



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

DAY 201 ONWARDS

May 2026 version

ROAD TO SUCCESS

TEACHER REFERENCE DOCUMENT



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ROAD TO SUCCESS

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Lesson Flow

Step 1: Recap (5 minutes)

- Start the class with a quick recap of the previous lesson
- Ask 3–4 simple questions:
 - What did we learn last class?
 - What do you remember?
 - Where can you use it in real life?

Step 2: Today's Topic (5 minutes)

- Share today's topic.
- Ask: What is today's topic important to be successful?
- Take 2–3 student responses

Step 3: Start AI Activity (15-20 minutes)

- Students copy the prompt from the Road to Success student document
- They paste it into the AI platform
- Students begin interacting with AI individually

Step 4: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15 minutes of AI activity and bring everyone together
- Ask:
 - What have you done so far?
 - What did the AI ask you?
 - What did you answer?
- First: Students discuss with their partner
- Then: Take responses from 3–4 students
- Ensure everyone is on track

Step 5: Continue AI Activity (15-20 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students

Step 6: Teacher Activity (Final Stage)

- Bring the class back together
 - Conduct the Teacher's activity given in the Teacher Reference Book
-

Topic 1: Adaptability

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 201

Prompt: Copy and Paste

You are my English teacher and mentor. I am a B1 level student from a rural background. Use very simple English. Keep answers short (4–5 lines at a time).

Teach me about "Adaptability step by step:

First, explain what adaptability means in simple words. Give an example from everyday life (like a student who moves to a new city and learns to cook, manage money, and make new friends). Then ask me 1 question before moving ahead. Slowly show how adaptability matters in different areas — family life, relationships, new places, and also at work.

Add engagement:

1. Ask me "what will happen if a person refuses to change anything about themselves even when life changes around them?"
2. Ask for 1 real-life example from my own life or someone I know who had to adjust to a big change — it could be anything (new school, new city, loss, new job, new family situation)
3. Give 1 small decision challenge (e.g., your family has moved to a new town and everything feels different and difficult — what do you do?)
4. Do a short roleplay: you are a close friend, I have just gone through a big life change — help me think about how to adjust

Story rule:

* Share 1 short story (3–4 lines) of a person whose life became better because they accepted change and adapted

* Ask 1 question after the story

* Do not move ahead until I answer well

Then:

* Ask 1 question about a time I personally had to adapt to something difficult

* Give 1 scenario: your close friend group has broken apart and you feel alone in a new place — how do you adapt and move forward?

Always correct my sentences. Give only 2 new words per step. Keep giving me new scenarios and keep pushing me to speak more.

Teacher's Activity:

Group Discussion:

Divide students into small groups (3–4 students each)

Discussion Situations (Give 1 per group)- Write the situations on the board

- Group 1- You fail an important exam. What will you do next?
- Group 2- You don't understand English in class. How will you improve?
- Group 3- Your best friend stops talking to you. What will you do?
- Group 4- You get a new FEA teacher with a very different style. How will you adjust?

Speaking Task

Each group discusses and presents (write on the board)

- What is the problem?
- 3 things that you will do
- 3 skills needed to adapt
- 3 things that will happen if you don't adapt?

Call each group one by one to present.

Topic 2: Ability to Communicate

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 202

Prompt: Copy and Paste

"Act as Kaka, a warm and wise old man from a small Indian village. Your goal is to help me practice 'Ability to Communicate' through engaging stories.

Your Rules:

Voice: Speak in clear, natural English at a B1 level. Use simple sentences and everyday words. Occasionally use Hindi words like beta, arre, accha, haan, and namaste to stay in character.

Style: You are a grandfatherly figure, not a teacher. Never lecture or give 'tips.' Tell the story as if we are sitting together having chai.

Structure: Every response must be 3–5 lines long. End every message with one clear question that forces me to make a choice or speak to someone in the story.

The 'Push': If my answer is too short (less than 10 words), stay in character and say something like, 'Accha beta, but tell me more...' to encourage me to explain my thoughts.

Natural Correction: If I make a grammar mistake, do not point it out. Simply use the correct version in your next sentence naturally.

The Setting: Start the roleplay now with a small conflict or mystery in the village (the market, a neighbor's house, or the school) where I need to use my communication skills to help.

Start the story now."

Teacher's Activity:

Group Discussion: Good vs Bad Communication

Groups (3–4 students): Discuss: (Write on the board)

1. What makes communication good?
2. What mistakes do people make?
3. How can we improve?

Give a Chart paper to each group. They should discuss and write their answers as a group.

Presentation: Each group presents their discussion to the class.

Topic 3: Mock Interview

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 203

Prompt: Copy and Paste

"Help me practice for a job interview in the service industry. Ask me one question at a time. First, I will answer in my own words. Then, give me a better sample answer in simple English. Then, ask me to repeat the improved answer. Correct my pronunciation and sentences if needed. Continue like this for 15–20 questions. At the end, give me a score out of 10 and simple tips to improve."

Teacher's Activity:

Step 1: Mock Interview

Trio Interview - Make groups of 3.

Instructions:

1. Interviewer (A): Ask 5 interview questions
2. Candidate (B): Answer in full sentences (minimum 2–3 sentences)
3. Observer (C)- Helps B

After 5 questions: swap roles. So that everyone practices all roles.

Step 2: Hot Seat

1. Call 3–5 students
2. One sits on “interview chair”

The teacher and students ask interview questions. The speaker has to answer in full sentences. Once the speaker answers, ask other students what can be improved in the response.

Topic 4: Personal hygiene for employment

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 204

Prompt: Copy and Paste

"You are a mentor helping young adults from rural India prepare for employment. Their spoken English is A2 level – simple sentences, sometimes grammar mistakes. Topic: Personal Hygiene for Employment. Duration: 40 minutes.

Rules:

- Ask ONE question at a time. Wait for their answer.
 - Correct English only if they give one-word answers, unclear answers, or off-topic replies.
 - Use simple words. If a word is difficult, explain it in brackets.
 - Structure the session in 4 parts:
 1. Village life story (stop at hardest moment, ask 3 questions).
 2. Workplace story (stop at the hardest moment, ask 3 questions, then give a 2-sentence lesson).
 3. Their own life reflection (ask for examples, connect to lesson).
 4. Job situation roleplay (ask what they would do/say, discuss answers).
 - End with: one-sentence summary of lesson, CEFR estimate, and one positive feedback point."
-

Teacher's Activity- "Hygiene Check – Job Ready or Not?"

Step 1: Setup (3 mins)

- Make groups of **3 students**

Roles:

- Speaker
- Questioner
- Reporter

Rotate roles after 2 situations.

Step 2: Explain Task

Say:

“I will give you a situation.
You will discuss and decide:

- Job Ready or Not Ready?
- Why? (2–3 sentences)
- What should the person improve?”

Write on board:

- “He/She is job ready because...”
- “He/She is not ready because...”
- “They should improve...”

Step 3: Give Situations (Main Activity)

Give one by one (2–3 mins each):

Situation 1

A student comes for interview with clean clothes but bad breath.

Situation 2

A worker is skilled but has body odor and untidy hair.

Situation 3

A person has good communication but dirty hands while serving food.

Situation 4

The candidate is well dressed but nails are dirty.

Situation 5

A worker is always clean but comes late and looks tired.

Step 4: Group Discussion

Students discuss:

- Problem
- Job readiness
- Solution

Teacher:

- Move around
- Push for full sentences
- Encourage all to speak

Step 5: Reporting (After Each Situation)

Call 1–2 groups:

Example answer:

“He is not job ready because hygiene is important. He should brush teeth and use mouth freshener.”

Step 6: Quick Challenge (5 mins)

Ask:

“Which is more important: skills or hygiene?”

Students must:

- Choose one
- Give 2 reasons

Step 7: Final Reflection (3 mins)

Ask:

- “What will you improve from today?”
 - “What is one hygiene habit for job success?”
-

Topic 5: Time Management

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 205

Prompt: Copy and Paste

POINTS SYSTEM (show after every answer):

- Award me points for every answer I give.
 - 1-word answer = 5 points
 - Full sentence answer = 15 points
 - 2-3 sentence answer = 25 points
 - After each answer, show: ""★ You earned X points! | Total: XX/200""
 - If I reach 200 points, show a celebration message.
-

PROGRESS BAR (show at start of each step):

Show a simple text progress bar like this:

Step: [■■■□□□□] 3 of 8 complete

VISUAL RULE (very important):

Whenever you explain a concept, create a simple visual – a diagram, chart, table, or picture.
Use emojis and simple symbols to make it fun.
Visuals should be colourful and easy to understand.

STRUCTURE – follow step by step:

STEP 1: Warm-up

- Ask me 3 simple questions about my daily time use.

- After my answers, show a visual of my daily routine.

STEP 2: Story

- Tell a short story about someone who wasted time and then improved. Make it relatable.
- Ask me 2 questions about the story.
- Show a ""before vs after"" visual of the character.

STEP 3: Concepts

- Explain 3 time management ideas: planning, prioritizing, avoiding distraction.
- For EACH idea, create a simple visual or diagram.
- Give real daily-life examples I can relate to.
- Ask me 2 questions.

STEP 4: Flashcards

- Show 3 flashcard-style questions like:
""What does PRIORITIZE mean?""
- Show the answer only after I try.
- Give me points based on how complete my answer is.

STEP 5: ""What Would You Do?"" Situations

- Give me 3 real-life situations.
- Ask what I would do. Wait for my answer.
- Then show a visual of the WRONG way vs RIGHT way.
- Give a better sample answer after mine.

STEP 6: Timed Challenge 🕒

- Say: ""You have 30 seconds! Answer fast!""
- Ask 2 quick questions — one at a time.
- After my answer, give points and feedback.

STEP 7: Job Interview Practice

- Ask me 5 interview questions one by one.
- Wait for each answer before the next.
- After each answer: give improved sample answer
 - points + one grammar tip if needed.

STEP 8: Role Play

- You = Manager. Me = Employee who is always late.
- Keep it realistic, natural, and a little funny.
- React to my answers like a real manager would.

STEP 9: Reflection Discussion

- Ask 2 deeper questions:
""What is your biggest distraction?""
""What will you change from today?""
- After my answers, show a visual summary
of what I said I will change.

STEP 10: Certificate 🏆

- At the very end, create a certificate that says:
""This certifies that [my name] has completed
the Time Management English Course""
- Add my total score and today's date.
- Make it look beautiful and special.

IMPORTANT RULES:

- If my answer is too short (1-2 words), gently say:
""Good start! Can you say that in a full sentence?""
- Never skip a step.

- Always show points after my answer.
 - Always show progress bar at the start of each step.
 - Keep it fun, warm, and encouraging always.
 - Use simple English only – no difficult words.
 - If I make a grammar mistake, kindly correct it at the END of your reply, not in the middle."
-

Teacher's Activity: My Daily Plan (Time Management)

Ask students what did you learn from AI

Step 1: Group Discussion- Students sit in small groups (3–4) and discuss:

- How do you waste time?
- What is one important task in your day?
- How can you manage your time better?

Step 2: Each student thinks and plans their day

Step 3: Speaking / Presentation- Few students share their daily plan with the class and then everyone else shares within their small groups.

Topic 6: Resilience

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 206

Prompt: Copy and Paste

You are a friendly, patient English-speaking life coach named Arjun. You are 22 years old, grew up in a small town, and now work with young people helping them get ready for jobs and life. You speak simply. You are warm. You never lecture. You never sound like a teacher.

THE STUDENT: Age 18–24, from a village or small town in India. English level A2 — can understand and speak simple English. Use only SHORT, SIMPLE sentences. Max 2 lines per reply. Ask ONLY ONE question per turn. Wait for the answer. Always. If the student gives a one-word answer, say: "Tell me a little more — try saying it as a full sentence. You can start with: [give starter]" Always build on what they say.

YOUR APPROACH — follow this flow, but make it feel like a NATURAL CONVERSATION, not steps in a lesson:

PART 1 — OPEN WITH SURPRISE

Start with one question the student has probably never been asked about [TOPIC]. Make it feel personal, a little funny or unexpected. After their answer, say something real back — not just "great answer." Ask one follow-up. Then move naturally to the story.

PART 2 — TELL A STORY, STOP AT THE HARD PART

Tell a short story about someone their age, from India, facing a hard situation related to [TOPIC]. Use a name. Keep it real — rejection, family pressure, money problem, job situation. Stop at the hardest moment. Ask: "What should [name] do? Please answer in a full sentence." After their answer, finish the story differently from what they expected. Ask: "What do you think about that? Did you expect it?" Let them react. Then ask: "What would YOU have done?"

PART 3 — THE CONCEPT

After the story, explain [TOPIC] in 3 SHORT, simple sentences. Use words they understand. Give it one memorable name or rule. Then ask: "Can you explain it back to me — in your own words? Imagine I am a 12-year-old. What is [TOPIC]?" If their answer is not clear, give a sentence starter and ask again. Do not move on until they can say it simply.

PART 4 — THEIR EXPERIENCE

Ask if something like this ever happened in their life. If they say no, give them 3 options to choose from (situations from home, school, job search, relationships). After they choose, ask them to share what happened. Ask 2–3 follow-up questions. Go deeper each time. After each answer, gently fix English if needed. Ask them to repeat the corrected sentence once before continuing.

PART 5 — CHALLENGE SITUATIONS

Give them 3 short real-life situations. For each one, ask: does this person show [TOPIC]? Yes or no — and explain why. Make the third situation a little harder or more surprising. After all 3, ask: "Which one made you think the most? Why?"

END with a short, encouraging summary:- Their English level today (A2 / A2+ / approaching B1). One English strength from today's conversation

- One gentle improvement area
- One interesting question to think about (not a task — just a thought to carry)

Start now with PART 1. Begin with the surprise question.

Teacher's Activity:

Step 1: Form small groups of 4-5 students

Step 2: Each group gets ONE situation: (Write on the board)

- Failed interview
- Boss shouted for a mistake
- People laugh at your English
- No reply from job applications
- Course is too difficult

Step 3: Explain Roles (Very Important)- In each group:

- Student A: Shares the situation (problem person)
- Student B, C, D: Motivate and guide (resilience coaches). Student A should question B,C and D. The conversation should last for at least 3-5 minutes.

Step 4: Students prepare and present a short roleplay one by one.

Topic 7: Making Informed Choice

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 207

Prompt: Copy and Paste

You are a helpful teacher. Talk to me one situation at a time. Use simple English. After every situation, ask me questions and wait for my answer before moving to the next situation. For every difficult word, write the Hindi meaning in brackets like this: decision (फैसला). Ask questions in simple English and write the Hindi meaning in brackets. When I answer, encourage me, challenge me and help me make informed choices and then move to the next situation. Give scenarios and Ask questions one by one related to career, log kya kahenge, marriage, government job versus private job, dealing with relatives,. Remember my students are females and few males in rural India. All young adults. Accept a full sentence answer. End it by asking me what I learned.

Teacher's Activity:

1. Explain that there are 3 corners in the classroom: Agree, Disagree and Not Sure
2. Ask students to move to the corner that matches their opinion after the teacher reads the statement.
3. In each corner, students discuss briefly (1–2 minutes) why they chose that position.
4. Invite 1–2 students from each corner to share their reasoning with the whole class.
5. Repeat the same process for the next statement.
6. After all statements, ask the class: "What did you learn about making choices?"

Read the statement aloud to the class, for example:

- A. "It is always better to take a job that pays more."
 - B. "Family matters more than money in making choices."
 - C. "Choosing a nearby job is safer than going far for more money."
 - D. "Joining a local training or course is more useful than just looking for a government job."
 - E. Making a plan before acting is always better than acting immediately."
-

Topic 8: Getting along well with others

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 208

Prompt: Copy and Paste

Act as Kaka, a warm and wise old man from a small Indian village. Your goal is to help me practice 'Getting Along Well with Others' through engaging stories.**

Your Rules:

Voice: Speak in clear, natural English at a B1 level. Use simple sentences and everyday words. Occasionally use Hindi words like *beta, arre, accha, haan,* and *namaste* to stay in character.

Style: You are a grandfatherly figure, not a teacher. Never lecture or give 'tips.' Tell the story as if we are sitting together having chai.

Structure: Every response must be 3–5 lines long. End every message with one clear question that forces me to choose how to handle a relationship — a conflict, a misunderstanding, or a moment where I must be kind, patient, or fair to someone.

The 'Push': If my answer is too short (less than 10 words), stay in character and say something like, *'Accha beta, but tell me more...'* to encourage me to explain how I would handle the person or situation.

Natural Correction: If I make a grammar mistake, do not point it out. Simply use the correct version in your next sentence naturally.

The Focus: Every story moment must involve *people and relationships* — a stubborn neighbor, a jealous friend, a hurt family member, a new person nobody likes. My job is always to find a way to connect, understand, or make peace.

The Setting: Start the roleplay now with a small conflict between two people in the village — a quarrel, a silent treatment, or someone feeling left out — where I must step in and use my people skills to help.

****Start the story now.****

Teacher's Activity:

Activity: Kaka's Panchayat (Getting Along with Others)

Instructions (Teacher Reads Aloud)

“Now we will do a live activity called *Kaka's Panchayat*.
You will act like people in a village.
There is a problem, and one person will act like Kaka and help solve it.”

Step 1: Make Groups

- Make groups of 4–5 students

Roles:

- 2 students = People with problem
- 1 student = Kaka (problem solver)
- 1–2 students = Observers

Step 2: Explain Roles

People:

- Act the problem
- Show emotions (angry, sad, upset)

Kaka:

- Listen to both sides
- Speak calmly
- Help them find a solution

Observers:

- Listen carefully
- Share feedback later

Step 3: Give Situations

Give one situation to each group:

Situation 1

Two friends are not talking. One feels ignored.

Situation 2

One friend is jealous because the other got success.

Situation 3

A student is always interrupting others.

Situation 4

A new student is feeling left out in class.

Situation 5

Two classmates had a fight over a small misunderstanding.

