशानी हो रही है।

**Step 3: 15 mins.**

Ask groups to stand up and move to the laptop to their left so that they see a different group's Word document.

Give them 5 minutes to look at that group's document and read their list. Then, ask them to leave a comment or two in a different-colored font on the document. They may comment on something that group did well with the formatting or they may respond to what they listed about FEA.

Repeat so that each group comments on two other groups' documents. Then, allow them to return to their original laptop and read the comments.

**Examples:**

[Group 1's document:]

- I learned that instead of being afraid of mistakes we can learn from them.

[Group 2's response:] *Me too! I used to always worry about what people would say if I made a mistake, so I did not like to do things that were difficult.*

[Group 3's response:] *You forgot to double-space the list, but the fonts and bullet points look nice.*

सभी ग्रुप को खड़े होने के और लैपटॉप के बाईं ओर जाने के लिए कहें और ताकि वे बाकी ग्रुप के वर्ड डॉक्यूमेंट को देख सकें।

उन्हें बाकी ग्रुप के डॉक्यूमेंट देखने और उनकी लिस्ट पढ़ने के लिए 5 मिनट का समय दें। फिर, उन्हें डॉक्यूमेंट पर अलग-अलग रंग के फ्रॉन्ट में एक या दो कमेंट लिखने के लिए कहें। वे किसी ऐसी चीज़ पर कमेंट कर सकते हैं जिसे ग्रुप ने फॉर्मेटिंग के साथ अच्छा किया है या वे एफ.ई.ए. के बारे में जो कुछ भी लिस्ट में लिखा उस पर प्रतिक्रिया दे सकते हैं।

दोहराएं ताकि प्रत्येक ग्रुप, दो अन्य ग्रुप के डॉक्यूमेंट्स पर टिप्पणी करे। फिर, उन्हें अपने लैपटॉप पर लौटने और कमेंट को पढ़ने के लिए कहें।

उदाहरण:

[ग्रुप 1 का डॉक्यूमेंट:] मैंने सीखा कि गलतियों से डरने के बजाय हम उनसे सीख सकते हैं।

[ग्रुप 2 का कमेंट:] मैं भी! मुझे हमेशा इस बात की चिंता रहती थी कि अगर मुझसे कोई गलती हो गई तो लोग क्या कहेंगे, इसलिए मुझे मुश्किल काम करना पसंद नहीं था।<sup>4</sup>

[ग्रुप 3 का कमेंट:] आप लिस्ट को डबल-स्पेस करना भूल गए हैं, लेकिन फॉन्ट और बुलेट पॉइंट अच्छे लग रहे हैं।

**Step 4: 20 mins:** While students are working on word doc, write on the board this para: As a class discuss the answers:

Write one word to complete each gap. Use the words in the box below.

cook - do - go(x2) - have - listen - play(x2) - read - watch

Every morning, I wake up early and 1  to work. Before leaving, I always 2  a cup of coffee to start my day. After work, I like to 3  some exercise to stay healthy. Sometimes, I 4  football with my friends in the park and other times, I 5  the guitar at home to relax. In the evenings, I usually 6  to bed around 10.30 pm. Before sleeping, I often 7  a book. On weekends, I spend time with my family. We often 8  dinner together while 9  to music. Then, we eat and we 10  TV.

**Step 5: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

## Lesson 59

**Vocabulary:** Cunning, malicious, victim, tarnish, reputation (Refer the poem in SAB)

**Lesson Duration: 132 mins**

**Preparations:**

- Prepare the answer key for Activity A (See English - “How many...?”)

**Resources:**

- L59-1 and L59-2 Videos
- L59 Slideshow
- Student Activity Book, L59A & L59B

### How many? (Singular & Plural)

**Classroom Participation Expectation:**

Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:**

- Students will be able to identify and correctly use singular and plural nouns in sentences.

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

**Step 1: 5 mins: Ask:**

- How many students are in the classroom? (“There are \_\_\_ students.”)
- How many facilitators are in the classroom? (“There is one facilitator.”)
- Why does ‘students’ have an s but one ‘facilitator’ does not?
- Do you always add an ‘s’ to the end when there is more than one of something?

पूछें:

- How many students are in the classroom? (“There are \_\_\_ students.”)
- How many facilitators are in the classroom? (“There is one facilitator.”)
- “Students” में s है लेकिन “Facilitator” में नहीं। ऐसा क्यों?
- क्या हमेशा अंत में एक 's' जोड़ते हैं जब कोई चीज़ एक से अधिक हो?

**Step 2: 15 mins.**

**Explain:**

When you have more than one of something in English, you usually add an s to the word, but some words don’t follow that rule.

On the board, write ‘regular’ and ‘irregular’ (*Alternative option: write “s” and “no s”*). Under the regular list, write an example of a plural word that ends with s, such as ‘books.’ Under the irregular list, write an example of a plural word that does not end with s, such as ‘children.’

Choose one of the options below based on the level of your class.

समझाएं:

जब आपके पास इंग्लिश में एक से अधिक चीजें होती हैं, तो आप आमतौर पर शब्द में s जोड़ते हैं, लेकिन कुछ शब्द उस नियम का पालन नहीं करते हैं।

बोर्ड पर 'Regular' और 'irregular' (या: "s" और "no s") लिखें। रेगुलर लिस्ट में, एक प्लूरल शब्द का एक उदाहरण लिखें जो s के साथ समाप्त होता है, जैसे 'Books'। इर्रगुलर लिस्ट में, एक ऐसे प्लूरल शब्द का उदाहरण लिखिए जो s से समाप्त न हो, जैसे 'Children'।

अपनी कक्षा के लेवल के आधार पर नीचे दिए गए विकल्पों में से एक चुनें।



**Advanced Level:**

Have students take turns with the marker adding words to the lists. See how many they can come up with in 8 minutes. Ask their classmates to check whether they are all correct.

**Beginner/Intermediate Level:**

Read words from the list below and ask students if they know how to make them plural. Add them to the board.

- shoe (*shoes - regular*)
- person (*people - irregular*)
- horse (*horses - regular*)
- foot (*feet - irregular*)
- car (*cars - regular*)
- husband (*husbands - regular*)
- table (*tables - regular*)
- woman (*women - irregular*)
- mouse (*mice - irregular*)
- tooth (*teeth - irregular*)
- bus (*buses - regular; point out 'es'*)
- wife (*wives - regular; point out 'f' becomes 'v'*)

एडवांस लेवल:

स्टूडेंट्स को अपनी बारी लेने के लिए कहें और उन्हें मार्कर से लिस्ट में शब्दों को जोड़ने को कहें। देखें कि वे 8 मिनट में कितने अंक प्राप्त कर सकते हैं। सहपाठियों से यह जांचने के लिए कहें कि क्या शब्द सही लिखे गए हैं।

बिगिनर और इंटरमीडिएट लेवल:

नीचे दी गई लिस्ट से शब्दों को पढ़ें और स्टूडेंट्स से पूछें अगर वे जानते हैं कि इन शब्दों को प्लूरल कैसे बनाया जाता है। इन्हें बोर्ड पर लिखें।

- shoe (*shoes - regular*)
- person (*people - irregular*)
- horse (*horses - regular*)
- foot (*feet - irregular*)
- car (*cars - regular*)
- husband (*husbands - regular*)
- table (*tables - regular*)
- woman (*women - irregular*)
- mouse (*mice - irregular*)
- tooth (*teeth - irregular*)
- bus (*buses - regular; बताये की यहाँ 'es' है*)
- wife (*wives - regular; बताएं 'f' 'v' बन जाता है*)

**Step 3: 5 mins. If needed (Urban facilitators to skip this step):** If students showed strong knowledge of plurals in the above activity, skip the video and move on to the next activity.

If students struggle with the above activity, ask them to watch AV 1 on their laptops.

**Ask:**

- What rules did the video mention about making plural words?
- Did you hear any plural words that were new to you in the video?

यदि स्टूडेंट्स ने उपरोक्त एक्टिविटी में बहुवचन का अच्छा ज्ञान दिखाया है, तो विडियो को छोड़ दें और अगली एक्टिविटी पर आगे बढ़ें।

यदि स्टूडेंट्स को उपरोक्त एक्टिविटी में परेशानी आ रही है, तो उन्हें अपने लैपटॉप पर AV 1 देखने के लिए कहें।

पूछें:

- विडियो में प्लूरल शब्द बनाने के बारे में किन नियमों का उल्लेख किया गया है?
- क्या आपने कोई प्लूरल शब्द सुना है जो विडियो में आपके लिए नया था?

**Step 4: 10-15 mins.**

Ask students to sit in pairs at the laptops and open the L59 Slideshow. Tell them that the slideshow is a memory game. They should look at the picture on the first slide for 15 seconds and try to remember as much as they can. Then, they should go to the next slide.

They should try to answer the questions aloud with their partner. Tell them that if they do not remember, they should guess. Emphasize that trying to form sentences with plural words is more important than remembering the picture correctly.

स्टूडेंट्स को लैपटॉप पर जोड़े में बैठने के लिए कहें और L59 स्लाइड शो खोलें। उन्हें बताएं कि स्लाइड शो एक मेमोरी गेम है। उन्हें पहली स्लाइड पर 15 सेकंड के लिए तस्वीर को देखना है और जितना हो सके चीज़ें याद रखने की कोशिश करनी है। फिर, उन्हें अगली स्लाइड पर जाना है।

उन्हें अपने पार्टनर के साथ उपयुक्त आवाज़ में सवालों के जवाब देने की कोशिश करनी है। उन्हें बताएं कि अगर उन्हें याद नहीं है, तो वे अनुमान लगा सकते हैं। इस बात पर जोर दें कि चित्र को सही ढंग से याद रखने के बजाय प्लूरल शब्दों के साथ सेंटेंस बनाने की कोशिश करना अधिक महत्वपूर्ण है।

**Step 5: 15 mins.**

Ask students to open their Student Activity Books to L59A. They should write the plural form of the verb to complete the questions in Activity A. Then, they should work with a partner to discuss the questions A2.

*Answer key:*

<p>1. <i>teeth</i> 2. <i>keys</i> 3. <i>boxes</i> 4. <i>classes</i> 5. <i>People</i></p> <p>स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक्स में L59A खोलने के लिए कहें। एक्टिविटी A में प्रश्नों को पूरा करने के लिए उन्हें Verb की प्लूरल फॉर्म लिखना है। फिर, उन्हें प्रश्नों पर एक साथी के साथ चर्चा करनी है।</p> <p>आंसर-की:</p> <p>1. <i>teeth</i> 2. <i>keys</i> 3. <i>boxes</i> 4. <i>classes</i> 5. <i>People</i></p>
<p><b>Energizer: Choice- 3-5 mins: (Urban facilitators to skip this step)</b></p> <p>Choose one energizer to repeat from the week (or let the students vote on their favorite).</p> <ul style="list-style-type: none"> <li>• Don't Smile</li> <li>• Coconut</li> </ul> <p>सप्ताह से दोहराने के लिए एक एनर्जाइज़र चुनें (या स्टूडेंट्स को उनके पसंदीदा पर वोट करने दें)।</p> <ul style="list-style-type: none"> <li>• Don't Smile</li> <li>• Coconut</li> </ul>
<p style="text-align: center;"><b>Gossip-2: Consolidation &amp; Extension</b></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students reflect on the importance of not gossiping and whether they have begun to change their behavior.</li> <li>• Students practice speaking positively and support each other in stopping the habit of gossiping.</li> </ul> <p>उद्देश्य:</p> <ul style="list-style-type: none"> <li>• स्टूडेंट्स, गॉसिप न करने के महत्व पर और क्या उन्होंने अपना व्यवहार बदलना शुरू कर दिया है, पर विचार करते हैं।</li> <li>• स्टूडेंट्स सकारात्मक रूप से बोलने की प्रैक्टिस और गॉसिप करने की आदत को रोकने में एक दूसरे का समर्थन करते हैं।</li> </ul>
<p><b>Step 1: 5 mins.</b></p> <p>Share that you want everyone to look for the good in others and say what you like about them. Instruct students that they have to say one nice thing about one of their classmates and encourage them to share it with others!</p> <p><b>Explain:</b></p> <p>Acquiring a habit of sharing good things about others can help you earn respect. On the other hand, if you gossip about others, you will lose respect.</p> <p><b>Popcorn Discussion:</b></p> <p>- What do you remember from the last lesson on gossip and rumors?</p> <p>बताएं की आप चाहते हैं हर कोई दूसरों में अच्छाई देखे और बताये कि आपको उनके बारे में क्या पसंद है। स्टूडेंट्स को निर्देश दें कि उन्हें अपने एक सहपाठी के बारे में एक अच्छी बात कहनी है और उन्हें इसे दूसरे स्टूडेंट्स के साथ शेयर करने के लिए प्रोत्साहित करें।</p> <p>समझाएं:</p> <p>दूसरों के बारे में अच्छी बातें शेयर करने की आदत से आपको सम्मान मिलने में मदद होती है। वहीं दूसरी ओर, यदि आप दूसरों के बारे में गॉसिप करते हैं, तो आप सम्मान खो देते हैं।</p> <p>पॉपकॉर्न डिस्कशन:</p> <p>- आपको गॉसिप और अफवाहों पर पिछले पाठ से क्या याद है?</p>
<p><b>Step 2: 10 mins.</b></p> <p>Ask everyone to silently read the poem in their Student Activity Books, L59B. Tell students to underline a part that is meaningful to them. Once everyone reads the poem, ask students to share with the class what they have underlined and why.</p> <p>सभी को अपनी स्टूडेंट एक्टिविटी बुक्स, L59B में चुपचाप कविता पढ़ने के लिए बोलें। स्टूडेंट्स को एक ऐसे भाग को रेखांकित करने के लिए कहें जो उनके लिए मीनिंगफुल हो। एक बार जब सभी लोग कविता पढ़ लें, तो स्टूडेंट्स से कक्षा के साथ शेयर करने के लिए कहें कि उन्होंने क्या रेखांकित किया है और क्यों।</p>
<p><b>Step 3: 5-10 mins.</b></p> <p>You (<i>Facilitator</i>) share your own experiences of overcoming this habit and how this has impacted your life positively.</p>

Ask students to reflect on the questions below. Give students 5 minutes to confer with peers before you call on a random student to answer. Ask the class to try to help students who have shared a challenge. Repeat with 2-3 students.

**Ask:**

- Have you changed your habits about gossiping at all so far?
- What challenges have you faced

आप (फसिलिटेटर) इस आदत पर काबू पाने के अपने अनुभव शेयर करेंगे और इससे आपके जीवन पर सकारात्मक प्रभाव कैसे पड़ा है।

स्टूडेंट्स से नीचे दिए गए प्रश्नों पर अपने भाव प्रकट करने को कहें। किसी स्टूडेंट को उत्तर देने के लिए बुलाने से पहले स्टूडेंट्स को अपने साथियों से बात करने के लिए 5 मिनट का समय दें। कक्षा को उन स्टूडेंट्स की मदद करने के लिए कहें जिन्होंने एक चुनौती शेयर की। 2-3 स्टूडेंट्स के साथ यह प्रक्रिया दोहराएं।

**पूछें:**

- क्या आपने अब तक गॉसिप करने की अपनी आदत बदली है?
- आपने किन चुनौतियों का सामना किया?

### Success Story 3: Mansukhbhai Prajapati

**Objective:**

- Students will see and discuss how a rural man found inspiration from his family business and his village to start a successful business that helps people.
- Students make the connection that it is possible for them to find innovative ways to use their skills and traditions, too.

**उद्देश्य:**

- स्टूडेंट्स देखेंगे और चर्चा करेंगे कि कैसे एक ग्रामीण व्यक्ति को अपने पारिवारिक व्यवसाय और अपने गांव से लोगों की मदद करने वाला एक सफल व्यवसाय शुरू करने की प्रेरणा मिली।
- स्टूडेंट्स यह संबंध बनायेंगे कि उनके लिए अपने स्किल्स और ट्रेडिशन का भी उपयोग करने के लिए नए तरीके खोजना संभव है।

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

Students watch AV 2 on their laptops.

फसिलिटेटर के लैपटॉप पर AV 2 चलायें या स्टूडेंट्स से इसे अपने लैपटॉप पर स्वतंत्र रूप से देखने के लिए कहें। चुनें जो आपकी कक्षा के लिए सबसे अच्छा क्या रहेगा।

While students are watching the AV, go to step 3 and write on the board the following para:

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

**Think-Pair-Share:**

- Mansukhbhai Prajapati was born in a village in Gujarat in a family of clay potters. How did he turn his family craft into a successful business?
- How did an earthquake help to inspire one of his ideas?
- How does his work help people?
- What skills or family traditions do you have that could be used to help others? Be creative!

**थिंक-पेयर-शेयर:**

- मनसुखबाई प्रजापति का जन्म गुजरात के एक गाँव में कुम्हार परिवार में हुआ था। उन्होंने अपने फैमिली ट्रेडिशन को एक सफल व्यवसाय में कैसे बदल दिया?
- भूकंप ने उनके एक विचार को प्रेरित करने में कैसे मदद की?
- उनका काम लोगों की मदद कैसे करता है?
- आपके पास कौन से स्किल्स या फैमिली ट्रेडिशनस हैं जिनका उपयोग दूसरों की मदद करने के लिए किया जा सकता है? क्रिएटिव बनें!

**Step 3: 20 mins.**

While students are watching the video, write the following on the board and discuss as a class: Choose one word from the box to complete the sentence:

---

dress - hang up - hat - pants - scarf - size - take off - the  
laundry - try on - wear

---

- 1 Tom is wearing a new pair of .
- 2 Tina is wearing a  around her neck.
- 3 Please  your dirty shoes before coming inside.
- 4 The girl is wearing a long .
- 5 Anna was wearing a green  on her head.
- 6 I always  clothes before I buy them.
- 7 These jeans are too small for me. Do you have them in a larger .
- 8 I always  my coat after taking it off.

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Conflict Resolution**Lesson 60****Vocabulary:**

Conflict, Difference between conflict and violence,

**Lesson Duration: 137 mins****Resources:**

- Student Activity Books, L60
- Video L-60

**Typing Lesson 8: Upper Row**

**Classroom Participation Expectation:** Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

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

**Student Options:**

Option A - Students complete Typing Lesson 8 (instructions below). ALL students who are not fluent at touch-typing (using ten fingers instead of just pointer fingers) should be encouraged to participate in the typing lesson.

While students are at task, meet students one by one and talk about their Duolingo progress. Update the Feedback sheet at the end of this book.

Option B - Self-Guided Learning (instructions below). Students who are already fluent in touch-typing may use this time to advance other digital skills.

**स्टूडेंट ऑप्शन:**

ऑप्शन A - स्टूडेंट्स टाइपिंग पाठ 8 को पूरा करते हैं (नीचे दिए गए निर्देशानुसार)। सभी स्टूडेंट्स जो टच-टाइपिंग में फ्लूएंट नहीं हैं (वे जो दस उंगलियों के उपयोग के बजाय सिर्फ पॉइंटर फिंगर उपयोग करते हैं) उन्हें टाइपिंग-पाठ में भाग लेने के लिए प्रोत्साहित करें।

जब छात्र काम पर हों, तो एक-एक करके छात्रों से मिलें और उनकी डुओलिंगो प्रगति के बारे में बात करें। इस पुस्तक के अंत में फीडबैक शीट भरें।

ऑप्शन B - सेल्फ गाइडेड लर्निंग (नीचे दिए गए निर्देशानुसार)। जो स्टूडेंट्स पहले से ही टच-टाइपिंग में फ्लूएंट हैं, वे इस समय का उपयोग अन्य डिजिटल स्किल्स को और अच्छा बनाने के लिए कर सकते हैं।

**Typing Lesson 8 (Option A)****Step 1: 5-10 mins. (Urban facilitators to conduct this in 5 mins)****Ask:**

- Where should your head and eyes be in the correct typing posture?

