

Entrepreneurship MINDSET

Teacher's Manual



CLASS 09



ENTREPRENEURSHIP MINDSET

**Teacher's Manual
Class 9**



State Council of Educational Research and Training
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MESSAGE

We are committed to carrying out continuous reforms in the field of education. Moving ahead in this direction, we launched the Entrepreneurship Mindset Curriculum (EMC) in 2019. This curriculum is one of the biggest reforms in the history of Education in India. Also, it is first of its kind experiment in entrepreneurship not just in India, but also in the world. I am very happy to share that we all have learnt a lot from this initiative. Every day, more than 7 lakh students in Delhi government schools practice Entrepreneurship with the help of this curriculum and 25000 teachers. It has been ensured that the feedback of our teachers, students and principals is also incorporated to better this curriculum in Delhi Government schools.

Entrepreneurship Mindset Curriculum will resolve the biggest problems that our country faces today. The first challenge is unemployment and the second is weak economy. The only useful and permanent solution to these challenges is Entrepreneurship. The youth, who establish their own means of earning after doing the Entrepreneurship program, will generate employment not just for themselves, but for others as well. Entrepreneurship will also benefit students who seek employment from others. The youth who aspire for jobs are of two kinds- the first who keep running after jobs, and the second who are sought after by employers. The youngsters who run after job opportunities, have degrees and certificates as proof of their eligibility, but they often lack entrepreneurship mindset. The job aspirants who have this quality, embrace their jobs with the same mindset and achieve success. Even the employers prefer to hire and work with such professionals.

I have firm belief that the study of Entrepreneurship Mindset Curriculum will make our students hugely successful in their jobs as well.

Along with the other important components of Entrepreneurship Mindset Curriculum, Business Blasters is the practical part of EMC for the students of classes 11 and 12. Business Blasters has been designed to provide the students with the experience of working in teams, thinking and analyzing, identifying social challenges and business opportunities, preparing business plans, and executing them in their surroundings.



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In the present times the students need to specialise in a particular subject and also develop traits and skills that will be useful for them in the future and help them do better in every area of life. Keeping in mind the future and expectations from the Education system, we have been making efforts to implement reforms at the ground level in Delhi Government schools to raise the level of education for the last few years. Along with the Happiness Curriculum, the introduction of Entrepreneurship Mindset Curriculum (EMC) in DoE schools is another remarkable step in the direction of improvement of the Delhi Education system. The content of EMC was piloted in 24 schools before being disseminated in all other DoE schools. It is hoped that the EMC content being forwarded this year will help the students develop an entrepreneurial mindset and prepare them for the Fourth Industrial Revolution.

Being a part of the Education system, we always try to ensure that the students develop holistically and grow up to be useful members of the society. We believe that our effort will bear good results. I am very proud to share that we have got new experiences and learning through EMC in classes IX-XII of all the DoE secondary and senior secondary schools.

Business Blasters project in classes XI-XII is the field component of EMC, in which the students get seed money and work in teams to apply entrepreneurial mindset in real life situations and earn profit or resolve a social problem to create impact.

We understand that developing Entrepreneurial mindset in students and identifying their abilities in this age of rapidly changing technology is the foremost aim of education. The Directorate of Education is committed to fulfil this aim with sensitivity and clarity.

We have begun our journey towards the creation of a strong and prosperous society. I congratulate all my students, teachers, Heads of schools and officials of DoE for this unique initiative in the field of education.

H. Rajesh Prasad

Rajanish Singh
Director



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Message

The aim of education is not merely passing exams, but also to develop skills and attitudes in students to find success in life and become good human beings. Under the aegis of Directorate of Education NCT Delhi, SCERT created the Entrepreneurship Mindset Curriculum (EMC) in 2019 to enable students to develop a positive attitude and an open mindset. EMC encourages students to dream big, innovate, plan and execute ideas, and learn to overcome challenges in life with courage and determination. EMC also empowers students to be optimistic, dedicated, self-confident, self-motivated and self-reliant.

In this fast-changing era of technology, our students need to develop such qualities, values and skills that will not only help them carve out new paths for themselves, but also contribute to the progress of the nation. At SCERT, we keep abreast of the changing times, and, hence, the design and pedagogy of EMC is a revolutionary step in the field of education. The best aspect of EMC is that it has been prepared in a scientific manner on the basis of observations and feedback. The Curriculum was piloted in 24 government schools before being introduced in all the schools of DOE.

EMC has some really good components out of which Business Blasters has been specially designed for the students of grades XI and XII. In this EMC seed money project, the students will identify opportunities around them, prepare a budget along with team members and implement their ideas. The students can either opt for a business project, or try to create social impact by resolving a social issue in an effective manner.

The credit for initiating the Entrepreneurship Mindset Curriculum in Delhi Government schools lies with our honourable Education Minister, Sh. Manish Sisodia ji. His vision is that children of India should be able to develop their thoughts and abilities to go ahead in life, so that all of us aspire together to create a better future.

Come, let us join our heads and hearts to continue this effort, and inculcate enthusiasm and grit in our students.

Rajanish Singh



Dr. Nahar Singh
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In this fast-changing era of technology, our children need such skills that can enable them to create new pathways of success for themselves, as well as contribute to the development of the nation.

In addition to subject specific knowledge, the students must also acquire attitudes and skills that will help them go far in life and become hopeful, enthusiastic, confident, devoted, self-motivated and self-reliant.

With this aim, the Entrepreneurship Mindset Curriculum (EMC) was prepared in 2019. It has proven to be useful in developing a positive, growth mindset in our students. Through this curriculum the students feel-motivated to dream big, create, plan and execute new ideas. They also learn how to face challenges of life with courage and conviction. Entrepreneurship Mindset Curriculum is a significant step to bring revolution in Educational world.

Entrepreneurship Mindset Curriculum was implemented in all the Delhi Government schools only after being piloted in 24 schools. An attempt has been made to design this curriculum in a scientific manner on the basis of observations and feedback received from various stakeholders, and herein lies the beauty of EMC.

The initiator of EMC in Delhi Government schools, Honourable Minister of Education, Mr Manish Sisodia's vision is to provide experiential learning opportunities for students to identify their capabilities and develop them further to move ahead in life.

Let's work together to continue this effort by inculcating enthusiasm and courage in our students.



Dr. Nahar Singh

FOREWORD

The Entrepreneurship Mindset Curriculum was introduced in 2019. It was a challenging yet fulfilling experience of creating and implementing Entrepreneurship Mindset Curriculum (EMC) with my team because we had the vision of exploring all the possibilities that enable our students to seek personal, social and economic growth by identifying entrepreneurial opportunities and taking advantage of them. Hence, it is important that our education system enables each student to recognise and strengthen their inner potential as well as talent, and also develop new skills. The students should also become capable of enhancing their personality, and carve a path to prosperity with humane values and a positive mindset. SCERT has tried to incorporate these desirable changes through EMC.

In this process, we identified the themes and related abilities, and put them in a sequence, so that the students in classes 9 to 12 could recognise these abilities in a fixed order and work towards enhancing them further. EMC has 6 varied yet interrelated components, i.e., Mindfulness, Student Special class, Business Blasters, Live Entrepreneur Interaction, Career Exploration and Thematic Units. Each unit has the story of a successful entrepreneur to motivate the students, and 2-3 activities for students to try and learn about various entrepreneurial capabilities. The curriculum has been written in a simple language, making it easy for everyone to imbibe and practice the content.

The curriculum was piloted in 24 schools in 2019, and the feedback of students, teachers, observers and officials from Directorate of Education was incorporated to strengthen the curriculum and to take it forward in a scientific manner. Two EMC Manuals were developed in 2019-20 for students in classes 9-10 and 11-12 respectively. Based on the feedback of teachers, students and officials, we have developed 4 manuals; one for each class. Micro Research project has been improved and reintroduced as Career Exploration. The field project is being done as Business Blasters and separate manuals for classes 9-12 have also been prepared.

During the COVID lockdown, we digitalised EMC to maintain as well as strengthened our outreach. We began sharing activities with students online in the form of EMC worksheets and videos. The students not only explored self-facilitation at home, they involved their families in their learning process as well. LEI sessions were conducted with well-established entrepreneurs on the official YouTube channel of SCERT. The response from the stakeholders has been phenomenal.

The Business Blasters program has been designed for the students of classes 11 and 12. The Directorate of Education has provided seed money to the students to work on their business idea, identify the opportunity, prepare budget along with the team and implement the idea. The students can either have a business project, or resolve a social problem in an effective manner to create lasting change.

I am grateful to all the students, teachers and our associates for enthusiastically working together on this curriculum. I wish them great success ahead!



Dr. Sapna Yadav
Project Director, E.M.C.

Evolution of the Entrepreneurship Mindset Curriculum...

Preparing students of grades 9-12 to take charge of their career-paths while cultivating the entrepreneurial mindset, the EMC employs experiential learning with reflection. It has been observed that students exposed to EMC have become more confident communicators, are willing to take on risks and new challenges, and are more informed about their career choices.

With delight and pride, I present below the journey representing the evolution of Entrepreneurship Mindset Curriculum from its Framework launch in February 2019 to the present launch of the EMC version V2. This evolution reflects the practice of some of the very same entrepreneurial mindset that EMC aims to inculcate among our students.

Apr-May 2019

**Scientifically
Piloted EMC
version V1**

24 pilot schools were picked representing different geographies, demographics and school types. The prospective EMC teachers of ~300 classrooms of grades 9-12 from the pilot schools were provided full day experiential training in small batches. Each EMC teacher was to deliver introduction activities and one thematic unit in her class over ~4 weeks. Each thematic unit was distributed so that it was delivered in each school type and demography. 50 Mentor teachers were appointed as observers, two per pilot school, and their feedback collected in person on a weekly basis.

The feedback from the pilot was collated and discussed. In response, both the design structure and the contents of the teacher facilitator manuals were revised.

Experiential Trainings were held for officers of the directorate of education as well as heads of schools to give them a feel for why and what of EMC. All EMC teachers were provided their teachers' manual during a mass orientation. In addition, mentor teachers were provided extensive training so that they could provide one hour EMC orientation in small batches to teachers.

**Jun-Jul 2019
Incorporated
feedback &
Launched V1
across 1000+
schools**

Jul-Dec 2019

**Monitored
EMC version
V1 in schools**

Having launched the brand-new curriculum across 1,000+ schools, it was imperative to observe ground execution. A structure with district and zonal coordinators and associated mentor teachers was set up. Their observations and feedback were analyzed and documented. In addition, an independent 3rd party research team (IDInsight) conducted systematic process evaluation study across 60 randomly picked schools, interviewing students, teachers and HoS. We received detailed report and their recommendations.

Based on the ground feedback and recommendations from the process evaluation study, several high-level improvements were implemented in the EMC.

- Simple and Consistent messaging about "What is EMC?"
- Clarity on learning outcomes and structure of the units
- Visually appealing design of EMC units
- Reduced size of units, fewer units per grade
- More clarity on Student-led Sessions
- Elaborated instructions for Career Exploration (previously called micro research projects)

Jan-Mar 2020

**Incorporated
feedback into
EMC
version V2**

Apr 2020

**Online Tested
version V2**

As lockdown prevented piloting in classrooms, we employed detailed online testing of thematic units by EMC teachers for a) clarity & ease of understanding, b) ability to execute in classrooms and c) achieving the objectives associated with stories, activities, and units. 114 teachers and mentor teachers across different school types and geographies participated in the analysis exercise. Each unit was tested with 3 different teachers using prescribed guidelines. Their feedback was discussed and incorporated.

To ensure that the why, what, and how of EMC are consistently understood by teachers and EMC coordinators, an online capacity building program was developed. It consisted of several short, animated videos with voice narration along with relevant questions. 20,781 teachers enrolled for the training, of which 18,423 or 89% teachers completed the training.

**May-Jun 2020
Online
Teacher
Training**

**Apr 2020 - Feb 2021
Adapted EMC for
Digital Delivery during
Covid-19**

**Apr 2020 - Jun 2020
Digital EMC Activities**

To provide continuous and joyful learning, engaging activities based on EMC themes were sent to students in the form of posters and 2 minute videos. Students self-facilitated the activities at home, some with family members, and sent their responses to their teachers via WhatsApp. There were 4, 70,000+ views of Digital EMC videos and hundreds of teachers proudly shared their students' responses.

**May - Jul 2020
EMC online Bootcamp**

In collaboration with eight organisations, an Online summer bootcamp was conducted for furthering Entrepreneurship Mindset. Despite various internet challenges, 250 students across 14 batches actively participated throughout. Besides project presentations in groups, a broadcast event was organised for participants to share their experiences. It provided ample evidence of the impact on confident communication and their ability to take risk and try new challenging things.

**Aug 2020 - Feb 2021
EMC Worksheets @ home**

When Directorate of Education started sending worksheets to all students, weekly EMC worksheets were included as well. The activities from V2 were suitably adapted for carrying out at home. Students shared completed worksheets with their teachers. This process helped the teachers realize the impact of EMC on students. We also piloted "Interactive worksheets" with ~400 students with very encouraging results.

**Aug 2020 - Feb 2021
Online LEI (Live
Entrepreneur Interaction)**



After 900+ LEIs in classrooms in 2019-20, seizing the covid opportunity, LEI went digital. Many inspiring entrepreneurs were available online, so we organized 16 such interactions with students on zoom. These were broadcast to several thousand students and teachers watching on YouTube. We also published shorter videos highlighting key moments from the interactions. The videos have received 4 lakhs+ views on YouTube.



Business Blasters program was launched for students of classes 11th and 12th in September 2021 in all the Delhi government schools, after a pilot was conducted with 40 students of SoSE Khichripur during the pandemic lockdown. The aim of the program is to ensure that the students develop entrepreneurship skills and become job providers in future to ensure the development of our country. Under the Business Blasters Program, each willing student will get a seed money amount of Rs 2000/- to implement a new business idea or execute an already existing idea in a new way. The students can work individually or in teams to try out their innovation. They will also be required to maintain regular accounts on the EMC website. An expo type exhibition will follow at the end, and the students with best ideas will get direct admission in top universities like DTU, NSUT, IGDTUW, GGSIPU without giving any competitive exam. The program has got an enthusiastic response with almost 90% registration in all the districts.

Dr. Sapna Yadav
Project Director, E.M.C.

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Who is an Entrepreneur?

Whenever we take up any task, we can approach it in two ways:

- With a traditional mindset - Without taking any risk
- With Entrepreneurship Mindset - Thinking big and taking risks

Developing Entrepreneurship Mindset in the students within the framework of formal education is a new initiative in the present education system of our country. Therefore, before moving ahead in this curriculum, it is important to understand what is Entrepreneurship Mindset. Let us understand what it is with the help of the following questions –

What is the difference between an entrepreneur and a businessperson?

“All entrepreneurs are businesspersons but all businesspersons are not entrepreneurs.”

Some businesspersons have unique qualities and abilities which categorize them as entrepreneurs. What are those qualities and abilities? We will talk about this in detail later but before that, we will try to understand how a businessperson and an entrepreneur have different ways of working.

- A businessperson tries to run an old, traditional business with old, conventional ways and tries to earn profits from it. It is not important to them whether the product or the idea is their own or someone else's. But an entrepreneur sells an idea or product they created. Even if an entrepreneur works on an old business, instead of using the existing modes of work, they start afresh, taking risks and facing challenges.
- A businessperson works with the aim of earning profits whereas an entrepreneur works with the aim to bringing change along with profits. The aim of this change could be anything ranging from changing the way the business is done or providing a solution to the day-to-day problems of common people. Many a time, entrepreneurs also passionately dream about bringing a solution to the bigger problems of the world. It is obvious that while investing in an idea or product, profit is also their motive; however, it is not their only motive.

Let us understand this with the help of an example. Suppose a person starts a vegetable shop in your neighbourhood. Neither are vegetables a new product nor is starting a vegetable shop a new idea. If this person understands the difficulties of the buyers and starts a shop to provide a solution to these problems (e.g.)

packing the vegetables well, selling cut vegetables, home delivery etc.) then definitely they will be known as an entrepreneur and not a businessperson. To do this, they may have to take risks like investing in a new machine or hiring more people to work in their shop compared to a regular shop. Apart from these risks, there is also a possibility that the idea may not work and there would be a loss. Despite this, if they choose to take up this job, they would be known as an entrepreneur.

Let's take one more example. Suppose a person takes a franchisee of a popular pizza company and starts a restaurant. If they start their restaurant in Connaught Place where many people come to have food regularly, they would be an ordinary businessperson with a traditional mindset. However, if they start a restaurant with new kinds of pizza, made in a new style, they would be known as an entrepreneur. Analyzing and taking a risk - whether people would like their pizza or not - they would invest in their idea of serving a new pizza to the customers.

Entrepreneurship Mindset is a broad area but the above two examples help us understand the difference between a traditional mindset and Entrepreneurship Mindset. A traditional businessperson would not take risks in their business fearing a loss. Even if they would do so, it would be highly calculated. On the contrary, the Entrepreneurship Mindset is based on taking risks and solving problems. A businessperson competes with other businesspersons but an entrepreneur would compete with themselves as well. They would always like to move beyond their present state and aspire for something higher.

One thing is important to understand here, that between a businessperson and an entrepreneur, no one is more or less important. Considering the above two examples, one should not come to the conclusion that being an entrepreneur is more special than being a businessperson. A businessperson is as important to society as an entrepreneur. An entrepreneur works on a regular idea and takes it forward and a traditional businessperson works on a regular idea on a big scale. Both are important for society as both of them contribute to it in their own ways.

Who is an entrepreneur and who is not?

From the above examples, one can say that an entrepreneur employs new methods of working in their business. There is a thought and a vision behind their business. Through their business, they affect people's lives or find solutions to their problems. They are not afraid of failing but dream to be successful by taking risks. If any of their efforts or plans do not work, even then they keep in mind their dream, take risks and persevere.

We will not consider a person an entrepreneur who has their own business and is also successful but whose aim is only to sustain themselves and earn profits - and not solving their own or others problems. An entrepreneur is not scared of failures and doesn't get disappointed by them, and let go of their plans and dreams.

What is the difference between developing Entrepreneurship Mindset and Entrepreneurship Skills?

By Entrepreneurship Skills, we mean training the students in different facets of business, like accounting for profit and loss in business, making plans for expanding the business, marketing, customer service, etc. By developing Entrepreneurship Mindset, we mean enabling the students to think or do something new, building curiosity in them to think of solutions to challenges and problems and building confidence to work on these solutions, developing the resilience to be at one's task despite difficulties and failures, the will to always learn something new and along with it build qualities of leadership.

Through the Entrepreneurship Mindset Curriculum, we will develop the mindset in students which will help them be like an entrepreneur.

What is the difference between being an entrepreneur and having Entrepreneurship Mindset?

By now, it is clear that an entrepreneur is someone who does their own business, employs new methods and takes risks. Having Entrepreneurship Mindset refers to certain ways of thinking and living, irrespective of whether the individual pursues a job or is engaged in something else.

It is necessary that every entrepreneur has Entrepreneurship Mindset but it is not necessary that each individual having Entrepreneurship Mindset is an entrepreneur.