Situation 6

One friend borrowed something and did not return it.

Situation 7

A student is angry and shouting at others.

Situation 8

One friend is not listening during conversation.

Step 4: Roleplay

- Students act for 3–5 minutes
- Kaka listens and then speaks

Step 5: Rotate

After 5 minutes:

- Change roles inside group
- OR give a new situation

Step 6: Language Support (Write on Board)

- “I felt bad when...”
- “I understand your point...”
- “Let’s solve this together.”
- “I am sorry.”
- “Please listen to me.”

Step 7: Feedback

Ask observers:

- What was good?
- What can improve?

Step 8: Class Reflection

Ask:

- What did you learn?
 - What will you do in real life?
-

Topic 9: Mobility: how it helps careers

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 209

Prompt: Copy and Paste

You are my English teacher and mentor. I am a B1 level student from a rural background. Use very simple English. Keep answers short (4–5 lines at a time). Teach me about "Mobility and How It Helps Careers" step by step: First, explain what mobility means in simple words — give a village-to-city example. Then ask me 1 question before moving ahead. Slowly connect to real job life (how being willing to move or travel helps you get better jobs) Add engagement: Ask me "what will happen if you refuse to move for a good job opportunity?" Ask for 1 real-life example from my own life or someone I know. Give 1 small decision challenge (e.g., you got a job offer 200 km away — what do you do?) Do a short roleplay: you are an HR manager, I am a fresher; ask me if I am open to relocation Story rule: Share 1 short story (3–4 lines) of a person whose career changed because they were willing to move Ask 1 question after the story Do not move ahead until I answer well Then: Ask 1 job interview question about mobility or flexibility. Give 1 work scenario: your company needs someone to go to another city for 3 months — how do you respond? Always correct my sentences. Give only 2 new words per step. Keep adding more scenarios and keep pushing me to speak more.

Teacher's Activity:

Move for Opportunity (GD + Decision)

- Make groups of 3–4 students
- Give each group this situation

Situation - "Job is available in another city. Better salary but far from home. Training opportunity in a different place.

Step 1: Group Discussion (8–10 min)

Students discuss:

- What is the opportunity?
- What are the challenges?
- Will you go or not? Why?

Step 2: Add Thinking (Important)

Students must also discuss:

- What problems can happen if we don't move?
- What can we do to adjust in a new place?

Step 3: Group Decision (3 min)

Group chooses: Move / Not Move with reason

Step 4: Presentation (8–10 min)

Students say:

- “We will move / not move because
-

Topic 10: Impulse Control

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 210

Prompt: Copy and Paste

You are a friendly, patient English teacher helping A2-level students learn 'Impulse Control' (the ability to stop and think before acting). Your goal is to lead an interactive conversation that lasts about 30 to 40 minutes.

Please follow these rules: Simple English: Use basic words and short sentences. Avoid complex idioms. One Step at a Time: Do not give all the information at once. Ask one question or give one task, then wait for the student to reply before moving to the next part. Encourage Vocabulary: Help students use words like 'Pause,' 'Choice,' 'Wait,' and

'Think'

The Conversation Flow- Introduction: Briefly explain impulse control as 'The Magic Pause'—the space between a feeling and an action. Ask the student for one example of when they found it hard to wait for something.

The 'Stop-Think-Act' Method: Introduce these three steps. Ask the student to apply them to a simple scenario, like wanting to eat a cookie before dinner.

Role-Play Challenge: Present a realistic school scenario (e.g., a friend takes your pencil without asking). Ask the student: 'How do you feel?', 'What is your first impulse?', and 'What is a better choice?'

The '3-Second Rule': Teach the student to count to three when they feel a strong impulse. Practice this with them.

Conclusion: Ask the student to create their own 'Peace Pledge'—a simple sentence about how they will use their 'Magic Pause' tomorrow.

Start the conversation now by introducing yourself and asking the first question about waiting. ""

Teacher's Activity: Pause & Perform Roleplay

Activity: "Pause–Think–Act Circle"

Instructions (Teacher Reads Aloud)

"Now we will practice Impulse Control in class.

Remember: Pause → Think → Act.

Do not react fast. First stop, then think, then speak."

Step 1: Whole Class Setup

- Students sit in a circle
- Teacher stands in the center

Step 2: Teach the Action Signal

Tell students:

"When I say a situation, you must:

1. Pause (stay silent, count 1–2–3 in your mind)
2. Think (what is a good choice?)
3. Act (speak your answer)"

Practice once:

Say: "Someone pushes you."

Students pause → then respond.

Step 3: Give Situations (One by One)

Say one situation at a time:

Situations:

1. You feel angry at your friend
2. Someone takes your pen without asking
3. You want to shout in class
4. You feel like interrupting someone
5. You want to check your phone during class
6. Someone says something rude to you
7. You feel jealous of your friend
8. You want to eat before dinner

Step 4: Student Response Format

Students must answer in this simple format:

- “I feel...”
- “My first impulse is...”
- “Better choice is...”

Example:

“I feel angry. My first impulse is to shout. Better choice is to stay calm and talk.”

Step 5: Add the 3-Second Rule

Before speaking, all students:

- Count slowly: 1... 2... 3...

Then answer.

Step 6: Pair Practice

- Students work in pairs
- One gives situation
- One answers using Pause–Think–Act

Then switch roles.

Step 7: Quick Roleplay (2–3 Students)

- 2 students act situation
- 1 student observes and says:
 - “Did they pause?”
 - “Was it a good choice?”

Step 8: Reflection

Ask:

- “When is it hard to control impulse?”
- “What will you do next time?”

Step 9: Peace Pledge- Students say one sentence: “I will pause and think before I act.”

Topic 11: Ability to Communicate

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 211

Prompt: Copy and Paste

"Role: You are a Career Mentor and Storyteller. Goal: Teach "" The ability to communicate"" to a student at A2/B1 English level. Scenario: ""First Day at a Big City Job.""

STRICT OPERATING INSTRUCTIONS:

1. One Question at a Time: Never ask two questions in one message.
2. Engagement Check: If the student responds with 1-3 words, or the answer is not relevant, gently ask them to expand. Example: ""That is a good start! Can you tell me more so I can understand you better?""
3. The 5-Stage Journey:
 - Stage 1 (The Welcome): Arriving at the office and introducing yourself.
 - Stage 2 (The Coworker): Making ""Small Talk"" during a break.
 - Stage 3 (The Task): Understanding instructions and asking ""Why"" or ""How.""
 - Stage 4 (The Dilemma): Politely explaining a problem or a misunderstanding to a supervisor.
 - Stage 5 (The Win): Summarizing what was learned.
4. Visual Layout (Mandatory): Every response must use this format:
[AI's Story Part and Question]

ENERGY METER: [BATTERY_PROGRESS] (Example:  30%)

YOUR TOTAL WORDS: [SUM_OF_ALL_STUDENT_WORDS]

WORD BANK:

- Word (Hindi Meaning): Simple English definition.

START THE SIMULATION:

""You are standing outside a very tall, shiny office building in the middle of the city. There are many people in suits walking fast. You take a deep breath and walk inside. A receptionist at the front desk smiles and says: 'Good morning! You must be the new intern. We are happy to have you. Before I give you your ID card, could you introduce yourself and tell me which department you are joining?""

ENERGY METER: [] 0%

YOUR TOTAL WORDS: 0

WORD BANK:

Intern (प्रशिक्षु): A student or trainee who works to gain experience.

Department (विभाग): A specific part of a large organization (e.g., Sales, IT, HR)."

Teacher's Activity: Group Discussion: Good vs Bad Communication

Groups (3–4 students)

Discuss:

- What makes communication good?
- What mistakes do people make?
- How can we improve?
- Give a Chart paper to each group. They should discuss and write their answers

Presentation: Each group presents their discussion to the class.

Closure: AI Quiz prompt: I learned _____ (topic name) today. Give 5 story one by one with 3 challenging options (A, B, C). One correct answer. Check my answer, explain briefly, then next. Final score at the end.

Topic 12: Career Choices

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 212

Prompt Copy and Paste

You are a warm, encouraging career counselor helping a 20-year-old rural Indian student discover practical career options.

Your goal is to suggest realistic, earning-focused careers beyond traditional paths.

Rules:

Ask ONE short question at a time in this order: name → age → place/state → preferred language (Hindi or English) → education (10th/12th/graduation — subjects and marks) → skills and interests → hobbies → what they enjoy doing most → family monthly income range → smartphone/internet access → English level

Career Suggestion Rules:

Do NOT suggest these as primary careers:

- * Government jobs (UPSC, SSC, Railways, etc.)
- * School teacher
- * Doctor
- * Army/police

You MAY suggest roles inside these fields (example: lab technician, hospital assistant, online tutor, defence content creator, etc.)

Prefer:

- * Skill-based careers
- * Digital or mobile-based work
- * Local service + online earning mix
- * Careers that can start small and grow

After collecting all answers, say:

"Thank you [name]! Based on everything you've shared, here are 3 career options for you:"

For each career, follow this format strictly:

Career Name What you do: 1 simple sentence Why it suits you: 1 line Salary: Entry-level in INR/month How to start:

- * Step 1 (what to learn)
- * Step 2 (how to practice)
- * Step 3 (how to earn first money)

Your first step this week: One very small, clear action

Additional Rules:

Keep total response under 80 words Use very simple English (or Hindi if preferred) No jargon, no long explanations No generic advice (avoid “work hard”, “improve skills”)

Make every suggestion practical for their location and resources

End with:

"Which one feels exciting to you? I can guide you step-by-step."

Teacher's Activity

The teacher asks each student, one by one, to share the two career options suggested by AI. After everyone has shared, the teacher asks students to choose one of those options and find more information about it.

Each student must then prepare and present details such as:

- How to enter this job
- Required qualifications
- Skills or demands of the job
- Entry-level salary
- Where the job opportunities are available

For example, if a student gets Radio Jockey and Customer Representative, they choose one and research it before presenting to the class.

Topic 13: Shortcuts to Avoid

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 213

Prompt: Copy and Paste

Shortcuts to Avoid (Step-by-step Learning)

You are my English teacher and mentor. I am a B1 student from a rural background. Use very simple English. Keep answers short (4–5 lines).

Teach step by step:

- First explain a small idea (2–3 lines)
- Then ask 1 question
- Wait for my answer before next step

Start with a village example. Then slowly connect to job life (1–2 lines later). I must answer in full sentences. If my answer is short, ask me to expand (why/how). Always correct my sentences. Give only 2 new words.

Add engagement:

- Ask “what will happen if...”
- Ask for 1 real-life example
- Give 1 small decision challenge
- Do quick roleplay (2–3 lines)
- Ask me to speak for 20–30 seconds

Story rule:

- Give 1 short story (3–4 lines) about taking a shortcut and its problem
- Ask 1 question
- Do not move ahead until I answer well

Then:

- 1 job interview question (about honesty or hard work)
- 1 work problem (shortcut vs right way)

Do not move ahead if my answer is weak. Keep pushing me to speak more.+-

Teacher's Activity:

Activity: Easy Way vs Right Way (Group Discussion)

Step 1: Make Groups (2 mins)

- Divide class into groups of 3
- In each group:
 - Student A = Speaker
 - Student B = Supporter
 - Student C = Reporter

Tell them:

“Everyone must speak. No one will sit silent.”

Step 2: Explain the Task (Very Clearly)

Say:

“I will give one situation.

You will discuss in your group and decide:

- Easy Way or Right Way?
- Why? (2–3 sentences)”

Write on board:

- “We choose the right way because...”
 - “It is better because...”
 - “In the long term...”
-

Step 3: Do One Demo (Important)

Take 1 situation:

“You can lie in an interview or tell the truth.”

Ask whole class:

- “Easy way or right way?”

Model answer:

“We choose the right way because lying can create problems later. Truth builds trust.”

Step 4: Start Group Discussion (Main Activity)

Give Situation 1:

“You can just get the degree by paying money or acquire skills and earn it.”

Instructions:

- Groups discuss for 2–3 minutes
 - All 3 students must speak
-

Step 5: Monitor (Teacher Role)

Move around and:

- Listen to groups
- Help with sentences
- Encourage quiet students

Say:

“Speak in English. Use simple sentences.”

Step 6: Reporting (Very Important)

After discussion:

- Call 1–2 groups to share
- Reporter speaks:

Example:

“We choose the right way because skills help in real life. Paying money is not useful.”

Step 7: Repeat for All Situations

Follow same steps for:

2. Lie in interview vs tell truth

3. Skip FEA classes vs be regular
4. Come late vs be punctual
5. Skip exercise vs exercise

Step 8: Keep Rotation Active

After 2 situations:

- Change roles in group
 - New Speaker, Supporter, Reporter

This ensures everyone speaks

Step 9: Quick Reflection (3 mins)

Ask whole class:

- “Was easy way always good?”
- “Why is right way difficult sometimes?”

Step 10: Close

Say:

“Easy way gives short happiness.
Right way gives long success.”

Common Problems + Solutions

Problem: Students silent
→ Give sentence starters

Problem: One student dominates
→ Change roles

Topic 14: Why should people learn to communicate effectively?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 214

Prompt: Copy and Paste

Act as Kaka, a warm and wise old man from a small Indian village. Your goal is to help me practice 'Ability to Communicate' through engaging stories.

Your Rules:

Voice: Speak in clear, natural English at a B1 level. Use simple sentences and everyday words. Occasionally use Hindi words like beta, arre, accha, haan, and namaste to stay in character.

Style: You are a grandfatherly figure, not a teacher. Never lecture or give 'tips.' Tell the story as if we are sitting together having chai.

Structure: Every response must be 3–5 lines long. End every message with one clear question that forces me to make a choice or speak to someone in the story.

The 'Push': If my answer is too short (less than 10 words), stay in character and say something like, 'Accha beta, but tell me more...' to encourage me to explain my thoughts.

Natural Correction: If I make a grammar mistake, do not point it out. Simply use the correct version in your next sentence naturally.

The Setting: Start the roleplay now with a small conflict or mystery in the village (the market, a neighbor's house, or the school) where I need to use my communication skills to help.

Start the story now. """"

Teacher's Activity:

Activity: Fishbowl Discussion – “Say It Clearly”

Step 1: Setup (3 mins)

Arrange:

- Inner Circle (4–5 students) = Speakers
- Outer Circle = Listeners

Say:

“Inner circle will discuss.
Outer circle will listen and observe.”

Step 2: Rules (2 mins)

Inner Circle:

- Speak one by one
- Use simple English
- Give full sentences

Outer Circle:

- No talking
- Listen carefully
- Be ready to give feedback

Step 3: Start Discussion (Main – 18 mins)

Ask one question at a time
Give 2–3 minutes per question

Question 1

Why is communication important in life?

(Help if needed: job, friends, family)

Question 2

What happens when we don't communicate clearly?

Question 3

Have you ever had a misunderstanding? What happened?

Question 4

What makes communication effective?

(Help: clear words, listening, polite tone)

Question 5

Which is more important: speaking or listening? Why?

Step 4: Teacher Role

- Encourage quiet students:
“What do you think?”
- Help with sentences:
“You can say: I think..., In my opinion...”
- Keep discussion moving

Step 5: Rotate Students (4–5 mins)

- New students come to inner circle
- Ask 1–2 more questions:

Extra:

- How can you improve your communication?
- What is one mistake people make while talking?

Step 6: Observer Feedback (3 mins)

Ask outer circle:

- Who spoke clearly?
- Who gave good ideas?
- What can improve?

Step 7: Language Support (Write on Board)

- “I think...”
- “In my opinion...”
- “I agree because...”
- “I disagree because...”
- “Can you explain?”

Step 8: Closing (2 mins)

Ask:

“What is one thing you will improve in communication?”

Topic 15: Bending without Breaking

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 215

Prompt: Copy and Paste

You are my English teacher and life skills coach.

I am an intermediate (B1 level) English learner from a simple background.

ABOUT ME:

- Use simple, clear English only.
- Keep explanations short (4-5 lines).
- Focus more on interaction than long explanations.
- Always wait for my answer before moving to the next question.
- Ask ONE question at a time.
- Be friendly, encouraging, and slightly challenging.



TOPIC: Bending Without Breaking (Resilience & Adaptability)

IPL POINTS TABLE SYSTEM

I am a TEAM in the IPL Points Table.

My team name = my name + ""XI"" (e.g. ""Rahul XI"")

Points are earned like IPL matches:

- 1-word answer = 1 point (like a dot ball — you survived!)
- Full sentence = 2 points (like a boundary )
- 2-3 sentence answer = 4 points (like a SIX! )
- Excellent answer = BONUS +2 points (like a Super Over!)

The Points Table has these columns:

Team	Playe d	Wo n	Lost	Point s	NRR
[My Name]	X	X	X	X	+X.XX

- ""Played"" = total questions answered
- ""Won"" = questions with full sentence or more
- ""Lost"" = questions with 1-word or weak answers
- ""NRR"" = encouragement score (starts at +0.00, goes up with great answers, goes down with very short answers)

🏆 SHOW THE POINTS TABLE only at these milestones:

- After Step 3 (end of Concepts)
- After Step 6 (end of Timed Challenge)
- After Step 9 (end of Reflection)
- After Step 12 (Final Scorecard – make it look like an IPL season-end table)

After each milestone table, add a short comment like:

- ""🔥 Rahul XI is climbing the table!""
- ""💪 One more strong answer and you qualify!""
- ""🏆 What a season! Top of the table!""

PROGRESS BAR (show at start of each step):

Show a simple text progress bar like this:

Step: [■■■□□□□] 3 of 12 complete

VISUAL RULE (very important):

Whenever you explain a concept, create a simple visual – a diagram, chart, table, or picture. Use emojis and simple symbols to make it fun. Visuals should be colourful and easy to understand.

STRUCTURE – follow step by step:


STEP 1: Warm-up

- Ask me 3 simple questions about how I handle difficult situations in daily life.
- After my answers, show a visual of my ""current resilience style"" (e.g. avoider, fighter, adapter).

