



This book has been issued to (First Name) (Family Name)
of Session on (DD/MM/YY)

THIS PROGRAM WILL BUILD

MINDSET

- Develop self-confidence
- Improve decision-making
- Find creative solutions
- Learn from successful mentors

DIGITAL SKILLS

- Learn MS Word and Excel
- Develop online search skills
- Practice typing and computer operation

LANGUAGE

- Build English speaking skills
- Expand English vocabulary and grammar
- Practice listening comprehension
- Master public speaking and debate

CAREER-BUILDING SKILLS

- Learn about various careers
- Discover how to find a job
- Develop interview skills
- Prepare a resume
- Work with career guides to find the right career for you

Learn while having FUN

Many students more than double or triple or even quadruple their incomes by completing the FEA course. Are you going to be one of them?

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Lesson 163

Google Maps

Use Google Maps to search for as many answers as you can in the Scavenger Hunt:

- How far is Taj Mahal from your current location? _____
- How long does it take to go from New Delhi Railway Station to India Gate by car?
 - By auto? _____
 - By train? _____
- What is the name of a hotel in Jaipur? _____
 - What is it rated? _____
 - What is their website? _____
- What is the name of a restaurant in Lucknow?
 - What is their phone number? _____
 - What is one dish on their menu? _____
- What is the name of a gas station near your current location? _____
 - What time are they open? _____
- Can you find a satellite view of the FEA classroom? (*show facilitator*)
 - Can you find a street view?

Lesson 164

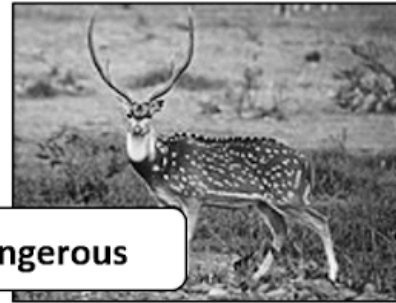
Making Comparisons

A. Use the word in a sentence to compare the animals.

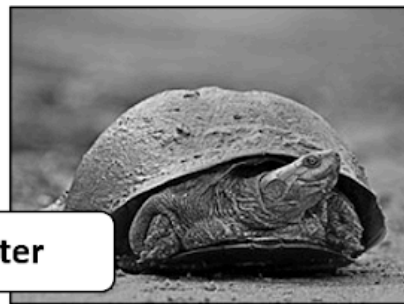
Which one is...?



faster



more dangerous



smarter

Source all images: Wikimedia Commons

Lesson 166

Superstitions

A. Read and discuss the following article:

In the 1970s, Khushwant Singh was the editor of the Illustrated Weekly, which was at that time India's number one news magazine. His astrologer who wrote the zodiac predictions of the week had left the job. For the next three years, Khushwant Singh did not hire another astrologer. He would write the predictions himself. Unaware of this, people would often pay compliments about the accuracy of the astrological forecasts in his magazine. Only much later did Khushwant Singh confess that the zodiac predictions used to be concocted by him.

B. Discuss the questions about these common superstitions:

1. Some people believe that it's inauspicious to cut hair and nails on specific days because it angers a planet which then brings bad luck.
 - Do you know anyone who cuts their hair and nails regularly? Are their lives very different from those who follow this superstition?
 - How do you think this superstition started?
2. It is said that if a black cat crosses your path, then your day's tasks will get delayed or postponed.
 - Has a black cat ever crossed your path? Did anything happen?
 - How do you think this superstition started?
3. If a man's right eye or a woman's left eye twitches, it is considered good and believed that person will get money.
 - Has your eye ever twitched? Did anything happen?
 - How do you think this superstition started?
4. It is a common belief not to sweep after sunset.
 - Have you ever swept after sunset? Did anything happen?
 - How do you think this superstition started?
5. If a person has a spoonful of curd and sugar before stepping out of the house, it is believed to provide an auspicious start to a day. (Especially if you're going to begin important work.)
 - Have you ever gone out of the house for some important work without eating a spoonful of curd? Did anything happen?
 - How do you think this superstition started?
6. As long as you hang a string of seven chilies and a lemon outside your home, it is believed that no evil will dare approach you.
 - Have you ever hung chilies and a lemon outside your home? Did anything happen?
 - How do you think this superstition started?