How can we say whether a person has Entrepreneurship Mindset?

Whether a person has Entrepreneurship Mindset or not can be understood by the way they think and work. Whether engaged in a business or a job, someone with Entrepreneurship Mindset, before pursuing a task, will think afresh and try new methods, will not be scared of failing, will find inspiration in finding solutions to challenges and problems.

In this curriculum, we have included stories of many such entrepreneurs who have not only achieved success but have also provided something new and useful to people. Along with being successful businesspersons, they are also people with Entrepreneurship Mindset. When all these people started something new, there was no assurance of their success; many of them did not even have the experience or financial resources. They were committed, they innovated, and they became successful.

What is the difference between an educated person and a person with Entrepreneurial Mindset?

Many a time, we see that due to the lack of Entrepreneurship Mindset, many people are not able to think beyond their existing condition, don't take risks and are satisfied with a business or a job that doesn't allow them to realize their potential. An educated person may have a degree or a diploma, a good job or even a successful business but it is equally possible that they may not have understood their talents adequately or may not have found work that gives justice to their talent.

Contrary to this, a person with Entrepreneurship Mindset is aware of their talents and strengths. They are not scared of doing something new and failing. They analyze and adapt, instead of getting bogged down by challenges. They believe in creating new opportunities by thinking critically and collaborating with others.

Does only a businessperson need Entrepreneurship Mindset or someone pursuing a job could make use of it as well?

Whatever we have understood till now is not only applicable to businesspersons. Entrepreneurship Mindset is equally important for people pursuing a job. To understand this, along with the examples of some businesspersons, we will learn examples of people who did their government or corporate jobs with Entrepreneurship Mindset. They are dedicated, they take help and solve problems creatively. They make their team their strength and do something new and successfully within the very system that entangles and limits so many others. Despite the limitations, they find solutions.

In Delhi, the biggest such example is of 'Metroman' Mr. E. Sreedharan whose story is a part of this curriculum. He was not a businessperson but with his new ways of thinking, working and courage he did something exceptional which any other engineer might not have even thought of.

We can find many such examples around us: an IAS Officer with their Entrepreneurship Mindset changes the way their department works and people's difficulties suddenly vanish. In many companies, there are people with Entrepreneurship Mindset who take their organisations to new heights.

We can see this in our educational institutions where a number of teachers or principals with their Entrepreneurship Mindset work in such a way that not only benefits students to get their education but inspires other teachers and principals as well.

Recalling some such people, we can think on the following lines - Who are these people? How do they work? Why do people remember them and get inspired by them?

If we observe these people carefully, we would realize that they would not only have used new methods in teaching, running schools etc. but would have also taken risks. They might have taught the students a little differently than the regular curriculum so that students would understand the subject better. Instead of being frustrated by limitations, they would have creatively found solutions. Taking risks, finding solutions, being creative- these are all traits of Entrepreneurship Mindset and are useful and important in every field whether it is a job or any business.

In which situations can a person doing a job be categorized as a person having Entrepreneurship Mindset?

In any system, some people are able to complete tasks effectively that others struggle with. While some people are limited by the challenges around them, some others find creative solutions to them, leverage the abilities of their team members and become successful.

We saw one example of this in the form of Mr. E. Sreedharan. Using his Entrepreneurship Mindset in the Konkan railway and in the Delhi Metro project, he anticipated the obstructions, found solutions to them and finished the work ahead of the timeline.

We can see some examples in other fields as well. When in a backward village, a woman IAS Officer inaugurates a hospital and decides to deliver her baby there, she takes a risk. In return, she strengthens the district's faith in the hospital. She does not take this risk without thinking about it. Apart from being a visionary, there is months of hard work behind this step. Understanding the lack of faith in the public health system and taking an innovative step to resolve it is not possible without Entrepreneurship Mindset.

Entrepreneurship Mindset helps in going beyond the limitations in any field and ensures success by making the person an effective problem solver. Therefore, an attempt is being made by the Department of Education, Government of NCT of Delhi through this curriculum for students to develop Entrepreneurship Mindset and realize their full potential.

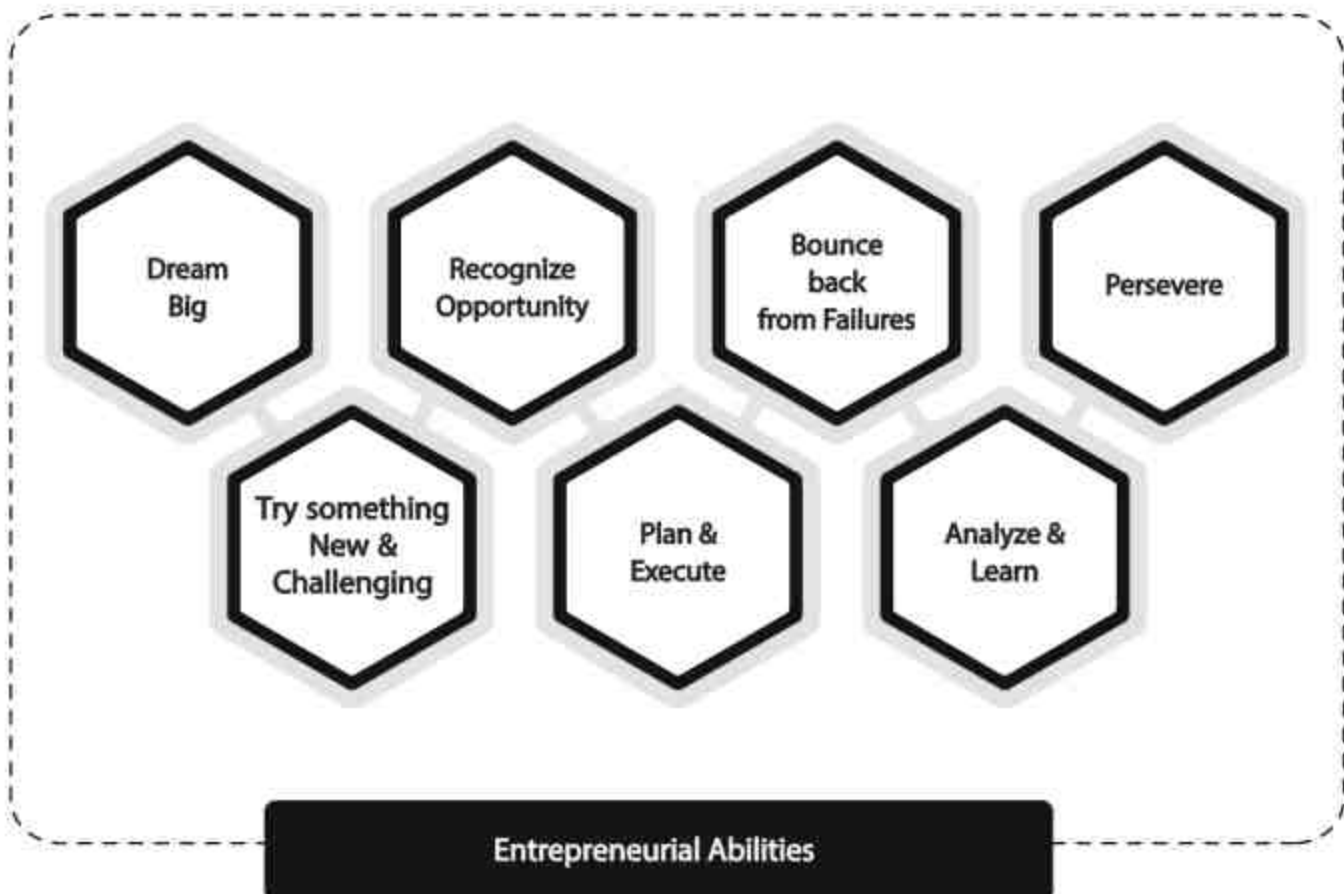
Components of EMC



As we saw in the chapter “Who is an Entrepreneur”, apart from our professional lives, thinking like an entrepreneur can help us in our personal lives as well. Facing disappointment bravely, identifying our interests and working on them, being audacious enough to do something new – Entrepreneurship Mindset can help us do all of these, and help us make our daily lives more meaningful.

The Entrepreneurship Mindset Curriculum (EMC) has been designed keeping in mind this definition of Entrepreneurship Mindset so that the students can succeed both in their personal lives and chosen profession.

The following seven abilities are an essential part of Entrepreneurship Mindset



To develop Entrepreneurship Mindset, it is important that we first build some foundational abilities and key qualities. For example -

- **To do something new and challenging**, it is very important to have confidence and face one's fears.
- **To Identify opportunities**, it is important to observe minutely, understand the situation in a balanced manner and think deeply and critically..

The qualities and abilities necessary for developing Entrepreneurship Mindset are given below which the students will develop through different modules of the curriculum.

Foundational Abilities	Key Qualities
Critical Thinking	Creativity
Communication	Curiosity
Collaboration, Teamwork	Empathy
Decision Making	Joyfulness
Drive / Adapt to Change	Manage Fears
Ideate	Mindfulness
Integrity & Ethics	Observation
Problem Solving	Self Awareness
Reflect, Analyze	Self Confidence

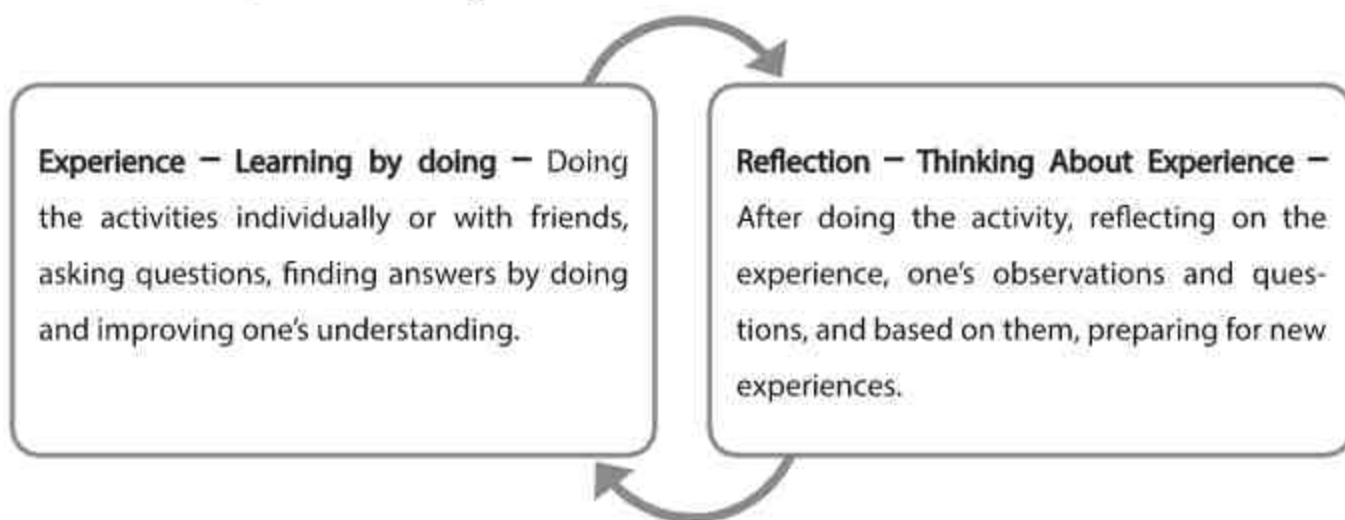
How will the Entrepreneurship Mindset Curriculum be taught?

Process-

The qualities and abilities that EMC aims to develop, are learnt from experience and not from textbooks. Until the students get a chance to experience and practice, they will register as information. This curriculum has been designed using the principles of experiential learning to enable the students to connect these qualities and abilities with their own lives and use them in their future.

One period, every day, has been designated for EMC in the time-table. This has been done to ensure that these qualities and abilities become a mindset through regular practice

There are different aspects of experiential learning. The students can learn inside the classroom as well as by connecting with real world experiences. It is important to ensure that the students get a chance to learn by doing in both the contexts. They cannot learn only by seeing and listening. Two processes are important in the method of experiential learning.



Apart from these two modes, students will also **learn from others** in this curriculum. E.g. listening to the stories of entrepreneurs and understanding their journeys by interacting with them.

For example, students in this curriculum,

Students in this curriculum,

- **Interview entrepreneurs** and understand their journeys and along with it, work on their skills like self-confidence, communication skills and fear of talking with new people. This is a medium of both learning by oneself and from others.
- **Develop skills** like problem solving, critical thinking and taking initiative by doing the activities given in the manual.

After conducting an interview or completing an activity, the students, along with their friends, will think about their experience which would help them get a deeper understanding of their qualities, their interests and about their own selves which can help them understand their strengths and areas for improvement.

Experience and reflection – both are important in experiential learning. Only doing is not enough to learn from experience. The students will do some activities – both inside and outside the classroom and then reflect on those experiences which will help understand Entrepreneurship Mindset and apply it in their lives. The biggest advantage of experiential learning is that it will develop the ability to learn continuously in students.

Components

This curriculum has six components which have been designed to provide different experiences to develop Entrepreneurship Mindset. Students will learn by doing and reflecting. Some of these activities will be conducted inside the classroom and some outside. Some activities will be conducted by teachers and some by the students themselves. Detailed information about all these components has been given in this manual.

Objective	When to do	Role of the Teacher	Role of the Students
Mindfulness			
To be aware of the present and to calm the mind and make it focused	In the initial 3-5 minutes, mindfulness check-in and at the end, 1-2 mindfulness check out in the daily EMC period In the EMC period on the first Monday of every month	To make the students do the daily mindful check-in and silent check-out To make the students do the activity of mindfulness on the first Monday of every month	Participating in the activities of mindfulness
Thematic Units			
To give the students information about the skills of entrepreneurship mindset through inspiring stories	In the daily EMC period	To facilitate the activities and the stories given in the manual	Doing the activities in groups, listening to stories and reflecting on and discussing them
Student Specials			
To develop skills related to communication and self-confidence with regular practice and feedback from friends	On every Saturday's EMC period or in any free period	To help the students understand and do this process once or twice initially	Performing different roles while conducting the activities of effective communication

Objective	When to do	Role of the Teacher	Role of the Students
Live Entrepreneur Interactions			
Understanding the journeys of entrepreneurs and employment alternatives by meeting them face-to-face	Preparing the school administration according to the needs of the entrepreneur	Introduce the entrepreneur and managing the conversation with them	Listening to the entrepreneurs and ask questions to them without any hesitation
Career Exploration			
Interviewing various entrepreneurs and people at jobs and understand their journeys and alternative employments	<p>One interview every month</p> <p>On every month's last Monday and Tuesday, students will share their experience of the interviews</p>	On the basis of the information given in the manual, the students will be guided to understand the objective and the process of the activity.	Finding entrepreneurs and people at jobs according to one's interests; interviewing them after appropriate preparation and then sharing the experience with the class
Business Blasters (Field Project)			
Use the skills of entrepreneurship mindset in real life	Information about how and when the field work should be done will be given through circulars	On the basis of the information given in the manual, the students will be guided to understand the objective and the process of the activity.	Using the given monetary amount for an effective economic or social project by applying entrepreneurial skills

Structure of Thematic Units -

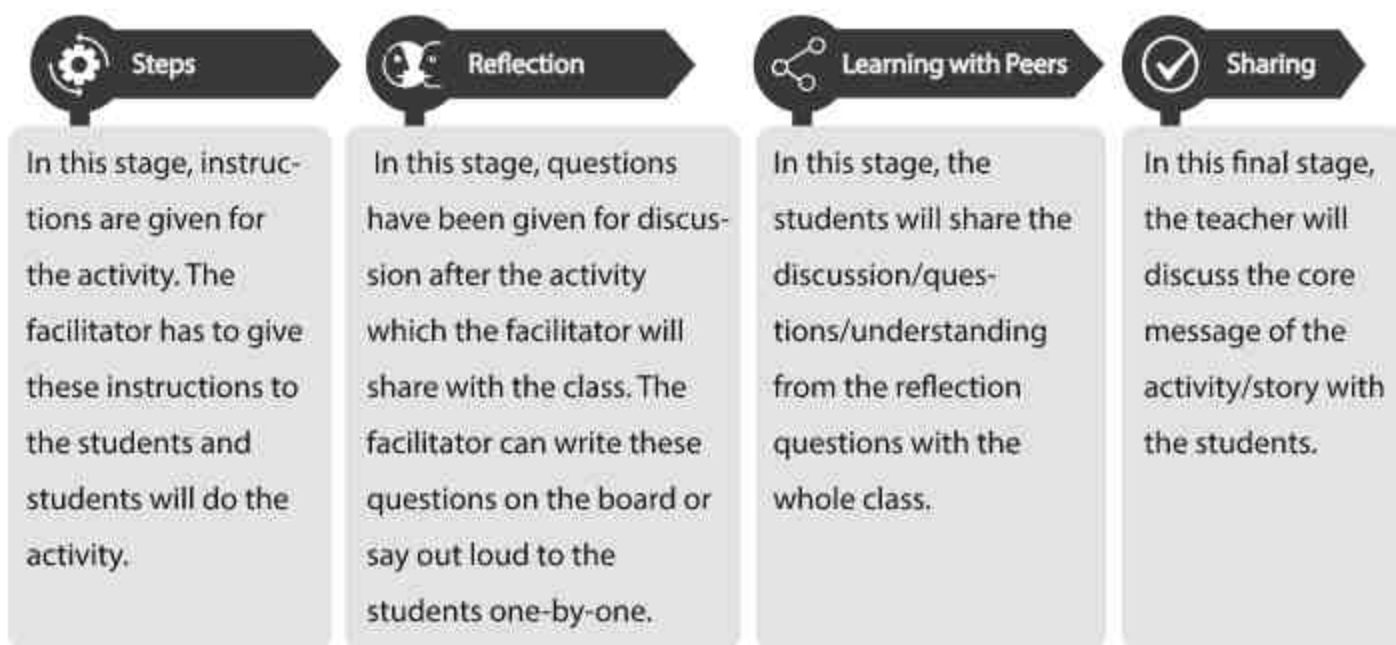
The thematic units give the students a chance to understand and practice Entrepreneurship Mindset in the classroom. These units comprise activities and stories. The activities give the students an experience of a quality or ability of the Entrepreneurship Mindset Curriculum. The stories inspire the students by talking about how a successful individual has used the quality or ability. The following points are to be kept in mind -

Structure of a Unit -

- Each unit focuses on a quality or ability of Entrepreneurship Mindset.
- At the beginning of every unit, the importance of that quality or ability and other information has been given for the facilitator teacher.
- In each unit, suggestions have been given for beginning the unit with the students.
- There are two activities and one story in each unit (barring a few exceptions).
- The estimated periods for the activities/stories have been given keeping in mind the average strength of the students. The facilitator can adjust this according to the strength of their class.

Structure of Every Activity/Story -

- Each activity/story focuses on a quality or ability, related to which questions have been given for reflection.
- Each activity/story starts with an introduction with the teacher should read out to the students.
- Each activity/story is divided into four stages as shown in the following figure. Instructions for the highlighted part will be given below this ribbon.