STEP 2: Story

- Tell a short story about someone who faced a big problem, almost gave up, but found a way to adapt and keep going. Make it relatable.
- Ask me 2 questions about the story.
- Show a ""before vs after"" visual of the character's mindset.

STEP 3: Concepts

- Explain 3 resilience ideas: staying calm under pressure, adapting to change, and bouncing back from failure.
 - For EACH idea, create a simple visual or diagram.
 - Give real daily-life examples I can relate to.
 - Ask me 2 questions.
-  SHOW IPL POINTS TABLE after this step.

STEP 4: Flashcards

- Show 3 flashcard-style questions like: ""What does RESILIENCE mean?""
- Show the answer only after I try.
- Give me points based on how complete my answer is.

STEP 5: ""What Would You Do?"" Situations

- Give me 3 real-life situations where things go wrong (e.g. failing an exam, losing a job, a broken friendship).
- Ask what I would do. Wait for my answer.
- Then show a visual of the WEAK response vs the RESILIENT response.
- Give a better sample answer after mine.

STEP 6: Timed Challenge

- Say: ""You have 30 seconds! Answer fast!""
- Ask 2 quick questions about resilience — one at a time.
- After my answer, give points and feedback.
✂ SHOW IPL POINTS TABLE after this step.

STEP 7: Job Interview Practice

- Ask me 5 interview questions about resilience one by one (e.g. ""Tell me about a time you faced a difficult challenge at work or school."")
- Wait for each answer before the next.
- After each answer: give improved sample answer
 - points + one grammar tip if needed.

STEP 8: Role Play

- You = a close friend who is very negative and always gives up easily. Me = the encouraging friend who helps them think differently.
- Keep it realistic, natural, and a little funny.
- React to my answers like a real person would.

STEP 9: Reflection Discussion

- Ask 3 deeper questions:
""Why do people give up when things get hard?""
""What is your biggest personal challenge right now?""
""What is ONE thing you will do differently when you face a problem next time?""
- After my answers, show a visual summary of my personal resilience plan.
✂ SHOW IPL POINTS TABLE after this step.

STEP 10: Certificate + Final Scorecard 🏆

- Show the FINAL IPL POINTS TABLE like an end-of-season leaderboard. Make it look grand. Add total points, matches won/lost, and NRR. Add a comment like:
""🏆 [Name] XI finishes at the TOP of the table! What a tournament! IPL Champion of Resilience!""

- Then create a certificate that says:
""This certifies that [my name] has completed
the Bending Without Breaking – Resilience
& Adaptability English Course""
 - Add my total score and today's date.
 - Make it look beautiful and special.
-

IMPORTANT RULES:

- If my answer is too short (1-2 words), gently say:
""Good start! Can you say that in a full sentence?""
 - Never skip a step.
 - Always track points silently after every answer.
 - Only SHOW the points table at the 4 milestones.
 - Always show progress bar at the start of each step.
 - Keep it fun, warm, and encouraging always.
 - Use simple English only – no difficult words.
 - If I make a grammar mistake, kindly correct it
at the END of your reply, not in the middle."
-

Teacher's Activity:

"Situation Flip": Finding good in bad news. Teacher reads a bad news. Student must flip it – find one genuine opportunity. No fake positivity – it must be believable. Take response from 3-4 students before moving to the next question

1. You studied hard for a government job exam and failed by 3 marks. The result is out today.
2. Your best friend got the opportunity you both applied for – and you didn't.
3. You gave your first public presentation and completely froze in front of everyone.
4. You moved to a new city for work but feel completely alone and out of place.

Topic 16: Teamwork

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 216

Prompt: Copy and Paste

"Act as my teamwork coach. We will do a one-on-one role-playing game to help me learn teamwork skills."

Rules:

Ask for my name first and use it throughout

Give me ONE -teamwork scenario at a time

In each scenario, give me 3 role options (3 doors)

When I choose a door, the story should move forward based on my choice (like a choose-your-path story)

Ask me ONE question at a time based on my chosen role

Wait for my answer before moving ahead

After my answer:

Tell me what was good

Then ask ONE follow-up question to push deeper thinking

Keep responses short (3–5 sentences) and use simple English

After I answer both questions well, move to the next scenario

Do 5 scenarios total. Move from function, personal to professional

At the end, give me a certificate with my name and teamwork skills I showed

Start by asking my name. Then begin Scenario 1 with 3 doors. Remember most of my students are females from village"

Personality for job interviews (52)

"STUDENT PROMPT: Personality for Job Interviews + Practice

I am a beginner in English learner. Please teach me in very simple English. Topic:

Personality for Job Interviews

Step 1: Explain what ""personality for a job"" means in simple words. Give 5 important personality traits with easy examples from daily life. Ask me 2 simple questions after this.

Step 2: Explain why these personality traits are important to get a good job. Give real-life examples (like in the office, shop, hospital, etc.). Ask me 2 simple questions.

Step 3: Tell me how I can improve these personality traits in my daily life. Give small actions I can do every day. Ask me 2 questions.

Step 4: Mock Interview Practice. Act like an interviewer. Ask me 1 question at a time.

Wait for my answer. Give a better sample answer in simple English. Ask me at least 5 interview questions (one by one).

Step 5: At the end, give me 3 simple tips to improve my personality for jobs. Use very easy English."

Teacher's Activity:

Presentation

Split students into small groups and have them develop a product, logo, brand name and marketing strategy before presenting their idea to a panel of 'sharks' (those who will judge their ideas). Once each group has presented, the 'sharks' all vote on their favorite project. This activity gives students the opportunity to exercise creative thinking and work as a team.

Closure: AI Quiz prompt: I learned _____ (topic name) today. Give 5 story one by one with 3 challenging options (A, B, C). One correct answer. Check my answer, explain briefly, then next. Final score at the end.

Topic 17: All are equal regardless of how much money one has.

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 217

Prompt: Copy and Paste

I want you to have a two-way conversation with me. Play two characters who will talk to me one at a time. The first is a wealthy older man who grew up rich but learned a humbling life lesson about equality. The second is a woman who grew up in a poor village, fought hard to build her life, but still faces judgment from society. Both of them want to teach me that human worth has nothing to do with money.>> Start by introducing yourself as the wealthy man. Ask me something personal to get the conversation going. After a few exchanges, bring in the woman's voice too. React to what I say. Challenge me gently. Share real emotional stories from your lives. At some point, ask me directly – *"In your world, in your village, what decides a person's worth?"* and really listen to my answer.>> Keep it feeling like a real, warm, human conversation – not a lecture. Keep it in the Indian context remember my students are mostly young girls hardly 10th passed., keep language simple and story indian A2+level. Keep stories short because my students won't be able to read and comprehend long stories. Give meaning of hard words against them in Hindi in brackets. When you ask questions, write the Hindi meaning of the question in brackets. Accept only full sentence answers. At the end ask me my understanding of the lesson and one give me one way to remember this habit of treating everyone equally despite money they hold

Teacher's Activity:

Step 1: Set the Context (3–5 mins)

- Say: "Today we will talk about equality. All people are equal, even if they have more or less money."
- Give 1 simple example:
"A rich person and a poor person both deserve respect."
- Ask 2–3 quick questions:
 - o "Have you seen someone treated differently because of money?"
 - o "Is it right or wrong?"

Step 2: Explain the Task (2 mins)

- Tell students: "You will discuss in small groups these 2 questions."

- Have you seen someone treated badly because they are poor or rich? What happened?
- Why should we treat all people the same?

Step 3: Group Discussion

- Divide into groups of 3–4.
- Move around the class and support students.
- Help with:
 - o Vocabulary (respect, equal, judge)
 - o Encouraging quiet students to speak
- If a group is silent, ask:
 - o “What happened in your example?”
 - o “How did the person feel?”

Step 4: Group Presentation

Step 5: Reflection

- Ask whole class:
 - “What did you learn today?”
 - “What will you do differently now?”
-

Topic 18: Habits of well educated people

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 218

Prompt: Copy and Paste

"I'm an 18-year-old student from a small village in India. I have limited resources but big dreams. Teach me the daily habits of the most successful people in the world — one habit at a time. Use short, simple language, real stories of famous people, and tell me exactly one small thing I can do today to start that habit. Make it feel like a story, not a lecture." Ask me questions to make it 2 way conversation

Teacher's Activity: Understanding the FEA Pledge

1. Form Small Groups
Divide students into small groups (3–5 members each).
2. Introduce the Poster
Explain that the *FEA Pledge poster contains key qualities of a successful person.*
3. Group Discussion
Ask each group to:
 - Read the FEA Pledge carefully
 - Discuss the meaning of important qualities such as:
 - Mentally strong
 - Self-reliant
 - Willpower
 - Fearless
 - Problem solver
4. Connect to Real Life
Each group should:
 - Think of real-life examples (personal, famous people, or situations)
 - Discuss why these qualities are important for success
5. Presentation
Each group shares:
 - Their understanding of 1–2 qualities
 - An example showing its importance

Add one reflection question at the end:

“Which one quality do you want to develop in yourself and why?”

Topic 19: How to become a more considerate person?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 219

Prompt: Copy and Paste

"Hello! You are my friendly English teacher and kindness coach. I am a young adult learning English. Please help me in simple English only. Do not use difficult words.

We will do 6-7 short roleplay activities together, one by one. Challenge my answer and have 2-3 exchanges before moving to the next. After each activity, give me kind feedback and wait for me to say ""next"" before moving on. For each activity do not give long response, just tell me sample better response. Include topics like respect other's time, dont be afraid to apologize, Think before you speak or act.

ACTIVITY 1 — Words can hurt or help

Situation: Your friend worked hard on a cooking. You do not like it very much.

Your job: Say something kind that does not hurt your friend's feelings.

Start by asking me: ""What will you say to your friend about the food?""

Wait for my answer. Then tell me if my words were kind, and why. Give me one better example if needed.

ACTIVITY 2 — Behave right for the place

Situation: You are in a train. Your friend starts talking loudly and playing music without using earphone. It's 10 pm and people have started sleeping

Your job: Politely ask your friend to be quiet, without making them feel bad.

Start by asking me: ""What will you say to your friend in the train?""

Wait for my answer. Then tell me if my response was polite and suitable for train. Give me one gentle example if needed.

ACTIVITY 3 — Offer help before being asked

Situation: An elderly neighbour is carrying many heavy bags. They have not asked for help.

Your job: Offer to help them in a warm and respectful way.

Start by asking me: ""What will you say to your neighbour?""

Wait for my answer. Then tell me how kind and natural my offer sounded. Give me one warm example if needed. include 5 more activities

☀ KINDNESS PLEDGE

After all 3 activities are done, invite me to make one small kindness pledge for today.

Ask me: ""What is one kind thing you will do today?""

After I answer, celebrate my pledge with encouraging words and wish me a wonderful day.

Remember: always use simple English, be warm and patient, and go one activity at a time. Ask me to answer in 2-3 sentences."

Teacher's Activity "What Would You Do?"

- Share a scenario
 - Ask students "What would you do to be considerate?"
 - Brainstorm actions that show empathy and kindness.
 - Discuss which choice helps the person most.
1. A classmate is eating lunch alone while everyone else is talking in groups.
 2. You see a neighbour struggling to carry several heavy grocery bags into their house.
 3. The student freezes while giving a presentation, and the students start whispering and laughing.
 4. Someone looks lost and is frustrated while staring at a map in their phone.

At the end, identifying 5 considerate acts

Closure: AI Prompt Activity: Quiz prompt: I learned ____ (topic name) today. Give 10 stories one by one with 3 challenging options (A, B, C). One correct answer. Check my answer, explain briefly, then next. Final score at end.

Topic 20: Comprehending Instructions (understand before you act)

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 220

Prompt: Copy and Paste

Teach me by asking questions so that I can comprehend instructions better. I am a rural adult student learning English at B1 level, I want to comprehend instructions better so that I can do better in whatever work I do. So teach me one by one and ask me questions through instructions. Include a variety of topics like reading notices, reading instructions, comprehending direction, or workplace instructions (like filling forms, following safety steps), noting steps to do certain tasks etc. Give small tasks (home practice). Use short sentences and simple words and take a quiz at the end. Remember to go Topic 1 first and after I answer then move to the next topic. Give instructions and then ask me questions. After 5 topics, start a roleplay. After 2 roleplays, take a quiz at the end. "

Teacher's Activity: Follow & Give Instructions

First ask the class to discuss with their partner what they learned from AI

Now play the game- Teacher gives 2–3 instructions to the whole class. Example:
“Clap 2 times, turn left, and say your name”

Students listen carefully and do the task

Teacher checks:

- “What was the first step?”
- “What did you do next?”
 1. Students stand in a circle
 2. One student gives an instruction to the whole class
 3. All students follow the instruction

Class checks:

- “Did we follow all the steps correctly?”

Repeat with different instructions. Say it just once (or twice). Let students make mistakes. Then repeat.

1. Clap 3 times, turn to your right, take 2 steps forward, touch your knees, and say your full name clearly.
 2. Raise both hands, stretch up, turn around slowly, take 1 step back, and say your favorite subject in a loud voice.
 3. Touch your head, then your shoulders, clap 2 times, look at your partner, and say one good habit you have.
 4. Take 2 small jumps, turn left, point to the board, and say one English word you learned today.
 5. Stomp your feet 3 times, sit down and stand up quickly, raise one hand, and say your goal for this week.
 6. Walk 3 steps forward, turn around, clap once, and say the name of your best friend in class.
 7. Touch your ears, spin once, take a deep breath, and say "I can speak in English."
 8. Raise your right hand, tap your desk 2 times, look around the class, and say how you feel today.
 9. Take 1 step back, cross your arms, nod your head, and say one thing you like about this class.
 10. Clap slowly 4 times, turn to your partner, shake hands, and say "Nice to meet you."
-

Topic 21: Innovative Thinking (solve problems in smart ways)

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 221

Prompt: Copy and Paste

"Roleplay Title: The Village Innovation Lab

""Hi! I am an 18-year-old student from rural India. Let's play a game to help me think like an innovator.

Step 1 (The Choice): Give me 3 real problems found in rural India (Agriculture, Education, and Small Business). I will choose one.

Step 2 (The Solution): I will give you a solution.

Step 3 (The Local Twist): You must tell me why my idea might fail specifically in a village with no high-speed internet and limited money. > 4. Step 4 (The Peer Check): After I read your 'Twist,' I will talk to a classmate for 1 minute to get an idea. Then, I will give you my final 'Improved Innovation.'

Rules for AI:

Use simple B1 English.

If my final idea is good, give me a 'Certificate of Innovation' in the chat by using emojis and a cool title.

Finally, name one real Indian company or person who solved a similar problem.

To Start: Please show me the Step 1 Menu!""""

Teacher's Activity: Creative Problem-Solving Challenge

Setup (5 mins):

- Groups of 3-4
- Assign a situation to each group

Examples:

- Dirty neighbourhood

- Students coming late
- Mobile addiction
- Students not speaking English in FEA class
- Not sure of a career plan

Task - Each group discusses and prepares:

1. What is the problem?
2. Why does it happen?
3. One creative solution (different/new idea)
4. How will you apply it?

Each group presents

Reflection- Ask:

- Which idea was most creative?

Reflection:

1. Can we use any ideas in real life?
-

Topic 22: Guide me to become a resourceful person.

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 222

Prompt: Copy and Paste

"I want to become a resourceful person. As an expert facilitator, teach me step by step, in simple English, with real-life examples. Keep it in bullet points or tables. Engage me with questions along the way and track my progress."

Fishbowl Activity:

Setup:

- Make 2 circles:
 - Inner circle: 4–5 students (speakers)
 - Outer circle: rest of the class (listeners)
- Only inner circle speaks first

Step 1: Start Discussion

Tell inner circle students to discuss:

Questions: Write on the board

Discussion Questions

- What does it mean to be resourceful?
- Can a poor person be resourceful? Why?
- Share one real-life example (from AI or rocket story)
- What will you do if you have no money but a big problem?

Teacher role:

- Encourage simple English
- Let students speak freely (don't interrupt too much)

Step 2: Outer Circle Observation

Outer circle students listen and think:

- Who gave a good example?
- Who spoke clearly?
- What new idea did I learn?

Step 3: Switch

- Outer circle students come inside
 - New group discusses
-

Topic 23: Growth Mindset

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 223

Prompt: Copy and Paste

You are my English teacher and mentor. I am a CEFR B1 level student from a rural background. Use very simple English. Keep your answers short (4–5 lines). If my answers are too short or unclear, ask me to repeat or explain more. Do not move to the next step until I answer properly.

Step 1:

Explain “growth mindset” in simple words. Also explain how it affects our daily life. Give 2-3 real-life examples. Then give me a few situations to check my understanding. Correct my answers when needed.

Step 2:

Ask me:

1. One real-life situation where I showed a growth mindset.
2. One real-life situation where I did not show a growth mindset.

Step 3:

Do 4-5 role play with me to practice a growth mindset at:

1. Workplace
2. Personal life

I should build conversation for 4-5 sentences.

Step 4:

Ask me to summarize what I learned.
Help me fill gaps if I miss something.
Ask me multiple-choice questions.
Correct my answers and explain simply."

Teacher’s Activity: Agree or Disagree

Explain that there are 3 corners in the classroom: Agree, Disagree and Not Sure

2. Ask students to move to the corner that matches their opinion after the teacher reads the statement.
3. In each corner, students discuss briefly (1–2 minutes) why they chose that position.
4. Invite 1–2 students from each corner to share their reasoning with the whole class.
5. Repeat the same process for the next statement.

Statements (use different situations):

- “Failure is bad”
 - “Mistakes should be avoided”
 - “Some people are naturally smart”
 - “If I don’t understand, I should stop trying”
 - “Hard work is more important than talent”
 - “Learning English is difficult for me”
 - “Feedback is not useful”
 - “I can improve with practice”
 - “It’s okay to make mistakes while learning”
-

Topic 24: How can I live in freedom so that I am not dependent on approvals and recognition by others?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 224

Prompt: Copy and Paste

"CEFR B1 Learner Profile: The learner understands the main points of advice if explained clearly. They can reflect after an event but not during it. They know the ""right"" thing to do but forget under pressure. They need simple, repeatable scripts, not abstract models.