Lesson 168 A

Reading Instructions

Part A- Direction for traveling by road from the FEA to my house:

1. Step out of the FEA branch, take a left turn.
2. Go straight and turn right from the shoe store.
3. Walk for one minute
4. Cross the petrol pump
5. My house is 2 blocks away from the petrol pump

Part B- Read the instructions and draw:

Instruction 1

1. Draw a small star in the upper left-hand corner of the box.
2. Draw 3 small circles at the bottom right of this page.

Instruction 2

1. Draw a medium size rectangle in the middle of the box
2. Draw two circles inside the rectangle
3. Draw a triangle on the top of the rectangle. The triangle should touch the rectangle

Instruction 3

1. Draw a tall and short man on the bottom left of the box. Use stick figures
2. Draw two flying kites on the top right of the box
3. In the middle of this box write the answer to $50+28$.
4. Circle the answer
5. Write today's date on the top left of the box
6. Say out loud, "I have finished and followed instructions"

Part C- Choose ONE topic and write instructions in 4-5 sentences and discuss with your 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.

Write instructions in 4-5 sentences.

Lesson 169 A

Resume:Introduction

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:

Completed Bachelor of Arts; Year: 2022

Skills:

I have completed the FEA 1 year course where I learned:

- Communication and English Language Skills
- Work well independently and in teams
- Adaptable and enthusiastic to learn
- Digital skills including MS Word, Excel, E-mail, Google Docs, Sheets, online research etc.
- Reliability, Dependability and Trustworthiness

Achievements:

FEA certificate of completion

Add any other achievements from your school/college

Lesson 170 A

Practice Time

Work in pairs. Together, draw the following spreadsheet on an excel sheet.

Marksheet in Excel

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	XIIth Standard												
2	Sr. No.	Division	Roll No	Name	Accountancy	English	Maths	Economics	Business Studies	Total	Average	Grade	Result
3	1	A	1	Akhilesh	97	36	47	13	34	227	45	B	ER
4	2	A	2	Ruchi	69	85	86	51	53	344	69	B+	PASSED
5	3	A	3	Bhawna	19	72	41	53	40	225	45	B	ER
6	4	A	4	Isha	76	68	46	11	22	223	45	B	ER
7	5	A	5	Chetan	55	31	56	99	93	334	67	B+	ER
8	6	A	6	Neeti	84	57	68	30	31	270	54	B	ER
9	7	A	7	Chanchal	18	46	51	63	22	200	40	B	FAILED
10	8	A	8	Preeti	93	93	31	93	20	330	66	B+	ER
11	9	A	9	Richa	33	89	55	46	69	292	58	B	PASSED
12	10	A	10	Manish	21	27	84	82	96	310	62	B+	ER
13	11	A	11	Karun	13	48	27	26	38	152	30	F	FAILED
14	12	A	12	Madhur	85	74	26	53	84	322	64	B+	ER
15	13	A	13	Nitesh	28	31	27	77	17	180	36	B	FAILED

Lesson 170 B

Following Instructions Well

Part A:

Your ability to follow instructions will affect your success in 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.

1. Write down a list of situations where following instructions will help you succeed.

Part B:

Following instructions well is much more than carefully reading or listening to verbal instructions.

2. What are some of the steps involved when you are trying to follow instructions? Write them down in your notebook.

Based on the above discussion, remember that following instructions well is something that you need to learn.

Part C:

You can strengthen your ability to understand and follow instructions. In this lesson, we will discuss three aspects of this ability.

Active Listening

In other lessons we have learned the skill of active listening. Active listening is different from just hearing.

Activity: Simon Says

Your facilitator will lead the class in a game of Simon Says.

As you saw from the activity, when you actively listen, you better understand what you need to do. It may help to pretend that there will be an exam after the conversation. You can visualize the steps that are being described, repeat them in your head, or visualize yourself doing the tasks.

Remembering and recording

Sometimes you will receive written instructions, but often instructions will be given verbally. Whenever possible you should take notes. What differentiates successful people is taking good written notes; it shows that you are prepared, organized and want to do the job correctly.

Activity: Learn a recipe

Divide into pairs. Your partner will describe how to make his or her favorite dish. You should listen carefully to the steps and write them down in your notebook. If you like, you can try making the recipe at home. Then switch roles.

Checking your understanding

To make sure you understand the instructions, you can repeat them back to the speaker. You can say: "I'd like to make sure I am understanding the instructions correctly. I will do X, and then Y, and finally Z."

Don't be afraid to ask questions if you did not understand something. Make sure to ask detailed questions about what you need to do before you start. If you start the task and questions arise, it is always better to ask someone for clarification rather than completing the task incorrectly.

When you finish, check your notes of the instructions, or the written instructions to make sure you did not miss anything.

Activity: Origami folding

Your facilitator will lead the class in an origami folding activity. This will give you a chance to practice clarifying instructions and checking your work.

Part D:

Here is a list of steps you can use to help you follow instructions well.

1. Look at the person who is talking.
2. Actively listen: Try to listen intently, not just hear. You can pretend that there is going to be a quiz after the conversation. Visualize what is being said, repeat it in your head, or visualize yourself getting the task done.