We learnt in the previous chapters about the need to actively prepare our students for the future. The work environment will undergo various transformations. There will be several new work opportunities for them. They may start their own enterprise or work in some emerging areas, such as environment conservation. To prepare themselves for these tasks and succeed in the future, they will also have to work on their behaviours and skills such as, working together in a team, respecting diverse perspectives, thinking objectively and asking questions.

The EMC curriculum has been designed with this objective in mind. To enable students to learn these skills through experience and reflection. "Learning from experience and reflection" is an essential means of learning that not only motivates students but also prepares them for practical living. Learning by doing lays a strong foundation for learning.

Let us understand this with the example of learning to ride a bicycle. We all learn cycling by trying to ride a bicycle, not by merely talking about it or watching someone else ride it. The fear of falling, maneuvering the bicycle at turns or repairing a broken chain can be overcome by regular practice. If we understand this whole process thoroughly, we confront our fears by experiencing it which in turn, boosts our confidence. Developing the skills given in EMC is also like learning to ride a bicycle. They can be adequately learnt only by doing. Like, while cycling one might feel fearful in the beginning but by practising regularly and reflecting, everyone can learn these skills.

Learning Objectives

The principal objective of this unit is to help students learn about the need for entrepreneurial skills and the importance of learning through experience and reflections. Clarity on objectives and learning style will help them connect to this course. Keeping this in mind, in this unit the students will:

1

Understand the importance of EMC to succeed in future

2

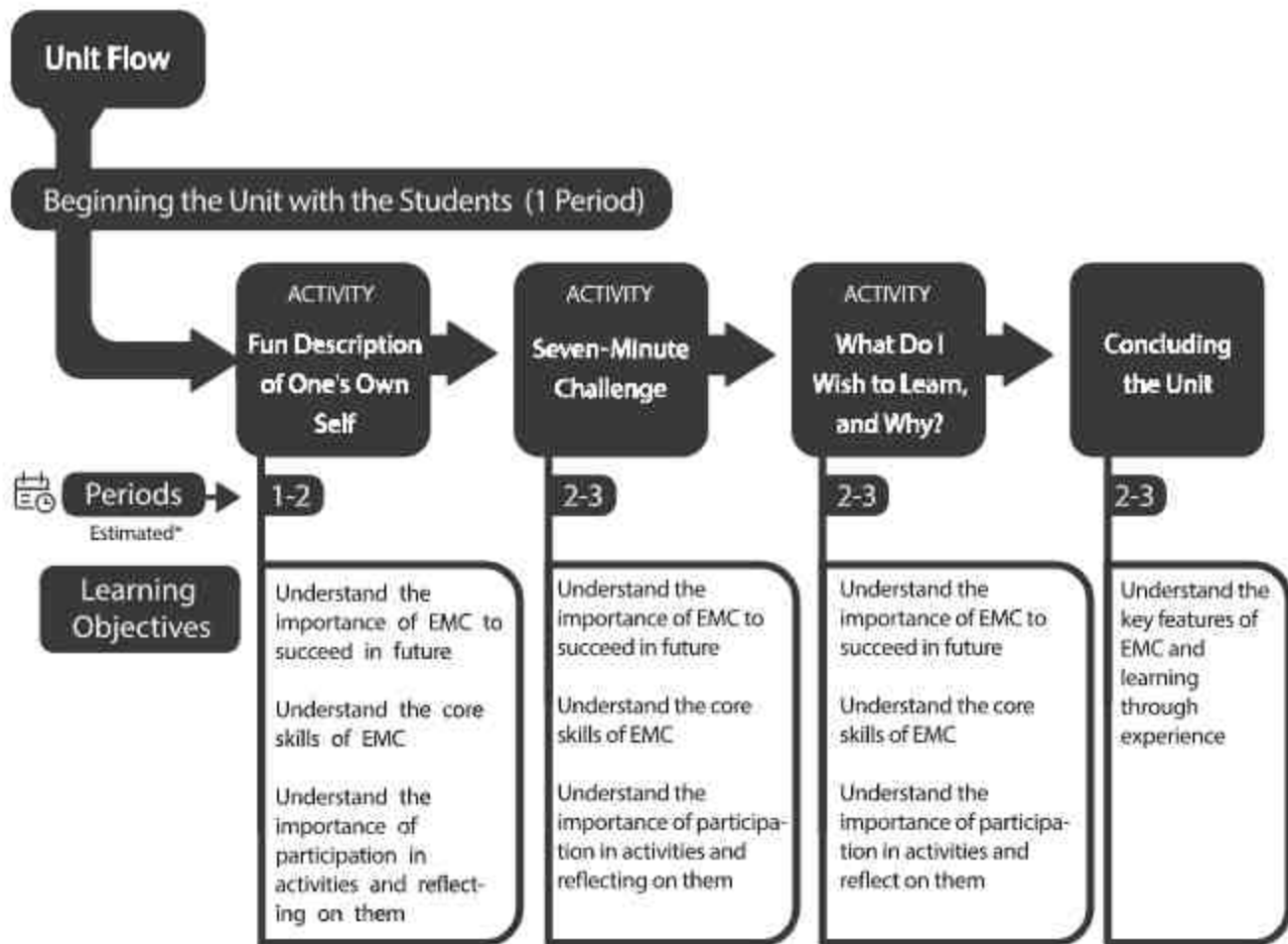
Understand the core skills of EMC

3

Understand the importance of participation in activities and reflecting on them

4

Understand the key features of EMC and learning through experience



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

Before proceeding with this curriculum, address some potential questions that students might have.

- Tell students the name and purpose of this curriculum and ask them what questions they have in their minds. Write these questions on the board.
- Continue the conversation by asking students- how do we learn to cycle, swim, debate, research, work together with people, speak with confidence etc.? Can we learn these just by reading about them? Discuss the answers briefly and write them on the board. Students feel important when they see the solutions given by them on the board.
- Now ask them how important they believe is to work together with people, solving problems, articulating confidently, reasoning, etc. for their future and why? Encourage them to share their reflections with examples.
- Ask them, how could they develop these abilities?

Summarising this discussion, tell students that EMC will-

- Build their understanding about the entrepreneurial skills required to succeed in future.
- Provide opportunities to learn the various entrepreneurial skills by experiencing them in the classroom.

Following activities will help us understand the curriculum, the skills inherent in it, and the method to learn them.

Activity 1.1 | Fun Description of One's Own Self

Introduction

This activity is related to the skill "understanding self". Many students do not have the opportunity to think deeply about themselves and express their thoughts. When students get opportunities to authentically express themselves in a supportive environment, they can discover many of their abilities. This can help them take informed decisions about their future.

This activity also introduces students to the process of teaching EMC. In EMC, students learn by actively participating in activities and projects and reflecting on those experiences. Teachers play the role of a facilitator, encouraging the students to participate in the activities and guide them through discussions and reflections.

Individual Work

Learning Objectives

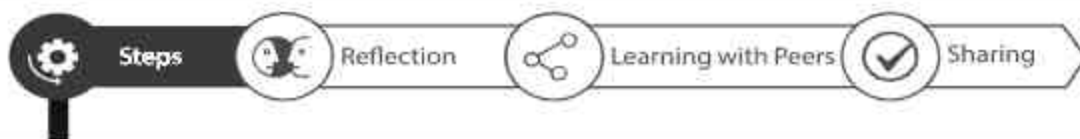
1-2 Periods

- Understand the importance of EMC to succeed in future
- Understand the core skills of EMC
- Understand the importance of participation in activities and reflect on them

Facilitator Note

To create a positive environment in the class and encourage students to participate openly:

- Appreciate the efforts of each student and make sure no one makes fun of each other's descriptions.
- Clarify and insist that there is no right or wrong answer since it's all about learning from experience.
- Students can repeat the objects mentioned by their peers but facilitators should encourage them to describe it in their own words.
- If students are interested in continuing with this activity, analogies with other objects like sports and musical instruments, etc. can be made.



- Ask students to compare themselves with any kitchen utensils or inanimate object and share their reasons for the same.
- The facilitator can begin by giving his/her own example

For example- I consider myself like a pressure cooker because

- A bunch of ideas keep on cooking in my mind.
- I also calm down like a cooker after releasing the pressure of concerns

Or I consider myself like a tree because

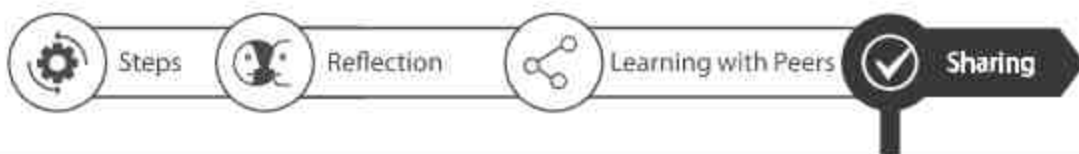
- I stand with conviction in every situation, like a tree.
- I help people in various ways as a tree does.

- Give students two minutes to identify a utensil or an object and then encourage each student to share their description in an interesting way with the class.



After completing the "**description of one's own self**" activity, discuss the following questions with the whole class.

- Which skills could you practice while doing this activity?
- What did you find engaging in doing this activity?
- How does getting to know ourselves help us?



We all have many qualities and skills hidden within us. You might have discovered some of these while creating your interesting/fun narrative. You will experience many such moments during EMC class. Your participation in the process of learning and teaching EMC is crucial. There is no examination in EMC; therefore, whatever is to be learnt in this class can only be acquired by participating in activities, stories, projects, discussion and reflection. Keep in mind that we are not supposed to assess or judge each other's views or contributions. We need to create an environment where all students can participate without any hesitation and learn at a favourable pace.

Activity 1.2 | Seven-Minute Challenge

Introduction

This activity is about "collaborative work" and "creativity". Here the students will work with each other to reach their objective and use the objects around them in a unique manner. At the same time students will be able to explore their feelings when faced with unfamiliar situations.

While beginning a new task or in a new situation, we either get scared or we become excited, which is natural. There are several experiences in EMC where students will have to take up a new challenge alone or together. Continuous practise of this will boost the confidence of the students. Consequently, they will find themselves ready for challenges in any such situation in the future. This activity is an example of a similar experience.

Group Work: 5-6 Students

2-3 Periods

Learning Objectives

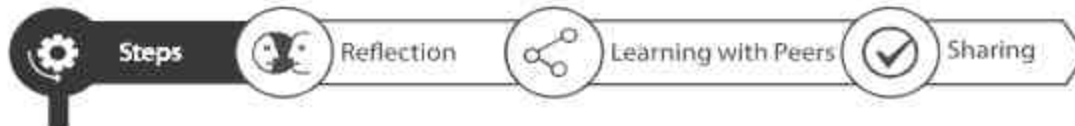
- Understand the importance of EMC to succeed in future
- Understand the core skills of EMC
- Understand the importance of participation in activities and reflecting on them

Material Required | Timer



Facilitator Note

- Encourage students to observe things around them as resources.
- Ask them to participate in the activity without worrying about right or wrong.
- If students want to use the desks, ask them to be cautious. At the same time encourage them to use other objects around them besides the desk.

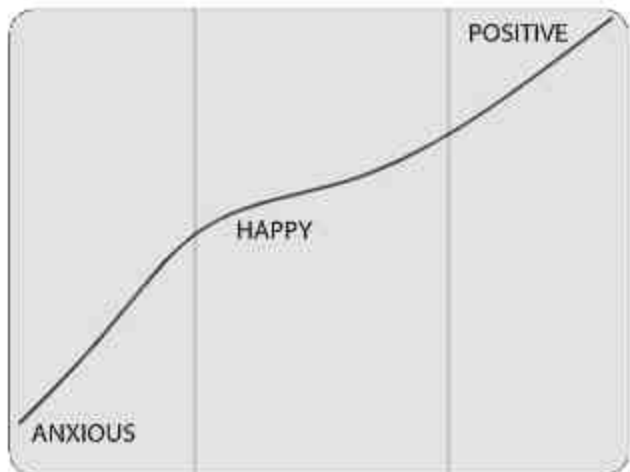
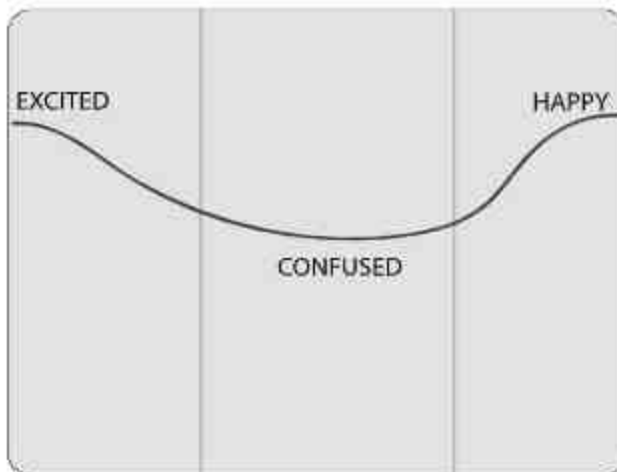


- Ask students to make groups of 5-6.
- Tell the students the name of the activity and ask them if they are ready for it. While doing this, create an atmosphere of excitement in the classroom.
- Ask students to build the tallest and strongest tower using the material available around them.
- Give them 7 minutes to build the tower.
- Notify the students when they are left with 2 minutes and 1 minute, respectively
- After that, invite each group to give a presentation in the classroom describing the 'height', 'strength', 'aesthetics' etc. of the tower.



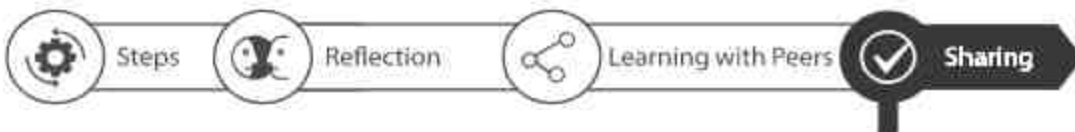
After the activity is over, ask the students to discuss the following questions in their groups-

- Which skill do you associate this activity with?
- How did you feel during this activity? Represent your feelings on a graph as follows. Draw two examples of it on the board.
- How is the experience of building a tower different from reading about it ?
- Can you ever use what you learnt and understood from this experience again? Illustrate with an example.



Ask all students to exhibit their graphs in the classroom and encourage everyone to understand each other's experience.

Then invite students to share their opinion on the questions (1,3,4) above, one by one.



Through this activity, you used some of the qualities and skills that are part of the Entrepreneurship Mindset. These are almost the same qualities and skills that are essential to succeed in your desired career. In EMC class, we will perform many such activities, listen to inspirational stories, do projects, discuss, and reflect upon them.

Activity 1.3 | What Do I Wish to Learn, and Why?

Introduction

We got an opportunity to identify our qualities and skills while describing ourselves in a fun way. Through reflection, we also learnt how EMC is different from other subjects in its process of learning and teaching. It includes the role of the facilitator and why student participation is necessary. Now through discussion and reflection, we will understand what to learn in EMC and why.

2-3 Periods

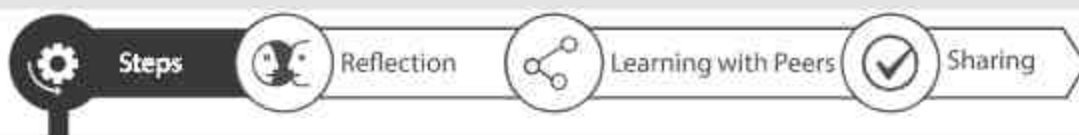
Learning Objectives

- Understand the importance of EMC to succeed in future
- Understand the competencies of EMC
- Understand the importance of participation in activities and reflecting on them

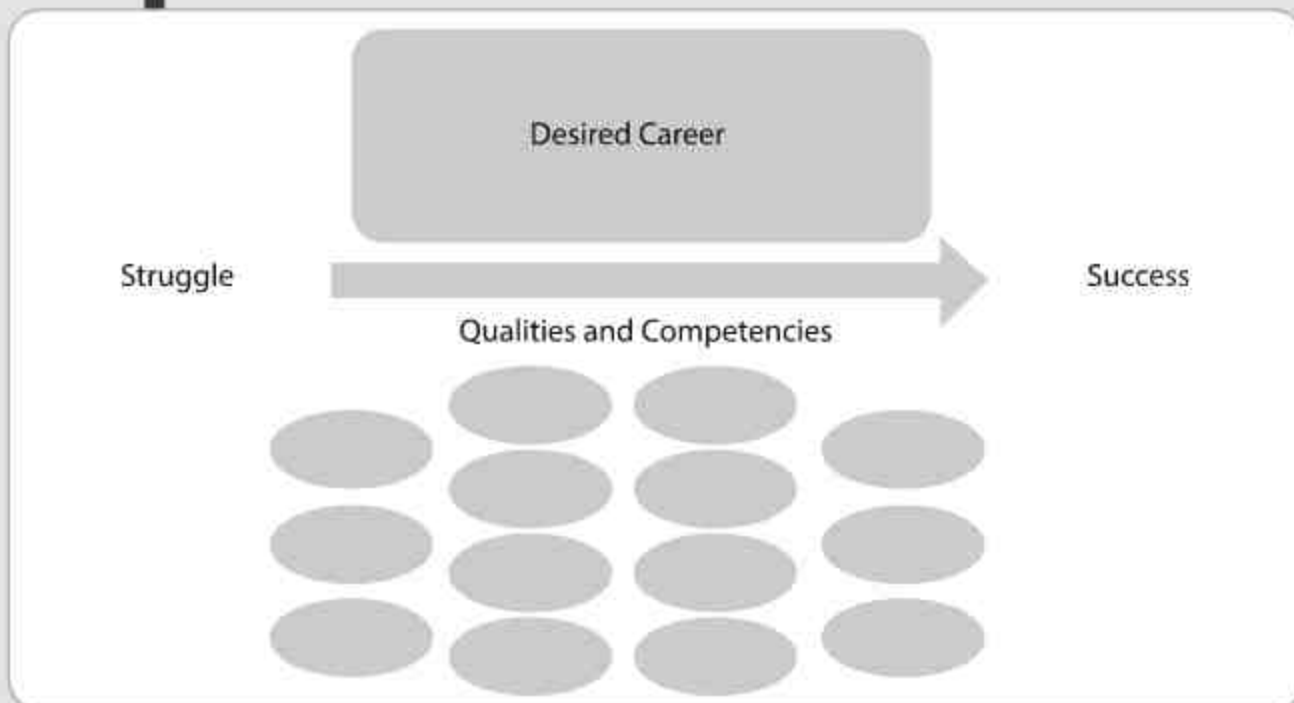
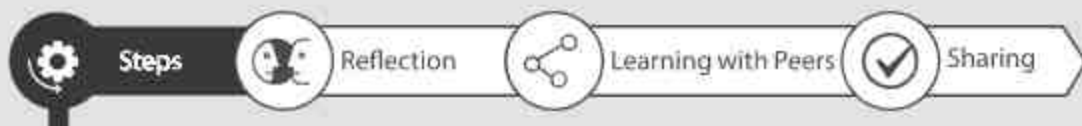
Individual Work

Facilitator Note

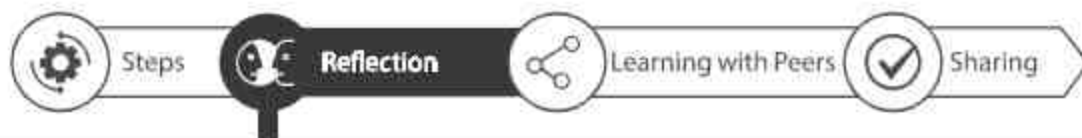
- Students can choose to visualize any preferred career. They can opt for a job, or join their family business, or start their own venture.
- Tell the students that no work is small or big. Appreciate every students' answer.
- Apart from qualities and skills, if a student talks about a formal degree or investment etc. then it can be written on the edge of the board. Appreciate that and gently remind them that EMC is about developing entrepreneurial qualities and skills.