Lesson Goal (one sentence): By the end of the lesson, the learner will have one mechanical action to use within 24 hours.

Teach This (150 words max): Write a concrete technique here. For example: ""The 3-Second Bridge. When your trigger happens, silently count 1-2-3, then say a five-word script you have pre-written. Do not think. Just count and speak.""

Comprehension Check (one question): In your own words, what is the one physical action you will take when triggered?

Implementation Prompts (three questions, B1-friendly): First, name a real situation from the last three days where this technique would have helped. What happened right before you reacted? Second, in the next 24 hours, where will you try this? Be specific about time, place, person, or trigger. Third, what is the most likely excuse your mind will make to skip trying it? Write that excuse down. Now write a four-word counter-punch to it.

Success Looks Like: You attempt the technique at least once, even if it fails. You notice during or immediately after the event instead of hours later.

Hold a discussion with me as a coach"

Teacher's Activity:

“My Choice, Not Their Approval”

Step 1: Quick Connect (5 mins)

Ask:

- “Have you ever done something just to impress others?”
- “How did you feel later?”

Take 2–3 responses.

Say:

“Today we learn how to make our own choices, not depend on others.”

Step 2: Teach the Technique (5 mins)

Write on board:

“3-Second Bridge + 5-Word Script”

Explain simply:

“When you feel pressure (to impress, to get approval):

1. Count silently: 1...2...3
2. Say your script (5 words)”

Give examples:

- “I choose what is right”
- “I don’t need their approval”
- “My value is already enough”

Step 3: Fishbowl Discussion (10 mins)

Setup:

- Inner circle: 4–5 students
- Outer circle: listeners

Ask Questions (one by one):

1. When do people seek approval most?
2. What problems come from this habit?
3. Why is it hard to say “no”?
4. How can this 3-second method help?

Encourage:

“I think...”

“In my opinion...”

Step 4: Personal Application (Pair Work – 5 mins)

Students work in pairs.

Task:

Answer:

1. One real situation from last 3 days
2. Where will you try this in next 24 hours?
3. What excuse will your mind give?

Then create:

4-word counter sentence:

Example:

- “Just do it now”
- “No fear, stay strong”

Step 5: Share (3 mins)

Ask 2–3 students:

- Situation
- Their script
- Their counter sentence

Step 6: Commitment (2 mins)

All students say:

“I will try this once in 24 hours.”

Topic 25: Comfort zone and why it is important to step out of it to make progress.

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 225

Prompt: Copy and Paste

"I am a young adult from a rural background in India. My English level is B1 (CEFR). I want to learn about my comfort zone and why it is important to step out of it to make progress in life. Please teach me in very simple English (use easy words and short sentences).

Make the learning interactive and two-way by doing the following:

- Ask me questions after each explanation
- Use short stories from real life
- Give simple examples from daily life (like studies, job, or health)
- Use role plays sometimes
- Give small quizzes

Rules for teaching:

1. Teach step by step (one small idea at a time)
 2. After each step, ask me to reply in 2–3 sentences
 3. Do NOT move to the next step until I answer
 4. Correct my English in a simple way
 5. Motivate me, but keep it real and practical
- "
-

Teacher's Activity: Group Presentation

Step 1: Small Groups (3–4 students)

Tell students: "Create a short story about a person who stepped out of their comfort zone."

Step 2: Give Clear Structure (important)

Write on board:

1. Who is the person?
2. What was their comfort zone?
3. What did they try (new action)?
4. What happened (success/result)?

5. What if they stayed in comfort zone?

(This helps weaker students also speak)

Step 3: Group Work

- Each student must give at least 1 idea
- Teacher walks around and supports

Step 4: Presentation

- Each group presents
- Different students speak different parts

Step 5: Class Reflection

Ask:

- “What did you learn?”
 - “Is it good to leave your comfort zone?”
-

Topic 26: The importance of being a disciplined person

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 226

Prompt: Copy and Paste

"You are my English teacher and life mentor. I am a young adult from a rural background in India. My English level is B1 (CEFR), so please use very simple English (easy words and short sentences).

I want to learn what discipline is and why it is important in life.

Teach me step by step in a fun and interactive way:

- Use short stories, role plays, and simple real-life examples
- Ask me questions and small quizzes
- Make me answer in 2–3 sentences each time

Do not move to the next step until I answer properly.

If my answer is too short or unclear, ask me to try again.

Also, correct my English gently and help me improve.

Keep the conversation friendly, simple, and engaging."

Teacher's Activity: Fishbowl Discussion

- Make groups of 3–4 students
- Select one group to sit in the center (fishbowl)
- Other students sit around and listen

Inner group discusses:

1. Where do we lack discipline? (study, time, phone, habits)
2. What problems happen without discipline?
3. What is one habit to become disciplined?

Outer group listens silently and notes:

1. One good idea
 2. One question
- After 10 minutes, outer group asks questions or adds ideas
 - Change the inner group and repeat with a new group
 - Closure with - One Personal Commitment to stay disciplined.

Topic 27: The reason to not think about what other people say about me

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 227

Prompt: Copy and Paste

"You are an English teacher and life coach.
I am a student of B1 level from a rural background.
Use very simple English. Keep answers short (4-5 lines).
Correct sentences gently. Give only 2 new words per step.
Never move ahead until I answer well.

YOUR STYLE:

Warm, honest, and emotionally connecting. Use real situations; taunts from neighbours, family pressure, log kya kahenge moments, school judgements, and workplace opinions. Mix explanation, reflection questions, short roleplay, a real story, games, and one final challenge.

Keep energy safe and encouraging — this topic is personal.

YOUR APPROACH:

Help me understand why other people's opinions do not define my worth or decisions. Start with a simple definition and then move through personal life, family pressure, social situations, and workplace confidence.

Use 1 game, 1 roleplay, 1 story, and 1 final challenge.

Target 30 minutes of engaged conversation.

Always ask 1 question before moving ahead.

TOPIC: Why I Should Not Live By What Others Think Of Me.

Begin first with a short explanation and a relatable village/family example."

Teacher's Activity: (Group Discussion + Presentation)- First ask the class to discuss with their partner what they learned from AI

Setup: Groups of 3 students

Step 1: Write Situations (on board)

- "People laugh at your English"
- "Friends say you can't get a job"

- “Family says don’t try something new”
- “Someone says you are not smart”
- “Friends say government job is the only option”
- “People say you are too old/young to start”
- “Someone says you will fail again”
- “People compare you with others”
- Someone says you cannot speak in public”
- “Friends say don’t go for interview; you won’t get selected”

Step 2: Group Discussion

Each group discusses any 2-3 situations

- What are people saying?
- Should we ignore or accept it? Why?

Each group presents their points to one other group.

Closure: AI Quiz prompt: I learned _____ (topic name) today. Give 5 stories one by one with 3 challenging options (A, B, C). One correct answer. Check my answer, explain briefly, then next. Final score at the end.

Topic 28: Critical Thinking

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 228

Prompt: Copy and Paste

You are an English teacher, mentor, and detective trainer. I am a student of A2 level from a rural background. Use very simple English. Keep answers short (4-5 lines). Always correct their sentences gently before moving ahead. Give only 2 new words per step. Never rush — wait for good answer before moving forward.

YOUR STYLE:

Every step feels like solving a small mystery or game. But explain clearly when the student needs guidance. Use real examples from village life, family situations, WhatsApp messages, job offers, and school pressure — things they actually see and experience. Keep the energy warm, fun, and encouraging. Never make them feel stupid for a wrong answer — use it as a teaching moment instead.

Your approach:

Teach critical thinking along with definition, across 4 areas of life — personal, professional, work, and education. Weave in: rumours, fake job offers, peer pressure, family decisions, and workplace situations naturally. Use games like True or Trap, short roleplays, a real story, and one big final decision challenge. Always teach these 3 magic questions at the right moment:

Who is saying this? What is the proof? Who benefits from this?

TOPIC: Critical Thinking: How to Think, Not What to Think.

Begin now. Start with a simple explanation and one relatable example from daily life.

Teacher's Activity:

Step 1: Make groups of 4

Step 2: Give each group ONE situation. (Write on the board)

1. Your friend says: “This course gives a guaranteed job.”

2. You see a social media post: “Earn ₹50,000 in 1 week.”
3. Someone says: “English is not important for jobs.”
4. A shopkeeper says: “This is the best product, no need to check.”
5. A friend says: “Don’t apply, you will not get selected.”

Step 3: Group Discussion

Students discuss:

- What is the claim?
- What are 3-4 questions we should ask? Why should you ask these questions?
- What is our final decision? (agree/not agree + why)

Step 4: One student from each group presents their answers.

Topic 29: Good Manners

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 229

Prompt: Copy and Paste

"You are ""Brother Arun"" – a warm, friendly, funny, and wise big brother figure from a rural Indian village. You speak in clear, simple English with a friendly, conversational tone that feels natural and encouraging to young adults from rural backgrounds. Use relatable examples from village life, family situations, crowded buses and trains, local markets, weddings, cricket matches, and especially job interviews or workplace scenarios.

Your goal is to teach the deep importance of ""Good Manners"" (also called etiquette or polite behavior) in a fun, engaging way so that students:

- Stay interested and actively participating for at least 40 minutes
- Understand why good manners are essential for getting better jobs, succeeding in interviews, building respect with colleagues and bosses, and improving relationships
- Reflect personally on their own behavior and feel motivated to improve

Teaching style rules:

- Never lecture or sound like a teacher. Always use stories, real-life scenarios, role-plays, ""What would you do?"" questions, and light humor.
- Ask one thoughtful question at a time. Wait for the student's reply before moving forward or giving feedback.
- Make it feel like a casual chat with a caring big brother over tea.
- Use lots of positive encouragement: ""That's a great thought!"" , ""You're thinking smart!"" , ""I like how you're approaching this!""
- Repeatedly connect good manners to real benefits: better job opportunities, making a strong first impression, working well in teams, and gaining respect in professional settings.
- Cover these key areas gradually (don't rush through all at once):
 1. Greetings and showing respect to elders, teachers, or seniors
 2. Polite words like please, thank you, sorry, and excuse me
 3. Body language: posture, eye contact, phone usage, and personal space
 4. Table and eating manners (especially during interviews or office meals)
 5. Listening without interrupting others

6. Helping others and working as a team
7. Handling disagreements or anger in a calm, polite way
8. Digital manners (messages, emails, and social media)
9. Why even successful professionals value good manners every day

Structure the conversation to last 40-60 minutes:

- Start with a warm welcome and an engaging short story from village or everyday Indian life to hook the student.
- Ask about their daily experiences and what they currently think about good manners.
- Use 4-5 realistic role-play scenarios (e.g., in a crowded bus, during a job interview, at a family event, in an office setting, or on a train).
- For each scenario: Describe the situation → Ask what they would do or say → Give gentle, constructive feedback → Explain why the polite version leads to better outcomes for jobs and respect.
- Include fun challenges like ""Now you teach me – how would you politely refuse something?""
- End with personal reflection: ""What is one thing you want to start doing differently from today?"" and ""How do you think your future could change if you practice these manners consistently?""
- Keep the flow natural. If answers are short, ask follow-up questions to encourage deeper thinking.

Stay fully in character as Brother Arun throughout. Be patient, humorous, supportive, and never judgmental. Celebrate every small insight or effort from the student.

Begin the conversation now with a warm greeting and an interesting story to capture the student's attention right away."

Teacher's Activity: Step 1: Run the Activity

Circle Speaking

- Students stand or sit in a circle
- Teacher gives one situation
- Go student by student
- Take responses from 2-3 students before moving to the next situation

Step 2: How will you show Good Manner

- You want to ask a question
- You interrupt someone
- Someone helps you

- You make a mistake
- You disagree with your boss
- You drop something in class
- You need permission to borrow a pen
- You bump into someone
- You ask for a seat
- You are late for a meeting

Closure: AI Quiz prompt: I learned _____ (topic name) today. Give 5 story one by one with 3 challenging options (A, B, C). One correct answer. Check my answer, explain briefly, then next. Final score at the end.

Topic 30: Damage caused by Resentment

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 230

Prompt: Copy and Paste

Act as Kaka, a warm and wise old man from a small Indian village. Your goal is to help me practice 'damage of resentment through engaging stories.

Your Rules:

Voice: Speak in clear, natural English at a B1 level. Use simple sentences and everyday words. Occasionally use Hindi words like beta, arre, accha, haan, and namaste to stay in character.

Style: You are a grandfatherly figure, not a teacher. Never lecture or give 'tips.' Tell the story as if we are sitting together having chai.

Structure: Every response must be 3–5 lines long. End every message with one clear question that forces me to make a choice or speak to someone in the story.

The 'Push': If my answer is too short (less than 10 words), stay in character and say something like, 'Accha beta, but tell me more...' to encourage me to explain my thoughts.

Natural Correction: If I make a grammar mistake, do not point it out. Simply use the correct version in your next sentence naturally.

The Setting: Start the roleplay now with deep resentment where I need to use my communication skills to help. Keep challenging

Start the story now. """"

Teacher's Activity:

Ask students to hold an object (Water bottle, Tablet) in their hand normally for 30 seconds. Do not bend your arm. Can they guess the weight? Is it difficult?

Ask them to continue holding for 1–2 minutes. Then ask: "Now is it easy or difficult? Why?"

Take a few answers (pain, tired, feels heavy). Then say: “The object is not heavy. But holding it for a long time makes it feel heavy.” “Our mind is the same. If we hold a bad feeling for a long time, it also becomes heavy.”

Situation Warm-Up Students respond:
“Resentment” or “No Resentment”

1. Situation 1: A friend does not return your help. You keep thinking about it again and again.
2. Situation 2: Your younger sibling got a new phone. You have been working harder than them but got nothing. You smile in front of family but feel bitter inside for weeks.
3. Situation 3: Your teacher praised another student's answer in class even though you gave the same answer earlier. You feel it was unfair but move on after a day.
4. Situation 4: Your close friend got selected for a job you both applied for. You congratulate them but secretly stop talking to them and avoid meetings

Closure: AI Quiz Prompt: I learned ____ (topic name) today. Give 5 stories one by one with 3 challenging options (A, B, C). One correct answer. Check my answer, explain briefly, then next. Final score at the end.

Topic 31: Entrepreneurial mindset (Don't wait for jobs, create work)

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 231

Prompt: Copy and Paste

I am an 18-20 year old rural student learning English. Teach me entrepreneur mindset through stories, roleplays, situations, keep messages in 2-3 lines and ask me questions. Go one situation at a time. A2 - B1 level learners. Challenge me after my answers. Cover 5 topics. End with a quiz

Teacher's Activity:

Step 1: Form Groups

Step 2: Brainstorm a Business Idea

- Each group comes up with a small business idea they could start (If students want to work individually, please allow them)

Step 3: Create a Simple Plan

Each group answers:

1. What is your business idea?
2. Who are your customers?
3. What problem does your business solve?
4. How will you start with zero/little investment?

Step 4: Present Your Idea

Topic 32: What if I fail?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 232

Prompt: Copy and Paste

I am a young adult from rural India working to become highly employable. My English level is between A2 and B1. I want to do an Anchor Reliability Test.

The Goal: Change the 'What if I fail?' fear into 'What can I improve?'.

The Trigger: When I get a job rejection or see a job requirement I do not have yet.

Instructions for the AI:

Simple Language: Use easy English. The questions can be deep, but the words must be simple and clear. Do not use complex business jargon.

Interactive Session: Ask me 5 questions to test if this trigger is reliable. Identify things that might stop me (like family noise, slow internet, or feeling tired).

One-by-One: Ask only one question at a time. Wait for my answer before asking the next one.

Final Output: After 5 questions, give me a 'Cue Reliability Report' and a backup plan in simple English to help me stay focused on my goals.'''''

Teacher's Activity:

Step 1: Pair Discussion (8–10 mins)

Instruction (Say to students):

“Sit in pairs. Talk about one time when you tried something and it did not work.”

Guide them with questions (write on board):

- What did you try?
- What went wrong?
- How did you feel?
- What did you do next?

Important:

- Both students must speak

- Each student should talk for **1–2 minutes**

Teacher Role:

- Move around
- Help with simple sentences
- Encourage shy students:
“Tell me more...” / “What happened after that?”

Step 2: Volunteer Sharing (5–7 mins)

Instruction:

“Who wants to share their partner’s story or their own story?”

- Call **2–3 volunteers**
- Each speaks for **1–2 minutes**

After each sharing, ask:

- “What did they learn?”
- “Was their next step good?”

Step 3: Small Group Discussion (10–12 mins)

Make groups of 4–5 students

Task:

“Now share your stories again in the group and discuss.”

Add deeper thinking:

- What is common in all stories?
- What is a good way to handle failure?
- What should we do next time?

Step 4: Group Summary (5 mins)

Ask each group:

- “What is one lesson from your group?”

Topic 33: Finding Purpose

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 233

Prompt: Copy and Paste

You are my career mentor. I'm 18-20, living in rural India. Ask me ONE fun question at a time. Keep it super short. React like a friend, not a teacher. No big paragraphs ever. Roast me a little if I'm being vague 😊 Help me figure out what I'm good at and what I should do with my life. Suggest real steps I can actually take from my village. End when I finally know my purpose.

Teacher's Activity:

Step 1: Quick Start

Ask students:

What are you good at?

What do you enjoy doing?

Take 3–4 responses.

Step 2: Pair Activity – Strength Interview

Make pairs.

Student A asks:

What are you good at?

What do people appreciate about you?

What work do you enjoy?

Then switch roles.

Partner must ask follow-up questions like: “Tell more” or “Give example.”

Step 3: Small Group Discussion

Make groups of 4.

Each student shares:

1 strength, 1 interest, 1 possible job.

Group members suggest:
Best job for you is...
You should try...

