



→ **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

Unity in Diversity

Freedom Employability Academy
Teacher Version



Dear Facilitators,

The *Unity in Diversity* curriculum is designed to help us learn about how to overcome prejudice and discrimination as well as how to contribute to unity in our communities and insociety. In going through the curriculum, you will have the opportunity to encourage and support students in their learning and, at the same time, learn alongside them.

The curriculum consists of a workbook with three units. The first unit is about *The Nature of a Human Being*. The second unit is about *Unity in Our Community*. The third unit is about *Unity in Society*. Each of the three units contains a number of lessons. Each lesson and unit of the workbook, and indeed the workbook as a whole, goes through a particular sequence of concepts and helps students develop knowledge, abilities, positive qualities and attitudes, as well as skills.

To facilitate the workbook effectively, you may wish to keep three points in mind. First, when students respond to questions in the workbook and engage in discussions, you will want to continually draw their attention back to the text of the curriculum. Second, the lessons will not just ask students to read and write, but will rather give them many chances to think, discuss, use arts, and complete activities. Third, the lessons will frequently ask students to conduct acts of service and then reflect on their acts of service. Action and reflection, in the context of service, are especially important for developing students' capabilities. As the facilitator, you will want to avoid "book learning" in which students just try to remember information and instructions.

This booklet is the facilitator's version of the curriculum. It includes the same content as the workbook that students will receive as well as additional material for the facilitator. The extra material for the facilitator, in red color in each lesson, includes:

- Instructions for the facilitator,
- An outline of key concepts,
- A list of difficult terms (vocabulary),
- General guidelines on how much time different parts of each lesson will take.

As you go through the curriculum with the students, more than anything else, you will want to create a positive atmosphere of learning. Everyone should humbly, and respectfully, share with and listen to each other. This will go far in encouraging the participants to overcome prejudice, contribute to the well-being of their communities. and work towards building a better society.

– Unity in Diversity Curriculum Team

IMPORTANT NOTES FOR HELPING STUDENTS COMPLETE THE EXERCISES IN EACH LESSON:

1. In almost every lesson, there are questions and exercises.
2. Students should first copy (write down) each question or exercise in their personal notebook.
3. When reflecting on a question or exercise, individually or in a group, the student should down write his or her response in the personal notebook.
4. Give students enough time to answer each question. Some questions will need more time than others.
5. As students are reflecting on and discussing the questions and exercises, move around the room.
6. Listen to what students are saying and see what they are writing. Make sure they refer back to the original text as much as possible. Get an idea for how much the class is understanding.
7. When appropriate, think about which students you might call on to share their answers.

The Unity in Diversity curriculum is meant to be conducted over **22 days**. Here is the schedule for the lessons and approximately how long each lesson will each take:

Day	Duration	Unit	Workbook Lesson(s)
1	2:00	1	Introduction, Unit Title, Purpose, and 1 (Mark Lesson 162 in the LMS)
2	2:00	1	2-3 (Mark Lesson 163 in the LMS)
3	2:00	1	4-5 (Mark Lesson 164 in the LMS)
4	1:55	1	6-7 (Mark Lesson 165 in the LMS)
5	2:00	1	8-9 (Mark Lesson 166 in the LMS)
6	2:00	1	Review, Makeup and Consolidation (Mark Lesson 167 in the LMS)
7	2:00	2	Unit Title, Purpose and 1 (Mark Lesson 168 in the LMS)
8	2:00	2	2 (Mark Lesson 169 in the LMS)
9	2:00	2	Milestone Championship Celebration and Final Round, Practice Time and Following Instructions Well
10	1:55	2	3 (Mark Lesson 171 in the LMS)
11	1:55	2	4 (Mark Lesson 172 in the LMS)
12	1:50	2	5 (Mark Lesson 173 in the LMS)
13	1:55	2	6 (Mark Lesson 174 in the LMS)
14	2:00	2	7 (Mark Lesson 175 in the LMS)
15	2:00	2	8 (Mark Lesson 176 in the LMS)
16	2:00	3	Review, Makeup and Consolidation (Mark Lesson 177 in the LMS)
17	2:00	3	Unit Title, Purpose, and 1 (Mark Lesson 178 in the LMS)
18	2:00	3	2 (Mark Lesson 179 in the LMS)
19	2:00	3	3 (Mark Lesson 180 in the LMS)
20	2:00	3	4 (Mark Lesson 181 in the LMS)
21	2:00	3	5 (Mark Lesson 182 in the LMS)
22	2:00	3	6 (Mark Lesson 183 in the LMS)

Table of Contents

Introduction

Unit 1: The Nature of a
Human Being

Unit 2: Unity in Our
Community

Unit 3: Unity in Society

Facilitator Instructions:

Use 1-2 minutes to:

1. Read the Table of Contents with the class.
2. Then immediately go to the Introduction on page 5.

Introduction

All of us wish to live in a prosperous and peaceful society. To build that kind of society, we first need to build unity in our homes and in our communities. Building unity is not easy, however. It is something we have to learn about. It requires constant effort and practice.

The lessons in this workbook will help you learn about how you can build greater unity in your family, community, and even society. You will study the lessons of the workbook with your classmates in different ways, sometimes in pairs and small groups, and sometimes all together. Your facilitator will guide you and your classmates through the lessons.

In the lessons, you will be asked to read, discuss, and experience new ideas together. You will often be asked to write down the answers to specific questions and exercises in a notebook. Sometimes you will have chances to use arts and perform skits that will deepen your understanding. And you will have chances to carry out acts of service outside of class and then reflect on your service with your classmates. In this way, you will learn in action together.

During this entire process, the hope is that you will humbly learn from and support each other. It is also hoped that you will experience great joy. After all, what greater joy can there be than to help bring unity and peace, happiness, and well-being to those around us?

Facilitator Instructions:

Use 10 minutes to do the following:

1. Read the first paragraph together.

Ask: What kind of society do we want to build? What do we need to build that kind of society? Is it easy? What does it require?

2. Read the second paragraph together.

Ask: Do we want to only read the lessons alone? What is the benefit of learning as a group?

3. Read the third paragraph together.

Ask: What are the benefits of writing down and completing the exercises? Why are there arts and skits? Why are there acts of service and reflection on those acts?

4. Read the fourth paragraph together.

Ask: What is the spirit with which we will learn together?



Unit I

The Nature of a Human Being



Purpose

1. To reflect on the nature of a human being.
2. To understand how we might best see and treat people according to their inward intellectual, moral, and spiritual characteristics rather than their outward physical and material characteristics.

Facilitator Instructions:

Use 2-3 minutes to do the following:

1. Read the purpose of the unit together with the class. Ask students to summarize the two objectives that together make up the purpose.
2. As you go through the lessons, please keep the purpose of the unit in mind.
3. Review the purpose of the unit with the class from time to time, so that they remember why they are studying this unit.

Lesson 1: What is a human being? Who am I?

Mark Lesson 162 in the LMS

Exercise 1: *Reflect on the following two questions.*

1. Do you think of yourself as a good person? Why? Please explain your answer.

2. Do you think people in society are good or not? Please reflect on this question and discuss your answer with the class. Write some key ideas from your discussion in the space below.

Exercise 2: *Read and discuss the following statement about human nature.*

"Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom."^[1]

Exercise #3: *Now, please discuss the following questions with your class.*

1. What does the first sentence tell us about the nature of a human being?

2. What are some of the gems you have within yourself?

3. What does the second sentence tell us can help reveal the treasures in a person?

Facilitator Instructions:

Approx. 15 minutes for steps 1-2 below:

1. Ask students to quietly write down their answer to question 1. Ask each student in the class to share out their answer.

2. Ask students to quietly write down their answer to question 2. Ask a few students to share out their answers.

Approx. 10 minutes for step 3 below:

3. Ask students to copy down the statement from Exercise #2 in their notebooks. Then read the statement out loud. Help the class understand the words in the statement. Finally, help the students understand the meaning of the statement.

*Ask: What are gems? (**answer:** gems are good, positive qualities).*

*Ask: What "alone" can reveal the gems in a person? (**answer:** education)*

*Ask: What helps us bring out our gems? (**answer:** true or proper education helps us bring out our gems. A proper education can take different forms. We can learn from others in our family, community, country, or even across the world.)*

Approx. 15 minutes for step 4 below:

4. Have students complete Exercise #3 and share out their answers.

Key Concepts:

- All humans have great potential. We all possess gems.
- These gems (e.g. kindness, patience, love, justice, humility) represent our inner goodness.
- Proper education allows us to bring out these gems for the benefit of ourselves & society.

Difficult Terms:

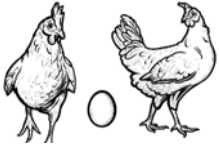
Mine (such as a "gold mine"), gems, inestimable value

Please read the following story from Africa and reflect on the questions below.^[2]

There once was an eagle's nest on a mountain. The nest had three eagle eggs. An earthquake struck, and one of the eggs rolled out of the nest into a chicken farm in the valley below.



Chickens found the egg, took care of it, and kept it warm until it hatched. A beautiful eagle came out of the egg.



Raised among chickens, the eagle believed he was a chicken. He copied their behavior and never realized his true nature. One day, he looked up and saw great animals soaring in the sky. Curious, he asked a chicken about them. The chicken replied that those animals were eagles.

The eagle dreamed of soaring in the sky just like the great birds above. However, the chickens laughed at his dreams and told him that chickens could never fly so high. So, he returned to his chicken life, eating worms, and never understanding his full potential. As time passed, he forgot about his dreams. In the end, after a lifetime of thinking he was a chicken, he died without discovering the grand life he could have lived as an eagle.

1. How are you like the eagle in the story?

2. Do we sometimes act like chickens and forget that we are eagles? Explain your answer.

Facilitator Instructions:

Use 25 minutes for steps 5-9 below:

5. Read the story together as a class. Ask four students to read. Each reads one paragraph.

6. Ask the class if there are any words or phrases they would like to understand better. Explain the meaning of those words and phrases to the class.

7. Ask students to write down the two questions at the end of the story in their notebooks. Have students first quietly answer questions.

8. Then ask students to share their responses with the rest of the class.

9. Ask the class: what are some voices in society that make us forget we are eagles? (**example answers:** social media, other people's opinions)

Exercise #2: Please draw your understanding of the statement below. Share your drawing with the class, and use it to explain how we might understand the nature of a human being.

"Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom."⁽¹⁾

Facilitator Instructions:

Approx. 20 minutes for steps 10-14:

10. Read the instructions and the quotation with the class.

11. Ask students to draw their understanding of the quotation. Give them 5-7 minutes.

12. Ask some of the students to share their drawing and explain it to the class, take 5 minutes.

13. Summarize the lesson: each person, each of us, is a mine rich in gems of inestimable value. Each person needs proper education to bring out the gems.

14. Ask *the class*: how does this lesson change how we view ourselves? How we view others?

Keeping a “Gems” Journal

We want to develop the habit of identifying gems in each and every person we meet. We can develop this habit by regularly searching for gems in different people and reflecting on what we find.

To help us develop this habit, we will keep a “gems” journal. For each journal entry, you will want to meet someone and have a conversation with them. Before the conversation, you may wish to personally reflect on the statement:

“Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom.”^[1]

After the conversation is finished, you will want to write down four things in your entry: (1) the date you met the person; (2) the name of the person; (3) the gems you found in the person; (4) how finding the gems might make you see and act differently towards the person.

An example of what you can write is given below:

Date: 06-10-2024

Name of the person: My neighbor Armaan.

Gems: While talking with Armaan, I saw gems of loyalty, dedication, hard work, and, enthusiasm.

How I now see and act towards them: I do not usually talk to Armaan because of our different backgrounds. However, after talking with him, I now see many more similarities than differences. I learned we both love to read. I hope to share books with him. I am eager to interact with him more.

For your first journal entry, you may wish to have a conversation with someone you already know and are friendly with. For later journal entries, try and connect with people you do not know well or who may be quite different from you.

For the next several class sessions, your facilitator will ask you and your classmates to share your journal entries. Sharing and reflecting on these entries as a class will help us learn more about how to identify gems in everyone we meet. As such, please write a new journal entry each day and be ready to share it with the class.

Facilitator Instructions:

Approx. 20 minutes for steps 10-12:

10. Have students take turns reading this page.

Ask: Why is keeping a gems journal important ?

(possible answer: when we reflect on our gems, we better understand others and ourselves. In doing this, we can further build unity in our community).

Ask: Why do we want to connect with individuals who we do not know, or who are different?

(possible answer: when we connect with others that we do not know, it opens our hearts to seeing gems in everyone we meet).

11. Have students share possible people they may select for their journal entry.

12. Remind students that some will be selected at the start of next class, to share their gems journals.

Lesson 2: What is a human being? The view of biology

Mark Lesson 163 in the LMS

Please read the following passage from the National Museum of Natural History at the world-famous Smithsonian Institution:^[31]

The billions of human beings living today all belong to one species: Homo sapiens.

As in all species, there are differences among individual human beings, from size and shape to skin tone and eye color. But we are much more alike than we are different. We are, in fact, remarkably similar. The DNA of all human beings living today is 99.9% alike.

We all have roots extending back 300,000 years to the emergence of the first modern humans in Africa, and back more than 6 million years to the evolution of the earliest human species in Africa. This amazing story of adaptation and survival is written in the language of our genes, in every cell of our bodies—as well as in fossil and behavioral evidence.

This ancient heritage is yours.

Now, please watch the following short 4-minute video:

https://www.youtube.com/watch?v=yHIBYTBe_hc



Facilitator Instructions:

Approx. 10 minutes

Review the key concepts from Lesson 1, checking for understanding. Next, ask some of the students to share their “gems journal” entries.

It is suggested that you set aside time to check student journals. If you find that students are not completing their journal entries, you can have a discussion with the class exploring the reasons why. Then you can brainstorm solutions.

Approx. 15 minutes for steps 1-2 below:

1. Read the passage as a class. (10 minutes).

Ask: How are human beings similar? What common roots do human beings share?

2. Watch the video. Remember to prepare it ahead of time and have subtitles turned on (5 minutes).

Key Concepts

-All human beings belong to the same species: homo sapiens.

-The physical differences between human beings are negligible compared to how similar we are.

-Along with physical commonalities, we have shared a history of social adaptation and survival.

-Concepts such as race, which have led to practices of dehumanization, are social constructs and do not define a person’s worth.

-When we focus on being all one human species we focus on the similarities rather than the differences. We then we can work together, and we can overcome challenges.

Difficult Terms:

DNA, Homo Sapiens, genes, behavioral science

Exercise: Please answer the following questions.

1. According to the video, how different are human beings from each other biologically?

2. What are some of the many ways in which human beings are similar to one another?

3. How might the awareness that we are all one human species affect our relationships with those around us?



Facilitator Instructions:

Approx. 20 minutes for steps 3-4:

3. Read the three questions as a class. Then have students answer them in pairs (10 minutes).

4. Have a few students share their answers to questions 1 and 2. For question 3, open it up to the class and have a longer discussion (10 minutes).

Lesson 3: What is a human being? The view of spirituality

Mark Lesson 163 in the LMS

Please read and reflect upon the following passage.

Many spiritual traditions say that human beings reflect intellectual, moral, and spiritual qualities that come from a Divine Source. For example:

- In the Old Testament, we read: “*Let us make man in Our image, after Our likeness.*”^[4]
- In the Gita, we read: “*Wherever you find strength, or beauty, or spiritual power, you may be sure that these have sprung from a spark of My essence.*”^[5]
- In a Hadith, we read: “*Man is My mystery, and I am his mystery.*”^[6]

The above quotations imply that the core identity of humans is not physical or material. Rather, the core identity of human beings is intellectual, moral, and spiritual.

In other words, human beings have the ability to show special qualities. These include intellectual qualities such as knowledge, understanding, and wisdom. These also include moral and spiritual qualities such as kindness, love, justice, and patience.

When we see ourselves as intellectual, moral, and spiritual beings first, we become more confident in our ability to transform ourselves and help others. When we see other people in the same way, we can see their true value as human beings.



Facilitator Instructions:

Review key concepts from Lesson 2, checking for understanding. (2 minutes)

Approx. 25 minutes for step 1 below:

1. Read the entire page together as a class (different students can read different parts).

Ask: What do many spiritual traditions say about human beings? (**answer in the text**)

Ask: What is **not** our core identity? (**answer in the text**)

Ask: What is our core identity? (**answer in the text**)

Ask: What does it mean to have a core identity that is intellectual, moral, and spiritual? (**answer:** human beings have the ability to reflect special qualities such as...)

Ask: Why is it important to see other people as intellectual and spiritual beings? (**answer in the text**)

Key Concepts

-Many spiritual traditions talk about the nature of a human being and how each person possesses divine qualities or virtues.

-Our human identity consists of intellectual, moral and spiritual elements.

-Recognizing that these elements characterize human existence is a stepping stone for rejecting all forms of prejudice.

Difficult Terms:

Mystery, detachment, greed, hopelessness, prejudice

Exercise #1: Based on the passage above, circle the qualities you think reflect the true nature of a human being.

kindness	thoughtfulness
generosity	jealousy
greed	thankfulness
helpfulness	outer beauty
extreme competitiveness	inner beauty
service to others	physical strength
anger	spiritual strength
justice	hate
unity	fear
patience	sadness
hopelessness	intelligence
caring	scientific thinking
envy	striving for excellence

Exercise #2: Based on what we have read and discussed in the unit so far, how would you describe the true nature of a human being?

Facilitator Instructions:

Approx. 25 minutes for steps 2-3:

2. Let students quietly answer Exercise 1. Then discuss the answers with the class. Help students understand difficult vocabulary. (15 minutes total)

3. Complete Exercise 2 with the class (5 minutes).

Ask: If all these positive qualities represent our true nature, then why do we still have negative qualities such as anger, envy, and hate?

(answer: We can remember the quotation from lesson one. We all have the beautiful gems inside of us, but they are in a mine which is dark, cold, and dirty. A proper education—one that is focused on bringing out our intellectual, moral, and spiritual qualities—can help our gems come forth from the mine, become cut and polished, and shine to the benefit of the world.

We will continue to reflect on this question in the next lesson).

Exercise #3: “The Legend of the Two Wolves”

Up until now, we have discussed how we all have priceless gems hidden inside ourselves. Despite this, we all sometimes show negative qualities in our daily lives. Why?

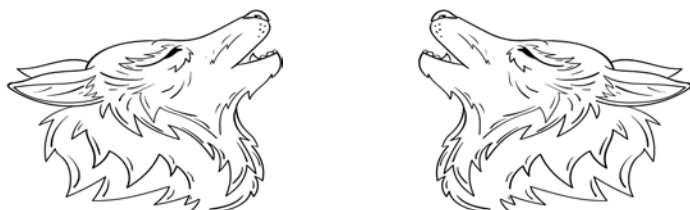
To help us reflect on this question, please watch the video below:

https://www.youtube.com/watch?v=x95_BTeanI8

After watching the story, please write down your responses to the following questions:

1. Describe the two wolves in your own words. Which one of them represents the true or higher nature of a human being?

2. What does the grandfather mean when he says the wolf you feed will win?



Facilitator Instructions:

Approx. 25 minutes for steps 4-5:

4. Discuss the opening paragraph as a class.

5. Play the video for the class and include subtitles.

6. Give students 5-10 minutes to answer the questions and discuss them as a class for 5-10 minutes.

answer for question 2: we have to strengthen (feed) our true or higher nature and not our lower nature.

You may wish to give examples of how to strengthen our higher nature. Examples can include behaving with pure intention, having good habits (e.g. enjoying uplifting music, art and literature), and being of service to others.

You may also wish to discuss the idea that a lot of things in society feed and strengthen our lower nature. Examples might include negative influences from social media, a culture of excessive competition, and unrestrained materialism.

Lesson 4: What is dehumanization?

Mark Lesson 164 in the LMS

Read the below paragraphs together as a class:

We “*de-human-ize*” other people when we see and treat them according to their outward, physical and material characteristics. When we dehumanize other people, we do not treat them as real human beings.

Unfortunately, it is easy to dehumanize others. For example, we may give too much importance to a person’s good looks, material wealth, or job title. Rather than emphasizing a person’s outward characteristics, we can instead put greater emphasis on a person’s consciousness, reason, intellectual powers, moral and spiritual qualities.^[7]

Exercise #1: *Please read and respond to the questions below.*

1. What does it mean to dehumanize someone?

2. How do you feel when someone puts too much importance on your physical and material characteristics rather than your intellectual, moral, and spiritual characteristics?

3. Give examples of dehumanization in human history or in society today.

Facilitator Instructions:

Approx. 10 minutes

Review the key concepts from Lesson 3, checking for understanding. Next, ask some of the students to share the latest entries from their gems journal.

Approx. 35 minutes for steps 1-3:

1. Read the two paragraphs as a class and go over vocabulary. Then read the paragraph as a class again. (15 minutes)

2. Ask the students to answer questions 1-3 in pairs (10 minutes).

3. Have a class discussion about the answers to questions 1-3 (10 minutes).

For question 3, facilitators may wish to provide a couple of examples to get the conversation started. Examples of dehumanization in history or society include: the caste system, fear or mistreatment of strangers.

Key Concepts

-Dehumanization means seeing and treating people by their outward physical and material characteristics rather than their intellectual and moral characteristics.

Difficult Terms:

Dehumanization, consciousness

Lesson 5: A human being is more than a physical being—the story of the sphinx

Mark Lesson 164 in the LMS

The sphinx is an ancient symbol of Egyptian culture that can help us think about the true nature of a human being.^[8] The sphinx has the body of an animal and the face of a human being. The human face means that the human being historically came out of nature. The human face also means that, compared to the rest of nature, a human being is characterized by consciousness, reason, and spirit. The most important aspects of a human being are **universal qualities** such as kindness, honesty, patience, caring, and friendship – all of which come from the mind and heart of a person. Unfortunately, we often dehumanize one another rather than treating each other as beings with this beautiful “human face.”



Exercise #1:

1. Based on the passage above, how would you explain the body and face of the sphinx?

2. The passage above states that kindness, honesty, patience, caring, and friendship are universal qualities possessed by human beings. Please list at least five more.

Facilitator Instructions:

Review the key concepts from Lesson 4, checking for understanding. (5 minutes)

Approx 30 minutes for steps 1-4:

1. Have a student read the paragraph out loud to the class. Go over difficult terms. When explaining the meaning of “sphinx”, point out the image of the sphinx below the paragraph.

2. Ask the students to answer questions 1-2 in pairs.

3. Have a class discussion about the answers to questions 1-2.

You may wish to ask students about the relationship of this lesson with the lesson about the two wolves.

You may also wish to say: “dehumanization means covering up one face--the true face--and only looking at the animal face of the human being.” While you say that, you might wish to use hand gestures to cover and uncover your face.

4. Use the remaining session time to conduct the group activity on the next page.

Key Concepts

-The human being emerges from nature and also stands out from it.

-All humans possess universal qualities.

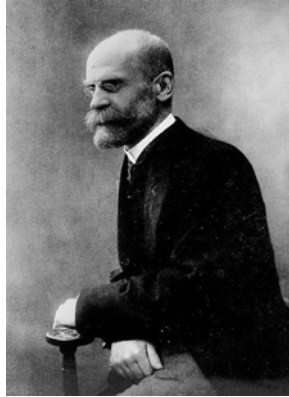
Difficult Terms:

Sphinx, emerge, consciousness, universal, dehumanize

Lesson 6: Group identity affects how we treat others

Mark Lesson 165 in LMS

A famous sociologist, Emile Durkheim, pointed out that human beings identify themselves by the group to which they belong.^[9] They create a boundary around their own group and treat the people who are inside their group differently from the people who are outside their group. People outside their group become strangers, objects, and even enemies. People of one group may even believe that excluding, fighting, and dominating people in another group is a heroic thing to do.



Exercise: Please answer the following questions.

1. What problems might arise when we see people as being part of other groups? Can you give some examples?

2. Do you think we should treat people from the same caste differently than we treat people from another caste? The same ethnicity? The same social class?

3. Do you think it is possible to extend the boundaries we have created between groups to include others? If we limit our boundaries, what might that say about how we view others and ourselves?

Practice: After class, have a conversation with someone who is of a different social class, caste, or religious group. The person could be from work, a fellow classmate, a neighbor, or someone else. The conversation could be about any topic. After your conversation, write down what you spoke about and how you felt.

Facilitator Instructions:

Approx. 20 minutes

Review the lessons from the last session. Next, ask some of the students to share the latest entries from their gems journals.

Approx. 50 minutes for steps 1-4:

1. Have a student read the paragraph out loud.

Ask the class: What are some examples of group identities? (**possible answers:** identity by caste, nationality, religion)

2. Ask the students to individually write down their answers to questions 1-3 in their notebooks.

3. Ask a few students to share and discuss their responses with the rest of the class.

4. Read and discuss the “practice” at the end of the lesson with the class. Link the practice to the “gems journal” exercise. Encourage the students that, for their next journal entry, it is time to meet someone that is from a different social class, caste, or religious group.

Key Concepts

-Human beings have a tendency to identify themselves with groups.

-Group identity affects our behaviors. We may create group boundaries such that we treat people inside the boundary differently from those outside the boundary.

-It is possible to extend group boundaries to embrace more and more people.

Difficult Terms: Sociologist, excluding, dominating, boundary

Lesson 7: Dehumanization, oppression, and prejudice

Mark Lesson 165 in the LMS

Human history is full of **dehumanization**, **oppression**, and **prejudice**, each of which occurs when we mainly think of human beings as physical, material, and **biological** objects.^[10] Unfortunately many types of dehumanization still exist today.

For example, the caste system reduces humans to the level of their natural and **biological** characteristics. A human being's rights, value, and opportunities are defined according to which family they were born into.

Racism is another form of **dehumanization**. **Racism** reduces the value, identity, and social rights of a human being to the color of that person's skin. **Racism** can occur when a human being is viewed only in terms of their **biological** and physical **characteristics**.

Patriarchy, a system in which men dominate women, is another form of **dehumanization**. In patriarchy, the value, worth, and the rights of human beings are determined by their gender.

An extreme form of **dehumanization** is **slavery**. **Slavery** is reducing a human being to the level of an object. The human being is treated as someone else's object without his or her agreement.

Exercise: Please fill out the following sentences based on the paragraphs above.

1. In the caste system, human rights, values, and opportunities are defined according to _____.
2. Racism reduces the value, identity, and social rights of a human being to _____.
3. In the culture of patriarchy, the value, worth, and rights of human beings are determined by _____.
4. In slavery, a human being is treated as _____.

Facilitator Instructions:

Review the key concepts from Lesson 6, checking for understanding. (5 minutes)

Approx. 20 minutes for steps 1-2:

1. Have 5 students each take turns reading a paragraph out loud to the class.
2. Make sure students understand the meaning of the bolded terms. Before moving on to questions you can ask students the meanings of the terms. For example: "What is racism?" Or "What is dehumanization?" (Remember: dehumanization is when we cover up the true face of the human being and only see the animal face.)

Approx. 20 minutes for steps 3-4:

3. Ask students to answer the four questions in pairs. Walk around the classroom and help students find the the answers in the text.
4. Ask one or two pairs of students to share their answers with the class. Discuss any thoughts or questions students might have.

Key Concepts

-Racism, patriarchy, slavery are different forms of dehumanization, oppression and prejudice.

-Each form serves to dehumanize people in specific ways.

-Dehumanization is still present in society nowadays in the form of various unfair practices.

Difficult Terms:

Dehumanization, oppression, prejudice, biological, racism, characteristics, patriarchy

Lesson 8: What dehumanization means for our lives

Mark Lesson 166 in the LMS

Let us summarize what we have read and discussed so far. We have read that history and society have had many instances of *dehumanization*. The reason for this is that we have identified ourselves and others by our outward characteristics and not by our inward characteristics. Based on outward characteristics such as caste, race, and gender, we have sometimes formed social groups that actively exclude others.

Exercise #1: Please read and reflect on the following two questions.

1. How might you limit yourself if you define yourself mainly by your outward traits such as beauty, weight, height, race, caste, social class, or job title?

2. How might we limit our healthy relationships with others if we define them mainly by their outward characteristics?



Facilitator Instructions:

Approx. 10 minutes:

Review the key concepts from Lesson 7, checking for understanding. Next, ask some of the students to share the latest entries from their gem journals.

Approx. 10 minutes for step 1 below:

1. Have a student read the paragraph out loud. Ask: What does dehumanization mean? (students can go to lesson 4 for the answer)

Approx. 15 minutes for steps 2-3:

2. Read questions as a class. Then have students answer them in pairs.

3. Have students share their answers with the class.

Key Concepts

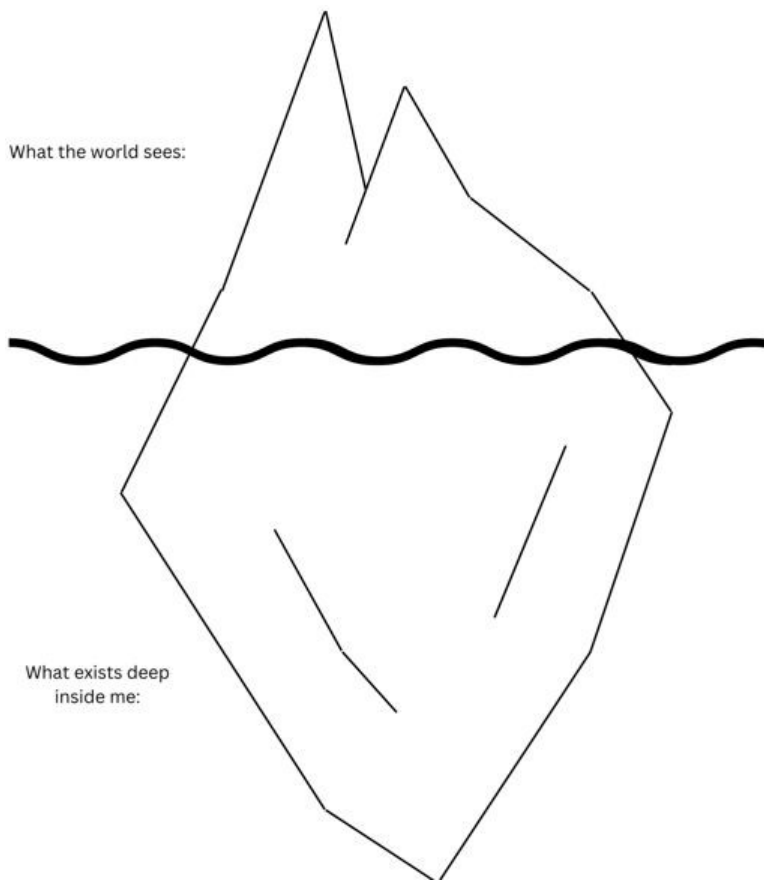
-We limit ourselves and our relationship with others by defining people by their outward traits.

Difficult Terms:

Dehumanization, (This word appears often in the text, so have a student define it in their own words.)

Exercise #2: Please complete the following “Iceberg” activity.

Imagine you are an iceberg. Above the waterline is what the world sees. In that part, write what most of the world sees when they look at you (for example, your favorite food, your eye color, etc.). Below the waterline is what the world does not easily see. In that part, write the qualities and characteristics you see inside yourself.



Facilitator Instructions:

Approx. 25 minutes for steps 4-8:

4. Read directions with the class. Help students understand what is an “iceberg”.
5. Draw an iceberg on the board. Fill out the iceberg yourself as an example to the class.
6. Give students 10 minutes to complete their own iceberg in their notebooks.
7. Ask students to share their icebergs with a partner for 5 minutes.
8. If there is time, have a couple of students share their icebergs with the class.

Exercise #3: Please reflect and write about the following questions.

a) What is a healthy relationship you have had with a classmate or co-worker? What has made your relationship with that person healthy and why have you held that person close to you?

b) Why do you think it is important to build relationships with people based on inward characteristics such as kindness, friendship, truthfulness, and patience?



Facilitator Instructions:

Approx. 15 minutes for step 9:

9. Give students about time to write down their responses to Exercise #3 on their own and then discuss the responses as a class.

Lesson 9: Unity and diversity

Mark Lesson 166 in the LMS

Consider the flowers of a garden. Though they are different in color, form and shape, they are refreshed by the same rain and receive power from the same sun. The diversity of the flowers increases their charm and adds to their beauty. It would be boring if all the flowers, plants, and trees of that garden were all of the same shape and color! Differences in color, form and shape beautify the garden and increase its attractive effect. In the same way, when different thoughts, personalities, and characters are brought together in unity, the beauty and glory of human perfection can show itself.^[11]



Exercise #1: *Discuss the following three questions with the person next to you.*

1. Is unity the same thing as uniformity (where everything is the same)? Why or why not?

2. How would you feel if everyone was exactly the same as you?

3. Can you think of one or two other examples of unity in diversity in nature or society? How does unity depend on diversity? How does diversity depend on unity?