- Ask students to visualise a career of their choice.
- Now ask them to draw their picture as per their imagination.
- In the picture, they can show themselves doing their favourite work or performing activities associated with it.
- Then ask the students the essential qualities and skills they must develop to succeed in the future?
- Give students examples of certain skills such as communicating confidently, being creative, being able to contemplate, understanding others, etc.
- Draw the mind map given below on the board and ask each student to share their desired career and one skill/quality associated with it. Keep writing their ideas on the map.
- If any skill/quality appears again, then another ✓ can be marked against it.



- After writing most of the necessary qualities and skills on the board, let the students know that they are going to develop all of these qualities and skills in the EMC class. Since these qualities and skills are part of the thought process of an entrepreneur, it is called Entrepreneurship Mindset.



- Did you learn anything new about yourself, which can help you move ahead in your future?
- What can be the advantages of thinking about one's future from class 9th to 12th?
- In what ways do activities and discussions with peers help in learning entrepreneurial skills?



Invite the students one by one to share their picture with their peers in the classroom.



Steps



Reflection



Learning with Peers



Sharing

Class 9 initiates a new phase in the lives of all students when they start thinking seriously about their career. This time is also quite sensitive because they have varied choices and expectations. In the midst of all this, it is not easy to make the right decision. EMC will familiarise students with the options available for the future and will also help them develop the required skills. These aspects make EMC a unique endeavour.

Concluding the Unit



Reflection



Sharing

- Divide students into groups of 5-6 and give each group one of the following questions (if there are more groups than the number of questions, one question can be given to more than one group) –
 1. What did you understand about the objectives of EMC?
 2. What did you like about the EMC class?
 3. You participated in 3 different kinds of activities. What are the similarities and differences between them?
 4. After every activity, you reflected on the experience. Why is that important?
- Ask students to discuss these questions in their groups and present their answers in the form of a poster.
- Then invite each group to make their presentation to the whole class.
- You can put these posters in the classroom if you want.
- If students have more questions related to EMC, discuss them and conclude this unit.



Reflection

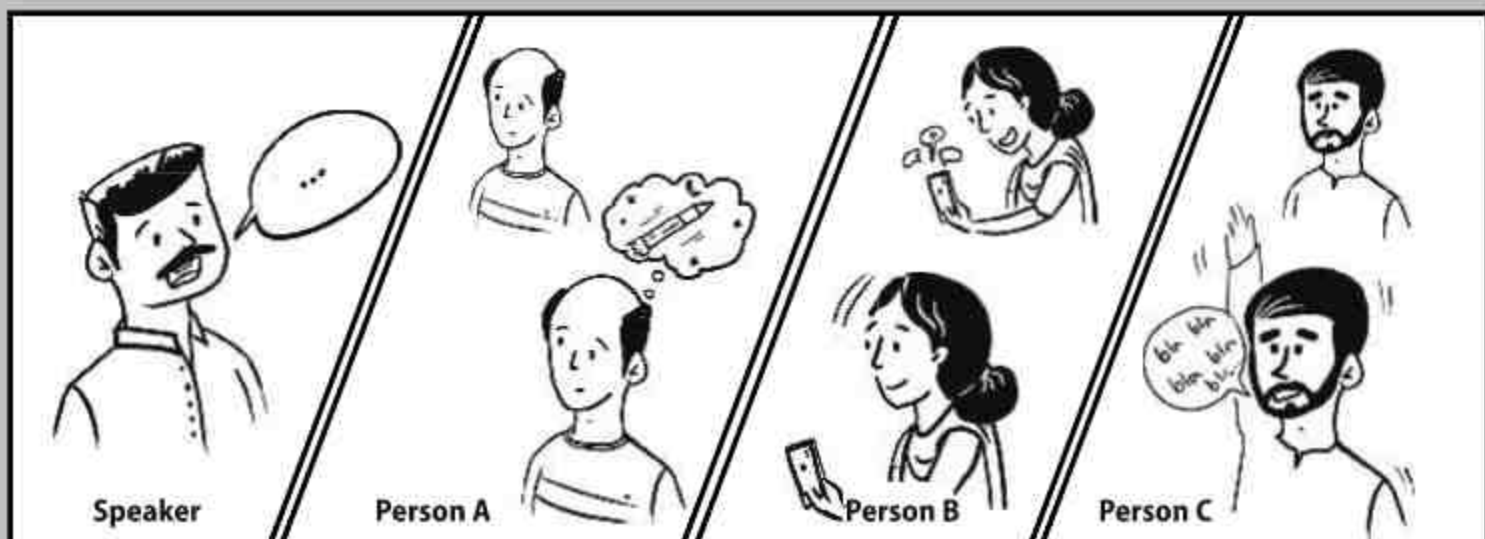


Sharing

EMC has been designed, keeping in mind the changing context of life & work in the 21st century. If you look around, you will find that there are many things nowadays that did not exist when our parents were studying. Now we rely on technology much more than ever before. From talking to each other to ordering food from outside, a lot can be done at the click of a button on our mobiles. There will be many such changes in the coming times for which it is necessary to prepare ourselves proactively. The objective of the course is to prepare you for the future so that you can carve a niche for yourself, be financially independent and socially impactful.



Introduction to the Unit



What the Speaker is experiencing is a very common pattern in our conversations. We often get distracted during conversations either because as listeners we're thinking about something else or the speaker is not able to express himself/herself clearly. In today's time, we expect our students to be able to think of new ways to solve contemporary problems and collaborate with others. In this light, it is important for students to develop effective communication skills like listening actively and speaking with clarity and confidence.

Learning Objectives

In this unit, students will understand and practice the basic skills of effective communication - listening carefully and speaking confidently. For this, they need to understand and implement the following -

1

Understanding facial expressions and body language

2

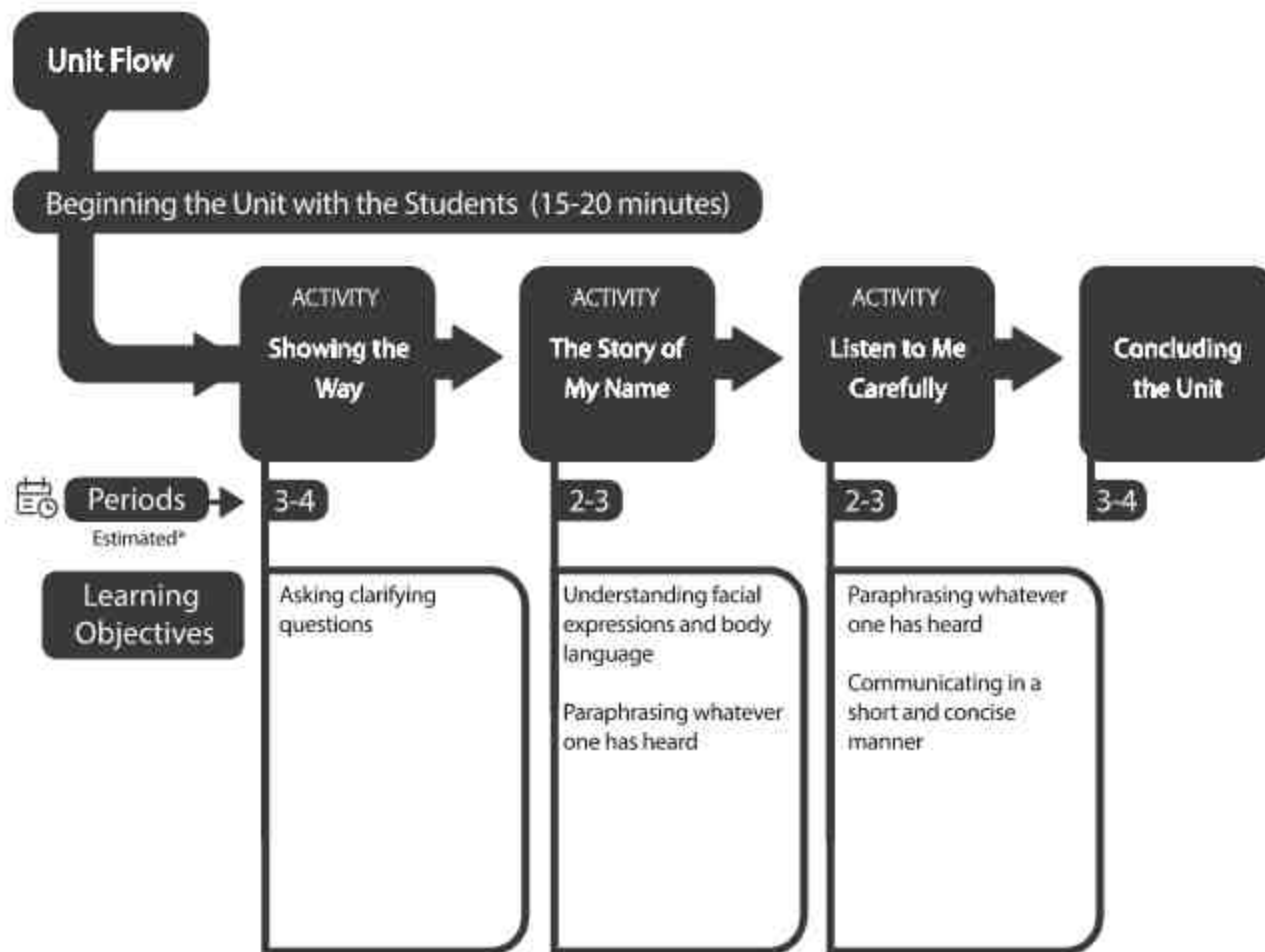
Asking clarifying questions

3

Paraphrasing whatever one has heard

4

Communicating in a short and concise manner



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

Listening with attention and expressing with clarity, could be issues of great relevance for students. The unit could be introduced by initiating discussion on one of the following points with the students, to understand their perspective on communication-

- With whom do you like to speak freely/are able to do so and why?
- How do you feel when you think that your friends or parents are not listening to you or when they are unable to express themselves before others?
- Why do you think being heard, listening to others and expressing confidently are important aspects of a communication experience? Would you like to give some personal examples and talk about this?

A list of such points can be made which are considered important for students to be heard and for expressing themselves.

Activity 2.1 | Showing the Way

Introduction

During a conversation, it is the responsibility of the listeners to clarify wherever they do not understand instead of going on listening meaninglessly. Similarly, the speakers must also express themselves clearly and be mindful of the listeners' time and interest. By doing so, the listeners and the speakers can make the conversation relevant for each other.

Group Work: 3 Students

Learning Objectives

3-4 Periods

- Asking clarifying questions

Material Required

Paper



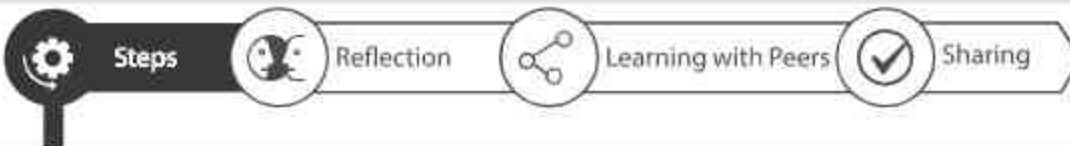
Pen



Facilitator Note

In this activity, ensure that students -

- Think before expressing themselves.
- Are paying attention/or are mindful of their feelings when they don't understand the instructions.



- Ask students to make groups of 3.
- Tell the students that the activity will be done in 2 rounds.
- In the first round, ask them to select one student from their group who will think of a place 10-15 minutes away from her home or school.
- Thereafter, the selected student will describe the directions to the location for the other two students of the group.
- Based on the directions, the other two students will draw their individual maps.
- In the next round, repeat the activity with another student giving instructions.
- The rules for both the rounds are different, which should be communicated to the students before each round.

Round 1

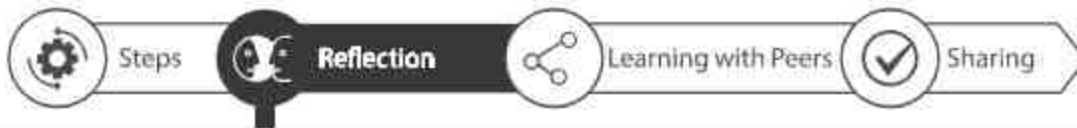
Ask the students to make groups of 3 and draw a map as explained above. Explain the following rules -

1. The students drawing the map cannot
 - ask any questions or
 - look into each-other's maps
2. The students giving the instructions also cannot see what others are drawing.

Round 2

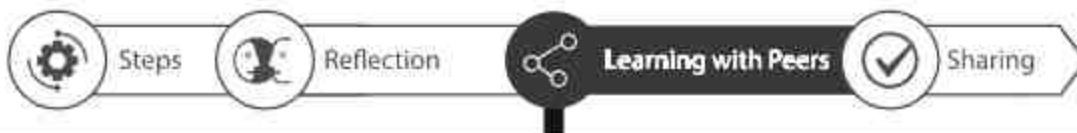
To the same group of students, share the following rules for drawing the map -

1. The students drawing the map can
 - ask questions which can be answered in a 'yes' or 'no'
 - look at each-other's maps.
2. The students giving instructions can look at the maps of their teammates and answer their questions.

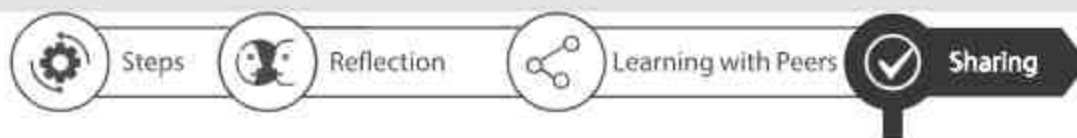


After the completion of the activity, ask students to discuss the following questions in their respective groups and make a list of their observations:

- How did the rules of both the rounds affect the task of the instructor and the listener?
- Which were those points that helped draw the map better?
- How do these points affect speaking and listening in real life?



- Display the lists made by the students in the class.
- Encourage the students to look at each other's lists.
- Ask the students looking at the lists to compare the similarities & the differences.
- Ask some students to share their views and observations on this.



During a conversation, it is important to respect each other. Through asking questions or maintaining eye contact, we express involvement in each other's interests. These gestures help us ensure that we are communicating better with the other person.

Activity 2.2 | The Story of My Name

Introduction

We speak and listen in multiple contexts. In the previous activity we clearly understood the dimensions of a good speaker and listener in the context of giving and receiving instructions in a small group. Similarly, there can be many situations in our lives when we would need to talk about ourselves or our values such as in an interview or with a potential customer. In such a context it is essential that we share our experiences with complete honesty so that we are able to win trust, which is also an outcome of effective communication.

Group Work: First individually, then in groups of 5-6

2-3 Periods

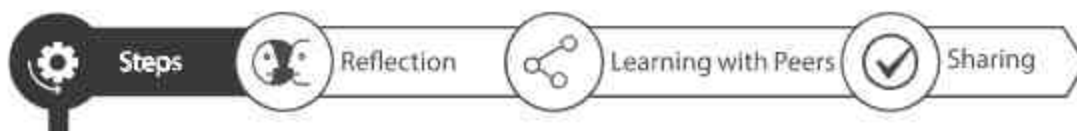
Learning Objectives

- Understanding facial expressions and body language
- Paraphrasing whatever one has heard

Facilitator Note

Talking about our names is an immensely personal experience. The facilitator should take care that

- The students listen to each other with sensitivity
- The students share as many facets of their story as possible
- The students feel relaxed while sharing and encourage each other



- Ask all the students to take 5 minutes and think about the following questions concerning their names -
 - Who named you and why?
 - What is the meaning of your name?
 - Do you like your name or not? What do you feel about it?
 - Do you have a nickname?
 - An action that would describe your name
- Ask students to make groups of 5-6.
- Ask the students to share their answers, along with the action, in their respective groups. Give each student 2-3 minutes for the same.
- As an example, share the story behind your name and perform an action you associate with it.

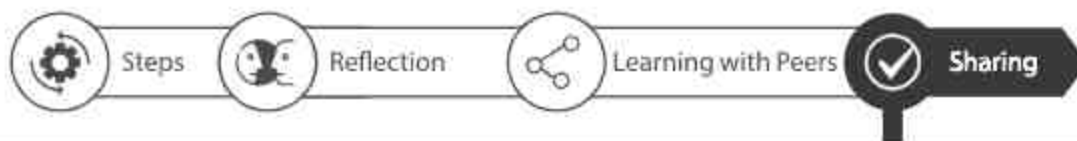


After this, ask each group to make a presentation for the class based on any of the following points

- The similarities in their stories
- The most interesting story
- A story that touched everyone's heart
- Any such point which someone might have shared for the first time



- Ask each group to share their presentation with the class.
- After the presentation, ask all the students about the experience of talking about their names.



It is not easy to talk about ourselves. We worry about the listener's ability to understand and his/her trustworthiness. The fact is, more honestly we express ourselves, more likely that people will listen to us. To connect with people and to communicate effectively, it is equally important to express honestly and listen carefully.

Activity 2.3 | Listen to Me Carefully

Introduction

Sometimes, while listening to others, we start giving our own opinions or begin to think about something else. Such responses distract the speaker and make them feel neglected. For effective communication, it is necessary that we listen to others carefully and pay attention to their words and body language. This allows us to respond appropriately, reassuring the speaker that we are being sensitive towards them, which eventually helps to build a relationship of mutual trust.

Group Work: Firstly individually, then in pairs, then in groups of 6-8

2-3 Periods

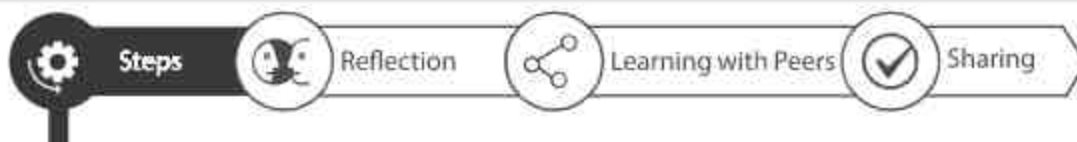
Facilitator Note

Ask the students to be cognizant

- Prejudices arising in their minds
- Solutions to problems
- Maintaining eye contact
- Desire to say something in between
- Getting adrift with one's own thoughts

Learning Objectives

- Paraphrasing whatever one has heard
- Communicating in a short and concise manner



- To start the activity, ask the students to think of an incident from their life when they were very happy, excited or sad and whether they can share it easily with others.
- After that, instruct them to play two rounds of the activity based on the instructions given in the box. While playing both the rounds, ask them to be careful of the following -
 - To avoid giving any kind of reaction while listening to others.
 - To maintain eye contact while listening.