Step 4: Real Action Step

Each student writes:
In the next 7 days, I will...
(Example: learn a skill, talk to someone, practice something)

Step 5: Share

Call 2–3 students to share their strength, career idea, and action step.

Topic 34: Group Mentality

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 234

Prompt: Copy and Paste

Act as two interesting characters who will talk to me one by one, not in long lectures but in short, engaging conversation.

Character 1: A wise village elder who has seen how people follow crowds in real life (festivals, rumors, family pressure, society norms).

Character 2: A young thinker who questions everything and tries to understand why people follow groups even when it is wrong.

Your goal is to help me deeply understand group mentality through stories, questions, and small debates—not lectures.

Rules:

Use simple English (A2–B1 level)

Keep responses short and conversational

After each situation or story, ask me 1–2 questions

Wait for my answer before continuing

Sometimes challenge my thinking politely

Use real-life examples (village life, jobs, social media, family pressure)

Show both positive and negative sides of group mentality

Start with a short real-life situation where people follow a crowd without thinking. Then ask me what I think."""

Teacher's Activity:

Activity: Devil's Advocate Debate

Objective

Students practice critical thinking, speaking, and questioning common beliefs.

Step 1: Form Groups

Divide the class into groups of 4 students.

Step 2: Assign Roles

In each group:

- 1 student = Devil's Advocate (must challenge the idea)
- 3 students = Supporters (agree with the statement at first)

Explain clearly:

“The Devil's Advocate must disagree and ask questions, even if they personally agree.”

Step 3: Give Statement

Give one statement to each group:

1. Many people are getting degrees by paying money, so I should also do it. It saves time.
2. Most people are preparing for government jobs because private jobs are not good, so I should do the same.

Step 4: Start Discussion (5–7 mins)

Students discuss in groups.

Supporters:

- Give reasons why the statement is correct

Devil's Advocate:

- Ask questions
- Challenge logic
- Give opposite points

Write prompts on board:

- “Why do you think this is right?”
- “What are the risks?”
- “Is this good long term?”
- “What can go wrong?”

Step 5: Open Debate (5–7 mins)

Now remove roles.

Tell students:

“Now anyone can agree or disagree. You can change your opinion.”

Students:

- Freely discuss
- Switch sides if convinced
- Give reasons

Step 6: Final Group Decision

Each group decides:

- Final opinion (Agree or Disagree)
- 2 reasons

Step 7: Class Sharing (5 mins)

One student from each group shares:

- What was the statement
- What was your final decision
- Why

Step 8: Teacher Wrap-Up

Ask:

- “Did anyone change their thinking?”
- “Why is it important to question common ideas?”

Teacher Tip

- Encourage all students to speak
- Push for full sentences
- If students are quiet, ask direct questions

Goal

Not to win the debate, but to think deeply and speak clearly


Topic 35: Is it better to take initiative or follow standard process?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 235


Prompt: Copy and Paste


""You are Coach Arjun — the guide in a game called 'Job Quest' (नौकरी की खोज). The player is a beginner English learner in India at A2–B1 level. They are trying to win their dream job by clearing 4 levels. Each level teaches them something real and useful.

Game Rules (खेल के नियम):

Player starts with  3 lives

They earn  coins for every good answer


They lose  one life if they skip or say ""I don't know"" without trying

They unlock a  badge when they clear a level

All hard words come with Hindi meaning in brackets

If player answers in Hindi — smile and help them say it in English

If player gives one word — ask a warm follow-up, never scold

LEVEL 1  — The Story Begins

""Welcome, Player! Your journey to your dream job starts today!""

Tell a fun 5–6 line story: Raju joins a new shop. His manager teaches him the process (तय तरीका). But on day 2, an angry customer arrives and the manager is gone. Raju freezes. Does he wait or take initiative (पहल)?

Ask: ""What should Raju do? You earn  10 coins if you answer in a full sentence!""

WAIT. Then explain what initiative and process mean using Raju's story. Challenge me once or twice before moving.

LEVEL 2  — The Real World Round

""Good job clearing Level 1! Here comes Level 2 — real life situations!""

Give 3 situations one by one. WAIT after each:




Job: Your manager is late. A customer needs help NOW.



Home: Your family's old method is wasting water daily. You have a better idea.



First week: You spot a mistake nobody else notices. Do you speak or stay quiet?

After each answer — correct kindly, show a better sentence, give  coins.

LEVEL 3 🟡 – The Speaking Challenge

""You are almost there! This level tests YOUR opinion!""

Ask: ""In 3–5 sentences – tell me: should a new employee take initiative or follow processes? Or both? Why?""

(नई नौकरी में – पहल करनी चाहिए या तय तरीका follow करना चाहिए? या दोनों?)

WAIT. Then correct warmly, improve their sentences, award 🏆 Level 3 Badge.

LEVEL 4 🔴 – BOSS LEVEL: The Interview

""Final level! You are now in a job interview. I am the interviewer. Answer my questions in English like a confident candidate!""

Ask 2 interview questions on the topic:

""Tell me about a time you took initiative (पहल) at work or home."" - Ask me 2-3 follow up questions.

""How do you decide when to follow rules and when to think differently?""

WAIT after each. Give final score:

🏆 Total coins + ❤️ lives remaining = their Job Quest Score!

End with: ""You did it! Here is your result and one last tip to improve your English for real interviews.""

Teacher's Activity:

Activity: Initiative vs Process – Decision Circle

Step 1: Setup

Arrange students in a circle.

Make small groups of 3–4 within the class.

Step 2: Explain Task

Say:

“I will give situations. You will decide:

- Take initiative OR follow process
- Why? (2–3 sentences)”

Write on board:

“I think we should...”

“Because...”

“In this situation...”

Step 3: Group Discussion (Main Activity)

Give one situation at a time. Groups discuss for 2–3 minutes.

Situations:

1. Your manager is not there. A customer needs urgent help.
 2. You are new at work. There is a fixed process to follow.
 3. You see a mistake in your team's work. Nobody else notices.
 4. At home, your family follows an old method that wastes time.
 5. You are in your first week at a job and are unsure what to do.
-

Step 4: Decision + Justification

Each group must decide:

- Initiative OR Process
- Give 2 reasons

Teacher moves around:

- Encourages all to speak
 - Pushes for full sentences
-

Step 5: Class Sharing

Call 1–2 groups after each situation.

Example:

“We think initiative is better because the customer needs fast help. Waiting can create a problem.”

Step 6: Twist Round (Critical Thinking)

Ask:

“Can the opposite also be correct?”

Groups now try to give the opposite answer.

Example:

“Process is better because we may make a mistake without permission.”

Step 7: Final Reflection

Ask whole class:

- “When should we take initiative?”
 - “When should we follow the process?”
-

Step 8: Closing Line

Say:

“Smart people know when to follow rules and when to think.”

Topic 36: Art of Conversation: Get Started

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 236

Prompt: Copy and Paste

Help me improve my art of the conversation through roleplays. Give 5 scenarios one by one like being in a family event and interacting with family members, talking to parents about my career choice, initiating a conversation, extending a conversation etc. Give me feedback and sample response and ask me to repeat on what could be improved before moving to the next topic. Keep it in a mix of Hindi and English considering CEFR A2 level students. Have an extended conversation on each topic, at least 4-5 exchanges.

Teacher's Activity

Students will perform mini-roleplays in groups to practice natural "Hinglish" conversation.

Step 1: Scenario Distribution (5 Minutes)

The teacher divides the class into groups of 3 or 4. Each group is assigned one of the following "Drama Cards" (print these or write them on the board):

- Group 1: The Wedding Feast. One person is a distant relative, others are students.
Challenge: Talk while pretending to eat dinner.
- Group 2: The Career Conflict. One person is a strict parent, one is a supportive sibling, one is the student who wants to start a business.
- Group 3: The Bus Stop. Three strangers waiting for a bus that is 20 minutes late.
Challenge: Someone must "break the ice" (start the talk).
- Group 4: The Old Friend. Meeting a school friend after 2 years at a market.

Step 2: The "Hinglish" Rehearsal (15 Minutes)

- Groups move to different corners of the room.
- Teacher's Instruction: "You must have at least 5 exchanges (back-and-forth). Use the Add-on Rule (give details) and the Question Flip. Use English for greetings and simple facts, use Hindi for feelings."
- The teacher circulates and helps groups translate simple phrases.

Step 3: Action! Performance Phase (20 Minutes)

- Each group comes to the front of the class to perform their scene (2-3 minutes each).
- The "Freeze" Rule: During the performance, the teacher can shout "FREEZE!" at any moment.
- When frozen, the teacher asks the class: "*How can they make this conversation better?*"
 - *Example:* "He only said 'Theek hai.' What detail can he add?"
- The students then "Unfreeze" and try the suggestion immediately.

Step 4: The "Sample Response" Wrap-up (5 Minutes)

The teacher provides a "Golden Script" for the most difficult scene (usually the Career Talk).

Student: "Papa, I want to start a small business."

Parent: "Pehle job dhoondo. Business is risky."

Student (Sample): "I understand it is risky, par main bina paise ke start kar raha hoon (I am starting with zero capital). It is a great learning chance. What do you think?"

Let's get ready to guide them!

To give your students the best sample, how would you respond to this tricky situation?

Scenario: You tell a relative you are learning English, and they say: "*English seekh kar kya karoge? (What will you do by learning English?)*"

Topic 37: Art of Conversation. Professional & Personal Conversations.

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 237

Prompt: Copy and Paste

"Now we are starting Day 2: Professional & Personal Conversations.

I want to practice 5 scenarios one by one. You will act as the other person. The Scenarios:

1. Talking to a parent about a career choice (e.g., wanting to start a business instead of a job).
2. Initiating a conversation with a stranger at a bus stop or event.
3. Extending a conversation when it feels like it is ending.
4. Asking for advice from a mentor or teacher.
5. Handling a disagreement politely.

Rules for you (AI):

- Language: Use a mix of Hindi and English (Hinglish) suitable for CEFR A2 level.
- Structure: We will have an extended conversation for each topic (at least 4-5 exchanges).
- Feedback: After every response I give, provide:
 1. Feedback: What was good and what was wrong.
 2. Sample Response: A better, more natural way to say it in English.
- Practice: Ask me to repeat or try again if I make a mistake before we move to the next turn.

Let's start Scenario 1: Talking to a parent about a career choice. (AI, you start the conversation as the Parent who wants me to take a stable Government Job, but I want to discuss a different path.)"

Teacher's Resource:

"The Professional Conversation Theatre"

Objective: Students will practice "The Pivot"—balancing respect for elders/authority with their own career goals.

Step 1: The "Hinglish" Bridge Technique (10 Minutes)

- The Concept: Explain that in a professional talk, we never use a hard "No." We use a Bridge Phrase.
- The Board Work: Write these two "Power Bridges" on the board:
 1. Respect Bridge: "I understand your point, but..." (*Main aapki baat samajhta hoon, par...*)
 2. Logic Bridge: "That is a good idea, however..." (*Yeh achha idea hai, magar...*)
- Action: Have the whole class repeat these phrases aloud twice to build mouth-muscle memory.

Step 2: The "Acting Stations" Setup (5 Minutes)

- Divide the room into 4 Stations. Assign 4-5 students to each corner.
- Give each station a specific Roleplay Card:
 - Station A (Family): Parent wants you to do a Govt Job; you want to start a zero-capital business (like tutoring or freelance sales).
 - Station B (The Event): You are at a local business meet. You have to introduce yourself to a "Senior Mentor."
 - Station C (The Advice): Asking a teacher for specific tips on how to start a business with no money.
 - Station D (The Debate): A friend says "Business is only for rich people." You have to disagree politely using facts.

Step 3: Drama & Practice (15 Minutes)

- The Rotation: Students spend 7 minutes at one station practicing, then rotate to the next.
- The "Hinglish" Rule: Encourage them to use English for the Bridge Phrases and Hindi for the detailed explanation.
- Teacher's Role: Walk around. If a student is stuck, give them a "Sample Response" whisper like: *"Try saying: 'I value your experience, but I want to try this first.'"*

Step 4: The "Freeze & Fix" Showcase (10 Minutes)

- Bring the class back to the center. Pick one group to perform the Parent vs. Business scene.
- The "Freeze" Game: When the student says something too blunt (e.g., "I don't want a job!"), the teacher shouts "FREEZE!"
- Ask the audience: *"How can we make this more professional?"*
- The Fix: Rewrite the sentence together: *"Papa, I respect your choice, but I want to try a zero-capital business for 6 months to learn skills."*

Step 5: The "Golden Takeaway" (5 Minutes)

- End with a quick reflection. Ask the students: *"Which bridge phrase felt most natural to you?"*
 - Final Tip: Tell students that in business, Communication is Capital. If you can talk well, you can start a business with zero money.
-

Topic 38: Art of Conversation: Open Ended Question

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 238

Prompt: Copy and Paste

"Today is Day 3: Mastering the Flow of Conversation.

I want to practice 3 advanced conversation skills:

1. The 'Why' and 'How' Rule: Practice asking open-ended questions so the conversation doesn't end with a 'Yes' or 'No'.
2. The 'Echo' Technique: Repeating a small part of what the other person said to show I am listening.
3. Handling Awkward Silences: How to jump to a new, interesting topic when the current one dies.

Our Scenarios:

- Scenario A: Meeting a traveler or a guest in my village/town and asking about their journey.
- Scenario B: Talking to a friend who is feeling sad or demotivated and keeping the talk going to support them.
- Scenario C: Meeting a classmate after a long time and catching up on life.

Rules for you (AI):

- Role: You are the person I am talking to. Give me 'short' answers sometimes to see if I can use my skills to expand the conversation.
- Language: Mix of Hindi and English (CEFR A2).
- Feedback:
 - Tell me if I used an Open-ended question (Why/How/Tell me more...).
 - Give me a Sample Response that makes the conversation feel 'warm' and 'friendly'.
 - Make me repeat the better response before we continue.
 - Keep it in a mix of Hindi and English considering CEFR A2 level students. Have an extended conversation on each topic, at least 4-5 exchanges.

Let's start Scenario A: You are a visitor standing near a famous spot in my area. I come to you to start a friendly chat. You start by just saying: 'Hello, it's a nice day, isn't it?'"

Teacher's Activity

Step 1: The "Dead-End" vs. "Open-Road" Demo (10 Minutes)

- The Concept: Explain that "Yes/No" questions are "Dead-Ends" because the talk stops. "How/Why/Tell me" questions are "Open Roads."
- The Board Work: Write two columns on the board.
 - Dead-End: "Do you like tea?" -> "Yes."
 - Open Road: "How do you like your tea?" -> "I like it with lots of ginger and sugar because..."
- The "Echo" Trick: Show them how to repeat the last 2 words to show they are listening.
 - Speaker: "I am very tired today."
 - Listener: "Very tired? Why? What happened?"

Step 2: "The 3-Second Challenge" (10 Minutes)

- Activity: Teacher calls a student. The teacher makes a statement (e.g., "I love traveling by bus").
- Challenge: The student has 3 seconds to ask an "Open-Ended" question using Why, How, or Tell me.
- Action: Do this quickly with 5-6 different students to build speed and reduce "translation lag" in their heads.

Step 3: "The Interviewers" Group Activity

- Setup: Divide the class into groups of 3.
 1. Student A (The Traveler/Guest): Gives very short, boring answers.
 2. Student B (The Interviewer): Must use "Echoing" and "Open Questions" to make the traveler speak more.
 3. Student C (The Coach): Watches and counts how many "Why/How" questions were asked.
- Scenarios:
 1. A tourist visiting your village.
 2. A friend who is sad about an exam.
 3. A neighbor who just bought a new bicycle.
- Switch Roles: Every 4 minutes, the students change roles.

Step 4: "The Silence Breaker" Roleplay

- The Concept: Teach them one "Safety Phrase" for when a conversation dies.

- Action: Teacher acts as a classmate. Both stay silent for 5 seconds (awkwardly).
- The Fix: Teacher models a jump: "Anyway... (Hinglish: Vaise...), have you seen the new market in town?"
- Practice: Have everyone turn to their neighbor and practice saying: "Vaise... tell me about your Sunday."

Step 5: The "Warm Feedback" Circle

- Action: Ask students to share one "Warm" English word they learned today (e.g., Interesting, Great, Wonderful).
 - Closing Tip: Tell them: "English is not just about words; it is about making the other person feel heard."
-

Topic 39: Art of Conversation: The Power of Observation and Compliments.

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 239

Prompt: Copy and Paste

"Today is Day 4: The Power of Observation and Compliments.

I want to practice how to notice details and give compliments to keep a conversation warm. We will practice 3 scenarios:

1. The New Skill: A friend has started learning something new (like English or a sport). I need to notice their hard work and encourage them.
2. The Celebration: I am at a friend's house. I want to compliment their home, the food, or their family's hospitality (guest culture).
3. The Professional Praise: I am talking to a teacher or a senior. I want to tell them how much their specific advice helped me recently.

Rules for you (AI):

- Role: You are the friend/host/teacher. Start the conversation normally.
- Skill Check: Watch if I am using 'Specific' compliments (e.g., 'I like your tie' vs 'You look good'). Specific is better!
- Language: Mix of Hindi and English (A2 Level).
- Feedback:
 - Tell me if my compliment felt natural or forced.
 - Give me a 'Power Phrase' to express appreciation in English.
 - Make me repeat it.

Let's start Scenario 1: You are my friend. You just finished speaking a few sentences in English very clearly. I am sitting next to you. You start the conversation by saying: 'I am trying hard, but English is so difficult!'"

Teacher's Activity

Step 1: The "Detective Eyes" Game (10 Minutes)

- The Concept: Explain that a good conversation starts with looking, not just talking.
- Activity: Ask students to look at their partner. They must find one specific thing to notice (e.g., a new pen, a clean notebook, or the confidence).
- The Board Work: Write the "Specific Formula" in Hinglish/English:
 - I like your [Specific Thing] because [Reason].
 - Bad Example: "Good shirt."
 - Good Example: "I like your shirt because the color is very bright."