Facilitator Instructions:

1. Read the passage as a class.
Ask: Why is diversity in a garden important? (10 minutes)

Approx. 20 minutes for steps 2-3:

2. Have students answer the questions in Exercise #1 in pairs.

3. Ask a few students to share their answers with the rest of the class.

Key Concepts

-There is a difference between unity and uniformity.

-True unity promotes and depends on diversity.

Difficult Terms:

Diversity, refreshed, empowered, attractive, glory, uniformity, distinctive, predictable, perspectives, complementarity, opposition

Exercise #2: *Discuss your feelings about the following short passage with the class.*

“Diversity makes India distinctive from other places in the world. A land without diversity would be like a house without people, boring and predictable.”^[12]



Exercise #3: *Read and discuss the meaning of the following statement with the class.*

“To create an environment of unity, we need to learn how to bring together different talents, opinions, styles, and perspectives. Where there is disagreement, we must find complementarity. When there is opposition at one level, we must find cooperation at a higher level.”^[13]



Facilitator Instructions:

4. Read and discuss Exercise #2 as a class (5 minutes).

5. Read and discuss Exercise #3 as a class (10 minutes).

Unit 1 Review: The Nature of a Human Being
Mark Lesson 167 in the LMS

Goals for Unit 1

- a) To reflect on the nature of a human being.
- b) To understand how we might best see and treat people according to their inward intellectual, moral, and spiritual characteristics rather than their outward physical and material characteristics.

Questions: Please answer the questions below.

1. Fill in the blanks for the quote and answer the question below.

"Regard man as a _____ rich in _____ of inestimable _____, _____ can, alone, cause it to reveal its _____, and enable mankind to _____ therefrom."

What is the meaning of the quote above? _____

2. What is a human being?

a) View of biology: _____

b) View of spirituality: _____

3. What are some of the positive, universal qualities that exist in every human being?

4. What is dehumanization? What are some examples of dehumanization?

5. How does the act of dehumanizing others hurt our lives? Why is it harmful for society?

6. Why is unity necessary for diversity and why is diversity necessary for unity?

Facilitator Instructions:

You have 2 hours for this review and consolidation day:

1. Arrange for absent students to pair up with and learn from students that already took the lessons that they missed.

2. Return to the "Purpose" page of Unit 1. Reflect on the purpose of Unit 1 as a whole.

3. Review the sequence of ideas in the lessons of Unit 1. Ask students to recall the main ideas from each lesson.

4. Ask students to complete this Unit 1 Review page in pairs. Go over the answers with the class.

Important: This should be done as a group so that the facilitator can check for student understanding and make sure everyone has clear and correct answers.



Unit 2

Unity in Our Community



Purpose

1. To explore which qualities, attitudes, behaviors, and skills help a community build unity.
2. To explore which qualities, attitudes, and behaviors prevent a community from building unity.
3. To continually develop the wide range of qualities, attitudes, and behaviors, as well as practice the skills, that contribute to unity in the community.

Facilitator Instructions:

1. Start Unit 2. Read and discuss the purpose with the class (10 minutes)

Note: When you facilitate the lessons of Unit 2, review the purpose with the class from time to time, so that they remember why they are studying the unit.

Difficult Terms: community, qualities, attitudes, behaviors, continually

Lesson 1: Unity of Purpose, Vision, and Action

Mark Lesson 168 in the LMS

Your facilitator will ask you to take turns reading the following text out loud in class. You will then be asked to discuss the questions as a group.

We are fortunate to be part of several communities:

- At FEA, we have a diverse community of classmates and facilitators.
- In our personal lives, we interact with friends, family and neighbors.
- At school or in our work, we collaborate with classmates, colleagues, and clients.

To build and maintain a thriving community, its members must become more and more united in their purpose, vision and action. Let's discuss these three aspects of unity:

- a. **Unity of purpose:** When the goals of individuals are in alignment with the goals of the whole community.



- b. **Unity of vision:** When the members of the community have a common idea of how to work for the betterment of the community.



- c. **Unity of action:** When individuals have both unity of purpose and unity of vision, and then work together for the betterment of the community.



Facilitator Instructions:

Approx. 30 minutes for steps 1-3:

1. Have students take turn reading page out loud.
2. Ask: What are the three aspects of unity discussed here?

Make sure students understand the distinction between each of them.

3. Ask: How do these three aspects of unity work together?

Key Concepts

-Unity is necessary for the prosperity and well-being of a community.

-We have many spaces in which we can work for unity: at FEA, at home with our family and friends, in our neighborhoods, in our schools, and in our occupations.

-We need to understand and work towards greater unity of purpose, vision, and action.

Difficult Terms

Alignment, harmonize, maternity leave

We will explore the idea of unity in our community in much greater depth in the lessons below. Before we turn to those lessons, however, please discuss the following questions with your facilitator. In discussing the questions, remember what we learned before: that unity does not mean uniformity but rather unity based on diversity.

1. What does **unity of purpose** look like for our FEA community?
Can you give an example?

2. What does **unity of vision** look like for our FEA community?
Can you give an example?

3. What does **unity of action** look like for our FEA community?
Can you give an example?



Facilitator Instructions:

Approx. 35 minutes for steps 4-6:

4. Have a student read the text at the top.

5. Before starting the questions, have students read out loud the “Team FEA Poster”. This will help students see the similarities between the unity curriculum and FEA’s purpose and vision.

6. Have students answer questions 1-3 on their own for 10 minutes. Give students time to share their answers with the class.

Class Activity: To live and work together with others effectively, we will need to create and harmonize unity of purpose, vision, and action. In this activity, we will look at two examples of members of a group trying to achieve unity.

Example 1 (Work): Coworkers in a company are trying to decide how to allocate time on a project together. Each coworker has different goals. Coworker #1 feels overworked and wants to work less hard; coworker #2 is energetic and excited about working on a new project; coworker #3 is new to the company and needs help; coworker #4 plans to go on maternity leave.

1) How might the different goals of each coworker conflict or disagree?

2) How might the coworkers address the differences in their goals and achieve unity of purpose?



Facilitator Instructions:

Approx. 20 minutes for step 7:

7. Do Example 1 together with the class. Read the example together. Have students share their answers to question 1 and write them on the board. Do the same thing with question 2.

As students do this exercise, remind them to think about unity of “purpose”, “vision”, and “action” and how they are all related.

Example 2 (Family): Imagine that the members of a family are trying to decide how to divide up household responsibilities.

1) Before they talk to each other, what are some different goals that each family member might have in this situation?

2) How might the different goals of each family member conflict or disagree?

3) How might the family members address the differences in their goals and achieve unity of purpose?

Facilitator Instructions:

Approx. 25 minutes for step 8

8. Have students work on Example 2 (Family) questions in pairs for 15 minutes then review answers as a class for 10 minutes.



Lesson 2: Kindness, love, and respect

Mark Lesson 169 in the LMS

Ideally, we want to show kindness, love, respect to everyone in our community. This kindness, love, and respect should not be temporary and superficial. Instead, our kindness, love, and respect should be deep, sincere and lasting, extended to every human being without exception.

Let us explore kindness, love, and respect further below.

First, please read the following quotation about kindness and love:

“Do not be content with showing friendship in words alone. Let your heart burn with loving kindness for all who may cross your path.”^[14]

Discuss: What does it mean to show friendship in words alone? What should we do instead?

Discuss: A candle shines light in all directions. A fire gives heat in all directions. With that in mind, what condition does our heart need to have to show love and kindness to every single person that we meet?

Next, read this passage about respect, adapted from the Native American Code of Ethics:^[15]

- Respect means to feel or show honor for someone or something and to treat someone or something with courtesy.
- Treat every person from the tiniest child to the oldest elder with respect at all times.
- Touch nothing that belongs to someone else without permission.
- Listen with courtesy to what others say, even if you feel that what they are saying is worthless. Listen with your heart.
- No person should be made to feel “put down” by you; avoid hurting other hearts as you would avoid a deadly poison.
- Show deep respect for the beliefs and religion of others.
- Treat the earth as your mother. Show deep respect for the mineral world, the plant world, and the animal world. Do nothing to pollute our Mother, rise up with wisdom to defend her.
- Showing respect is a basic law of life.

Facilitator Instructions:

Approx. 40 minutes for steps 1-5:

1. Ask one student to read the first two paragraphs on the page (before “First, please...”).
2. Read the quotation about kindness and love with the students in class. Make sure they understand the words and the overall meaning.
3. Ask the students to copy the quotation in their journals. Then, repeat the quotation together with them a couple of times.
4. Read the statement starting with “Discuss:” to the class. Give the students a minute to reflect on the question in light of the quotation. Then ask the students to share their thoughts.

Important: help students understand that fire shines in all directions. In the same way, we want to build a fire of kindness and love in our hearts that shines on everyone we meet.

5. Read and discuss the passage about Respect with the class.

Key Concepts

-We want to extend love, kindness, and respect to everyone.

-Love, kindness, and respect are not temporary or superficial feelings. They are our inner gems. They reflect our nobility and how we see each other as noble beings.

-We want to learn how to express increasingly higher levels of kindness, love, and respect.

-Kindness, love and respect are expressed through service to others.

Difficult Terms:

Superficial, content (as in "to be content"), honor, deference, courtesy, privacy, intrude, inspirational

Discuss: Is respect just about our words and gestures? What else is required to show real respect to each other?

Now, please watch and reflect on the video called “Fresh Eyes” (the lyrics are below):

<https://www.youtube.com/watch?v=5bgemCaaOkU>

Facilitator Instructions:

Approx. 25 minutes for steps 6-7:

6. Have students answer the discussion question about respect. Then discuss the answers as a class.

7. Have students watch the video. After watching, you can select a few students read the lyrics out to the class. Some words or phrases may need to be defined and discussed.

I got these fresh eyes, never seen you before like this My God, you're beautiful It's like the first time when we opened the door Before we got used to usual	It's human nature to miss what's under your nose 'Til you, 'til you remind a fool
It might seem superficial Stereotypical, man You dress up just a little and I'm like, "Oh, damn"	Maybe all of this is simple My heart's unconditional, yeah You dress up just a little and I'm like, "Oh, damn"
[Chorus]: So suddenly, I'm in love with a stranger I can't believe that she's mine Now all I see is you with fresh eyes, fresh eyes	[Repeat Chorus] If I could bottle this up, bottle, bottle this up, I would I would bottle this up, bottle, bottle this up, I would 'Cause you're gorgeous in this moment If I could bottle this up, I would
Appreciation, well, it comes and it goes But I, I'll ride that wave with you	[Repeat Chorus]



Exercise: What does the video have to do with love, kindness, and respect? Why is it inspirational? Write a few sentences to express your thoughts and share them with the group.

Act of Service: We are learning that it is important to try and show kindness, love, and respect in all our interactions and with everyone. Knowing that these qualities are important is a first step. But we also need to practice kindness, love and respect so that more and more they become part of who we are and how we behave. To help each other practice kindness, love, and respect, let's engage in the following activity:

Choose one act of service that you would like to practice before the next class. Some examples of acts of service include:

- *Listening to and empathizing with someone who is experiencing challenges*
- *Helping a classmate or coworker finish a task*
- *Helping your family members with chores*
- *Sharing what you learned in today's lesson with a friend*

When you practice the act of service, think about the spirit in which you would like to do it. For example, you may think about letting "your heart burn with loving-kindness."

Please share your experience with the class the next time. You can share what act of service you picked, the spirit with which you did it, and the effect it had on you and those around you.



Facilitator Instructions:

Approx. 25 minutes for step 8:

8. Have students answer the exercise on their own for 5-10 minutes, then discuss as a class for 5-10 minutes.

(possible answer: The video shows people who are homeless and that are often looked down upon by society. Because society fails to look upon them as noble human beings, they sometimes even forget their own nobility. However, after a simple "refresh", they see themselves and each other with "fresh eyes". In other words, they are reminded of their own nobility – that they are human beings.)

9. Ask students to read the "Act of Service" paragraphs. They can take turns reading in pairs (10 minutes).

Ask: Why should we engage in this act of kindness every day? This can help students understand the importance of the lesson.

(possible answer: We can express kindness, love, and respect through acts of service. Furthermore, acts of service are most effective when they are done in a spirit of kindness, love, and respect.)

Keeping an “Acts of Service” Journal

We can increase our ability to show kindness, love, and respect by regularly carrying out acts of service and reflecting on them.

To help each other develop this habit, please keep a journal. In the journal, write down the date, the act of service for the day, the spirit in which you carried out the act of service, the effect the act of service had on you, and the effect the act of service had on others.

An example of what you can write is given below:

Date: 11-12-2023

Action: I helped my younger sister with her math homework.

Spirit: While helping her, I tried to practice patience and caring.

Effect on me: It gave me a lot of joy to help my sister with her homework. I can see she has a lot of capacity.

Effect on others: She learned more math today. Helping her is making us feel closer to each other.

Each day, the facilitator will ask some students to share their journal entries. Sharing and reflecting on these entries as a class, will help everyone learn more about how to better express kindness, love, and respect in our everyday lives. As such, please keep writing new journal entries and be ready to share each day.

Facilitator Instructions:

Approx. 30 minutes for steps 10-12:

10. Have students take turns reading this page.

Ask: Why do we want to reflect on our acts of service every day?

(possible answer: when we reflect on our acts of service, we better understand how we can show kindness, love, and respect in our everyday lives.)

11. Have students share possible “Acts of Service” they might carry out before the next class. Then give students a few minutes to plan an act of service they can carry out.

12. Remind students that some will be selected at the start of the next class, to share their act of service.

Lesson 170

Resources:

- Student Activity Books, L170

Milestone Championship Celebration and Final Round

Step 1: 20 mins.

Announce that today, the third round of milestone championship has ended. First share the names of all the pairs that did not become dropout till today. 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 world map to each of the pairs that have achieved the third milestone. Ask students to share their feeling of receiving their third reward at FEA.

Also ask them if they would like to receive a fourth reward. Inform students that it would require a further commitment at their end.

Tell them that today is the beginning of the fourth and final round of 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 2 pairs would receive a reward at the end of the fourth Milestone Championship. The commitment would be the same to ensure that they and their partner do not become a dropout. Since, top 2 pairs would receive a reward, it would also be necessary to have a good attendance percentage along with not being a dropout. The top 2 pairs with the maximum attendance would receive their fourth and final 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: Tell students that their last reward is a special certificate which they would receive on their final day at FEA. Make sure that you mention that only the top 2 pairs would receive the special certificate. Make sure not to tell the students what is special about the certificate they would receive on the last day as it could kill the excitement.

Practice Time

Objectives:

- Students will become comfortable in giving presentations .
- Students will practice creating a spreadsheet on excel and communicate the challenges with their peers.

Step 1: 20 mins.

English Practice time: Write vocabulary words down on strips of paper then fold them in half and place them in a container. One at a time, students will come to the front of the class and pick 3-4 strips of paper out of the bowl. They must then tell a short imaginary story that includes the words they have chosen. Encourage every student to present it for a minimum of 30-40 seconds.

Words to be written on slips of paper: Forest, Night, Magic Book, Knife, Handkerchief, Rain, Train, family, park, friend. etc. (Facilitators can choose more words to write on the slips of paper)

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

Instruct the class that they will create a spreadsheet on excel as given in the SRB. Get started and move around and help students as required. Ask pairs to help one another. The conversation between them should be in English. After every 10 minutes, ask students to move around and look into the work of one other pair. They should talk to them about

- the challenges they are facing and
- the progress they have made.

At this time, the facilitator should vigilantly move around and keep a note of students who are trying hard and those who are still shy to converse in English. Students who finish early, guide them to help others. Ensure that the conversation is in English. Help students who require more support.

After the discussion, allow students to continue for 10 more minutes and repeat the discussion activity thereafter. Do this as many times as the time allows.

Following Instructions Well

Objectives:

- Students will be able to follow written and verbal instructions accurately and efficiently to complete a task with minimal errors.

Step 1- 10 mins.

Introduce the topic:

Following instructions well affects success in your studies, workplace and life. Following instructions in school enables you to learn effectively, do well on tests and achieve higher marks/grades. In the workplace, understanding and taking instructions is essential for being an effective worker and taking on more workplace responsibilities. Following medical instructions is important for your health, and in emergency situations, instructions can be a matter of life or death.

Ask students: what are other contexts/situations where you need to follow instructions?

Step 2- 10 mins.

Following instructions well is much more than carefully reading or listening to verbal instructions. Ask students what are the steps involved when they are trying to follow instructions? Guide them to understand that this is actually a complex process that involves language, mental flexibility, attention to details, listening skills, analysis and expression.

Emphasize to students that: Following instructions well is something that needs to be learned. You can suggest that students write this down in their notebooks to emphasize that this is a learned skill that can be improved over time.

Step 3- 25 mins.

Guide students through Part C, which focuses on three aspects of following instructions well. After discussing active listening, complete the Simon Says activity with the students.

Ask all students to stand up, and the facilitator also stands at the front of the class. Tell the students that you will tell them to do an action, and they should copy the action, but only when you say "Simon says." If you don't say "Simon says", they should not do the action, even if you are doing it.

To start the game, you can say: "Simon says: clap your hands" and clap your hands at the same time. The students should copy your action. Then you can say "Simon says: touch your nose" and touch your own nose. The students should copy you. Then you can say "Touch your knees" and touch your own knees. The student should not copy your action this time, because you did not say Simon Says. You can repeat this game several times with different actions. Students will practice their ability to actively listen to the instructions.

Reflect on the game with the students. You can ask the following questions:

- How did you find the "Simon says" game? Was it challenging or easy for you?
- Did anyone have difficulty following the instructions? What made it challenging?
- How did you determine whether or not to follow the command when "Simon didn't say"?
- Did you notice any strategies that helped you remember to follow only the correct commands?

In the Learn a Recipe activity, you can divide students into pairs. One partner will describe how to make his or her favorite dish. The other partner should listen carefully to the steps and write them down in the notebook. If they like, they can try making the recipe at home. Then the students should switch roles. After the activity, ask the students: "How do you think this activity relates to the skill of active listening? Would you be able to make the recipe if you did not write down the steps and ingredients?"

In the Origami Folding activity, you can ask students if any of them know how to fold something, and teach the rest of the class. If you know how to fold something, you can also teach the class. If you like, you could also find a video on YouTube that teaches you how to fold something, and play it for the students. Everyone will practice following the instructions, asking questions when necessary and checking that they have folded each step correctly.

After the activity, you can reflect with the students by asking the following questions:

1. When you were folding your creation, did you need to stop to check and make sure you were folding it correctly? Did you need to ask questions or replay the video?
2. How does the transformation of a simple piece of paper into a more complex structure relate to personal growth or development? What role did concentration and focus play in successfully following the instructions?

Step 4- 15 mins.

Complete Part D with the students by reading and discussing the list of steps for following instructions well. After discussing the list, students can practice applying the steps in a role play.

One student will be the 'manager' and another the 'employee'. In front of the class, the 'manager' will give the 'employee' a list of tasks to complete in the classroom. Some examples are given in the lesson. The 'employee' should follow the steps listed above and complete the tasks. The other students should observe, and give the 'employee' feedback if he or she missed a step. Did the 'employee' look at the 'manager' while getting instructions? Did they take notes of the instructions? Did they ask questions to clarify? Did they let the 'manager' know after they finished the tasks?

Step 5- 10 mins.

In Part E, students will check their understanding by applying what they learned to three different scenarios. Students can read and discuss each scenario in small groups or pairs, and discuss what should be done differently in each situation. You can check students' understanding by asking: "What strategies do you use to minimize distractions and stay focused on the speaker?"

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Lesson 3: Unity: Avoiding and Dealing with Conflict (Part 1)

Mark Lesson 171 in LMS

Your facilitator will ask you to take turns reading the following text out loud in class. You will then be asked to discuss the questions as a group.

- Conflict between community members leads to pain and separation.
- For communities to become truly united, we must try to avoid conflict.
- To do that, it is important to recognize that conflict can take many forms. These include:
 - **Strife:** angrily disagreeing with others over fundamental issues
 - **Hostility:** being actively unfriendly towards or opposing others
 - **Estrangement:** no longer being friendly to others
 - **Apathy:** not caring about others

Avoiding conflict does not mean that we cannot have different ideas and opinions. We can have different ideas and opinions, learn from each other, and come to a greater understanding together. Avoiding conflict means avoiding personal conflict or *conflict between hearts*.



Please discuss the following two questions:

1. What happens to a community when two or more members have a personal conflict?

Facilitator Instructions:

Approx. 10 minutes:

After briefly reviewing lesson 1-2, ask a few students to share from their “acts of service” journal.

It is suggested that you set regular times to check student journals. If you find that students are not completing their journal entries, you can have a discussion with the class exploring the reasons why. What challenges do students face in regularly writing in their journals? Then you can brainstorm solutions.

Approx. 30 minutes for steps 1-3:

1. Ask a few students to read the text out loud to the class.

2. Go over the meaning of the bolded terms.

3. Give students 5-7 minutes to answer questions 1-2 on their own. Then have a few students share for 5 minutes.

Ask: what are some examples of when two or more members have a personal conflict?

Key Concepts

-Conflict and contention can destroy unity in a community.

-Strife, hostility, estrangement and apathy are different forms of conflict.

-Personal conflict between hearts is different from the healthy discussion of various ideas and opinions.

Difficult Terms:

Contention, strife, hostility, estrangement, apathy, destruction, constructive, skit, substantial, frustration, hostility

2. Why are estrangement and apathy especially harmful?

Now, please read the following two quotations:

“Thoughts of war bring destruction to all harmony, well-being, restfulness, and content.”^[16]

“Thoughts of love are constructive of brotherhood, peace, friendship, and happiness.”^[17]



3. What are some examples of “thoughts of war” from our own lives? What about “thoughts of love”?

Facilitator Instructions:

Approx. 30 minutes for steps 4-6:

4. Read the bolded quotes out loud. Go over difficult terms and make sure students understand the meaning of the quotations.

5. Read the quotations together as a class. Then, have the students write the quotations in their notebooks.

6. Ask students to answer question 3 in their notebooks. Ask students to share their answers and discuss them as a class. As the students are sharing, write their examples of thoughts of war and thoughts of love on the board.

Small group activity (3-4 persons): Please take turns reading the following passage about a conflict between leaders and members of a community about where to build a new market.

In the city of Rajkot, two community leaders, Poorvi and Nikhil, are having a discussion with five volunteers about where to build a new healthy foods market. The current plan is to build the market near the southeastern part of Rajkot. The community leaders planned on this location because it was closer to the homes of the most regular and high paying customers. The increase in sales could provide many economic benefits to Rajkot.

During the discussion, the five volunteers express that this plan makes it very difficult for the majority of residents to access the market because it is very far away from where they live and there are no nearby bus stops. In the city, few people are able to regularly travel long distances for healthy food and many rely on public transportation like buses to go from place to place. The volunteers suggest that the new market instead be built near the middle of the city where it could be reached by walking or bus.

As the conversation continues, the community leaders and volunteers begin to get frustrated with one another and begin to look down on each others' suggestions. Tensions begin to rise and it is unclear whether they can come to an agreement about where to build the market. Hostility begins to overwhelm the conversation.



Facilitator Instructions:

Approx. 10 minutes for step 7:

7. Ask students to take turns reading the text. Ask them brief clarifying questions after each paragraph to make sure they understand the story.

How would you and your group answer the below questions?

1. What is the main issue that the community members are discussing?

2. Who are the people involved in the story?

3. Where do the community leaders want to build the market and what is their reasoning?

4. Where do the volunteers want to build the market and what is their reasoning?

5. Can you give examples of how kindness, love, and respect might be brought into the conversation by one or more of the community leaders or volunteers? Could these qualities change the direction of the conversation?

6. Now perform a role play with 3-4 classmates. In the role play, act out the discussion about where to build the market, but this time have one or two actors show positive qualities that might help the group come to a harmonious decision.

Facilitator Instructions:

Approx. 40 minutes for steps 8-11:

8. Have students work in groups of 3-4 to answer questions 1-5 (10 minutes). Walk around the room to assist groups and make sure they are on task.

10. For question 6, give each group about 10 minutes to prepare a 2-3 minute role play. Walk around the room to assist the groups and make sure they are on task.

11. Give the groups 20 minutes to perform role plays in front of the class.

Lesson 4: Unity: Avoiding and Dealing with Conflict (Part 2)

Mark Lesson 172 in the LMS

Please discuss this question with a partner: In your daily life, how do you typically deal with conflict? (*please think of some concrete actions and write them down*)

In the previous lesson, we looked at some of the different types of conflict that we should try to avoid. The following three quotations will help us further reflect on the qualities, attitudes, and behaviors we need to practice to deal with conflict and build unity in our communities.

“...concentrate all the thoughts of your heart on love and unity. When a thought of war comes, oppose it by a stronger thought of peace. A thought of hatred must be destroyed by a more powerful thought of love.”^[18]

“If with a pure mind a person speaks or acts, happiness follows him like his never-departing shadow.”^[19]

“Backbiting quench(es) the light of the heart and extinguish(es) the life of the soul.”^[20]

Discuss with the class: *How do the above three quotations help us to deal with conflict and build unity? Write insights from your discussion below.*

Facilitator Instructions:

Approx. 10 minutes

Review lesson 3. Next, ask some of the students to share the latest entries from their acts of service journal.

Approx. 50 minutes for steps 1-3:

1. Have students answer the first question in pairs then discuss as a class (10 minutes).
2. Read the three quotations to the students. Go over difficult words. Make sure students understand the meaning of the quotations. Then ask the students to write the quotations in their notebooks. Read the quotations out loud with the students a few times (approx. 25 minutes).
3. Discuss the question at the bottom of the page with the class. Point out how the three quotations help us focus our thoughts, words, and actions on avoiding conflict and building unity (approx. 15 minutes).

Key Concepts

-We can avoid conflict by focusing on love and unity, maintaining pure thoughts, and avoiding backbiting.

Difficult Terms:

Backbiting, quenches, extinguishes, abruptly, frustrated, unreasonable

Facilitator Instructions:

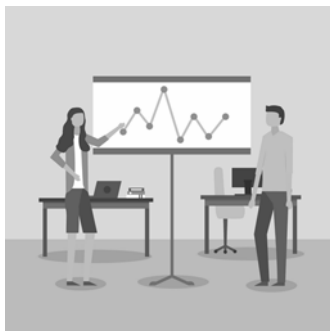
3. Small group activity (3-4 persons): *The following conversation is about two individuals having a disagreement at work. Please take turns reading the conversation in a small group.*

Priti and Ahmed work at a local technology company in Bengaluru. Their supervisor asks them to create a presentation and share it in two weeks. Priti and Ahmed decide to meet and start working on the presentation.

In their first meeting, it quickly becomes clear that Priti and Ahmed have different approaches for creating presentations. Priti starts by saying: "I think it is very important for the presentation to provide detailed information. We should speak to the audience for at least 30 minutes." Ahmed responds to her idea somewhat abruptly, "That is a bad idea! We should only share a few major details and present many images instead. The presentation should only last 10 minutes. Otherwise the audience will quickly become bored, and we will hurt our reputations."

Neither Priti nor Ahmed are willing to change their opinions. After going back and forth for nearly one hour, they both leave the first meeting feeling frustrated. Later that day, Ahmed tells a close colleague how much he dislikes Priti's ideas and how he wishes his supervisor would let Ahmed do the presentation on his own. Priti also talks to a coworker, saying that Ahmed is being unreasonable.

Priti and Ahmed continue to meet several times during the week but are unable to overcome their disunity. They continue to complain about each other to their colleagues. The more they complain, the more they don't want to meet each other and the more the work on the presentation suffers. By the end of the week, Priti and Ahmed notice that some of their more friendly colleagues start avoiding them.



4. Split up the class into small groups of 3-4 students. Within each small group, ask the students to take turns reading the small group activity (25 minutes).

Now discuss and answer the following four questions in your small group:

1. Is either Priti or Ahmed necessarily right about how to create the presentation?

2. How could Priti and Ahmed have acted differently in their first meeting? After the meeting?

3. How could the coworkers have avoided engaging in backbiting about Priti and Ahmed?

4. Priti and Ahmed still have one week to resolve their differences. What can they do to build unity and make sure they get their presentation done on time? What can they do to restore their coworkers' trust in them?

Facilitator Instructions:

5. Within each small group, ask the students to answer the questions on the next page (20 minutes). Walk around the room to assist groups and make sure they are on task. If students are confused tell them to go back in the text and look at previous pages and previous lessons if needed.

6. Go over questions 1-4 as a class (10 minutes).

Lesson 5: Unity: Avoiding and Dealing with Conflict (Part 3)

Mark Lesson 173 in the LMS

Please reflect on the following quotations with your class:

“Whenever you recognize the fault of another, think of yourself! What are my imperfections? -- and try to remove them... Thus you will grow, become more perfect.”^[21]

“Easily seen is the fault of others, but one's own fault is difficult to see.”^[22]

“One must see in every human being only that which is worthy of praise. When this is done, one can be a friend to the whole human race.”^[23]

Please discuss the below questions with a partner. Then share your observations with the class.

1. The above quotations suggest that it is not helpful to focus on other people's faults. What might we focus on instead if we want to build unity with others?

2. What are some types of conflict that you face when you are interacting with family and friends? What might you be able to do to deal with these types of conflicts?

3. What are some types of conflict that you may face in the workplace? What might you be able to do to deal with these conflicts?

Facilitator Instructions:

Approx. 15 minutes

Review the lesson from the last session. Next, ask some of the students to share the latest entries from their acts of service journal.

Approx. 35 minutes

1. Read the quotations to the students. Help students understand the meaning of the quotations. Then ask the students to write the quotations in their notebooks. Read the quotations out loud with the students a few times.

Approx. 30 minutes for steps 3-4:

3. Read the questions to the students. Then, ask the students to answer the questions with a partner.

4. Discuss the answers as a class.

Key Concepts

-Focusing on people's imperfections leads to unhappiness and disunity.

-We can focus on our own faults rather than the faults of others.

-If we properly deal with conflicts as they arise, we can maintain unity and create greater unity in the community.

Difficult Terms:

Praise, resolutions, worthy

4. Matching Activity (do this with one other classmate):

Conflict occurs in our daily lives. Please read the list of conflicts in the first column below. For each conflict, find an appropriate resolution in the second column.

Conflicts	Resolutions
Your friends are arguing with one another and you are stuck in the middle hearing them backbite about one another.	Instead of staying upset with the family member, you approach them after dinner and tell them how the comment made you feel. You forgive them because you know their intention was not bad and because you value your family's unity.
Your boss has accidentally made a mistake with your monthly paycheck. You get angry because you are not sure they will pay you what they owe you.	When you arrive at work, you decide to approach your colleague with kindness and ask if everything is alright. Then you ask if they would like to ride the bus together on another day.
Your brother agreed to wash the dishes after family dinner but after the meal walked away without helping. You become very unhappy with him.	You ask your friends to come together to have a discussion about what they are arguing about and discuss ways to forgive each other and heal.
At dinner one evening, your family is having a discussion and someone makes a comment that you find personally hurtful. You become very hurt and decide to ignore that person for the rest of the evening.	After dinner, as your brother is walking away, you kindly remind him that he promised he would do the dishes. Out of love, you offer a helping hand too.
You ask one of your co-workers if they want to ride the bus with you on the way to work tomorrow. The next morning, your co-worker does not show up. You ride the bus alone to work and become upset.	You meet with your boss to have a conversation about the error. With kindness and respect you ask about the mistake and how it could be fixed.

Facilitator Instructions:

Approx. 35 minutes for steps 5-6:

5. Ask students to complete the matching activity with their partner.

6. Go over the answers as a class.

Lesson 6: The Relationship between Unity and Truth

Mark Lesson 174 in the LMS

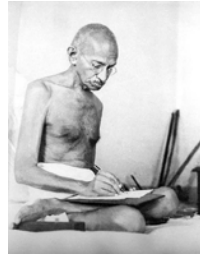
Please read the following text out loud as a class and discuss the questions below.

To achieve unity, we have to be full of truth. Truthfulness in our thoughts, words, actions, and relationships is essential for the unity of our communities.

To help us see why truthfulness is important, read the following words from Mahatma Gandhi:

“...for me, truth is the sovereign principle, which includes numerous other principles. This truth is not only truthfulness in word, but truthfulness in thought also...

...The seeker after truth should be humbler than the dust...the seeker after truth should so humble himself that even the dust could crush him. Only then, and not till then, will he have a glimpse of truth.”^[24]



Gandhi says that he is searching for the truth. Even after a great deal of effort, he only catches a glimpse of it. He also says that any person who is seeking the truth must be humbler than the dust.