Give students the goal to focus on looking ahead at the screen as much as possible today.

**पूछें:**

- आपका सिर और आंखें सही टाइपिंग पोस्चर में कहां होनी चाहिए?

स्टूडेंट्स को आज जितना संभव हो सके स्क्रीन पर आगे देखने पर ध्यान केंद्रित करने के लिए कहें।

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

Log into Typing Master. Students may continue the activities in Lessons 2, 3, and 4 of Typing Master. Their partner should give feedback about how well they are keeping their eyes on the screen.

(Optional) After completing two activities, students may play the games.

1. Click Games on the right side menu.
2. Below the game name (e.g. Bubbles), they should select “with studied keys” from the dropdown menu.
3. Click Start and type the letters that appear in the game.

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

टाइपिंग मास्टर में लॉग इन करें। स्टूडेंट टाइपिंग मास्टर के पाठ 2, 3 और 4 में एक्टिविटीज को जारी रख सकते हैं। उनके पार्टनर को इस बारे में फीडबैक देना चाहिए कि वे स्क्रीन पर कितनी अच्छी तरह नजर रखे हुए हैं।

(ऑप्शनल) दो एक्टिविटीज को पूरा करने के बाद, स्टूडेंट गेम खेल सकते हैं।

1. दाईं ओर के मेनू पर Game क्लिक करें।
2. गेम के नाम के नीचे (जैसे बबल्स), उन्हें ड्रॉपडाउन मेनू से "with studied keys" चुनने को कहें।
3. Start पर क्लिक करें और गेम में दिखने वाले अक्षर टाइप करें।

20 मिनट के बाद, उन्हें अपनी एक्टिविटी समाप्त करने और अपने साथी को बारी देने के लिए याद दिलाएं।

*[While students are at task, meet students one by one and talk about their Duolingo progress. Update the Feedback sheet at the end of this book.]*

जब छात्र काम पर हों, तो एक-एक करके छात्रों से मिलें और उनकी डुओलिंगो प्रगति के बारे में बात करें। इस पुस्तक के अंत में फीडबैक शीट भरें।]

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

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

- How well were you able to keep your eyes on the screen during Typing Master?

पॉपकॉर्न शेयरिंग। 3-4 स्टूडेंट्स को बुलाएँ और पूछें:

- टाइपिंग मास्टर के दौरान आप कितनी अच्छी तरह स्क्रीन पर अपनी नजरें टिकाए रख पाए?

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

Students should write down their learning goal of what specific skill they will learn more about and practice today as well as what their first step will be. Explain that today, they should set a goal for something related to Job Apps OR Online Searching.

स्टूडेंट्स को अपने लर्निंग गोल को लिखना है कि वे किस विशेष स्किल के बारे में और अधिक सीखेंगे और आज प्रैक्टिस करेंगे साथ ही साथ उनका पहला कदम क्या होगा। बता दें कि आज उन्हें जॉब-एप्स या ऑनलाइन-सर्चिंग से जुड़ी किसी चीज के लिए गोल सेटिंग करना है।

Today during digital learning time, I will work on \_\_\_\_\_

\_\_\_\_\_.

I will start by \_\_\_\_\_

आज डिजिटल लर्निंग टाइम के दौरान, मैं

\_\_\_\_\_

\_\_\_\_\_ पर काम करूंगा।

में \_\_\_\_\_ से शुरू करूंगा।

### Step 2: 35 mins. (Urban facilitators to conduct this in 10 mins)

Allow students to use the laptops or smartphones to work toward their digital learning goals. If they need help, they should do online research or ask a classmate.

स्टूडेंट्स को उनके डिजिटल लर्निंग गोल की दिशा में काम करने के लिए लैपटॉप या स्मार्टफोन का उपयोग करने के लिए कहें। अगर उन्हें मदद की ज़रूरत है, तो उन्हें ऑनलाइन रिसर्च करना है या किसी सहपाठी से पूछना है।

*[While students are at task, meet students one by one and talk about their Duolingo progress. Update the Feedback sheet at the end of this book.]*

जब छात्र काम पर हों, तो एक-एक करके छात्रों से मिलें और उनकी डुओलिंगो प्रगति के बारे में बात करें। इस पुस्तक के अंत में फीडबैक शीट भरें।]

### Step 3: 5-10 mins.

#### Think-Pair-Share:

- Did you accomplish your goal? Why or why not?
- What challenges did you run into and how did you try to solve them?

थिंक-पेयर-शेयर:

- क्या आपने अपना गोल पूरा किया? यदि हाँ, तो क्यों किया और यदि नहीं, तो क्यों नहीं किया?
- आपने किन चुनौतियों का सामना किया और उनका हल कैसे ढूँढा?

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

Have students stand in groups of 4. Call out the name of a machine, such as a bicycle or a mixer. Each group has to act out that machine, but the challenge is that every group member must be involved.

स्टूडेंट्स को 4 के ग्रुप में खड़े होने के लिए कहें। एक मशीन का नाम पुकारें, जैसे साइकिल या मिक्सर। प्रत्येक ग्रुप को उस मशीन की तरह नाटक करना है, लेकिन चुनौती यह है कि ग्रुप के प्रत्येक सदस्य को इसमें शामिल होना है।

## Conflict Resolution 1

### Objectives:

- Students discuss the meaning of conflict and recognize that the outcome is not always negative.
- Students analyze conflict resolutions in scenarios and in their own lives to determine whether people's needs were being met.

उद्देश्य:

- स्टूडेंट्स कॉन्फ्लिक्ट के अर्थ पर चर्चा करते हैं और मानते हैं कि परिणाम हमेशा नकारात्मक नहीं होता है।
- स्टूडेंट्स सिनेरिओ में और अपने स्वयं के जीवन में कॉन्फ्लिक्ट रेसोल्यूशन का विश्लेषण करते हैं और देखते हैं कि सभी की ज़रूरतें पूरी हो रही हैं।

### Step 1: 15 mins.

#### Word Web:

Write the word "**conflict**" on the board and draw a circle around it. Ask the students what words or phrases they think of when they hear the word. Record their responses as a word web: write their words on the board, circle them, and use lines to connect each word to the word "conflict" or related words. Continue for about five minutes.

वर्ड वेब:

बोर्ड पर "Conflict" शब्द लिखें और उसके चारों ओर एक सर्कल बनाएं। स्टूडेंट्स से पूछें कि जब वे यह शब्द सुनते हैं तो कौन से शब्द या वाक्यांश दिमाग में आते हैं। एक वर्ड वेब के रूप में उनकी प्रतिक्रियाओं को रिकॉर्ड करें। उनके शब्दों को बोर्ड पर लिखें,

उन्हें सर्कल करें, और प्रत्येक शब्द को "Conflict" या संबंधित शब्दों से जोड़ने के लिए लाइनों का उपयोग करें। लगभग पांच मिनट तक एक्टिविटी जारी रखें।

**Ask:**

- What do you notice about the web?
- What is the difference between conflict and violence?
- Is it possible for a conflict to be positive? Give an example.

**पूछें:**

- आप इस वेब में क्या देखते हैं?
- कॉन्फ्लिक्ट और फाइट में क्या अंतर है?
- क्या कॉन्फ्लिक्ट का सकारात्मक होना संभव है? एक उदाहरण दें।

**Explain:** Conflict is when two people or groups want something different. It is a natural part of life. We all experience conflicts at home, at work, in school, and on the street. Countries also have conflicts with each other.

The way we respond to a conflict could make it worse, or it could make the situation better so that everyone is happy with the outcome.

समझाएं: कॉन्फ्लिक्ट तब होता है जब दो लोग या ग्रुप कुछ अलग चाहते हैं। यह जीवन का एक स्वाभाविक हिस्सा है। हम सभी घर में, काम पर, स्कूल में और सड़क पर कॉन्फ्लिक्ट का अनुभव करते हैं। देशों का आपस में टकराव भी है।

जिस तरह से हम किसी कॉन्फ्लिक्ट का जवाब देते हैं इससे स्थिति और खराब भी हो सकती है, या यह स्थिति बेहतर भी हो सकती है ताकि हर कोई परिणाम से खुश हो।

**Step 2: 10 mins.**

Ask students to watch the L60 Video.

**Think-Pair-Share:**

- In the video, how did the two people react when they had a conflict about what color to paint the wall?
- How did they resolve the conflict in the end?

स्टूडेंट्स से L60 विडियो देखने के लिए कहें।

**थिंक-पेयर-शेयर:**

- विडियो में दीवार को किस रंग से रंगना है, इस बात को लेकर दोनों लोगों के बीच कॉन्फ्लिक्ट होने पर उनकी क्या प्रतिक्रिया थी?
- उन्होंने अंत में कॉन्फ्लिक्ट को कैसे सुलझाया?

**Step 3: 35-40 mins.**

Divide students into five groups. Ask them to open their Student Books to L60. Call on one student to read the scenario aloud.

Assign the groups to resolutions A, B, C, D, and E. Tell them to read the resolution and discuss the questions within their group.

Afterward, call on each group to read their resolution and summarize their discussion for the class.

**Partner Discussion: 15 mins.**

Break students into pairs and ask them to think of a conflict they have had in their lives, big or small.

Tell students to share their experience with their partner and discuss the following questions:

- How did you feel during the conflict?
- What did you want or need?
- What did the other person want or need?
- What happened in the end?



- Is there a better way you could have resolved the conflict?

Give the first partner about 5 minutes to discuss their experience, then ask them to switch and discuss the second partner's experience.

Popcorn call 3-4 students to share the main points from their discussion with the class.

**Step 4: 10 mins: (Urban facilitators to conduct this in 5 mins):** Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What was the most interesting thing you learned?
2. How do you think the skills we practiced last week will help you in your daily life?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

And we'll explore tools on how to research on some interesting topics.

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

**Step 5: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

**Note:** Have you achieved the goal of having your students speak English for 60% of the class time? If so, congratulations on your remarkable progress! If not, don't worry. Devise innovative strategies to enhance English usage in the classroom. Remember, every effort you make brings you closer to success. Keep up the great work!

Summary of Lesson 61**Lesson 61**

<b>Preparations:</b>	<b>Lesson Duration: 132 mins</b>
<ul style="list-style-type: none"> <li>● Cut notecards in 1/2 and 1/4 before class. Each student will get one whole notecard, one 1/2 notecard, and one 1/4 notecard. (See Summarizing - “Shrinking Notecards”)</li> </ul>	
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>● Student Activity Books, L61</li> </ul>	
<b>Online Search: Summarizing</b>	
<b>Classroom Participation Expectation:</b>	
Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroomtime, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>● Students practice summarizing information from an article in order to improve their notetaking, presentation, and communication skills.</li> </ul>	
उद्देश्य:	
<ul style="list-style-type: none"> <li>● स्टूडेंट्स अपने नोटिंग, प्रेजेंटेशन और कम्युनिकेशन स्किल्स को बेहतर बनाने के लिए एक आर्टिकल से जानकारी को सारांशित करने की प्रैक्टिस करते हैं।</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 5 mins.</b>	
<b>Ask:</b>	
<ul style="list-style-type: none"> <li>- When you take notes from something you read, do you have to write down every word?</li> <li>- What does it mean to ‘summarize’? Why might it be useful?</li> </ul>	
<b>Explain:</b>	
<ul style="list-style-type: none"> <li>- When you take notes, you should not write down every word, and you do not even have to write in complete sentences.</li> <li>- To ‘summarize’ means to write or tell the main idea in a shorter way. It can save you time, help you make sure you have understood what you read, and make it easier to present or share with others who might not need to know all the details.</li> </ul>	
पूछें:	
<ul style="list-style-type: none"> <li>- जब आप कुछ पढ़ते हैं और नोट्स लेते हैं, तो क्या आप हर शब्द को लिखते हैं?</li> <li>- समराइज ' करने का क्या अर्थ है? यह उपयोगी क्यों हो सकता है?</li> </ul>	
समझाएं:	
<ul style="list-style-type: none"> <li>- जब आप नोट्स लेते हैं, तो आपको हर शब्द नहीं लिखना चाहिए, और आपको पूरे वाक्यों में भी नहीं लिखना चाहिए।</li> <li>- ‘समराइज’ करने का अर्थ है मुख्य विचार को संक्षेप में लिखना या बताना। यह आपका समय बचा सकता है, यह सुनिश्चित करने में आपकी सहायता कर सकता है कि आपने जो पढ़ा है उसे आप समझ गए हैं, और अन्य लोगों के साथ प्रस्तुत करना या शेयर करना आसान बनाता है, जिन्हें शायद सभी विवरणों को जानने की आवश्यकता नहीं है।</li> </ul>	
<b>Step 2: 10-15 mins.</b>	
<b>Example:</b> 10-15 mins.	
For this step, either the online or the offline section is to be conducted. If time allows, do both.	
Do one of the following:	
1. Ask students to read the paragraph in Part A of their Student Activity Books. They should underline the parts they think are the most important.	

Next, ask students to write a summary of the paragraph by writing 1-2 sentences that tell the underlined information.

Call on 3-5 students to share their summaries with the class.

Explain that there is no single correct answer - there are many ways to write a summary. If needed, share this example summary:

*Malala Yousafzai became the world's youngest Nobel Prize winner for advocating for women's and children's education in Pakistan after the Taliban banned girls from attending school.*

स्टूडेंट्स से उनकी स्टूडेंट एक्टिविटी बुक्स L61B में पैराग्राफ पढ़ने के लिए कहें। उन्हें उन हिस्सों को रेखांकित करना है जो उन्हें लगता है कि सबसे महत्वपूर्ण हैं।

इसके बाद, स्टूडेंट्स को 1-2 वाक्य लिखकर पैराग्राफ की समरी लिखने के लिए कहें जो रेखांकित जानकारी को बताती हो।

कक्षा के साथ अपनी समरी शेयर करने के लिए 3-5 स्टूडेंट्स को बुलाएं।

समझाएं कि इसका कोई एक सही उत्तर नहीं है - समरी लिखने के कई तरीके हैं। यदि आवश्यक हो, तो इस उदाहरण समरी को शेयर करें:

*Malala Yousafzai became the world's youngest Nobel Prize winner for advocating for women's and children's education in Pakistan after the Taliban banned girls from attending school. Or*

Ask students to sit at the laptops with a partner and go to Wikipedia.org. Tell each pair to look up a famous person of their choice.

They may read the article in English or in Hindi. Give them 5-10 minutes to read the beginning of the article. Emphasize that they do NOT need to read the full article for the activity.

स्टूडेंट्स को एक साथी के साथ लैपटॉप इस्तेमाल करने और Wikipedia.org पर जाने के लिए कहें। प्रत्येक जोड़े को अपनी पसंद के एक प्रसिद्ध व्यक्ति की जानकारी देखने के लिए कहें।

वे लेख को इंग्लिश या हिंदी में पढ़ सकते हैं। उन्हें लेख की शुरुआत पढ़ने के लिए 5-10 मिनट का समय दें। इस बात पर जोर दें कि उन्हें एक्टिविटी के लिए पूरा लेख पढ़ने की आवश्यकता नहीं है।

### Step 3: 20 mins.

Ask students to minimize the Wikipedia page or close the laptop so that they are no longer looking at the article.

Hand out one notecard to each student. Ask them to write a summary of the important information they learned about the person. After they have written it, they may check the Wikipedia page to see if there is any important information they forgot that they would like to add.

Once most students have finished writing their summary on the notecard, explain that many people have trouble identifying the most important facts. Instead, they want to include a lot of details.

Hand out a 1/2 notecard to each student. Ask them to write a new summary that is just half as long as the first. They will have to leave out some details and focus on the most important ones.

Finally, hand out a 1/4 notecard to each student. Ask them if to write an even shorter summary with just the very most important information.

स्टूडेंट्स से विकिपीडिया पेज को मिनीमाइज करने या लैपटॉप को बंद करने के लिए कहें ताकि वे अब लेख को न देखें।

प्रत्येक स्टूडेंट को एक नोटकार्ड सौंपें। उनसे उस व्यक्ति के बारे में सीखी गई महत्वपूर्ण जानकारी की समरी लिखने के लिए कहें। इसे लिखने के बाद, वे विकिपीडिया पेज को यह जांचने के लिए देख सकते हैं कि क्या कोई महत्वपूर्ण जानकारी है जिसे वे भूल गए हैं और जिसे वे जोड़ना चाहते हैं।

एक बार जब अधिकांश स्टूडेंट्स ने नोटकार्ड पर अपनी समरी लिखना समाप्त कर दिया, तो समझाएं कि बहुत से लोगों को महत्वपूर्ण तथ्यों की पहचान करने में परेशानी होती है। इसलिए वे बहुत सारी जानकारी अपनी समरी में शामिल कर लेते हैं।

प्रत्येक स्टूडेंट को 1/2 का नोटकार्ड दें। उन्हें एक नया सारांश लिखने के लिए कहें जो पहले की तुलना में केवल आधा हो। उन्हें कुछ जानकारी को छोड़ना होगा और सबसे महत्वपूर्ण जानकारी पर ध्यान केंद्रित करना होगा।

अंत में, प्रत्येक स्टूडेंट को एक 1/4 नोटकार्ड दें। उनसे पूछें अगर वे केवल सबसे महत्वपूर्ण जानकारी के साथ और भी छोटी समरी लिखना चाहेंगे।

### Step 4: 10 mins.

Go around the room and ask students to share their 1/4 notecard summaries.

कमरे में घूमें और स्टूडेंट्स से अपने 1/4 नोटकार्ड समरी शेयर करने के लिए कहें।

**Ask:** How did you decide which information was the most important?

पूछें: आपने कैसे तय किया कि कौन सी जानकारी सबसे महत्वपूर्ण थी?

**Step 5: 5 mins.**

Facilitator asks all students to stand up.

Facilitator refers to the 1st concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.

Question - "Explain the use of 'this, that, these, those.'"

Facilitator refers to the 2nd concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. Student(s) who don't share correct understanding, are asked to stand up again.

Question - "What do you understand by summarizing?"

Facilitator takes a note of total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

## Revision

**Step 1: 30 mins**

Use this time to revise any previously covered topics that your students require more practice.

इस समय का उपयोग पहले से कवर किए गए किसी भी विषय का अभ्यास करने के लिए करें, जिसके लिए आपके छात्रों को अधिक समर्थन की आवश्यकता है।

**Step 2: 35 mins. (Urban facilitators to conduct this in 20 mins)**

Ask students to work in pairs and sit at the laptops. They should open their Student Activity Books to L61. Their goal is to search online for the career listed in the chart.

Instruct students to begin their research.

Present: Ask students to present their findings. Discuss the responses as a class.

Ask students who would like to build a career in this field?