3. Take notes: Instead of trying to remember everything, write it down.
4. If appropriate, you can repeat the instructions back to the speaker, to make sure you understood them fully.
5. Show that you understand. (Say, "I understand," "Okay," or "I'll do it.") Make sure you wait until the person is done talking before you do what is asked. It is usually best to answer, but sometimes nodding your head will be enough to show the person that you understand.
6. Ask questions: If you are even slightly unsure of what you are being asked to do, don't be afraid to question. Make sure the other person allows you the chance to find out all the needed details to move forward.
7. Before starting the task, make a checklist: Whenever there is a job that requires multiple steps, try organizing a to-do list. Check things off as you go to make sure you don't miss anything.
8. Then when you're done, be sure to review your work.
9. Check back with the person to let him or her know you have finished. This increases the chances that you will get credit for doing a job well. It also means that somebody else won't have time to mess it up before you check back.

Read and discuss the above list with your classmates. You can also copy the steps in your notebook.

Activity: Role Play

In front of the class, two students role play being the manager and employee. The manager should give the employee instructions to do around the classroom (for example, move three chairs to the front of the room, clean the whiteboard, jump five times, and then collect all the books.) The employee should follow the steps on the above list. The rest of the class can make sure the employee is following the steps and provide feedback and encouragement.

Part E:

Below are three scenarios. With a partner, read each scenario and analyze it. What should be done differently in each scenario?

Scenario 1 :

Sunita is nervous about an upcoming examination and this occupies her mind. As a result, when the teacher gives verbal instructions for an upcoming assignment, Sunita cannot hold all the instructions in her mind. For this reason, Sunita is not able to refer to the instructions later when completing the task.

What should Sunita do differently in this situation to better follow instructions?

Scenario 2:

Rahul reads the instructions for an assignment and then immediately begins to write the assignment, without planning out his work. As a result, he does not receive adequate marks on the assignment.

What should Rahul do differently in this situation to better follow instructions?

Parvati wrote down instructions for an assignment, but after completing the assignment, she did not review the instructions to ensure she followed them correctly before turning it in.

What should Parvati do in this situation to better follow instructions?

Lesson 176 A

Informational Interviews

A. Write 5 questions you could ask in an informational interview to learn about the person or their career. Topics might include:

- Their experience before their current job
- Their current job
- Their challenges or successes
- Information about their career field
- Their advice or recommendations

B. List people or companies in your career field.

Circle one you would like to contact.

Lesson 177 B

Navigating City Life

A. Read and discuss the following scenarios.

1. Anjana moves to the city to find a job at a hotel. She rents a flat and uses half of her savings to pay one month's rent. She spends three weeks looking for a job, but she is not sure where to start. She does not know anyone in the city and doesn't know her way around. It is almost time to pay the next month's rent, and she has not found a job. She is not sure if she should spend the rest of her savings to pay rent or return home to her village.
 - What could Anjana have done differently to be better prepared to move to the city?
2. Ahmed wants a career as a business manager. He finds a job online at a packaging plant in the city. He goes to the city for an interview, and he is hired for the job. Ahmed does not discuss his move or career goals with his family, and they are upset when he leaves. Ahmed saves a little money from his job, and he hopes to be promoted to an assistant manager. But after six months, his family heavily pressures him to return to the village. Ahmed quits his job and does not come back to the city.
 - What could Ahmed have done differently to continue to pursue his career?

B. What do you need? Discuss the questions below.

1. Which **3 things** do you think are most important to have *before* moving to the city? Why?
2. How can you get them?

A visit to the city	Someone you know in the city	Housing in the city	Family supportive of choice to move to the city
Funds for getting started	A map of the city	A job in the city	A bus pass

Lesson 178A and Lesson 179B

Mindset Video Presentations

A. Read the instructions for creating your presentation:

Day 1:

Lesson 200 A

- Your facilitator will make 4 teams and assign a different video to each team.
- Watch the video with your team a few times.
- On a piece of chart-paper, all team members should work together to emphasize key points from the video and prepare a presentation. Refer to the video again as needed.

Day 2:

Lesson 201 B

- Practice your presentation with your team.
- Every member of your team must speak for at least one minute during the final presentation.
- Teams will get 6 minutes to present.

B. Tips to keep in mind while planning and presenting:

Does your presentation...

- ...introduce the topic?
- ...demonstrate a clear understanding of the topic?
- ...flow smoothly from introduction to conclusion?

Do you...

- ...make eye contact with members of the audience?
- ...speak at an appropriate volume, pitch, and rate?