Exercises:

1. In everyday situations, do we ever completely know the truth? Why not?

2. What kind of qualities should a seeker of truth possess?

Facilitator Instructions:

Approx. 15 minutes:

Review the lessons from the last session. Next, ask some of the students to share the latest entries from their acts of service journal.

Approx. 35 minutes for steps 1-3:

1. Ask students to take turns reading the text to the class.
2. Go over difficult words. Make sure students understand the basic meaning of the quotations. Read the quotations out loud with the students a few times.
3. Have students answer questions 1-2 on their own. Then, reflect on the answers together as a class.

Key Concepts

-Absolute truth is beyond our reach. However, we should always try to search for and get closer to the truth.

-To seek truth, we have to be detached from our own preconceived ideas and opinions.

-Having prejudices and superstitions keeps us from finding the truth.

-Humility is essential for getting closer to the truth.

-Truth is essential for unity.

Difficult Terms:

Sovereign, principles, attachment, outmoded, dogma, superstition, preconceived, trivial, receptive, obstacle

Now, please read the below passage about unity and truth from a book called *Arising to Serve*:

*We must be lovers of light no matter from what lamp it appears. We must be lovers of the rose no matter in what garden it blooms. We must be seekers of truth no matter from what source it comes. Attachment to one lamp can prevent us from appreciating the light when it shines in another... We must abandon prejudice and **outmoded** traditions if we are to succeed in finding the truth. There is a difference between **dogma**, **superstition**, and prejudice on the one hand and truth on the other.*

*In seeking the truth, we must free ourselves of all our opinions and **preconceived ideas**. We must give up our prejudices and **trivial notions**. An open **receptive** mind is needed. If our cup is full of self, there is no room in it for the water of life. The fact that we think we are right and everyone else wrong is the greatest **obstacle** in the path to unity. And unity is necessary if we are to reach the truth, for truth is one.^[25]*



Exercises:

1. Can you describe the above image of the lamp and the light in your own words? What does the image have to do with seeking truth? What does the image of the lamp and the light have to do with prejudice and superstition?

Facilitator Instructions:

Approx. 60 minutes for steps 4-6:

4. Read the two paragraphs to the students. Go over difficult words. Make sure students understand the meaning of the paragraphs. Then ask the students to read the paragraphs to each other in pairs (30 minutes).

To check understanding, ask:

What is the light? **answer:** the truth. What is the lamp? **answer:** the form through which the truth is expressed.

What is more important - to seek the light or the lamp? What is more important - to see the light of truth or the lamp of truth? **answers:** the light and the light of truth

5. Ask the students to answer questions 1-3 in pairs (15 minutes).

Response for part of question 1 (What does the image of the lamp and light have to do with prejudice and superstition?):

Answers: When we have prejudice and superstition, we may not like a certain lamp. That may prevent us from seeing the light in that lamp. It could also be that we are too attached to a certain dark lamp. In that case, we may not see the light which is shining from another lamp.

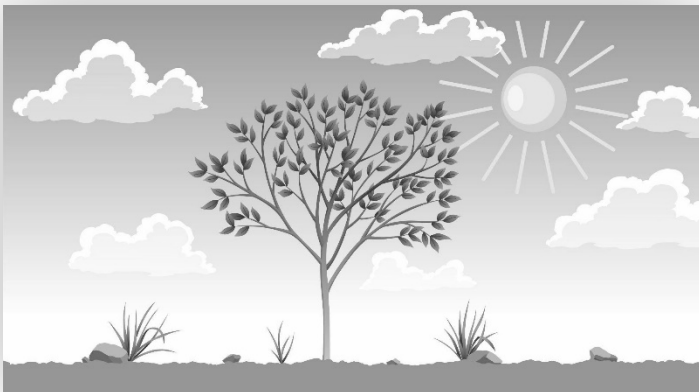
Our superstitions may also make us focus too much on one lamp and not the light (the truth).

6. Discuss the answers together as a class (15 minutes).

Help students understand that when we search for and get closer to truth, we achieve greater unity. Also, when we have greater unity, it helps us search for and get closer to truth.

2. According to the above passage, what do we need to do when seeking the truth? Can you give some examples?

3. What is the relationship between truth and unity? How does each lead to the other?



Lesson 7: Unity is a Cause of Strength

Mark Lesson 175 in the LMS

Please read the following story from Aesop on your own:^[26]

A certain Father had a family of Sons, who were forever arguing among themselves. No words he could say did the least good, so he looked for an example that would make them see that conflict would lead them to misfortune.

One day when the arguing had been much more violent than usual, he asked one of them to bring him a bundle of sticks. Then handing the bundle to each of his Sons in turn he told them to try to break it. But although each one tried his best, none was able to do so.

The Father then separated the bundle and gave the sticks to his Sons to break one by one. This they did very easily.

“My Sons,” said the Father, “do you not see how certain it is that if you agree with each other and help each other, it will be impossible for your enemies to injure you? But if you are divided among yourselves, you will be no stronger than a single stick in that bundle.”

Exercises: Discuss the following three questions with a partner.

1. What is the main lesson of the story?

2. Please share an example of where unity led to greater strength in your family.

3. What would society be like if it were united? How would it benefit the individual? Please explain your thoughts.

Facilitator Instructions:

Approx. 20 minutes:

Review the lessons from the last session. Next, ask some of the students to share the latest entries from their acts of service journal.

Approx. 35 minutes for steps 1-4:

1. Ask the students to read the story on their own. Walk around the room and help students if they do not understand any words or phrases.

2. Ask a few students to summarize the meaning of the story. You may wish to bring some sticks into the classroom and do a role play.

3. Ask the students to answer the questions in pairs.

4. Ask some of the pairs to share their answers with the class.

Key Concepts

-Unity strengthens the community.

-Individuals can achieve much more when they work together with others.

-Unity is not “achieved” once and for all. We can always strive for increasingly higher levels of unity.

Difficult Terms:

Misfortune, bundle, obstacles



The previous story and discussion can give us added confidence that individuals can achieve much more when they work shoulder to shoulder with others. To build better communities and societies then, it is clear that we need to learn to work together.

Class Discussion: *What would you say to someone that said the following statement: “Our community will never overcome its obstacles. There are too many problems. Unity is impossible”*

It is important to realize that we do not “achieve” unity once-and-for-all. Rather, we have to constantly work together to reach higher and higher levels of unity, especially as circumstances change.

Class Discussion: *What would you say to someone that said this: “If only we could get everyone to agree on the right way to do things once-and-for-all, we could make great progress.”*

Facilitator Instructions:

Approx. 20 minutes for steps 5-6:

5. As a class, read and discuss the two discussion questions on this page.

For the first discussion question, help students understand the importance of always striving for unity. It is true that it is not easy to achieve unity and that it requires constant effort. At the same time, more unity gives us more strength. When we strive for and achieve more unity, we gain more strength to overcome obstacles. In this way, unity is not only our goal but also the solution to our problems.

For the second discussion question, help students understand that unity is not about everyone simply agreeing with your way of thinking or doing things “once and for all”. Rather we have to constantly consult, act, and reflect with others. We will learn about consultation in the next lesson.

Now, read the following statement from Baha'u'llah about the purpose of a human being:

“That one indeed is a man who, today, dedicate(s) himself to the service of the entire human race.”^[27]

Please complete the exercises below with a partner and discuss your answers with the class.

Exercise #1: From each pair of descriptions of a person below, which one do you think best describes a true human being?

- Someone who focuses on their own needs before they are willing to help others_____
- Someone who thinks of others' needs before their own_____

- Someone who is kind and patient when other people act poorly_____
- Someone who waits for others to be kind before he will be kind to them_____

- Someone who does service occasionally when he or she has time_____
- Someone who integrates service for others into their daily life, study, and work_____

Exercise #2: Would you label the following statements **true or false**?

- A true human being wants to control others. _____
- Caring about everyone, no matter who they are, is what makes us human. _____
- Human society should be a place where striving for excellence in the service of others is more important than competition. ____



Facilitator Instructions:

Approx. 40 minutes for steps 5-7:

5. Read the quotation to the class. Go over difficult words. Help students understand the meaning of the quotation. Ask the students to write down the quotation in their journals. Read the quotation out loud and together with the students a few times.

6. Ask the students to do exercises 1 and 2 in pairs.

7. Review the answers to the exercises together as a class.

Lesson 8: Consultation

Mark Lesson 176 in the LMS

Read the below text together as a class. Then discuss the questions together.

In order to build unity in our communities, we must learn the art of consultation. Consultation is an approach for group decision-making. Through consultation, a group not only makes collective decisions but also establishes a way forward for collective action.

If done well, consultation can lead to increased awareness and understanding. It helps the group move forward in unity. Consultation ultimately increases the well-being and welfare of the group.^[28]

Discussion questions:

1. How does the above text describe “consultation”?

2. According to the above text, what are some of the benefits of consultation?

The above statements mention that the act of consultation can benefit a community and its members. But what does effective consultation look like? What are its main steps? When we consult, we can:

- turn our hearts towards the truth and search for it
- express our views with courtesy, dignity, care and moderation
- allow others to express their views, with freedom
- weigh all views and opinions with calm and composure
- carefully consider other people’s views before expressing our own
- accept another view if it is more worthy than our own
- vote if differences arise – and fully support the decision of the majority
- create an atmosphere of fellowship, unity, and love

Facilitator Instructions:

Approx. 10 minutes:

Review the lessons from the last session. Next, ask some of the students to share the latest entries from their acts of service journal.

Approx. 35 minutes for steps 1-3:

1. Read the first two paragraphs together as a class.
2. Ask the students to write down their answers to questions 1-2 in their notebooks. Then discuss the answers with the class.
3. Read the rest of the text on this page together as a class. Go over difficult words. Help the students understand the meaning of the bullet points.

You can ask students to share their understanding of the bullet points in their own words. Or, if there is time, you can ask students to draw their understanding of each of the bullet points on the board or on a sheet of paper.

Key Concepts

- Consultation is an approach to group decision-making that can build unity.
- Consultation consists of a number of steps or procedures. It also consists of positive attitudes or qualities that should be adopted as well as negative attitudes and qualities that should be avoided.

Difficult Terms:

Ultimately, dignity, moderation, composure, atmosphere, fellowship, anxious, harmoniously, belittling, procedures, authority

Discussion Questions:

1. According to the above points, how might we express our views during consultation?

2. According to the above points, how might we treat others' views during consultation?

3. What can we do to help people who feel shy or anxious about expressing themselves in group consultation spaces?

4. If a group consults harmoniously, will it always be necessary to vote on a decision?



Facilitator Instructions:

Approx. 25 minutes for steps 4-5:

4. Ask students to answer questions 1-4 with a partner.

5. Ask students to share their answers with the class and discuss.

For consultation to be effective, there are certain kinds of behaviors that should be avoided. We should avoid:

- insisting on our own opinions
- belittling (“looking down on”) the ideas of others
- manipulating others
- dominating conversations
- feeling superior to others
- criticizing decisions that were made by the group, inside or outside of meetings

Discussion Questions:

1. Why do you think we sometimes insist on our own opinions?

2. Why do you think we sometimes belittle (put down) the ideas of others?

3. If we insist on our own opinions or belittle the ideas of others, how is consultation affected?

4. Imagine that there is a group of five people who use consultation to make a decision together. If two of the people later start to complain about the group’s decision, why is that harmful?

5. If everyone in the group supports the decision in unity, it will be easier to see if that decision is working well. If not, the group can consult again and make another decision. Discuss what the second consultation might look like if the group maintained its unity instead of getting upset by the first decision.

Facilitator Instructions:

Approx. 25 minutes for steps 6-8:

6. Have a student read the text at the top of the page. Help the class understand the difficult words and phrases. If you think it is helpful for the students, reread the text together as a class.

7. Ask students to answer questions 1-5 with a partner.

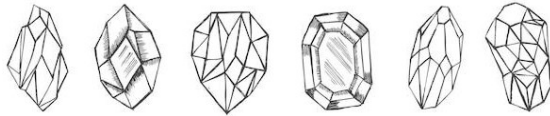
8. Ask students to share and discuss their answers with the class.

For question #5: help the students understand that if individual members are not supportive of the group’s decision, it will not be implemented well. In that case, no one will know whether it was a good decision or not.

On the other hand, if each individual member supports the group’s decision in unity, the decision has a chance to be implemented well. After the decision is implemented well, the group will have a chance to know the truth about whether the decision was correct or not.

Consultation is not just a set of rules and procedures. Rather, the kinds of qualities that we bring to a consultation are very important in determining whether the group is able to come to a decision in unity. Here is a list of important qualities that we should try to show during consultation:

- kindness, love, and respect
- a desire to promote unity
- pure intentions
- humility
- patience
- a mindset of service
- being open-minded
- having a sense of justice
- detachment (*avoiding being negatively affected by others' opinions or wanting a certain outcome too much*).



Exercise #1:

1. Based on the above passage, please fill in the sentences below about the kinds of qualities we need for effective consultation:

a. A desire to promote unity is important because

b. Pure intentions are important because

c. Humility is important because

d. Patience is important because

e. A mindset of service is important because

f. Being open-minded is important because

g. Having a sense of justice is important because

h. Detachment is important because

Facilitator Instructions:

Approx. 15 minutes for steps 9-11:

9. Have a student read the text at the top of the page. Help the class understand the difficult words and phrases. If you think it is helpful for the students, reread the text together as a class.

Ask: Are these qualities our gems? Do they represent our true nature?

Ask: Why do we want to show these qualities during consultation?

10. Ask students to individually write down their answers to Exercise 1 in their notebooks.

11. Go over the answers with the class.

You can share: In lesson 1 of this unit, we learned that it is important for communities to have unity of purpose, vision, and action. Consultation can help us reach unity of purpose, vision, and action. For consultation to be effective, we need to keep the ideas of this lesson in mind and constantly practice it.

Exercise #2: Please read and discuss the main ideas of the following passage with your class.

It is important to remember that the authority to make decisions is not always equally shared in every situation. At work, for example, a supervisor has the authority to make decisions. Even so, it is very important to show the qualities of consultation in such situations. That is, it is important to listen to ideas respectfully, share our thoughts with courtesy, patience, and humility, and not expect or insist on a particular outcome.



Exercise #3: Now, act out the following two skits in a small group (3-4 classmates):

Skit A: Make up a skit (role play) that shows what consultation would look like if each of you insisted that your view was the best one, did not listen to others, and openly criticized others.

Skit B: Make up a skit that shows what consultation would look like if you each had different opinions but were all also committed to maintaining friendship and building unity.

Facilitator Instructions:

Approx. 10 minutes for steps 12-13:

12. Ask a student to read Exercise 2.

Ask the class:

-Is it important to consult at work? (**answer:** yes).

-When we consult at work, do we all have equal power to make decisions? (**answer:** no).

-What do we still want to do, even when we don't have a lot of decision-making power? (**answer:** show the qualities of consultation)

13. Save Exercise #3 for the next session: "review and consolidation".

Unit 2 Review: Unity in Our Community

Mark Lesson 177 in the LMS

Goals for Unit 2

- To explore which qualities, attitudes, behaviors, and skills help a community build unity.
- To explore which qualities, attitudes, and behaviors prevent a community from building unity.
- To continually develop the wide range of qualities, attitudes, and behaviors, as well as practice the skills, that contribute to unity in the community.

Please answer the questions below:

1. What are “unity of purpose”, “unity of vision”, and “unity of action”? Why are they important?

2. Fill in the blanks for the quotations and answer the question below.

a) “Do not be _____ with showing friendship in _____ alone. Let your _____ burn with _____ for _____ who may cross your path.”^[14]

What is the meaning of the above quotation? _____

b) Thoughts of _____ bring _____ to all harmony, well-being, restfulness, and content.”^[16]

“Thoughts of _____ are _____ of brotherhood, peace, friendship, and happiness.”^[17]

What is the meaning of the above quotation? _____

c) ...The seeker after _____ should be _____ than the dust...the seeker after _____ should so humble himself that even the dust could _____ him. Only then, and not till then, will he have a glimpse of _____.”^[23]

What is the meaning of the above quotation?

5. What is the relationship between truth and unity? What kind of qualities should a seeker of truth possess?

6. How does unity bring strength?

7. What is consultation? What are its benefits? How does one engage in consultation?

Facilitator Instructions:

You have 2 hours for this review and consolidation day:

1. Arrange for absent students to pair up with and learn from students that already took the lessons that they missed.
2. Divide students into small groups to act out the skits from Exercise #3 the previous lesson.
3. Return to the “Purpose” page of Unit 2. Reflect on the purpose of Unit 2 as a whole.
4. Review the sequence of ideas in the lessons of Unit 2. Ask students to recall the main ideas from each lesson.

5. Ask students to complete this Unit 2 Review page in pairs. Go over the answers with the class.
Important: This should be done as a group so that the facilitator can check for student understanding and make sure everyone has clear and correct answers.



Unit 3

Unity in Society



Purpose

1. To recognize that individuals and communities are affected by society and, in turn, affect society..
2. To develop a vision of society in which unity and justice, and not competition and conflict, are our focus.
3. To reconsider the concept of power and understand how we might each have access to nearly limitless power.
4. To understand that there are both constructive and negative forces in society, and that we can be full of hope in aligning ourselves with the constructive ones.

Facilitator Instructions:

Approx. 10 minutes for steps 1-2:

1. Please share the following thoughts with the class:

“We are now going to start Unit 3. To help us understand the purpose of Unit 3, let us first briefly reflect on Units 1 and 2. Unit 1 was about the nature of the human being. We learned that each person, regardless of their background, is first and foremost a human being. Each human being is a mine rich in beautiful gems that true education can bring out.

Unit 2 was about the qualities, attitudes, habits, skills, and abilities that we can develop to contribute to Unity in the Community.

Unit 3 is about how we can work together to contribute to building Unity in Society.”

2. Ask a few students to read each of the points of the purpose out loud. Go over difficult terms and discuss the basic meaning of each point. Please do not spend a lot of time on this, as students will learn more as they go through the unit.

Lesson 1: The Individual, the Community, and Society

Mark Lesson 178 in the LMS

Please read and reflect on the following two paragraphs with the help of your facilitator:

So far, we have learned about two major aspects of building unity. In the first unit, we learned that the true nature and value of a human being is the gems they have inside—their intellectual, moral, and spiritual qualities. In the second unit, we focused on developing the qualities, attitudes, behaviors, and skills that contribute to unity in our communities.

In this third and final unit, we turn our attention to the idea of **unity in society**. The idea of unity in society may seem far away from what is happening in our daily lives. However, it is not difficult to see that individuals and communities are affected everyday by what is happening in the larger society. At the same time, the choices and actions of individuals and communities can have a big impact on the society. The more we work for unity in our families, schools, workplaces, and communities, the more we can positively contribute to the transformation of society.

The quotation below will help us further reflect on the relationship between the individual and the society..

“We cannot segregate the human heart from the environment outside us and say that once one of these is reformed everything will be improved. Man is organic with the world. His inner life moulds the environment and is itself also deeply affected by it. The one acts upon the other and every abiding change in the life of man is the result of these mutual reactions.”^[29]



Facilitator Instructions:

Approx. 35 minutes for steps 1-3:

1. Select a student to read the first two paragraphs out loud to the class.

Ask: What will we learn in this final unit? How is it different from the previous unit?

Ask: What do we mean by **society**? Is society just a group of individuals? **[answer:** No. A society has many other elements such as culture, laws, government, families and communities, religion, shops and businesses, etc.].

2. As the facilitator, read the quotation out loud to the students. Go over the difficult terms together. Discuss with the meaning of each sentence of the quotation with the class. You may wish to use the board.

3. Ask students to write the quotation down in their notebooks. Then ask them to read it to each other in pairs.

Key Concepts

-In Units 1 and 2, we learned about two aspects of building unity: (1) seeing the true nature of a human being and treating individuals according to their inward characteristics; (2) developing qualities, attitudes, and behaviors, as well as practicing skills, that contribute to unity in our communities.

-However, there is a third area we need to think about: unity in society. Even though the idea of unity in society may seem removed from our daily lives, we are all in fact impacted by what is happening in the larger society and we can all play an important role in contributing to unity in society.

-We cannot be isolated from our environment and say that once either the individual or the environment is fixed, everything will be improved. Man's inner condition and his environment affect each other and both need to be reformed.

Difficult Terms:

Transformation, segregate, organic (as in "organic with the world"), molds, abiding

Now go deeper into the meaning of the quotation with the class. You and the class may wish to consider the following aspects of the quotation:

(a) the meaning of the phrase “man is organic with the world”

(b) why things do not improve if we just change the individual heart

(c) why things do not improve if we just change the social environment

Of course, feel free to share other meaningful insights you come up with as well.

Discuss:

1. What happens to the mood of a happy person walking into a room of sad people? What happens to the mood of the sad people?

2. What happens to the mood of a sad person walking into a room of happy people? What happens to the mood of the happy people?

3. Would the problem of poverty be solved if rich people became more generous? What else might be needed?

Facilitator Instructions:

Approx. 50 minutes for steps 4-7:

4. Ask some students to read the text at the top of this page out loud to the class.

5. As a class, discuss (a), (b), and (c).

Possible answers:

(a) : Humans are part of the world (society). Just as the world (society) impacts humans, humans also impact the world (society). Both the individual and the society need to align and support each other for them to be healthy.

(b) and (c): Things do not change if only the individual heart or the social environment changes. Both are required to change.

For example, there are many other processes and structures in society—such as unfair laws, unequal chances for education and work, and even the caste system—that keep people in poverty. In this way, poverty is a *structural* challenge in society. To alleviate poverty, both our inner life (e.g. our generosity, our unity, and our sense of justice) must develop, and the laws, processes, and structures in our social environment must improve.

6. Ask students to answer questions 1-3 in pairs. Walk around and listen to what the students are discussing in their pairs. They should be connecting their answers to the quotation above. If students are having difficulties with this, help them refer back to the quotation.

7. Discuss the answers to questions 1-3 as a class.

Exercise #1: You and Your Environment

Please find a comfortable place to sit or stand outside the classroom. Close your eyes and take several deep breaths. Pay attention to what you feel, smell, and hear. Welcome any thoughts that arise, but do your best to remain present and alert. Take about 3 minutes for this exercise.

Now, with your eyes closed, think about the environment around you. For example, you might hear and think about the sound of birds or people walking nearby. Next, expand your thinking to include your family and community. What might your family be doing at this moment? What might the people in the community be doing? Take about 3 minutes for this exercise.

Finally, open your eyes and record what you were thinking about your environment, your family, and your community. In the space below, write down or draw any observations, emotions, and insights you may have had:

Facilitator Instructions:

Approx. 25 minutes for steps 8-11:

8. Take your students to a comfortable place outside the classroom. The students can choose to sit or stand - whatever is most comfortable for them.

9. Before you start going over the exercise, help create an environment that is calm and quiet. This will enable the students to get the most out of this exercise.

10. Ask a few students to read the text out loud. Help students understand the instructions in the text.

11. Give the students approximately 15 minutes to complete the exercise. They can either write or draw (or do both). The idea is to give each student a space to reflect on their own individual relationship with the larger environment.

Lesson 2: A Vision for Society
Mark Lesson 179 in the LMS

Please read and reflect on the following passage with the help of your facilitator:

Virtually every culture looks forward to a day in which humanity will have unity and peace. For example, more than two thousand years ago, philosophers in China predicted a “world of grand unity” (*Datong Shijie*). Great thinkers in India looked forward to the day in which we could realize “the world is one family” (*Vasudhaiva Kutumbakam*). And the great ones of Israel looked forward to a day in which “nation shall not lift up sword against nation, neither shall they learn war anymore (Isaiah 2:4).”

Even though all peoples hope for a world of peace, justice, and unity, what happens in society does not always line up with this hope. To take a few examples:

- We face too much competition in our educational and career paths
- We observe deep and persistent inequalities in wealth and economic opportunity
- We often see that women are not treated fairly compared to men
- We often see that the rich and beautiful are given special treatment in society

1. Can you list some other examples that you see in your daily life?

a. _____

b. _____

c. _____

In all of the above examples, conflict and competition are common, and society is like a jungle in which **survival of the fittest** is the mode of life. Yet this kind of conflict and competition does not seem to fit with the ideas of unity we hope for. This brings our attention to a **paralyzing contradiction** in human life. On the one hand, we all believe in unity and want to have peace with each other. On the other hand, we tend to **passively** accept conflict and competition as being natural and unavoidable aspects of life.



Facilitator Instructions:

Approx. 40 minutes for steps 1-3:

1. Ask students to take turns reading the text out loud. Keep reading until you reach question 1.

Ask: What does each culture look forward to in the future? (**answer:** “a day in which humanity will have unity and peace”)

Ask: Why does not seem to “accord” or match with this common vision? (**answer:** “various aspects of everyday life”)

Ask: can you give some examples from the text?

2. For question 1, ask students to individually and quietly write down some of their own examples. Ask some students to share an example with the class. Discuss these examples with the class.

3. Read the paragraph at the bottom of the page. Discuss the difficult words in bold. Help students understand the meaning of the paragraph.

Ask: What do the examples we discussed earlier in the class have in common? (**answer:** they are each based on conflict)

Ask: What is the image of conflict and competition given in the text? (**answer:** the jungle and survival of the fittest. You may wish to discuss the meaning of “survival of the fittest”)

Ask: Does a society based on conflict and competition give much room for unity and peace? (**answer:** No)

Ask: What is the “paralyzing contradiction” that we face? (*go back to the text*)

2. Before proceeding, let us reflect on the following questions together. Does society have to be organized around the idea of conflict and competition? Are conflict and competition necessary for people to survive and advance? Can society instead be organized around other ideas such as cooperation, mutual support, reciprocity and the pursuit of excellence?

We naturally want to push back against the negative forces of conflict and competition whenever and wherever they occur. However, pushing back against various instances of conflict, one by one, can be exhausting. And rather than contributing to unity and peace, pushing back often creates further conflict. How then can we avoid pushing back against conflict and instead work towards unity?

A first helpful step towards a harmonious world is to find a more positive **vision** of society—a vision that we can all agree on and work towards together. Instead of seeing society as a jungle in which survival of the fittest determines who succeeds and who fails, we might instead think of society like a human body.

To help **envision** how we might think of society as a human body, read the below passage:

Ideally, human society would be organized like the human body. As long as the different parts of the body—its cells, tissues, and organs—are coordinated and cooperating in harmony, it is healthy in the fullest degree. When the different parts of the body lack coordination and harmony, it experiences disease and death. Similarly, when the relationships among individuals, communities, and institutions in human society have coordination and harmony, society thrives. Lacking coordination and harmony, society starts to come apart and fail.



Facilitator Instructions:

Approx. 20 minutes for steps 4-6:

4. Ask students to discuss question 2 in pairs. As they discuss, ask them to write down their answers. Then ask them to share their answers with the rest of the class.

5. Ask two students to read the following two paragraphs out loud to the class. Go over difficult words. Help students understand the basic meaning of the text.

6. As the facilitator, read the last paragraph (at the bottom of the page) to the class. Go over difficult words. Help students understand the basic meaning of the text.

Key Concepts

-Most cultures believe that one day we will have a united and peaceful world. At the same time, our current society is characterized by competition and conflict, which seem to work against unity.

-Society does not have to be organized around conflict and competition in order to advance.

-Rather than just working against the negative forces we see in society, we can work towards a new vision of a better society.

-Our vision of a better society can be informed by the analogy of the human body.

Difficult Terms:

Virtually, philosophers, "survival of the fittest", compatible, paralyzing contradiction, passively, unavoidable, vision, envision, capabilities, uniqueness, spinal cord

3. Reflecting on the parallels between the human body and human society, please answer the questions below:

- a. Does each cell of the body have its own capabilities and powers? What about each individual in society?

- b. When does a cell live and thrive the most – when it is part of the body or separate from it? Is the relationship similar for the individual and society? Why?

- c. How can the uniqueness and diversity of individuals contribute to the well-being of society as a whole?

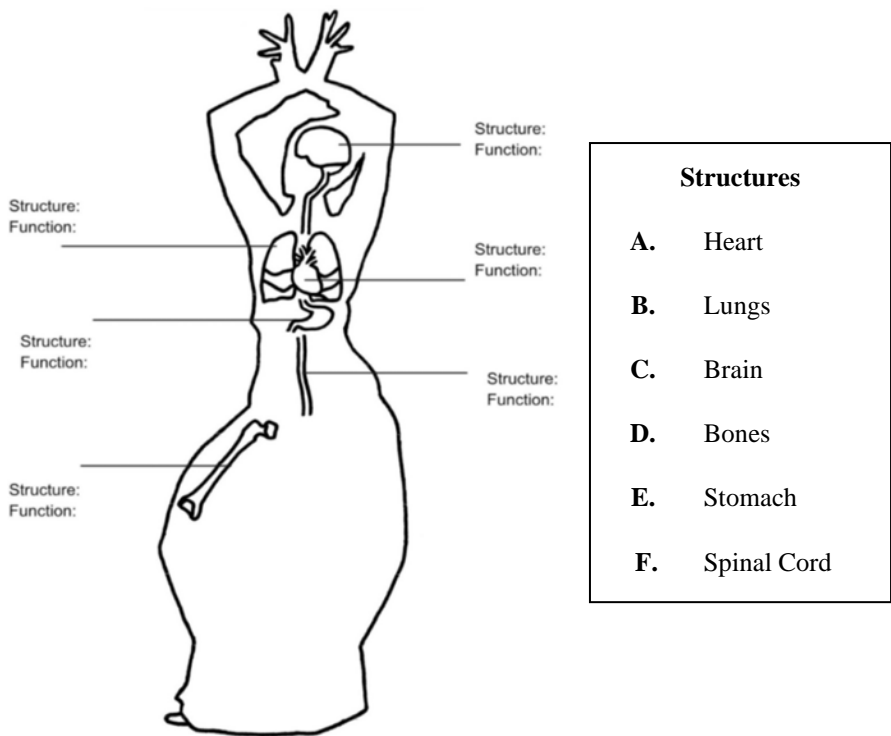
- d. Please discuss in your class how holding the vision of society as a human body can help us, as individuals, avoid and overcome conflict.

Facilitator Instructions:

Approx. 20 minutes for step 7:

7. Ask students to individually answer question 3 (a-d). When students finish answering the questions, discuss the answers with the whole class.

Matching Activity: Different body structures have different functions. In the following image of a person dancing, match the various body structures to their corresponding functions. (15 minutes)



- | Structures | |
|------------|-------------|
| A. | Heart |
| B. | Lungs |
| C. | Brain |
| D. | Bones |
| E. | Stomach |
| F. | Spinal Cord |

Functions

- Allow for the intake of oxygen and release of carbon dioxide during the dance.
- Coordinate movements, keep balance, and process music during the dance.
- Pump blood throughout the body, bringing oxygen and nutrients to the cells during the dance.
- Digest food, making nutrients and energy available for cells during the dance.
- While moving, support the body structurally and protect vital organs.
- Send information from the brain to the muscles, allowing dance moves to be executed.

Facilitator Instructions:

Approx. 20 minutes for steps 8-9:

8. Read the directions for the Matching Activity out loud. Make sure students understand that they should assign two sets of letters (A-F for structures and a-f for functions).

9. Ask students to complete the Matching Activity in pairs. After they are finished, go over the answers together as a class.

Social Action Journal

In an earlier lesson, we discussed the importance of regularly practicing acts of kindness and reflecting on them. To help us develop this habit, we started an “Acts of Kindness” journal.

Having progressed in our learning, we would now like to learn not only how to practice acts of kindness by ourselves, but also with others.

To get started, find at least one other person in the class, your family, or your community to perform an act of kindness with. When we perform an act of kindness with this other person, we can call it “social action”.

Once you have completed the “social action”, write a reflection on your experience. The format is similar to that of the previous unit. Here is an example of what you might write:

Date: 4-12-2023

Action: Rahul and I helped an elderly lady buy groceries today. She was ill and weak and appreciated the help. She asked if she could pay us some extra money, but we refused.

Spirit: While helping her we practiced kindness and gentleness.

Effect on me: Helping her filled us with joy.

Effect on others: After helping the elderly lady, Rahul and I thought that there might be other elderly people nearby who need help. We will try to meet more of the elderly people around us and ask what they need. This will help us make new friends and bring the community closer together.

Try to write in your “Social Action” journal every day for the next week. In doing so, you can either choose to work with the same person each day or choose a different person. Do not be discouraged if you are not able to find someone to work with each day. Just by trying to work with others, you will bring more unity to your community and society.

Facilitator Instructions:

Approx. 20 minutes for steps 10-11:

10. Ask students take turns reading this page out loud.

Ask: Why is it important to learn how to perform acts of kindness with other people?