**Step 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 62

<p><b>Vocabulary:</b> Wonder, Dietary change, Giving Back. <b>Lesson Duration: 132 mins</b></p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Activity Books, L62</li> <li>• L62 Video</li> </ul>
<p><b>Summary of the Last Class: 5 mins. (Urban facilitators to skip this step)</b></p> <ul style="list-style-type: none"> <li>- ‘Popcorn call’ 3-4 students to share something they learned in the last class.</li> </ul> <p>पिछली कक्षा का सारांश: 5 मिनट</p> <ul style="list-style-type: none"> <li>- ‘पॉपकॉर्न कॉल’ 3-4 स्टूडेंट्स को पिछली कक्षा में सीखी गयी कोई बात शेयर करनी है।</li> </ul>
<h3 style="text-align: center;">Healthy Eating</h3>
<p><b>Classroom Participation Expectation:</b></p> <p>Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand that although less healthy foods are easily available, it is better to seek out healthier options.</li> <li>• Students will learn to talk about their own eating habits.</li> <li>• Improve student’s comprehension skills and build enjoyment for reading through Read Theory exercises.</li> </ul>
<p><b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 10 mins. (Urban facilitators to conduct this in 5 mins)</b></p> <p>Give students a 2-minute pronunciation drill for the commonly mispronounced words of the previous lesson.</p> <p>Ask students to look at the two plates of food given in Part A.1 and ask:</p> <ul style="list-style-type: none"> <li>• What do you see?</li> <li>• What do you think?</li> <li>• What do you <b>wonder</b> about?</li> </ul> <p>Collect all responses and repeat the correct ones.</p>
<p><b>Step 2: 15 mins.</b></p> <p><b>(Urban facilitators to conduct this in 10 mins)</b></p> <p>Ask a few students to share their responses and correct them using peer help.</p> <p>Tell students to talk to their partner and identify if the items mentioned in A2 are healthy or unhealthy.</p>

Encourage pairs to read the instructions and discuss with their partners for 10 minutes. Ask pairs to share some of the responses to Part A2. Extend their understanding by asking questions like:

- When can sleeping be unhealthy?
- How can a burger be made healthy?

**Step 3: 10 mins.**

Ask students to look at B1. Give them 2-3 minutes to look and understand.

Ask students to share their understanding of B1. Collect all responses and repeat the correct ones.

Explain what constitutes a balanced diet: nutrients, quantity, the availability of local food, amount of work done by a person (manual or mental), weather conditions, etc.

**Step 4: 15 mins.**

**(Urban facilitators to conduct this in 10 mins)**

Ask students to interview their partners about what is on their plate for:

- Breakfast
- Lunch
- Dinner

Also ask whether or not their partner's breakfast/lunch/dinner plate is healthy/balanced.

**Step 5: 5 mins.**

Ask students to share one **dietary change** they will make to eat healthy or eat a balanced diet. (Ask students to use this word when answering)

**Step 6: 15 mins.**

**(Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home):**

Inform students that it's their Duolingo time. They must work in pairs and try to earn as many XP points as possible. Remind them that the team that has the maximum point by lesson 80 stands a chance to earn a certificate.

In the last few minutes of the activity, ask students what exercises they completed and if they learnt any new vocabulary.

**Energizer- Choice: 3-5 mins.**

**(Urban facilitators to skip this step)**

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

- Don't Smile
- Wah!

पाठ्यक्रम में पहले से दोहराने के लिए एक एनर्जाइज़र चुनें (या स्टूडेंट्स को उनके पसंदीदा एनर्जाइज़र पर वोट करने दें)।

- डॉट स्माइल
- वाह

## Filling the classroom or Revision

### NOTE:

- If 17 students or fewer attend the class, this lesson is required.
- If more than 17 students attend the class, this lesson should be skipped and the revision should be done instead.

### \*नोट:

- यदि 17 या उससे कम स्टूडेंट कक्षा में आते हैं, तो यह पाठ आवश्यक है।
- यदि 17 से अधिक स्टूडेंट कक्षा में आते हैं, तो इस पाठ को छोड़ सकते हैं, और इसके स्थान पर revision किया जाना चाहिए।

### Objectives:

- Students will make a plan to mobilize more students to join FEA in order to fill the classroom to capacity.

### उद्देश्य:

- कक्षा की क्षमता बढ़ाने के लिए स्टूडेंट्स एफ.ई.ए. में शामिल होने के लिए और अधिक स्टूडेंट्स जुटाने की योजना बनाएंगे।

### Step 1: 5 mins

#### Ask:

- What have you learned during your time in FEA?
- How have you grown since you started the program?
- Do you think others would also benefit from this program?

Share the AV of how students from other branches describe the benefits of FEA for them.

#### पूछें:

- आपने एफ.ई.ए. में अब तक क्या सीखा है?
- कार्यक्रम शुरू करने के बाद से आपने क्या-क्या सुधारा और अच्छा किया?
- क्या आपको लगता है कि इस कार्यक्रम से दूसरों को भी फायदा होगा?

अन्य ब्रान्चेस के स्टूडेंट्स FEA के लाभों का वर्णन कैसे करते हैं इस पर विडियो शेयर करें।

### Step 2: 10 mins.

#### Explain:

Each empty seat in an FEA class is a missed opportunity for someone to learn and gain the skills that you have. You can help others to gain the same experience as you had.

- Over the next five days, you will be working in teams to go out and create awareness and interest in the FEA program.
- You will do this outside of FEA class time.

#### Ask:

- What do you think would help more people to understand and choose to participate in the FEA program?

#### समझाएं:

एफ.ई.ए. कक्षा में प्रत्येक खाली सीट किसी के लिए सीखने और आपके पास मौजूद स्किल जैसी स्किल्स हासिल करने का एक मौका खो देने जैसा है। आप दूसरों को वही अनुभव हासिल करने में मदद कर सकते हैं जो आपके पास है।

- अगले पांच दिनों में, आप FEA कार्यक्रम के प्रति जागरूकता और रुचि पैदा करने के लिए टीमों में काम करेंगे और बाहर जायेंगे।
- आप इसे FEA कक्षा के समय के बाहर करेंगे।

#### पूछें:

- आपको क्या लगता है कि ज्यादातर लोगों को एफ.ई.ए. कार्यक्रम के बारे में समझने और चुनने में क्या मदद कर सकता है?

### Step 3: 20 mins.

Divide the class into 4 teams.

Each team should use the following questions to create a plan for how to spread awareness about the FEA program:

- Where will you go? Who will you talk to?
- When would be a suitable time to visit?
- How can you initiate a conversation politely?
- How will you describe the FEA program to parents or possible students?
- What resources or materials can you use? When should you use them?
- What should be the role of each member of your team?
- What information should you gather from people interested in joining? How will you gather the information?

Students will write their plans. If needed, they can practice what they will say to people when they meet them.

While they are working, distribute FEA brochures and personal details pages.

कक्षा को 4 टीमों में विभाजित करें।

एफ.ई.ए. कार्यक्रम के बारे में जागरूकता फैलाने की योजना बनाने के लिए प्रत्येक टीम को निम्नलिखित प्रश्नों का उपयोग करना चाहिए:

- आप कहाँ जायेंगे? आप किससे बात करेंगे?
  - बाहर जाने का उपयुक्त समय कब है?
  - आप विनम्रता से बातचीत कैसे शुरू कर सकते हैं?
  - आप माता-पिता या संभावित स्टूडेंट्स को एफ.ई.ए. कार्यक्रम के बारे में कैसे बताएँगे?
  - आप किन संसाधनों या सामग्रियों का उपयोग कर सकते हैं? आपको उनका उपयोग कब करना चाहिए?
  - आपकी टीम के प्रत्येक सदस्य की क्या भूमिका होनी चाहिए?
  - शामिल होने के इच्छुक लोगों से आपको क्या जानकारी एकत्र करनी चाहिए? आप जानकारी कैसे एकत्रित करेंगे?

#### Step 4: 5 mins.

##### Ask:

- How could you change the course of someone's life by informing them about FEA?
- How could talking to people about FEA help you practice skills that might help you with your career later?

##### पूछें:

- आप किसी को एफ.ई.ए. के बारे में बताकर उसके जीवन की दिशा कैसे बदल सकते हैं?
- एफ.ई.ए. के बारे में लोगों से बात करने से आपको ऐसे कुछ स्किल्स की प्रैक्टिस करने में कैसे मदद मिल सकती है जो बाद में आपके करियर में भी मदद करेगी?

#### Step 5: 5 mins.

##### (Urban facilitators conduct Step 5 and Step 6 collectively in 5 mins)

Start implementing your **Giving Back** plan in your team.

अपना गिविंग बैक प्लान अपनी टीम में शुरू कर सकते हैं।

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.



Summary of Lesson 63**Lesson 63**

<b>Vocabulary:</b> Unscramble, Soft Skills	<b>Lesson Duration: 137 mins</b>
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Activity Books, L63</li> <li>• L63 Video</li> </ul> रिसोर्ससः <ul style="list-style-type: none"> <li>• स्टूडेंट एक्टिविटी बुक, L63</li> <li>• L63 का विडियो</li> </ul>	
<b>Adjectives-1</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students build their adjective vocabulary.</li> <li>• Students understand that adjectives describe something and practice writing and saying sentences with the adjective in the correct place (<i>either before the noun/object or after the word "am," "are," or "is"</i>).</li> </ul> उद्देश्यः <ul style="list-style-type: none"> <li>• स्टूडेंट अपनी अजेक्टिव शब्दावली बढ़ाते हैं।</li> <li>• स्टूडेंट समझते हैं कि अजेक्टिव्स किसी चीज का वर्णन करने के लिए इस्तेमाल किये जाते हैं और स्टूडेंट सही जगह पर अजेक्टिव के साथ वाक्य लिखने और कहने की प्रैक्टिस करते हैं (या तो नाउन/ऑब्जेक्ट से पहले या "am," "are," या "is" के बाद)।-</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 10 mins.</b> Ask students to watch AV-63 at their laptops. Encourage them to <b>unscramble</b> the sentences at the end. (Stress upon this word in your instruction) स्टूडेंट्स से उनके लैपटॉप पर AV-63 देखने के लिए कहें। अंत में वाक्यों को सही क्रम में लिखने के लिए उन्हें प्रोत्साहित करें।	
<b>Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins)</b> Ask students to open their Student Activity Books to L63. Popcorn call students to read section A. Next, ask students to write sentences about the pictures in part B using the adjectives in the box. Explain that there may be more than one correct answer. Tell students to read their sentences aloud to a partner once they have finished. Their partner should make sure that their sentences make sense. स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक्स में L63 खोलने के लिए कहें। पॉपकॉर्न कॉल द्वारा स्टूडेंट्स को सेक्शन-A पढ़ने के लिए कहें।	

इसके बाद, स्टूडेंट्स से पार्ट-B में चित्रों के बारे में बॉक्स में अजेक्टिव्स का उपयोग करके सेंटेंसेस लिखने के लिए कहें। समझाएं कि यहाँ एक से अधिक सही उत्तर हो सकते हैं।

स्टूडेंट्स से कहें कि एक बार जब वे लिखना पूरा कर लें तो अपने वाक्यों को एक साथी के साथ जोर से पढ़ें। उनके साथी को यह सुनिश्चित करना है कि उनके वाक्य अर्थपूर्ण हैं।

### Step 3: 20 mins.

Divide the class into two teams.

Have one team send a representative to the board to draw. They will pick two notecards: an adjective notecard and a noun notecard. Give them 90 seconds to draw a picture of the adjective and noun combined and for the team to guess. If they do not guess correctly in 90 seconds, give the other team one chance to guess and get the point.

Encourage them to give the answer in a complete sentence to earn the point.

#### Example:

*If the words are **big** and **house**, the person should draw a big house.*

*The team can guess "It is a big house" or "The house is big."*

#### Adjectives:

- |           |          |         |         |             |        |
|-----------|----------|---------|---------|-------------|--------|
| - strong  | - fat    | - thin  | - angry | - dangerous |        |
| - cute    | - old    | - hot   | - cold  | - tall      |        |
| - strange | - broken | - happy | - fast  | - slow      | - soft |

#### Nouns:

- |             |        |          |        |         |
|-------------|--------|----------|--------|---------|
| - pineapple | - bear | - boy    | - girl | - bus   |
| - mountain  | - fish | - chair  | - milk | - sun   |
| - potato    | - hen  | - pencil | - tree | - camel |

Play the game for about 20 minutes. Acknowledge what both teams did well.

कक्षा को दो टीमों में विभाजित करें।

एक टीम को एक प्रतिनिधि बोर्ड पर ड्रा करने के लिए भेजें। वे दो नोटकार्ड चुनेंगे: एक अजेक्टिव नोटकार्ड और एक नाउन नोटकार्ड। उन्हें अजेक्टिव और नाउन का संयुक्त चित्र बनाने और दूसरी टीम का अनुमान लगाने के लिए 90 सेकंड का समय दें। यदि वे 90 सेकंड में सही अनुमान नहीं लगाते हैं, तो दूसरी टीम को अनुमान लगाने और अंक प्राप्त करने का एक मौका दें।

पाइंट जीतने के लिए उन्हें फुल सेंटेंस में उत्तर देने के लिए प्रोत्साहित करें।

उदाहरण:

यदि शब्द **big** और **house** हों तो उन्हें एक बड़ा घर ड्रा करने के लिए कहें।

टीम अनुमान लगा सकती है "यह एक बड़ा घर है" या "घर बड़ा है।"

लगभग 20 मिनट तक गेम खेलें। दोनों टीमों ने क्या अच्छा किया, उस पर बात करें।

### Step 4: 10 mins.

Ask students to find a partner and speak in English for the last ten minutes of class. Encourage them to use adjectives in their discussion, such as describing things in the classroom or in their homes.

स्टूडेंट्स को कक्षा के अंतिम दस मिनट के लिए एक साथी ढूँढने और इंग्लिश में बोलने के लिए कहें। उन्हें अपनी चर्चा में अजेक्टिव्स का उपयोग करने के लिए प्रोत्साहित करें, जैसे कि कक्षा में या अपने घरों में चीजों का वर्णन करने को कहें।

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

The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips a banana, keys, or some other object into someone's hand. The participants then secretly pass the banana around the circle behind their backs. The

job of the volunteer in the middle is to study people's faces and work out who has the banana.

स्टूडेंट अपनी पीठ के पीछे अपने हाथों हाथ रखकर एक सर्कल में खड़े होते हैं। एक स्टूडेंट को बीच में खड़े होने के लिए बोला जाता है। फसिलिटेटर सर्कल के बाहर घूमता है और चुपके से किसी के हाथ में केला, चाबियाँ, या कोई अन्य वस्तु दे देता है। इसके बाद स्टूडेंट चुपके से फसिलिटेटर द्वारा दी गयी वस्तु को अपनी पीठ के पीछे से सर्कल में घुमाते हैं। बीच में खड़े स्टूडेंट का काम लोगों के चेहरों को देखना और यह पता लगाना है कि फसिलिटेटर द्वारा दी गयी वस्तु किसके पास है।

## Online Search: Note-Taking

### Objectives:

- Students discuss how note-taking can help them learn and practice identifying and recording the key points of their research by using a mind map.
- Students learn about soft skills and how they can be helpful for employment.

### उद्देश्य:

- स्टूडेंट्स इस बात पर चर्चा करते हैं कि कैसे नोट-टेकिंग उन्हें माइंड मैप का उपयोग करके अपनी रिसर्च के प्रमुख बिंदुओं की पहचान करने और लिखने के बारे में सिखाती व अभ्यास कराती है।
- स्टूडेंट्स सॉफ्ट स्किल्स के बारे में सीखते हैं और ये जानते हैं कि ये रोजगार के लिए कैसे मददगार हो सकती है।

### Step 1: 5 mins.

#### Ask:

- Do you ever take notes at school?
- Why is it important to take good notes?
- How can note-taking help with getting a career?

*(For example, researching jobs, showing your employer that you are organized, remembering new skills or tasks at your job, etc.)*

#### पूछें:

- क्या आप कभी स्कूल में नोट्स लेते हैं?
- अच्छे नोट्स लेना क्यों जरूरी है?
- नोट लेने से करियर में कैसे मदद मिल सकती है?

*(उदाहरण के लिए, नौकरियां ढूँढना, अपने बॉस को दिखाना कि आप व्यवस्थित हैं, अपनी नौकरी में नए स्किल्स या कार्यों को याद रखना, आदि)*

### Step 2: 10 mins.

Ask students to open their Student Activity Books to L63B. Give them a couple minutes to look at the mind map.

Then, ask them to discuss the questions at the bottom with a partner. Call on students to share their answers with the class.

Explain that students can refer to this mind map to remind them of tips about their body language when they give presentations.

स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक्स में L63B खोलने के लिए कहें। उन्हें माइंड मैप देखने के लिए कुछ मिनट दें।

फिर, उन्हें नीचे दिए गए प्रश्नों पर एक साथी के साथ चर्चा करने के लिए कहें। स्टूडेंट्स से कक्षा के साथ अपने उत्तर शेयर करने के लिए कहें।

समझाएं कि जब स्टूडेंट प्रेजेंटेशन देते हैं तो उन्हें अपनी बाँड़ी लैंग्वेज के बारे में टिप्स याद करने के लिए इस माइंड मैप को देख सकते हैं।

### Step 3: 10 mins.

#### Ask:

- Does anyone know what “soft skills” means?

- How could **soft skills** help you with a career? (Ask students to use this word during the discussion.)

Give students 3-5 minutes to look up “soft skills for employment” on the laptops and create a list of skills on the board.

पूछें:

- क्या किसी को पता है कि "सॉफ्ट स्किल्स" का क्या मतलब है?
- सॉफ्ट स्किल्स आपको करियर में कैसे मदद कर सकती हैं?

स्टूडेंट्स को लैपटॉप पर "soft skills" for employment" देखने के लिए 3-5 मिनट का समय दें और बोर्ड पर स्किल्स की एक सूची बनाएं।

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

Tell students to choose one of the skills listed on the board. They should research the skill and create a mind map in Activity B of their SABs. They may work alone or with a partner.

*Search examples (if needed):*

- “Soft skill: Leadership”
- “What is leadership?”
- “How can leadership skills help with employment?”

Circulate as students create their mind maps to make sure they are filling them out correctly. Explain that students do not need to fill in every box or line. They may also add more boxes or lines if needed.

स्टूडेंट्स को बोर्ड पर लिखे स्किल्स में से एक को चुनने के लिए कहें। उन्हें स्किल्स पर रिसर्च करना है और अपने एसएबी की एक्टिविटी B में एक माइंड मैप बनाना है। वे अकेले या पार्टनर के साथ काम कर सकते हैं।

सर्च उदाहरण (यदि आवश्यक हो):

- “Soft skill: Leadership”
- “What is leadership?”
- “How can leadership skills help with employment?”

सर्कल के घूमें और ये सुनिश्चित करें की स्टूडेंट अपना माइंड मैप ठीक से बना रहे हैं। बता दें कि स्टूडेंट्स को हर बॉक्स या लाइन भरने की जरूरत नहीं है। जरूरत पड़ने पर वै और बॉक्स या लाइन भी जोड़ सकते हैं।

#### **Step 5: 10 mins. (Urban facilitators to skip this step)**

Ask students to hold up their mind maps and give a 20-second summary of the skill they researched based on their notes.

Once all students have shared, ask whether the mind maps helped them to remember the main points they read and organize their thoughts. Call on 3-4 students to share their experience.