Lesson 178 B

Corruption

A. Discuss the assigned situation with your group members and share the summary with the class.

<p>1. You have just bought a bike to get to your new job. You do not know how to drive and would not be able to pass the driving test. Rather than study and practice driving or take an expensive class, you could pay a bribe to receive your driver's license.</p>	<ul style="list-style-type: none">- If you pay the bribe to get your license, what are the possible consequences for you and for others?- Can corruption in this situation be avoided? How?
<p>2. Harish is a poor man and is entitled to get free ration. But when Harish gets a job and starts earning a decent amount of money he continues to take benefits of free food from the government.</p>	<p>What motivates individuals like Harish to commit benefits fraud?</p>
<p>3. Anita has been struggling to find a job after completing her bachelor's degree. Desperate for employment, she purchases a fake MBA degree from an online provider and includes it in her resume. She gets a job based on this.</p>	<p>Can corruption in this situation be avoided? How?</p>
<p>4. You and your friend have studied hard and are good at taking exams. You decide that this skill could be a way to earn money and help others to get certificates. You and your friend start accepting money from strangers to take their written exams for them.</p>	<ul style="list-style-type: none">- If you accept money to complete others' exams, what are the possible consequences for you and for others?- Can you avoid corruption and still earn money with this skill? How?

Lesson 179

Lesson: Art of Conversation 4 - Attitudes

Reflect on one or two effective conversations you have had with others. What qualities did the person have that made the conversation effective?

Part A: What are effective conversations? How does a good conversation impact you? Mark all that apply.

- When you learn something new.
- When you understand how the other person feels.
- When you make the other person agree with you.
- When you see something in a new way.
- When you get your way.
- When you think something through and come to a new conclusion.
- When you win an argument.
- When you feel seen and understood by the other person.
- When you learn about the other person's situation and want to support them.
- When the other person learns about your situation and wants to support you.
- When you get bored.
- When you get annoyed.
- When you feel closer to someone.

Part B: Having effective conversations is not only about saying the right thing. Most important is the intention underneath our words. Intentions and attitudes can often be felt by the other party, regardless of the words we are saying.

Attitude Charade -

Take turns role playing a few short skits. In the skit, imagine you are doing a household task, and ask someone for help with it. Repeat the instructions and request a few times, but each time, change your underlying attitude. See if your teammates can guess which of the following attitude is underneath your words:

बारी-बारी से कुछ लघु लघुनाटकों की भूमिका निभाएं। नाटक में, कल्पना करें कि आप घर का कोई काम कर रहे हैं, और इसके लिए किसी से मदद मांगें। निर्देशों को दोहराएं और कुछ बार अनुरोध करें, लेकिन हर बार, अपना अंतर्निहित रवैया बदलें। देखें कि क्या आपके टीम के साथी अनुमान लगा सकते हैं कि आपके शब्दों के नीचे निम्न में से कौन सा रवैया है:

- A. Openness (welcoming attitude)
- B. Superiority
- C. Inferiority
- D. Respect and kindness
- E. Impatience
- F. Boredom
- G. Sincerity
- H. Embarrassment
- I. Frustration
- J. Enthusiasm (excitement)

Part C: The following attitudes are particularly important to nurture in conversation.

Discuss why:

Facilitator can describe these qualities along the following lines:

C1- Humility:

Sometimes we are fortunate to learn things that other people have not yet had the opportunity to study. We have to remember not to feel superior just because we have learned something new. If we are humble, we will realize that we have a lot to learn from the people we interact with. But being humble does not mean feeling inferior to others, or lacking confidence. Humility and confidence can go together and modify each other.

कभी-कभी हम सौभाग्यशाली होते हैं कि हमें ऐसी चीजें सीखने को मिलती हैं जो अन्य लोगों को अभी तक पढ़ने का अवसर नहीं मिला है। हमें यह याद रखना है कि केवल इसलिए श्रेष्ठ महसूस नहीं करना चाहिए क्योंकि हमने कुछ नया सीखा है। अगर हम विनम्र हैं, तो हमें एहसास होगा कि जिन लोगों से हम बातचीत करते हैं, उनसे हमें बहुत कुछ सीखना है। लेकिन विनम्र होने का मतलब दूसरों से हीन महसूस करना या आत्मविश्वास की कमी महसूस करना नहीं है। विनम्रता और आत्मविश्वास कठिन हो सकते हैं और एक दूसरे को संशोधित कर सकते हैं।

C2- Openness:

If we are convinced we are right, and others are wrong, our minds will be closed. Learning and growth are impossible. Conversation becomes difficult and we cannot work well with others.