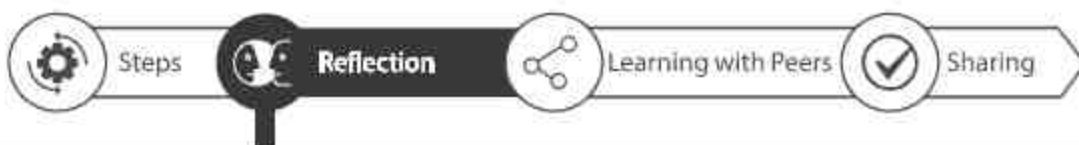
Round 1

- Give them 5 minutes to think of what they want to talk about.
- Thereafter, tell them to share their stories in pairs.
- While doing this, they have to listen to each other's story carefully and if needed, make notes as well.
- Give 3 minutes to each student to narrate his/her story.

Round 2

- Make a bigger group of 3-4 pairs of students (or about 6-8 students).
- Now, each student will tell the story of their partner to the larger group.
- Make sure that the students use their partner's words and expressions to tell their story.
- They should not add any extra information or details to it.
- Each student will get 2-3 minutes for this activity.

- In both the rounds, the facilitator should play the role of the time-keeper.
- For the purpose of demonstration, invite a student to share his/her experience and then the teacher should paraphrase it.

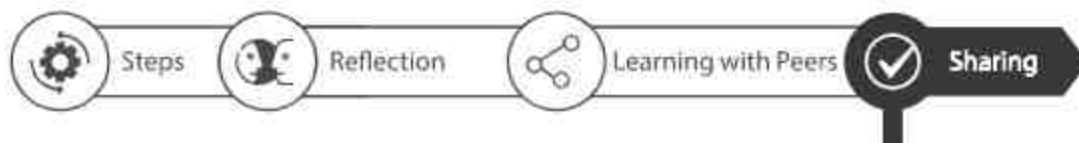


Now, in the same groups, ask the students to discuss the following questions:

While Listening	While Speaking
<ul style="list-style-type: none"> • How was the experience of listening to your partner's story? • Could you communicate your partner's story in the same way as he/she shared? • What was going on in your mind while listening to your partner? 	<ul style="list-style-type: none"> • How was the experience of sharing your partner's story to the bigger group? • How did you feel while telling the story? • Did you feel you could do justice to your partner's story?



Now invite a few students from each group to share the important points which emerged out of the discussion.



It is not always an easy task to listen to others. Many times we get distracted or get adrift with our own thoughts. Therefore, it is important that we are aware of the thoughts/feelings going on in our minds while listening to others and get involved in the conversation completely.

Concluding the Unit

In this unit, we have given a lot of emphasis on the development of skills for effective communication. Let us now make a small plan to practice them. For this, we need to work individually.

STEP

1



10 Mins

Ask the students to choose some skills of speaking or listening practiced in this unit. To choose these skills, they can also take feedback from their friends by asking the following question -

Can you tell me two or three things that I can do so that I can listen attentively and convey my thoughts accurately to you?



STEP

2



15 Mins

For the selected skills, write down some situations when you will be able to practice them. For example, if you have chosen the skill of listening carefully, then you can practice it in the following situations:

- When any of your friends want to share something serious with you.
- When you have to understand some instructions to carry out a task.
- When you are taking advice from someone.

Share this plan with your friends and teachers so that they can give you feedback and can help you, if needed.



STEP

3



15 Mins

Practice these selected skills for 1 month and then take feedback from your friends regarding your progress.



Introduction to the Unit



Is everyone creative, or is creativity limited to a few in the arts domain? Everyone is creative in their own way. Creativity is not only about arts, but also about examining situations with an open mind and a new perspective, thinking beyond barriers and solving problems unconventionally. Which is why it is an important skill and we all need to develop it.

Learning Objectives

Students will explore various dimensions of creativity by learning the following skills

1

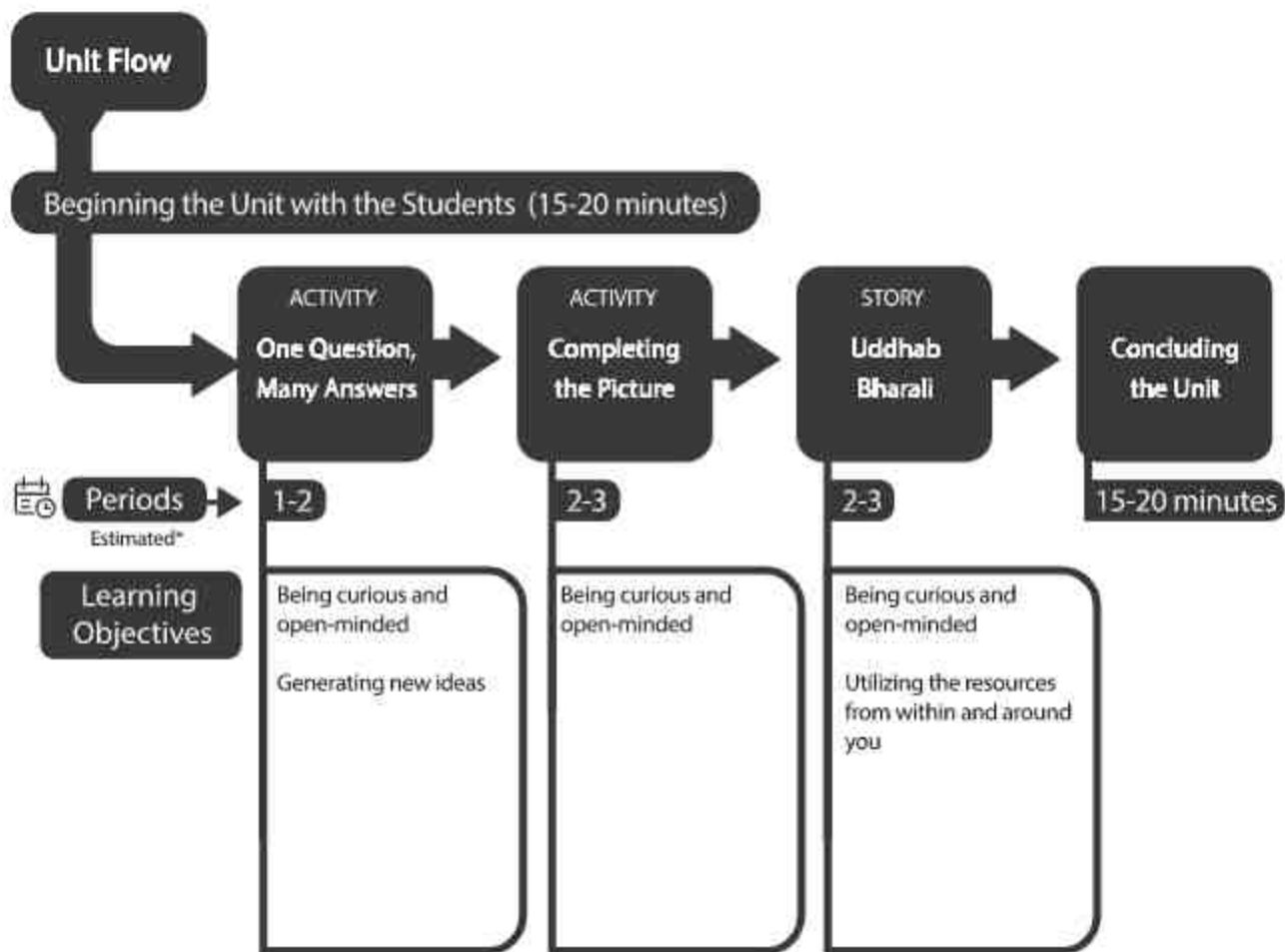
Being curious and open-minded

2

Generating new ideas

3

Utilizing resources within and around you



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

In the context of the conversation given in the beginning of the unit, a discussion can be initiated with students on the following points-

- How was Pinky able to make the fan?
- What do you think being creative means?
- Do we need to be artistic to be creative?

Activity 3.1 | One Question, Many Answers

Introduction

Usually we browse through books to search for answers to many questions. Today, for a change, we will perform an activity which requires imagination to answer questions. These questions are both interesting and intriguing.

Group Work: 5-6 Students

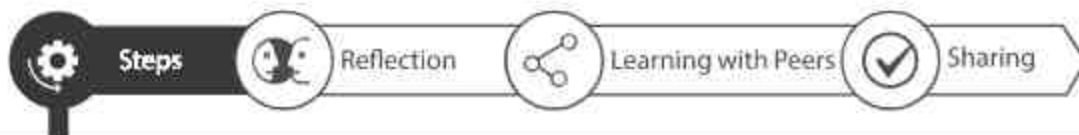
Learning Objectives

1-2 Periods

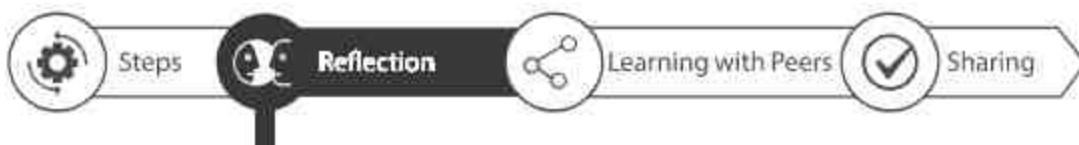
- Being curious and open minded
- Generating new ideas

Facilitator Note

- During the activity, students can give answers that may not necessarily be logical. In such a situation, make sure that no one makes fun of each other's views.
- Encourage all students to participate in the activity.
- Refrain from commenting on their answers.



- Ask students to make groups of 5-6.
- Write the following questions on the board:
 - What if the cat starts barking?
 - What will happen if the sun never sets?
 - What would happen if everything is of the same colour?
 - What if we never grow old?
 - What if we become as small as ants?
 - What if food starts falling from the sky instead of being grown in the fields?
 Or, any other....
- Each group will choose any two questions and discuss for 15-20 minutes. After that, they will present their responses through various creative means like acting, dancing, singing, visuals, etc.

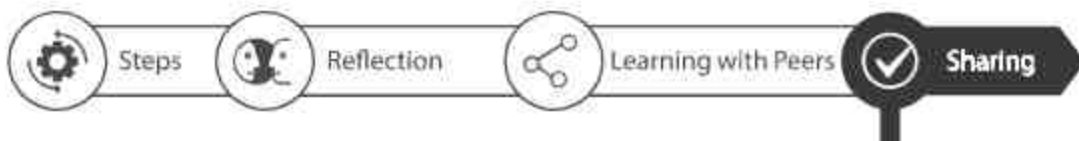


After the activity is over, ask the students to discuss the following questions in their groups-

- Did you find these questions odd? If yes, why?
- What factors helped you to come up with answers to these questions, and what factors prevented you from doing so?
- Do such unusual questions come in your minds too? Give examples.



After the discussion, invite a few students from each group to share their thoughts with the whole class. If there is still a student who wants to answer any question, encourage him/her to speak up.



There was no one single correct answer to these questions. All of you came up with your own unique responses using your imagination. Besides, the way you presented the answers, was both artistic as well as effective. You all demonstrated your creativity in the process.

Activity 3.2 | Complete the Picture

Introduction

In this activity, students are required to complete a picture from the given figure. In order to come up with diverse ideas to complete the pictures, students will need to think with an open mind which will help them to explore their creativity.

Individual Work

Learning Objectives

2-3 Periods

- Being curious and open minded
- Generating new ideas

Facilitator Note

- It is possible to draw 20 or more pictures in 1 minute, therefore encourage students to draw more if they stop after drawing 4-5 pictures.
- Students can make use of the shape of 'V' in multiple orientations.
- Students can also draw an abstract idea in the form of a picture.



- Draw a 'V' shape on the blackboard.
- Students need to make as many pictures as they can using the 'V' shape within 1 minute (for example - V can become an ice-cream cone or bird's beak).
- Ask the students to draw as many and different types of pictures as possible. Reassure them that the idea matters and not the perfection in drawing.



After the activity, discuss the following questions with the students in a large group -

- Did you draw the image in one go, or did you pause in between? What thoughts came into your mind when you stopped in between.
- Looking at your pictures, could you identify a particular theme in them? Or are they all very different from each other? Did anyone draw something abstract?



Invite students to see each other's pictures after the discussion.



Sometimes, limited resources become a constraint in successful completion of a work. However, adopting a flexible approach to use the available resources leads to better utilization. In this activity, we drew several images out of a single shape, and this skill can be adopted in our life too.

Story 3.3 | Uddhab Bharali

Introduction

The activities helped us understand the fact that creativity is thinking and working on new ideas. However, resources are needed to give shape to ideas which we can mobilize from within and around.

2-3 Periods

Learning Objectives

- Being curious and open minded
- Utilizing the resources from within and around you

Context Setting

- Rani : I bought a fantastic item from the trade fair yesterday.
- Joseph : Great! What did you buy from there? Show it to me.
- Rani : Look, it is like a casket that cuts coconut and dry fruits into small pieces smoothly and quickly.
- Joseph : Wow, this is amazing!
- Poonam : I know a person who makes such machines.
- Rani : Tell me about him.

Story

Raj is a physically challenged boy studying in grade 9. He wants to go to school across the rail tracks but is unable to do so as he lost both his legs below the knees. This inspired someone to come up with the idea of shoes that can be worn at the knees, instead of the feet. Not only did this person design footwear that could be worn on the knees but could also be maneuvered, mimicking a real leg. The innovator's name is Uddhab Bharali. Using a similar approach, Uddhab Bharali also fitted parts in another physically challenged child's wheelchair so that he could eat and clean himself independently.

Uddhab was born in Lakhimpur in the state of Assam. After graduating from school, he went to the engineering College in Jorhat, Assam. However, due to his poor financial condition, he dropped out of engineering college.

His father's trading business was also on the brink of closing with a loan of 18 lakhs from the bank. It was at this time he got an offer to make a polyethylene manufacturing machine which the company wanted to make at a reduced cost. Uddhab took on the challenge. He borrowed some tools and a welding machine from someone, bought some other material, used the company's workshop during the night and began working. He kept trying and finally was able to design the machine for as little as INR 67000 compared to the machine that was available in the market for 4-5 lakhs.

Years passed working on such innovative ideas, but his work got him neither recognition nor money. Instead, people regarded him as worthless. Moreover, his family members also started considering him as a liability. Nevertheless, whenever he noticed anything unique, he would try to learn and understand how it could become useful. He continued with this endeavour for the next 15 years between 1990 to 2005.

It was in the year 2005 that he noticed that ground rice was extensively used in his area, but the rice grinding machine was bulky and difficult to operate. He then developed a portable paddle powder machine for the farmer families, which was light, affordable and easy to operate. It was the development of this machine that caught the attention of the National Innovation Foundation, Ahmedabad which not only recognised his talent but also helped him promote himself as a grassroots innovator.

He also developed a tapioca peeling machine whose technology he sold for Rs 1.25 lakh since he had no money to produce it. The night he reached Guwahati to make the deal, he had to spend the night at a bus station because he did not have enough money to stay at a hotel.

He has developed over 150 machines with simple innovative design and mechanism, particularly the pomegranate deseeder machine. When the pomegranate is cut into two pieces and put into the machine, it hits the machine's drum, and pomegranate seeds begin to release without being broken. This machine got worldwide appreciation since it was the first of its kind not only in India but across the world.

Uddhab does not regard himself as a businessman, but someone who has a keen eye for innovation and a heartfelt desire to help the needy.

Uddhab was also awarded and honoured by NASA in 2012. And in 2019, he was awarded the Padma Shri by the President of India. He has received 24 national and international awards, and 17 documentaries have been made on him. He also visits universities across the country to guide students.



Reflection



Sharing

- How was Uddhab able to make footwear for a physically challenged student?
- How did he manage to make a polyethylene manufacturing machine with limited resources?
- Have you ever thought something out of the box to solve a problem? Explain in detail.



Reflection



Sharing

This story helped us understand that having an open mind helped Uddhab Bharali identify and utilise resources around him. His out of the box thinking helped him design and develop numerous machines, which made day to day tasks easier for people. Similarly, if we also start thinking with an open mind, we will discover many resources and possibilities around us.

Concluding the Unit



Reflection



Sharing

- What was the focus of this unit?
- Share at least one thing that you learnt through the activities and stories?
- What did you learn that can be put to use in your day to day living?



Reflection



Sharing

Creativity is not a skill limited to a few people or to being an artist. The domain of creativity is vast, and all of us have unique ideas and imagination. This unit helped each one of us explore our creativity which we can now apply in our personal lives. Realizing our creative potential allows us to see the world from a new perspective and to make optimal use of the resources.

Unit 4 Understanding Self



Introduction to the Unit



Sangeeta is deliberating on some deep personal questions here. She might not have answers to all of these right away but thinking about them can help her understand herself better.

By reflecting on her experiences and taking feedback from family, friends and teachers, she can discover many new and interesting things about herself like her strengths, dreams, aspirations etc.

Most of the time, we are aware of our strengths, things that we are really good at. We can be really good at some things and not so good at others. We could have some skills in which we may not be exceptional but with practice even those could become our strengths. If we understand our existing strengths and other possible areas in which we can develop more strengths, then we can expand our choices for future.

