



What is Team FEA?

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

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

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

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



Teaching is the Noblest profession

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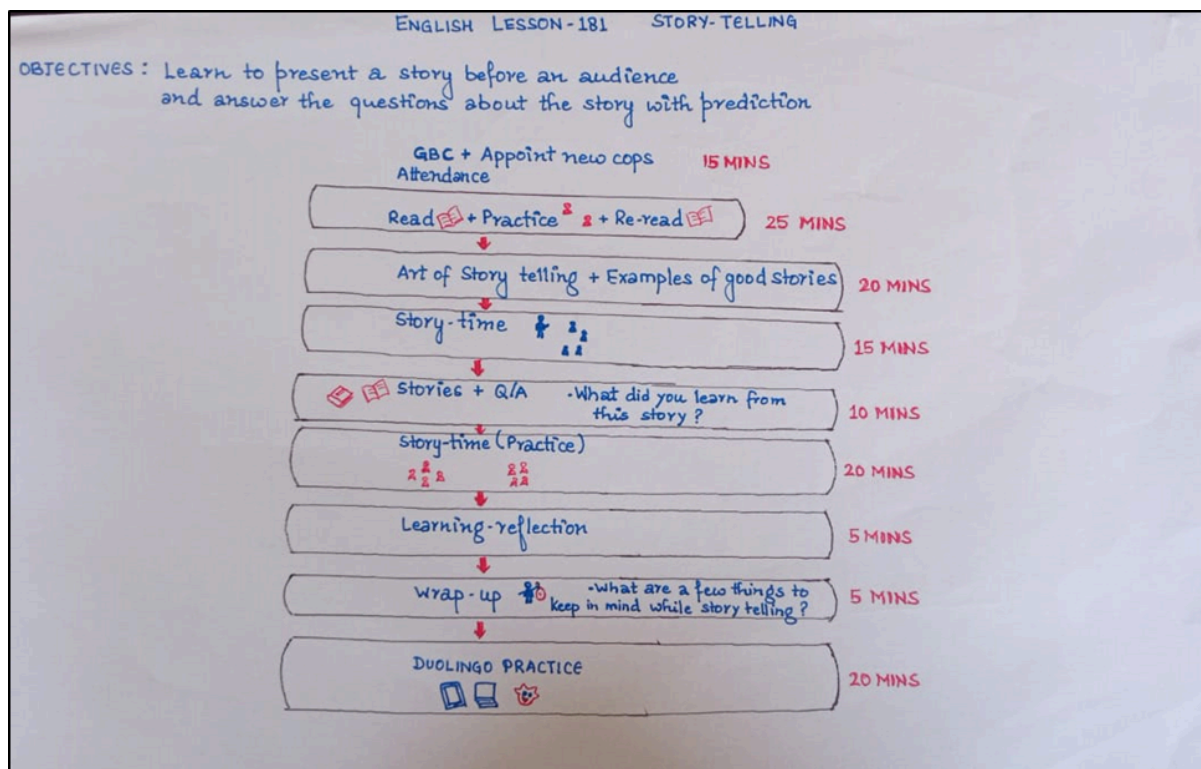
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Mindmap



Rubric

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

Effective	12
Developing	10
Ineffective	9 or less than 9

Summary of Lesson 162**Lesson 162**

<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 163**Lesson 163**

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 164**Lesson 164**

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 165

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 166**Lesson 166**

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 167

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 168

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 169**Lesson 169**

Resources:	<u>Lesson Duration: 130 mins</u>
<ul style="list-style-type: none"> ● L192 Video ● Student Reference Book 	
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 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 171

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 172

Resources:	<u>Lesson Duration: 130 mins</u>
<ul style="list-style-type: none"> • L194 Video 	
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 173**Lesson 173**

<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 174**Lesson 174**

Resources: <ul style="list-style-type: none"> • L196 Video 	<u>Lesson Duration: 125 mins</u>
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: <ul style="list-style-type: none"> - 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 175

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 176**Lesson 176**

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 177

<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. 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: Day 1: New Delhi to Mumbai flight (fare Rs 3000 per person) Pickup from Airport Check into Hotel Taj at 12pm Visit Gateway of India, Bandra Worli sea link Dinner in Hotel</p> <p>Day 2: Breakfast in hotel Visit Juhu Beach, Marine Drive, see celebrities houses, Shop at Zaveri Bazar Dinner at hotel</p> <p>Day 3: Breakfast at hotel Visit Kolaba, snow kingdom Drop at Airport 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 178

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.	
<p>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).</p> <p>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.</p>	
Step 2: 10 mins.	
<p>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.</p> <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>Ask everyone to open their Student Reference Books and read the instructions in Part A.</p> <p>After everyone has read, randomly ask students to share what they understood and correct wherever required.</p>	
Step 3: 10 mins.	
<p>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.</p>	

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 179

Resources: <ul style="list-style-type: none"> ● Student Reference Books 	<u>Lesson Duration: 135 mins</u>
<h3 style="margin: 0;">Art of Conversation 4- Attitudes</h3>	
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 180

Resources:	<u>Lesson Duration: 135 mins</u>
<ul style="list-style-type: none"> • Student Reference Books 	
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 181

<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 182

Mentorship Session MS5
<p>Classroom Participation Expectation:</p> <p>Please maintain a 60:40 ratio in your classroom. Students should speak for at least 60% of the classroom time, while the teacher speaks for no more than 40%. More student participation is better.</p>
<p><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 183

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.