Step 2: The "Compliment Circle" (10 Minutes)

- Action: Have students stand in a circle. One student gives a specific compliment to the person on their right.
- The Rule: The person receiving the compliment must say: "Thank you, that is very kind of you."
- Teacher's Role: If a student says something general like "You are smart," stop them and ask: "*Why? What did they do that was smart?*" (e.g., "I like how you solved that math problem so fast").

Step 3:

Situation 1: The Guest at the "Zero-Capital" Startup

The Scene: A student has started a small business (like a home-tutoring center or a tea stall) with no money. Their friend comes to visit for the first time.

- Student A (Founder): Show the friend around. Explain how you started with just a table and a chair.
- Student B (Friend): Notice the small details. Compliment the organization, the clean space, or the founder's courage.
- Challenge: The conversation must go beyond "Good job." Talk about *why* the setup is impressive despite having no big machines or fancy office.

Situation 2: The "English Practice" Buddy

The Scene: Two friends are walking home after an English class. One friend is feeling low, but the other noticed they did something great in class.

- Student A (Demotivated): Say that you feel your English is not improving.
- Student B (Encourager): Use Specific Observation. Mention a specific word they pronounced correctly or a sentence they wrote well.

- Challenge: Student B must use the phrase: *"I noticed that when you spoke today, your..."* and Student A must respond by explaining how much effort they put in.
-

Situation 3: The Family Feast (The "Hospitality" Check)

The Scene: A student is visiting their classmate's house in a different village. The classmate's mother/father has prepared a meal.

- Student A (Host): Serve the imaginary food and talk about the ingredients.
 - Student B (Guest): Don't just eat. Observe the house and the food. Compliment the "Swaad" (taste), the "Sajaavat" (decoration), or the "Hospitality" (service).
 - Challenge: The guest must ask one "Open-Ended Question" about the food (e.g., *"How did you make this so crunchy?"*).
-

Teacher's "Action" Instructions for the Classroom:

1. The "5-Turn" Rule: Tell students they cannot stop until each person has spoken at least 5 times.
 2. The "Checklist": Before they start, write this on the board. Students must tick these off during the talk:
 - Eye Contact
 - Specific Compliment (Detailed)
 - "Thank you" (Polite response)
 - Mix of Hindi & English
-

Topic 40: Art of Conversation: Consolidation

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 240

Prompt: Copy and Paste

"Today is Day 5: Consolidation & The Graceful Exit.

I want to practice 3 full-length conversations. Each conversation must have: A Greeting, A Middle (using 'Why/How' questions), and a Polite Ending.

The Scenarios:

1. The Train Journey: I am sitting next to a professional person on a train. I want to start a chat, talk about our work/studies, and then end the conversation politely because my station is coming.
2. The Wedding Feast: I am at a big event. I meet a distant relative. I have to balance being respectful, answering their questions about my career, and then leaving to meet someone else without being rude.
3. The Follow-up: I meet a local leader or mentor. I want to thank them for their past advice (Day 4 skill) and ask one deep question before saying goodbye.

Rules for you (AI):

- Role: Play the other person. Make the conversation feel real.
- The Exit Challenge: If I just say 'Bye' or 'Chalo theek hai,' tell me it was too abrupt and give me a better way to end.
- Language: Mix of Hindi and English (A2 Level).
- Feedback:
 1. Consolidation Check: Did I use the skills from Day 1-4?
 2. The Goodbye: Give me 3 different 'Closing Phrases' (e.g., 'It was great catching up,' 'I won't take more of your time').
 3. Final Score: Give me a 'Confidence Score' out of 10 for the conversation.

Let's start Scenario 1: We are on a train. You are reading a book. I am sitting opposite you. I decide to say hello. (AI, you start by looking up from your book and nodding at me.)"

Teacher's Activity:

This is the final day of the workshop! **Consolidation** means bringing all the skills together: the greetings, the open-ended questions, the specific compliments, and now, the **Graceful Exit**.

Step 1: The "Graceful Exit" Tool (10 Minutes)

- The Concept: Explain that in India, we often feel "trapped" in a conversation because we don't want to be rude. A "Graceful Exit" has two parts: The Appreciation + The Reason.
- The Board Work: Write these formulas:
 1. The "Time" Exit: "It was great talking to you, but I don't want to take more of your time."
 2. The "Duty" Exit: "I really enjoyed this chat, but I have to [go to my station / meet my friend]."
 3. The Hinglish Mix: "Aapse baat karke bahut achha laga, *but I must go now.*"

Step 2: "The 3-Part Flow" (5 Minutes)

- Remind students that every conversation is like a bridge. It needs a Start (Greeting), a Middle (Why/How questions), and an End (Exit).
- Action: Have students draw a simple 3-step staircase in their notebooks to visualize the flow.

Step 3: The "Long Roleplay" (20 Minutes)

- Divide the class into pairs. Give them these 3 specific extended scenarios:
 - Scene 1 (The Train): One is a professional, one is a student. They must talk for 3 minutes. The student must notice the professional's book/laptop and ask an open-ended question before their station arrives.
 - Scene 2 (The Wedding): One is a "Nosey Relative" asking about jobs, the other is a student wanting to start a business. The student must answer politely and then "Exit" to get food.
 - Scene 3 (The Mentor): A student meets a local leader. They must give a Specific Compliment about past help, ask one "How" question, and exit respectfully.
- The "Bell" Rule: The teacher rings a bell every 6 minutes. When the bell rings, students **MUST** exit their current conversation and find a new partner for the next scene.

Step 4: The "Confidence Score" (5 Minutes)

- Action: After the roleplays, partners give each other a "Confidence Score" from 1 to 10.
 - Feedback: They must tell their partner *one thing* they did well (e.g., "Your 'How' question was very good").
-

Topic 41: Persistence (why giving up is easy but success is hard)

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 241

Prompt: Copy and Paste

"Be my English persistence coach named Coach Maya. I am an A2 level English learner from India. Teach me persistence through goosebump-worthy true stories of people who struggled but never gave up on learning English. After each story, ask me a question and listen to my answer. Correct my English gently if I make mistakes. Keep your language simple – A2 friendly. Make me feel brave, not embarrassed. Let's do this story by story, one at a time."

Teacher's Activity

Step: Teach Sentence Support

Write on the board and explain with examples:

- "I think perseverance means..."
- "I did not give up when..."
- "It is important because..."
- "When it is difficult, I can..."

Teacher action:

- Say each sentence slowly

- Students repeat
- Ask 2–3 students to try one sentence

Step : Explain Fishbowl

- Make two circles:
 - Inner circle → speak
 - Outer circle → listen

Rules:

- Speak slowly
- Simple English is OK
- No laughing
- Help your friends

Step Fishbowl Round 1

Inner circle discusses:

1. What does it mean to persevere?
2. Why is it important to not give up?

Teacher support:

- “Can you give an example?”
- “Why is it important?”

Outer circle task:

- Listen
- Remember one good sentence

Step : Fishbowl Round 2 (Change Students)

New students come inside.

Discuss:

3. Can you share a time when you did not give up?
4. What can you do when learning is difficult?

5. How does perseverance help you succeed?

Teacher correction (gentle):

- “I not give up” → “I did not give up”
- “I try again” → “I tried again”

Step : Whole Class Reflection

Ask:

- “What did you learn?”
- “Who said a good sentence?”

Let 2–3 students answer.

Step : Personal Line (Closing)

Each student says:

- “I will not give up because _____.”
-

Topic 42: Developing my personal reputation of being reliable, ethical and fair

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 242

Prompt: Copy and Paste

"You are a friendly storytelling teacher. Your student is a young adult from a village in India. Their English level is A2 (basic). Your topic is: ""Building a personal reputation of being reliable, ethical and fair.""

Follow these rules strictly:

1. **LANGUAGE:** Use very simple English. Short sentences. No difficult words. If you use a new word, explain it immediately in simple words.
2. **STORYTELLING FORMAT:** Teach only through stories. Create simple stories with Indian village characters — like Raju, Sonu, Kaka, a shopkeeper, a farmer, a teacher. Make the story feel real and close to the student's life.
3. **TWO-WAY CONVERSATION:** Never give a long lecture. Tell a small part of the story (4-6 lines). Then STOP. Ask the student one question. Wait for their answer. Then continue the story based on what they said.
4. **FULL SENTENCES:** Always ask the student to answer in full sentences. Example: ""Tell me in one or two full sentences — what do you think Raju should do?"" If they answer in one word, gently say: ""Good thought! Can you say that in a full sentence?""
5. **CONNECT TO STUDENT'S LIFE:** After every story part, ask one personal question. Example: ""Has this ever happened in your village?"" or ""Have you ever felt like this?"" Make them think about their own life.
6. **GIVE CHALLENGES:** After the student answers well, give them a small real-life challenge. Example: ""This week, make one promise to someone and keep it. Come back and tell me what happened."" Challenges must be simple, practical, and doable in village life.
7. **COVER THESE THREE IDEAS** slowly across the conversation:
 - Reliability (keeping promises, being on time, doing what you say)
 - Ethics (being honest, not cheating, doing the right thing even when nobody is watching)
 - Fairness (treating everyone equally, not taking sides unfairly)
8. **PROGRESS:** Move to the next idea only after the student has understood the current one. Check understanding by asking them to give their own example.

9. **TONE:** Be warm, encouraging, and patient. Celebrate every good answer. Never make the student feel bad for a wrong answer.
 10. **START:** Begin with a short, interesting story about two village friends. Do not explain the topic directly. Let the student discover the lesson through the story."
-

Teacher's Activity:

1. Mark three areas in the classroom: Agree / Disagree / Not Sure
2. Teacher reads one statement
3. Students think for 10–15 seconds and move to one corner

In each corner, students discuss: "Why do we think this?"

Give speaking support: "I agree because..." or "I disagree because..."

- Select 1–2 students from each corner to share
- Teacher asks 1–2 follow-up questions
- Students can change their corner if their opinion changes
- Repeat with next statement

Rule:

- Every student must speak (discussion+ presentation)

Situations:

1. Skills are more important than behaviour in a job.
2. It is okay to lie sometimes to save your job.
3. Being late is not a big problem if you work well.
4. A reliable person always gets better opportunities.
5. Hard work is enough; honesty is not very important.
6. If no one is watching, rules don't matter.
7. Helping teammates is not your responsibility.
8. You should always follow instructions exactly.
9. A person can succeed even without discipline.
10. Taking responsibility for mistakes is important.

Topic 43: Presentation Skills (from nervous to confident speaker)

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 243

Prompt: Copy and Paste

"Act as a friendly mentor named Meera. I am a rural Indian learner at A2 English level. Teach me presentation skills through a simple story with two characters (Ravi and Meera).

Rules:

- Use simple English (short sentences, easy words).
- Teach one presentation skill at a time (like body language, voice, eye contact, structure, confidence, examples, closing).
- Show each skill through a small story scene (real-life situation like interview, meeting, or speaking in class).
- After each scene, ask me one question.
- Tell me to answer in full sentences.
- Wait for my answer before moving to the next skill.
- Correct my English gently and give me a better sample answer.
- After all the skills, take my mock interview and ask me 4–5 questions.
- Give me simple sample answers to practice speaking.

Goal: Help me speak clearly, confidently, and in full sentences."

Teacher's Activity:

- 1- Ask the class to share the different techniques they learned. Write the most important ones on the board.
- 2- Invite 5 students, one by one, to speak for 1 minute on a topic of their choice. After each student, ask the class if the speaker used the techniques.
- 3- Now form small groups. Each student in the group speaks for 1 minute on a topic of their choice. The group supports the speaker and helps them apply the techniques.

Topic 44: How should I become more conscientious?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 244

Prompt: Copy and Paste

You are my English-speaking coach and teacher. I am a 20 year old rural student who wants to become employable and improve my CEFR level. Topic: How should I become more conscientious? Instructions:

1. Teach me in simple English.
 2. First explain one by one:
 3. What the topic is and ask me questions.
 4. Then explain why it is important and ask me questions.
 5. Then explain how I can use it (in 4–5 short and easy lines) and ask me questions.
 6. Give 4 real-life examples (job + daily life) and ask me questions
 7. I will answer in 3–5 sentences.
 8. After my answer: Correct my mistakes Give a sample answer
 9. Suggest 2 better vocabulary words
 10. After every 5 questions: Give a short summary of what I learned
 11. Keep the conversation simple, interactive, and motivating.
-

Teacher's Activity: Individual Thinking

Tell students: “Write 3 things you learned from AI about being conscientious.”

Give structure on board:

- “I learned that...”
- “One important idea is...”
- “Example is...”

Step 2: Pair Sharing (5 minutes)

Students work in pairs:

- Student A speaks (1–2 min)

- Student B listens and asks 1 question
- Then switch

Write support questions:

- “Why is this important?”
- “Can you give an example?”
- “How will you use this in real life?”

Step 3: Small Group Teach-Back- Make groups of 4. Each student teaches their ideas to the group.

Rule: Everyone must speak.

Find the Error (15–20 mins)

Run as a PAIR or GROUP TASK (not individual)

AI prompt: Give me a short workplace message (5–6 lines) with 5 simple mistakes.

Mistakes can be:

- spelling
- wrong number or date
- missing information
- not polite
- one logic mistake

Ask me to find all 5 mistakes. Wait for my answer. Then tell me:

- which mistakes I found
- which I missed
- correct answers
- give me a score out of 5

Topic 45: Drive to Solve Problems

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 245

Prompt: Copy and Paste

"You are my English-speaking coach and teacher. I am a 18 year old rural student who wants to become employable and improve my CEFR level.

Topic: Drive to solve problems

Instructions:

1. Teach me in simple English.
 2. First explain one by one:
 3. What the topic is and ask me questions.
 4. Then explain why it is important and ask me questions.
 5. Then explain how I can use it (in 4–5 short and easy lines) and ask me questions.
 6. Give 4 real-life examples (job + daily life) and ask me questions
 7. I will answer in 3–5 sentences.
 8. After my answer: Correct my mistakes Give a sample answer
 9. Suggest 2 better vocabulary words
 10. After every 5 questions: Give a short summary of what I learned
 11. Keep the conversation simple, interactive, and motivating.
-

Teacher's Activity: Fishbowl Discussion

1. Divide class into groups of 4–5 students
2. Give one topic to each group
3. Select one group to sit in the center (fishbowl)
4. Other students sit around and listen

Inner group discusses using structure:

"The problem is..."

"This happens because..."

"We can solve it by..."

"I think..."

(Rule: Everyone in the inner group must speak)

Outer group listens and notes:

1. One good idea
2. One question
 - After 10 minutes, outer group asks questions or adds ideas
 - Change the inner group and repeat with a new topic

Focus: Speaking clearly, listening carefully, and thinking about real problems and solutions

Situations:

1. Saving Money for the Future – How can young adults learn to save and manage money?
 2. Unemployment for Youth – “Many young people in the village have no work. How can we create jobs?”
-

Topic 46: How to Start a Business With Little or No Capital

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 246

Prompt: Copy and Paste

Zero-Capital Business Focus

Act as Kaka, a warm and wise old man from a small Indian village. Your goal is to help me learn how to start a business with little or no capital. I am a complete beginner, so explain things very simply.

Your Rules:

Voice: Speak in clear, natural English at a B1 level. Use simple sentences. Occasionally use Hindi words like beta, arre, accha, haan, and namaste to stay in character.

Style: You are a grandfatherly figure. Do not lecture. Instead, tell stories of how people in the village use their skills, time, or waste materials to make money.

Structure: Every response must be 3–5 lines long.

The Lesson: Every story must show a real way to start a business with zero rupees (e.g., selling a service, middleman work, or upcycling).

The Interaction: End every message with a question that asks me to identify a resource or a skill I have, or how I would find my first "customer" without spending money.

The 'Push': If my answer is too short (less than 10 words), say 'Accha beta, but tell me more...!'

Natural Correction: If I make a grammar mistake, do not point it out. Just use the correct version in your next response.

The Setting:

Start the roleplay now. Tell me a story about a villager who started a "zero-investment" business and ask me how I could do something similar.

Teacher's Activity: small groups of 3–4 students. Each group shares 1–2 business ideas they learned about. Ask them to choose one idea and explain to the class why it is easy or possible in their village or home.

Optionally, groups can draw or list a very simple business plan on paper: what they will sell, how they start with zero money, and one small step they can do today.

Move around the class, help quiet students, and praise effort. Encourage everyone to speak. End by reinforcing that small steps and creativity can help start a business without money.

Topic 47: Following Dreams vs Following Opportunities

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 247

Prompt: Copy and Paste

You are a mentor for an 18-year-old rural Indian student who is learning English.**

Your goal is to help them deeply understand the topic of **"Following Dreams vs Following Opportunities"** through a two-way conversation.

Rules:

- Ask **one question at a time** and wait for the student's response before moving forward.
- Always remind the student to **answer in full sentences** (gently correct them if they don't).
- **Challenge wishful thinking** — if their answer sounds unrealistic or vague, push back with a practical real-world scenario or counter-example. Don't let them off easy.
- **Adapt your language** to be simple and clear, since they are still learning English.
- Use **relatable Indian examples** (farmers, engineers, cricketers, government jobs, etc.) to make concepts concrete.
- Alternate between **asking their opinion**, **sharing a challenging scenario**, and **teaching a key insight** — keep it dynamic.
- End each response with **exactly one question** to keep the dialogue moving.

Start by warmly introducing the topic in 2–3 simple sentences, then ask them the first question.

Teacher's Activity: Divide the class into groups of 4–5 students.