स्टूडेंट्स को अपने माइंड-मैप को पकड़ने के लिए कहें और अपने नोट्स के आधार पर उनके द्वारा रिसर्च किए गए स्किल्स की 20-सेकंड की समरी दें।

एक बार जब सभी स्टूडेंट शेयर कर लें, तो पूछें कि क्या माइंड मैप ने उन्हें उनके द्वारा पढ़े गए मुख्य बिंदुओं को याद रखने और अपने विचारों को व्यवस्थित करने में मदद की। अपने अनुभव शेयर करने के लिए 3-4 स्टूडेंट्स को कॉल करें।

#### **Step 6: English Practice Time: 15 mins:**

Ask students to read the notice in Part C

### **English School of Learning**

We have three courses:

Speaking

maximum 20 students

50-hour course

Monday to Saturday

Experienced teachers  
Rs 250

Writing

maximum 15 students  
10-hour course  
Wednesday only  
experienced teachers  
Rs 100

Listening

maximum 25 students  
45-hour course  
Weekends only  
Qualified teachers  
Rs 150

Opening times

Monday–Friday 7 a.m.–6pm  
Saturday–Sunday 8 a.m.–5 p.m.

Find us

Navi Mumbai  
Coast Guard Road  
Mumbai

Contact

0652 13906  
[es@gmail.com](mailto:es@gmail.com)

**Ask students to answer in full sentences:**

1. In which city is the language school?
2. How many courses are there?
3. How many students are there in a speaking class?
4. How long is the listening course?
5. When can you practice speaking?
6. How much is the writing course?
7. What time does the school open on Tuesday?
8. What time does the school close on Sunday?

**Step 7: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 64**Lesson 64**

<b>Vocabulary:</b> Personality, Influenced, Criticism	<b>Lesson Duration:</b> 140 mins
<p><b>Preparations:</b></p> <ul style="list-style-type: none"> <li>• Write adjectives on notecards before class.</li> <li>• Come prepared with a personal story to share about a time when “log kya kahenge” influenced your life.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Activity Books, L64</li> <li>• L64 Video</li> </ul> <p>तैयारी:</p> <ul style="list-style-type: none"> <li>• कक्षा से पहले नोटकार्ड पर अजेक्टिव लिखें।</li> <li>• उस समय के बारे में शेयर करने के लिए एक व्यक्तिगत कहानी के साथ तैयार आर्यें जब "लोग क्या कहेंगे" ने आपके जीवन को प्रभावित किया।</li> </ul> <p>रिसोर्सस:</p> <ul style="list-style-type: none"> <li>• स्टूडेंट एक्टिविटी बुक, L64</li> <li>• L64 का विडियो</li> </ul>	
<b>Adjectives-2</b>	
<p><b>Classroom Participation Expectation:</b></p> <p>Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students build their adjective vocabulary to include personality words.</li> <li>• Students practice using the vocabulary in writing and/or speech to describe people.</li> </ul> <p>उद्देश्य:</p> <ul style="list-style-type: none"> <li>• व्यक्तित्व शब्दों को शामिल करने के लिए स्टूडेंट अपनी अजेक्टिव्स वोकेबुलरी बनाते हैं।</li> <li>• स्टूडेंट लोगों का वर्णन करने के लिए लिखित और/या भाषण में वोकेबुलरी का उपयोग करने की प्रैक्टिस करते हैं।</li> </ul>	
<p><b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 15 mins.</b></p> <p><b>Explain:</b></p> <p>“<b>Personality</b>” words describe how a person usually behaves, thinks, or feels. For example, a “shy” person is usually quiet or finds it difficult to meet new people.</p> <p>Students watch the AV.</p> <p>Students may work with a partner to write their answers to the quiz questions.</p> <p><b>Review:</b></p> <p>Call on students to share their answers from the quiz.</p> <p>[Answer Key - 1. C, 2. A, 3. B, 4. D, 5. C, 6. B, 7. A, 8. D]</p>	

**Ask:**

- What was the office in the video like?
- What “personality” words did you recognize?
- What words did you hear that were new or unfamiliar?

**समझाएं:**

"Personality" शब्द वर्णन करता है कि एक व्यक्ति आमतौर पर कैसे व्यवहार करता है, सोचता है या महसूस करता है। उदाहरण के लिए, एक "Shy" व्यक्ति आमतौर पर शांत होता है या नए लोगों से मिलना उसके लिए मुश्किल होता है।

स्टूडेंट AV देखते हैं।

क्विज प्रश्न के उत्तर लिखने के लिए स्टूडेंट एक साथी के साथ काम कर सकते हैं।

**रिव्यू:**

क्विज से अपने उत्तर शेयर करने के लिए स्टूडेंट्स को बुलाएं।

[आंसर-की - 1. C, 2. A, 3. B, 4. D, 5. C, 6. B, 7. A, 8. D]

**पूछें:**

- विडियो में ऑफिस कैसा था?
- आपने किन "पर्सनेलिटी" शब्दों को पहचाना?
- आपने कौन से शब्द सुने जो नए थे?

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

Make groups of 2-3 students. Give each group a notecard with one of the adjectives below. If they need to, they can look up the word to find the meaning.

Give them 5-10 minutes to prepare a mini-role play - a short scene that demonstrates the personality word. *For example, if the word is “helpful,” one person could fall down and another person could help them up.*

Ask each group to present their role plays. Give the class a chance to guess the adjective.

**Adjectives:**

kind	brave	creative	outgoing	peaceful	confident
smart	funny				

2-3 स्टूडेंट्स के ग्रुप बनाएं। प्रत्येक ग्रुप को नीचे दिए गए अजेक्टिव्स में से एक का नोटकार्ड दें। यदि उन्हें आवश्यकता हो, तो वे अर्थ खोजने के लिए शब्द को ऑनलाइन/डिक्शनरी में ढूँढ सकते हैं।

उन्हें एक मिनी-रोल प्ले तैयार करने के लिए 5-10 मिनट का समय दें - एक छोटा दृश्य जो पर्सनालिटी शब्द को प्रदर्शित करता है। उदाहरण के लिए, यदि शब्द "Helpful" है, तो एक व्यक्ति नीचे गिर सकता है और दूसरा व्यक्ति उसकी सहायता कर सकता है।

प्रत्येक ग्रुप को अपनी भूमिका निभाने के लिए कहें। कक्षा को अजेक्टिव का अनुमान लगाने का मौका दें।

**Step 3: 15 mins.****(Urban facilitators to conduct this in 5 mins)**

Ask the class to name one famous person (*such as politicians, actors, athletes, musicians, scientists, etc.*). Write their names on the board.

Then, students work in partners to describe one of the people listed. They can choose to write their sentences or say them out loud (or both). Call on each pair to share one sentence.

कक्षा से तीन प्रसिद्ध लोगों के नाम पूछें (जैसे नेता, अभिनेता, एथलीट, संगीतकार, वैज्ञानिक, आदि)। उनके नाम बोर्ड पर लिखें।

फिर, स्टूडेंट लिखे हुए नामों में से दो का वर्णन करने के लिए अपनी साथी के साथ काम करते हैं। वे अपने वाक्य लिखना चुन सकते हैं या उन्हें ज़ोर से कह सकते हैं (या दोनों)। प्रत्येक जोड़ी को एक वाक्य शेयर करने के लिए बुलाएं।

## Log Kya Kahenge 1

### Objectives:

- Students understand “log kya kahenge” as being influenced by what others will think.
- Students have an honest and realistic discussion of how log kya kahenge influences their life and practice weighing the benefits of giving in versus resisting it.

### उद्देश्य:

- स्टूडेंट्स "लोग क्या कहेंगे" को दूसरों के विचारों से प्रभावित होने के रूप में समझते हैं।
- स्टूडेंट्स को एक सच्ची और वास्तविक चर्चा करनी है कि कैसे “लोग क्या कहेंगे” उनके जीवन को प्रभावित करता है और स्टूडेंट्स किसी को कुछ देने या मदद करने के लाभों की तुलना मदद न करने से करते हैं।

### Step 1: 10 mins

#### Ask:

- What does the term “log kya kahenge” mean to you?
- What are some decisions in life that people might try to influence you on?

#### पूछें:

- "लोग क्या कहेंगे" शब्द का आपके लिए क्या मतलब है?
- जीवन में ऐसे कौन से निर्णय हैं जिन पर लोग आपको प्रभावित करने का प्रयास कर सकते हैं?

### Step 2: 15 mins.

Divide the class into groups of 3-4 students. Ask students to open their Student Activity Books to L64 and read the scenario.

In their groups, they should discuss the questions in Activity A.

\*Encourage them to give honest answers. Emphasize that there is not a certain right or wrong answer that they should give.

- How will Hema’s choice affect her life?
  - What would happen if she chose not to listen to her neighbors?
  - What would happen if she chose not to follow her dream?
- How will her choice affect her family?
- How will her choice affect her neighbors?
- What do you think Hema should do?

Call on groups to share their answers with the class.

कक्षा में 3-4 स्टूडेंट्स के ग्रुप बनाएं। स्टूडेंट्स को अपनी स्टूडेंट एक्टिविटी बुक्स में L64 खोलने और सिनेरिओ पढ़ने के लिए कहें।

उन्हें अपने ग्रुप में एक्टिविटी-A के प्रश्नों पर चर्चा करनी है।

\*उन्हें ईमानदारी से जवाब देने के लिए प्रोत्साहित करें। इस बात पर जोर दें कि कोई निश्चित सही या गलत उत्तर नहीं है जो उन्हें देना है।

- हेमा की पसंद उसके जीवन को कैसे प्रभावित करेगी?
  - क्या होगा अगर उसने अपने पड़ोसियों की बात नहीं मानी?
  - क्या होगा अगर उसने अपने सपने का पालन नहीं करने का फैसला किया?
- उसकी पसंद उसके परिवार को कैसे प्रभावित करेगी?
- उसकी पसंद उसके पड़ोसियों को कैसे प्रभावित करेगी?
- आपको क्या लगता है हेमा को क्या करना चाहिए?



अपने उत्तरों को कक्षा के साथ शेयर करने के लिए ग्रुप को बुलाएँ।

### Step 3: 15 mins.

You (the facilitator) begin by sharing a story of a time when “log kya kahenge” influenced you in your life. It could be a time when you made a decision to avoid **criticism** by others or a time when you ignored criticism and chose your own path. **(Ask students to use the word criticism during the discussion)**

In groups of 4-6, ask students to share a story of a time when log kya kahenge affected a decision in their lives.

Explain that they can share something big - such as a decision about their education, career, or marriage - or they can share something small - such as a decision about clothing or another purchase, social media, or joining an activity.

Write these points on the board and ask students to discuss them along with their story:

- Who **influenced** your decision? (Ask students to use this word during the discussion)
- How did you decide what to do?
- Were you happy with your decision?
- Is there anything you could have done differently?

आप (फसिलिटेटर) एक ऐसे समय की कहानी शेयर करना शुरू करते हैं जब "लोग क्या कहेंगे" ने आपको अपने जीवन में प्रभावित किया था। यह एक ऐसा समय हो सकता है जब आपने दूसरों की आलोचना से बचने का फैसला किया हो या ऐसा समय हो जब आपने आलोचना को नजरअंदाज कर अपना रास्ता चुना हो।

4-6 स्टूडेंट्स के ग्रुप में, स्टूडेंट्स से उस समय की कहानी शेयर करने के लिए कहें जब “लोग क्या कहेंगे” ने उनके जीवन में एक निर्णय को प्रभावित किया।

समझाएं कि वे कुछ बड़ा शेयर कर सकते हैं - जैसे कि उनकी शिक्षा, करियर, या शादी के बारे में निर्णय - या वे कुछ छोटा शेयर कर सकते हैं - जैसे कपड़े या अन्य खरीद, सोशल मीडिया, या किसी एक्टिविटी में शामिल होने के बारे में निर्णय।

इन बिंदुओं को बोर्ड पर लिखें और स्टूडेंट्स से उनकी कहानी के साथ इन पर चर्चा करने को कहें:

- Who influenced your decision?
- How did you decide what to do?
- Were you happy with your decision?
- Is there anything you could have done differently?

### Step 4: 10 mins.

**Ask:** Are there times when it might be best to go along with other people’s opinions rather than do what you want?

**Explain:** If you know in advance what you are willing to compromise on and what you value too much to change, you will be more likely to hold onto your values. *For example, some people may value their dreams, supporting their family, their religious beliefs, their ethical beliefs, or an aspect of their personality so strongly that they will not give them up despite what others say.*

Ask students to write one thing that they value too much to change in Activity B of their SAB. They do not have to share it - it is to help them remember that this value is something they will not compromise on.

पूछें: क्या ऐसा कोई समय हो सकता है जब आप जो चाहते हैं उसे करने के बजाय अन्य लोगों की राय मानना बेहतर हो सकता है?

समझाएं: यदि आप पहले से जानते हैं कि आप किस पर समझौता करने को तैयार हैं और जिसका बदलाव आपके लिए बहुत अधिक महत्व रखता है, तो आपके अपने मूल्यों को बनाए रखने की अधिक संभावना होगी। उदाहरण के लिए, कुछ लोग अपने सपनों को महत्व दे सकते हैं, अपने परिवार, अपने धार्मिक विश्वासों, अपने नैतिक विश्वास, या अपने व्यक्तित्व के एक पहलू का समर्थन इतनी दृढ़ता से कर सकते हैं कि वे दूसरों के कहने के बावजूद उन्हें नहीं छोड़ेंगे।

स्टूडेंट्स से एक ऐसी चीज़ एसएबी की एक्टिविटी-B लिखने को कहें, जिसे वे इतना अधिक महत्व देते हैं बदलना नहीं चाहते। उन्हें इसे शेयर करने की आवश्यकता नहीं है - यह उन्हें याद रखने में मदद करने के लिए है कि यह मूल्य कुछ ऐसा है जिससे वे समझौता नहीं करेंगे।

### **Home Extension Review: 5 mins.**

**(\*Conduct only if Lesson filling the classroom was given)**

Gather information and updates from students about the Filling the classroom activity. Ask how their experiences have been so far.

Give students an opportunity to problem-solve or provide each other feedback.

Acknowledge students who have helped connect new students with FEA.

### **Home Extension:**

- Continue implementing your plan in your team.

### **Step 5: 13 mins.**

Call everyone near the facilitator's laptop. Open this link on the facilitator's laptop. Complete this quiz as a class: Ensure everyone participates: Quiz URL below:

[English Quiz](#)

### **Step 6: 10 mins.**

**(Urban facilitators to 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 learn about ..... (The facilitator should talk about what we would be learning in the upcoming 3 days to create excitement).

I am excited for the upcoming days, 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 65**Lesson 65****Vocabulary:** Independent Research, Social Pressure, React vs Respond**Lesson Duration: 137 mins****Preparations:**

- Write Log Kya Kahenge response strategies on the board before class:
  1. *Keep calm*
  2. *Stay confident*
  3. *Respond*

**Resources:**

- Student Activity Books, L65

## तैयारी:

- कक्षा से पहले बोर्ड पर “लोग क्या कहेंगे” प्रतिक्रिया के लिए रणनीतियाँ लिखें:
  1. *Keep calm*
  2. *Stay confident*
  3. *Respond*

## रिसोर्सस:

- स्टूडेंट एक्टिविटी बुक, L65

**Online Search: Independent Research**

ऑनलाइन सर्च: एक रिसर्च प्रश्न बनाना

**Classroom Participation Expectation:** Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!

**Objectives:**

- Students will practice forming a “just right” research question that will lead them to a focused but open-ended search.
- Students will practice note-taking, summarizing, and reflecting on whether their question was answered.

## उद्देश्य:

- स्टूडेंट्स एक "जस्ट-राइट" रिसर्च प्रश्न बनाने की प्रैक्टिस करेंगे जो उन्हें एक फोकस लेकिन ओपन-एंडेड खोज की ओर ले जाएगा।
- स्टूडेंट्स नोट्स-लेने और समराइजिंग की प्रैक्टिस करेंगे और ये भी देखेंगे की उनके प्रश्नों का उत्तर उन्हें मिला या नहीं।

**Mindfulness Exercise:**

Begin the class with 2 mins of mindfulness exercise.

**Step 1: 10 mins.**

Present a hypothetical situation:

- "Imagine a world without internet access for a day. How would you find information about a topic you're curious about or solve a problem without the internet?"
- Encourage students to reflect on the challenges they might face.

Now Compare the offline methods with the conveniences of online research. Discuss the strengths and how essential online search is in today's world.

**Step 2: 10 mins.**

Ask students to read Activity A in L65 of their Student Activity Books. Have them discuss the question with a partner, then call on students to share their answers.

- Which question do you think would lead you to the most useful information? Why?

**Explain:**

- Search Term #1 is very broad. It will provide you with a lot of information. Some of it may be useful and some may not. You may have to spend a long time reading through it to find the useful information.
- Search Term #3 is very narrow. The answer may or may not exist online. If it does, you may quickly find your answer, and your research will be finished.
- Search Term #2 is focused - it is clear what they are looking for. It is also open-ended, so rather than one specific answer, it may provide a lot of information about the topic.

Depending on what kind of research you are doing, it may be helpful to use a very broad or very narrow search term. For today, ask students to start their search with a “just right” question that could lead them to a lot of useful information about a topic.

स्टूडेंट्स से उनकी स्टूडेंट एक्टिविटी बुक्स की एक्टिविटी-A, L65 को पढ़ने के लिए कहें। उन्हें एक साथी के साथ प्रश्न पर चर्चा करने के लिए कहें, फिर स्टूडेंट्स से अपने उत्तर शेयर करने के लिए कहें।

- आपको क्या लगता है कि कौन सा प्रश्न आपको सबसे उपयोगी जानकारी की ओर ले जाएगा? क्यों?

समझाएं:

- सर्च टर्म #1 बहुत बड़ा है। यह आपको बहुत सारी जानकारी प्रदान करेगा। इसमें से कुछ उपयोगी हो सकते हैं और कुछ नहीं भी हो सकते हैं। उपयोगी जानकारी प्राप्त करने के लिए आपको इसे पढ़ने में लंबा समय लग सकता है।
- सर्च टर्म #3 बहुत छोटा है। उत्तर ऑनलाइन मौजूद हो भी सकता है और नहीं भी। यदि उत्तर मौजूद होता है, तो आप जल्दी से अपना उत्तर पा सकते हैं, और आपकी रिसर्च समाप्त हो जाएगी।
- सर्च टर्म #2 केंद्रित है - यह स्पष्ट है कि वे क्या खोज रहे हैं। यह ओपन-एंडेड भी है, इसलिए एक विशिष्ट उत्तर के बजाय, यह विषय के बारे में बहुत सारी जानकारी प्रदान कर सकता है।

आप किस प्रकार का शोध कर रहे हैं, इस पर निर्भर करते हुए, बहुत बड़ा या बहुत छोटा सर्च टर्म का उपयोग करना सहायक हो सकता है। आज के लिए, स्टूडेंट्स से अपनी खोज एक "जस्ट-राइट" प्रश्न के साथ शुरू करने के लिए कहें, जो उन्हें किसी विषय के बारे में बहुत सारी उपयोगी जानकारी तक ले जा सके।

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

Tell students to choose any topic they would like to learn more about. For example:

- A career
- A skill
- A news event

Ask them to form a question about the topic that will guide them toward what they want to learn. They should aim to make it “just right” - not too broad and not too narrow. Tell them to write the question in Activity B of their SABs.