11. Give students time to find another person in the class and decide which act of kindness (social action) they will do before the next session. Remind each student to write down their experience in their journals. Also remind each pair of students that they will share their experience at the start of the next session.

Lesson 3: Unity and Justice

Mark Lesson 180 in the LMS

Justice is necessary to create unity in society. The following lesson will help us explore the relationship between justice and unity in more depth.

Justice and the Individual: Each of us possesses the quality of **justice**. Justice helps us see with our own eyes and not through the eyes of others. It helps us see what is real without having to depend on the opinions of others. With justice, we are fair-minded in our judgments and treat others with equity. Practicing justice—that is, taking individual responsibility for seeing and understanding reality—requires constant effort.

Discuss the following questions:

1. Based on the above passage, what does justice mean for the individual?

2. Do you think we should believe whatever we see in the media? Why or why not?

3. Do you think we should trust news shared on social media from friends and family? Why or why not?



Facilitator Instructions:

Approx. 10 minutes

Review Lessons 1 and 2. Then ask pairs of students to share their social action journal responses. After students finish sharing, remind them to do another kind act with a partner, write a new social action journal entry, and be prepared to share in the next class.

As always, it is suggested that you regularly check student journals. If you find that students are not completing their journal entries, you can have a discussion with the class exploring the reasons why. What challenges do students face in regularly writing in their journals? Then you can brainstorm solutions.

Approx. 30 minutes for steps 1-2:

1. Ask students to take turns reading the text out loud to the class. Keep reading until you reach question 1.

2. Ask students to answer questions 1-3 on their own. Then discuss the answers as a class.

Answers for question 1 include:

-It helps us see with our own eyes and not through the eyes of others.

-It helps us see what is real and true without relying on the opinions of others.

-It helps us be fair-minded and treat others with equity).

Justice and the Collective: Justice not only works at the individual level but also at the group or collective level. When justice exists in a community or in a society, everyone has fair opportunities to progress and prosper, and everyone trusts that they will be protected by fair rules and standards.

Justice also helps us think about how the interests of the individual and group are connected. It encourages us to create an environment in which everyone can share their thoughts and make appropriate decisions together harmoniously. In this way, justice can help us achieve unity in thought and in action.

By justice, we do not mean being overly strict or severe towards others. Rather *the purpose of justice is to build and maintain unity*. As such, justice is only effective when we combine it with other qualities such as understanding, forgiveness, and patience.

Discuss the following questions:

1. How do you think justice operates at the group level?

2. What does the above text say is the purpose of justice? Is the purpose of justice is to punish others or is it something more?

3. Why might justice be more effective when it is combined with other qualities such as understanding and forgiveness? Can you give an example of this from your own life?

Facilitator Instructions:

Approx. 30 minutes for steps 4-5:

4. Ask students to take turns reading the text out loud to the class.

5. Ask students to discuss and answer questions 1-3 in pairs. Then discuss the answers together as a class.

Key Concepts

-Justice is necessary for creating unity in society.

-Justice is an individual quality that helps us see with our own eyes and not through the eyes of others.

-Justice also has a collective aspect. A just society is one in which everyone has fair opportunities to progress and prosper.

-The purpose of justice is to bring about unity. As such, it must be combined with other qualities such as understanding, forgiveness and patience.

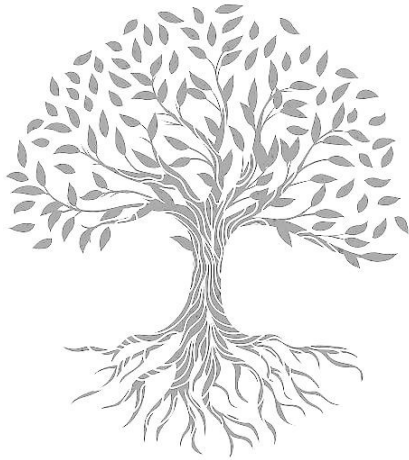
-Justice also manifests in the many relationships we have with other people, and between individuals, communities, and institutions.

Difficult Terms:

Equity, acquaintances

Justice and Relationships: When greater justice characterizes the relationships in a society that society becomes more harmonious and prosperous. Many different types of relationships in society appear to require justice. Here are a few examples:

- The relationship between individual friends or acquaintances
- The relationship between family members
- The relationship between an individual and their community
- The relationship between an individual and their government institutions
- The relationship between a community and its institutions
- The relationship between an individual and their natural environment



You may wish to discuss the following question with a partner and share your thoughts with the class:

Exercise #1: What do relationships built on justice look like in a family? You may wish to think about the roles of, and relationships between, the mother, father, husband, wife, son, daughter, grandparents, and so on.

Facilitator Instructions:

Approx. 30 minutes for steps 6-7:

6. Ask students to take turns reading the text out loud to the class.

7. Ask students to discuss and answer Exercise 1 in pairs. Then ask some of the pairs to share their responses with the class. Allow some time for discussion.

Please go over the below exercise with a partner and share your work with the class:

Exercise #2: Draw a map of the different kinds of relationships that exist in a workplace (for example, between employees, managers, clients, owners). Discuss what just and fair relationships might look like between these different people in the workplace.

Facilitator Instructions:

Approx. 20 minutes for steps 8-9:

8. Read Exercise 2 to the class. Ask students to work on the exercise in pairs.

9. Ask the students to share their maps with the class. Allow some time for discussion.

Lesson 4: The Role of Power in Building Unity

Mark Lesson 181 in the LMS

In our efforts to use justice to build stronger relationships and thus greater unity, we have to rethink the idea of **power**. In society, **power** is typically believed to operate in one of three ways:

- A person with more authority or wealth **forces** someone with less authority and wealth to do something.
- A person with more authority or wealth **takes away the choices** of someone with less authority or wealth.
- Those with authority and wealth **use the media or other aspects of culture to manipulate** how others think and behave.

Exercise #1: Please write an example of each of the three types of power in the space below:

1. _____
2. _____
3. _____

The above three types of power frequently involve **conflict** and **domination** with accompanying ideas of contention, division, and superiority.

However, power does not have to be based on conflict and domination.

There are powers of the **human spirit** that each of us have and that we can use in our daily lives. The powers of the human spirit include the powers of pure deeds, friendship, love, kindness, humility, honesty, and many others. If we think about it for a while, we see that some of the greatest heroes of history—Gandhi, Martin Luther King, Mother Teresa, Malala, Nelson Mandela, and others—used these kinds of power to build unity even when they met great difficulties.

Facilitator Instructions:

Approx. 20 minutes:

Review Lesson 3. Then have students share experiences from their social action journal. After students finish, remind them to do another kind act with a partner, write a new social action journal entry, and be prepared to share it in the next class.

Approx. 40 minutes for steps 1-3:

1. Ask a student to read the text (paragraph and three bullet points).

Ask: What are the three ways that power is typically believed to operate? (help the students understand the three bullet points and say them in their own words)

2. Ask students to do Exercise #1 individually, on their own. Then, ask the students to share with the entire class.

You may choose to give students an example first. One example is *early marriage for girls*. The first type of power might involve a parent forcing their daughter to get married young. The second type of power might involve parents not allowing girls to study or move away from home (so girls are pressured to marry because of a lack of options). The third type of power might involve culture and media making girls think they only have worth and success if they marry early.

3. Ask students to take turns reading the rest of the page out loud. Go over difficult vocabulary together. Make sure that students understand the meaning of the text.

Ask the class: Can you share examples of people in your area who use the powers of the human spirit in everyday life? Can you describe the effects they have?

Exercise #2: Which of the following actions would you associate positively with power? Which of the actions would you associate negatively with power? Write a P (positive) or N (negative) next to the power-related action words below:

- | | |
|------------------|-------------------|
| ___ To transform | ___ To manipulate |
| ___ To dominate | ___ To release |
| ___ To encourage | ___ To discourage |
| ___ To channel | ___ To block |
| ___ To force | ___ To guide |
| ___ To oppress | ___ To enable |
| ___ To unify | ___ To divide |

Exercise #3: Reflect on the positive and negative action words above. In general, which types of actions do you think are limited in their power? Which are unlimited? Please explain your thinking.

Exercise #4: Explain why some of the above actions **empower** others (and empower you)?

Exercise #5: Act out a skit in which your family gets upset with you because they think you are going out too much. In the skit, use your powers in a positive way to bring unity to the situation.

Facilitator Instructions:

Approx. 60 minutes for steps 4-7:

4. Ask students to individually complete Exercise #2 in their notebooks. Then pick one or more students to go through the answers with the entire class. (*note: transform, encourage, channel, unify, release, guide, and enable are the positive action words*).

5. Ask students to take a couple of minutes to quietly read and reflect on Exercise #3. Then ask students to share their thoughts with the class.

6. Ask students to take a couple of minutes to quietly read and reflect on Exercise #4. Then ask students to share their thoughts with the class.

7. Break students up into small groups of 3-4. Give the small groups 15 minutes to prepare Exercise #5. Take another 15 minutes for the groups to present their skits.

Key Concepts:

-There are three ways that power is commonly understood to operate in society. All three involve conflict and domination.

-There are powers of the human spirit that we all have access to and which are limitless.

-True power can empower others and transform reality.

Difficult Terms:

Manipulate, oppress, discourage, to 'channel', empower

Lesson 5: The Equality of Women and Men

Mark Lesson 182 in the LMS

Read the below passage.

If we are to make progress towards unity, it may be helpful to reflect on the central role that the equality of women and men plays in our collective prosperity.^[30]

One place to start may be to realize that: *women and men are, and have always been, equal*. Although historically women have lagged behind men, this is because men have had greater opportunities to progress and succeed than women. If we look carefully, we see that social, economic, and political systems and structures have been imbalanced in favor of men over women.

Even today, we see many examples of how women do not have equal chances to progress and succeed. Women do not have equal access to education. Women face unequal relationships in the family. There are harmful practices towards women in the workplace.

As we have discussed before, all humans – all of us – are rational, intellectual, moral, and spiritual beings. No one person is better than another. As such, we have to address and overcome negative practices against women in society.

The habits that govern our relationships with the world are largely formed within the family. The tendencies to be unjust or just, to act violently or with kindness, to be dishonest or trustworthy, are usually developed at home. These habits are then taken into every instance of social interaction, becoming either obstacles or stepping stones to progress, tearing apart or weaving together the very fabric of society.

- For example, if brothers are allowed to dominate their sisters, a habit is formed that will be carried from the living room to the classroom, the workplace and finally, the international arena.
- By contrast, when daughters are included in decision-making processes, when sons are encouraged to care for the household, positive habits are developed. Children learn that the intellectual powers of both boys and girls are vital and that the nurturing qualities for which women are known are equally praiseworthy when demonstrated by men.^[31]

Facilitator Instructions:

Approx. 10 minutes:

After reviewing Lesson 4, have students share their experiences from their social action journal. After students finish sharing, remind them to do another kind act with a partner, write a new social action journal entry, and be prepared to share in the next class.

Approx. 35 minutes for step 1:

1. Ask students to read entire page in pairs. Walk around the classroom and help students with any difficult words or phrases. Make sure students understand the meaning of the passage.

Ask: Why are men and women fundamentally equal? (answer: women and men have always been equal because they are both fundamentally human beings. In Unit 1, we learned that a human being is first and foremost an intellectual, moral, and spiritual being. Our outward, material, and physical traits are secondary.)

Ask: In the past and even today, why have women often lagged behind men?

Ask: Why is it important to form healthy habits around the equality of women and men in the family?

Key Concepts:

-The equality of women and men is important for our collective prosperity.

-Men and women are equal; however, history has favored the domination of males over females.

-Inequality between women and men can be seen at home, work, school, and society overall.

-Until the equality of women and men is realized in society, the bird of humanity cannot fly.

Difficult Terms:

Prosperity, lagged, praiseworthy, stepping stone, weaving, fabric

Exercise #1: Read and memorize the following quotation with a partner.

“The world of humanity has two wings—one is women and the other men... Not until both wings are equally developed can the bird fly. Should one wing remain weak, flight is impossible.”^[32]

Exercise #2: Please use the above quotation to create an artistic representation of the bird of humanity with its two wings, women and men. Share your art and reflections with the class.

Exercise #3: Please discuss the following (a through d) with two other classmates:

a. Please give some examples of gender inequality in our society.

b. How does discrimination against women limit the ability of all of us to develop to our full potential?

c. How can men support the achievement of gender equality?

d. How is the equality of men and women connected to human happiness?

Exercise #4: At the end of class, watch this video from the UN Secretary-General António Guterres on gender equality:

<https://www.youtube.com/watch?v=Vz22dfw9NsE>

Facilitator Instructions:

Approx. 75 minutes for steps 2-6:

2. Ask the students to complete Exercise #1 in pairs (10 minutes). Ask the students to copy the quotation down in their journals.

Note to share with the class: Memorization is an important tool that is used to develop a more personal relationship with a piece of text because the words can become part of your mind and being; it also allows you to bring quotations with you wherever you go and such verses can be readily shared with others.

3. Ask students to do Exercise #2 individually (10 minutes). After that, ask students to share out their drawings with the class (10 minutes).

4. Ask students to complete Exercise #3 in small groups of 3 (15 minutes). Spend another 10 minutes sharing and discussing answers with the class.

5. Ask the class to watch the video in Exercise #4. Remind the students to turn on the subtitles. (5-10 minutes)

6. Discuss the video with the class for 10 minutes.

Ask: What were your impressions of the video? What were some of the main ideas in the video? Why are these ideas important for the world?

Lesson 6: Unity and Hope

Mark Lesson 183 in the LMS

If we look at history, we can see that humanity has steadily achieved greater levels of unity: unity in the family, the tribe, the clan, the city-state, and the nation. Each stage of unity has released new capacities in human beings and in society.

Still, it may seem difficult to achieve unity in our diverse, complex world today. In this regard, it may help to us to remember that humanity has made great progress in many areas in the last two hundred years. Increasing levels of equality between people of different backgrounds and amazing advances in science are just two examples. If we can end slavery and go to the moon, are unity and peace really impossible to achieve?

Class Exercise #1: *Can you think of examples from history in which the actions of a small group of individuals changed society? Please list examples below:*



Facilitator Instructions:

Approx. 10 minutes:

1. Review Lesson 5. Then have students share their experiences from their social action journal. After students finish sharing, remind them to do another kind act with a partner, write a new social action journal entry, and be prepared to share in the next class.

Approx. 35 minutes for steps 1-3:

1. Ask a student to read the first paragraph out loud. Ask the class to summarize the meaning of this paragraph.

2. Ask another student to read the second paragraph out loud. Ask the class to summarize the main idea of this paragraph.

Ask: Is achieving unity in today's world possible? Why not?

3. Do Exercise #1 together with the entire class. List the examples students give on the board. Be ready to share one or two examples of your own to help the students think of more ideas.

Key Concepts:

-While the unity of humanity seems impossible to realize, we have achieved increasing levels of unity throughout history. At successive stages of history, humanity built the capacity to achieve unity in the family, the tribe, the city-state, and the nation.

-Both destructive and constructive forces are operating in society.

-By aligning with constructive forces in society, we can help realize the oneness of humankind.

Difficult Terms:

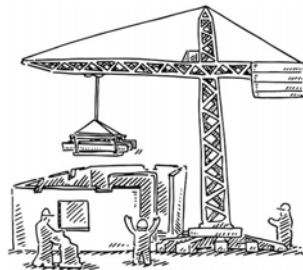
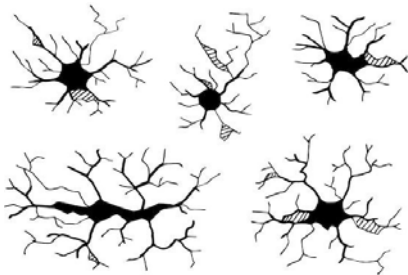
destructive, constructive

While striving to build unity in today’s complex world, we also have to be aware of the constant influence of destructive (negative) and constructive (positive) social forces. Destructive forces such as materialism, prejudice, and too much competition lead to various crises. Eventually these crises awaken human awareness and remove barriers to progress. Constructive forces, on the other hand, actively help us to achieve greater unity. One of the most constructive forces that we should keep in mind is that for the first time in history, people from different nations and backgrounds are beginning to see humanity as one race and the earth as one common home.

Class Exercise #2: Please list and discuss destructive and constructive forces you see in society today.

Destructive

Constructive



Facilitator Instructions:

Approx. 25 minutes for steps 4-5:

4. Ask a third student to read the passage out loud to the class.

Ask: What do we have to be aware of when we try to build unity in society?

(**answer:** the constant influence of destructive and constructive social forces).

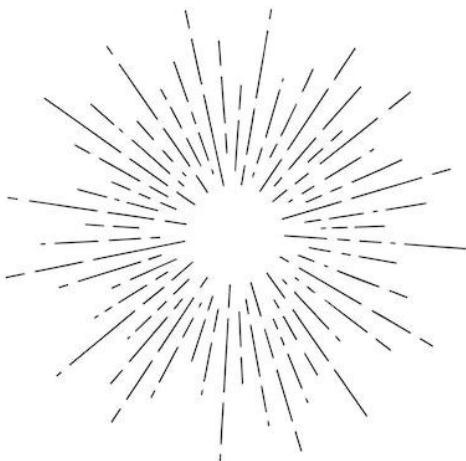
5. Do Exercise #2 together with the entire class. List the examples students give on the board. Be ready to share one or two examples of your own to help the students think of more ideas.

We can be confident that, as more of us work for unity, society will advance in a positive direction. The power of pure deeds, kind words and actions, and sincere friendship will change the world around us.

Exercise #3: *As a last exercise, reflect on how your pure and goodly deeds, no matter how small, can make society better.*

You may wish to end these lessons on unity by memorizing the following quotation. We hope that by remembering it, you will find the necessary joy and strength to build greater unity in your life, community, and society.

“If you desire with all your heart, friendship with every race on earth, your thought, spiritual and positive, will spread; it will become the desire of others, growing stronger and stronger, until it reaches the minds of all men.”^[33]



Facilitator Instructions:

Approx. 50 minutes for steps 6-9:

6. Read the text out loud to the class.

*Ask: what will help us change our society for the better? (**possible answers:** unity, the power of pure deeds, kind words and actions, sincere friendship).*

7. Ask students to each quietly write down their response to Exercise #3. Then ask students to share out their responses with the rest of the class.

8. Read the next two sentences (in italics) as well as the final quotation (in bold) out loud. Then have the class read the quotation out loud together. Ask the students to share their reflections about the quotation.

9. Ask the students to write down the quotation in their notebooks and take turns memorizing the quotation in pairs. Give individual students a chance to recite the quotation in front of the entire class.

Unit 3 Review: Unity in Society

Mark Lesson 184 in the LMS

Goals for Unit 3

- To recognize that individuals and communities are affected by society and, in turn, affect society.
- To develop a vision of society in which unity and justice, and not competition and conflict, are our focus.
- To reconsider the concept of power and understand how we might each have access to nearly limitless power.
- To understand that there are both constructive and negative forces in society, and that we can be full of hope in aligning ourselves with the constructive ones.

Questions: Please answer the questions below.

1. How is man organic with the world?

2. How is human society organized like the human body?

3. What is the purpose of justice? How does it relate to unity?

4. List some of the powers of the human spirit.

5. Why is it important for men and women to be treated equally?

6. How can pure and goodly deeds, even when they seem small, make society better? Please provide examples.

7. Fill in the blanks for the quote and answer the question below.

“If you desire with all your _____, friendship with every race on earth, your _____, _____ and _____, will spread; it will become the _____ of others, growing stronger and stronger, until it reaches the _____ of all men.”^[32]

What is the meaning of the above quotation?

Facilitator Instructions:

You have 2 hours for this review and consolidation day:

- Ask students to share their experiences from their social action journal.
- Arrange for absent students to pair up with and learn from students that already took the lessons that they missed.
- Return to the “Purpose” page of Unit 3. Reflect on the purpose of Unit 3 as a whole.
- Review the sequence of ideas in the lessons of Unit 3. Ask students to recall the main ideas from each lesson.
- Ask students to complete this Unit 3 Review page in pairs. Go over the answers with the class.
Important: This should be done as a group so that the facilitator can check for understanding and make sure everyone has clear and correct answers.
- Sincerely thank and congratulate the class for participating in the unity curriculum. Remind them that learning to build unity in diversity is a lifelong task and that we have just started our journey. The more we come back to the valuable ideas in these lessons and practice them, the more we will learn and the more progress we will make.

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¹ *Gleanings From the Writings of Bahá'u'lláh.*

² Ibid.

³ <https://humanorigins.si.edu/multimedia/videos/one-species-living-worldwide>. Downloaded 8.22.2021 at 3:47pm.

⁴ *The Holy Bible* (King James Version), Genesis 26.

⁵ *The Bhagavad-Gita* translated by Eknath Easwaran (2007).

⁶ *Hadith Qudsi*

⁷ Adapted from Saiedi, N. (2011). *The Birth of the Human Being: Beyond Religious Traditionalism and Materialist Modernity.*

⁸ Ibid.

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¹⁰ Ibid.

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¹² From "Unity in Diversity in India" by [Rucha](#).

¹³ Adapted from Chapter 14 of "Education" by FUNDAEC.

¹⁴ *Paris Talks.*

¹⁵ Original version printed in 1982 in the book, "The Sacred Tree" by the Four Worlds Development Project . Adapted and reprinted in the "Inter-Tribal Times" October 1994.

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¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ "Yamakavagga: Pairs" (Dhp I), translated from the Pali by Acharya Buddharakkhita. Access to Insight (BCBS Edition), 30 November 2013, <http://www.accesstoinsight.org/tipitaka/kn/dhp/dhp.01.budd.html>.

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²² "Malavagga: Impurity" (Dhp XVIII), translated from the Pali by Acharya Buddharakkhita. Access to Insight (BCBS Edition), 30 November 2013, <http://www.accesstoinsight.org/tipitaka/kn/dhp/dhp.18.budd.html>.

²³ *Selections of the Writings of 'Abdu'l-Bahá.*

²⁴ From the *Autobiography of Mahatma Gandhi*, Introduction.

²⁵ *Arising to Serve*, available at www.ruhi.org.

²⁶ *Aesop's Fables*, available at <http://read.gov/aesop/040.html>.

²⁷ *Gleanings From the Writings of Bahá'u'lláh.*

²⁸ This Lesson draws on ideas from Chapter 2 of Building Vibrant Communities from the Ruhi Institute.

²⁹ Letter written on behalf of Shoghi Effendi, 17 February 1933, Compilation on Social and Economic Development, p. 4.

³⁰ Adapted from: https://www.bic.org/sites/default/files/pdf/csw_61statement_2017.pdf

³¹ Ibid.

³² *Foundations of World Unity*, pp. 29-30.

³³ *Paris Talks.*

Notes and Reflections



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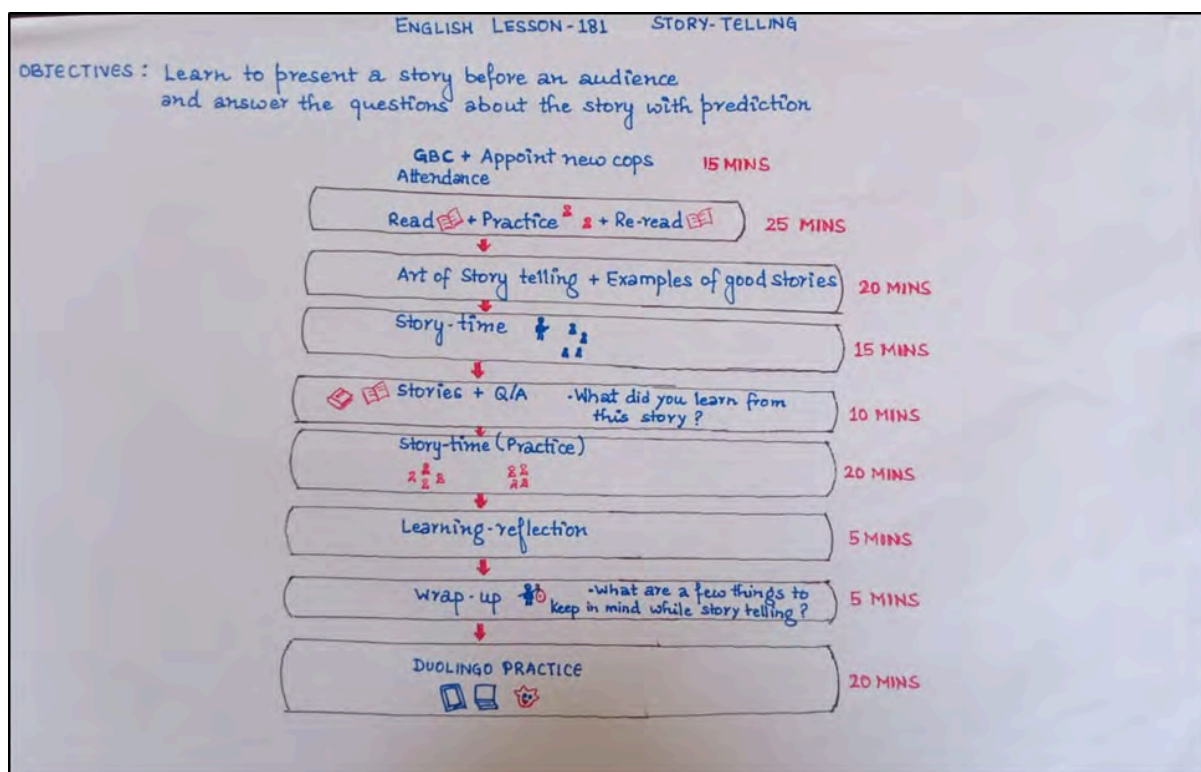
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Mindmap



Rubric

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

Effective	12
Developing	10
Ineffective	9 or less than 9

Summary of Lesson 185

Lesson 185

<i>Floating Lesson</i>
<p>Preparations:</p> <ul style="list-style-type: none"> • Add a category for “Speed” to the Typing Leaderboard on the classroom wall. • Make sure that you have the link to the Zoom session ready. • Arrange the classroom so that all students can see/hear the laptop. <p>Resources:</p> <ul style="list-style-type: none"> • Student Reference Books
Mentorship Session MS4
<p>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.</p>
<p>Mentorship Session MS4: 1.5-1.75 hrs: (Urban facilitators to conduct this in 1.5 hrs): Follow the steps in the Facilitator’s Guide (<i>See Lesson 73</i>) before, during, and after the session. Call the Mentor and begin the Zoom session.</p>
<p>Energizer: 3-5 mins. (Urban facilitators to skip this step): Conduct an energizer that students are familiar with and that involves movement to help them get their energy up, such as Simon Says or Alphabet Search. Then, ask them to calm back down and focus before beginning the lesson.</p>
Typing Lesson 17: Speed
<p>Objectives:</p> <ul style="list-style-type: none"> • Increase their typing speed while maintaining accuracy.
<p>Step 1: 10 mins. (Urban facilitators to skip this step): Ask:</p> <ul style="list-style-type: none"> - How is typing speed measured? (<i>words per minute – WPM</i>) - How can it help you to become faster at typing? <p>Point out the class leaderboard and explain that speed has been added. Also point out that accuracy is still there because both are important.</p>

Step 2: 35-40 mins.**(Urban facilitators to skip this step):****Explain: (5 mins.)**

Typing Master shows both your gross speed and your net speed.

Gross speed is how quickly you type any key. It counts accurate keys and inaccurate keys.

Net speed is how quickly you type only accurate keys.

Students should focus on their **net speed**.

Step 3: 30 mins.**(Urban facilitators to skip this step):**

Students should either take the typing test or click “Statistics” under the right side menu to view their accuracy and net speed. They should add their new percentage and WPM to their log in L14A of their Student Reference Books.

Update the leaderboard with the names of students with the highest accuracy and highest net speed.

Step 4: 5-10 mins.**(Urban facilitators to skip this step):**

Tell students to think back to when they started the typing lessons. Ask them to raise their hands if they think their speed has improved.

Call on 3-4 students to share their views.

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

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

Recite the pledge.

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 186**Lesson 186**

Resources:	<u>Lesson Duration: 140 mins</u>
<ul style="list-style-type: none"> • Student Activity Books, L186 • L186 Video 	
Practice Time	
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.	
English Practice Time: 15 mins.	
Explain to students that this activity is a fun way to help them practice their ability to describe various items in English.	
<ol style="list-style-type: none"> 1. Pair up students. 2. One student in each pair will be the "drawer," and the other will be the "listener." 3. The drawer will secretly draw a simple picture. 4. Without showing the drawing, the drawer will describe it to their partner using English words only. 5. The listener will try to draw what their partner describes. 6. After describing, reveal the original drawing and compare it to what the listener drew. 7. Switch roles and repeat the process. 8. Get started. Move around and help students as required. 9. After the game, ask a few pairs to share how it went for them. 	
Google Maps 1	
Objectives:	
<ul style="list-style-type: none"> • Students will practice navigating Google Maps to find directions and find information about businesses, such as phone numbers and hours of operation. 	
Step 1: 2 mins.	
(Urban facilitators to conduct Step 1 and Step 2 in 15 mins):	
Share the objectives of the lesson with the class. Call on 1-2 students to explain in their own words. If time allows, ask why learning this can help them in life.	
Step 2: 15-20 mins.	
(Urban facilitators to conduct Step 1 and Step 2 in 15 mins):	
Watch the AV in pairs.	

Then, give students 5-10 minutes to explore Google Maps in groups of 3-4 students. Students may use their laptops or their smartphones.

They should try the functions shown in the video, such as searching for a location, finding directions to a location, and zooming in and out.

Step 3: 15-20 mins.

(Urban facilitators to conduct this in 15 mins):

Ask students to open their Student Reference Books. In their groups, they should search for the information listed in the scavenger hunt. Give 15-20 minutes for them to find as many answers as possible.

Step 4: 5 mins.

Give each group a chance to share how many items on the list they checked off and to share one of the answers they found.

Ask:

- Did you have any challenges or confusions during the scavenger hunt? How did you move forward?
- Did you discover anything new as you were using Google Maps?

Revision

Step 1: 30 mins.:

Revise the concepts that your students require more support.

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

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

Call the other 10 students and ask them what they are up to in their day-to-day life. Motivate them by sharing your observations about them during the classroom activities. Encourage them to keep up the good work.

Step 4: 10 mins:

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What was the main topic we focused on last week?
2. What was the most interesting thing you learned?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We learn about how to find and follow directions and instructions.

We will learn vocabulary related to differentiate between 2 or more things.

We'll practice speaking lots of English together and learn new words along the way.

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

Step 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 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 187**Lesson 187**

Vocabulary of the day: Fear	<u>Lesson Duration: 140 mins</u>
Preparations: <ul style="list-style-type: none"> • Write out the answer key for English sentences before class. (<i>See English - "Fill in the Blanks."</i>) 	
Materials: Notecards	
Resources: <ul style="list-style-type: none"> • Student Reference Books, • L187-1, L187-2, L187-3 Videos 	
Comparisons - "more than"	
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: <ul style="list-style-type: none"> • Students practice forming comparative adjectives by adding "-er," "-ier," at the end of the word or "more" before the word. • Students use comparative adjectives with the word "than" to make complete sentences comparing two things. 	
Step 1: 10 mins. (Urban facilitators to conduct this in 5 mins): Ask: (<i>accept all answers</i>) <ul style="list-style-type: none"> - Which is faster, a bear or a cheetah? - Which is more beautiful, a peacock or a crow? Explain that students have just compared two animals. Share the objectives of the lesson with the class. Call on 1-2 students to explain in their own words. If time allows, ask why learning this can help them in life.	
Step 2: 10 mins. Ask students to watch AV 1 in pairs. Call on 2-3 students to explain what comparative adjectives are and how to form them.	

Step 3: 10 mins.

While students are watching the videos, write the following questions on the board:

Hari's room is _____ than Kamla's room. (small)

The blue car is _____ than the black car. (nice)

His pullover is _____ than his jeans. (dark)

Gagan is _____ than Rohan. (funny)

My result in the test was _____ than Harry's. (good)

Gold is _____ than silver. (expensive)

Football is _____ than handball. (popular)

Go in a clockwise direction and ask students to read and answer the questions. Verify the responses from others in the class.

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

Next, students should turn to a partner and use the words given in Part A to compare the animals in the photos. They should say it in full sentences.

Call on a few students to share their sentences with the class. (*Note: Focus on whether sentences are formed correctly, not on whether everyone agrees with their statement about the animals.*)

Making Comparisons

Step 1: 10 mins.

Tell students that you are going to play a game on making comparisons. For that they must watch a video AV2. Play the video on facilitator's laptop:

Step 2: 10 mins.**(Urban facilitators to conduct Step 2 and Step 3 in 15 mins):**

Tell students to form pairs and give two pieces to each pair. Each pair should brainstorm three sentences comparing the two items they choose.