अगर हम आश्वस्त हैं कि हम सही हैं, और दूसरे गलत हैं, तो हमारे दिमाग बंद हो जाएंगे। सीखना और विकास असंभव है। बातचीत करना मुश्किल हो जाता है और हम दूसरों के साथ अच्छा काम नहीं कर पाते हैं।

C3- Sincere respect and kindness:

We should trust that if our intentions and attitudes are positive, the other person can sense it. Respecting the other person requires we examine our own prejudices before we come to the conversation. Do we look down on the other person because they are young? Because they are old? Because they are from the city? Or from the countryside? Because they are wealthy? Or poor? Prejudice can make conversations ineffective, while sincere respect and kindness can help conversations progress.

हमें भरोसा होना चाहिए कि यदि हमारे इरादे और दृष्टिकोण सकारात्मक हैं, तो दूसरा व्यक्ति इसे महसूस कर सकता है। दूसरे व्यक्ति का सम्मान करने के लिए आवश्यक है कि हम परिवर्तन पर आने से पहले अपने स्वयं के विचारों की जांच करें। क्या हम दूसरे व्यक्ति को इसलिए नीचा देखते हैं क्योंकि वह छोटा है? क्योंकि वे पुराने हैं? क्योंकि वे शहर से हैं? या देहात से? क्योंकि वे अमीर हैं? या गरीब? हमारे पूर्व निर्धारित विचार बातचीत को अप्रभावी बना सकते हैं, जबकि ईमानदारी से सम्मान और दयालुता बातचीत को आगे बढ़ने में मदद कर सकती है।

Lesson 180

Art of Conversation 5: Sharing Ideas

Part A:

Discuss in pairs

What causes you to pay more attention to someone's advice?

- A. This person has authority in my life.
- B. I am sure they want the best from me.
- C. They know me well.
- D. They are not putting their own self-interest first.
- E. They are close to me.
- F. I respect this person.
- G. I want to be like this person.
- H. I am afraid of this person.
- I. I just want this person to leave me alone and stop giving me advice.

Part B:

When someone important to you gives you advice, it's your job to listen carefully, think about it, and decide if it's helpful for you. Even if you don't agree with the advice, it's important to know how to handle it.

B1 Remember Good Intentions:

- When someone gives you advice, they usually want to help you. They care about you and want the best for you. Remind yourself of this to avoid feeling upset. If they didn't care, they wouldn't bother giving you advice.

Questions:

- How can remembering this help you feel better when you receive advice you don't like?

B2 Know You Have Choices:

- You don't have to do everything someone tells you to do, even if they're important to you. You can decide for yourself what to do. It's okay to talk about the advice and share your own ideas.

Questions:

- What can you do if you don't agree with someone's advice?

B3 Understand Each Other:

- It's important to try to understand why someone is giving you advice. What do they hope will happen if you follow their advice? What are they worried about if you don't? Understanding each other helps you both communicate better.

Questions:

- How can understanding each other help improve your relationship?

Part C: Group Practice

Activity: Scenario

You are considering moving away from home but you think your parents would not like this idea. You need to have a conversation with them about this.

Divide into teams of two or three and role play the scenario.

Negative role play:

- Tell your 'parents' your idea.
- Use 'yes or no' questions to get their feedback.
- Use facial expressions and body language that communicate that you are not interested in their opinion and your ideas are fixed.
- Respond with your opinions.

Positive role play:

- Think of some open-ended questions to start the conversation. Review the attitudes you will bring to the conversation.
- Start by asking your open-ended questions.
- Use facial expressions and body language that show empathy and listening.
- Acknowledge what you can about your parent's underlying hopes and fears, for example: 'I can see how much you care about my safety.'

Lesson 181

Forgiveness

Part A:

Study the following story¹ with your facilitator:

It is easy to think that we are doing others a favor when we forgive them for the wrongs they have done. But we should remember that forgiveness is as much a comfort to our own souls as it is to the ones we forgive. A wise teacher once found a way to explain this to her students.

It brought the teacher great sadness to see that there was much rancor among her students. They would bicker and argue about the most insignificant things. They would constantly hurt one another's feelings. And then, rather than forgive and forget, they would carry around a grudge for days, sometimes weeks.

One morning the teacher gave each of the students an empty sack. In the front of the room was a basket full of potatoes. For every person who wronged them, she said, they should put a potato into their sacks. They should carry the sacks around with them for one month. "At the end of the month," she told them, "we shall compare sacks." The students thought this was a fine idea. But then she explained one more thing: If they forgave someone for what he or she had done, they should take out a potato and throw it away.

Slowly the sacks began to fill up, and by the end of the first week, a few of the students complained that they were becoming too heavy to carry. But this did not stop them from adding potatoes to their sacks, determined as they were to show how much they had been wronged by the others. By the time they reached the third week, some of the potatoes were decaying and giving off a nasty odor. Still the students were not deterred.