Learning Objectives

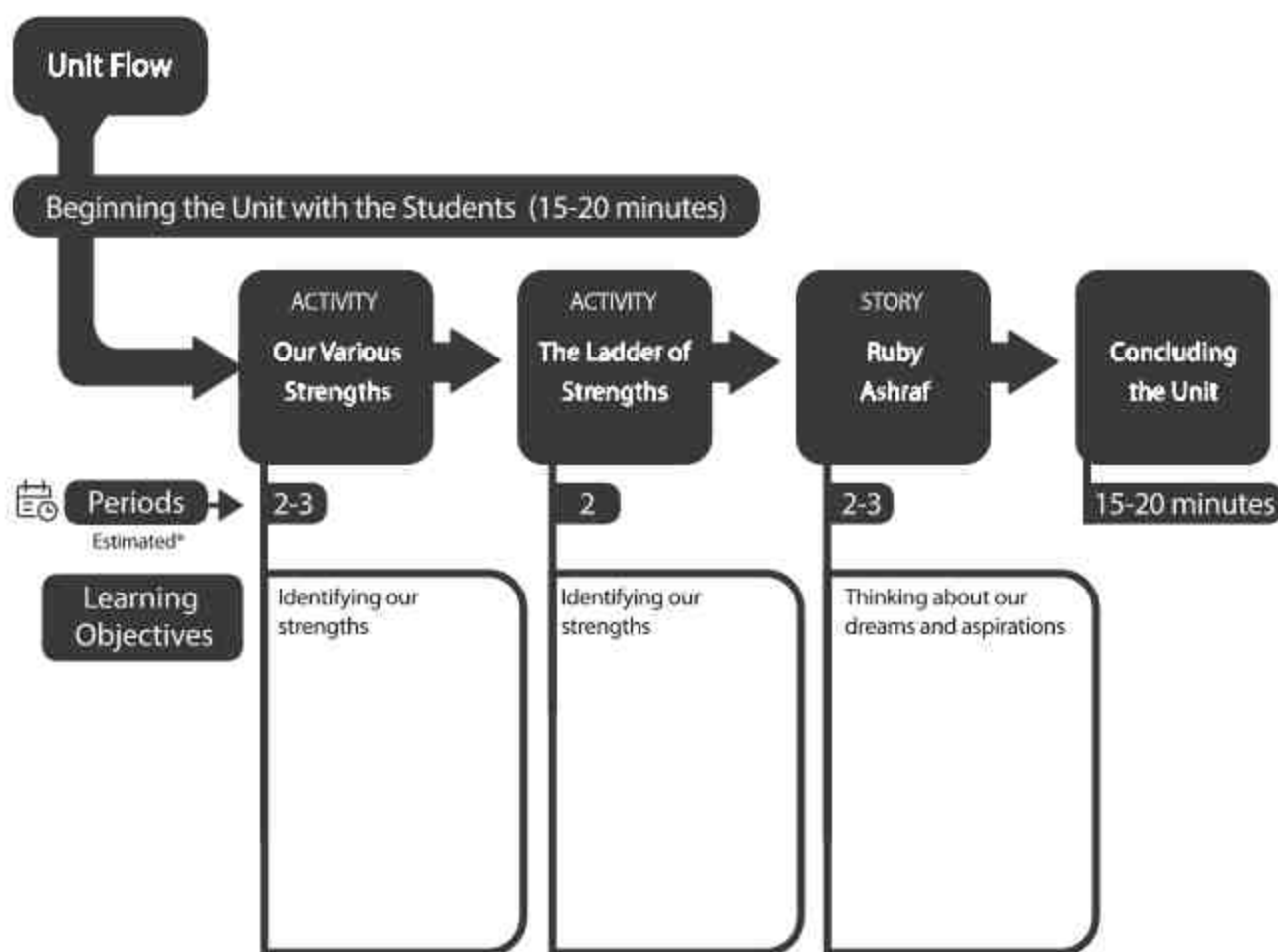
To enable students to think about their future, it is important that they think about their strengths with openness. For this, it is important that they develop the following abilities -

1

Identifying our strengths

2

Thinking about their dreams and aspirations



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

The unit can be introduced to students by asking them questions given at the beginning. Alternatively, it can also be started with a game. You can ask students the following type of questions (10-12)

- Who can make a perfectly round roti?
- Who can walk 5 kms without getting tired?
- Who can type fast?

Students who can do these things, should get up and jump, wherever they are sitting. While discussing the above questions, emphasize the point that everyone has some strength. Some strengths can be more developed in one of us and less in another. It is not possible to be good at everything. This unit will help us understand this nature of strengths and draw our attention towards our different strengths.

Activity 4.1 | Our Various Strengths

Introduction

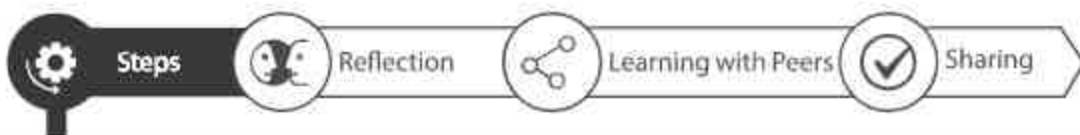
Let us try and identify our different strengths. Many times, we tend to believe that we are good at only a few things and this makes us ignore other possible skills which could evolve as strengths with practice.

Group Work: 5-6 Students

Learning Objectives

2-3 Periods

- Identifying our strengths



- Ask students to make groups of 5-6.
- Read out the following situation to them -

You have gone for a trip with 5 of your school friends on a bus. The bus breaks down in between and you are still very far away from the main town. You can only see a jungle, as far as one can see. It is winter and the clock is striking 6 p.m. All of you are wearing only one sweater. Suddenly, you see a spark in the bus. You fear that the bus may catch fire. You have no means to go back and you also don't know how much time you may have to spend in the jungle. You quickly want to save some essential items from the burning bus. Which 5 things would you like to save from the following 7 items:

- Write down the names of these 7 items on the board -

1. Firecrackers	4. A big blanket	7. An iron box
2. A packet of salt	5. Knife	
3. Water bottle	6. Matchbox	
- Now, give 15 minutes to each group and ask them to choose the 5 items.
- After 15 minutes, invite each group to share their list with the whole class. Also, ask them to give reasons for choosing those 5 items.
- While listening to other groups' presentations, ask each group to make a list of items which is different from theirs.
- In the end, if students need information about the objects, you can tell them the following
 - With crackers, we can send out signals or protect ourselves from animals.
 - In case of shortage of food, we can mix salt with water and drink it.
 - A blanket can keep us warm.
 - A knife can help us protect ourselves and we can use it for cutting objects.
 - We can burn a heap of leaves with a matchbox to keep ourselves warm.
 - We can heat water in an iron box.

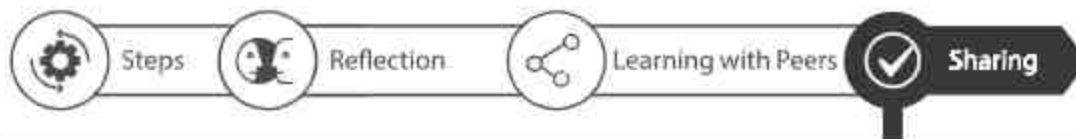


After listening to each other, ask groups to discuss the following questions amongst themselves-

- Do you think there is anything which is absolutely useless?
- Do you also have some such strengths which you utilize less and think that they are not important? Can you give examples of two such strengths?



Invite some students from each group to share the strengths of their fellow students with the whole class.



Keeping in mind the need of the hour, we might need different strengths at different times. With a comprehensive understanding of our strengths, we can work in an effective manner in a variety of situations.

Activity 4.2 | The Ladder of Strengths

Introduction

Strengths are like ladders. Just like a ladder helps us reach a place above, our strengths help us reach a place which we think is far away from us. Let us understand how we use our different strengths in different situations.

Individual Activity

Learning Objectives

2 Periods

- Identifying our strengths

Material Required

Paper



Pen



Facilitator Note

- If needed, a picture of a ladder can be drawn on the board to explain the activity to the students.



Steps



Reflection



Learning with Peers

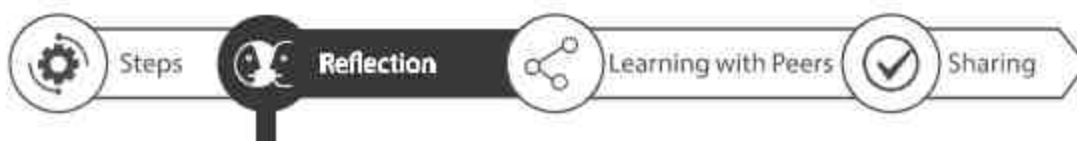


Sharing

- Ask the students about the utility of a ladder.
- After the discussion, tell them -
 - Ladders not only help us but also allow us to help others.
 - We can look at our strengths as ladders which help us in reaching our goals.
 - When we become a ladder or a support for ourselves, we grow in our capabilities.
 - When we become a ladder or a support for others, we help them in various ways.
 - A lot of our strengths are also displayed in our day-to-day activities.
- Now, draw the following table on the board and ask the students to think about their day-to-day activities.
- Ask them to think about their past week and fill the table. They can write as many examples as they want.
- Help the students to understand the activity using the following examples:

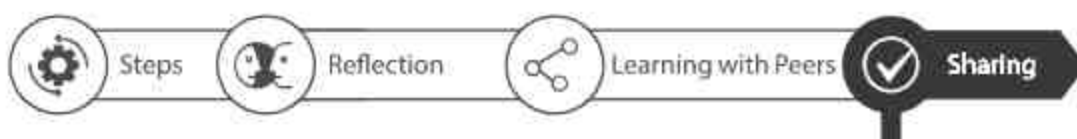
What did I do?	Action that worked like a ladder for me?	Action that worked like a ladder for others?
I took out time and tried to learn something new	✓	
I helped my parents fill out a form		✓
I took the initiative of reconciling with a friend	✓	✓

- After completing the table, invite some students to come before the class and enact any of the above mentioned tasks. The students watching should try to guess the action being enacted and also the skills associated with it.



After completing, enacting and guessing, ask the students to share their thoughts on the following questions with the whole class:

- Share some examples from your table which you had not thought of as strengths earlier.
- How can some of your day-to-day activities be your strengths?



We do not necessarily need to recall special incidents to think about our strengths. If we notice our day-to-day activities, we will find a lot of examples where we use our strengths either to help ourselves or others. They come so naturally to us that we take them for granted. But, it is our strengths that inspire us to be the best version of ourselves.

Story 4.3 | Ruby Ashraf

Introduction

In the activities till now, we learnt about identifying our various strengths that help us in many ways. An awareness of our strengths not only helps us understand ourselves better but also boosts confidence. This in turn facilitates informed decision making about our careers as it happens in this story as well.

2-3 Periods

Learning Objectives

- To think about our dreams and aspirations

Context Setting

Do you know anyone who pursued a different subject for their education and chose something else for their careers? Can you guess why they must have done so? Mahendra Singh Dhoni was a ticket collector before becoming a cricketer and Akshay Kumar was a chef before becoming an actor. Today, we will listen to one such story of a woman who got great results when she chose a career based on her interests and capabilities. Her name is Ruby Ashraf.

Story

On the silver jubilee occasion of IIM, Ahmedabad, the students of the batch of 1983 met after many years and the centre of attraction was Ruby Ashraf. Dressed in beautiful and well designed clothes as always, everyone was curious to know more about Ruby. All her friends knew that being uninterested in her medical education, Ruby had discontinued it and pursued her Ph.D. in fish embryology. Thereafter, she had come to pursue her management course at IIM. They were all wondering what Ruby was doing now.

After getting married in 1987, she had to leave her job at BHEL and go to the U.S.A. with her husband where she had a lot of time on hand. She thought about continuing her education but because her husband's job and the University were located in 2 different cities, she dropped the idea. Yet, she was keen to do something.

While thinking through potential ideas, she was reminded of her interest in clothes. She recalled how she had always garnered praise for her clothes designed by herself. Whatever the occasion – a Christmas party or a college event, whenever she wore clothes designed by herself, she received a lot of appreciation. Some even suggested that she should become a professional designer.

Ruby seriously thought about this interest of hers. Doing it not only made her immensely happy, but she was also very confident about her strength. She started researching this

work. The traditions and the taste of the Western countries is very different from ours. Ruby visited many shops to study the trends prevalent in the market. When she understood the nature of demand, she started making clothes to meet it. She had complete confidence in her ability. Since she was the daughter of a businessperson, she also understood the nuances of business very well. Soon, she started getting orders from big stores. Because of increasing demand and opportunities, she felt the need to have her own manufacturing unit.

After making all the arrangements, she started a factory in Delhi so that she could get workers easily and the investment would be low. To do this work, it was important to have some technical skills. So, she learnt to make patterns and also taught the same to her co-workers. As the work started progressing and the factory achieved success, her husband also decided to leave his job and join her. Her husband, Javed, who was a talented photographer helped in making the company's catalogue and managing its financial affairs. During the 2008 economic slowdown, she also had to face a cash crunch as she had bought extra raw material. She did not mind working hard for something which she was passionate about. In fact, she enjoyed it thoroughly. In her words, 'where there is a will, there is a way'. She managed to overcome this challenge within 2-3 years.

Ruby, as the owner of her company, which is evaluated at over 80 crores, takes full responsibility for the designs and quality of the clothes. Today, her company which caters to dresses for special occasions is a big name and has a special position in the garment industry.


Reflection

Sharing

- Ruby eventually made a career in designing clothes but why must she have earned degrees in the Sciences and Management?
- Ruby was not a trained dress designer, then how did she succeed in this business?


Reflection

Sharing

With the help of this story, we understood that when we work to optimize our strengths and interests, we not only work better but are inspired by ourselves to sustain it. When Ruby Ashraf turned her interest into her profession, she worked hard for it and no obstacle seemed like an obstacle to her. Whether it was learning to make patterns or facing a cash crunch during the economic slowdown, she worked whole-heartedly and made a lot of progress.

Concluding the Unit



Reflection



Sharing

Write the following sentence 7-8 times on the board.

I am _____

I am _____

I am _____

Now, ask the students to write down their strengths in the blanks. E.g. I am a dancer, a listener, a dreamer etc. Each blank should describe only one strength.

After this, ask the students to make pairs with the student sitting next to them. Looking at each other's 'I am' list, ask them to discuss the following questions -

- After doing this unit, can you tell your partner two of their strengths which they may not be able to see for themselves?

Give 15 minutes to the students to think and speak with each other.



Reflection



Sharing

In this unit, we understood that strengths can have various forms and there are different strengths for different situations. To make use of our strengths, it is important that we focus on identifying them. We can do this by reflecting on our own strengths or discussing with others as we just did by talking to our friend in the last activity. The more we expand our abilities, the higher will be our confidence. This will also help us to have a strong basis to make our future decisions.



Introduction to the Unit



Collaborative spirit provides strength, even in the most challenging situations. In the natural world too, a lot of things evolve because of mutual cooperation and support. Humans are social beings, and therefore we are connected with each other in some or the other way. Everybody in society does something or the other which is connected to others.

Learning Objectives

Taking into account the skills of all the team members, students will explore the impact of their emotions and behaviours on each other while practicing the following competencies:

1

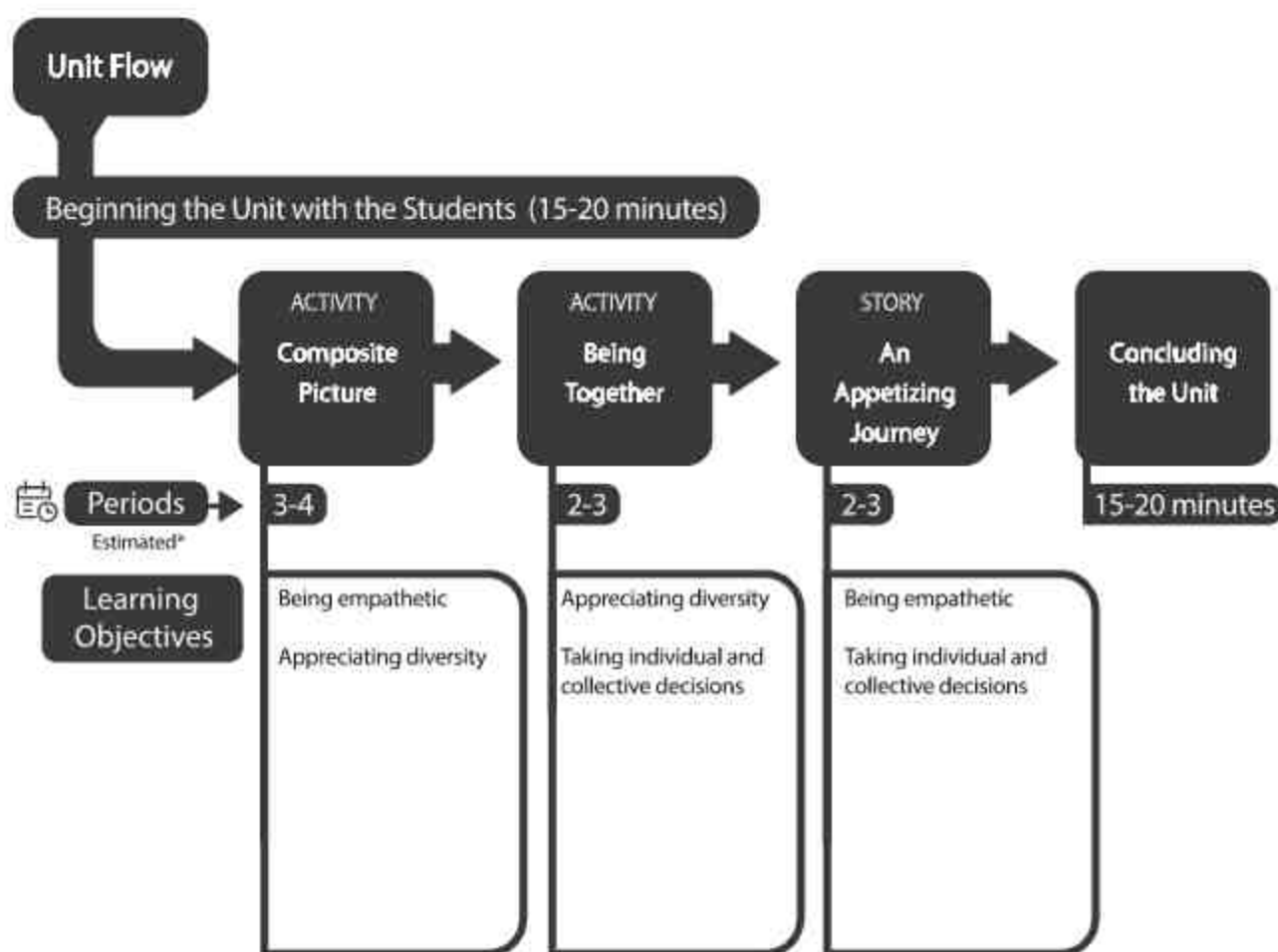
**Being
empathetic**

2

**Appreciating
diversity**

3

**Taking individual and
collective decisions**



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

While interacting with the students, the facilitator may ask: what do you think is the difference in working individually and working in a group? When do we enjoy doing an activity more - while working individually or in a group?

Creative problem solving while working with others in an environment of mutual understanding and with respect for diversity is a reward in itself. This not only makes the task easier, but multiple perspectives also make it robust. Let us try to understand this.

Activity 5.1 | Composite Picture

Introduction

This activity requires students to understand and respect each other's skills and views. Students will work collaboratively to extend each other's ideas with their own creative inputs. Usually, growing up, we all learned to write by drawing some kind of pictures first. Have we ever drawn a picture together? Let's do that today.

Group Work: 5-6 Students

Learning Objectives

3-4 Periods

- Being empathetic
- Appreciating diversity

Material Required

Paper

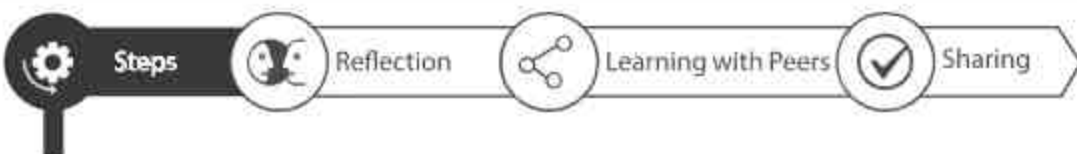


Pen

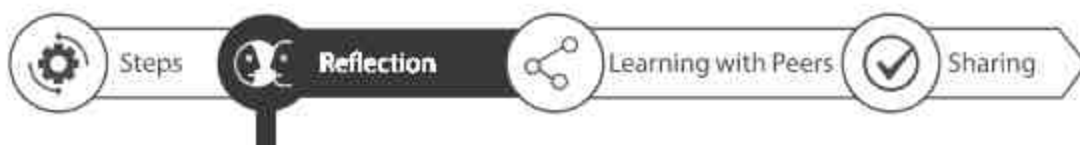


Facilitator Note

- Ensure that each student in the group gets a chance to draw on the paper.
- Do not discourage students if they are enjoying the process of drawing funny pictures.