Words: Rabbit vs train, Elephant vs lion, India vs America, Iphone vs Smartphones, Bollywood vs South movies.

Example:

If students choose notecards with "a rabbit" and "a train," they could write:

A rabbit is cuter than a train.

A train is faster than a rabbit.

A rabbit is softer than a train.

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

Call on each pair to share their sentences with the class.

Facing Your Fears
<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will recognize benefits that can come from facing your fears. ● Students will consider strategies for facing their fears.
<p>Step 1: 10 mins. (Urban facilitators to skip this step):</p> <p>Begin the discussion by sharing a personal story about facing one of your own fears. It could be day 1 in your induction, or the final day of your job selection process, or trying something new etc. Ask a few students if they can recall any Fear.</p>
<p>Step 2: 20 mins. Watch AV 2 in pairs.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> - What were the speaker's fears? - What strategies did he use to face them? - What happened when he did?
<p>Step 3: 25 mins. (Urban facilitators to conduct this in 20 mins):</p> <p>Ask students to form pairs (<i>they should choose a partner they feel comfortable with</i>). Ask them one question at a time, giving about 3 minutes for them to discuss each question.</p> <ul style="list-style-type: none"> - What is the biggest fear you have about pursuing your dream? - What is the worst thing that could happen if you face that fear? - What is the best thing that could happen if you face that fear? <p>Class discussion:</p> <p>Call on a few students to share their main points from their partner discussions.</p> <p>Then, ask the following questions for vocabulary practice:</p> <ul style="list-style-type: none"> - What would happen if you never tried facing the fear? - What can help you to overcome your fears and take action?
<p>Step 4: 10 mins. (Urban facilitators to skip this step):</p> <p>Prepare yourself by taking notes from student retention techniques document.</p> <ul style="list-style-type: none"> ● 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. <p>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.</p>

Lesson 188

Student Reflection

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 classrooms.
- **Who conducts:** The TM will run this session.
- **When:** It's flexible, to be conducted between Lessons 188 to 196.
- **Goal:** Students interact with the TM, sharing their progress.
- **Lesson Plan:** The TM has the lesson plan.
- **Backup Plan:** If the TM is unavailable, move to Lesson 189
- Whenever this lesson is conducted, mark L-188 in the LMS.

Step: 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.

Summary of Lesson 189**Lesson 189**

Key Vocabulary: Superstitions	<u>Lesson Duration: 140 mins</u>
Resources:	
<ul style="list-style-type: none"> • Student Reference Book 	
Jeopardy	
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:	
<ul style="list-style-type: none"> • Students practice cooperating and working as a team. • Students review English skills from throughout the curriculum, including vocabulary, question and sentence formation, and verb conjugation. 	
Step 1: 50 mins. (Urban facilitators to conduct this in 25 mins):	
Set the jeopardy game. The link to the game is as follows:	
https://docs.google.com/presentation/d/1EjvesGtIRusbrt6zTnQ0KCafFD0PhoJG/edit?usp=sharing&oid=109543220975828827294&rtpof=true&sd=true	
Play the game. Ensure that students maintain the classroom decorum. If needed, you can deduct points when rules are broken.	
Add up the points and announce the winning team and appreciate others for their effort.	
Superstitions	
Objectives:	
<ul style="list-style-type: none"> • Students will share superstitions practiced in their homes. • Students will explain and give possible reasons for certain common superstitions. • Students will discuss the impact of superstitions on life. 	
Step 1: 15 mins.	
Start the class with an anecdote: One morning, I was getting ready to catch the bus for school when suddenly I felt a big sneeze coming. I tried to hold it in, but I could not! Right then, my grandma, who believes in lots of superstition, shouted, "Uh-oh, that sneeze means bad luck! Wait five minutes before you leave!" So, there I was, waiting and waiting... But guess what? I ended up missing the bus! Ask students if they have heard the word 'superstition.' Ask them to share the meaning.	

Define superstition as a belief or practice that isn't entirely based on facts or reality.

Vocabulary practice: Asks students to share some superstitions that they have heard of.

Note for facilitators- If students take it towards the religious direction, please instruct students that this lesson promotes critical thinking and move the discussion away from religious discussion.

Step 2: 15 mins.

Ask students if they read horoscopes from the newspaper/ magazine/internet.

Ask students to open their Student Reference Books. Divide the class into pairs and ask them to read the story given in Part A. Pairs should briefly discuss their understanding of the story. Once pairs have discussed, ask a few pairs to briefly share their understanding.

Ask:

1. Why do people believe in horoscopes?
2. Are the horoscopes always accurate?

Step 3: 25 mins.

Divide the class into 3 groups. Give every group 2 superstitions each from Part B in their SRBs. Ask each group to explain their superstition and possible reasons for believing this superstition.

(You can model this with an example of the broken mirror. Suggest that perhaps the superstition that a broken mirror brings bad luck comes from the fact that it was very dangerous and expensive to break a mirror, and so parents wanted to make kids afraid of breaking them. And perhaps if you broke one, you'd get hurt by the glass, so it did, in fact, bring you a form of bad luck. Asks students to think of similar reasons for other superstitious beliefs.)

Step 4: 15 mins. (Urban facilitators conduct this in 5 mins):

Inform students that these are just the last few days of the course and they must use the duolingo tool as much as they can. Encourage them to move forward with pace and learn as much as possible.

Step 5: 10 mins: (Urban facilitators 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 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 190

Resources: <ul style="list-style-type: none"> L190 video 	<u>Lesson Duration: 140 mins</u>
No Funds, No Business	
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: <ul style="list-style-type: none"> To introduce the concept of zero investment business. 	
Step 1: 20 mins. (Urban facilitators to conduct Step 1 and Step 2 for 30 mins): Ask students to briefly think about the skills, experience, knowledge and resources. Divide the class into groups, and discuss in detail about the skills, experience, knowledge and resources that each one has. Once students have prepared this list, they figure out what businesses they can start on their own with the available resources and skillset they possess.	
Step 2: 20 mins. (Urban facilitators to conduct Step 1 and Step 2 for 30 mins): Ask students to share their discussion with the class.	
Step 3: 20 mins. Once students have shared, ask the following questions as a class: <ol style="list-style-type: none"> Do you need money to start a business? How can you start a business with very little or no money? Write the word Bootstrap startup on the board? Ask students to guess what it means. Share: (Bootstrap startup is that startup which is started and run with either zero money or investment or with very little money that only the entrepreneur invests.) What are the best businesses to start from home? 	
Step 4: 25-30 mins. (Urban facilitators to conduct this in 20 mins): Once students have shared responses, ask them to go through the video. Go through the first 8-10 ideas.	
Step 5: 10 mins. (Urban facilitators to conduct this in 5 mins): Ask students to answer the following questions: <ol style="list-style-type: none"> What are some new business ideas that you learned from the video? 	

Step 6: 20 mins. (Urban facilitators to conduct this in 10 mins):

Finally, the facilitator informs students that there are many interesting videos on youtube and instagram that share many ideas and tips about starting a business with zero or no money, one such account is that of @captainpratika. On her account Pritika shares a lot of new interesting business ideas for all types of entrepreneurs. You can also watch these videos and take their help to get inspired and even start planning your own startup.

Open the channel on the facilitator laptop and walk them briefly through the channel. Ask students to explore more such videos online

Step 7: 10 mins:

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. Do you have any questions or areas where you would like more practice?
2. How do you feel about the progress you have made so far?

Thank and appreciate students for sharing their responses.

Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will learn 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 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 191

Key Vocabulary: Misinformation	Lesson Duration: 140 mins
Resources:	
<ul style="list-style-type: none"> ● Student Reference Book 	
Reading Instructions	
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:	
<ul style="list-style-type: none"> ● Students will make a list of instructions that they come across in daily lives. ● Students will read and follow a set of given instructions. 	
Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins).	
Write the following instructions on the board before the class starts. Ask students to work in pairs for 5 mins and create a drawing.	
<ul style="list-style-type: none"> ● Instruction: "Draw a big square in the middle of the board." ● Instruction: "Inside the square, draw a small circle." ● Instruction: "Draw a line from the top-right corner to the bottom-left corner of the square." ● Instruction: "Connect the top-left corner of the square to the middle of the line with a diagonal line." ● Instruction: "Draw a star inside the triangle." ● Instruction: "Draw a cloud around the square, circle, triangle, and star." ● Instruction: "Sign your name at the bottom right of the cloud." ● Ask students to show their drawing 	
Explain to the students that the lesson focus will be on trying to comprehend the written instructions and following them. Ask them why understanding the written instructions are important.	
Ask students to work with a partner and make a list of places where they follow instructions in their daily lives. For example we follow instructions during an exam, while using a new gadget, following a recipe etc.	
Ask a few to share with the class. Encourage full sentences.	
Step 2: 15 mins.	
(Urban facilitators to conduct this in 10 mins):	
Ask each student to think about the route from the FEA class to their home.	

- Think about the streets and landmarks you pass on your way home from FEA class. Picture the route in your mind."

Invite the first student to share their route with the class.

- Instruction: "Now, share your route with us using 3 to 4 short sentences. Describe the streets or landmarks you pass on your way home."
- After a few students have shared, encourage them to refer to part A in their Student Resource Book (SRB), which contains instructions for navigating various routes.
- Continue inviting students to share their routes, encouraging everyone to participate.

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

Make pairs. Students watch the AV1 on their laptop.

A pair will see a picture of a map with some place labels. Students then have 5 seconds to memorize the location of the places on the map. Next, students will be asked a question such as "Where is the bank?" and they should recall where that place was on the map. When answering, students should try to give directions in English.

Step 4: 20 mins. (Urban facilitators to conduct this in 10 mins):

Provide each student their notebook and a pencil. Ask students to complete Part B in their SRB. After a few minutes, ask students to move around the class and show their drawings to others in the class.

Now as a class, discuss student's experiences.

Step 5: 20 mins. (Urban facilitators to conduct this in 15 mins):

Facilitator writes these topics (Also given in Part C in SRB) on the board and asks students to choose ONE topic and write instructions in 4-5 sentences and discuss with their classmates:

1. Explain to an elderly aunt how to send a text message from the phone.
2. Share your favorite recipe with a friend.
3. Inform a friend about the FEA admission process.

After 10 minutes, ask the students to share their instructions with the class. Take response from as many students as the time allows.

Digital Learning: Misinformation

Objectives:

- Students will be able to identify possible signs that website content is not reliable.
- Students will discuss and practice strategies to avoid falling for or spreading misinformation.

Step 1: 10 mins.

Start the class by sharing" Once I saw a post that there are 2000 vacancies in Google for graduates. I was excited and shared it with my friends and family

groups and later realized that it was fake. Ask students, do you remember any fake news that was very popular

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

Instruct students that we will watch a short video that teaches 4 easy ways to spot fake news. Let's watch this video and come back and share your learnings.

Discuss as a class 4 ways to spot fake news.

After the videos, ask students what are the 4 ways to spot misinformation.

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

Ask students to stand. Going in a clockwise direction, ask everyone to summarize the takeaway from today's class in 1-2 sentences.

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 192**Lesson 192**

Resources: <ul style="list-style-type: none"> • L192 Video • Student Reference Book 	<u>Lesson Duration: 130 mins</u>
Resume: Introduction	
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: <ul style="list-style-type: none"> • Students will be able to identify the purpose of a resume and main points that are included in a resume. 	
Step 1: 10 mins. (Urban facilitators to conduct this in 5 mins): Start by asking students what they know about resumes. Allow them to share their thoughts and experiences. Explain that a resume is a document that summarizes a person's education, work experience, skills, and accomplishments. It is typically used when applying for jobs or internships.	
Step 2: 20 mins. Ask students to watch the AV on the laptops. Ask: <ul style="list-style-type: none"> • Based on what you saw in the video, what are the main purposes of a resume? • What information should be included in a resume? 	
Step 3: 20 mins. (Urban facilitators to conduct this in 15 mins): While students are watching the video, write this resume on the board.	

Resume

Name:

Email:

Phone:

Address:

I am willing to relocate nationwide

Objective:

Motivated and Adaptable Entry-Level Candidate with Fundamental Digital Skills, Communication skills and Life skills. Seeking an entry-level position where I can work hard and prove myself. I am motivated, a quick learner, and eager to gain practical experience.

Education:

2024: Bachelor of Arts

2021: Completed 12th Standard

Skills:

I have completed the FEA 1 year course where I learned:

- Communication and English Language Skills
- Work well independently and in teams
- Adaptability and Enthusiasm to learn
- Digital skills including MS Word, Excel, E-mail, Google Docs, Online Research etc.
- Reliability, Dependability and Trustworthiness
- Entrepreneurship skills

Achievements:

FEA certificate of completion

If you have completed a MOOC course, include it in your achievements.

If you have started a new business, include it here.

Understanding Resume Basics (15 minutes):

- Present a sample resume on the whiteboard and ask students to analyze its structure and content.
- Discuss the essential components of a resume, including contact information, objective, education, work experience, skills, achievements.
- Explain the importance of tailoring a resume to fit the job requirements.

Step 4: 50 mins:**(Urban facilitators to conduct this in 40 mins):**

Explain that all students will be creating their own resumes on MS word or Google Docs with their information and experiences. Students will receive digital and printed versions to keep so they can use them for job applications and interviews.

Get started. Pairs must help one another in creating the resume.

After some time, ask students to move around for 5 mins and see how others are creating a resume. If they need help, encourage them to ask for help.

After a few mins, get back to their original seats and continue finalizing their resume.

Move around and help students save their finished resume as their first name and student id on the desktop.

Step 5: 10 mins.

Ask the class who could finalize their resume and who is remaining. Ask if they have saved their resume correctly on the desktop. Encourage everyone to finish their resume in the next class.

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.

Lesson 193

Resume Finalization
<u>Lesson Duration: 130 mins</u>
<p>Step 1: 1 hour: (Urban facilitators to conduct this in 30 mins.):</p> <p>Ask students who have finalized their resume to pair up with those who haven't. Encourage students to help one another finalize their resume.</p>
How Starbucks Became a \$100B Success Story
<p>Classroom Participation Expectation:</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>Objectives: Students will explore the fascinating story of how Starbucks became a \$100 billion success story. By the end of this lesson, students will have a deeper understanding of the key factors that contribute to growth and success of a business</p>
<p>Step 1: 10 mins.</p> <p>Share an interesting fact about Starbucks to create students' curiosity. For example, you could mention how Starbucks started as a small coffee shop in a small market in 1971. Today, Starbucks is a famous coffee shop that you can find in many different places around the world. People go there to buy coffee, tea, and snacks. It's known for its cozy atmosphere and special drinks like hot chocolate and lovely coffee.</p> <p>Ask students: why do you think Starbucks became so famous? Accept all answers.</p>
<p>Step 2: 20 mins.</p> <p>Share that the video that they are going to watch is the Success Story of Howard Schultz, how He went from living in poverty and struggling for money to survive, to transforming Starbucks into a \$100B company.</p> <p>He was just a young boy who never stopped dreaming, and here is why you shouldn't stop too.</p> <p>Ask students to watch the AV.</p>
<p>Step 3: 15 mins: Write on the board this quote:</p> <p>"I feel so strongly that the reason I'm here is I dreamed big dreams. I dreamed the kind of dreams that other people said would not be possible. Believe in your dreams and dream big.``</p> <p>- Howard Schultz</p> <p>Ask students to interpret the meaning of this quote. Ask everyone to share their answers.</p>

Step 4: 10 mins.

Ask students to stand. Going in a clockwise direction, ask them to share one takeaway from the lesson.

Announce that for the mock interview lesson plan

1. Dress professionally as they would for an actual interview.
2. Bring a Handwritten copy of your resume for reference during the session.
3. Be on time

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 194

Resources: <ul style="list-style-type: none"> • L194 Video 	<u>Lesson Duration: 130 mins</u>
Job Portal	
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.	
Objective: Students will be able to: <ol style="list-style-type: none"> 1. Create and optimize a Naukri.com profile. 2. Search for jobs using various filters. 3. Apply for jobs effectively. 	
Step 1: 15 mins. Briefly introduce the session's goals. Share that by the end of the session you will know how to create your Naukri.com profile, search for jobs, and apply effectively. Share that: "Naukri.com is one of India's largest and most popular job portals, launched in 1997. It connects job seekers with employers across various industries and locations." Share some impressive stats: "Naukri.com has over 50 million registered users and lists thousands of job opportunities daily. Many leading companies use Naukri.com to find talent." "In today's digital age, online job portals like Naukri.com play a crucial role in job hunting. They provide access to a wide range of opportunities and allow you to apply for jobs from the comfort of your home."	
Step 2: 20 mins. Ask students if anyone has used Naukri.com before and invite them to share their experiences briefly. This can help create a sense of shared learning. Share "Now that we have an overview of what Naukri.com is and why it's useful, let's dive into how to create your profile. Let's watch a video."	
Step 3: 15 mins. Q&A Session: <ul style="list-style-type: none"> • Open the floor for participants to ask questions. Summary and Recap: <ul style="list-style-type: none"> • Summarize key points covered in the video. 	

Step 4: 60 mins.

Hands-On Activity: Students create their own Naukri.com accounts. Provide assistance as needed. Encourage students to upload their resumes and personal details for profile completion.

Students search for jobs relevant to their profiles. Walk around to provide individual support.

Step 5: 10 mins.**Ask:**

"Before we conclude today's session, I'd like to know how many of you were able to create your profile and upload your resume on Naukri.com."

- Ask for a show of hands or verbal confirmations from the participants.
- Allow a few participants to briefly discuss their experiences
- "In our next class, we will focus on practicing mock interviews.
- For the next session, please come dressed as you would for an actual job interview. This will help make the experience more realistic and beneficial for you."

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 195**Lesson 195**

<p>Resources:</p> <ul style="list-style-type: none"> • L195-1 & L195-2 Videos <p>Materials Needed:</p> <ul style="list-style-type: none"> • List of interview questions- Given at the end of this lesson • Stopwatch • 2-3 students from other sessions to act as interviewer along with the facilitator • Resume of students should be ready by now 	<p><u>Lesson Duration: 125 mins</u></p>
<p>Mock Interview</p>	
<p>Classroom Participation Expectation:</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>Objectives:</p> <ul style="list-style-type: none"> • To provide each student with a personalized mock interview experience, allowing them to practice interview skills individually and receive direct feedback. 	
<p>Step 1: 10 mins.</p> <p>Explain the purpose of the mock interview session - to practice, gain confidence, and receive personalized feedback.</p> <ul style="list-style-type: none"> • Emphasize the importance of preparation and confidence during an interview. • While students are waiting for their turn, ask them • to watch the two videos in the lesson • or complete their Naukri.com profiles. 	
<p>Step 2: 90 mins.</p> <p>Conduct individual mock interviews with each student, allotting a specific time frame (e.g., 5-10 minutes per interview).</p> <ul style="list-style-type: none"> • Use a list of predetermined interview questions relevant to the students' field or area of interest. • Provide feedback and guidance immediately after each interview, highlighting strengths and areas for improvement. • Encourage active participation from each student during their session. 	

Step 3: 15 mins.

After all interviews are completed, gather the entire group.

Discuss common observations and notable points from the interviews without singling out individuals.

Share general feedback and strategies for improvement based on the observed patterns.

Encourage students to ask questions and share their thoughts on the experience.

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

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What was the main topic we focused on last week?
2. What was the most interesting thing you learned?

Thank and appreciate students for sharing their responses.

Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will 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.

List of Interview Questions

1. Tell me about yourself.
2. Why are you interested in this position?
3. What are your strengths and weaknesses?
4. Describe a challenge you faced in your life and how you overcame it.

5. Can you walk me through your resume and highlight key experiences relevant to this role?
6. Where do you see yourself in 5 years?
7. What skills or qualifications make you a strong fit for this position?
8. Describe a situation where you had to work in a team to achieve a goal.
9. What motivates you in your work?
10. How do you stay updated and adapt to changes in your field/industry?
11. Can you provide an example of an accomplishment you're proud of?
12. Describe your approach to solving problems or handling conflicts in the workplace.
13. What do you know about our company and why do you want to work here specifically?
14. Do you have any questions for us?

Summary of Lesson 196**Lesson 196**

Resources:	<u>Lesson Duration: 125 mins</u>
<ul style="list-style-type: none"> ● L196 Video 	
Job Shadowing	
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:	
<ul style="list-style-type: none"> ● Students will be able to describe what job shadowing is. ● Students will prepare for job shadowing or informational interviews by reviewing tips, and practicing contacting someone through role play. 	
Step 1: 5-10 mins.	
(Urban facilitator to conduct this in 5 mins):	
Ask students if they can figure out from the word “job shadowing” what it means.	
If needed, explain that “job shadowing” means following someone (like a shadow) while they are at work.	
Ask:	
- How could job shadowing help you?	
Step 2: 15 mins.	
Explain that while job shadowing or conducting an informational interview, you should act professionally, just as you would for a job interview.	
Guide students to watch the video:	
Ask:	
<ol style="list-style-type: none"> 1. How can you be prepared for the job shadowing or interview? 2. During the job shadowing or interview, what are some ways to show politeness or respect? 	
Step 3: 30 mins.	
Explain that when you first contact someone, you need to:	
<ul style="list-style-type: none"> ● Be polite ● Give a 1-2 sentence introduction of yourself ● Explain what you want to talk to the person about (<i>be clear that you are not asking for a job</i>) 	

- Tell how much time it will take (*a few hours to a few days for job shadowing, 20-30 minutes for interview*)
- Ask if you can schedule a time to talk or job shadow

Give an example:

“Good morning. My name is _____. I am a student in a program called Freedom Employability Academy. We are learning about different career options and preparing for employment. Part of this program is to speak to someone in a job field we are interested in to learn about their journeys, their challenges and successes, and their work. I am interested in learning more about _____ (job). Would you be willing to schedule half an hour to answer a few of my questions?”

Role Play:

In partners, students practice introducing themselves and asking if they can job shadow or have an informational interview. Their partner can give feedback.

After students have practiced with partners, give a few people the opportunity to role play in front of the class. The other students can give feedback on what they did well and what they could improve.

Step 4: Energizer: 3-5 mins.**(Urban facilitators to skip this step):**

Call up the student chosen from the previous day to lead the energizer. If needed, help them to clarify instructions and manage class behavior.

Call on one student to lead the energizer for the next class.

Learn By Your Own

Objectives:

- Students will make a plan and work towards achieving their goal.

Step 1: 5 mins: Ask:

- What is the purpose of self learning time?

Remind students of some options available to them, such as:

- Job apps/portals
- Exam Preparation Videos
- MOOC courses
- YouTube videos for learning about careers or job skills
- English resources such as DuoLingo or YouTube

Step 2: 5-10 mins.

Remind students to choose a topic that is relevant, set a goal, and make a plan for what they will do first.

Step 3: 30 mins.**(Urban facilitator to conduct this in 20 mins):**

Allow students to work at the laptops toward their goals. Circulate to help students stay on task. If students have questions, ask them if they have tried to resolve them on their own first, then help if needed.

If needed, remind students to switch places at the laptop with their partner.

Before ending, ask students to reflect on whether they made progress toward their goal and what they learned.

Step 4: 15 mins.

(Urban facilitators to conduct this in 5 mins):

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

Step 5: 10 mins:

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What new words did we learn last week?
2. Can you give me an example of how to use one of the new vocabulary words?

Thank and appreciate students for sharing their responses.

Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will learn about (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.

Lesson 197

Resources: Student Reference Books	<u>Lesson Duration: 130 mins</u>
Group Discussion	
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: <ul style="list-style-type: none"> ● Students will understand the importance of English and other skills for their future. ● Students discuss ideas or issues together that help them develop thinking skills. 	
Step 1: 10 mins. Welcome students to the class. Explain to the students that the lesson focus will be on practicing group discussions. Ask students to Mingle, Mingle and when “Stop” is called out, they share one and listen to one person close to them. They share one thing they like about their favorite movie/sports person etc. After 1 minute, ask students to Mingle, Mingle and when “Stop” is called out, they share one and listen to one different person around them. Hold 3 - 4 rounds of Give One and Get One. Asks students to take their seats.	
Step 2: 20 mins. Write a topic on the board. “Which is better, learning in schools or learning from the internet? Group the students according to the pro or con position they take and ask the groups to formulate 2-3 arguments or examples to support their position. Facilitate smaller discussions among students before you ask students to share with the entire class. Many students need some time and space to try ideas out with one another first. This also gets many more students talking. Now ask the groups to share their thoughts. Write each group's statements on the board. Bring closure to the discussion. Announce that the discussion is ending and ask the group if there are any final comments or questions before you pull the ideas together. In the last 2 mins, ask one student from each team to summarize the discussion. Ask students to write a one-minute paper. You can ask students to write about how their thinking changed as a result of the discussion	

Step 3: 20 mins.

Write a topic on the board. “Many people in India do not get jobs. Is it because of lack of skills or is it because of the lack of government policy?”

Group the students according to the pro or con position they take and ask the groups to formulate 2-3 arguments or examples to support their position. Facilitate smaller discussions among students before you ask students to share with the entire class. Many students need some time and space to try ideas out with one another first. This also gets many more students talking.

Now ask the groups to share their thoughts. Write each group's statements on the board.

Bring closure to the discussion. Announce that the discussion is ending and ask the group if there are any final comments or questions before you pull the ideas together.

Ask students to write a one-minute paper. You can ask students to write about how their thinking changed as a result of the discussion

Jeopardy

Step 1: 55 mins:**(Urban facilitators to conduct this in 35 mins):**

Set up the following jeopardy game for Jeopardy Lesson. Encourage students to converse in English. The link to the game is as follows:

https://docs.google.com/presentation/d/1Iny1I9tvJDgLK3_7qXgHnVibb06RDz7X/edit?usp=sharing&oid=109543220975828827294&rtpof=true&sd=true

Play the game.

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

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

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 198**Lesson 198**

Resources: <ul style="list-style-type: none"> • Student Reference Books • L-198 video 	<u>Lesson Duration: 135 mins</u>
Duolingo Practice Time: 15 mins. (Urban facilitators to conduct this in 5 mins): Ask students to login to their Duolingo account. Let students begin their Duolingo practice.	
Informational Interviews	
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: <ul style="list-style-type: none"> • Students will be able to describe what an informational interview is and its potential benefits. • Students will prepare for informational interviews by brainstorming questions as well as possible people to contact. 	
Step 1: 10 mins: Ask: <ul style="list-style-type: none"> - What are some ways to find out about different jobs or careers? Explain: We have been finding out about different job fields using the internet, but talking to people is one of the best ways to learn what a job is like and what is required to get it. Sometimes you might even make connections that can help you get a job. When you arrange to speak to someone to learn more about what a job is like, this is called an <u>informational interview</u> . Informational interviews are different from job interviews. You are not asking for a job, just asking questions to learn about a job. Examples: <ul style="list-style-type: none"> - You are interested in becoming a reporter. You set up a phone call with a reporter to ask them the steps they took to get their job. - You want to know more about becoming an electrician. You meet with a local electrician for coffee and ask them what their daily work is like. Share the objectives of the lesson with the class. Call on 1-2 students to explain in their own words. If time allows, ask why learning this can help them in life.	

Step 2: 20 mins.

Watch the AV in pairs.

Call on 2-3 students to summarize the main ideas in the video.

Think-Pair-Share:

1. Is this a good question to ask during an informational interview: "Can I have a job?" Why?

Step 3: 20 mins.

(Urban facilitators to conduct this in 15 mins):

Explain:

An informational interview is not about you, it's about the other person. You are there to learn about their life experiences and the work they do. If you ask good questions and listen well, you can learn a lot.

Break students into groups of 2-3 and ask them to open their Student Reference Books. They should list 5 questions that could be asked during an informational interview.

These questions should be open-ended questions, which means that they could not be answered with simply "yes" or "no."

Examples:

- What is a typical day like at work?
- What skills or qualifications have helped you to advance in your career?

Step 4: 20 mins.

(Urban facilitators to conduct this in 15 mins):

Explain:

The person you choose to shadow or interview does not have to have the exact job you want. It can be anything similar or in the same career field. They can be a director or manager, but more often, it is someone in a lower level position.

Ask:

How can you find people to interview?

Write their answers on the board and add if needed.

- Your family, friends, classmates, neighbors
- Searching online
- Calling or visiting a business
- Asking career guides

Brainstorm:

Give students 5 minutes to list as many people as they can in jobs related to their career goal. They can write their list in the SRBs or on a separate sheet of paper so they can take it home with them. They can brainstorm people they know, search online, or ask each other for suggestions.

After they have created their list, tell them to circle the person they want to reach out to first.

Speaking Practice Time

Step 1: 30 mins. Instructions:

1. **Opening Statements (1-2 sentences each):** Ask each student to provide their initial thoughts on the question.
2. **Discussion and Response (2-3 minutes):** Allow students to respond to each other's points and engage in a brief discussion.
3. **Challenge Assumptions:** Prompt students to think critically, and if the topic allows, encourage them to challenge assumptions made by others.
4. **Final Thoughts (2 sentences each):** Each student concludes with their final thoughts on the topic.

How to do this activity?

Write Topic 1 on the board. Make a group of 4 students. Ask all 4 students to provide their initial thoughts on the topic. Then begin the discussion. Continue for 3 minutes. In the last 2 minutes, ask each student to conclude with their final thoughts. For round 2, write Topic 2 on the board. Make a new group and continue. If anyone outside the group wants to share their thoughts, allow them to share after the final thoughts.

- 1- Why do you think the Indian cricket team isn't winning ICC trophies after M.S Dhoni retired?
- 2- Do you think phones are becoming smarter and people are becoming dull?
- 3- "If You Born Poor, it is not your mistake, but if you die poor, it is your mistake"
– Bill Gates. What does this quote mean?
- 4- Do you think Indian teenagers are smarter than their parents?

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 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 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.

Note: At the end of the previous few lessons, ask students to bring a few heavy stones or rocks to the branch each time they come. Slowly you should make a small pile of stones in the classroom. Also, prepare two strong plastic or cloth bags to use during the lesson.

Lesson 199

<p>Resources:</p> <ul style="list-style-type: none"> • Student Activity Book 	<p><u>Lesson Duration: 130 mins</u></p>
<p>Prerequisites: Write the sample itinerary on the board before the class starts. (Given in step 1)</p>	
<p>Itinerary</p>	
<p>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.</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will research and create a 3-day itinerary for a trip to Dubai, focusing on key attractions, activities, and logistical details. 	
<p>Step 1: 15 mins.</p> <p>Write the word Itinerary on the board. Pronounce the word together. Explain that itinerary is a plan of a journey, including the route and the places that you will visit. Explain the objective of the lesson: to research and prepare a detailed itinerary for a 3-day trip to Dubai. Briefly discuss the sample itinerary.</p> <p>Write this itinerary on the board:</p> <p>Day 1: New Delhi to Mumbai flight (fare Rs 3000 per person)</p> <p>Pickup from Airport</p> <p>Check into Hotel Taj at 12pm</p> <p>Visit Gateway of India, Bandra Worli sea link</p> <p>Dinner in Hotel</p> <p>Day 2: Breakfast in hotel</p> <p>Visit Juhu Beach, Marine Drive, see celebrities houses,</p> <p>Shop at Zaveri Bazar</p> <p>Dinner at hotel</p> <p>Day 3: Breakfast at hotel</p> <p>Visit Kolaba, snow kingdom</p> <p>Drop at Airport</p> <p>Mumbai to Delhi flight</p>	

Step 2: 30 mins.

Instruct students to research and prepare a 3 day itinerary to Dubai (students can prepare the itinerary for any other place as well)

(Urban facilitators to conduct this in 20 mins):

Students should work with their pairs. All members should have a turn to work on the task. Circulate to make sure that students are on task and taking turns at the laptops, provide support as needed, and keep track of the time.

Step 3: 25 mins.

(Urban facilitators conduct this in 15 mins):

Once students finish, ask pairs to move and see the work of other pairs. Give a few pairs time to present their itinerary to the class.

Navigating City Life

Objectives:

- Students identify barriers and challenges to living in a city.
- Students discuss strategies to be prepared for moving to a city, to find support, and to cope with challenges.

Step 1: 10 mins.

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

Ask students to raise their hands if they believe they could benefit in some way if they moved to a city. Then, ask them to raise their hands if they have plans to move to a city. Call on students to share what is preventing them from leaving their village.

Acknowledge students' reasons. Add that they could benefit from going to a city even for a short time and then returning to their village.

Ask:

- How could working or studying for one or two years in a city benefit you?
- What knowledge, skills, or resources do you think you could bring back with you to help your family or your village?

Step 2: 15 mins.

Divide students into groups of 3-4. Ask them to open their Student Reference. They should read the scenarios and discuss the questions within their groups. After giving 10 minutes to discuss, call on 2-3 groups to share their answers for each question.