स्टूडेंट्स से कहें कि वे कोई भी विषय चुनें जिसके बारे में वे अधिक जानना चाहते हैं। उदाहरण के लिए:

- A career
- A skill
- A news event

उन्हें उस विषय के बारे में एक प्रश्न बनाने के लिए कहें जो उन्हें उस दिशा में ले जायेगा जो वे सीखना चाहते हैं। उन्हें इसे "जस्ट-राइट" बनाने का लक्ष्य रखना चाहिए - न बहुत बड़ा और न ही बहुत छोटा। उनसे कहें कि वे अपने एसएबी की एक्टिविटी-B में प्रश्न लिखें।

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

Give students time to conduct an online search about their research question. They should visit at least two websites.

Tell them to take notes in Activity C of their SABs. If needed, they can use a notebook or scrap paper for additional space.

If needed, remind them to switch with their partners after 10-15 mins.

स्टूडेंट्स को उनके रिसर्च प्रश्न के बारे में ऑनलाइन सर्च करने का समय दें। उन्हें कम से कम दो वेबसाइटों पर जाना है।

उन्हें अपने एसएबी की एक्टिविटी-C में नोट्स लेने के लिए कहें। यदि आवश्यक हो, तो वे अतिरिक्त स्थान के लिए नोटबुक या स्क्रेप पेपर का उपयोग कर सकते हैं।

यदि आवश्यक हो, तो उन्हें 10-15 मिनट के बाद अपने साथी के साथ बारी बदलने के लिए याद दिलाएं।

**Step 5: 10 mins. (Urban facilitators to skip this step)**

Ask why it is important to revisit your question at the end. (*Accept all answers and emphasize that they should check to see if the information they found answered their original question.*)

Tell students to fill out Activity D of their SABs to summarize what they learned and reflect on whether it answered their original question.

पूछें कि अंत में अपने प्रश्न पर फिर से विचार करना क्यों महत्वपूर्ण है। (सभी उत्तरों को सुनें और इस बात पर जोर दें कि उन्हें यह देखने के लिए जांच करनी चाहिए कि क्या उन्हें मिली जानकारी उनके मूल प्रश्न का उत्तर देती है।)

स्टूडेंट्स से कहें कि वे अपनी एसएबी की एक्टिविटी-डी भरें ताकि वे जो कुछ भी सीखे उसकी समरी दें और इस पर विचार करें कि क्या इसने उनके मूल प्रश्न का उत्तर दिया।

**Energizer - The Perfect Square: 3 to 5 min (Urban facilitators to skip this step)**

The students will be playing in groups. They will close their eyes and hold each others' hand. Once they are done with this, the teacher asks them to make a square. They can talk as much as they want, but they can't open their eyes. They can open their eyes when they think they have made the perfect square.

स्टूडेंट्स ग्रुप में खेलेंगे। वे अपनी आँखें बंद करेंगे और एक दूसरे का हाथ पकड़ेंगे। एक बार जब वे ऐसा कर लेते हैं, तो फसिलिटेटर उन्हें एक स्क्वायर/चतुर्भुज बनाने के लिए कहता/कहती हैं। वे जितना चाहें उतनी बात कर सकते हैं, लेकिन वे अपनी आँखें नहीं खोल सकते। वे अपनी आँखें तब खोल सकते हैं जब उन्हें लगता है कि उन्होंने पूर्ण स्क्वायर/चतुर्भुज बना लिया है।

**Duolingo: 15 mins: (Urban facilitators conduct this in 2 mins. Remind students to practice Duolingo at home):** Ask students to login to their Duolingo account. Let students practice Duolingo.

**Log Kya Kahenge 2****लोग क्या कहेंगे 2****Objectives:**

- Students will practice resisting the social pressure of 'log kya kahenge' using respectful responses.

(*Note: Students may decide that some pressure, such as family pressure, should not be resisted. This is also acceptable - use this as an opportunity for students to discuss how to decide when it is important to resist and when it is best to listen to others.*)

**उद्देश्य:**

- स्टूडेंट्स सम्मानजनक तरीके से 'लोग क्या कहेंगे' के सामाजिक दबाव का विरोध करने की प्रैक्टिस करेंगे।

(नोट: स्टूडेंट यह तय कर सकते हैं कि कुछ दबावों, जैसे पारिवारिक दबाव, का विरोध नहीं किया जाना चाहिए। यह भी स्वीकार्य है - इसका उपयोग स्टूडेंट्स के लिए इस बात पर चर्चा करने के अवसर के रूप में करें कि कब विरोध करना महत्वपूर्ण है और कब दूसरों को सुनना सबसे अच्छा है।)

### Step 1: 10 mins

- Last class, you discussed times when you experienced 'log kya kahenge.' How did you respond in those situations?
- Was your response effective?

Explain the strategies listed on the board:

- Keep calm – Try not to become defensive or argue. Take deep breaths if needed.
- Stay confident. – Remember your values and why you believe in your decisions.
- Respond - Acknowledge their opinion and then explain yours. (Use respond in sentences)

Ask: (Call on 3-5 students. Accept all answers.)

- What are some examples of respectful responses when someone criticizes your decisions?

थिंक-पेयर-शेयर:

- पिछली कक्षा में, आपने ऐसे समय पर चर्चा की थी जब आपने 'लोग क्या कहेंगे' का अनुभव किया था। आपने उन स्थितियों में कैसे जवाब दिया?
- क्या आपका जवाब प्रभावी था?

बोर्ड पर लिखी रणनीतियों की व्याख्या करें:

- Keep calm - कोशिश करें कि रक्षात्मक न बनें या बहस न करें। जरूरत पड़ने पर गहरी सांसें लें।
- Stay confident - अपने मूल्यों को याद करें और याद करने की आप अपने फैसलों पर विश्वास क्यों करते हैं।
- Respond - उनकी राय को स्वीकार करें और फिर अपनी व्याख्या करें। (Use respond in sentences)

पूछें:

(3-5 स्टूडेंट्स को बुलाएँ। सभी उत्तरों को सुनें।)

- जब कोई आपके फैसलों की आलोचना करता है तो इस स्थिति में कुछ सम्मानजनक जवाब क्या हो सकते हैं?

### Step 2: 20 mins.

Students form groups of 2-4. Each group chooses one of the following situations (it's okay if multiple groups choose the same situation).

In their role play, at least one person should disagree with the other person's decision. That person can use the strategies discussed to respond.

**Situations:**

- The decision to take a job below your qualifications.
- The decision to move to a city for a job.
- The decision to enroll in a university.
- The decision to marry someone of a different religion, caste, economic status, or region.

Give students 10-15 minutes to plan their role plays.

Then, each group can perform. Other students may provide feedback or respond.

2-4 स्टूडेंट्स के ग्रुप बनाएं। प्रत्येक ग्रुप निम्न स्थितियों में से एक को चुनता है (यदि एक से अधिक ग्रुप एक ही स्थिति चुनते हैं तो भी ठीक है)।

अपने रोल-प्ले में, कम से कम एक व्यक्ति को दूसरे व्यक्ति के निर्णय से असहमत होना है। वह व्यक्ति जवाब/प्रतिक्रिया देने के लिए चर्चा की गई रणनीतियों का उपयोग कर सकता है।

स्थितियां:

- आपकी योग्यता से कम की नौकरी लेने का निर्णय।
- नौकरी के लिए शहर जाने का फैसला।
- विश्वविद्यालय में प्रवेश लेने का निर्णय।
- किसी भिन्न धर्म, जाति, आर्थिक स्थिति या क्षेत्र के किसी व्यक्ति से विवाह करने का निर्णय।

स्टूडेंट्स को उनके रोल-प्ले की योजना बनाने के लिए 10-15 मिनट का समय दें।

फिर, प्रत्येक ग्रुप प्रेजेंट कर सकता है। अन्य स्टूडेंट फीडबैक दे सकते हैं या प्रतिक्रिया दे सकते हैं।

### Step 3: 10 mins.

#### Explain:

Making decisions that not everyone agrees with can be difficult. It helps to have people that support your decisions, too.

Write down the names of two people in your life who are supportive.

#### Ask:

- What can they do to support you in making your own decisions?

समझाएं:

ऐसे निर्णय लेना जिनसे हर कोई सहमत हो, मुश्किल हो सकता है। ऐसे लोग होना जो आपके निर्णयों का समर्थन करते हैं, मददगार होता है।

अपने जीवन में दो ऐसे लोगों के नाम लिखिए जो आपको सपोर्ट करते हैं।

पूछें:

- वे आपके निर्णय लेने में आपका समर्थन करने के लिए क्या कर सकते हैं?

### Step 4: 5 mins.

Gather information and updates from students about the Filling the classroom activity. Ask how their experiences have been so far.

Filling the classroom एक्टिविटी के बारे में स्टूडेंट्स से जानकारी और अपडेट इकट्ठा करें। पूछें कि उनके अब तक के अनुभव कैसे रहे हैं।

Give students an opportunity to problem-solve or provide each other feedback.

FEA. स्टूडेंट्स को समस्या-समाधान करने या एक-दूसरे को प्रतिक्रिया देने का अवसर दें।

Acknowledge students who have helped connect new students with

उन स्टूडेंट्स की बात करें जिन्होंने नए स्टूडेंट्स को FEA से जोड़ने में मदद की है।

#### Home Extension:

- Continue implementing your plan in your team.

गृह विस्तार:

- अपनी योजना को अपनी टीम में लागू करना जारी रखें।

### Step 5: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 66 | Consolidation**Lesson 66**

<b>Vocabulary:</b> Dilemma, proficiency, consequences	<b>Lesson Duration:</b> 137 mins
<b>Preparations:</b> <ul style="list-style-type: none"> <li>• Write English “Review” sentences on the board before class.</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Reference Books, L66</li> <li>• L66-1 or L66-2 Video</li> </ul>	
<b>Consolidation</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students review and practice using <i>a</i>, <i>an</i>, and <i>the</i> as well as adjectives.</li> <li>• Students continue to gain confidence in their English speaking skills without focusing on making mistakes.</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise. <b>Step 1: 15 mins.</b> <b>(Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home)</b> Share with the class <ul style="list-style-type: none"> <li>• "Everyone, today we will start with Duolingo practice! Ten of you, please log into your Duolingo accounts and start your exercises.</li> <li>• The other ten, come to the front and let's form a circle.</li> <li>• Now, let's talk about how we're doing on Duolingo. If you're making good progress, awesome job! Keep it up! If you need a bit more help, that's okay too. We're here to support each other.</li> <li>• Talk for 15 minutes with this group. Motivate them to continue their learning. Only then will they be good at the language.</li> <li>• Remember, only half of you will practice today, so let's cheer each other on and make the most of our time!"</li> </ul>	

<b>Step 2: 10 mins.</b> Before class, write the following <i>incorrect</i> sentences on the board. <ul style="list-style-type: none"> <li>• Do you have a eraser?</li> <li>• Look at that butterfly in my hand!</li> <li>• My dream is to be the engineer.</li> </ul>
--



Ask students what is wrong with them. In addition to identifying the problem, ask them to try to explain why. Accept all answers and emphasize the strongest explanations.

*Answer Key - for facilitator's reference only*

- Do you have an eraser? - "an" before words that start with a vowel sound.
- Look at this butterfly in my hand! - "this" describes something nearby.
- My dream is to be an engineer. - "an" means one engineer in general rather than the only engineer in a specific situation.
- Do you have an eraser? - "an"
- Look at this butterfly in my hand! - "this"
- My dream is to be an engineer. - "an"

### **Step 3: 15 mins.**

Ask students to work in pairs. They should open their Student Reference Books to L66.

Call on a student to read the example and discuss how the sentence changed by adding adjectives. Then, give students about 10 minutes to add adjectives to the other sentences on the page. Encourage them to be creative.

Ask each pair to share one sentence aloud.

### **Step 4: 15 mins:**

**(Urban facilitators to conduct this in 10 mins):**

Ask students to write three sentences describing themselves on a piece of paper. Encourage them to use personality words. They should *not* show their sentences to their classmates.

Collect the papers and mix them up, then redistribute them to different students. Each student reads the sentences they are handed, and the class has two chances to guess who wrote it.

### **Step 5: D.E.A.R - 25 mins.**

- Begin by introducing the concept of D.E.A.R time to your students.
- Explain that D.E.A.R stands for "Drop Everything and Read," where everyone stops what they're doing to read quietly for a designated period.
- Share the benefits of reading, such as improving vocabulary, comprehension, and increasing imagination.
- Now ask everyone to read a passage given in their SRB and answer the questions (20 mins)
- Lead by example by participating in DEAR time yourself.
- Discuss the answers as a class
- Ask students their experiences with their first D.E.A.R time.
- Ask students: Imagine you are in Priya's shoes. Would you prioritize honesty and risk losing the job opportunity, or would you consider hiding the truth to increase your chances of getting the job? Explain your reasoning.

### **Energizer 3- 5 mins.**

**(Urban facilitators to skip this step):**

Ask students to stand in a circle. They should go around the circle counting, but for multiples of 3, they should clap instead of saying the number. (e.g. 1, 2, clap, 4, 5, clap).

Once they have mastered 3s, try larger multiples.

## Typing Lesson 9: Lower Row

### **Student Options:**

Option A - Students complete Typing Lesson 9 (instructions below). ALL students who are not fluent at touch-typing (using ten fingers instead of just pointer fingers) should be encouraged to participate in the typing lesson.

Option B - Replacing Coaching (instructions below). Students who are already fluent in touch-typing may use this time to advance other digital skills.

## Replacing Coaching

### **Step 1: 5 mins.**

Students should write down their learning goal of what specific skill they will learn more about and practice today as well as what their first step will be. Explain that today, they should set a goal for something related to Emails OR Job Apps.

Today during digital learning time, I will work on \_\_\_\_\_

I will start by \_\_\_\_\_

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

Allow students to use laptops or smartphones to work toward their digital learning goals. If they need help, they should do online research or ask a classmate.

### **Step 3: 5 mins:**

#### **Think-Pair-Share:**

- Did you accomplish your goal? Why or why not?
- What challenges did you run into and how did you try to solve them?

### **Step 4: 10 mins.**

#### **(Urban facilitators to conduct this in 5 mins):**

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What new words did we learn last week?
2. Do you have any questions or areas where you would like more practice?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will start with learning more about the importance of health and hygiene.

We'll practice speaking lots of English together. I have some fun teamwork games that will help us communicate better in English.

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

**Step 5: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.
- 

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

**Answers to D.E.A.R Passage**

- 1- d) She has to decide whether to tell the truth about a software program 2- b) To support her family financially 3- b) Lying is never a good idea 4- b) She believes honesty is important 5- b) She might lose the job later 6- c) Being skilled or good at something 7- b) Problem 8- b) Bad results or effects

How to announce GBC winner**Lesson 67**

<b>Vocabulary:</b> Hygiene, gig-economy	<b><u>Lesson Duration: 137 mins</u></b>
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>● Student Reference Books, L67</li> <li>● L-67 Video</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
<b>Poster Discussion: 15 mins:</b> Tell students to read the poster given in Part A SRB. Ask them to think what the poster is about. Ask	
<ol style="list-style-type: none"> <li>1. What does it mean to be "hungry for information" in your opinion?</li> <li>2. Why is it important to keep learning throughout your life, even after finishing school/college education?</li> </ol>	
<b>Hygiene</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>● Introduce the idea of 'dirt' you cannot see" (i.e., germs).</li> <li>● Students will learn to talk about their own habits/actions that are hygienic/unhygienic.</li> </ul>	
<b>Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins):</b>	
Write the word 'hygiene' on the board and ask students to write/draw what it means in Part A2. Share what students will learn in the lesson and ask why it is important especially if their goal is to be successful professionals. Write on the board: "Cleanliness is godliness" (M.K. Gandhi). Ask students what they understand by this statement. Collect all responses and repeat those that help steer the lesson. Introduce words like <b>hygiene</b> , hygienic and unhygienic.	
<b>Step 2: 10 mins.</b>	
Ask students for some examples of something hygienic and unhygienic. Ask students to discuss Part A3.	
Ask students to share their responses. Use peer correction, whenever required.	
Ask what makes something hygienic/unhygienic.	
<b>Step 3: 15 mins. (Urban facilitators to conduct this in 10 mins)</b>	
Ask students to discuss Part B in pairs. Take responses.	
<b>Step 4: 15 mins.</b>	

Talk about food **hygiene**, hand **hygiene**, oral **hygiene**.

**Vocabulary practice:**

Play Hot Potato- Each student writes 2 sentences.

Sentence 1- Their hygienic habit.

Sentence 2- One habit, they need to make hygienic.

Students stand in a circle with a facilitator in the middle. Facilitator throws a paper ball towards a student. The student catches the ball and speaks their 2 sentences.

Then the student trades places with the facilitator and they throw the ball towards another student. The second student catches the ball and speaks their sentences.

Let students play the game as long as time permits.

**Energiser: 5 mins.**

**(Urban facilitators to skip this step)**

Participants sort themselves into pairs. Each pair decides which one of them will be the 'mirror'. This person then copies (mirrors) the actions of their partner, trying to synchronize with them exactly. After some time, ask the pair to swap roles so that the other person can be the 'mirror'.

## The Gig Economy

**Objectives:**

- Students understand the difference between “gig” and salaried jobs.
- Students see the advantages and disadvantages of gig jobs

**Step 1: 10 mins:**

**Ask:**

- Who do workers receive their payment from?
- How often do they receive it?
- Is it the same for all jobs?

Accept all answers. Explain that many workers receive monthly or weekly salary from a boss or employer while others receive money for each hour they work or for a specific job they do. This may come from an employer or it could come directly from a client.

Ask whether anyone has heard of the “gig economy.” Then, show the AV.

**Step 2: 15 mins.**

**Ask:**

- What is the “**gig economy**”?

Explain that “gig” jobs can refer to jobs at a big company (*for example, Ola driver, Swiggy delivery*) or jobs that you do on your own (*for example, gardener, barber*). It means that instead of working a set number of hours every week and receiving a salary, you work when you are available and a client needs you and get paid accordingly.

Ask students to open their Student Reference Books to L70B. They can work with a partner to read the job descriptions in Activity A and discuss whether or not they are “gig” jobs.

Call on a few students to share their answers.

**Vocabulary practice:**

Share other examples of **gig economy** jobs.

**Step 3: 10 mins.**

With the same partner, ask students to discuss some pros and cons of working a gig economy job. See Activity B of their SRBs. (*For example, a pro might be that their hours are flexible; a con might be that their salary is less stable.*)

Call on students to share a few responses.

**Ask:**

- Do you know someone who works in the gig economy? What is their experience like?

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

Facilitator asks all students to stand up.

Facilitator refers to the 2nd concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. Student(s) who don't share correct understanding, are asked to stand up again.

Question - What is 'gig economy'? Share with an example.

Facilitator takes a note of total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

**Step 5: 10 mins: (Urban facilitators to 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 learn about ..... (The facilitator should talk about what we would be learning in the upcoming 3 days to create excitement).

I am excited for the upcoming days, I don't want you to miss this experience.