- Ask students to make groups of 5-6.
- Distribute one blank piece of paper to each group.
- One member from each group will start by drawing anything they like on paper.
- Each student in the group will have only one chance to draw (or add to the picture).
- The first member to draw, will then pass on the paper to the student sitting on their right.
- This student will draw and add something new to the picture drawn.
- This process will continue until all the group members have drawn and added to the picture.

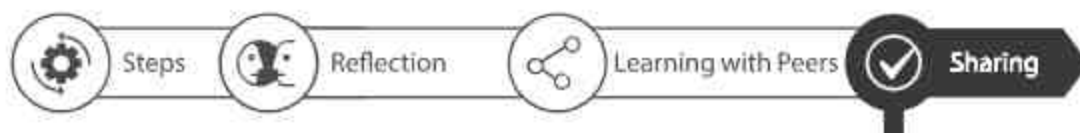


Ask all the students to discuss the following questions in their respective groups:

- How did you feel when other students in the group modified or added to the picture you had drawn?
- Have you ever worked in collaboration with more than one person? Please describe your experience in detail.
- Have you ever wondered how your work affects others?



After discussing the above points in their groups, one student from each group will share the picture drawn by the group and present the discussion highlights before the class.



We all enthusiastically participated in the activity of adding something new to the picture. In this activity, we experienced how an idea or vision can be carried forward with the support of our peers without changing its original form. At times, it is a little challenging to accommodate everyone's ideas, and therefore, in such a situation, we must understand and empathise with each other. This requires tuning in with the thinking of our colleagues and supporting each other.

Activity 5.2 | Being Together

Introduction

Despite living and working together, we are not able to explore each other's abilities and skills deeply. Consequently, we miss learning from each other's qualities and strengths. The following activity will help us do precisely that. We will prepare a presentation in the group based on each other's strengths.

Group Work: 5-6 Students

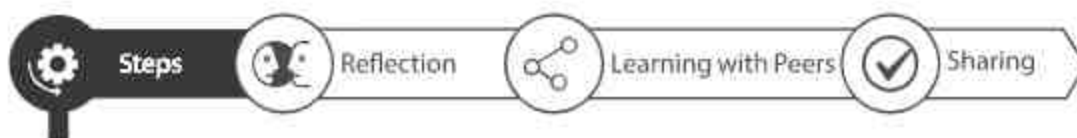
2-3 Periods

Learning Objectives

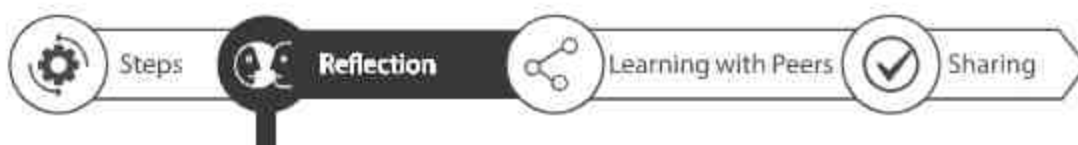
- Appreciating diversity
- Taking individual and collective decisions

Facilitator Note

- Observe the activity and be available for students when needed.
- The facilitator may play a role in building consensus amongst students during the discussion in the groups.



- Ask students to make groups of 5-6.
- The groups may consist of students who have limited mutual interaction.
- Students will interact with each other in their respective groups and explore each other's strengths and skills. (e.g. a student can sing, produce musical sounds using one's mouth, act, mimic someone or co-ordinate all the activities etc.)
- The groups will be assigned 15 minutes for this discussion.
- Based on their discussed strengths and skills, students from all groups will prepare a 2-3 minutes group presentation. This presentation can be of any kind, and students themselves can decide it's format like, role play, song, music, dance, comedy, or anything else. Students will be given 15 minutes for preparation.
- Each group will present before all other groups. Students of other groups will note down the key highlights of the presentation.
- These highlights can be noted after discussing in their respective groups.

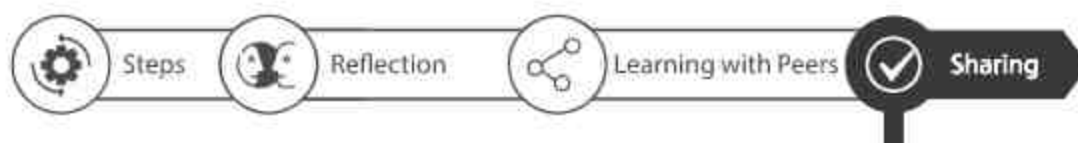


After the presentations, the students will discuss the following questions in their groups:

- How did the strength of different team members influence the choice of your presentation?
- What challenges did you face while working on the presentation? Was there any difficulty in building rapport with your colleagues?



After discussing in their respective groups, one student from each group will share the group's views before the class. These views should then be debated under the supervision of the facilitator, where appreciation of best efforts and suggestions on challenges can be made.



This activity helps us understand our potential, strength and skills. At the same time, it also promotes the spirit of working together. Even the most challenging task can be accomplished with ease and efficiency when we all use our strengths in a group.

Story 5.3 | An Appetizing Journey

Introduction

In the first activity of the unit, we observed that adding something new to the picture produced a unique and beautiful image. Here the students went on blending their ideas in the image without changing its original form. If we were to draw the picture individually,

it would have taken considerable time and effort, and it would represent only one person's ideas. Therefore, collaboration occupies a significant part in every aspect of life. The more ideas and perspectives we bring into our work, the better the result. Let's listen to a story related to this.

Learning Objectives

2-3 Periods

- Being empathetic
- Taking individual and collective decisions

Context Setting

You must have heard the phrase "paise kamane ke liye papad belna" ("पैसे कमाने के लिए पापड़ बेलना") but have you ever heard of "papad belkar paise kamana" ("पापड़ बेलकर पैसे कमाना")? Let us try to understand this through a story, in which women formed a collective enterprise which grew from Rs 80 to 1200 crores, using their time and skills.

Story

This was in 1959. It seems a long time back, but the thinking is new. Jaswanti Ben and her six friends thought that they could do something in their spare time to earn them some extra cash to supplement their families' income. These women were not well educated, and the only skill they had was to make papad in which they were excellent. Hence, they decided to make papads. But to start making papads, they needed funds to buy supplies. The women borrowed some money from a social worker named Chhaganlal Parekh and started the business.

With the advice of Parekh Ji, the women constituted a cooperative and decided to distribute the profit and loss evenly. Initially, they were making two different qualities of papads, and pricing them differently. However, in order to be consistent about the quality, Parekhji advised them to standardise the specific quality of the papad production, which was appreciated by all. The women would buy the material and roll out the papad on the terrace of their buildings. However, once the papads were ready, the question was where to sell them. For this, they approached and requested a nearby shopkeeper and one kilo of papad got sold on the very first day. The next day they made 2 kg of papad, and they too were sold quickly. Demand began to surge, leading to 25 more women joining them in making papads.

The business continued to grow. By the second year, 150 women joined, and by the end of the third year, the count reached 300. By this time, the terrace could no longer accommodate the women. The committee then considered supplying ready-made dough to the members who would take it to their homes and make papads. In the morning, workers of the organisation would knead the dough which was distributed to women from there. The women were trained to make papads at home. They were trained on rolling a standardized size and maintaining hygiene. The women now took the dough home and brought back the rolled papads. The concept of the cooperative, whereby profit and loss were equally distributed, kept the women unified and working towards a common goal. Some members of the organisation would periodically visit the houses of the women making papad and inspect for cleanliness. In case any member faced difficulty, they would help her. Today, these papads are sold not only in India but also in many other countries. Along with papads, the co-operative has also diversified into khakra, flour, soap and many more items. Meanwhile, the Lijjat papad name was also misused to sell fake products leading to the circulation of inferior quality of papads in the market. However, with the assistance of the police, those responsible for selling fake papad were caught. Though the organisation incurred huge losses, the work of making papads continued. Today it has 82 branches across India with 45,000 women associated with it. This organisation has also supported several women who have provided good education to their children. The journey which started with Rs. 80 is today worth Rs. 1200 crore and growing.



Reflection



Sharing

- What was so unique about their business was that so many women went on to join this organisation?
- Do you know of any such co-operative organisation around you, where several people work in collaboration with each other? Share your experiences.



Reflection



Sharing

The story of Jaswanti Ben and Lijjat, tells us how the papad, a daily usage item turned into a thriving enterprise that employed several women in a cooperative and allowed them to work from home. Thus collaboration is key to success in many areas. If it is based on trust and mutual respect, as in the case of Lijjat, it can lead to major achievements and benefit many people.

Concluding the Unit

**Reflection****Sharing**

- What did you understand from this unit?
- How do you perceive people's cooperation in everything that happens around us?
- What would you do to work efficiently in a group or with different people?

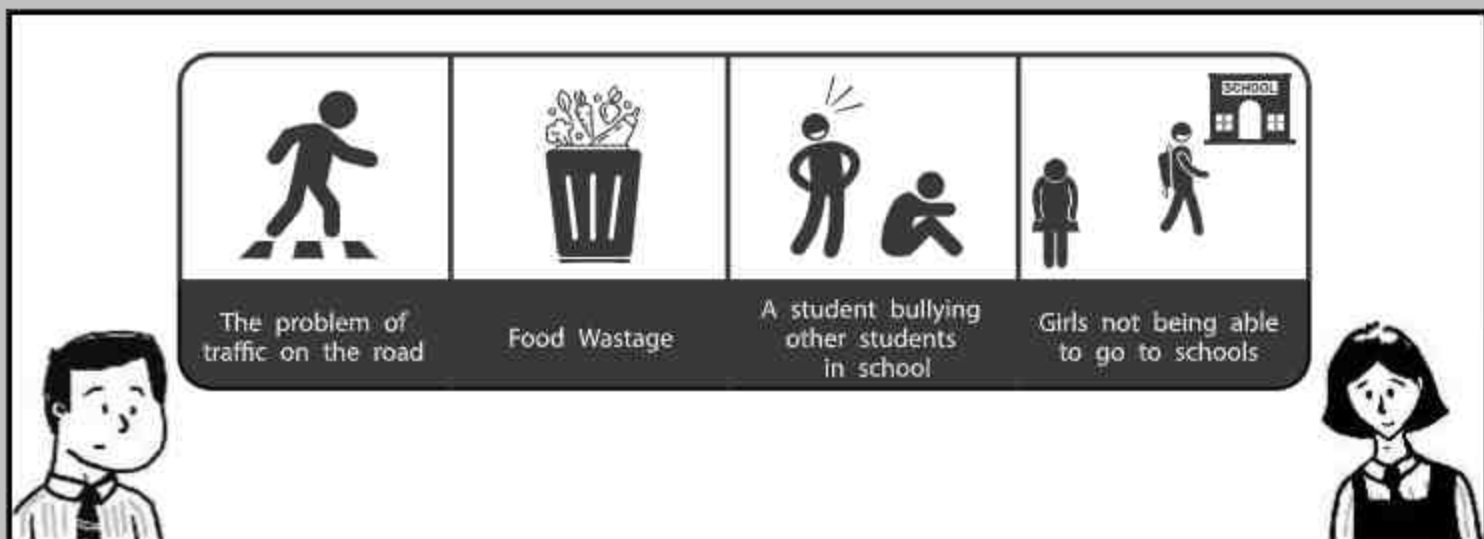
**Reflection****Sharing**

A lot of things around us run smoothly because of mutual cooperation. Without it, it would become difficult to maintain healthy relationships with people. In fact, if we observe carefully, we are supported by so many people who we do not even know or get to see. Moving forward as a team makes our journey pleasant and meaningful.



N3Y7Q4

Introduction to the Unit



We witness social problems like these daily. In a way, these problems are a means to find new opportunities. As the stories in this manual, we can also work towards solving some of these problems creatively, based on our interests and values. Or, we can think of doing something innovative in the areas that interest us. This unit will help us understand how to look at problems and other challenging situations constructively, and translate those into opportunities for ourselves.

In this process, finding solutions to a problem has three steps, viz. -

Feeling, Imagining, and Doing

To solve a problem it is necessary that we understand the complexity of the situation from the perspective of how it affects various stakeholders, and their feelings towards it. Next, we should think of generating diverse solutions or alternative ways for it. Finally, we should choose one solution and act on it strategically.

Learning Objectives

1

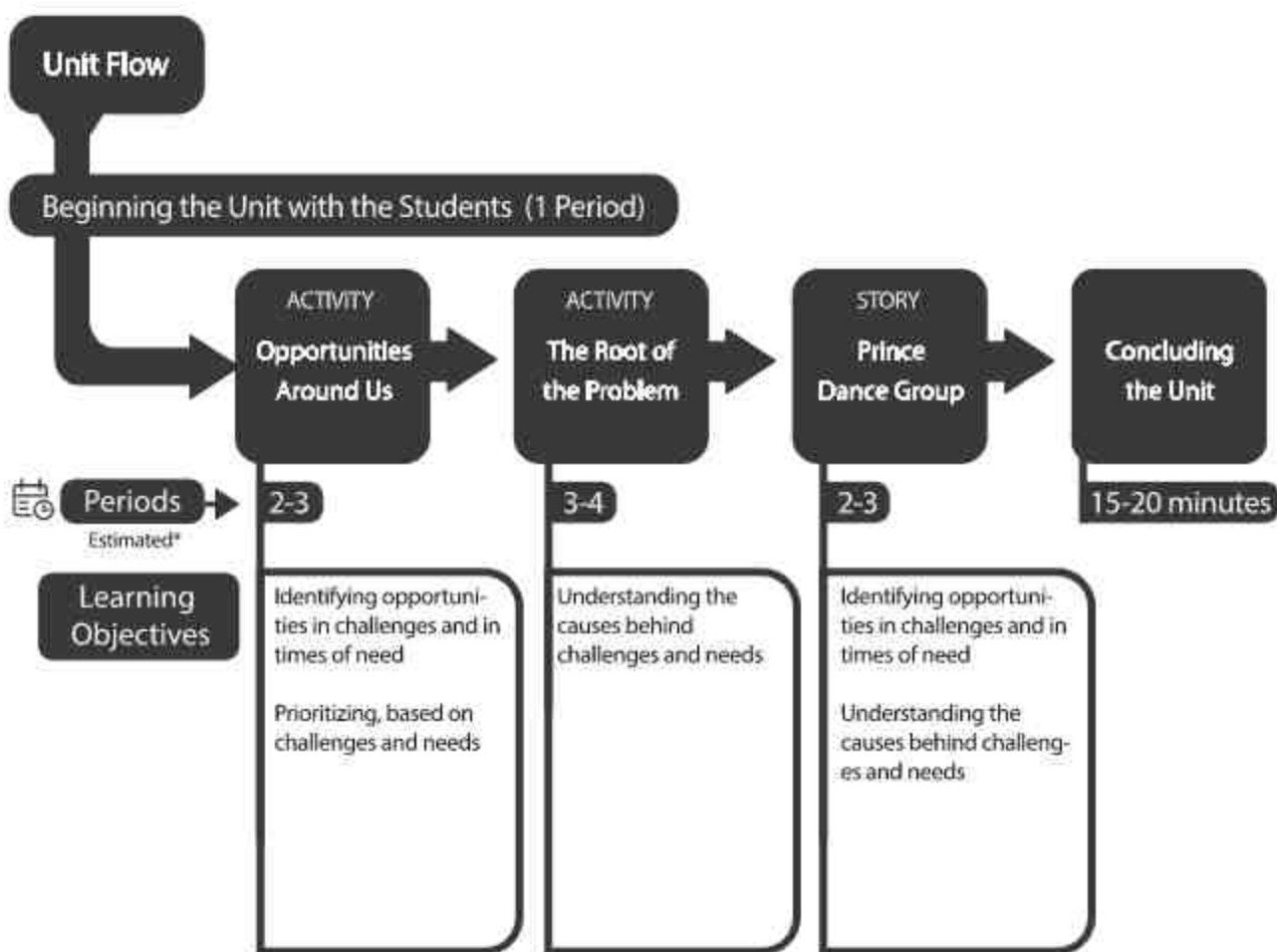
Identifying opportunities
in challenges and in
times of need

2

Understanding the
causes behind
challenges and needs

3

Prioritizing based on
challenges and needs



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

Show the pictures given at the beginning of this unit to the students and discuss the following questions with them -

- What problems do you see in the picture? Are there potential opportunities in these scenarios?
- You have heard a lot of stories about entrepreneurs in your EMC curriculum. Based on their stories and approach to problem solving, what can you infer about looking for opportunities?

After the discussion, tell the students that by being actively aware of their interests, their surroundings and its problems, they can find new opportunities for themselves.

Activity 6.1 | Opportunities Around Us

Introduction

If we look around us, we may find an opportunity to do something new or bring about a change. Let us do an activity.

Group Work: 5-6 Students

Learning Objectives

2-3 Periods

- Identifying opportunities in challenges and in times of need
- Prioritizing based on challenges and needs

Material Required

Paper



Pen



Facilitator Note

- Ask the students to draw a map of their school. Tell them to focus on drawing as many areas of the school as they can, instead of focusing on the neatness of the map.
- Tell them the meaning of the terms - 'hot spots' and 'bright spots'. 'Hot spots' would be those things and places in the school which the students do not like at all. 'Bright spots' would be those things and places which they like a lot.



Steps



Reflection



Learning with Peers



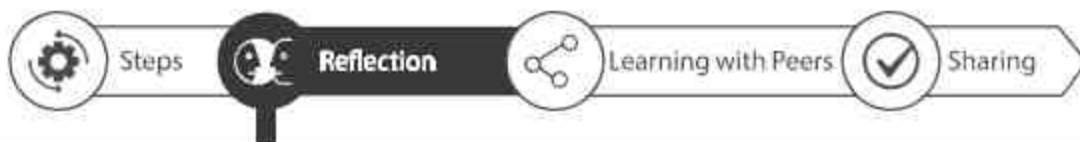
Sharing

- Ask students to make groups of 5-6.
- Ask each group to draw a detailed map of their school.
- After the maps are drawn, ask the students to indicate 'hot spots' and 'bright spots' on them. They should use the following signs to indicate them -
Hot Spot - :(
Bright Spot - :)
- Students should mark these spots based on their own experiences and observations in the school.
- Tell them to incorporate the hot spots and bright spots of each student in the group.
- Now, make a table of hot spots and bright spots on the board. Invite one student from the class to make this list.