Step 3: 15 mins.

Mix up the groups or keep students in the same groups, depending on the comfort level of the students.

Ask them to answer the questions in Part B of their SRBs as a group (they should try to come to an agreement about which 3 are most important).

Call on each group to share their three choices and reasons for choosing them with the class.

Step 4: 10 mins.

Ask students what they think would be the number one most difficult thing about living in the city. Write their answers on the board.

Think-Pair-Share:

- Choose one of the challenges listed on the board. If you moved to a city, how would you cope with that challenge?
- Who or what could provide you with some support

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: At the end of the previous few lessons, ask students to bring a few heavy stones or rocks to the branch each time they come. Slowly you should make a small pile of stones in the classroom. Also, prepare two strong plastic or cloth bags to use during the lesson.

Lesson 200

Key Vocabulary: Corruption	Lesson Duration: 131 mins
Resources: <ul style="list-style-type: none"> • Student Reference Books • L200-1, L200-2, L200-3, L200-4 and L200-5 Videos 	
Mindset Videos 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.	
Objectives: <ul style="list-style-type: none"> • Students will use note-taking, summarizing, and planning skills to prepare a presentation about information from a video. • Students will use teamwork skills such as decision-making, conflict resolution, and dividing up tasks to plan their presentation together. 	
Step 1: 10 mins. Sharing time is a dedicated period where each student can share what is going on in their lives. Announce that there are no rules about what they can share during this time (as long as it's appropriate, of course). You and your students might talk about plans for the weekend, a good thing that happened throughout the week, or things you're looking forward to. This will be a fun time for everyone to decompress and get the juices flowing before you dive into the lesson plan.	
Step 2: 10 mins. Announce that students will be watching videos with some amazing stories and information. Their task will be to make presentations about them for the next class. Share the objectives of the lesson with the class. Call on 1-2 students to explain in their own words. If time allows, ask why learning this can help them in life. Ask everyone to open their Student Reference Books and read the instructions in Part A. After everyone has read, randomly ask students to share what they understood and correct wherever required.	
Step 3: 10 mins. Ask students what are some of the things they should consider while presenting. Encourage students to come up with their own answers and not refer to the SRBs at this point.	

After discussing for about 5 minutes, students can refer to Part B of their SRBs and discuss any points they missed.

Share that at the end of presentation, you will announce:

1- Best team performance

2- Best story telling

3- Facilitator's choice

(create a category such as creativity, effort, leadership, etc.)

Step 4: 30 mins. (Urban facilitators to conduct Step 4 and home extension in 15 mins):

Divide students into four teams and assign 1 video to each team (AV 1 through AV 4).

AV 1, 3 and 4- Watch twice

AV 2- Watch once

Ask them to watch, discuss, and prepare their presentations. While they are watching the videos, hand out one piece of chart paper and pencils/pens to each group to write their notes.

While students are preparing, the facilitator should assist, motivate, and announce the time.

After the time is over, thank everyone for their hard work and wish them good luck for the next class. Remind them that it's a team effort and all of them should ensure that they are present in the next class.

Home Extension: 1-2 mins.

(Urban facilitators to conduct Step 4 and home extension in 15 mins):

Encourage students to practice reciting their portion of the presentation on their own before the next class.

Energizer: 3-5 mins.

(Urban facilitators to skip this step):

Call up the student chosen from the previous day to lead the energizer. If needed, help them to clarify instructions and manage class behavior.

Call on one student to lead the energizer for the next class.

Corruption 1

Objectives:

- Students discuss the meaning of corruption and examples of it.
- Students consider the consequences of corruption on everyone involved and how it can be avoided in some situations.

Step 1: 2 mins.

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

Step 2: 20 mins.

Read out Question 1 below, and ask students to watch the video with the question in mind to find their answers from AV-5

Small Group Discussion:

Ask students to discuss the following questions in groups of 3-4. After each question, call on students to share their responses with the class.

1. What did the man at the office believe would happen when he paid the first bribe? What happened instead?
2. Someone who takes bribes is dishonest. If someone offers to do something for you for a bribe, can you trust them to deliver? Why?
3. Vocabulary practice- Share a story of a time when paying a bribe/corruption had a negative impact on you, your family, or someone you know. (Do not include names.)

After a student shares the story, ask these follow-up questions for class discussion. Note that there is not a correct answer, and that the responses will vary depending on the situation.

- Could anything be done differently in this situation?
- *Should* anything be done differently, or is this situation okay?

Small Group Discussion:**Ask:**

- In the end, do you think it was worth it for the doctor who paid the bribe to pass his tests?
- How can participating in corruption hurt yourself or others?

Step 3: 30 mins: Make 4 groups. Assign one situation to each group. The task is to discuss the scenarios within the groups and one member from each group, share the discussion within the group, with the entire class. Refer situations in SRB- Part A

Step 4: 2 mins (Extra benefit lesson): Come to class prepared for your group presentation.

(Optional) Ask your parents or elders if the situation with corruption has changed in India since their childhood.

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: At the end of the previous few lessons, ask students to bring a few heavy stones or rocks to the branch each time they come. Slowly you should make a small pile of stones in the classroom. Also, prepare two strong plastic or cloth bags to use during the lesson.

Lesson 201

Resources:	<u>Lesson Duration: 135 mins</u>
<ul style="list-style-type: none"> ● Student Reference Books 	
Art of Conversation 4- Attitudes	
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:	
<ul style="list-style-type: none"> ● Students understand what is effective communication. ● Students understand how a good conversation impacts them? 	
Step 1: 15 mins	
Ask students to think of an effective conversation they have had, how they felt, and how it went. - 5 mins	
Now ask them to complete Part A individually and in quiet reflection in their workbooks. - 10 mins	
A few students can be selected to share—they may come to different conclusions but different perspectives will enrich the discussion. - 10 mins	
Facilitator's Reference- Visualizing a successful and effective conversation helps prepare the way for the rest of the lesson, which sets the foundation for the art of conversation by getting students to think about the purpose of effective conversations and the attitudes underlying them.	
Step 2- 30 mins.	
Prepare students for the activity in Part B by reminding them that effective conversations are not only about saying the right thing. The activity in Part B will help them become aware of intentions underlying the words we say in conversations, and how those intentions come through. The Attitude Charade activity in Part B should be lighthearted and students are likely to be silly and laugh.	
<ul style="list-style-type: none"> ● Divide the class into groups or pairs and take turns role playing a few short skits. Instruct students that they have to imagine that they are doing their household chores or are at a workplace. In this skit they have to repeat the instructions and request a few times, but each time, change their underlying attitude (attitudes are mentioned in Part B - A to J). See if your teammates can guess which of the following attitude is underneath your words: ● कक्षा को समूहों या जोड़ियों में विभाजित करें और बारी-बारी से कुछ लघु नाटिकाएँ खेलें। छात्रों को निर्देश दें कि उन्हें यह कल्पना करनी होगी कि वे अपना घर का काम कर रहे हैं या कार्यस्थल पर हैं। इस स्किट में उन्हें निर्देशों को दोहराना होता है और कुछ बार अनुरोध करना होता है, लेकिन हर बार, अपने रवैये को बदल दें (रवैया भाग बी - A से 	

<p>J में है)। देखें कि क्या आपके टीम के साथी अनुमान लगा सकते हैं कि आपके शब्दों के नीचे निम्न में से कौन सा रवैया है:</p> <ul style="list-style-type: none"> ● Ask a few pairs to play the skit in front of the whole class. Thereafter, ask the groups/pairs to practice with their FEA friends. ● After about 15-20 mins, discuss with the class: What do you think will be the impact of these attitudes on your request for help? Did it lead to an effective conversation?
<p>Step 3- 30 mins:</p> <p>Here the facilitator plays an active role in highlighting and describing three attitudes that are particularly important for effective conversations. Ask students to read C1 silently. Then as a whole class discussion, ask for the takeaways.</p> <p>Students should write their insights and examples in their workbook:</p> <p>Now make small groups and ask each group to discuss C2 and C3. Move around and listen to the conversation. After about 15-20 mins, call each group to summarize their discussion.</p>
<p>Mindset Videos 2</p>
<p>Objectives:</p> <ul style="list-style-type: none"> ● Students demonstrate public speaking skills such as eye contact and projection while giving group presentations. ● Students reflect on learnings from the presentations by summarizing and choosing key takeaways.
<p>Step 1: 5-10 mins.</p> <p>(Urban facilitators to conduct Step 1 and Step 2 in 25 mins):</p> <p>Ask students to sit with their team and give them a few minutes to review their plan.</p> <p>Remind them to be energetic, maintain eye contact and speak confidently during their presentations.</p>
<p>Step 2: 30 mins.</p> <p>(Urban facilitators to conduct Step 1 and Step 2 in 25 mins):</p> <p>Call on groups to present. Encourage others to actively listen to the conversation. After each presentation, call on 2 students to share a main point from the presentation they thought was interesting or give a compliment about their presentation style. Add your own appreciation.</p> <p>Award the teams at the end.</p>
<p>Step 3: 5 mins.</p> <p>Ask students to grab a pen and a paper.</p> <ol style="list-style-type: none"> 1. Give them one minute to reflect upon the presentations and discussions. 2. Request each person to write a note to self about an idea they want to take away from the lesson and put it in their notebook as a reminder for the future.

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 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.

Note: At the end of the previous few lessons, ask students to bring a few heavy stones or rocks to the branch each time they come. Slowly you should make a small pile of stones in the classroom. Also, prepare two strong plastic or cloth bags to use during the lesson.

Lesson 202

Resources: <ul style="list-style-type: none"> • Student Reference Books 	<u>Lesson Duration: 135 mins</u>
Art of Conversation 5: Sharing Ideas	
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: <ul style="list-style-type: none"> • Students will be able to understand the importance of attitudes like being humble, open-minded, and respectful in conversations. 	
Step 1: 10 mins. (Urban facilitators to conduct this in 10 mins): Begin by asking students whom they seek advice from when making life decisions. List their responses on the whiteboard. Then, ask the following questions: "As young individuals, what common advice do you receive from people in your life?" (Examples: Study hard, find a stable job, be cautious at night, etc.)	
Step 2: 15 mins. (Urban facilitators to conduct this in 15 mins): Ask "Do you think all advice is the same? Or do you think some advice is more important?" Allow students to express their opinions. Divide the class into pairs and give each pair a prompt to discuss together. Provide sentence starters to guide their discussion. For example: <ul style="list-style-type: none"> • "In my opinion, advice from _____ is more important because..." • "I think all advice is important because..." They can refer Part A in their SRB while giving responses: After the discussion, gather the class back together and ask a few pairs to share their thoughts.	
Step 3: 35 mins. (Urban facilitators to conduct this in 20 mins): Share that in Part B, you have a chance to understand why attitudes matter when listening to advice. Ask students to take turns reading the text in Part B, and you have to make sure they understand by posing questions and discussing points with the students. Additionally, you can also ask them to share examples of dealing with advice well or poorly. Tell students you will share one set of steps that may be helpful to use when they encounter advice from someone close to them, even when they don't agree with the advice given. Go through the steps listed, and ask them for examples.	

Introduction (5 minutes): Briefly explain that understanding advice is important for making good decisions in life. Use simple language to convey this concept.

Guided Reading and Discussion (20 minutes):

- Divide the class into small groups or pairs.
- Provide each group with SRB Part B.
- Ask students to take turns reading aloud B1 within their groups. Encourage them to discuss the question after they read.
- Now ask groups/pairs to share what they discussed.
- Encourage students to share their own experiences or examples of advice they have received.
- Provide positive feedback and praise for their participation and understanding.
- Follow it for B2 and B3 as well.

Step 4: 30 mins.

(Urban facilitators to conduct this in 25 mins):

Introduction (5 minutes): Briefly explain the purpose of the role-playing activity: to practice handling difficult advice from family members in different ways.

Guided Role Play (20 minutes):

- Divide the class into small groups of 3-4 students.
- Provide each group with a scenario involving a family member giving advice. Refer SRB Part C
- Assign roles to each student in the group: one student plays the role of the family member giving advice, another plays the role of the person receiving the advice, and if needed, others can observe and provide feedback.
- Encourage students to act out the scenario, focusing on clear communication and understanding.
- After each role play, ask the observing students to provide feedback on what went well and what could be improved.
- Rotate roles so that each student has the opportunity to play different roles in the scenario.

Discussion

(5 minutes):

After all groups have completed their role plays, lead a brief discussion to compare the different approaches taken by the groups:

Discussion:

1. How were the two types of conversations different? Which do you think was more effective?
2. The 'parents' in each role play can share how they felt during the role play. How open were they to hearing their child's opinion?

Step 5: 20 mins.**(Urban facilitators to conduct this in 15 mins):**

Introduction (5 minutes): Explain to the students that they will have the opportunity to plan a difficult conversation they want to have with someone close to them. Emphasize that this is a chance to practice what they have learned about handling advice and communication.

Guided Planning (15 minutes):

Ask students to think about a specific situation where they need to have a conversation with someone close to them about advice or a problem.

Instruct students to list out the sequence of ideas they want to convey in the conversation. Encourage them to consider the following:

- What is the main point or issue they want to discuss?
- What are some possible reactions or responses from the other person?
- How can they express their thoughts and feelings clearly and respectfully?
- Are there any compromises or solutions they can suggest?

Encourage students to think individually, but make yourself available to provide assistance and answer any questions they may have.

Individual Completion (Optional): If students are comfortable sharing, allow them to share their plans with the class. This can provide an opportunity for peer feedback and discussion.

Step 6: 5 mins. (Urban facilitators to skip this step):

1- Facilitator asks all students to stand up.

2- 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.

3- 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.

4- *Question - What steps may be helpful to use when they encounter advice from someone close to them, even when they don't agree with the advice given?*

5- Facilitator takes a note of the total students who are still standing. If the total number is more than 1/3 of the total present, the facilitator records this activity for revision.

Step 7: 10 mins:

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What skills did you improve on last week?
2. How do you think the skills we practiced last week will help you in your daily

life?

Thank and appreciate students for sharing their responses.

Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will 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 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: At the end of the previous few lessons, ask students to bring a few heavy stones or rocks to the branch each time they come. Slowly you should make a small pile of stones in the classroom. Also, prepare two strong plastic or cloth bags to use during the lesson.

Lesson 203

<p>Preparation:</p> <p>At the end of the previous few lessons, ask students to bring a few heavy stones or rocks to the branch each time they come. Slowly you should make a small pile of stones in the classroom.</p> <p>Also, prepare two strong plastic or cloth bags to use during the lesson.</p>	<p><u>Lesson Duration: 130 mins</u></p>
<p>Forgiveness</p>	
<p>Classroom Participation Expectation:</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>Objectives:</p> <ul style="list-style-type: none"> ● Students understand the costs of holding on to wrongs others have done to them. ● Students understand how they can benefit when they forgive and let go of wrongs. 	
<p>Step 1: 20 mins.</p> <p>Introduce the topic by doing the following exercise. Ask students: “Has anyone done something bad to you in your life? Have people done things to hurt you or make you feel upset? What are the wrongs you have experienced?”</p> <p>Ask students to sit quietly for a few minutes and reflect on all the bad things people have done to them in their lives. They can write these down on a piece of paper, and the names of the people who have made them feel hurt or upset in the past. Now, ask for a volunteer to stand up and go to the pile of stones. Give the student a bag, and ask them to put one heavy rock in the bag for each wrong on their list.</p> <p>The bag should become heavier and heavier. Now ask the student to carry the bag and walk around the branch a few times. They can then pass the bag to another student to carry around. Repeat the exercise one or two times.</p>	
<p>Step 2: 20 mins.</p> <p>Introduce the topic by reading the short introduction to the story¹ in their Student Reference Books aloud to the students and discussing the meaning of the three sentences with them.</p>	
<p>Step 3: 30 mins: Read the following story out loud to the students (if the students are able, ask some students to read one paragraph out loud to the class). Ask the other students to follow the story in their student activity books pointing to each word that is read.</p>	

¹ This story and exercises are excerpted from a textbook for young people called *Walking the Straight Path*, with copyright owned by the Badi Foundation, Macau 2002, Development Learning Press.

Stop reading at the end of each paragraph and make sure students understand the meaning of the paragraph and are following the story

Step 4: 30 mins.

Have the students complete the comprehension questions. They should answer the questions aloud and then write the answers in their notebooks.

Question number 7 is particularly important for the students to grasp. Ask several students to share their answers with the class.

Then ask students: "What did the teacher want to teach the students from this activity? What was the teacher's point?" Ask several students to share their answers.

Step 5: 20 mins.

Discuss the discussion question at the end of the lesson with the class. Ask several students to share their answers, and write down their takeaways in their notebooks.

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 204

Mentorship Session MS5
<p>Classroom Participation Expectation:</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><i>Floating Lesson</i></p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Make sure that you have the link to the Zoom session ready. • Arrange the classroom so that all students can see/hear the laptop.
<p>Step 1: 1.5-1.75 hrs:</p> <p>(Urban facilitators to conduct this in 1.5 hrs):</p> <p>Follow the steps in the Facilitator’s Guide (<i>See Lesson 112</i>) before, during, and after the session.</p> <p>Call the Mentor and begin the Zoom session.</p> <p>If time allows, ask students to create Thank You cards for the mentor after the session.</p>
<p>Step 2: 3-5 mins.</p> <p>(Urban facilitators to skip this step):</p> <p>Conduct an energizer that students are familiar with and that involves movement to help them get their energy up, such as Simon Says or Alphabet Search. Then, ask them to calm back down and focus before beginning the lesson.</p>
Digital Learning
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will practice self-guided learning by choosing a topic relevant to them, setting their own goal, and practicing time management to work toward that goal.
<p>Step 1: 5-10 mins.</p> <p>(Urban facilitators to skip this step):</p> <p>Ask:</p> <ul style="list-style-type: none"> - What is the purpose of this learning time? <p>Remind students of some options available to them, such as:</p> <ul style="list-style-type: none"> - Job apps/portals - Exam Preparation Videos - MOOC courses

- YouTube videos for learning about careers or job skills
- English resources such as DuoLingo or YouTube

Step 2: 5-10 mins.**(Urban facilitators to skip this step):**

Remind students to choose a topic that is relevant, set a goal, and make a plan for what they will do first.

Ask students to write down their goal and what they plan to do first. Encourage students working on a similar topic to work together at a laptop.

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 205

Art of Conversation 6: Working Together	
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:	<u>Lesson Duration: 135 mins</u>
<ul style="list-style-type: none"> This lesson prepares students to work with others around them to pursue their goals. This involves sharing of themselves: who they are and what they are working towards. On this basis they can ask others for help 	
Step 1: 5 mins.	
Announce that whoever answers your next question in the best way, is the winner of this “recap” round Who can answer what they learned in the Art of Conversation lessons? Share that in today’s class we will practice introducing ourselves to others and building connections with people. The learnings from the previous Art of Conversation lessons will be very important here.	
Step 2- 10 mins.	
Read out the scenario to the class and ask students how they will introduce themselves Situation: “You are seeing your uncle for lunch, he has contacts and friends in a company where you want to find a job.” Take a few responses.	
Step 3- 10 mins.	
Students read the right way to ask for advice Now guide students to read Part B- Right Way to Ask Someone for Advice. Ask them to read it 2 times.	
Step 4: 5 mins.	
Facilitator gives a demo on how to ask for advice Now the Facilitator gives a demo on a situation : “You have a meeting with an older woman who has a successful career in an area you want to pursue, you want to get her advice and mentorship” How will you ask for advice?”	
Step 5: 20 mins.	
Students practice how to ask for advice Ask students how they will ask for advice in this situation. Ask everyone to practice with their partners. Tell them to refer Part B “ How will you ask for advice from your mentor about how to prepare for a job interview?” Now ask everyone in the class to share their responses one by one.	

Step 6- 15 mins.

Follow-up Scenarios

Scenario (Whole Class Discussion):

Imagine you ask someone for advice, but then you never thank them or let them know what you decided to do. What might happen if you don't follow up? Ask students to discuss with their partner. Now take responses from 7-8 students.

End the lesson by asking students to summarize what they have learned over the previous lessons about the art of effective conversations. Share that in the next Art of Conversation lesson, they will learn how to begin a conversation and how to continue and end it effectively.

Refine your Resume

Objectives:

Students refine and update the skills section of their resume to accurately reflect their abilities and qualifications.

Step 1: 45 mins.**(Urban facilitators to conduct this in 30 mins):****Instructions (Also given in SAB):**

Open your resume: Take a moment to revisit your resume document.

1. Review your skills section: Carefully examine the skills section (and other sections) of your resume. Consider whether the skills listed accurately represent your abilities and qualifications.
2. Update your skills: Identify any skills that you may need to add, remove, or modify based on your current level of proficiency and relevance to your career goals.
3. Google search or seek assistance: If you need help in rewriting or refining your skills, feel free to conduct a Google search for industry-specific skills or consult ChatGPT for guidance. You can ask questions like:
 - "What are some key skills for [your industry/occupation]?"
 - "How can I improve my resume skills section?"
 - "Can you help me rewrite my skills in a more professional manner?"
4. Refine your skills: Take the time to rewrite your skills in a clear, concise, and professional manner. Focus on highlighting your strengths and abilities that are most relevant to your desired job or career path.
5. Save your updated resume: Once you have refined your skills section, make sure to save the updated version of your resume for future use.
6. Optional: Seek feedback: If you would like feedback on your updated resume, feel free to share it with your peers or instructor for review and suggestions.

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 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 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 206

Resources:	<u>Lesson Duration: 130 mins</u>
<ul style="list-style-type: none"> • Student Reference Books 	
Pollution	
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:	
<ul style="list-style-type: none"> • For students to understand different types of pollution, including littering, air pollution, water pollution, noise pollution, and mental and spiritual pollution. • For students to understand that successful people do not pollute in any of these ways. • To help students begin to think about how to avoid these kinds of pollution in themselves and in their communities. 	
Step 1: 15 mins.	
<p>Introduce the topic by asking the students: Imagine you have a beautiful clean home. Someone knocks on the door and comes into your home with dirty, muddy shoes. What happens to the floor? What happens to the furniture? How do you feel?</p> <p>Tell the students that the earth is also our home. This home gives us many important things. Ask students to list some of the things our environment gives us, and list them on the board.</p> <p>Summarize the discussion by saying “Our environment provides us with things we need to stay alive, such as air, water and food. It also gives us materials we can use to reach our goals and achieve prosperity. We need to protect the health of our natural environment for our own wellbeing.”</p> <p>Next, introduce the topic of pollution by saying: “When something harmful is added to the natural environment, we can call that pollution. For example, you may see litter thrown outside your home, in the street, or in green spaces.”</p> <p>Ask students if they have seen this kind of pollution, and ask them to share examples with the class. Next, ask them: “What is the effect on this kind of pollution on people’s lives?” Write down some answers on the board.</p> <p>Ask them to write down the word “Pollution” in their notebooks, and below that write down the different types of pollution as the lesson goes forward.</p>	

Step 2: 20 mins.

Less visible types of environmental pollution - Air Pollution

Now share with students: "There are also other kinds of pollution that are more difficult to see with our eyes."

Say: "One important aspect of the natural environment is the air."

Ask students to close their eyes and take three deep breaths, slowly and deeply.

Tell them "Air is made of different substances, but when new substances are added to the air, they can harm human health and nature. What are some of the human activities that add new substances to the air?"

List their answers on the board. Make sure they write down "Air Pollution" in their notebooks and list out the different kinds of air pollution underneath.

Divide students into groups and ask each group to discuss the effects of one kind of air polluting activity (for example, driving cars, burning rubbish, and so on).

Why do people make this kind of pollution? What impact does it have on themselves and others? Ask each group to share with the class.

Step 3: 15 mins.

Less visible types of environmental pollution - Water Pollution

Tell students: "Another thing we need for survival is water. Where does water come from?"

Students should answer that water is supplied to us by rivers, lakes, reservoirs and wells.

If possible, find a glass or clear bottle of clean water, and find some ink or paint to drip into the water while the students are watching. You can ask for volunteers to do this demonstration.

Ask students the following questions, one at a time, and have students discuss with the class: "Can water also become polluted? What happens when chemical substances or waste are added to this water? Does it matter if the substances are in small amounts? Can they still impact our health?"

Make sure students write down "Water Pollution" in their notebooks and ask them to write and share examples of activities people do that pollute water in their communities.

Step 4: 15 mins.

Less visible types of environmental pollution - Noise Pollution

Ask students to be silent and listen for sounds in their environment. Tell them "Sometimes we may also notice noise pollution occurs when loud noises break the peace and quiet around us." Ask them for examples and write them on the board.

Summarize their examples and reinforce their impacts: "Loud honking of car horns can disrupt our thoughts or studies. Playing music on loudspeakers at high volumes in the morning or late at night can disrupt people's sleep."

Ask students to share a story of a time when they experienced noise pollution. Did they try to do anything to stop the noise? What did they do?

Make sure students write down different types of noise pollution in their notebooks.

Step 5: 15 mins.

How are people who pollute the environment seen by others?

Ask students: “Have you seen someone who carelessly pollutes? Maybe someone who pollutes the roads, air or water around you? Or creates noise pollution? How do you view this person?”

After a few students have shared their answers, say:

“How we treat the environment also affects how others see us. Imagine visiting a restaurant run by someone whose clothes are very dirty. How would you view this restaurant? Would you want to eat there?”

Discuss with the class. Then, ask the students about the next scenario:

“Imagine a worker who arrives at the office with muddy shoes. How would the boss see this worker? Are they likely to be promoted?”

Step 6: 20 mins.

Less visible types of environmental pollution - Mental and Spiritual Pollution

Ask students to remember (or imagine) the glass of water into which you dropped ink.

Tell students: “Imagine you are swimming in that water. Pollution in our environment is like swimming in unclean water, which harms our bodies.”

Tell students “Some kinds of pollution are harmful to our bodies, but other kinds of pollution are harmful to our minds and spirits. This kind of pollution may be the most harmful.”

Ask them to imagine that they themselves are now a glass of clean, pure water, into which someone has dropped dark ink. Tell students: “Mental and spiritual pollution is when we allow harmful thoughts and feelings to influence our minds and spirits.”

Ask the class to share a time when they felt their minds or spirits were negatively impacted by something. Ideally, the facilitator can also share an example from their own experience.

Tell students: Now we will think about a few different kinds of mental and spiritual pollution.”

Write the following on the board, and explain each word:

Mental and spiritual pollution:

1. Gossip and backbiting
2. Judging and discriminating against others
3. Resentment and anger towards others
4. Jealousy, greed and lust

Questions:

- How does this pollution prevent our own progress and success?
- How does this pollution harm others?

Ask students to copy the above list and questions into their notebooks. Divide students into four groups and ask each group to focus on one kind of mental and spiritual pollution, but answer both of the questions.

Each group should share with the class.

Step 7: 20 mins.

Now ask for one student to volunteer to sit in the front of the class and hold a cup or bottle of water (or another object that has some weight), up in the air in front of them.

Make sure you tell the volunteer student: “While you are sitting here, I will continue the lesson with the rest of the class. When you become too tired, put down the glass, rest, and join the rest of the class.”

While the student is sitting and holding the glass, continue the lesson with the rest of the class.

Ask the students: “What should we do when we feel this kind of mental or spiritual pollution affecting our minds or spirits?”

Students may give examples such as:

- Meditate to clear our mind
- Try to let go of our grudges and hurt
- Practice gratitude for the things we have
- Focus on our own growth and shortcomings rather than looking at others
- Seeing the beauty in others
- Talk to a trusted friend or parent to gain a more positive perspective
- Stay away from sources of negative thinking and language
- Fill our time with positive images, stories and language.

If students need help thinking of actions to take, you can add to their ideas from the above list. Ask them to write down all their ideas in their notebooks.

Finish the lesson by asking the student who was holding the glass to share with the class how they felt during the exercise. Share with the class that holding resentments and anger to others is like holding something in the air for a long time. It takes our energy and does not allow us to use our hands and energy for other important things.

Make sure students have listed all the different kinds of pollution covered in this lesson in their notebooks.

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 207

Alumni Program Introduction and Brainstorming	
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: Introduce students to the alumni program, its benefits, and encourage them to brainstorm ways to stay involved	
Materials Needed:	<u>Lesson Duration: 120 mins</u>
<ul style="list-style-type: none"> ● Presentation slides 	
Introduction (10 minutes):(5 mins for urban staff)	
<ul style="list-style-type: none"> ○ Start by congratulating your students on their upcoming graduation. ○ Explain that part of their journey as graduates includes staying connected with FEA through its alumni program. ○ Mention briefly what the alumni program aims to achieve (networking, support, professional development, etc.). 	
Presentation (25 minutes):	
<ul style="list-style-type: none"> ○ Present a brief overview of the alumni program using slides. Include: <ul style="list-style-type: none"> ■ Purpose of the alumni program (networking, mentoring, lifelong learning, etc.) ■ Benefits of joining (access to events, job opportunities, continued learning, etc.) ■ Examples of alumni activities or success stories 	
Discussion (20 minutes):	
<ul style="list-style-type: none"> ○ Facilitate a discussion about how students can stay involved with the alumni program: <ul style="list-style-type: none"> ■ Ask students to brainstorm ideas on how they can contribute to the alumni network (mentoring new students, attending events, sharing career advice, etc.). ■ Encourage them to share their expectations from the alumni program and what they hope to gain. 	
Closure (15 minutes): (10 mins for Urban staff)	
<ul style="list-style-type: none"> ○ Summarize the key points discussed during the activity. 	

- Emphasize the importance of staying connected through the alumni program and how it can benefit their future careers.

Practice Time: Digital Literacy

Step 1: 50 mins. (Urban facilitators to conduct this in 30 mins)

Share that you are going to create 3-4 groups. You will pose a question to one group. The group gets 1 min to discuss and one member from the group will answer the question. If the group doesn't know the answer, the question passes to the next group. Encourage students to google search (and practice if required). Let's get started:

- 1- What is the difference between a file and a folder on a computer?
- 2- How do you clear your internet browsing history?
- 3- How will you identify fake news?
- 4- What's the difference between google chrome and google?
- 5- What is cloud storage?
- 6- What is two-factor authentication, and why is it important for online security?
- 7- How can you identify a fake job advertisement/offer?
- 8- How do you share a Google Docs document with others, and what are the different sharing permissions you can assign?
- 9- How do you export a Google Docs document to different file formats, such as PDF or Microsoft Word?
- 10- How can you add a table in google docs?
- 11- How do you use functions in Excel, such as SUM and AVERAGE?
- 12- How do you add an attachment to an email?
- 13- What are Instagram stories, and how do you create and share them? How can this benefit your business?
- 14- How do you create a YouTube account?
- 15- How do you upload a video to YouTube?
- 16- Name some job portals. How do you search for job opportunities on a job portal using keywords, location, and filters?
- 17- How do you interact with ChatGPT? Why is it necessary to tell details about yourself to ChatGpt to get appropriate answers?
- 18- What are some strategies for connecting with professionals and peers in your industry online?
- 19- How can you schedule a meeting on zoom?
- 20- How can you create a google form?

Summary of Lesson 208**Lesson 208****Preparations:****Lesson Duration: 140 mins**

Label the four corners of the room as: Daily, weekly, monthly, and yearly (See Accounting- “Four Corners”)

Resources:

- MOOC Registration Form
- MOOC Introduction Video
- MOOC Club FAQ Sheet
- MOOC Club Course Description

Prerequisites 2:

- Email/WhatsApp this link of the MOOC course to students
- Email/WhatsApp this registration link to students
<http://43.252.88.75:8086/MOOCclubRegistration.aspx>
(Rural Registration Link)

Introducing MOOC Club**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 know how they can continue to be a part of FEA after they graduate.
- Students will know about the MOOC Club and register to reserve a seat for a MOOC Club of their interest.

Step 1: 5 mins.

Write ‘MOOC’ on the board and ask students if anyone knows what it is. Invite answers. After a few responses, share that MOOCs are online courses. The instructors upload a series of short videos and lectures on these courses. There are also quizzes, and homework assignments in between which we must go through.

Inform students:

- FEA has an MOOC Club. When you join this MOOC Club, you will get a chance to meet FEA graduates from other states of India, like students from Haryana, Patna, Madhya Pradesh, Rajasthan and other parts of Uttar Pradesh. Ask them, isn't it interesting to meet new people and learn together?
- You get to learn from instructors from top universities around the world.

Imagine learning from an IIT or Harvard instructor in the comfort of your home.

- You can post your queries in forums and connect with peers.
- It is FREE and without any restrictions of age or qualification.

Step 2: 20 mins:

(Urban facilitators to conduct this in 10 mins):

Share that you have a video of urban graduates who joined the MOOC club. They are sharing their experiences of learning through the FEA MOOC club. Ask students to watch the AV.