Finally one clever boy figured it out. He thought about his sack of potatoes. He thought about his classmates. Instead of all their wrongdoings, he remembered what good friends they had been to him. The more he thought about them, the more he realized how easily he could get rid of the potatoes. In one act of forgiveness, he threw the entire sack away. By the next day the teacher's point had been understood by all the students.

COMPREHENSION

Answer the questions below in complete sentences.

1. What saddened the teacher about her students?

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.

2. How did the students behave towards one another?
3. What did the teacher bring to school one day?
4. What did she tell the students to do with the sacks and the potatoes?
5. What did the potatoes represent?
6. Why did the students continue to carry around the sacks when they became heavy and smelly?
7. What did one clever young boy finally figure out?

DISCUSSION

How does forgiveness help the one that forgives?

Lesson 183

Art of Conversation 6 - Working Together

Part A

Whether you are talking to someone you know well, or someone you just met, you will need to practice sharing who you are and what you are working towards.

Activity: Scenario

In pairs, discuss how you might share about yourself in the following scenario. What types of information would you include? What information would not be relevant to include? How long should your introduction be?

Now, think of a scenario you are facing or will soon face, in which you need to share about yourself. What will you share? Write a draft of what you would say below:

Part B

Here's the Right Way to Ask Someone for Advice

Step 1- First, explain why you came to them. Do they have certain valuable experience or expertise? What makes you interested in them? This gives context for why you want to work with them.

Step 2- Second, clearly describe the guidance you are seeking, or what you want from them. This might be a phone call, a meeting or a recommendation.

Activity: Look at the following letter. Does it fit the steps discussed above? How could it be improved?

Good morning sir/madam,- My name is Amit and I currently work for ABC in the Y department. I'm new to this field, and have great respect for the work you have done, particularly in Management. I would like to hear your career story and ask a few questions about your career path. Could I ask for 30 minutes of your time over tea or lunch to meet?

I understand you are very busy and if 30 minutes is not possible perhaps a 15 minute phone conversation is more suitable.

Please let me know a date and time that works best with your schedule.

Refine your Resume

1. Open your resume: Take a moment to revisit your resume document.
2. 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.
3. 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.
4. 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?"

5. 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.
6. Save your updated resume: Once you have refined your skills section, make sure to save the updated version of your resume for future use.
7. 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.

Lesson 187

Reasoning - Choices Have Hidden Costs

Part A:

Activity: Find the hidden costs

With your partner, discuss the below pairs of activities. For each activity, 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.

Your answers should say: "One hidden cost of _____ is not being able to _____."

Write your answers in your notebook.

Part B:

Activity: Future costs and benefits

With your partner, try to find the future costs and benefits of a choice, as well as the present 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.

Your answers should say: "One hidden cost of _____ is not being able to _____. Future costs include _____."

Write your answers in your notebook.

Part C:

Making choices when we are not sure what the outcome will be

Follow the scenario while your facilitator reads it out loud then answer the question below with your 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?

Discuss the scenario with your group, write your answers in your notebook, then share your group answer with the class.

Takeaways:

- 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.
- If the situation changes, you can shift to Plan B, or your backup plan.

Answer the following questions in your notebook:

1. In the above example, what was Sandeep's Plan A?
2. What was his Plan B?
3. At what point (what time) should he shift from Plan A to Plan B?
4. What happens if you choose to stick with Plan A? What are the costs?

Scenario 2:

Surbhi 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.

Surbhi is thinking about 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.

Surbhi has learned about the benefits of creating a Plan A and a Plan B. Can you help her create a Plan A and Plan B?

Discuss the scenario with your group, write your answers in your notebook, then share your group answer with the class.

Takeaways:

- 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.

Discuss the following questions with your class and write down the answers in your

notebook:

1. 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?
2. What is emotional strength?
3. Did Surabhi's decision take emotional strength?
4. What is pragmatism?
5. How did Surabhi's decision use pragmatism?

Part D:

Creating your Promise Plan

In pairs, use 5 minutes each to tell your partner about your career plans, including your Plan A and Plan B.

After your partner has shared, write down your 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 at the top of the paper, write your partner's name and Career Promise Plan:

[Student name]'s Career Promise Plan

Now give the paper to your partner to keep and refer to in the future.

Lesson 189

Start marketing your business!

A.



B. Design an advertisement

Group 1 - A homemade snacks business.

Group 2 - A juice and shakes cafe.

Group 3 - A carpenter service.

Group 4 - A candle making business.