**Step 5: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.



## Lesson 68

<p><b>Vocabulary:</b></p> <p>Well-being, cramps, unconscious, brought vs bought,</p>	<p><b><u>Lesson Duration: 132 mins</u></b></p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Reference Books, L68</li> <li>• L68 Video</li> </ul>	
<p><b>Log Kya Kahenge 3</b></p>	
<p><b>Classroom Participation Expectation:</b></p> <p>Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Encouraging students to see the influence of societal opinions on decision-making and personal growth.</li> </ul>	
<p><b>Mindfulness Exercise:</b></p> <p>Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 15 mins.</b></p> <p>Share with your students that many of us are fortunate to live in communities where people know each other well, have good support, and we are concerned with each others' <b>well-being</b>. While these ties can support us through hard times, they can also make us feel like we are being closely observed, or even judged. We may receive a lot of well-meaning advice or criticism. We may find ourselves weighing decisions in light of what other people may think of us.</p> <p>Ask students to think and respond to question 1 in the Student Reference Book.</p> <p>Now as a whole class discussion, ask students their responses.</p> <p><b>Vocabulary practice:</b></p> <p>What do people around you do for each other's <b>well-being</b>?</p>	
<p><b>Step 2: 25 mins. (Urban facilitators to conduct this in 20 mins)</b></p> <p>Direct the class to read a newspaper article given in Part B of their SRB. Facilitator should also read silently while students are reading the story. (10 mins)</p> <p>After everyone reads the story, ask students for their takeaways. (10 mins)</p> <p>Class discussion: How can you distinguish between listening to legitimate concerns and being too worried about what someone thinks? Think of practical examples from your own life:</p>	
<p><b>Step 3: 25 mins.</b></p> <p>Ask students to watch the AV on the student's laptop.</p> <p>While students are watching the video, write these two quotes on the board.</p>	



1- “As you make life and career decisions while navigating the opinions of others, remember to always be kind, always be helpful, and never be intimidated.”

2- “Do not let your peace depend on the hearts of others; whatever they say about you, good or bad, you are not because of it another, for as you are, you are: **Thomas a Kempis**

Discuss the two quotes after everyone watches the videos. Encourage everyone to share their responses.

#### **Step 4: 20 mins.**

**(Urban facilitators conduct this in 5 mins. Remind students to practice Duolingo at home.):**

Ask students what is their progress on Duo Lingo. Acknowledge the efforts of those students who have been sincere in their journey of learning. Ask them to quickly share their experiences and what motivates them to be sincere. (5 mins)

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

Ask students to write new vocabularies they learnt on the Duo Lingo chart paper.

#### **Step 5: D.E.A.R: 45 mins. (Urban facilitators to conduct this in 25 mins)**

1. Display the photographs of Mhonbeni receiving the National Bravery Award. Photo at the end of this lesson in the FRB.
2. Ask- what they think might have happened that Mhonbeni received the National Bravery Award? -5 mins
3. Provide a summary of Mhonbeni's story, sharing the details of her quick thinking and courageous actions to save her grandmother- 5 mins
4. Direct students to read the paragraph in their SRB and answer the questions in their notepad. - 10 mins
5. Discuss the answers with the class. (Find the answers with the class)- 10 mins
6. Lead a class discussion on the following questions: 10 mins
  - How did Mhonbeni show bravery in response to the emergency?
  - Why is it important to act quickly and courageously in emergencies?
- Ask students to take a few moments to reflect individually on a time when they or someone they know demonstrated bravery.- 10 mins
- Make a big circle. End the class by discussing the difficult words from the lesson (given in the vocabulary section of the FRB). Ask students to make sentences using these words - 10 mins



Mhonbeni Ezung: Youngest recipient of the bravery awards this year – India TV

[Visit >](#)

Summary of Lesson 69**Lesson 69**

<b>Vocabulary:</b> Always, often, sometime, rarely, never, focus	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Reference Books, L69</li> <li>• L69 Video</li> </ul>	<b><u>Lesson Duration: 140 mins</u></b>
<b>Healthy Living</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Educate students about illness, physical education, and balanced diets so that they have the knowledge to make healthy choices.</li> <li>• Students will self-assess their habits to identify if they make a healthy choice.</li> </ul>	
<b>Step 1: 15 mins.</b> In your high school cafeteria, there's a discussion about replacing sugary drinks with healthier options like water, unsweetened juices, and milk. Some people think this change is good because it helps everyone be healthier. But others say it takes away the freedom of students to pick what they want to drink. Divide the class into 2 groups and assign each group a different roles on the situation . Group 1- Discuss how having healthier drink options might help students make better choices for their health. Group 2- Talk about why it's important for students to have the freedom to pick what they want to drink, even if it's not the healthiest option.	
<b>Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins)</b> Ask students to review the questions in Part A and ensure that all the students understand them. Give students 2-3 minutes to think about them. Collect all responses and repeat those that help steer the lesson. Establish that our choices decide whether those act to our advantage or disadvantage.	
<b>Step 3: 10 mins.</b> Explain the use of <b>always/often/sometimes/rarely/never</b> and discuss Part B.1. Walk around to guide, correct and assist, as required. <b>Vocabulary practice:</b> Ask a few students to share their responses.	
<b>Step 4: 10 mins. (Urban facilitators to skip this step):</b> Give students a few situations from Appendix and ask what they would choose and why.	
<b>Step 5: 15 mins (Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home):</b>	

Inform students that it's their Duolingo time. They must work in pairs and try to earn as many XP points as possible. Remind them that the team that has the maximum point by lesson 80 stands a chance to earn a certificate.  
In the last few minutes of the activity, ask students what exercises they completed and if they learnt any new vocabulary.

**Step 6: 3-5 mins. (Urban facilitators to skip this step):**

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

- In the Manner of the Adverb
- Clap on Multiples
- Four Corners

## One-Pointed Focus

**Objectives:**

- Students will self-reflect on the extent to which they practice one-pointed focus currently.
- Students will discuss the benefits of one-pointed focus.
- Students will discuss and practice strategies to improve one-pointed focus.

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

- What thoughts are going on in your mind when you eat your favorite food? Do you take the time to smell, taste and truly enjoy your favorite food?
- What thoughts are going on in your mind when you read something? Do you check your phone or do other activities that distract you?
- Is it easy to pay attention to everything you do? What makes you say that?

**Step 2: 10 mins**

Ask students to share some benefits of paying attention or fully concentrating on the task you are doing at the present moment. List their answers on the board.

If needed, add that when you focus on a task:

- It is more enjoyable
- You learn or work more effectively
- It is less stressful
- You develop self-control

**Step 3: 20 mins**

Students watch the AV.

**Think-Pair-Share:**

- What did you learn from the video?

Once students have watched, ask (vocabulary practice):

- Did you miss the bear in the first go? Why? How were you able to notice the bear in the second go?
- Does it happen in everyday life? Is it easy to **focus** completely on a particular task? Why/Why not?

**Step 4: 10 mins.**

Ask students to open their Student Reference Books to 69 B and focus on the image. They need to find the dice (die). Give them 2-3 minutes to find it. Ask them not to call out or point it out to others when they find it.

After 2-3 minutes, ask students to show where the dice is.

Answer Key:



**Ask:**

- How were you able to find it?
- Was this task easy or difficult? Why?
- Did you think about anything else as you were searching the image?

**Explain:**

Practicing a one-pointed focus at a time to start with can help you to eventually increase your focus for tasks with a longer duration. Like a sport, focus is something that can be improved with practice.

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

Facilitator asks all students to stand up.

Facilitator refers to the 1st concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator refers to the 2nd concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.

Facilitator asks follow up questions to 1-2 students to check their understanding of the concept. Student(s) who don't share correct understanding, are asked to stand up again.

Question - How does maintaining a 'one point focus' help individuals in achieving their goals?

Facilitator takes a note of total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

# Appendix

## MAKING HEALTHY CHOICES

If -	Follow-up questions -
you have been busy in office till late night, would you go to bed after you finish work or watch TV to relax?	How will you feel the next day?
you have been missing your exercise during exams, would you get back to regular exercise right after the exams or take another week off so that you can sleep till late?	How can you make time for both?
you find it difficult to stay silent, would you stop trying as it is of no use or try out different ways?	How would you feel about your choice?
you have lots of things to do, would you begin to get tensed/ stressed or start by doing the what's on your list?	How would you feel after making your choice?
you have forgotten to bring your lunch and your only choice is eating pakodas from a street vendor, would you eat that or skip lunch that day?	What would you do next time?
you have not slept well at night, would you sleep in for an hour or push yourself out of bed for your exercise session.	How would it affect your day?
you haven't had a chance to eat dinner all evening, would you eat snack or go to bed without snacking?	Why did you not choose differently?
you have an argument with your family late at night, would better you go to bed angry or resolve it before you sleep?	Why did you make this choice?

## Lesson 70

<b>Vocabulary:</b> Conjunction	<b><u>Lesson Duration: 142 mins</u></b>
<p><b>Note:</b> If you have conducted Lesson 20 and 26 based on the previous version, please guide students what the new Milestone Championship is about.</p>	
<p><b>Preparations:</b></p> <ul style="list-style-type: none"> <li>● Be prepared to announce the winning teams from the attendance competition.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Student Reference Books, L 70</li> </ul>	
<p><b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Recap English Practice: 10 mins.</b></p> <ol style="list-style-type: none"> <li>1. Ask students to refer to the sentences in their Student Reference Book (SRB) - Part A.</li> <li>2. Explain that they will participate in a Sentence Correction Challenge where they will correct the given sentences.</li> <li>3. Use a combination of popcorn and cold calls to take responses from students.</li> <li>4. Ask a student to read it aloud to the class. Take responses.</li> <li>5. Encourage students to explain why they made the corrections to reinforce understanding.</li> <li>6. Provide positive feedback for correct responses and gently guide students towards the correct answer if needed.</li> </ol>	
<h3>Conjunction</h3>	
<p><b>Objectives:</b> Identify conjunctions ("and," "but," "or") and understand their role in joining words, phrases, or sentences. Use conjunctions appropriately in their own sentences.</p>	
<p><b>Step 1: 10 mins.</b></p> <p>Write the word Conjunction on the board. As a class practice saying the word. Now ask the class to guess what it means.</p> <p>Write examples of common conjunctions on the board: "and," "but," "or."</p> <p>Provide simple examples of how conjunctions are used in sentences, such as "I like ice cream <b>and</b> cake,"</p>	

"She is tall **but** he is short,"

"Do you want tea **or** coffee?"

Ask students if they have heard these words before and if they know what they do in a sentence.

After a few responses: explain what a conjunction is: "A conjunction is a word that joins words, phrases, or sentences together."

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

Ask each student to write 3 examples of sentences using conjunctions. One sentence with 'and' second sentence with 'but' and the third sentence with 'or' Now ask each student to share their sentences with their partners. Move around and listen to the sentences If students make incorrect sentences, ask the class to correct it.

**Step 3: 20 mins: (Urban facilitators to conduct this in 15 mins. They should verbally discuss Part B with students.):** Ask students to complete the exercises by filling in the blanks with the appropriate conjunction. Refer exercise B

Circulate around the classroom to provide assistance and feedback as students work.

Review the answers together as a class.

**Answers:**

1. and
2. but
3. or
4. but
5. And
6. but
7. or
8. but
9. or
10. and

## Milestone Championship Celebration and Round 2

**Objectives:**

- Acknowledge students for their attendance and celebrate the winners of the first round of competition.
- Assign new attendance partners and give students a chance to build a connection with their partner.

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

Ask students to share how their thinking, behavior and language have changed over the past months of FEA. Pay a genuine compliment to each student about his/her journey of learning at FEA so far.

**Step 2.1: 15 mins.**

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

**(Note: This step is only for the Facilitators who started with the milestone championship from Lesson 20. If you are moving from Hum Sath Sath Hain to the Milestone Championship, which means if you are conducting the Milestone Championship for the first time, skip this step and conduct Step 2.2).**

Announce that today, the first round of the milestone championship has ended. First share the names of all the pairs who were consistent in being regular. Ask the class to congratulate each other and give a round of applause. Also ask students to thank their buddies who made them achieve this milestone.

Ask the students to share their experience and how they motivated each other to be regular. Make this fun and lively conversation by being energetic and giving attention to everyone's talk.

Present the folder to each of the pairs that have achieved the first milestone. Ask students to share their feeling of receiving their first reward at FEA.

Also ask them if they would like to receive a second reward. Inform students that it would require a further commitment at their end.

Tell them that today is the beginning of the second round of the Milestone Championship which will be more exciting and competitive. For this, we would make new pairs and buddies. Tell them that this time, only the top 3 pairs would receive a reward at the end of the second Milestone Championship. The commitment would be the same to ensure that they and their partner are regular so that their attendance percentage is maintained. The top 3 pairs with the maximum attendance would receive their second reward. Hence, it would be important to make sure that you and your partner both are regular to achieve a higher attendance percentage.

Congratulate students for not giving up and encourage them to do even better in the next round.

Note for facilitator: Make sure not to tell the students what reward (cap) they would receive as it could spoil the excitement.

Note 2: If you are switching from Hum Sath Sath hain activity to Milestone Championship, introduce this to your students.

**Step 2.2: (15 mins): Facilitators who are transitioning from Hum Sath Sath Hain to Milestone, conduct this step and skip Step 2.1)**

Ask students to share-

1. What was your experience of hum saath saath hain activity?
2. How would you feel if you received an award for the activity?

Share the following with students:

Just like you and your partner supported and talked positively about each other in hum saath saath hain activity, you have to continue doing the same. It will help you and your partner to learn more as you would be attending classes regularly. This is an attendance competition, where each day both you and your partner would earn a point for attending classes regularly. The team ranking would be announced once a



week every Friday. The name of the game would be Milestone Championship. Hence, regularity and punctuality is the key.

At the end of every milestone i.e. if you and your partner come to class regularly, both of you would receive a reward. This reward can be kept as a memory and achievement from FEA.

Tell them we are beginning Milestone Championship which will be more exciting and competitive than Hum Sath Sath Hain. For this, we would make new pairs and buddies. Tell them that Top 3 pairs would receive a reward at the end of the Milestone Championship on Lesson 120. The commitment would be the same to ensure that they and their partner are regular so that their attendance percentage is maintained.

Congratulate students for not giving up and encourage them to do even better in the next round.

Note for facilitator: Make sure not to tell the students what reward (cap) they would receive as it could spoil the excitement.

### **Step 3: 10 mins.**

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

Ask students to write their name on a notecard and place it in a bag. *(Note: If the class has a mix of male and female students, two bags may be used so that male-male and female-female pairs can be formed.)*

Announce pairs by pulling two names from a bag at a time. *(Note: If there is an odd number of students, form one group of three.)* Assign each new group a group ID through LMS.

## **Trust Building Interviews**

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

Tell students that they are going to play a game

#### **Trust-building Interviews:**

- Pair students together and have them interview each other about their interests, goals, and experiences. Afterward, each student introduces their partner to the larger group, emphasizing the positive aspects they learned during the interview. This exercise builds trust and encourages active listening.

Acknowledge their effort and teamwork.

### **Step 2: 5 mins.**

#### **Ask:**

- How does your group earn points? *(When both members attend class)*
- Why is it important to attend class regularly? *(Accept all answers. Emphasize that students will earn attendance points AND they will learn more from the program. Add that it is an FEA rule to attend regularly and that missing class should be a rare occurrence.)*

Give partners 3-5 minutes to discuss ideas to help them both attend class regularly.

End with enthusiasm and encouraging words to motivate students to attend as much as possible. Remind them that when everyone attends, the whole class learns and grows together.

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

**Practice time:** Use this time to practice online conjunctions exercises.

Refer part C of SRB.

[https://test-english.com/grammar-points/a1/conjunctions\\_and-but-or-so-because/](https://test-english.com/grammar-points/a1/conjunctions_and-but-or-so-because/)

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

**Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.**

**Note:** Are your students speaking English for at least 70% of the class time? If yes, congratulations! How does it feel to achieve such success? If not, don't worry – what strategies can we brainstorm together to help you reach this milestone? Remember, each step forward brings you closer to your goals. Keep striving for success, and you'll get there!

## Lesson 71

<b>Vocabulary:</b> Illness, ache, witch doctors	<b>Lesson Duration:</b> 137 mins
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Student Reference Books, L71</li> </ul>	
<b>Going to the Doctor</b>	
<b>Classroom Participation Expectation:</b>	
Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• Students are able to understand vocabulary they might encounter when visiting a doctor.</li> <li>• Students will practice role-playing scenarios to simulate doctor-patient interactions and improve their confidence</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 10 mins.</b>	
Share your experiences of visiting a doctor- "I went to the doctor when I had a stomach <b>ache (pain)</b> . As I sat in the waiting room, I noticed a funny sign that said, 'Laughter is the best medicine, but if you laugh for no reason, you need medicine.' It lightened the mood instantly.	
Now ask students if they have any experiences of visiting a doctor.	
<b>Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins):</b>	
Ask students to read the notice in Part A and discuss the questions that follow, with the whole class.	
Extend students understanding by explaining ' <b>witch doctors.</b> ' (A witch doctor is considered to remove evil spirits with the help of magic.)	
Ask students whether a patient would visit a clinic or a hospital if they have -	
<ul style="list-style-type: none"> <li>• common cold (clinic)</li> <li>• cancer (hospital)</li> <li>• mild diarrhoea (clinic)</li> <li>• fracture (clinic or hospital)</li> <li>• dengue (den-gee) (clinic or hospital depending on how severe it is) With the help of these examples, explains the difference between a clinic and hospital.</li> </ul>	
<b>Step 3: 10 mins.</b>	
Asks students to pair up and look at Part B.1 for people and objects found at a clinic/hospital.	
Conducts pronunciation drill for words in Part B.1.	
Asks students to read the conversation given in Part B.2.30	
Ensures that both the partners take turns to play doctor and patient.	
<b>Step 4: 25 mins. (Urban facilitators to conduct this in 20 mins):</b>	
Asks students to prepare and present a role play with their partner. Role Play - Each role play must include -	
<ul style="list-style-type: none"> <li>• opening greeting.</li> <li>• conversation about <b>illness</b>. "How can I help you?" "I have a stomach-ache, doctor."</li> </ul>	

<b>Vocabulary:</b> Illness, ache, witch doctors	<b>Lesson Duration: 137 mins</b>
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Student Reference Books, L71</li> </ul>	
<b>Going to the Doctor</b>	
<b>Classroom Participation Expectation:</b>	
Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<ul style="list-style-type: none"> <li>• conversation using words learnt in the lesson 'Illness'.</li> <li>• diagnosis (illness) and treatment. "It seems like you have stomach flu. I will write two medicines that you must take twice a day for 2 weeks. Come back and see me after two weeks."</li> <li>• closing sentence - "Thank you, doctor." "Get well soon." Give the pairs 2-3 minutes to prepare and 1 minute to present.</li> </ul> <p>Once all the students have presented, share the feedback with students.</p>	
<b>Step 5: 15 mins (Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home):</b>	
<p>Inform students that it's their Duolingo time. They must work in pairs and try to earn as many XP points as possible. Remind them that the team that has the maximum point by lesson 80 stands a chance to earn a certificate.</p> <p>In the last few minutes of the activity, ask students what exercises they completed and if they learnt any new vocabulary.</p>	
<b>Revision</b>	
<b>Step 1: 25 mins. (Urban facilitators to conduct this in 20 mins):</b>	
<p>Use this time to revise any previously covered topics that your students require more practice.</p> <p>Note- Move around the classroom to ensure all students understand tasks they are working on. Also it is a useful tactic to give extra support to certain students.</p>	
<b>Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins):</b>	
<p>Share that you will write a sentence on the board. You want everyone to talk to their partner and discuss the meaning of the underlined word and then create a new sentence with that word. You will then take response from the class.</p> <ol style="list-style-type: none"> <li>1. The <u>dilemma</u> was whether to watch a movie or go out with friends. What does the word dilemma mean? Learned in Lesson 66. (After students have answered, ask them to create their own sentences and share with the class.)</li> <li>2. My <u>proficiency</u> in swimming improved after taking lessons at the local pool. What does Proficiency mean? - Learned in Lesson 66. (After students have answered, ask them to create their own sentences and share with the class.)</li> <li>3. If you don't wear your coat outside, the <u>consequence</u> is that you might feel cold. What does the Consequences mean? - Learned in Lesson 66 (After students have answered, ask them to create their own sentences and share with the class.)</li> <li>4. I live in a friendly <u>neighborhood</u> where everyone knows each other's names. Neighborhood- Lesson 67 (After students have answered, ask them to create their own sentences and share with the class.)</li> </ol>	
<b>Step 3: 10 mins. (Urban facilitators to skip this step):</b>	
Prepare yourself by taking notes from student retention techniques document.	