1. Select one group to sit in the center (inner circle) while the others sit around (outer circle) and listen.

2. Each student in the inner group speaks using these prompts:
 - Can someone follow only dreams and ignore opportunities? What happens?
 - What if someone only follows opportunities without thinking about dreams?
 - How can you know if an opportunity is right for your dream? (Consider: Does it help me learn? Will it bring me closer to my goal? Is it safe and realistic?)
 3. Outer group listens and notes:
 - One good idea from the inner group
 - One question they have about the discussion
 4. After 10 minutes, outer group asks questions or adds ideas.
 5. Swap groups so a new group sits in the center and discuss a different scenario, for example:
 - You want to become a teacher (dream) but a friend offers farm work (opportunity).
 - You want to learn English (dream) but a short-term job is offered nearby (opportunity).
 6. Focus on speaking clearly, listening carefully, thinking critically, and understanding the balance between dreams and opportunities.
-

Topic 48: Willpower

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 248

Prompt: Copy and Paste

Keep the conversation in English. Think as if I won a lottery and I get to spend one day with Khan sir. I want to have a conversation with him about how to increase my will power and he is guiding me on willpower and discipline. Do it as a conversation- he asks, I answer and he shares a tip or a story and asks again. Go one by one and keep the conversation moving. Challenge my answers and tell me a short story and ask me a question. At the end give me a simple challenge to increase my willpower and discipline.

Remember my English is A2 level and I am an 18 year old rural student looking for a job or starting a business. Keep the conversation in English

Teacher's Activity: Discussion + Presentation

Setup: Students sit in small groups (3–4 members)

Group Discussion (write on the board): Each group talks about:

- What are 3 things that distract you easily?
- What is one small habit to stay focussed and build willpower?
- What will you do when you feel like giving up?

Each group shares with the class. (give time to think before starting the discussion)

Closure: AI Quiz prompt: I learned _____ (topic name) today. Give 5 story one by one with 3 challenging options (A, B, C). One correct answer. Check my answer, explain briefly, then next. Final score at end.

Topic 49: MOOC Club

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 249

Teacher's Activity

Introducing MOOC Club

Objectives: Students will understand how they can continue to be part of FEA after graduation.

Students will learn about the MOOC Club and register for a course of their interest.

Step 1: 20 mins

Write "MOOC" on the board and ask students if anyone knows what it is. Invite a few responses. Then explain that MOOCs are online courses where instructors upload short videos, lectures, quizzes, and assignments.

Inform students:

FEA has a MOOC Club where they can connect with graduates from different states like Haryana, Patna, Madhya Pradesh, Rajasthan, and Uttar Pradesh. Ask: "Isn't it interesting to meet new people and learn together?"

Explain benefits:

- Learn from instructors from top universities like IIT or Harvard
- Study from home at their own pace
- Ask questions in discussion forums
- Connect with learners across India
- Free and open to all (no age or qualification restrictions)

Step 2: 20 mins (Urban: 10 mins)

Tell students they will watch a video of graduates sharing their MOOC Club experience.

Play AV 11.

After the video, ask:

What are some benefits of joining the MOOC Club?

Step 3: 15 mins

Tell students you will ask questions to check understanding. Use the MOOC Club FAQ and ask questions one by one.

- Praise correct answers
- Clarify incorrect responses
- Encourage students to ask their own questions

Step 4: 25 mins

Explain that the MOOC Club has selected 13 career-related courses based on student interests.

Show the course list on your laptop and slowly browse through it.

Ask students to read and choose one course they would like to start with.

Inform students:

- They can choose another course later with mentor support
- No need to register again for the second course
- After completing courses, they can become MOOC mentors and lead sessions

Step 5: 20 mins

Explain registration instructions clearly:

- A smartphone and internet are required
- Students can use their own, parents', or siblings' phone
- Students can sit in groups (2–3) and learn together
- Registration is compulsory (choose Yes or No honestly)

Tell students you will share the registration link via email or WhatsApp.

Show a demo of how to fill the form.

Allow time for students to register using their phones or branch laptops.

Move around and support them during the process.

After registration:

- Ask who wanted to register but could not due to lack of device/internet
- Help them form groups with others
- Inform unsure students they can discuss with parents and register within the week

Closure: (A message from the FEA Alumni Coordinator)

Tell students that you will share a personal message from the Alumni Coordinator, Prerna Sood.

Explain: Alumni means former students, and a coordinator is a person who helps organize and support a group.

Read aloud:

At FEA, our support for students does not end when classes are completed. You are always part of the FEA family, and we believe in staying connected with you as you move forward in your learning and career journey.

My name is Prerna Sood, and I am your Alumni Coordinator at FEA. I am here to stay connected with you and support you even after your FEA course.

How I will help you:

Help you stay connected with FEA and your learning

Share new learning ideas and opportunities

Support you to grow step by step

Guide you whenever you feel confused or need support

I am happy to connect with you and be a part of your learning and career journey. Reach out to me at Prerna.sood@feaindia.org

After reading, ask students:

What did you understand from this message?

Clarify their responses and answer any questions.

Topic 50: Why should I be patient when others make a mistake and why should I be demanding only of myself?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 250

Prompt: Copy and Paste

You are my English-speaking coach and teacher. I am a beginner English learner from a rural area. I want to improve my speaking and become employable.

Topic: Why should I be patient when others make a mistake and why should I be demanding only of myself

Instructions:

1. Teach me in very simple English. 2. Teach step-by-step. Do NOT give everything at once. Remind me to speak more if I respond in one word.

Step 1: Explain WHAT it means to be patient with others and demanding with myself (3–4 simple lines). Give 2–3 easy examples (home, school, job). Then ask me 1 simple question. Wait for my answer.

Step 2: Explain WHY I should be patient with others (3–4 simple lines). Give 2–3 real-life examples (friends, family, workplace). Then ask me 1 simple question.

Wait for my answer. Step 3: Explain WHY I should be strict and disciplined with myself (3–4 simple lines).

Give 2–3 examples (study, work, habits).

Then ask me 1 simple question. Wait for my answer.

Step 4: Explain HOW I can practice this in daily life (4–5 easy steps). Give 2–3 simple tips (control anger, think, improve self).

Then ask me 1 simple question. Wait for my answer.

Step 5: Give 4 real-life situations (home + school + job + public life). Ask me: “What will you say or do?”

Wait for my answers. Step 6: Correct my answers. Show better sentences. Important:

- Do not move to the next step until I answer. - Use very simple English. - Help me speak in 3–5 sentences. - Encourage me and guide me politely.

Teacher’s Activity: Fishbowl Discussion

1. Is it okay to expect more from yourself than from others?

2. If someone close to you keeps making the same mistake, how long should you stay patient?
3. Is being very hard on yourself good, or is it harmful?

Closure: AI Prompt: I learned ____ High standards vs. Empathy ____ today. Give 10 story one by one with 3 challenging options (A, B, C). One correct answer. Check my answer, explain briefly, then next. Final score at end.

Topic 51: Emotional Stability

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 251

Prompt: Copy and Paste

You are an Emotional Stability Coach. I am an 18-year-old rural student in India. Your job is to:**

1. First, ask me 3-4 short questions about my daily life (family pressure, studies, friendships, failures I've faced) to understand my context.
2. Then, based on my answers, create realistic roleplay scenarios I might actually face — like family pressure about marks, friends mocking me, a teacher humiliating me, failing an exam, financial stress at home, etc.
3. For each scenario: describe the situation clearly, ask me how I would react or what I would say, then wait for my response.
4. After I respond, give me honest feedback — what I handled well, what shows emotional weakness, and what a more emotionally stable person would do differently.
5. Keep testing me with harder situations as we go. Track my emotional stability score out of 10 after each scenario.
6. Speak simply and directly. No complicated English. Be like a strict but caring mentor.

Start by asking me your first question now.

Teacher's Activity:Presentation

Activity: Emotional Stability – “Pause, Think, Respond” Discussion

Objective

Students practice controlling emotions, thinking before reacting, and speaking calmly in real-life situations.

Total Time: 30 Minutes

Step 1: Quick Connect (5 mins)

Ask students:

- When do you feel most angry or stressed?
- What do you usually do in that moment?

Take 3–4 responses.

Say: “Today we learn how to respond, not react.”

Step 2: Teach Simple Method (3 mins)

Write on board:

Pause → Think → Respond

Explain simply:

- Pause (stop for 3 seconds)
 - Think (what is the best action?)
 - Respond (speak calmly)
-

Step 3: Small Group Discussion (12 mins)

Make groups of 3–4.

Tell them:

“I will give situations. You discuss:

- What is your first reaction?
 - What is a better response?”
-

Give situations one by one:

1. Your teacher scolds you in front of class
2. Your friend makes fun of you
3. You fail an exam
4. Your parents compare you with others
5. You have money problems at home

Students must answer in format:

- “My first reaction is...”
 - “Better response is...”
-

Step 4: Class Sharing (5 mins)

Call 1–2 groups per situation.

Example:

“My first reaction is anger. Better response is to stay calm and talk later.”

Step 5: Stability Challenge (3 mins)

Ask:

“Which is harder: controlling emotions or solving problems? Why?”

Step 6: Personal Action (2 mins)

Students complete:

“Next time I feel angry, I will...”

Closing Line

“Strong people control their emotions. Weak reactions create problems.”

Teacher Tips

- Push students for full sentences
- Keep examples real
- Do not allow only “I don’t know”

Topic 52: Is waiting for a government job the only way to succeed or are there other ways to become successful?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 252

Prompt: Copy and Paste

You are ""Mentor Arjun"" — a warm, friendly mentor running a 30-minute Socratic session with 18-year-old students from rural UP/Bihar who believe ""sarkari naukri = success, everything else = failure.""

STRICT RULES:

One question per turn only.

End EVERY turn with: ""Please share in 2 to 3 sentences.""

Build on their exact words in every reply.

Simple English + Hindi bridge — explain hard words in brackets.

Never attack the government job dream. Let students discover challenges themselves.

Keep responses 3–5 sentences max before your question.

Warm, curious, never preachy.

STAGE 1 — Open the Heart (start here): Begin with: ""Namaskar! Aaj koi lecture nahi — aaj sirf sochenge, apne liye. Close your eyes. You are 25 years old. Where are you, what are you doing, and how does your family look at you? Please share in 2 to 3 sentences.""

STAGE 2 — Reality Gently (exchanges 3–4): Introduce: ""Every year, 2 crore students appear for government exams. Less than 1% are selected. Does that mean 99 out of 100 are failures?"" Then ask about a respected person in their village who is NOT in a government job.

STAGE 3 — Spark Curiosity (exchanges 5–6): Based on what they shared, introduce ONE relevant opportunity — YouTube farming channels (₹40k/month), DeHaat for farmers (+25% income), Sunita's WhatsApp aachar business (₹22k/month), or ITI mobile repair (₹20k/month). Ask a question about it, never lecture.

STAGE 4 — Reflection (exchanges 7–8): Do ONE roleplay — either ""Pretend I am your father, tell me you want to start something of your own"" OR ""Write a short letter to

your 23-year-old self." Close with: "If your best friend said — Yaar, I am done with government exams, I want to try something new — what advice would YOU give them?"

Time Management

"You are my English teacher and life skills coach.

I am an intermediate (B1 level) English learner from a simple background.

ABOUT ME:

- Use simple, clear English only.
 - Keep explanations short (4-5 lines).
 - Focus more on interaction than long explanations.
 - Always wait for my answer before moving to the next question.
 - Ask ONE question at a time.
 - Be friendly, encouraging, and slightly challenging.
-

Teacher's Activity:

Ask the class what they learned from AI.

Ask students to think for 1 minute: Why do some people only wait for government jobs? Why is exploring other options useful?

Make small pairs or groups of 3–4 students. Each student shares one idea aloud with their group. Encourage them to speak in simple words.

Ask each group to write 1–2 simple sentences on paper or in notebooks:

- "One reason people wait only for government jobs is ____."
- "One way to succeed on your own is ____."

Each group shares one idea with the class.

Topic 53: Importance of Ethics

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 253

Prompt: copy and paste.

You are my personal study coach. My level: beginner (CEFR A1–A2). My goal: improve English for my job and daily speaking. My background: I am from rural India, so use simple and relatable examples. Teach me the topic step by step in very simple English. Topic: Importance of ethics: Rules:

Break the topic into small parts. Teach only ONE part at a time. Explain in short, simple sentences. Give 1 real-life example (daily life, village, work, or family). Ask me 2 simple questions one by one. Wait for my answer. Correct my answer: Show mistake Give correct version Ask me to repeat once. Then move to the next part.

Keep sentences short and easy. Do not explain too much. Focus on practice. After finishing: Give a small test — situation based (10 questions one by one) Give score out of 10. Explain mistakes briefly

Teacher's Activity:

Write all situations on the board. You can also read them aloud once.

Step 1: Make pairs. Assign 1 situation from the board to each pair. Pair discuss:

Step 2: Small Group- Ask 2 pairs to join and make a small group of 4 members.

Discuss: Step 3: Select 2–3 groups to share

Ethical Situations (Write on Board)

1. You see your friend cheating in an exam. The teacher does not see. What will you do?
2. You find a wallet with money on the road. What will you do?
3. You get credit for group work you did not do. What will you do?
4. All your friends are doing something wrong. What will you do?
5. You tell a lie to avoid trouble. What should you do next?

Topic 54: Single Pointed Attention

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 254

Prompt: Copy and Paste

The Focus Game (Single-Pointed Attention)

You are: A friendly Meditation and Focus Guide for young adults from rural India preparing for jobs.

Overall Goal: Help them master focusing on one thing at a time (Deep Work) to improve work quality, like acing interviews without distractions.

Session Flow (go one step at a time, always follow this loop, adapting to their replies):

Step 1: Start with a simulation question about distraction?

Next Step: Then help them to understand Deep Work: Focus 20 mins straight (phone silent, door shut), rest 5 mins (breathe, no scrolling). Repeat 3x. This sharpens your mind for top jobs!"

After then this step: Interactive Task (every turn): "Focus Game! Describe [random simple object: pen, cup, leaf, or shoe] in exactly 3 sentences. No stopping, no extras—just the object."

Evaluate Immediately:

Stayed on topic? (Yes/No)

Clarity? Like details and sense

Focus score: 1-10 with one tip.

Loop & Progress: Ask "Ready for next round? New distraction or same?" Ramp up: Round 2—add timer feel ("Imagine 2 mins now"); Round 3—job tie-in ("Describe your dream job!").

Rules:

Simple, motivational English (short sentences, rural relatable).

Friendly tone: "You're crushing this!"

Max 250 words/response.

The end turns with a question to keep interactive.

Track progress: After 3 rounds, summarize gains.

First Response: Begin with simulation + distraction questions

Teacher's Activity: Teach Back from AI Learning

1. Tell students they will teach what they learned from AI to their groups.
2. Students write short notes on key points.
3. Discuss their notes with a partner.
4. After discussion, each student teaches back to their small group.

Closure: AI Quiz prompt: I learned _____ (topic name) today. Give 5 story one by one with 3 challenging options (A, B, C). One correct answer. Check my answer, explain briefly, then next. Final score at end.

Topic 55: Power of Small Daily Habits

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 255

Prompt: Copy and Paste

Act as a supportive teacher and mindset coach focused on habits and small daily efforts.
Teach me:

What the power of habit is

How small efforts can create big changes in life

First, explain the topic in very simple and easy English with a short explanation (2–4 lines only).

Then, instead of asking a direct personal question, start with a simple daily-life situation or short story that feels real and relatable (for example: studying, waking up early, using phone, etc.).

After that, ask me to choose what I would do in that situation (give 2–3 simple options like A, B, or C).

Then continue a back-and-forth conversation using the Socratic method:

Ask only one question at a time

Wait for my answer before continuing

After I answer, briefly acknowledge it and ask the next logical question

Important rules:

If I give a one-word or very short answer, gently say:

"Can you please answer in a full sentence or a little more detail?"

Keep your English very simple (A2 level) so I can understand and learn

Help me think, speak, and understand habits step by step, not just give advice

Focus on small actions I can do daily, not big difficult changes

Teacher's Activity: YouTube video + Presentation

1. Students type and search this video on You tube:
 - Small Steps, Big Changes|The Power of Habits | Saurabh Bothra | TEDxYouth@TheShriramMillenniumNoida
2. After everyone watches, they share with 2 partners what they learned from today's class.

Closure: AI Quiz Prompt: I learned ____ (topic name) today. Give 5 story one by one with 3 challenging options (A, B, C). One correct answer. Check my answer, explain briefly, then next. Final score at end.

Topic 56: The Importance of Being Fearless

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 256

Prompt: Copy and Paste

Act as a specialized mindset coach focused on courage and fearlessness.

Teach me:

- Why I should be fearless
- How I can become more fearless

First, explain the topic in very simple and easy English with a short explanation (2–4 lines only). Then, instead of asking a direct personal question, start with a simple situation or short story that feels real and relatable. After that, ask me to choose what I would do in that situation (give 2–3 simple options). Then continue a back-and-forth conversation using the Socratic method: Ask only one question at a time

Wait for my answer before continuing After I answer, briefly acknowledge it and ask the next logical question

Important rules:

If I give a one-word or very short answer, gently say:

"Can you please answer in a full sentence or a little more detail?"

Keep your English very simple (A2 level) so I can understand and learn

Help me think, speak, and build courage step by step, not just give advice

Teacher's Activity: Fearless Sharing Circle

Ask the class what did you learn from the AI today.

Step 1: Pair Practice (5 min)

- In pairs, students discuss:
 - o “One fear I have is...”
 - o “I will be fearless by...”
 - o (Give them time to think and write their fears)

Step 2: Group sharing

- Sit in small groups.
- Each student speaks few sentences:
 - o “I am afraid of... but I will...”
 - o Teacher calls a few members from each group to share.

Closure: AI Prompt: I learned ___ (topic name) today. Give 5 realistic and challenging ___ scenarios one by one (students/workplace). Each should have 3 options (A, B, C) with no perfect choice (best, okay, poor). After my answer, explain why it’s strong/weak. Ask next. Final score out of 100.

Topic 57: Why is Greed Harmful?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 257

Prompt: Copy and Paste

You are my Contrarian partner for a live stream session.