Video Link:

<https://1drv.ms/v/s!AhZDQ4ziWYviomLmSpo2h6p-5IBH?e=6oM1sx>

After students have watched the video, ask them –

1. What are some benefits of joining MOOC Club?

Step 3: 15 mins.

Now tell students that you would ask some questions to check students' understanding. Read out questions from the MOOC Club FAQ link, one at a time. Praise students if they give a correct answer. Tell students the correct answer if they answer incorrectly or are unaware.

Ask students if they have further questions regarding the MOOC club and classes

MOOC Club FAQ:

<https://docs.google.com/document/d/14pRRM0vCAEvIdF6HosxJppdk2N3GqsJrFqtckWBUVTY/edit?usp=sharing>

Step 4: 25 mins.

(Urban facilitators to conduct this in 20 mins):

Share that, after receiving input from many graduates on MOOCs and learning about their interests, the MOOC Club selected 13 fascinating career-related courses to benefit our graduates.

Share with students that after reading the course description, they can select any one course to begin MOOC Club classes.

(Note: Once they have completed a set of lessons for a certain MOOC CLUB, they can choose a second MOOC with the help of a mentor. There is no need to fill out the registration form again for the second MOOC)

The facilitator will show them the MOOC course list on their laptop and slowly browse it.

MOOC Club Course description Link:

https://docs.google.com/document/d/1EK_C_VBCbzndK7MCDNdGHHgB5PtCDIEMNPFPOa6qgq4/edit?usp=sharing

Information: Share that after students successfully finish their MOOC courses, they have an opportunity to become a MOOC mentor in the MOOC club and they can also get an opportunity to lead sessions.

Step 5: 20 mins.

Now it's time to reserve a seat in the MOOC Club. Before registering, the facilitator should communicate the instructions below with all the students.

MOOC Registration Instruction:

- Announce that joining the MOOC club would require a smartphone and internet.
- Inform students that if they have their personal, siblings or Parent's mobile phone and internet, they can join the MOOC club.
- Students can sit with their friends and take MOOC Club sessions together (Means 2-3 students can sit together to take MOOC Club Online sessions)
- Inform them that all the students are compulsory to register in the MOOC Club if they are interested select Yes and fill in the details, if they are not interested select NO and submit the information.
- Tell them that you will email or WhatsApp the MOOC registration link to students. Instruct that students have to reserve a seat for the MOOC club using this link today.
- A facilitator will show them a demo and then ask them to proceed.

Allow students time to register at the branch and encourage them to fill out the necessary information. Students can use their mobile phones and branch laptops for registration.

Share the following registration link with students to reserve their seats for the MOOC Club:

Registration Link: <http://43.252.88.75:8086/MOOCclubRegistration.aspx>

Move around and help students register into a course. Once students have registered, ask the class who would like to register, but could not register because of the unavailability of the phone/internet. Help such students form a group with someone who has the access. Inform them that if they are unsure currently, they are free to think and discuss with their parents and register this week.

Practice Time**Step 1: 35 mins.**

(Urban facilitators to conduct this in 20 mins. Once pairs find the answers online, pairs will share the answers as time permits.):

Share that you will give a task and students must work in pairs and discuss or find the answer online. The pair(s) chosen by the facilitator will share the answer with the class. The facilitators must take responses from few pairs before moving to the next question:

Question 1: Use google translate and convert this sentence to Hindi. “ What separates the talented individual from the successful one is a lot of hard work.”

Question 2: What do you like about your city? What do you not like?

Question 3: What did you do last weekend?

Question 4: If you were on a train and lost your phone, what would you do?

Question 5: Show me how to open the G-mail draft folder.

Question 6: Tell me something about your mentoring experiences.

Question 7: Show me how to open google form.

Question 8: Show me how to create a table on google docs and share the document.

Question 9: Imagine I am a mobile shop store owner. Can you describe how you would inquire about different phones at a store?

Question 10: What ingredients do you need to make your favorite dish?

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 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 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 209

<p>Resources:</p> <ul style="list-style-type: none"> • Student Reference Books • L:209 Video 	<p><u>Lesson Duration: 140 mins</u></p>
<p>Reasoning - Choices Have Hidden Costs</p>	
<p>Classroom Participation Expectation:</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>Objectives:</p> <ul style="list-style-type: none"> • Students learn to analyze choices to find the hidden costs, as well as the hidden future costs, of a decision. • Students make a Promise Plan regarding their careers, which includes a Plan A, Plan B, and pivot date. • Students learn to draw on emotional strength and pragmatism and prepare themselves for making difficult decisions. 	
<p>Step 1: 10 mins.</p> <p>Introduce the lesson by asking students: “Where would you be if you did not come to our FEA session today?” After a few students answer, ask: “Why did you choose to be here instead of there?” Write these answers on the board.</p> <p>Ask the students: “Is the benefit of being somewhere else higher, or is the benefit of being at the FEA session today higher?” Help students to write a statement in their notebooks about their decision to attend FEA today based on their responses to the above questions, for example: “Today I chose to come to the FEA session today, because the benefit of [improving my English skills] is higher than the benefit of [being with my friends].”</p>	
<p>Step 2: 25 mins.</p> <p>(Urban facilitators to conduct Step 2 and Step 3 in 30 mins):</p> <p>Write the words “benefit” and “cost” on the board, and explain the words to the class. You can use sentences such as “Exercise benefits your health.” and “Rain benefits a good crop or harvest.” You can explain the cost by saying: “A new notebook costs x rupees.” Or “Lying can cost a friendship.” Or “Dangerous driving can cost a life.”</p> <p>Remind the students that in the lesson on Reasoning we learned that we make choices for a variety of reasons. Say: “We balance the costs and benefits of one choice with costs and benefits of another choice, based on the information we have.” Give examples from the Reasoning lesson to remind the students of this idea.</p>	

Say: “By doing one thing, we are choosing to give up another thing. The hidden cost of that choice is losing the chance to do something else. When we see the hidden cost, we can make that choice clearly. When we don’t see the hidden cost, we may end up with a result we did not want.”

Activity: Find the hidden costs

Divide the class into small groups to complete Part A. Each group should discuss the below pairs of activities. For each activity, they should answer the question: what are the hidden costs of each choice?

1. Spending your month savings on a sofa for your home vs. spending your month savings on a dining table for your new home.
2. Spending your leave time attending a friend’s wedding vs. spending your leave time helping your father tidy and organize the family shop.
3. Going to college and completing a degree in pharmacy studies vs. going to college and completing a degree in computer programming.

As the students are discussing, visit each group and make sure they understand that one of the hidden costs of making one choice is the lost opportunity of making the other choice. At the end, they should be able to say that “One hidden cost of spending your money on a sofa is not being able to buy a dining table.”

Ask each group to share the scenario and the hidden costs they discovered with the class.

Step 3: 25 mins.

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

Activity: Future costs and benefits

Help students complete Part B. In this exercise, students try to find the future costs and benefits of a choice, as well as the present costs and benefits. Again, divide students into small groups and have them discuss the following pairs of activities, this time taking into account future costs and benefits:

1. Spending your weekends playing sports vs. spending your weekends playing video games.
2. Staying in college to finish a degree vs. leaving college to find a job.
3. Using your savings to buy a small flat vs. renting a small flat.

As students are discussing, help students understand that in these examples, the hidden costs include both what they are giving up (the other choice) as well as hidden future costs– for example, health, extra income and career opportunities, investment gains, and so on.

Step 4: 25 mins.

(Urban facilitators to conduct Step 4 and Step 5 in 35 mins):

Making choices when we are not sure what the outcome will be.

Divide students into small groups to complete Part C. Ask students to read the following scenario in their Student Activity Books while you read it out loud to the class, and answer the question below with their group.

Scenario 1:

Sandeep is going for a job interview at 10am on Saturday. He is deciding whether to take the bus, or walk. If he walks, it will take him about 45 minutes to arrive at the interview location. If he takes the bus, he can arrive in 15 minutes, and he will arrive more fresh and clean. Since the bus schedule is sometimes uncertain on this route, Sandeep decides to leave at 8:30am, 1.5 hours before the interview begins, just to be safe.

Sandeep waits for the bus until 9am, but it still does not arrive. He knows that sometimes bus service is suspended due to an accident. What should he do?

Ask each group to report their answers to the class.

Tell students: “When there is uncertainty about a choice, it is always wise to have a second choice. Some people call this Plan A and Plan B. Plan A is what you plan to do if everything works out as you foresee. But if the situation changes, you can always shift to Plan B, or your backup plan.”

Ask students: “In the above example, what was Sandeep’s Plan A? What was his Plan B? At what point (what time) should he shift from Plan A to Plan B? What happens if he chose to stick with Plan A? What are the costs?”

Discuss with the class and ask students to write their answers in their notebooks.

Scenario 2:

Surabhi is 25 years old. She lives in a village with her family, received high marks in school and wants to get a job in the civil service. She has taken the IAS exam three times. Her friends tell her that she is intelligent and a hard worker, and she should not give up on her dream. Her parents also hope that she can succeed in the exam.

Surabhi is thinking and planning for her future. She knows that, statistically, only a few candidates clear the IAS exam, even those who are intelligent and hardworking. She could be one of the lucky ones, but her chances are not very high. If she stops taking the exam, she can attend a training course and get a job as a teacher. She could keep studying for the IAS exam and taking it every year until she turns 32, but if she does not clear the exam, she will be starting a new career from nothing at that age.

Surabhi has learned about the benefits of creating a Plan A and a Plan B. Ask the students: “Can you help her create a Plan A and Plan B?”

Discuss with the class and ask them to write their answers in their notebooks.

Sum up the conclusions of the above two exercises with the class:

“When we are not sure if we will achieve the result we want from Plan A, it is important to have a Plan B. Each plan needs to have a time limit—a certain point when we shift from Plan A to Plan B.”

Ask students: “Do you think it is easy for someone to move from their Plan A to Plan B? How do you think Surabhi felt when she moved to Plan B?”

Explain the term “emotional strength” to the students. Ask them: “Did Surabhi’s decision take emotional strength?”

Explain the term “pragmatism” for students, reviewing the Lesson on Reasoning. Remind the students that in this case, pragmatism means that Surabhi knew that by not moving to Plan B, she would pay a hidden cost, and end up losing more. Tell students that by doing these exercises and having these discussions together, they are increasing their reasoning and pragmatism.

Step 5: 25 mins.

(Urban facilitators to conduct Step 4 and Step 5 in 35 mins):

Now divide students into pairs to complete Part D. Tell students to use 5 minutes each to tell their partner about their career plans, including their Plan A and Plan B.

Ask each student to write down their partner's answer to the following questions on a piece of paper.

1. What is your Plan A for your career?
2. What is your Plan B for your career?
3. When (which year, month and date) will you move from Plan A to Plan B?

Now ask each student to write at the top of the paper: [Student name]'s Career Promise Plan, and give the paper to their partner.

Step 6: 10 mins.

Tell students: "There is a famous English saying: 'When one door closes, another opens.' Write the saying on the board and ask students to guess what it means, and how it applies to the lesson. Explain further if needed.

Ask students: "If one door does not close, will the other door open?" Remind them "A career plan requires some doors to close so that you can walk through other doors. It is better to close the door yourself, and choose a new door, instead of waiting for a door to close by itself before you move on."

Now, ask students to watch the AV.

Step 7: 10 mins.

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What 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 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 210

Resources:	<u>Lesson Duration: 130 mins</u>
<ul style="list-style-type: none"> • Student Reference Books • L210-1, L210-2 Videos 	
How to Create a Company Elon Musk's 5 Rules	
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 understand Elon Musk's five rules for creating a company, learn how to apply these principles to their own entrepreneurial journey, and develop a basic plan for starting their own business.	
Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins):	
Begin the class by asking students	
"Picture yourself as the CEO of your own company. If you could create any kind of company, what would it be? Would you start a tech company, or an e-commerce company like Amazon myntra or a food company or something in the health sector etc. Tell us about the dream company you'd love to build, and let's bring your imagination to life!"	
For example: share that you would like to start Event Planning and organize events like birthday parties, family functions, community members events etc.	
Take 7-8 responses	
Step 2: 15 mins. (Urban facilitators to conduct this in 10 mins):	
Now ask:	
Picture yourself as a successful entrepreneur, sharing your story at a big event. A young entrepreneur comes up to you, asking for advice on how to grow their business like yours. What simple tips would you offer them to help their business succeed? Let's hear your best advice for turning dreams into reality!"	
Take 5-6 responses.	
Step 3: 20 mins.	
"Hey everyone! Quick question: Have you heard of Elon Musk before? Give me a show of hands! Great!	
Now, did you know he's one of the richest people in the world? Pretty cool, right?	
Did you know that he's the brains behind companies like Tesla (you've probably seen their electric cars on TV), SpaceX (they launch satellites into space), and even X (formerly known as Twitter)!"	

Now, today we're going to learn five awesome rules from Elon Musk about starting a company. But instead of just talking about it, we're going to watch a super interesting video where Elon Musk himself shares how he got his first company. Get ready for some inspiration!"

While students are watching the video, write the following on the board:

- 1-Work hard every waking hour
- 2-The right product(untapped markets are better)
- 3-Hire great people
- 4-Try making your product or service better everyday
- 5-Take risk now (take risk before you have family responsibilities)

Step 4: Group Discussion: 15 minutes.

(Urban facilitators to conduct this in 10 mins):

- Divide the class into small groups and assign each group one of Elon Musk's five rules.
- In their groups, students discuss the meaning and significance of their assigned rule, brainstorm examples or scenarios that illustrate the rule, and consider how it applies to real-world entrepreneurship.

Share that the group that presents best with relevant examples stands a winner.

Step 5: Whole-Class Discussion (20 mins.):

Reconvene as a whole class and invite each group to share their insights and observations about their assigned rule.

Step 6: 10 mins.

(Urban facilitators to conduct this in 5 mins):

Lead a brief reflection where students share their key takeaways from the lesson and how their understanding of entrepreneurship has been influenced by Elon Musk's principles.

Speech Shadowing

Step 1: 20-25 mins. (Urban facilitators conduct this in 15 mins):

Ask your students to play video 2 and wait for the first dialogue.

1. Listen to the first sentence and pause the video.
2. Read the sentence out loud the way you would generally do it.
3. Listen to the next sentence.
4. Try to repeat it, pronouncing the words as the actor on the screen did.
5. Do it one more time and with other sentences.

Share with your students that it is one of the best speech exercises. When you parody someone's pronunciation, you end up remembering how to say something correctly, and you significantly strengthen your conversational skills.

Step 2: 10 mins.

(Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 211**Lesson 211**

Resources: <ul style="list-style-type: none"> ● Student Reference Books ● L-211 Video 	<u>Lesson Duration: 135 mins</u>
Start Marketing Your Business	
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: <ul style="list-style-type: none"> ● To help students understand the meaning of marketing ● To help students understand what good marketing campaigns consist of. 	
Step 1: 10 mins. Facilitators start the lesson by asking "Imagine you've just developed a product that could change people's lives. How would you ensure that your target audience knows about it and wants to buy it?" Take responses from 7-8 students	
Step 2: 25 mins. (Urban facilitators to conduct this in 20 mins): Ask students to watch a short video clip of captivating advertisements that highlights the power of storytelling in marketing. After students watch the clips, ask How did the advertisement grab your attention? Take 5-6 responses Facilitator explains in simple words by saying "marketing is kind of like telling a story to potential customers. This story tells customers how your product or service will solve their problems and why your product or service is the best solution. Facilitator further adds "we need to remember that marketing is not lying. We have to make sure that our product or service is good enough. When the product or service is good only then will the customers want to keep coming back and tell their friends and family.	
Step 3: 20 mins. (Urban facilitators to conduct this in 10 mins): Facilitator plays a short game with the students. Facilitator tells students "I will name one product and you have to say the name of a brand that makes that product loudly. It can be any brand that first comes to your mind. Remember to not think too much. You have to say the name that first comes to your mind. For example, if I say car and the first name that comes to your mind is Maruti Suzuki or Tata. Understood?" Facilitator ensures that students have understood the game. Facilitator ensures that students do not think too much for their answers and respond quickly. (2 mins)	

1. Now the facilitator starts the game. Facilitator will say the following products. Facilitators must wait for students to say the brands that come to their mind before going to the next product- (3 mins)

- Biscuit
- Shampoo
- Soap
- Hair Oil

Note - students can say whatever brands come to their minds easily.

2. Now the facilitator informs students “you see how there are certain brands that easily come to our mind and the likelihood that we would buy this brand over the other is also a lot more. For example when I said biscuit, the first brand that came to your mind was ParleG, marie gold (or any other brand name that the students said during the game). This is known as “recall value”.

Step 4: 3-5 mins. (Urban facilitators to skip this step):

Choose and conduct any one energiser activity before moving to the next part of the lesson.

Step 5: 20 mins.

Facilitator asks students to refer to part ‘A’ of the SRB. There are 4 creative advertisement examples given. Facilitator discusses each advertisement poster with the students. Facilitators can share their own opinions for each question to help students understand -

- Why did this ad catch your attention?
- What makes it interesting? Is it because it is funny or clever or you relate to it?
- What is the story this brand is telling you about themselves?
- Do you easily understand what the product is for from this ad?

Step 6: 40 mins. (Urban facilitators to conduct this in 30 mins):

Now the facilitator divides the class into 4 groups. Each group is assigned one of the businesses mentioned under part ‘B’ of the SRB. (2 mins)

Each group has to discuss the questions given under part ‘C’ of the SRB for the business assigned to them as well as create an advertisement poster for their business. Facilitator should encourage students to not worry too much about how the poster looks but focus on getting people to buy their product/service. (15 mins)

Once all groups have finished discussing, the groups will present their answers to the questions as well as their advertisement to the class. Facilitators and other students provide feedback to the presenting group by sharing one thing they loved about the advertisement and one thing they could improve on. (5 mins to each group)

Congratulate the groups for their first advertising posters. Paste the posters on the wall.

Step 7: 10 mins. (Urban facilitator 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 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 212**Lesson 212**

Resources: <ul style="list-style-type: none"> • Student Reference Books, L212 • L-212 Video 	<u>Lesson Duration: 130 mins</u>
Start Marketing From 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: <ul style="list-style-type: none"> • To help students understand the meaning of digital marketing • To help students understand what good digital marketing campaigns consist of. 	
Step 1: 5 mins. (Urban facilitators to conduct Step 1 and Step 2 in 20 mins): Facilitators now introduce the lesson by telling students “today our lesson is all about Youtube and instagram.” (1 min) <ol style="list-style-type: none"> 1. Facilitator asks students “have you ever watched youtube or instagram videos of people and wanted to know how they make those posts or wanted to make some for yourself? (2 mins) 	
Step 2: 20 mins. (Urban facilitators to conduct Step 1 and Step 2 in 20 mins): Now facilitators inform students that “today’s lesson we will not only learn how to make such youtube and instagram videos and posts, but we will learn how we can use these social media platforms for social media marketing for our business.” (2 mins) <ol style="list-style-type: none"> 1. Facilitators now inform students that “we will watch a video that will show us how we can make our first video for YouTube.” Ask students to watch the video: 2. After students have finished watching the video, the facilitator describes the labels shown in pictures under part ‘A’. 	
Step 3: 40 mins. Facilitator divides the class into 5 groups. Each group is assigned one topic listed under part ‘B’. (2 mins) (Note - facilitators should create groups where each group has at least one student with a mobile phone to record the video and one student who is interactive and actively participates in class activities.) <ol style="list-style-type: none"> 1. Facilitator informs students that “we will now make our very first video right here. Each group will get 15 mins to plan and record a short video. Do 	

not worry about editing the video. We are only going to do this exercise to experience together what it is like to record a video. Let us see how we can make the most interesting video.” (3 mins)

2. Facilitator now gives students time to plan and record their videos. Facilitator can go around to each group and encourage them to feel free and not worry about judgment but have fun in creating the video. Facilitators must ensure that this activity is conducted as a fun game and must encourage students to enjoy the activity. (15 mins)
3. After students have recorded their videos, the class watches all the videos one by one. Facilitator discusses with students if they liked creating the video, what did they like/not like about making a video, what did they find easy or difficult about recording their video etc. (20 mins)

Step 4: 20 mins.

Facilitator discusses with students:-

- a. Are you familiar with Instagram?
- b. Have you ever used it?
- c. What type of content have you seen on Instagram?
- d. Have you ever seen any businesses promoting their work on instagram? If yes, what type of businesses?
- e. Let’s watch this video on how to use Instagram to promote your business:

Step 5: 5 mins.

Facilitator asks students to share the most important part of creating YouTube videos according to them. (5 mins)

1. Now the facilitator asks students to share one important thing they learnt from this lesson. (3 mins)
2. Facilitator asks students to go home and use YouTube and/or Instagram and notice how different individuals or brands are using social media to grow their business and think of some ideas they would like to use YouTube/Instagram.

English Practice Time

Step 1: 30 mins.

(Urban facilitators to skip this step)

Guide your students that we will just play these scenarios to practice some English conversation.

Scenario 1: Call 3 volunteers. One acts as taxi driver and 2 people act as a passenger. Have a 2 min conversation. Cheer the students after their act.

Scenario 2: Facilitator says he/she is upset. Ask the class to cheer him/her up by sharing positive thoughts, or kind words, or happy memories etc.

Scenario 3: Imagine yourself as an alien who arrived on Earth from a different planet. You know nothing – even the simplest words are difficult for you to understand. And that is why you need the help of your student-friends. Ask them to explain basic things to you – what is water? What is a cat? What is a mouth? The more you ask, the funnier it gets.

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

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Summary of Lesson 213**Lesson 213****Career Discovery with ChatGPT****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: 130 mins**

- Students apply online search skills to find information about a place.
- Students apply research skills of note-taking and summarizing information to record the main points from their research.

Step 1: 10 mins.

Explain that students will be doing a project that gives them a chance to show some of the digital skills they have learned over the past few months.

Assign each student a different career field or industry to research using ChatGPT. For their presentation, they can present a case study highlighting key insights they gained about that profession, including job responsibilities, skills required, and salary expectations.

Step 2: 15 mins.

Form groups of 2-3. Assign each group a career. They need to search for information about that career *and present it before the class*. Ask students to review what they have learned about taking notes. If needed, emphasize that they should write down the main points. They can write them as bullet statements and should not copy down everything they read on a website.

Students may use sites such as Google, Wikipedia, or YouTube as well for their research, but remind them to make sure the websites they choose are trustworthy.

Ask students to take notes in their Notebooks. Draw this table on the board. Students have to note and present the following

Name of the Jobs/Profession	
Qualification	
Skills required	
Salary	

Write the following careers in slips of paper. Ask pairs to choose one slip

<p>Career: 1) Certified Nursing Assistant (CNA), 2) News reporter, 3) Travel Agent, 4) Sales Representative, 5) Human Resource manager, 6) Front Desk manager, 7) Event Planner, 8) Social media manager, 9) Radio Jockey 10) Solar Panel Installer</p>
<p>Step 3: 35 mins. (Urban facilitators to conduct this in 20 mins): Students should use this time to research and take notes about their assigned career. Circulate to help students stay on task, provide support if needed, and keep time.</p>
<p>Step 4: Energizer: 3-5 mins. (Urban facilitators to skip this step): Call up the student chosen from the previous day to lead the energizer. If needed, help them to clarify instructions and manage class behavior. Call on one student to lead the energizer for the next class.</p>
<p>Presentation Time</p>
<p>Step 1: 45 mins. (Urban facilitators to conduct this in 35 mins): Call each pair/group to come forward and present their information to class. Each pair gets about 3 mins to present. Encourage question and answer session after the presentation</p>
<p>Step 2: 10 mins. Do a quick check-in with students. Find out what challenges they faced, who has finished, and how they are feeling about their project.</p>
<p>Step 3: 10 mins. (Urban facilitators to skip this step): Prepare yourself by taking notes from student retention techniques document.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>

Lesson 214

Key Vocabulary: Career Fair	<u>Lesson Duration: 135 mins</u>
Resources:	
<ul style="list-style-type: none"> • Student Reference Book • L214-1 and L214-2 videos 	
Hands-On: Document Design	
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:	
<ul style="list-style-type: none"> • Students create a MS Word or Google Document, applying skills such as formatting text, making a bulleted or numbered list, and inserting images. 	
Step 1: 10 mins.	
Share the objectives of the lesson with the class. Call on 1-2 students to explain in their own words. If time allows, ask why learning this can help them in life. Share that in today's class they will	
<ul style="list-style-type: none"> • Make a table as given in the SRB • Add titles or headings in a different font or color than the rest of the text • When they finish their work, their table should look like the one given in the SRB -A 	
Step 2: 35 mins.	
(Urban facilitators conduct Step 2 and Step 3 in 30 mins):	
Students should work with their pairs at the laptops. All group members should have a turn to work on the table, with the others giving input or guidance.	
Circulate to make sure that students are on task and taking turns at the laptops, provide support as needed, and keep track of the time.	
Step 3: 5 mins.	
(Urban facilitators to conduct Step 2 and Step 3 in 30 mins):	
Do a quick check-in with students. Find out what challenges they faced, who has finished, and how they are feeling about their project.	
Step 4: Energizer: 3-5 mins. (Urban facilitators to skip this step):	
Call up the student chosen from the previous day to lead the energizer. If needed, help	

them to clarify instructions and manage class behavior.
Call on one student to lead the energizer for the next class.

Career Fairs 1

Objectives:

- Students gain an understanding of what a career fair is and how to attend one.
- Students prepare an “elevator speech” that they could use to introduce themselves to an employer.

Step 1: 10 mins. Ask:

- When you hear the phrase “Career Fair,” what do you think of?- Do you know anyone who has been to a career fair?

Explain:

A career fair is one way to find a job.

Employers at the career fair will talk to you and give you information about their company. They may take your resume or give you a job application form.

A career fair can be an in-person event or conducted online.

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

Step 2: 10 mins.

Ask students to watch AV 1 in pairs.

Call on students to summarize the main points.

Step 3: 10 mins.

Ask for vocabulary practice:

- What should you do to prepare for a career fair?
- What should you bring with you?

List their answers on the board. Then, ask students to open their Student Reference Books to L214. Tell them to compare the checklist to their list on the board.

Ask:

- Is there anything you missed?
- Why are these steps important?

Step 4: 10 mins.

Explain:

An “elevator speech” is the way you introduce yourself to employers in the amount of time it takes to ride in an elevator - about 1-2 minutes. This is about how long you would have to introduce yourself to an employer at a busy career fair.

Ask:

What do you think would be important to include in a 1-2 minute introduction?

Video:

Ask students to watch AV 2 in pairs.

Ask students what advice they heard for how to create a strong elevator speech.

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

In Part B of their SRBs, ask students to write a 4-5 sentence elevator speech that includes the information listed.

If time allows, students may pair up and practice rehearsing their elevator speeches. They should give feedback about whether the speech includes the right information, takes 1-2 minutes, and is presented in a clear, confident manner.

Introduce that in the next class, they will have a mock career fair. They should dress professionally and practice their elevator speeches as they would for a real career fair.

Step 6: 10 mins:

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. Do you have any questions or areas where you would like more practice?
2. How do you feel about the progress you have made so far?

Thank and appreciate students for sharing their responses. Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will learn how to be mindful and careful when applying for jobs and not get caught in something which might not be a fraud.

We would share stories and give presentations in English.

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

Step 7: 10 mins. (Urban facilitators to skip this step):

Prepare yourself by taking notes from student retention techniques document.

- For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling.
- For 5 mins: Make phone calls (minimum 2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call.

Note: This step is compulsory. Please use the last 10 minutes of the session to conduct this step. Please do not miss out on this step.

Lesson 215

<p>Preparations:</p> <ul style="list-style-type: none"> • Make 6 signs to post for the mock career fair: <ol style="list-style-type: none"> 1. Riddhi's Real Estate, 2. Recovery Plus Health Clinic, 3. Star Academy, 4. Total Tech, 5. Coffee Club, 6. Excellent Events <p>Materials:</p> <ul style="list-style-type: none"> • Chart paper <p>Resources:</p> <ul style="list-style-type: none"> • Student Reference Book L215 	<p><u>Lesson Duration: 135 mins</u></p>
<p>My Journey: Reflecting on the Past Year</p>	
<p>Classroom Participation Expectation:</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>Objectives:</p> <ul style="list-style-type: none"> • Students will reflect on their personal journey and growth throughout the past year. 	
<p>Step 1: 15 mins. (Urban facilitators to conduct this in 10 mins. Instead of think-pair-share, facilitators to ask this directly from the class):</p> <p>Think-Pair-Share:</p> <ul style="list-style-type: none"> - Think back to when you started this program. What are some things you have learned in English? What are some ways your English has improved? <p>Acknowledge students for working hard and stepping out of their comfort zones to improve their English.</p> <p>Explain that they will be writing and presenting a speech in English in the next class to showcase their improved English skills.</p>	
<p>Step 2: 35 mins.</p> <p>Instruct students that everyone in the class must write their individual journey. Ask them to take 30 mins to jot down key moments, challenges, achievements, and personal growth they've experienced during the past year.</p> <p>Write on the board the structure of their speech</p> <ol style="list-style-type: none"> 1. Starting Point: Describe your level in English when you started the program. 2. Personal Growth: Reflect on how their language skills have improved over the past year and how this has impacted other areas of their life. 	

<p>3. Personal Struggles: Reflect on the difficulties they faced during the course of their learning.</p> <p>4. Strategies for Success: Encourage them to share the strategies they found most effective in their learning process.</p>
<p>Step 3: Energizer: 3-5 mins. (Urban facilitators to skip this step): Call up the student chosen from the previous day to lead the energizer. If needed, help them to clarify instructions and manage class behavior. Call on one student to lead the energizer for the next class.</p>
<h2>Career Fairs 2</h2>
<p>Objectives:</p> <ul style="list-style-type: none"> • Students practice preparing questions for companies before a career fair. • Students practice steps for attending a career fair, such as selecting companies, sharing their elevator speeches, and asking questions.
<p>Step 1: 5 mins. Ask:</p> <ul style="list-style-type: none"> - How can attending a career fair help you? - Even if you don't get a job at a career fair, what are some useful skills you would be practicing? <i>(Accept all answers. Steer the conversation toward networking and interview skills)</i> <p>Share the objectives of the lesson with the class. Call on 1-2 students to explain in their own words. If time allows, ask why learning this can help them in life.</p>
<p>Step 2: 15 mins.</p> <p>Ask students to open their Student Reference Books to L215B. They should read the job descriptions and choose two that they would most want to apply to.</p> <p>Remind them that they may not see a job that is exactly what they want, just as a real job fair may not have exactly the job they want – speaking to the employers is still good practice and may help connect them to another job.</p> <p>They should write down three meaningful questions to ask the HR representatives/employers for each of those two jobs.</p>
<p>Step 3: 25 mins.</p> <p>Divide the class into Group A and Group B. Explain that there will be two rounds of the practice job fair.</p> <p>Round 1: 13 mins.</p> <p>Group A will role play the employers. For each company listed in the SRBs, assign 1-2 students to role play employers for that company. Tell them to move to the station with their company's sign.</p> <p>Their role is to:</p> <ul style="list-style-type: none"> • Greet and listen to the jobseekers • Answer any questions. They may make up realistic answers if the information is not included in the Job Descriptions handout.

Group B will role play the jobseekers. They should find the two companies they are most interested in talking to. Their role is to:

- Greet the employers and give their elevator speech.
- Ask their prepared questions.
- Collect contact information.
- Ask if they may leave their resume. (*Note: Students will not actually have their printed resume available, but they should practice asking.*)

Round 2: 12 mins.

Group A and Group B should switch roles.

Step 4: 5 mins.

Think-Pair-Share:

- What went well during the mock job fair?
- What do you think you could improve if you attend a real job fair?
- What might you want to include in a follow-up note to an employer from a job fair?

Step 5: 5 mins.

Explain that the five day Giving Back activity is finished but that students should continue to share information about FEA with others. Gather information and updates and acknowledge students who have helped connect new students with FEA.

Present Star Mobiliser certificates to students who enthusiastically contributed.

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

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

As a reminder check with students if they have uploaded their 2 min video by now.

As a reminder, ask students if they have signed up for the MOOC club. Help students to sign up for the MOOC club.