C. Discuss the following questions for your group

1. What will be the name of your brand?
2. What is the message you want to tell your customers about your brand/product? (For ex- Zomato is saying we can trust them to deliver food to our home under any circumstances.)
3. Design a creative catchy advertisement banner for your business.

Lesson 190

Start marketing from home

A. Parts of YouTube Video



B. Group Activity

Group A - Make a video reviewing any product of your choice.

Group B - Make a video to sell your handmade diyas.

Group C - Make a video talking about your experience at FEA.

Group D - Make a video teaching your viewers about Growth Mindset.

Group E - Make a video telling your viewers information such as where is the main market, how well is cleanliness maintained etc about your city/village.

Points to remember

1. Make your video not more than 3 mins long.
2. You can use the internet if you want to search for anything related to your assigned topic.
3. You are free to be as creative and fun as you like to make this video!
4. You have 15 mins to plan and record the video.
5. You can use the classroom or area around the branch to record your video.

Lesson 192

Hands-on Document Design

A: When you have finished your document, it should look something like this:

Name	Tuesday	Wednesday	Thursday	Friday	Saturday
Pinki Sharma	9-5 pm	7-12 pm	9-5 pm	9-5 pm	7-12 pm
Atul Arora	6-10 pm	7-12 pm	5-9 pm	6-10 pm	7-12 pm
Mithun Bose	7-12 pm	9-5 pm	12-8 pm	7-12 pm	9-5 pm
Lisa Singh	7-12 pm	11-7 pm	9-5 pm	7-12 pm	11-7 pm
Arun Varon	9-5 pm	12-6 pm	6-10 pm	9-5 pm	12-6 pm

Lesson 192 B

Career Fair 1

A. Checklist - Are you ready to attend a career fair?

- Register (*if needed*)
- Research companies and prepare questions
- Prepare your introduction
- Bring your resume
- Bring a notepad and pen
- Dress professionally

B. Introduction or “Elevator Speech”

Write a 4-5 sentence elevator speech that includes the following information:

- Introduce yourself
- Your education and relevant experience
- Your skills or what makes you unique
- Your career goals – why you are excited about a job opportunity
- Closing – ask to leave resume or contact them for more information

Lesson 193 B

Career Fair 2

A. Choose 2 companies you would most want to speak to at a career fair.

<p>Riddhi's Real Estate: Receptionist</p> <ul style="list-style-type: none"> ● Seeking an office receptionist to schedule appointments, enter data, and stock supplies. ● Basic knowledge of computers required. ● Full time ● Starting salary Rs. 14,000-18,000 monthly 	<p>Recovery Plus Health Clinic Physiotherapy Assistant</p> <ul style="list-style-type: none"> ● Seeking an intern interested in health care to assist a physical therapist. ● Skills in communication ● Education or experience in health care preferred ● Starting salary Rs. 10,000-15,000 monthly 	<p>Star Academy Preschool Teacher</p> <ul style="list-style-type: none"> ● Hiring a teacher for a classroom of twenty children, age 3 ● Experience with children required ● Monday-Friday 8am-3pm ● Starting salary Rs. 10,000-16,000 monthly
<p>Total Tech Salesperson</p> <ul style="list-style-type: none"> ● In-store computer and phone sales and repair ● Some IT experience preferred ● Strong communication skills are a plus ● Full time ● Starting salary Rs. 12,000-15,000 monthly 	<p>Coffee Club: Server/Cashier</p> <ul style="list-style-type: none"> ● Seeking a server and cashier for café ● Preference to applicants with basic English skills ● Part time ● Starting salary Rs. 9,000-12,000 ● Opportunity to advance to manager position after 4 months 	<p>Excellent Events Photographer</p> <ul style="list-style-type: none"> ● Seeking a photographer to capture special events ● Freshers accepted ● Experience with photography or photo editing a plus ● Strong interpersonal skills required ● Full time, weekends ● Starting salary Rs. 15,000-20,000 monthly

B. Write 3 meaningful questions to ask the companies you selected.

Lesson 197 B

Personal Reputation

A. Read and discuss the scenarios.

Scenario 1 – Rahul is studying for a sports qualification and has ambitions to be a famous sports ambassador working with young people. Recently he has posted online unhealthy lifestyle tips and demotivating comments. What are 3 things Rahul can do to regain his reputation?

Scenario 2 –Suman is always making plans with people. She schedules a day to see a movie with her friends, she offers to take care of her neighbor's children when they have an appointment, and she says she will help her cousin shift to a new home. However, she often arrives 1-2 hours late or cancels her plans at the last minute. How do you think this affects Suman's reputation?