<b>Vocabulary:</b> Illness, ache, witch doctors	<b><u>Lesson Duration: 137 mins</u></b>
<b>Resources:</b> <ul style="list-style-type: none"><li>• Student Reference Books, L71</li></ul>	
<b>Going to the Doctor</b>	
<b>Classroom Participation Expectation:</b> <p>Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<ul style="list-style-type: none"><li>• For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.</li><li>• 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.</li></ul>	
<b>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.</b>	

Summary of Lesson 72**Lesson 72**

<b>Resources:</b>	<b><u>Lesson Duration: 137 mins</u></b>
<ul style="list-style-type: none"> <li>• L-72 Video</li> <li>• Student Reference Books, L72</li> </ul>	
<b>Summary of the Last Class: 5 mins. (Urban facilitators to skip this step):</b>	
- ‘Popcorn call’ 3-4 students to share something they learned in the last class.	
<b>Greed and Shortcuts</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
Objectives:	
<ol style="list-style-type: none"> <li>1. Students should learn to distinguish between the positive desire to work for something we do not have, and greed.</li> <li>2. Understand that when greed controls us, it can become our master, weaken decision-making and make us vulnerable to scams.</li> <li>3. Learn to avoid the false appeal of quick fixes, shortcuts and easy solutions.</li> </ol>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
Step 1: 20 mins: (Urban facilitators to conduct this in 10 mins): Introduce the topic by reading the short introduction to the story <sup>1</sup> in their Student Activity Books aloud to the students and discussing the meaning of the three sentences with them.	
Step 2: 20 mins: Read the story with the students. Have each student take turns reading the story to their partner.	
Step 3: 30 mins: Have the students complete the comprehension questions. They can answer the questions aloud or write the answers in their Student Activity Books.	
Question number 5 is particularly important for the students to grasp. If they have difficulty finding the answer, you can guide them to understand that the answer is greed. The dog’s greed prevented him from seeing that the other bone was just an illusion.	
Step 4: 15 mins: (Urban facilitators to conduct this in 10 mins): Discuss the following question with the class, and ask them to give examples from their own lives: “Is it a sign of greed to want to improve our lives?”	
Ask them to write down their conclusions in their notebooks.	

<sup>1</sup> This story and exercises are excerpted from a textbook for young people called *Walking the Straight Path*, with copyright owned by the Badi Foundation, Macau 2002, Development Learning Press.

**Step 5: 25 mins:** (Urban facilitators to conduct this in 20 mins): Remind students that the story shows what happens when greed becomes our master. When we are motivated by greed, we become easy to cheat and easily make bad decisions.

Tell students: All scams work because they can use greed to control people. People become excited by large sums of money or the promise of cures. This desire takes over their rational powers and their decision-making weakens.

Read and discuss the scenarios in Part C with the students.

Tell students: These scenarios show that greed is self-defeating. Like the dog in the story who lost his bone, when controlled by greed we often lose something precious to us.

**Step 6: 10 mins: (Urban facilitators to conduct this in 5 mins):** Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What skills did you improve on last week?
2. What was the main topic we focused on last week?

Thank and appreciate students for sharing their responses.

Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will learn about ..... (The facilitator should talk about what we would be learning in the upcoming 3 days to create excitement).

I am excited for the upcoming days, 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 73

<b>Key Vocabulary:</b> Myth	<b>Lesson Duration:</b> 140 mins
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Student Reference Books, L73</li> </ul>	
<b>Describing Places and Objects</b>	
<b>Classroom Participation Expectation:</b>	
Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• Students will learn vocabulary to describe objects and places.</li> </ul>	
<b>Step 1: 10 mins.</b>	
With the help of students, recap words to describe appearance and personality. Share what students will learn in the lesson. Use Part A and examples from students to teach vocabulary to describe objects. Ensure participation of all students.	
<b>Step 2: 20 mins.</b>	
Ask students how they would communicate the different sweetness of apple and gulab jamun. Explain use of words like very, really, so, completely that make the description stronger. Ask students to pair up and read Part B.1 to create sentences using these words appropriately. Walk around to assist and guide, if required. Ask a few students to share their description. Ask students to share their responses using the popcorn method.	
<b>Step 3: 15 mins.</b>	
With the help of examples, communicate the use and misuse of 'good' and 'bad' and tell that they communicate little meaning to the listener. With the help of Part C.1 and examples, explain the use of words to describe places asking students to make sentences using these words appropriately. Walk around to assist and guide, if required. Ask a few students to share their description. Ask students to share their responses using the popcorn method.	
<b>Step 4: 10 mins.</b>	



Ask students to think of one object or place and describe it in 3 sentences using the words learnt during the lesson i.e., they must use very/really/so/completely.

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

Encourage peer correction.

**Step 5: 15 mins: (Urban facilitators to skip this step):** Inform students that you will ask a question and ask a student to use the correct article 'a, an, the' Read question 1 and take response from 2 students. Share the correct answer and move to question 2

1. \_\_\_\_\_ apple a day keeps the doctor away.
2. I saw \_\_\_\_\_ elephant at the zoo yesterday.
3. Could you please pass me \_\_\_\_\_ salt?
4. We visited \_\_\_\_\_ Eiffel Tower during our trip to Paris.
5. She is \_\_\_\_\_ honest person.
6. \_\_\_\_\_ moon looks beautiful tonight.
7. He is \_\_\_\_\_ architect.
8. Would you like \_\_\_\_\_ cup of tea?
9. \_\_\_\_\_ Taj Mahal is located in India.
10. She has \_\_\_\_\_ amazing voice.
11. Answers:

**An** apple a day keeps the doctor away.

I saw **an** elephant at the zoo yesterday.

Could you please pass me **the** salt?

We visited **the** Eiffel Tower during our trip to Paris.

She is **an** honest person.

**The** moon looks beautiful tonight.

He is **an** architect.

Would you like **a** cup of tea?

**The** Taj Mahal is located in India.

She has **an** amazing voice.

## Understanding Sectors 1

### Objectives:

- Students are sensitized to realize that a private organization also has advantages, and much could be achieved without Government support.

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

Ask students to share their experience of the following briefly:

- FEA classes
- School

Ask if they went to a government or a private school. Ask students to share reasons for liking a private educational organization compared to a government school.

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

Ask students to share the things they like about FEA. Tell them to go through the data given in SRB in Part A. There are approximately:

- a. 60,000+ current students
- b. 800+ training centers
- c. 1, 300+ employees in 8+ states.

(Note: Please mention that the data given is an approximate one. It keeps changing frequently as we enroll more students, open more training centers and hire more employees.)

After this discussion, make sure the students are clear that FEA is a private organization. Through this, make them realize that a private organization can also prosper and be successful.

**Step 3: 20 mins.**

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

Ask students to mention the government and private jobs that they can see around them. Ask them to share a few points of comparison between the two. When they have listed these, ask students to evaluate these benefits and disadvantages. You can ask: Are all government jobs like this? Are all private jobs like this?

Once students have shared, ask them to go through the table given in Part B. Ask students to share their understanding.

Tell students that these jobs belong to different sectors of society. The government sector, also called the public sector, is managed by the government. It includes government offices and departments, as well as schools, hospitals or even companies that are funded and managed by the government. The other large sector of society is the private sector. In this sector, companies, schools or hospitals may be run by individuals or groups. Depending on what type of entity- government or citizens-funds and runs these organizations, they will function in different ways. They will enjoy different types of resources, levels of stability, and possibilities for growth.

**Step 4: 10 mins.**

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

Ask students to share their insights from the lesson.

Vocabulary practice:

Also, ask what myths have they cleared about government and private jobs.

**Step 5: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 74**Lesson 74**

<b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Reference Books, L74A &amp; L74B</li> <li>• L74 Slideshow</li> <li>• L74 Video</li> </ul>	<b><u>Lesson Duration: 137 mins</u></b>
<b>The Art of Self-Teaching</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p><b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 10 mins.</b></p> <p><b>(Urban facilitators to conduct Step 1 and Step 2 in 20 mins):</b></p> <p>Tell students that they will begin having “Self-Guided Learning Time” on the laptops frequently to work on their own. Explain that this is NOT time to play games or surf the internet aimlessly. Instead, they should choose a topic that is relevant, set a goal, and make a plan for what they will do first.</p> <p><b>Give possible topics:</b></p> <ul style="list-style-type: none"> <li>• Search for or apply to jobs             <ul style="list-style-type: none"> <li>○ Resources: L72 document (job apps list); indeed</li> </ul> </li> <li>• English practice             <ul style="list-style-type: none"> <li>○ Resources: DuoLingo, YouTube</li> </ul> </li> <li>• Search online for job-related skills (such as stitching designs, electrician techniques, etc.)</li> </ul> <p>Ask students to write down their goal and what they plan to do first in their Student Reference Books, L74A. Encourage students working on a similar topic to work together at a laptop.</p>	
<p><b>Step 2: 20 mins.</b></p> <p><b>(Urban facilitators to conduct Step 1 and Step 2 in 20 mins):</b></p>	

<p>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.</p> <p>If needed, remind students to switch with their partner after 20 mins.</p>
<p><b>Step 3: 15 mins (Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home):</b></p> <p>Inform students that it's their Duolingo time. They must work in pairs and try to earn as many XP points as possible. Remind them that the team that has the maximum point by lesson 80 stands a chance to earn a certificate.</p> <p>In the last few minutes of the activity, ask students what is something they learned from Duolingo today. Encourage students to use their Duolingo learnings in the remaining part of the class.</p>
<p><b>Energizer- 100 Rupees: 3-5 mins.</b></p> <p><b>(Urban facilitators to skip this step):</b></p> <p>Tell students that for this game, their age represents an amount in rupees (<i>for example, a 20-year-old is 20 rupees</i>). Students should mingle around the room until you call out a "price" such as 100 rupees. Countdown to give students 10 seconds to form groups. Once the groups are formed, they should add the ages of everyone in the group. The group whose number is closest to 100 rupees is the winner (<i>most likely, it will not be exact</i>). Repeat with a new "price" such as 75 or 150 rupees.</p>
<p><b>Understanding Sectors 2</b></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students understand different social sectors, and the strengths and limitations of each.</li> </ul>
<p><b>Step 1: 20 mins: Ask:</b></p> <ul style="list-style-type: none"> <li>- Indian parents keep telling their children to try for government jobs. Can you think of some pros and cons of government jobs?</li> </ul> <p><b>Vocabulary Practice:</b></p> <ul style="list-style-type: none"> <li>- Ask students to make sentences with the following terms:</li> </ul> <p>Initiative, Negotiate.</p> <p>Please ask students to refer to Part A if they are confused with the meaning.</p> <p>Ask a few students to share their sentences.</p>
<p><b>Step 2: 30 mins.</b></p> <p>Tell students to open their SRB and look at Part B. Divide the class in 5 groups. Assign a different point to each group. Once students have gone through their</p>

assigned point, they need to present it to the class as a role play. After each explanation by the group, other students can add their points.

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

Ask them about the general assumptions they have about the government and private sector.

Tell students to watch the AV (to know further about the Government and private sector).

Ask them to share their thoughts and understanding of the video.

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 75**Lesson 75**

<p><b>*Zoom Meeting Link -</b></p> <ul style="list-style-type: none"> <li>● Before class, create a Zoom meeting and write the Meeting ID and password on the board. <ul style="list-style-type: none"> <li>○ Log into Zoom and click “Schedule”</li> <li>○ For the meeting start time, select 1 hour after the beginning of class (<i>e.g. for a 1pm class, set the Zoom meeting for 2pm</i>)</li> <li>○ “Waiting Room” should not be checked</li> <li>○ Click “Save” and write the Meeting ID and password on the board.</li> </ul> </li> </ul>	<p><b><u>Lesson Duration: 137 mins</u></b></p>
<p><b>Preparations:</b> Before class, prepare 4-6 notecards with the names of foods written on them in both English and Hindi. Examples: apple, mango, carrot, tomato, egg, curd</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● L75 Video</li> </ul>	
<p><b>Recap: Asking Question</b></p>	
<p><b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to correctly form present tense yes or no questions.</li> <li>● Students continue to improve speaking fluency through games and discussion.</li> </ul>	
<p><b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.</p> <p><b>Step 1: 15 mins:</b> <b>(Urban facilitators to conduct this in 10 mins):</b> Write the following sentences on the board.</p> <p style="padding-left: 40px;"><i>Is it new?</i> Yes, it <i>is</i> new.</p> <p><i>Is it new?</i> Yes, it <i>is</i> new.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>- What do you notice about the order of the words?</li> </ul> <p>Write the following sentences on the board:</p> <p style="padding-left: 40px;">No, the car is not blue. Yes, she is my sister.</p>	

**Think-Pair-Share:**

- If these sentences are the answers, what were the questions?

*(Facilitator's Reference: Is the car blue? Is she your sister?)*

**Step 2: 10 mins.**

On the board, erase the previous sentences and write:

Question:

“Is it \_\_\_\_\_?”

Answer:

“Yes, it is \_\_\_\_\_.”

“No, it is not \_\_\_\_\_.”

Call on a student to volunteer. Hand that student a notecard with a food name written on it. Tell him or her to look at the food but don't say it out loud or show it to others

**Explain to the class:**

This slip of paper has the name of a food on it. We have to ask questions to find out what it is. Let's see how many chances it takes to guess the food.

**Demonstrate:** ‘

The facilitator should ask the volunteer 1-2 questions to model the game. The volunteer should answer.

**Example questions:**

Is it a fruit?

Is it green?

Is it a carrot?

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

The facilitator should call on students to ask questions until they correctly guess the food. Encourage all students to participate.

If the game is successful, call on 2 more volunteers and continue to play for 10-15 more minutes.

**Step 4: 10 mins.**

Ask students to form pairs. They may choose to play 20 questions with their partner OR practice unguided discussion for 10 minutes.

**Duolingo: 15 mins (Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home):**

Inform students that it's their Duolingo time. They must work in pairs and try to earn as many XP points as possible. Remind them that the team that has the maximum point by lesson 80 stands a chance to earn a certificate.

In the last few minutes of the activity, ask students what is something they learned from Duolingo today. Encourage students to use their Duolingo learnings in the remaining part of the class.

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

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

- Mirror Images
- Team Rock, Paper, Scissors

## Digital Learning: Zoom 1

### Objectives:

- Students discuss the purpose of Zoom and its use in professional settings.
- Students practice logging into Zoom, muting and unmuting, and build comfort speaking on a video call.

### Step 1: 5 mins:

#### Ask:

- Who has heard of Zoom? What do you know about it?
- What are some reasons you might use video calls?

#### Explain:

- Zoom is a way to have video calls with a person or group of people. You can use smartphones or computers to join Zoom calls. Video calls from platforms like Zoom, Google Meet, or Skype are increasingly used for job interviews and work meetings, so it is good to be familiar with them.

### Step 2: 10 mins.

Tell students to watch AV. Explain that it shows three ways to join Zoom meetings, and that it is useful to know about all three, but to focus on the third way (*Meeting ID*) as that is what they will use in class.

*(Note: Before class, the facilitator should have set up a Zoom meeting and written the Meeting ID on the board. If you have not done that, do it while students are watching the video.)*

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

Tell students that when they join a Zoom meeting, they will be asked to enter a name. Ask:

- Because Zoom is often used for professional situations, like interviews or meetings, what should you enter for your name?

(Explain that it is professional to use your first name or full name, starting with a capital letter. Cute or funny nicknames are not professional. Any students who already have Zoom accounts should change their name if needed.)

Start the meeting on your laptop. Then, ask students to open their web browsers and go to [zoom.us](https://zoom.us). For the next steps, encourage students to try to remember from the video or figure it out on their own before asking for help.

#### To join the meeting:

- Click the “Join” button and enter the meeting ID as written on the board as well as your name.
- If prompted, select “Open Zoom Meetings.”
- When the meeting starts, click “Join with Computer Audio.”

### Step 4: 5 mins.

#### Ask:

- Where is the “Mute” button?
- The mute button turns off your microphone. Why would this be useful during a Zoom meeting?

Explain that on a group call, it is polite to mute yourself when you are not speaking so that others don’t hear background noises near you, such as people talking nearby, sneezing or coughing, or sounds like traffic or cell phones.



The next activity is to practice muting and unmuting and speaking clearly during the video call. Even though the questions are fun, tell students to speak clearly and make eye contact as though they are in a job interview or a work meeting.

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

Ask the following “Would You Rather” questions. After each question, call on 3-4 students to share their answers. Try to ensure all students have at least one turn to speak.

Optional: If students are comfortable with Zoom so far, you can show them the “Raise Hand” function to answer the questions. However, if students seem overwhelmed with the instructions so far, save this for another day.

Would you rather...

- ...be a movie star or a chief minister?
- ...live in space or in the ocean?
- ...have the superpower to fly or to turn invisible?
- ...be rich and die at age 50 or live a simple life and die at age 100?
- ...have a pet monkey or have a pet elephant?
- ...be super strong or be super smart?
- ...eat a piece of cake every week or eat a mango every day?
- ...time travel to the past or time travel to the future?

**Step 6: 5 mins:**

Tell students to click “Leave Meeting” to end the session.

**Ask:**

- What was successful about our first class Zoom session?
- What was challenging or confusing?