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 216

Resources:	<u>Lesson Duration: 130 mins</u>
<ul style="list-style-type: none"> • L216 video 	
English: Sharing our Stories	
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:	
<ul style="list-style-type: none"> • To provide each student with an opportunity to reflect on their personal journey and growth during the FEA program 	
Step 1: 5 mins:	
(Urban facilitators to conduct Step 1 and Step 2 in 25 mins):	
Begin the class by explaining the purpose of the activity: to reflect on each student's personal journey over the past year in the FEA program.	
Step 2: 25 mins:	
(Urban facilitators to conduct Step 1 and Step 2 in 25 mins):	
Speaking Rotation	
<ul style="list-style-type: none"> • Divide the class into groups of manageable size, ensuring each group has an equal mix of students. • Explain that each student will have a set amount of time (e.g., 3-5 minutes) to share their journey with the group. • Assign a speaker order or let students volunteer to go first. • The time keeper in each group will start the timer and allow the first student to share. Encourage them to speak openly and honestly about their experiences. • After each student speaks, allow a brief moment for the group to provide positive feedback or ask questions. • Repeat this process until every student has had a chance to share. 	
Step 3: Reflection (15 minutes):	
(Urban facilitators to conduct this in 5 mins):	
<ul style="list-style-type: none"> • Once everyone has spoken, gather the whole class back together. • Lead a brief discussion on common themes, challenges, and achievements that emerged during the sharing session. • Encourage students to offer words of encouragement and support to each other. 	

Avoiding Job Scams

Objectives:

- Students identify the dangers of job scams and strategies for avoiding them.
- Students discuss how to balance a smart, careful mindset with an open mind while searching for jobs.

Step 1: 10-15 mins.

Read the case study below to the class. Explain that it is based on a student's real experience.

Case Study Part 1:

An FEA student found a job training program that would expedite the process for him to get hired at a company. The program cost 3000 rupees, which would be refunded after two weeks of working at the job. Although his career counselor had warned him against paying money to get a job, the student was having financial difficulties and desperate to start work. He paid 3000 rupees for the program.

Think-Pair-Share:

- What do you think happened?
- If you are struggling financially and you lose money to a scam, you are worse off than before. How do you decide whether it is worth the risk to pay money to get a job and start earning?

Case Study Part 2:

The student's money was never refunded. When he tried to track down the company, it seemed to have disappeared without a trace.

Step 2: 15 mins.

(Urban facilitators to conduct this in 10 mins. They ask students as a class instead of the group activity):

Make groups of 4-6 students. Give students 10 minutes to share any experiences they have had or that they have heard about involving job scams.

Ask:

- What happened?
- What could be learned from it to avoid similar scams in the future?

Call on groups to share their main points.

Step 3: 15 mins.

Watch the AV in pairs.

Use 'popcorn calling' to ask students to share tips from the videos about what to look out for to avoid job scams. List their responses on the board.

Emphasize the number one tip: **Don't pay money** to get a job.

Applying for a job should not cost money. Also be suspicious of jobs that require you to pay for training or supplies, such as books to study for an interview or products to sell.

Step 4: 15 mins.**Think-Pair-Share:**

- Is it possible to worry too much about job scams? What might happen?
- How can you balance being smart about job scams and being open-minded about applying for jobs?
- How can you handle it if you fall for a job scam and lose money? Accept all answers. Encourage students to think of falling for a job scam as a learning experience that should not stop them from going after their career goals.

Step 5: 15 mins.**(Urban facilitators to skip this step):**

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

As a reminder, ask students if they have signed up for the MOOC club. Help students to sign up for the MOOC club.

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 217

Student Reflection
<p>Classroom Participation Expectation:</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>Objectives:</p> <ul style="list-style-type: none"> ● 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.
<p>Please Note:</p> <ul style="list-style-type: none"> ● Duration: The session lasts 120 mins for rural classes and 90 minutes in urban classrooms. ● Who conducts: The TM will run this session. ● When: It's flexible, to be conducted between Lessons 217 to 221. ● Goal: Students interact with the TM, sharing their progress. ● Lesson Plan: The TM has the lesson plan. ● Backup Plan: If the TM is unavailable, move to Lesson 218 ● Whenever this lesson is conducted, mark L-217 in the LMS.
<p>Step: 10 mins.</p> <p>(Urban facilitators to skip this step):</p> <p>Prepare yourself by taking notes from student retention techniques document.</p> <ul style="list-style-type: none"> ● 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. <p>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.</p>

Summary of Lesson 218**Lesson 218**

Entrepreneurship Presentation	
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:	<u>Lesson Duration: 135 mins</u>
Students work in pairs to research new business ideas and present their findings	
Step 1: 5 mins. Start the class with a quick recap of entrepreneurship lessons. Ask students what they remember from Entrepreneurship lessons.	
Step 2: 20 mins. Explain the task to the students: They will be working in pairs to research more on the new business ideas assigned to the pair. The role of the pair will be to search and present the following: (write them on the board) <ol style="list-style-type: none"> 1. Brief description about the business? 2. How to start this business? 3. What is the cost of starting this business? 4. How to grow this business? Make pairs and assign each pair one new business idea: <ol style="list-style-type: none"> 1. T-shirt printing (pair 1) 2. Food Truck (pair 2) 3. Dropshipping (pair 3) 4. Video Podcast (pair 4) 5. Event Planner (pair 5) 6. Online Tutoring (pair 6) 7. Handmade Craft (pair 7) 	
Step 3: 35 mins. Research Phase: (Urban facilitators to conduct this in 25 mins): Allocate time for students to conduct their research online. Encourage them to explore various online resources like youtube, chatgpt, google etc. Remind them to take notes and gather relevant information to support their chosen ideas.	

Step 4: 45 mins.**Presentation Session:**

- Each pair will present their chosen business idea to the class. Allocate a set amount of time for each presentation (e.g., 5 minutes).
- Encourage active participation by allowing classmates to ask questions or provide feedback after each presentation.
- As the facilitator, you can also ask questions to make it a deeper discussion.

Step 5: 15 mins.**(Urban facilitators to conduct this in 10 mins):****Conclude the lesson with a brief reflection session.**

- Ask students to share their thoughts on the presented ideas and the overall process.
- Facilitate a discussion on the challenges and opportunities associated with entrepreneurship.

Note: As a reminder, ask students if they have signed up for the MOOC club. Help students to sign up for the MOOC club.

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 219**Lesson 219**

Key Vocabulary: Villain, Reputation	<u>Lesson Duration: 140 mins</u>
Resources:	
<ul style="list-style-type: none"> • Student Reference Books 	
Revision	
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.	
Step 1: 40 mins.	
(Urban facilitators to conduct this in 25 mins):	
Use this time to revise any previously covered topics that your students require more practice.	
Personal Reputation	
Objectives:	
<ul style="list-style-type: none"> • Students will grasp the concept of personal reputation and its relevance in various aspects of life. 	
Step 1: 5 mins.	
Make a T chart on the board. Ask a volunteer to draw two people on the board. Say that the picture on the left is a hero and the picture on the right is a villain. Ask students to give each a name. Write the decided name on the top of both the pictures.	
Step 2: 15 mins.	
Tell students to think about characteristics or personality traits that they think make someone a hero and characteristics or personality traits that make someone a villain (for vocabulary practice). Give students 10 seconds to go to the whiteboard and write the personality trait. Make sure everyone gets a turn, one at a time. Once everyone writes a trait, have a discussion on why a certain trait makes someone a hero.	
Share that we all have positive and negative traits, but we can choose actions that will make us a trustworthy person.	
Step 3: 15 mins.	
Working in pairs, ask students to think of two well-known brands of the same product (for example clothing, mobile phones, cars). What qualities or features do they associate with each brand? How does each brand differ? After a brief	

discussion, ask two or three students to share their ideas about different products and brands with the rest of the class. Explain that this is the brand's reputation.

By now students would have understood the concept of brand. Ask the students about anyone they know who has a personal brand, such as famous influencers, celebrities etc.

Ask for vocabulary practice:

1. How would you describe that person's reputation?
2. Do they publish anything online or repeatedly do something in their real life which has helped shape your view of them?
3. Have you read anything which has damaged what people think of them?

Step 4: 20 mins.

Break students into groups of 3-5. Ask them to discuss scenarios 1-3 from the Student Reference Book for 10 mins. Move around and help as required.

After all groups have discussed the first 3 scenarios, shuffle the groups and ask the new groups to discuss the remaining 2 scenarios.

Vocabulary Ask students how their day-to-day actions affect their reputation among people who know them. Accept all answers.

Ask how they can control negative traits like gossiping and others as written on the white board for picture-2. After students share their thoughts, share that to overcome these habits, always ask yourself how would this look published in the media, and you will start gaining control over these behaviors.

Explain that a positive reputation can do wonders for you. Your employers will begin to consider you reliable and honest, your colleagues will trust you, you will get better opportunities at work and you will live a happy and respectful life.

Step 5: 10 mins.

In Part B of their SRBs, ask students to write down at least five ways they can build a strong reputation for doing good. If time permits you can write down each student's fifth item on the board.

Conclude the lesson with the following thought: A reputation is built by doing something over and over. If you do what is right over and over, you build a reputation for doing good. If you do what is not right over and over, you build a reputation for doing what is wrong.

Step 6: 15 mins;

(Urban facilitators to skip this step): Ask students to login to their Duolingo account. Let students begin their Duolingo practice.

Step 7: 10 mins.

Tell students to reflect on and think about the learning and achievement of the previous week. Ask the following:

1. What was the most interesting thing you learned?
2. How do you feel about the progress you have made so far?

Thank and appreciate students for sharing their responses.

Create excitement by mentioning the following:

Next week, our class is going to be awesome.

We will learn 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 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 220

Resources: <ul style="list-style-type: none"> • Student Reference Books 	<u>Lesson Duration: 110 mins</u>
English Conversation: Practice Time	
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.	
Step 1: 30 mins: (Urban facilitators to conduct this in 20 mins): Inform students that you have a job conversation video where you would like everyone to watch the interview process, getting hired, meeting the boss etc. Let's watch this video and come back to discuss the questions asked in the interview, confidence during the interview and what happened after hiring.	
Financial Decisions and Weddings	
Objectives: <ul style="list-style-type: none"> • Students will use debate and analyze information to think critically about the advantages and disadvantages of having an expensive wedding. • Students will brainstorm ways to have a wedding that honors their traditions while avoiding debt. 	
Step 1: 5 mins. Share the objectives of the lesson with the class. Call on 1-2 students to explain in their own words. If time allows, ask why learning this can help them in life. Explain: One of the biggest financial decisions we make in our lives is having a wedding. Think-Pair-Share: <ul style="list-style-type: none"> - If you or someone in your family gets married, how do you make decisions about the wedding costs? What information should you consider? 	
Step 2: 15 mins. Explain that you will be having a 5-minute mini-debate. One side will argue that Indian families should spare no expenses to put on a glamorous wedding celebration when their child is married. The other side will argue that families should have less extravagant weddings in order to avoid going into debt.	

Give *all* students 2 minutes to write down their opinion and a few points to support their answer. Then, call on two volunteers with opposing opinions to debate their points in front of the class. Give them each 2-3 minutes to present their points.

Thank them, then repeat the process with two more volunteers. Encourage them to add to the previous debate with new arguments rather than repeating what was already said.

Give the class a chance to respond. Do not determine a winner, but ask students which side they personally agree with after the debate.

Step 3: 15 mins.

Divide the class into four groups. Ask students to open their Student Reference Books and assign each group one of the fact sections to discuss.

They should read it and discuss how it might affect their decisions about wedding finances. After 10 minutes, call on each group to share their fact section and the main points from their discussion with the class.

Step 4: 15 mins.

Ask the class how they can have a wedding that honors their traditions while keeping costs low and avoiding debt. Write their answers on the board and add if needed.

- Have both families agree not to give a dowry.
- Save money before having a wedding celebration.
- Cut down wedding expenses by selecting a less expensive wedding venue, clothing and jewelry, decorations, food, invitations, etc.
- Cut down wedding expenses by inviting fewer guests.
- If borrowing money is necessary, borrow from the bank instead of private moneylenders.
- Establish a payment plan to pay back any money you borrow.
- Consider combining your wedding with someone else in your community.

Step 5: 5 mins:

Urban facilitators to skip this step).

Facilitator asks all students to stand up.

- Facilitator refers to the concept from the lesson and asks students to sit down if they have understood the concept. Students who respond with YES can sit down.
- Facilitator asks follow up questions to students to check their understanding of the concept. If any student(s) who doesn't share correct understanding, is asked to stand up again.
- Question - What can you do to plan a future family wedding better so that your family does not go into debt?

Facilitator takes a note of total students who are still standing. If the total number is more than $\frac{1}{3}$ of the total present, the facilitator records this activity for revision.

Step 6: 15 mins.

(Urban facilitators to conduct this in 5 mins):

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

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 221**Lesson 221****Exploring Google's Suite of Products****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:

L-221 video

Lesson Duration: 140 mins**Objectives:**

To familiarize students with various Google products and their functionalities.
To develop skills in online research, critical thinking, and digital literacy.

Step 1: 10 mins.

Start the class by sharing your story. Last summer, my family and I went on a big trip to the mountains! We took lots of pictures of the beautiful scenery, cute animals, and fun things we did together.

When we got back home, I was worried about how to keep all our pictures safe and organized. But then I remembered something really cool – Google Photos!

I put all our mountain pictures into Google Photos. Now, whenever I miss the mountains, I just open up Google Photos and look at all our fun memories. It's like having a magical photo album that I can carry with me wherever I go!

Ask your students: I'm curious – what's one app that you think is really cool? It could be a game, a learning app, something for drawing or editing images– anything you love using on your device! Raise your hand and share with the class what makes your favorite app so special to you."

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

Share that we all have heard and used google maps, google forms and google chrome. But there are many amazing google tools that we can explore. Today we will explore 4 tools. They are Google Keep, Google News, Gemini and Google Assistant. In today's class we will work in pairs and search the features of these tools.

Show your students how to access google apps.

Okay, let's see how to find Google apps! I'm going to open my email, and then look for those little dots in the corner, right next to my picture. See? When I click there, a bunch of colorful apps pop up. These are all different Google apps, like Google Drive, Docs, and even Gmail itself! It's like having a bunch of tools all in one place.

Step 3: Research Activity (30 minutes):**(Urban facilitators to conduct this in 15 mins.):**

- Divide students into pairs.
- Assign each pair one Google product to research (e.g., two pairs focus on Google Keep, another two on Google News, another two on Gemini and the remaining on Google Assistant).

- Write the guiding questions for their research, such as:
 - What is the purpose of the assigned Google product?
 - What are its main features and how are they useful?
- Encourage students to explore official Google resources, articles, reviews, and tutorials.

**Step 4: 30 mins: (Urban facilitators to conduct this in 25 mins):
Presentation Showcase:**

- Invite each pair to present their findings to the class.
- Facilitate a brief Q&A session after each presentation to allow for further exploration and clarification.

English Conversation

Objectives:

To develop students' comprehension skills through listening to and understanding conversational English in a real-life context.

Step 1: 10 mins. (Urban facilitators to conduct this in 5 mins):

Begin by asking students if they've ever had to make a difficult decision about what to wear for a special occasion, like a party or event. Share your experiences as well

Step 2: 10 mins.

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

Ask students to watch this video.

Encourage students to pay close attention to the dialogue and take note of any interesting or important details.

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

After watching the video, facilitate a discussion with the class. Ask students to share their thoughts and reactions to the conversations they heard.

1. What were the two ladies asking their brother about?
2. What did the brother eventually suggest he would wear to the party?
3. What were some of the problems Mr. Rashid faced during his vacation?
4. Can you remember a vacation story shared by one of Mr. Rashid's colleagues?
5. Why did one of Mr. Rashid's colleagues work in a travel agency despite not liking to travel much?

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 222**Lesson 222**

<p>Preparations:</p> <ul style="list-style-type: none"> • Write students' names on slips of paper and put them in a box or bag (<i>See Energizer</i>) • Create posters with the gallery walk categories and post them around the classroom (<i>See Taking the Next Steps - "Silent Gallery Walk"</i>) <p>Resources:</p> <ul style="list-style-type: none"> • L-222 video 	<p><u>Lesson Duration: 130 mins</u></p>
<p>English Conversation</p>	
<p>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.</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will practice comprehension skills by identifying key information and understanding the context of the conversation. 	
<p>Step 1: 10 mins. (Urban facilitators to skip this step): Ask students to summarize what they remember from the last class. Encourage everyone to share their views in English.</p>	
<p>Step 2: 15 mins. (Urban facilitators to conduct Step 2 and Step 3 in 25 mins.): Explain that in today's lesson, they will watch a video featuring different scenarios. Let's watch this video and then discuss if you found any of the situations humorous?</p>	
<p>Step 3: 20 mins. (Urban facilitators to conduct Step 2 and Step 3 in 25 mins): After students watch the video, ask</p> <ol style="list-style-type: none"> 1. What did Bob request his boss in the first clip? 2. What was the purpose of Ms. Novak visiting the office? 3. Describe the three pieces of art she brought. What were they? 4. Who was David Doolillte ? 5. What part of the video did you find most interesting? 	
<p>Step 4: Energizer: Imaginary Gifts: 10 mins. (Urban facilitators to skip this step): Put students' names in a box or bag. Pass the box or bag around and ask each</p>	

person to pick a name. If they get their own name they have to put it back and choose another. Give the group a few minutes to think of an imaginary gift they would present to the person whose name they have drawn. Ask them also to think how they would present it. Go round the group asking each person to present their imaginary gift.

Ask students their favorite energizer activity from the curriculum to play during the graduation celebration.

Taking The Next Steps

Objectives:

- Students reflect on their career plans and discuss strategies for continuing to work toward their goals after FEA has ended.
- Create an environment of support and motivation. Remind students that they can use their career counselors as a resource and that they can support and motivate each other.

Step 1: 20 mins: Make pairs.

Partners should discuss the questions on the board, then give feedback and help their partner to modify their plan if needed.

Partner Discussion:

- What have you planned for the future?
- What steps from your plan have you completed so far?
- What challenges have made it difficult to complete steps in your plan?
- Do you need to make any changes to your plan?
- How will you take the next steps of your plan after FEA has ended?

Step 2: 15 mins.

Post four posters around the room with one of the categories below written on each poster:

- One way you can stay motivated
- One person who can be supportive
- One next step toward your goals
- One FEA skill to practice

Have students walk around without talking (unless someone needs help) to write a response on every poster for something that they can do to continue working toward their goals after FEA ends. They should also read what others have written.

After students have circulated to all four posters, ask them to sit down.

Ask:

- Did reading anyone's answers give you ideas for what you can do?
- What do you think will be the hardest thing for you to do on your own after FEA ends? What might help?

Step 3: 5 mins. Review (ask the class):

- What is ChatGpt? How can you take career help with Chart-Gpt?

Step 4: 10 mins. Discussion:

Provide time for an open discussion led by the students. Ask guiding questions only when needed. This can be done in large groups or as a whole class.

- What concerns do you have?
- What questions do you have about your next steps?
- Do you have helpful ideas to share with the class?

This time can also be used by the facilitators to create a sense of wrapping up, addressing any concerns, reflecting pride at participants' accomplishments, and creating enthusiasm for the closing and graduation in the upcoming days.

Step 5: 15 mins. (Urban facilitators to conduct Step 6 and Step 7 in 5 mins):

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

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 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 223

Resources: <ul style="list-style-type: none"> • L 205Video 1 and L 205 Video 2 	<u>Lesson Duration: 135 mins</u>
One-Pointed Attention	
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: <ul style="list-style-type: none"> • For students to reflect on their current habits of practicing one-pointed attention. • For students to understand that one-pointed attention is a power that enables them to achieve things. • For students to practice the skill of focusing attention on something. 	
Step 1: 25 mins. Reflection: Where is my attention? <ul style="list-style-type: none"> • Ask students to close their eyes. Tell them to remember their breakfast this morning in as much detail as possible. Ask them some questions to help them remember, for example: “Where were you sitting when you were eating breakfast? What were you looking at? What did you eat? What were you thinking about when you were eating breakfast? Did you enjoy your food? Do you remember the taste and smell of the food?” • After you have given the students a few minutes to recall, ask them to open their eyes. • Now ask the students “Were you able to remember everything from breakfast time? What you ate, what it tasted like, what was around you, who you were with and what was said?” • Tell students: “It is very difficult to remember everything. Our minds are designed to pay close attention to only one thing at once. If we remember one aspect of a memory very well, we probably don’t remember the other things that happened during that time.” • Now ask students to form pairs. • Ask each partner to share their last memory of study or or reading. The other partner should ask questions to help them remember, such as “Where were you sitting? What were you studying? How long did you study? Did you get up in the middle and take a break? Did anything distract you?” Tell 	

students these questions are helping them reflect on their attention—where it goes, where it stays, and how it helps them complete a task.

Ask students to write down the following question in their notebooks and write down their answers below.

Reflection:

Is it easy to pay attention to everything you do? Why or Why not?

Then, ask a few students to share with the class.

Step 2: 25 mins.

Introduce the topic:

Tell students that our attention is like a light that shines in many directions. (If you have a flashlight or a light on your phone, you can turn it on and use this as a visual aid for the students.) Paying attention to something means focusing that attention on one point, like a flashlight shines light in one place. It means sustaining attention on one thing, and ignoring distractions when needed. We also call this one-pointed attention or focus.

Ask the class: “What are the benefits of fully focusing on the task you are doing at that moment?” List the answers on the board. If needed, you can 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: 25 mins.

Visualization activity:

Tell the students that one-pointed attention makes our thoughts and actions more powerful.

Read and explain the following quotation to the students:

“So long as the thoughts of an individual are scattered he will achieve no results. But if his thinking is concentrated on a single point, wonderful will be the fruits thereof. Man cannot obtain the full force of the sunlight when it is cast upon a flat mirror. But once the sun shineth upon a concave mirror, or on a lens that is convex, all its heat will be concentrated on a single point, and that one point will burn the hottest. Thus it is necessary to focus one’s thinking on a single point, so that it will become an effective force.”

Watch the video 1 to see how powerful sunlight can become when it is concentrated to a single point.

Then watch this video 2 that explains how the light is concentrated on a single point through the glass:

Step 4: 25 mins.

Divide students into pairs or small groups. Ask each group to list in their notebook things that are helpful to one-pointed attention in their own lives.

After they discuss and write their answers, ask them to share with the class and list the answers on the board. Ask students to add new points to their own lists in their notebooks.

Some examples you can add, if students don't mention them:

- Noticing when I am distracted and gently reminding myself to focus.
- Finding a quiet spot to do my work.
- Taking a short break to move my body or be outside.
- Keeping my eyes on the speaker and using active listening skills to keep my attention on what is being said.

Finish this reflection by reminding students: At the beginning of the class we reflected on how difficult it is to pay attention, and how many interruptions come to distract us. Even though it is not easy to pay attention to one thing, and many distractions come to interrupt us, it is possible. We can improve our ability to pay attention by practicing this important skill.

Step 5: 25 mins.

Game: Hocus Pocus, Everybody Focus

Introduce the purpose of the game:

This game is about listening carefully as we count and remembering the right motions to do.

Instructions:

Gather students in a circle.

- For the first round, go around the circle and count to 10 (have each person count one number).
- After the tenth person has said "10," the next person should say, "Hocus Pocus, Everybody Focus." You can write these words on the board if it helps students remember them.
- Practice: Repeat the "1-10 + Hocus Pocus, Everybody Focus" sequence until every student has had a turn.
- Say:

"Great! Now, we're going to add a challenge. Every time we get to the number five, the person with that number will clap instead of saying the number five. Remember to just clap without saying the number. Pay careful attention to when it's your turn and whether you need to say a number, do a motion, or say "Hocus Pocus, Everybody Focus." Let's practice."
- Go around until every student has had a turn.

- As your class becomes more comfortable with this game, feel free to add additional challenges for different numbers.

Debrief:

After the activity, reflect with the class. You can say:

“During this game, we had to pay careful attention to when it was our turn and what to say or what to do.

What other times of the day do you need to pay careful attention to what to say and do?

What strategies did you use to be successful in this game?”

Encourage students to share their responses with the class.

Note: After a few days, the facilitator should follow up by asking students if they have practiced one-pointed attention in their lives, and ask them to share both successes and challenges with focus and attention.

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 224**Lesson 224****Building Confidence Revisit****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: 130 mins**

- Students recognize that they have unique talents and capacities.
- When they work to discover these talents and develop these capacities, and use them to benefit themselves, their families and their communities, their efforts will bear fruit.
- Their confidence should be rooted in this conviction, and not in the way other people may assess or underestimate them.

Step 1- 10 mins.

Start the class by introducing the topic with a self-reflection question. Ask students to reflect on the following question and then write about it in their notebooks.

1. Have you ever doubted yourself? Think of a time when you experienced self-doubt and write about it. Then share with a partner.

Share with the students the following:

It may surprise you to know that almost everyone experiences moments of self-doubt, even those who have been accepted to the top schools or universities, or risen to the highest positions in their field. Research shows that even people who seem like they have 'succeeded' tend to underestimate their abilities and overestimate other peoples' criticisms.

Step 2- 30 mins.**Accepting stereotypes and labels**

Tell the students: Unfortunately, we live in a world where people are given labels that do not match their true talents and capacities.

Ask the students: What are some of the labels that people give to the following groups? Read the following groups one by one, and ask the students to write down labels that come to mind beside each group.

- Elderly people
- Women
- Doctors
- Young people
- Villagers
- Politicians

- Dark-skinned people

Ask the class to discuss together: Do you think these labels are accurate? Are they fair? Why or why not?

Read the following passage to the students:

Research shows that when people are constantly exposed to labels or stereotypes about themselves, they begin to believe them. For example, a child who is always labeled as shy may become more shy. A student who is always labeled as a 'bad student' may become less motivated to do well in his studies.

Ask students to share with a partner:

Can you think of similar examples you have seen in your family or school?

Step 3- 30 mins.

Comparing yourself to others

Ask students to answer the following questions in their notebooks, then share with a partner:

1. Do people ever compare you to others who are similar to you in age or life stage? How do you feel about these comparisons?
2. Do you compare yourself to others? How do you feel when you make these comparisons?

Show students the following comic and discuss:

<https://www.zenpencils.com/comic/132-jiddu-krishnamurti-dont-compare-yourself-to-others/>

Share the following with the students:

One of the activities that leads to self-comparisons is social media. Research shows that social media greatly increases the degree to which we compare ourselves to others, leading to feelings of inadequacy and dissatisfaction. If you like, you can share an idealized social media reel or photo with students, or have them share such videos with each other and discuss them.

Ask the students: Do you think social media presents an accurate picture of other peoples' lives? Why or why not?

Make sure students understand the following:

When we watch reels and videos on social media, we forget that others are presenting idealized and specific parts of their lives, making them look much more impressive, beautiful and enjoyable than they actually are. This makes the reality of life look very different to what we see on social media, and can cause feelings of inadequacy.

Step 4- 30 mins.

Why should I be confident?

Ask the students if they think confidence is important to success. Ask them, what should they base their confidence on? Are they better than others around them? Are they wealthier? Received better marks? Had more success in life? Help them realize that their confidence should not be based on their achievements or successes. Instead, it should be based on the following:

Have students read and discuss the below statement with a partner:

Every human being has unique talents and capacities. Every person has the right and responsibility to develop these talents and apply them to benefit themselves, their families, and the community. Remembering this is the true foundation of confidence. You will have a strong conviction that the effort you put into discovering and developing your talents will bear fruit.

Based on the above statement, you can use a few methods to strengthen your confidence.

First, research shows that we can get rid of self-doubt by reminding ourselves of our talents and strengths.

Ask students to write down some of their strengths and talents in their notebooks.

Read and explain the following passage to students:

In addition to strengths and talents, you also have capacities. A capacity is something that you potentially have. For example, a candle has the capacity to shine, but it needs to be lighted. A pencil has the capacity to write, but it needs to be sharpened.

Ask students to write down in their notebook the answer to the following question.

Make a list of the capacities you have which have not yet fully been developed:

Now ask students to discuss the following question with a partner:

How do you think these capacities might be developed in your life?

Step 5- 30 mins.

Fear of failure

Read the following statement with the students and reflect on the question as a whole class. The facilitator should examples from their own life and encourage the students to do the same:

We have already discussed in lesson X how you can develop a proper attitude towards failures and setbacks, which are necessary for growth. Reflect on this question: could you develop the above capacities without failures and mistakes? Why or why not?

Now lead the students in an obstacle course activity. You can divide students into groups to complete this activity, or you can do it as a whole class. First, set up an area within the classroom, another room, or outside with a simple obstacle course. You can put some tables, chairs and other items in the way, which someone who wants to pass through would have to walk around, or climb over or pass through. Then, choose one student and cover their eyes with a cloth or scarf. Bring the student to one side of the obstacle course and have them pass through it, while the rest of the class watches silently. Make sure the student is safe.

Next, ask another student to be blindfolded. Rearrange the obstacle course a little, and repeat the activity. This time, instead of staying silent, the other students guide their classmate using verbal instructions and encouragement.

Finally, choose another student and blindfold them. This time, while the student is still blindfolded, silently remove the obstacles and make a clear path for the student to pass through. The student should not know the path is clear. Now, ask them to pass through the "obstacle course". You can allow the other students to give some

encouragement, but do not allow them to tell their classmate that the obstacles have been removed.

After the activity, remove the blindfold and reflect on the questions below with the class.

Obstacle course activity:

Your facilitator will set up an activity where you need to walk through an obstacle course with your eyes covered.

First, you will walk through the obstacle course on your own.

Next, your classmates will guide you with verbal instructions.

Discuss the following questions:

1. How did you feel when you were trying to find your way through the obstacle course by yourself during your first try?
2. How did the second try compare to the first? How did you feel hearing your classmates' voices and instructions?
3. How did you feel during your third try?
4. For those who were guiding a classmate during their third try through the obstacle course, how did you feel?
5. How does the exercise relate to confidence and self-doubt?
6. What did the exercise teach you about encouragement and mutual support?

Please write a short individual reflection on what you learned from this activity about confidence in your notebook.

Summary of Lesson 225**Lesson 225**

<p>Preparations:</p> <ul style="list-style-type: none"> • Prepare a short speech (about 5 mins.) acknowledging how the class has learned and grown during their time in the program. Mention some specific achievements. <p>Materials:</p> <ul style="list-style-type: none"> • Certificates 	<p><u>Lesson Duration: 140 mins</u></p>
<p>Memory Lane</p>	
<p>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.</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Students gain self-confidence by speaking English in front of a group. • Students apply public speaking and performance skills to give an engaging presentation. 	
<p>Step 1: 30 mins. (Urban facilitators to conduct this in 20 mins): Start the class with a "Memory Lane" activity. The facilitators recall and share their stories of starting this class, training experiences, mobilization experiences, meeting parents, preparing their lesson plan, what they learned from the students and more. Ask students to share their favorite memories from the course or something they learned that they found particularly interesting or a thank you note for their facilitator or for their mentor or for the TM . Ask each student to share their stories.</p>	
<p>Step 2: 25 mins. (Urban facilitators to conduct this in 15 mins): Announce: Each of you will receive a piece of paper. Fold it like a greeting card. Write your name on it. Pass the paper around and write compliments or words of encouragement for your classmates. Afterward, you'll exchange these notes and read them aloud or keep them private.</p>	
<p>Milestone Championship Culmination</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Celebrate and reflect on students' accomplishments. • Facilitator announces the winners. Winning groups share their experiences. 	
<p>Step 1: 5 mins. Play the energizer activity chosen by the students in the previous lesson. Reinforce the idea that they have created a community at FEA and they can continue to support each other after the class has ended.</p>	

Step 2: 35 mins.

Give a short speech (about 5 mins.) acknowledging how the class has learned and grown during their time in the program. Mention some specific achievements, such as overcoming a challenge or accomplishing a difficult task, or class dynamics, such as teamwork skills or supporting each other. Motivate them toward their next steps.

Step 3: 30 mins: (Urban facilitators to conduct this in 15 mins):

Welcome students and announce that today, the final round of milestone championship has ended. Ask them to share their journey of regularity through the Milestone Championship Activity. Ask them to share the following:

- What excited them about this activity?
- What challenges did they face?
- How did they overcome those challenges?

Ask them to guess the names of the pairs who might have come 1st and 2nd in the competition. After their guesses, share the names of the pairs who achieved the 1st and 2nd position. Also, share their attendance percentage. Ask the class to congratulate them and give them a round of applause. Thank these buddies for being regular and for not giving up.

Ask the winners to share their experiences and how they motivated each other to be regular. Make this fun and lively conversation by being energetic and giving attention to everyone's talk.

Ask students to share their feeling of achieving their final milestone.

Congratulate the winners. Thank the other students for completing the course as learning is also equally important, not just reward.

Remind everyone that it's not just crucial to be regular just for FEA but will also impact their lives thereafter. Encourage all to strive for excellence in this opportunity to build a habit of regularity and punctuality.

Step 4: 10 mins.

Take a group photo to share with class members. (Please do not post it on social media.)



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

Freedom Employability Academy is a project of AAM Foundation

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