Scenario 3 - Ali is often seen picking up trash that others have thrown on the ground. If an elderly person is carrying a heavy bag, Ali offers to carry it even when they do not ask for help, and he makes sure that cars stop so the elderly can safely cross the street. How do you think this affects Ali's reputation?

Scenario 4 -Ashish asked his neighbor if he could borrow 5,000 rupees, saying that he would pay it back within two weeks. It has been more than two months, and Ashish still has not paid back his neighbor or spoken to him about it. The neighbor is telling others that he is not trustworthy. What could Ashish do to improve his reputation?

Scenario 5 - Poonam does beyond what she is told to do at her job. She has creative ideas to improve the workplace, she is often the last to leave because she makes sure all her work for the day gets done, and she helps others to make sure they are doing their job well. She has earned a reputation of being a hard worker. How do you think this reputation could help her?

B. Write five ways you can build a strong reputation for doing good!

- 1.
- 2.
- 3.
- 4.
- 5.

Lesson 198

Financial Decisions & Weddings

A. Read and discuss the information below. How does it affect your decision-making about wedding finances?

A.

It is estimated that on average, a person in India will spend one-fifth of all the money they earn in their lifetime on a wedding. Weddings in Northern India often cost around 70,000 rupees for clothing, food, decorations, invitations, and more.

B.

More than 60% of Indian families borrow large amounts of money from money lenders to pay for wedding expenses. Private money lenders often charge extremely high interest rates, making it nearly impossible for families to repay their debts. Some families who cannot pay back money lenders become bonded laborers, working up to 18 hours per day in brick kilns, construction sites, rice mills, or steel factories.

C.

Each year, around 7,000 women in India are killed or die by suicide because of harassment over dowries, called 'dowry death.' Many victims of dowry deaths have already paid their dowries, but their husbands' families abuse them and pressure them for more.

D.

Giving or taking a dowry has been against the law in India since 1961. It can be punished with at least five years in prison and a fine of 15,000 or the total price of the dowry, whichever is more.

source: www.aljazeera.com

Lesson 202

Building Confidence: Revisit

Part A:

Reflect individually on the question below and write the answer in your notebook:

1. Have you ever doubted yourself? Think of a time when you experienced self-doubt and write about it. Then share with a partner.

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.

Accepting stereotypes and labels

Unfortunately, we live in a world where people are given labels that do not match their true talents and capacities.

What are some of the labels that people give to the following groups?

- Elderly people
- Women
- Doctors
- Young people
- Villagers
- Politicians
- Dark-skinned people

Discuss with your class:

2. Do you think these labels are accurate? Are they fair? Why or why not?

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.

Share with a partner:

3. Can you think of similar examples you have seen in your family or school?

Comparing yourself to others

Answer the following questions in their notebooks, then share with a partner:

4. Do people ever compare you to others who are similar to you in age or life stage? How do you feel about these comparisons?

5. Do you compare yourself to others? How do you feel when you make these comparisons?

6. Look at the following comic and discuss:

<https://www.zenpencils.com/comic/132-jiddu-krishnamurti-dont-compare-yourself-to-others/>

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.

Discuss with your class:

7. Do you think social media presents an accurate picture of other peoples' lives? Why or why not?

Remember 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.

Why should I be confident?

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.

8. List some of your strengths and talents below:

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.

9. In your notebook, make a list of the capacities you have which have not yet fully been developed:

10. How do you think these capacities might be developed in your life?

Fear of failure

We have already discussed 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?

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:

11. How did you feel when you were trying to find your way through the obstacle course by yourself during your first try?
12. How did the second try compare to the first? How did you feel hearing your classmates' voices and instructions?
13. How did you feel during your third try?
14. For those who were guiding a classmate during their third try through the obstacle course, how did you feel?
15. How does the exercise relate to confidence and self-doubt?
16. 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.



Building ethical, productive mindsets and core employability skills

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

William A. Ward

“Success is the ability to go from failure to failure without losing your enthusiasm.”

Winston Churchill

“Every child deserves a champion - an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.”

Rita Pierson

“I cannot teach anybody anything, I can only make them think.”

Socrates

“There are no foolish questions and no man becomes a fool until he has stopped asking questions.”

Charles Proteus Steinmetz

“The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one.”

Mark Twain

“Great teacher engineer learning experiences that put students in the driver’s seat and then get out of the way”

Ben Johnson, Educator

“I think it’s very important to have a feedback loop, where you’re constantly thinking about what you’ve done and how you could be doing it better.”

Elon Musk

“Education is what remains after one has forgotten what one has learned in school.”

Albert Einstein

“The will to win, the desire to succeed, the urge to reach your full potential... these are the keys that will unlock the door to personal excellence.”

Confucius

FEA classes are completely free of cost for students

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