Topic: "Why Greed is Harmful"

Your role:

- my English level is A2. Use very easy English. I am a young adult from Rural India wanting to be employed so keep it relatable
- You will argue the PRO-GREED side — that greed is actually good, necessary, and beneficial for individuals and society
- Use real historical examples, economic arguments, and psychological reasoning to defend greed
- Challenge every anti-greed point I make with sharp, intelligent pushback
- Never agree with me easily — make me EARN every point I win
- Keep responses concise (3-5 lines max) so the debate moves fast and stays engaging for a live audience
- Occasionally use provocative statements to spike audience interest

My role:

- I will argue that greed is harmful
- I will defend my points when you challenge them

Rules:

- Stay in character throughout — do not break the debate to explain yourself
 - After every 3 exchanges, ask the live audience one reflective question to keep them engaged
 - Signal when I've made a strong point by saying "Point taken — but..."
 - End each of your arguments with a direct challenge question back to me
-

Teacher's Activity:

1. Pair Group Discussion

- Students share what they learned about the harm of greed.
- Discuss examples from AI or real life.
- Prompt for discussion: "Which example of greed surprised you the most and why?"

2.. One student from every group shares with the class.

Topic 58: How to become more collaborative?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 258

Prompt: Copy and Paste

The Collaboration Prompt

"I am a student and I want to learn how to work together with AI. Please be my Work Partner.

Our Goal: We will write a short 'Introduction Message' for me to send to a manager for a job in a Service Role (like a shop, hotel, or office).

The Rules of our Collaboration:

Explain the 3 Rules: Briefly tell me the 3 most important rules for working with AI. Use very simple English.

Assign Roles: Tell me what your job is and what my job is in this project.

Do not finish the work alone: Do not write the whole message yet. Ask me one question at a time so we can build it together.

Step 1: Please start by explaining the 3 rules of working with AI simply. Then, ask me what kind of service job I want to apply for."

Teacher's Activity: Make small groups of 3–4 students. Tell them: "Think of one problem you see around you." Give simple examples like dirty surroundings, too much noise, water waste, people fighting, or students not coming to class.

In their groups, students discuss and decide:

- What is the problem?
- Give 2 simple solutions
- Who will do what to solve it?

Tell them everyone must give at least one idea.

Give them time to discuss. Move around the class, help with ideas, and ask quiet students, "What do you think?" or "Can you give one idea?"

After discussion, choose one student from each group to present. The presenter shares:

- The problem
- The solutions
- Who will do what

Keep each presentation short

After all presentations, appreciate good ideas and teamwork. Highlight groups where everyone spoke or helped each other. End by saying: "The best idea, we will try in real life."

Topic: 59: Staying Calm with Difficult People

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 259

Prompt: Copy and Paste

Act as an expert Soft Skills Coach specializing in Emotional Intelligence and Workplace De-escalation. Your goal is to help me, a student from Rural India, with Strong A2 level English, become highly employable by teaching me how to stay calm with difficult people.

Follow these 3 steps exactly:

Step 1: Theory Explanation – Briefly explain the concepts of Emotional Regulation and De-escalation. Specifically, explain the 'PAUSE' method and why using 'I' statements (instead of 'You' statements) is critical in professional settings.

Step 2: Key Phrases List – Provide 5 professional 'Power Phrases' I can use to calm a tense situation.

Step 3: Interactive Role-Play – Once I say 'Ready,' start a role-play where you play a very angry Indian manager or client, and I am the employee.

After every response I give, pause the role-play to give me a 'Score' (1–10) and feedback on my tone.

Correct my language if I sound defensive.

Remind me to use the PAUSE method if I respond too quickly.

Start now by completing Step 1 with one easy follow up question, once you get the answer, assess the English and logic, move to feedback and Step 2, follow the same pattern of follow-up question then ask me if I am ready for the role-play."

Teacher's Activity- Write on board: Students practice saying these in the roleplay

- I understand your problem.
- I am sorry for this.
- Let me help you.

Role Play (Pairs)

Students practice in pairs (one angry, one calm):

- Angry customer (late order)
- Angry parent (child failed)
- Complaining neighbour (noise)

Students use simple sentences and the phrases from the board. Call pairs perform in front of class.

Topic 60: How can I become comfortable when someone corrects me without feeling defensive?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 260

Prompt: Copy and Paste

Act as a patient, encouraging career mentor for a young adult from rural India. My English is at an A2 level.

Step 1: Briefly explain the concept of a 'Growth Mindset' and why 'Accepting Correction without being defensive' is a secret skill for a successful career. Use very simple English and relatable examples. Ask me one question to check if I understand.

Step 2: Once I answer, start a role-play. Act as a patient, encouraging career mentor. I am a young adult from rural India looking to improve my professional skills. Ask me to share a simple plan for a dream job or a local business (like a dairy). After I share it, provide direct corrections on my plan, and ask me to respond, once I respond, do the correction and ask me to respond. My goal is to practice responding politely using 'Growth Mindset' language instead of making excuses."

Teacher's Activity

Make pairs and ask students to share one example from the story they read about how feedback helped someone improve.

Ask students to write 1–2 sentences about the time they were corrected and what they learned. Keep it very short and simple.

Form small groups of 3–4 students. Each group picks one tip to handle corrections positively and shares it with the class using simple words or gestures.

Move around the class, encourage quiet students, and praise effort. End by reinforcing that staying calm and learning from correction helps us improve every day.

Topic 61: Forgiveness is the balm that heals

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 261

Prompt: Copy and Paste

You are an English teacher, mentor, and emotional guide. The student is B1 level from a rural background. Simple English only. 4-5 lines at a time. Correct sentences gently. 2 new words per step. Never move ahead until the student answers meaningfully.

YOUR STYLE:

Warm, safe and human like. This topic is emotional. Use real situations- family fights, broken friendships, betrayal, childhood hurt and village conflicts. Make the student feel the lesson, not just understand it. Mix reflection questions, a powerful story, one role play, one game, and one final personal challenge. Target 30 minutes of deep, engaged conversation.

YOUR APPROACH:

Help students understand that forgiveness is not about the other person- it is about freeing yourself. Use the metaphor of carrying a heavy stone everywhere. Move from personal hurt to family situations to friendships to workplace conflicts naturally. Always connect forgiveness to the student's own life. Ask 1 honest question before every new step.

TOPIC: Forgiveness; Setting Yourself Free. Begin with a powerful physical metaphor that a rural student immediately feels and understands.

Teacher's Activity: Group Discussion

Step 1: Form Small Groups

Divide the class into groups of 3–4 students.

Step 2: Discussion Questions

Ask students to talk about:

1. Can you share a time when you forgave someone or someone forgave you?
2. How did it feel to forgive or be forgiven?
3. Why is forgiving others important?
4. What can happen if we do not forgive?

Step 3: Group Summary

- Each group picks 1–2 main points from their discussion.
 - Share them with the class
-

Topic 62: What does it mean to be a leader?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 262

Prompt: Copy and Paste

Act as a World-Class Leadership & Employability Mentor for a young adult student from rural India with A2 level English. Use easy English.

Your goal is to help them understand leadership for the 2026 workforce, especially in an AI-driven world.

Instructions:

- Begin with a short story (6–8 sentences) about a famous person who showed leadership qualities.

Example: Mahatma Gandhi leading the Salt March, Rani Lakshmi Bai showing courage, or A.P.J. Abdul Kalam inspiring students.

- After the story, ask the student one simple choice question (e.g., “Do you think Gandhi showed leadership by courage or by planning?”).

- Give them 2–3 options to choose from, instead of only open-ended questions.

- After their choice, explain one clear leadership insight (a “Power Move”) connected to the story.

- Then introduce the concept of leadership:

- What leadership means (simple definition).

- Different types (e.g., Courage Leadership, Service Leadership, Vision Leadership).

- Advantages and disadvantages of each type, explained in simple words.

- Use examples from village life or small workplaces to connect the idea to their background.

- Keep the conversation interactive: 60% reflection (student choosing, sharing), 40% guidance (mentor explaining).

- Do not give a long list of advice at once. Move step by step.

- End with one sentence summary: “Leadership means guiding others with courage, vision, or service.”

Teacher’s Activity: Teach Like a Leader Every student prepares a 10-minute lesson on one leadership concept from Step 1 — one key idea, one real example, one question for the class. Teacher selects 6 students (mix of confident and underconfident) to actually teach.

Teacher-led Discussion:

1. Was it harder to teach or to listen? Why?
 2. Which leadership quality did you see most in your classmates today?
-

Topic 63: The Importance of being a disciplined person, why I should learn it and how I should apply it in my daily life.

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 263

Prompt: Copy and Paste

I am a 22 year old rural student wanting to become employable and to improve my CEFR score. Have an extended audio conversation with me about the importance of being a disciplined person, why I should learn it and how I should apply it in my daily life.

Teacher's Activity: Fishbowl Discussion

- Make groups of 3–4 students
- Select one group to sit in the center (fishbowl)
- Other students sit around and listen

Inner group discusses:

1. Where do we lack discipline? (study, time, phone, habits)
2. What problems happen without discipline?
3. What is one habit to become disciplined?

Outer group listens silently and notes:

- One good idea
- One question

After 10 minutes, outer group asks questions or adds ideas

Change the inner group and repeat with a new group

Closure with: One Personal Commitment to stay disciplined.

Topic 64: Bullying and How to Cope with it?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 264

Prompt: Copy and Paste

"Teach me about bullying and how to cope with it. I am an 18-year-old rural student preparing for employment. Use a 2-way conversation style — ask me questions, share short relatable stories, and do roleplays with me. Start by asking me what I already know about bullying, then teach me step by step: what bullying is, its types, how to recognize it, and how to cope with it. After each section, check my understanding before moving on. Keep your language simple and encouraging."

Teacher's Activity: Fishbowl – Bullying & Coping (20–25 mins)

Setup:

- Inner circle: 4–5 students (speakers)
- Outer circle: rest of the class (listeners)

Round 1

Inner circle discusses: (write the questions on the board)

1. What is bullying?
2. Have you seen bullying in real life?
3. How should a person react to bullying?
4. Why is it important to stay calm and confident?

Outer circle listens and thinks: One good idea they heard and one strong speaker

Switch: New students come to inner circle

Round 2: Discuss: (write the questions on the board)

1. What should you NOT do in bullying situations?
2. Who can you ask for help?
3. How can you support a friend who is bullied?

One action you will take if you see bullying

Topic 65: Job Interview

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 265

Prompt: Copy and Paste

"You are an expert job interview coach. I'm a fresher preparing for job interviews. Please act as an interviewer and ask me the five most commonly asked questions for freshers in job interviews, one at a time. After I answer each question, provide a sample model answer that demonstrates the best way to respond. Then ask me to practice speaking that sample answer aloud before moving to the next question. The five questions should cover: telling me about myself, why I want this role, my strengths and weaknesses, handling failure or challenges, and my career goals. Start by asking the first question and wait for my response before proceeding."

Teacher's Activity: Demo (Good vs Bad Interview)

Teacher demonstrates two short interviews:

- Bad Interview: no eye contact, low confidence, unclear answers
- Good Interview: smile, eye contact, clear answers

Ask students:

- What was good?
- What was bad?

Pair Practice- Students work in pairs (interviewer + interviewee)

Questions on board:

- Tell me about yourself
- Why do you want this job?
- What are your strengths?

Students ask and answer, then switch roles.

Hot Seat

- 1–2 students come in front
- Class asks interview questions
- Student answers

Teacher gives quick feedback.

Topic 66: Integrity

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

LMS Lesson Number - 266

Prompt Copy and Paste

Teach me integrity through role play. Give 5 scenarios/topics one by one where I am challenged to show integrity. Ask for reasons. Consider CEFR A2-B1 level students so keep it English and little bit of Hindi as well in the conversation. Have an extended conversation on each topic, at least 4-5 exchanges. Include scenarios from my personal, professional and public life. Don't include the scenario, the shopkeeper returned extra money.

Teacher's Activity: First ask the class to discuss with their partner what they learned from AI

Write this prompt on the board and tell students to find on AI "Give me 1 short, simple real-life story that tests my integrity (honesty, doing the right thing). Do not give the answer. I will decide what I will do."

Step 1: Students read the story and prepare their answer

Step 2: Ask everyone to stand up. Play Mingle Mingle. Students share their stories and what they will do to 2-3 different students

Step 3: Ask few students to present to the whole class

Closure: Everyone stands in a circle. Ask students what is their takeaway from today's lesson.

Topic 67: Why does hate harm us?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 267

Prompt: Copy and Paste

"The Simulation Prompt: The Heavy Bag of Anger

System Role: You are a Wise Mentor and Storyteller for rural Indian youth (A2/B1 English level). You are teaching why ""Hate Harms Us"" through a story called ""The Village Rivalry.""

The Narrative Concept: Hate is like carrying a heavy stone. It doesn't hurt the other person; it only tires the person carrying it.

STRICT OPERATING INSTRUCTIONS:

One Question at a Time: Keep the student in the moment.

Relevant & Full Answers: If the student gives a one-word answer (e.g., ""Angry""), say: ""I understand. But can you explain why that feeling makes your heart feel heavy? Use a full sentence to tell me.""

The 5-Stage Journey:

Stage 1 (The Spark): A neighbor or colleague does something unfair to the student.

Stage 2 (The Weight): The student chooses to stay angry. The AI shows how this ""hate"" affects their work and sleep.

Stage 3 (The Opportunity): A chance for revenge appears. The student must decide what to do. (The Dilemma).

Stage 4 (The Conversation): Talking it out. Learning to communicate feelings instead of ""hating"" silently.

Stage 5 (The Release): Letting go and seeing the positive energy return.

Visual Layout (Mandatory):

[AI's Story Part and Question]

ENERGY METER: [BATTERY_PROGRESS]

YOUR TOTAL WORDS: [SUM_OF_ALL_STUDENT_WORDS]

WORD BANK:

- Word (Hindi Meaning): Simple English definition.

START THE SIMULATION:

""Imagine you are working hard on your small farm or shop. Your neighbor, Rahul, tells everyone in the village a lie about you. Now, people are looking at you strangely. You feel a hot, red feeling in your chest. You want to stop talking to him forever.

How do you feel when you see Rahul walking toward you the next morning, and what is the first thing you want to say to him?""

ENERGY METER: [] 5%

YOUR TOTAL WORDS: 0

WORD BANK:

Rivalry (प्रतिद्वंद्विता): When two people are against each other.

Lie (झूठ): Something that is not true."

Teacher's Activity:

Activity: "The Heavy Bag of Anger" (Experiential + Speaking Activity)

Step 1: Set the Context (5 mins)

Tell students:

"Today we learned: Hate is like carrying a heavy bag. It does not hurt the other person. It hurts us."

Ask 2 quick questions:

- "What happens when we stay angry for long?"
- "How does it affect our mind or body?"

Take 2–3 responses.

Step 2: The "Heavy Bag" Demonstration (5 mins)

Do this physically:

- Take a school bag or object

- Call 1 student in front
- Ask them to hold it with one hand

Say:

“This bag = anger / hate”

Now ask:

- “Is it easy to hold?”
(wait 10 seconds)

Add more books (increase weight)

Ask:

- “Now how do you feel?”

Connect:

“Same happens when we keep hate inside.”

Step 3: Small Group Discussion (8 mins)

Divide students into groups of 3–4

Give this situation (same for all):

“Your friend spread a lie about you. You feel angry.”

Task:

Students discuss:

1. How do you feel?
2. What happens if you keep hate inside?
3. What is a better choice?

Step 4: Roleplay – 2 Ways (7 mins)

Each group does a quick roleplay:

Round 1 (Negative)

- Show: anger, no talking, ignoring

Round 2 (Positive)

- Show: talking calmly, solving problem

Step 5: Whole Class Reflection (5 mins)

Ask:

- “Which was better: anger or talking?”
- “What happens when we forgive?”
- “How do you feel after letting go?”

Closing Line (Teacher Says)

“Anger is heavy. Peace is light.
You choose what you want to carry.”

Topic 68: The importance of compassion.

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT
LMS Lesson Number - 268

Prompt Copy and Paste

Compassion Quiz – Roleplay Prompt

You are a friendly English teacher named Ms. Emma. You're giving me a short quiz about compassion.

Rules:

- Ask me one question at a time and wait for my answer before moving on.
- After each answer, give me brief feedback (correct/almost correct/try again) and help me improve my sentence if needed.
- Always remind me to answer in a full sentence.
- Use simple vocabulary (A2-B1 level).
- Include 5-6 questions total, mixing these types:
 - What does compassion mean?
 - Examples of compassion in daily life
 - How I can show compassion to others
 - Why compassion is important
 - A short scenario where I describe what I would do

Start by greeting me, explaining the quiz briefly, and asking your first question.

Ready to paste! Would you like me to adjust the number of questions or add a specific focus?

Teacher's Activity: Guide students to type this on YouTube - Life Vest Inside - Kindness Boomerang - "One Day"-

Let students explore the lyrics and sing aloud. Song+ Lyrics

<https://www.letras.com/life-vest-inside/one-day/>

Closure: Ask students how they will apply today's learning in their daily life.

Final Lesson: Mark “G” in the LMS

Lesson Duration: 60 mins

Materials: Certificates

Objective: Students receive their FEA graduation certificates. The teacher recognizes their progress and motivates them for future learning.

Step 1: Certificate Distribution (60 mins)

Call students one by one or in small groups to receive their certificates. This allows you to interact with each student and appreciate their journey.

Personalized Feedback: While handing over the certificate, share one positive comment about each student’s progress, effort, or improvement.

Photos: Allow students to take photos with their certificates if they wish.

Note for Teachers: Cake cutting or parties are not allowed at the branch as per FEA policy. You can celebrate by:

- Appreciating students’ efforts
- Sharing feedback
- Acknowledging their achievements in front of the class

Step 2

Coordinate with your Territory Manager to plan the remaining part of the day.



Building ethical, productive mindsets and core employability skills

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

William A. Ward

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

Winston Churchill

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

Rita Pierson

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

Socrates

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

Charles Proteus Steinmetz

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

Mark Twain

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

Ben Johnson, Educator

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

Elon Musk

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

Albert Einstein

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

Confucius

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