**Step 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 76**Lesson 76**

<b>Resources:</b>	<b><u>Lesson Duration: 132 mins</u></b>
<ul style="list-style-type: none"> <li>• Student Reference Books, L76</li> </ul>	
<b>Talking about Present</b>	
<b>Classroom Participation Expectation:</b>	
Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• Students will learn simple present tense.</li> </ul>	
<b>Mindfulness Exercise:</b>	
Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 5 mins.</b>	
Ask students what they usually do in the morning, afternoon, and evening. Share that students will learn to speak about their present in today's lesson.	
<b>Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins):</b>	
Ask students to make a statement or a question verbally using Part 1. Follow the popcorn method. Ask others on whether or not a response is correct. Now ask students to share their responses using the popcorn method for Part A 2. Ask others on whether or not a response is correct. Ask students to complete Part A.1 and A.2 in their notepads.	
<b>Step 3: 25 mins. (Urban facilitators to conduct this in 20 mins):</b>	
Instruct students to read Part B. <b>D.E.A.R Activity:</b> Ask students to give it a suitable title and also share sentences in simple present tense in the article. Ask students to share their responses using the popcorn method. Ask students how this article is related to the lesson?	
<b>Step 4: 40 mins. (Urban facilitators to conduct this in 25 mins):</b>	
Online research and presentation to be added.	
<ul style="list-style-type: none"> <li>• Assign specific topics to students</li> <li>• Provide guidelines or keywords to help students start their online research effectively.</li> </ul>	
<b>Research Time (15 minutes):</b>	
<ul style="list-style-type: none"> <li>• Allocate time for students to conduct online research using reliable sources such as educational websites, articles, or databases.</li> <li>• Encourage them to take notes.</li> </ul>	
<b>Presentation Preparation (15 minutes):</b>	
<ul style="list-style-type: none"> <li>• Instruct students to organize their gathered information</li> </ul>	
Presentation Session (20 minutes, depending on class size):	
<ul style="list-style-type: none"> <li>• Have each student present their findings to the small groups using their prepared presentations.</li> <li>• Ask students in groups to share feedback after each presentation.</li> <li>• While students are presenting, move around and listen to what students are saying.</li> </ul>	

**Topics:**

- 1- How to get a job in a BPO ?
- 2- What is Rapido bike service? How to be a Rapido captain? What's their salary?
- 3- What is blinkit? How to be a blinkit delivery partner? What's their salary?
- 4- How can you work as a journalist for Aaj tak ? What is the salary of a journalist?
- 5- What is 'Urban Company'? How can you register yourself as a professional with UC?

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

Pair up students and assign them a task to draft an email on the topic: "Share why do you want to learn English."

- Each pair should work together to compose an email expressing their reasons for wanting to learn English.
- Encourage students to be creative and thoughtful in their responses, highlighting personal motivations and goals.
- Once the pairs have completed their emails, ask them to exchange drafts with 3 to 4 other pairs.
- Instruct students to review the drafts they receive and provide constructive feedback.
- After reviewing the drafts, reconvene as a class.
- Allow students to share the feedback they received from their peers and discuss any common areas for improvement.

**Step 6: 10 mins. (Urban facilitators to 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 learn about ..... (The facilitator should talk about what we would be learning in the upcoming 3 days to create excitement).

I am excited for the upcoming days, 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 77**Lesson 77**

<p><b>*Zoom Meeting Link</b></p> <ul style="list-style-type: none"> <li>• Before class, create a Zoom meeting and write the Meeting ID and password on the board. <i>(see L75 for steps)</i></li> <li>• Note for facilitators: Check for opportunities where cops can actively participate. Keep reminding them of their responsibilities and acknowledge their efforts.</li> </ul>	<p><b><u>Lesson Duration: 137 mins</u></b></p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• L77 Slideshow</li> </ul>	
<p><b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.</p>	
<p style="text-align: center;"><b>Zoom Meetings: Digital Learning</b></p>	
<p><b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!</p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students practice various Zoom functions, such as chat, reactions, and changing the view, and continue to build comfort using video calls.</li> </ul>	
<p><b>Step 1: 15 mins.</b> <b>Ask:</b></p> <ul style="list-style-type: none"> <li>- For what purposes might people use Zoom?</li> </ul> <p>Show the L77 Slideshow to the class. Ask students to discuss the questions before moving on to each new slide. Tell them at the beginning that there will be a quiz at the end.</p>	
<p><b>Step 2: 20-25 mins. (Urban facilitators to conduct this in 20 mins):</b> Students should follow the same steps as L77 slideshow to join the Zoom meeting. Play a game of Simon Says to explore and practice functions on Zoom. <i>Simon Says...</i></p> <ul style="list-style-type: none"> <li>- Mute your microphone.</li> <li>- Type your favorite song in the chat <i>(to everyone)</i>.</li> <li>- Type your favorite movie in the chat <i>(to ONLY the facilitator)</i>.</li> <li>- Change your view to “Speaker.”</li> <li>- Unmute your microphone.</li> <li>- Sing your favorite song for 10 seconds <i>(or say the words)</i>.</li> <li>- Change your view to “Gallery.”</li> <li>- Give a “thumbs up” reaction.</li> <li>- Stop your video.</li> <li>- Close the chat box.</li> <li>- Give a reaction of your choice.</li> <li>- Start your video.</li> </ul> <p>If time remains, continue to play. Students may also take a turn to give instructions. End by asking students to leave the meeting.</p>	

**Step 3: 10 mins. (Urban students will just watch the video):**

Ask: Ask students to watch this video on how to schedule a zoom meeting.

<https://www.youtube.com/watch?v=v8-5AsI2oog?>

**Step 4: 15 mins.**

Now ask students to practice scheduling a zoom meeting with their partner. (Urban facilitators will skip this step, but encourage students to practice this at home)

**Duolingo: 15 mins (Urban facilitators to conduct this in 5 mins. Remind students to practice Duolingo at home):**

Inform students that it's their Duolingo time. They must work in pairs and try to earn as many XP points as possible. Remind them that the team that has the maximum point by lesson 80 stands a chance to earn a certificate.

In the last few minutes of the activity, ask students what exercises they completed and if they learnt any new vocabulary.

## Revision

**Step 1: Revision: 30 mins.**

Use this time to revise any previously covered topics that your students require more practice.

**Step 2: Grammar Practice Time: 10 mins.**

Instruct students that you will write a sentence on the board and students have to find the error. Write the sentence. Ask students to discuss with a student sitting next to them. Now ask a random pair to share their response with reasons.

1. Incorrect: "He go to the park yesterday." Correct: "He went to the park yesterday."
2. Incorrect: "She eat an apple for breakfast." Correct: "She ate an apple for breakfast."
3. Incorrect: "I has a dog named Max." Correct: "I have a dog named Max."
4. Incorrect: "They plays soccer every Saturday." Correct: "They play soccer every Saturday."
5. Incorrect: "The children runned fast." Correct: "The children ran fast."
6. Incorrect: "My sister goed to school." Correct: "My sister went to school."
7. Incorrect: "I sees a rainbow in the sky." Correct: "I see a rainbow in the sky."

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 78**Lesson 78**

<b>Materials:</b> <ul style="list-style-type: none"> <li>• Scissors</li> </ul>	<b><u>Lesson Duration: 137 mins</u></b>
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Reference Books, L78</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise.	
<b>Teach Back</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objective:</b> Allow students to reinforce their understanding of a topic by teaching it to their peers	
<b>Step 1: 5 mins.</b> 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.	
<b>Step 2: 15 mins. (Urban facilitators to conduct Step 2 and Step 3 in 40 mins):</b> Make pairs. Ask them to choose a topic and prepare their script.	
<b>Step 3: 40 mins. (Urban facilitators to conduct Step 2 and Step 3 in 40 mins):</b> <b>Presentation Time:</b> 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.	
<b>Duolingo: 15 mins</b> Inform students that it's their Duolingo time. They must work in pairs and try to earn as many XP points as possible. Remind them that the team that has the maximum point by lesson 80 stands a chance to earn a certificate.  In the last few minutes of the activity, ask students what is something they learned from Duolingo today. Encourage students to use their Duolingo learnings in the remaining part of the class.	
<b>Energizer- Animal Roundup: 3-5 mins.</b> Tell students to silently think of an animal. Then tell them that without talking, they need to arrange themselves from largest to smallest animals. They can only make	

gestures and the noise of their animal. After they have finished, have students go around and say the animal they were supposed to be to see if it was accurate.

**Grammar Practice: 10 mins.**

Practice the quiz verbally with the class. Ask a question. Take responses from 2-3 students before revealing the answer.

Do or Does

\_\_\_\_\_ you like chocolate ice cream?

- Do you like chocolate ice cream?

What time \_\_\_\_\_ the movie start?

- What time does the movie start?

\_\_\_\_\_ your sister speak English fluently?

- Does your sister speak English fluently?

How often \_\_\_\_\_ you go to the gym?

- How often do you go to the gym?

\_\_\_\_\_ your dog bark a lot?

- Does your dog bark a lot?

What \_\_\_\_\_ she eat for breakfast?

- What does she eat for breakfast?

\_\_\_\_\_ your parents live nearby?

- Do your parents live nearby?

How \_\_\_\_\_ you feel about the upcoming exam?

- How do you feel about the upcoming exam?

\_\_\_\_\_ it rain a lot in your city?

- Does it rain a lot in your city?

\_\_\_\_\_ your brother play any musical instruments?

- Does your brother play any musical instruments?

**Revision-25 mins**

**Step 1: 25 mins.**

Use this time to revise any previously covered topics that your students require more practice.

**Step 2: 10 mins.**

**(Urban facilitators to conduct this in 5 mins):**

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What was the most interesting thing you learned?
2. How do you think the skills we practiced last week will help you in your daily life?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will start with learning more about different kinds of interesting jobs and careers. We will get to know more ways to know about them.

We'll practice speaking lots of English together. I have some fun teamwork games that will help us communicate better in English.

And we'll also learn more about manners and behaviour.

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

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.



## Lesson 79

<b>Vocabulary:</b> Career	<b>Lesson Duration:</b> 140 mins
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Student Reference Books, L79A and L79B</li> <li>• L79 Video</li> </ul>	
<b>Survey Interaction and Analysis</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students practice forming present tense yes or no questions with an emphasis on using <i>you, I, he, and she</i> in as the subject.</li> </ul>	
<b>Mindfulness Exercise:</b> Begin the class with 2 mins of mindfulness exercise. <b>Step 1: 10 mins.</b> <b>Ask:</b> ( <i>Encourage students to answer in complete sentences.</i> ) <ul style="list-style-type: none"> <li>• Are you a student?</li> <li>• Is it raining today?</li> <li>• Am I the prime minister?</li> <li>• Arrange the students in a line.</li> <li>• Write on the board, Are you, Is it and Am I</li> <li>• Start by posing a simple question to the first student, such as "Are you a vegetarian?"</li> <li>• The first student answers the question and then asks another question to the next person in the circle, using the 3 question starter on the board "Is it a hot day?"</li> <li>• This continues as each student responds to the question asked to them and poses a new question to the next person.</li> <li>• Encourage them to ask a variety of questions, using different question forms starting with Are you, Is it or Am I</li> <li>• If someone repeats a question or struggles, the class can help or move on to the next person.</li> </ul>	

**Step 2: 15 mins.**

Ask students to open their Student Reference Books to L79A and write the questions in Activity A.

Then, discuss the answers as a class.

**Answer Key:**

- |                       |                                   |
|-----------------------|-----------------------------------|
| 1. Are you a nurse?   | 4. Am I in the correct classroom? |
| 2. Is he your father  | 5. Is that your mango?            |
| 3. Is it a big house? | 6. Is she a police officer?       |

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

Count off students to let them know if they are in Group A, Group B, or Group C.

Tell them to find the correct survey in Activity B of their Student Reference Book.

Explain that students will have 10 minutes to walk around the classroom and ask their classmates the questions in their survey. They should use tally marks to record the responses. Challenge them to ask at least ten students.

While they conduct the survey, walk around and listen. Encourage students to speak only English and to answer in complete sentences, even if they make mistakes.

Announce when one minute is left. When time is up, ask students to sit with their groups (A, B, or C) and discuss their results and any patterns they notice. Then, call on each group to share their findings with the class.

**Step 4: 10-12 mins.****(Urban facilitators to skip this step):**

Ask students to find a partner and talk in English for the last 10-15 minutes of class. Ask students to discuss at least three questions from their partner in English.

## **Jobs vs. Careers: Career Goals**

**Objectives:**

- Students will be able to identify or describe a career as a long-term path, often with many steps.
- Students will identify their own career goal by writing down the job or career field they hope to work toward over time.

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

**Ask:** What do you think of when you hear the word “career”?

Watch the AV.

**Ask:**

- Is a job the same as a **career**? What is the difference?

- How can a job help you build your career?

**If needed, explain:**

- A job is any employment that makes money. It refers to the work you are doing today.
- A career is the work you do over your life. It usually involves multiple jobs and possibly training or education.
- Success in a career is not about the salary you make but rather doing your work well, growing and improving, and moving toward your goals.

**Step 2: 15 mins.**

Ask students to open their Student Reference Books and find the scenarios in Activity A.

Call on a volunteer to act out Scenario 1. If the volunteer would like helpers to act in the role play too, he or she may choose additional volunteers.

When the role play is complete, ask the class:

- Was this a job or a career? How do you know?
- If it was a career, what is one way that a job helped them on the career path?

Repeat with Scenarios 2-4.

**Step 3: 10 mins.**

**Think-Pair-Share:**

- Who do you know that has built a career? What steps did they take?
- What is most important to you when choosing a **career**?

*(e.g. Salary, Opportunity for Promotion, Location, Interests, Education Requirements)*

**Step 4: 15 mins.**

**(Urban facilitators to conduct this in 10 mins):**

**Explain:**

We are going to set career goals. The best way to plan your career is to think about your long-term goal first, your dream job. It does not have to be a job that you are qualified for yet. Later, we will look at what smaller, more immediate steps you can take to get there. Your career goal can always be changed, but it is important to have a goal to aim for. It is what motivates us to keep advancing in our work.

Encourage students to look back at the Passions, Skills and Interests activities (*L25B*) and the research that they have done about job fields (*L49B, L54B*). They should think about what dream job or career field they would like to set as a career goal.

Then, have students write down their goal in Activity B of *L79B*.

**Step 5: English Practice Time: 15 mins.**

Ask students to read the notice: Lost Dog

Ask students to answer in full sentences

How old is Beagle?

When was the dog lost?

What's the reward for finding the dog?

What's the color and the breed ?

If you find the dog, how can you inform the owner?

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 80**Lesson 80**

<b>Vocabulary:</b> forecast	<b><u>Lesson Duration: 132 mins</u></b>
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Student Activity Books, L80</li> <li>• L80 Video</li> </ul>	
<b>Weather Forecast</b>	
<b>Classroom Participation Expectation:</b> Please maintain 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better!	
<b>Objectives:</b>	
<ol style="list-style-type: none"> <li>1. Students will be able to confidently describe weather scenarios.</li> <li>2. Students will be able to prepare and deliver a basic weather report and enhance their public speaking abilities.</li> </ol>	
<b>Mindfulness Exercise:</b>	
Begin the class with 2 mins of mindfulness exercise.	
<b>Step 1: 10 mins.</b>	
Share with the class: One rainy day, my friends and I planned a trip to the hills. The weather forecast said it would be sunny, but halfway there, it started raining. Despite the rain, it turned out to be a great trip!	
Ask : Have you ever experienced a change in weather during a trip or outing? How did you handle it?	
<b>Step 2: 20 mins. (Urban facilitators to conduct this in 15 mins):</b>	
Ask students to look at the images given in Part A.1 and A.2 of SRB and answer the questions on their own. Ensure that the students understand instructions. Give students 2-3 minutes to write down their responses.	
Walk around to ensure that the students are at task and assist those who need assistance.	
Ask students to find a partner and verbally share and compare answers in complete sentences.	
Ask a few students to share the answers of their partners (not their own).	
Disclose that Image 1 is of the North Pole during summer and Image 2 is of Chennai during winters. Ask if students had 'assumed' the season.	
Discuss how we sometimes draw conclusions without having complete information.	
Ask: How does understanding weather forecasts and patterns benefit individuals and communities?	
<b>Step 3: 15 mins.</b>	
Ask students to watch the AV in pairs and after everyone has watched it, discuss: What was the video about?- discuss with your partner.	
Ask a few students to share their responses with the class.	

**Step 4: 15 mins.**

Recap with students what the weather forecast is. As a class discuss B1.

Round 1 - Instruct all students to prepare their weather forecast. Ask them to refer to the SRB- B1.. Give them some time to write and memorize.

While students are busy, go to step 7 and write the email on the board:

**Step 5: 20 mins.**

Now make small groups of 4 students. Ask students to present their weather forecast to their group members. Ask the group to share feedback with the presenter on what they did well and what they could improve.

Once everyone presents and receives feedback: ask students their experiences of presenting to the group and what would they like to improve.

**Step 6: 25 mins.**

Ask students what is their progress on Duo Lingo. Acknowledge the efforts of those students who have been sincere in their journey of learning. Ask them to quickly share their experiences and what motivates them to be sincere. (5 mins)

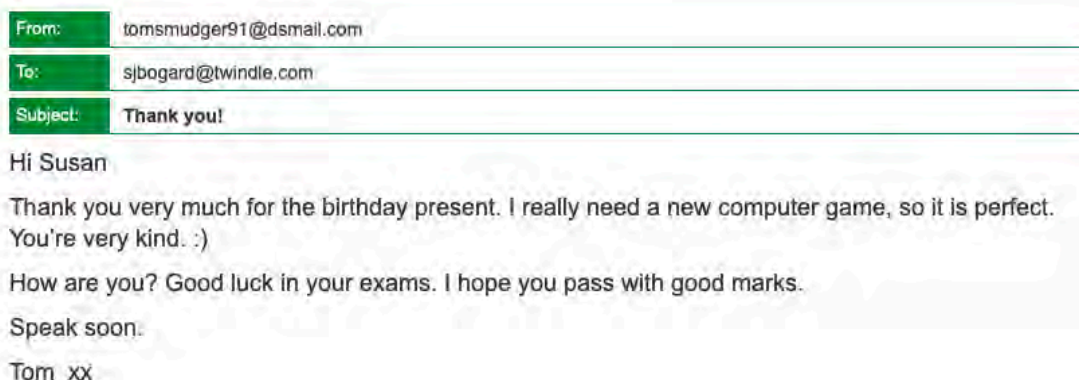
Ask students to login to their Duolingo account. Let students practice Duolingo.

While students are at task, call one student at a time and talk about their learning journey. Ask the questions given in the feedback sheet. Update the sheet.

Once Duolingo feedback is over, move to step 7 and do it as a whole class discussion:

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

**While students are busy in step 4, write this email on the board.**



Ask your students. Accept the answers only if they speak in full sentences

- 1- Who wrote this email?
- 2- What is Susan's email id?
- 3- What did Tom buy for Susan?
- 4- Susan has exams soon? True or False?
- 5- Susan bought Tom a computer game? True or False?

**Step 8: 10 mins. (Urban facilitators to skip this step):**

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

**Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.**

**Note:** Are your students speaking English for most of the class, around 80% of the time? If they are, that's amazing progress! How does it feel to see such improvement? If not, don't worry. Let's think together about how we can help them speak more English. Remember, every little step forward counts. Keep going, and you'll see great results!

## Duolingo Feedback:

This feedback sheet will help you know the progress of students in Book 1. Talk to each one of them. Write the summary of the discussion in the Feedback sheet

### Questions to ask

1. How's your Duolingo learning been going?
2. What challenges do you face while using Duolingo?
3. Have you noticed any specific areas where you feel you've made significant progress since using Duolingo?
4. How are you using Duolingo into your daily routine or study schedule?

Session 1

Name	Feedback 1- Lesson 35	Feedback 2- Lesson 53	Feedback- Lesson 74







## Session 2

<b>Name</b>	<b>Feedback 1- Lesson 35</b>	<b>Feedback 2- Lesson 53</b>	<b>Feedback Lesson 74</b>





## Session 3

<b>Name</b>	<b>Feedback 1- Lesson 35</b>	<b>Feedback 2- Lesson 53</b>	<b>Feedback - Lesson 74</b>





# 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*

**FEA classes are completely free of cost for students**

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**India: Valmiki Temple One, Vasant Gaon, Near C 8/8 Vasant Vihar, New Delhi 110057**

**US: 7110 Redwood Boulevard, Suite A, Novato, CA 94945**