Summary of Lesson 184**Lesson 184**

Resources: <ul style="list-style-type: none"> • Student Reference Books 	<u>Lesson Duration: 130 mins</u>
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. 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? 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. 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.” 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.” 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. 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.	

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 185

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 186**Lesson 186****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 187

<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 188

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 189**Lesson 189**

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 190**Lesson 190**

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 191**Lesson 191****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 192

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 Pitch” 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 Pitch” 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 Pitch.

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 Pitch that includes the information listed.

If time allows, students may pair up and practice rehearsing their elevator pitches. 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 pitches 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 193

<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 pitches, 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 pitch.
- 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 194

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 195

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 196**Lesson 196**

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 197**Lesson 197**

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 198

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 199**Lesson 199****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).

<ul style="list-style-type: none"> ● Write the guiding questions for their research, such as: <ul style="list-style-type: none"> ● 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.
<p>Step 4: 30 mins: (Urban facilitators to conduct this in 25 mins): Presentation Showcase:</p> <ul style="list-style-type: none"> ● 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.
<h2>English Conversation</h2>
<p>Objectives:</p> <p>To develop students' comprehension skills through listening to and understanding conversational English in a real-life context.</p>
<p>Step 1: 10 mins. (Urban facilitators to conduct this in 5 mins):</p> <p>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</p>
<p>Step 2: 10 mins.</p> <p>(Urban facilitators to conduct Step 2 and Step 3 in 20 mins):</p> <p>Ask students to watch this video.</p> <p>Encourage students to pay close attention to the dialogue and take note of any interesting or important details.</p>
<p>Step 3: 20 mins. (Urban facilitators to conduct Step 2 and Step 3 in 20 mins):</p> <p>After watching the video, facilitate a discussion with the class. Ask students to share their thoughts and reactions to the conversations they heard.</p> <ol style="list-style-type: none"> 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?
<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>

Summary of Lesson 200**Lesson 200**

<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: 125 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: 5 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.

Milestone Championship and 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: 20 mins.

Post four papers around the room with one of the categories below written on each paper:

- 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.

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 4: 20 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 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 201

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 202**Lesson 202****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.

Please Note*: Let students know that they can come and collect their certificates in the next class anytime between 9 AM and 10 AM. (or during the first hour of session 1 if your Session 1 has a different starting time)

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.

Please Note: Remind students that they can come and collect their certificates in the next class anytime between 9 AM and 10 AM. (or during the first hour of session 1 if your Session 1 has a different starting time)

Please Note: If you are eligible to conduct the Unity Lessons, then first finish the Unity lessons then conduct Lesson 203: Certificate Distribution

Note for Teachers: Please remember that cake cutting or parties at the branch are not allowed as per FEA policy. You can celebrate by having a discussion, sharing feedback, or simply acknowledging students’ achievements.

Thank you for following the rules!

Lesson 203

<u>Lesson Duration: 60 mins</u>
<p>Materials:</p> <ul style="list-style-type: none"> • Certificates
Certificate Distribution
<p>Objective: Students will receive their FEA graduation certificate. The teacher will recognize progress and motivate future learning.</p>
<p>Step 1: 60 minutes</p> <p>As students arrive, call them one by one (or in small groups) to receive their certificates. This will give you a chance to thank them personally and offer any final words of encouragement.</p> <p>Personalized Comments:</p> <p>When handing out certificates, you can briefly mention a positive feedback about each student's progress.</p> <p>Photos:</p> <p>Offer the opportunity for students to take a quick photo with their certificate if they want to.</p> <p>Note for Teachers:</p> <p>Please remember that cake cutting or parties at the branch are not allowed as per FEA policy. You can celebrate by having a discussion, sharing feedback, or simply acknowledging students' achievements.</p> <p>Thank you for following the rules!</p>
<p>Step 2:</p> <p>Please coordinate with your Territory Manager to plan the remaining part of the day.</p>



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

India: Valmiki Temple One, Vasant Gaon, Near C 8/8 Vasant Vihar, New Delhi 110057

US: 7110 Redwood Boulevard, Suite A, Novato, CA 94945