Hot spot

Bright spot

- Now, ask one student from each group to come forward and read out their lists which the second volunteer would write down on the board.
- Ask the volunteer student not to repeat the 'hot spots' and the 'bright spots' if they occur more than once. Instead, request them to indicate by a tick mark, that the spot is being repeated.
After this is done, read out the most common 'bright spots' and 'hot spots'.
- Now, ask every group to choose one issue from one of the 'hot spots' which they would like to work upon.
- After the issue has been chosen, ask each group to share it with the whole class along with the reason for selecting it.

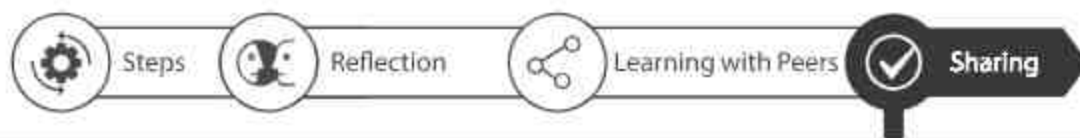


After sharing the issue, ask the students to discuss the following questions in their own groups -

- How was the experience of identifying problems around you?
- How did making a comprehensive list of hot spots help in selecting the issue?



After the discussion, invite one student from each group to share their observations with the class. Besides this one student, if there are other students who also wish to share their points, encourage them to come forward and do so.



We often talk about problems. If we think about finding a solution to a problem like an entrepreneur, we can build a lot of opportunities for ourselves. Doing this will help us understand the impact of the problem on people which will further help us prioritize and choose the right opportunity.

Activity 6.2 | The Root of the Problem

Introduction

To find a solution to any problem, we must understand its root cause. This helps us to resolve it correctly. In this activity, we will find the root cause of those issues which we selected in our last activity.

Group Work: 5-6 Students

Learning Objectives

3-4 Periods

- Understanding the causes behind challenges and needs

Material Required

Paper



Pen



Facilitator Note

- In this activity, encourage the students to think deeply.



Steps



Reflection



Learning with Peers

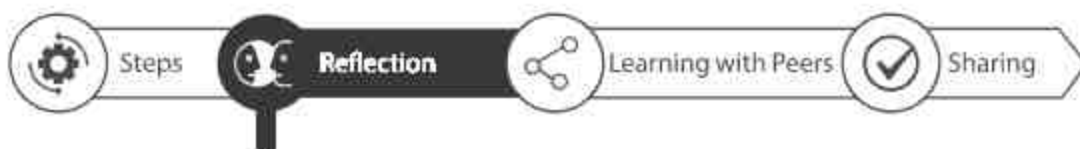


Sharing

- In this activity, the students will work in the same groups as in their last activity.
- Give 10 minutes to each group and ask them to assess the possible cause of their identified hot spot.
- To help students assess their problems, discuss the example of 'food wastage in schools' with students using the following table:

Possible Reasons for the Chosen Problem	People Concerned with the Problem
Students waste the food which they do not like.	The students themselves
Students take more food in their plates than they can eat.	Mid-Day Meal Agency and students themselves
Having no knowledge of alternative solutions to manage left-over food.	Teacher-in-charge of Mid-Day Meals
Some students get food from their homes.	Teacher-in-charge and the Students themselves

- Give 15 minutes to each group to work on their problems as shown above.
- After doing this, ask each group to interview the people concerned about their problem.
- Request the students to probe deeper, during the interview, to understand the problem.
- For this, students can keep asking 'why' to the people they interview.
- Each group should divide the concerned people amongst themselves.
- For this (making questions and interviewing people), give them 1 period.
- After the interviews, ask the students to make a presentation of whatever they have learnt about their problem to the class.

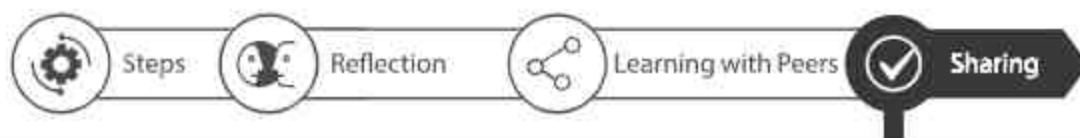


Students should discuss the following questions amongst their groups -

- How can reaching the root cause of the problem help solve it?
- What did you learn about the problem in the process of interviewing people?



After the discussion, invite one student from each group to share their observations and learning with the whole class. If there are other students who also wish to share their points, encourage them to come forward and do so.



Knowing as much as we can about a problem and finding its root cause enables us to understand the problem better and find solutions for it. Talking to people concerned about the problem helps us understand all the facts better and avoid making biased judgements.

Story 6.3 | Prince Dance Group

Introduction

Whenever we encounter a problem or a need, the first step that we take is to find its root cause and the challenges that it poses. If we try to find a creative solution to the problem, we move towards finding an opportunity from the problem. Finding the opportunity gets us closer to fulfilling our aim.

Learning Objectives

2-3 Periods

- Identifying opportunities in challenges and during times of need
- Understanding the reasons behind challenges and needs

Context Setting

Tillu : People say that we should never let go of an opportunity.

Billu : That is correct as we do not get opportunities very often.

Tillu : But, how will I identify an opportunity? And what about the challenges I will face in the process?

Story

Krishna Reddy from Behrampur, Orissa showed an inclination towards dancing since his school days. He started learning dance while watching dance programmes on his neighbour's television or the cultural events taking place in his village. Regular practice improved his dancing. He enjoyed dancing so much that he thought of quitting studies after his 12th standard to pursue it. He was very fond of Lord Krishna; so, he started incorporating Krishna Leela in his dance using his own style. He used to win prizes while performing at the Ganapati puja and other festivals. Gradually, people started recognizing him. He started getting offers to perform at dance shows in small towns and cities. However, this did not fetch him enough money. He spent seven years struggling.

Krishna wanted to make it big. He knew how to go about it but for this, he needed to make a team. He kept thinking about it. Thinking thus, he reached a nearby village and took refuge in a temple. He decided to teach dance to the children there. The idea behind this was to make a team with those students. He started looking for students from the village who were interested in learning dance. He impressed some students with his stunts and they started learning from him. Within a time span of two years, a team of 20 enthusiastic dancers was ready. With them, he made the 'Prince Dance Group'. Still, there was not much success. Sometimes, people used to harass them, as well. They did not let them practice since their dance practice used to cause noise and disturbance for others.

Despite this, Krishna did not give up. By 2005, he took in some young labourers in his group. He liked working with them because they did not shy away from physical exercise and were carefree by nature.

Their love for dance grew when Krishna promised them a bright future. A television dance show called 'Boogie-Woogie' was gaining a lot of popularity in those days. Krishna wished to participate in it. He kept on improving his dance, observing the participants of the show.

In 2006, the group applied to participate in the show but managing the travelling, boarding, lodging and the costumes was a big issue for them. They had to sleep on the railway station and practice on the seashore. The team of 16 boys ate just one meal a day and still participated in the dance show. They did not have new costumes, so they painted their bodies. People liked this a lot. They got a consolation prize of Rs. 75,000 in the competition which became a big support for them. Owing to this success, they started getting offers to perform in weddings, college events and other cultural shows.

This way, they were progressing slowly. Just then, a grand TV show called 'India's Got Talent' was announced with Rs. 50 lacs as prize money. Krishna thought that they should act now, or it would be very late. And if they wanted to win this show, they would have to do something spectacular which no one would have performed till then. It should be something which would make an impact on people. Apart from his dancing skills, he started using his imagination and began choreographing dances using mythological stories. When he appeared on the stage painted in blue and his boys in silver, not only the audience but even the judges were surprised. It was a phenomenal dance performance. Everyone started wondering who they were and where they had come from. 'Prince Dance Group' remained the most popular participant in all the rounds and ultimately, they won the show. Apart from winning Rs. 50 lacs from Sony TV, they also got Rs 1 crore from the Orissa Government and a plot of land to establish their dance school. Their life changed completely. Today, any cultural event becomes a gala event with the inclusion of the 'Prince Dance Group'.



Reflection



Sharing

- Despite not having enough resources to participate in the TV show 'Boogie-Woogie', why did they still decide to participate in it?
- How did the team prepare for 'India's Got Talent'?
- Why did Krishna think, 'now or never'?
- Have you ever faced a similar situation?



Reflection



Sharing

From Prince's story, we got to know how he seized an opportunity as soon as he got it. Finding an opportunity and making good use of it can make a person successful. There were a lot of challenges, but Krishna identified them and turned them into opportunities. He realized that this was the only chance to make it big. Not only his own, but he also changed the life of his fellow team members.

Concluding the Unit



Reflection



Sharing

- Can you talk about some problems from your home, street or city which you would be interested in finding a solution to?
- What are the main stages of identifying an opportunity?



Reflection

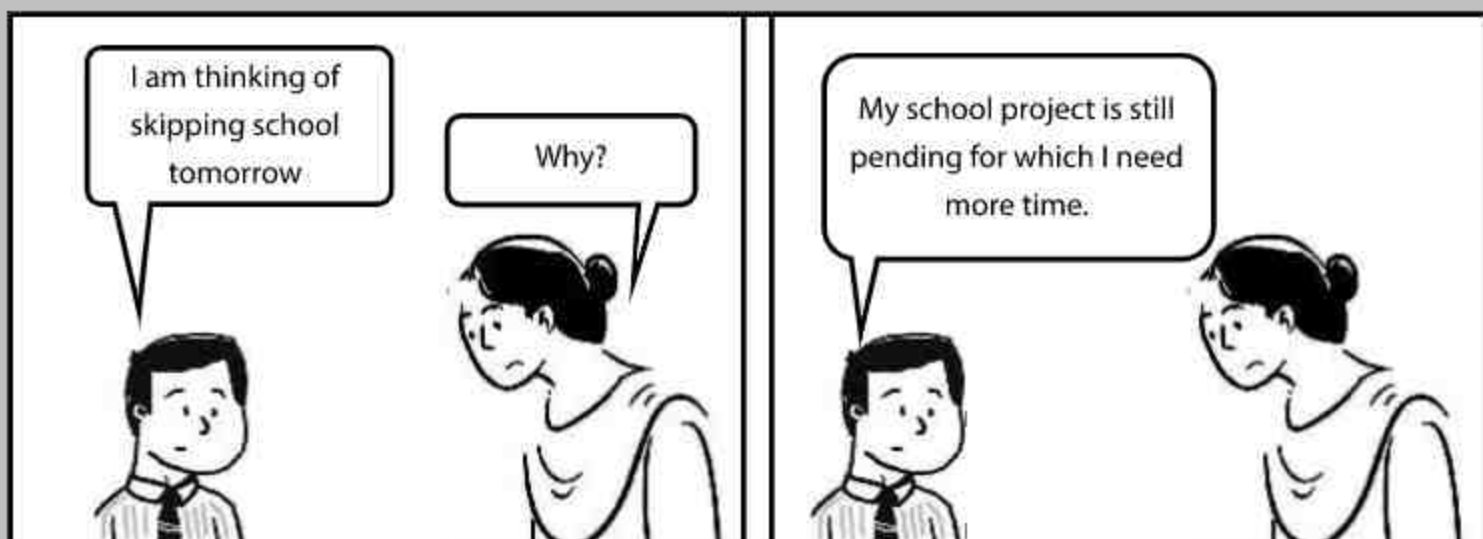


Sharing

Give a thought to what could be the difference between pursuing a job and managing one's own enterprise. A lot of times, we feel that after completing our education, if we are able to start something of our own, we will be able to pursue something of our own interest. It is very important to decide what that work would be. It could depend on a number of factors. The most important thing to keep in mind is that we can do anything of our own. We only have to keep an eye on our interests and our surroundings.



Introduction to the Unit



In the previous unit "Identifying and Pursuing Opportunities", we learned to resolve an issue by exploring what different stakeholders felt about the problem and, thereby understanding different perspectives. In this unit, we will learn to imagine different options to solve a problem and to plan and work on a specific option. For this, we will refer to the activities of the previous unit.

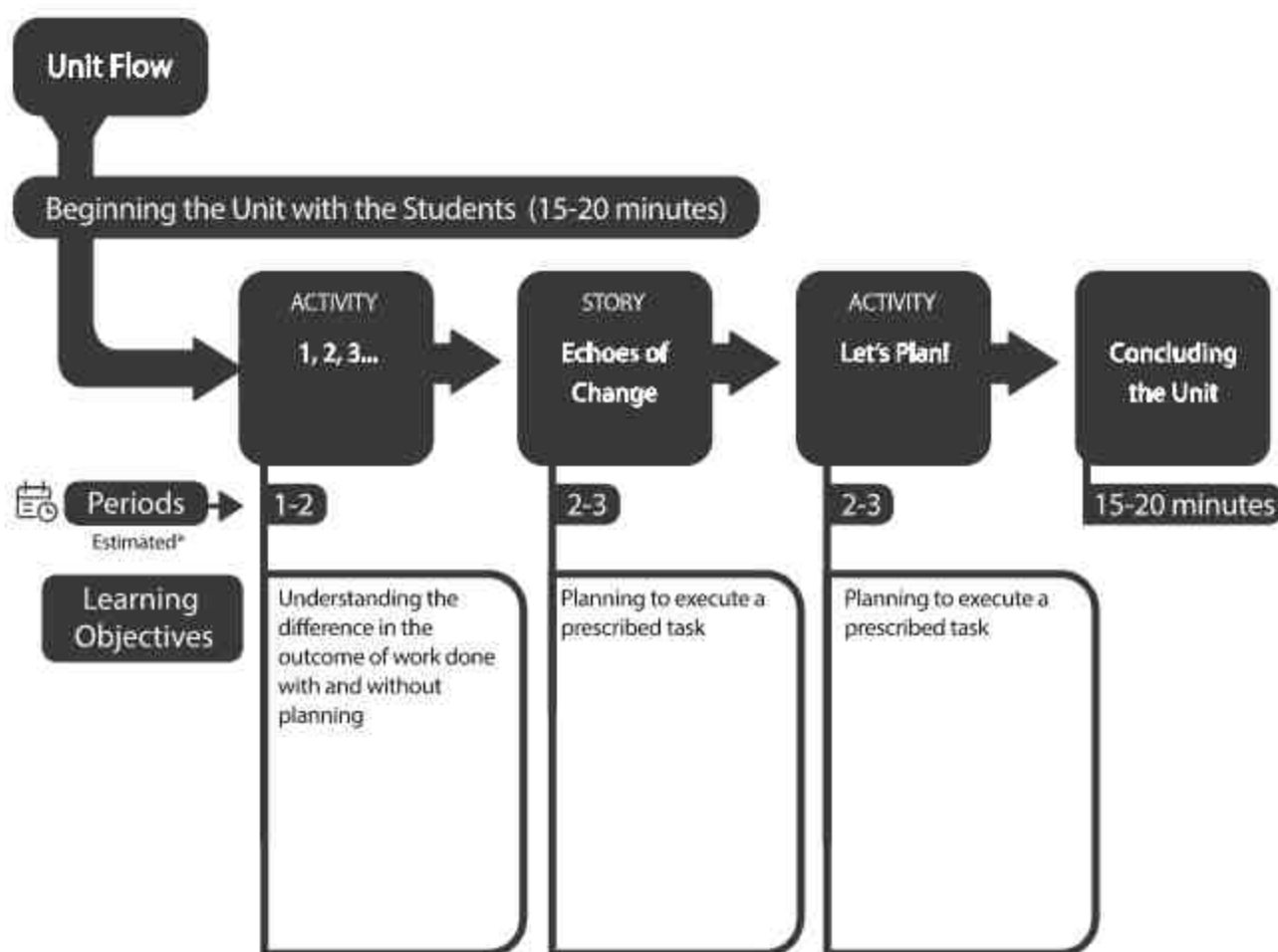
Learning Objectives

1

Planning to execute a prescribed task

2

Understanding the difference in the outcome of work done with and without planning



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

Referring to the above conversation, discuss the following questions with the students -

What does it mean to plan? How does it help us?

While appreciating the students' responses, tell them that planning is essential for the efficient use of their abilities while executing any task. For this, every aspect of the task has to be understood, including the time limit and many other things. Hence, in this unit, we will understand the importance of planning and the difference between working with and without a plan.

Activity 7.1 | 1,2,3...

Introduction

In order to accomplish a task effectively, it is important that we plan for it. In this activity students will understand the significance of planning.

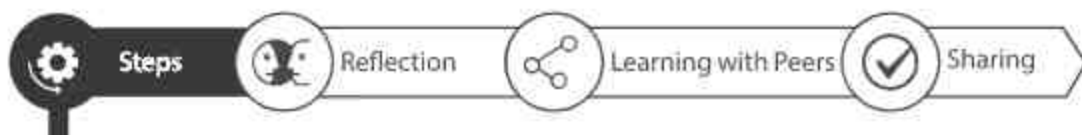
Group Work**Learning Objectives**

1-2 Periods

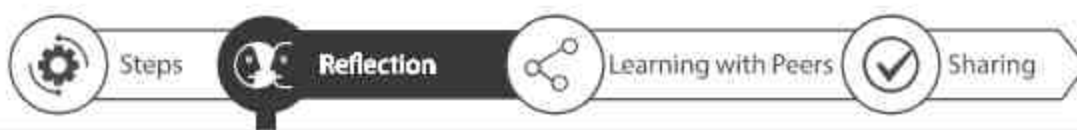
- Understanding the difference in the outcome of work done with and without planning

Facilitator Note

- If there are a large number of students in the class, ask them to make two circles to perform the activity.
- If students complete this task easily or already know about this activity, then they can be asked to count up to 50 or 80 to make it more challenging. The usual practice, as explained below, is to count up to 30.
- Do not offer students any suggestions while planning; let them plan themselves.



- Ask all students to stand in a large circle. If there is not enough space, students can do this activity even while sitting in their places. Do the following after forming a big circle:
 - Ask all the students to close their eyes.
 - Then ask them to begin counting one by one from 1 to 30 without breaking or interrupting the sequence. There is no order for counting. Any student can start counting, and anyone can continue the counting.
 - If more than one student says the same digit simultaneously, then the group starts counting again.
- After trying the activity for 5 minutes, the facilitator should ask, "What can you do so that you can complete the counting from 1 to 30 in one go?"
- Give them 5 minutes to plan for the same.
- Ask the students to close their eyes and start counting again.
- After completing it, ask the students to sit in their respective places.

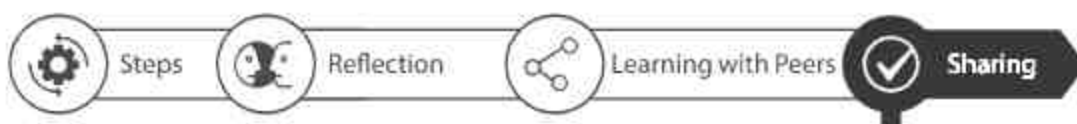


All the students would discuss the following questions with the fellow students-

- What happened while counting for the first time?
- How was the second round of counting different from the first?
- What did you think and decide before the second round?



After the discussion is over, invite some students to share their views with the whole class. After a student has shared, ask that student to invite another student. Similarly, the second student would invite a third student after sharing his/her view. This sequence will continue until at least five students share their thoughts.



In this activity, you must have realised that planning helps in executing the task smoothly and in less time. Like this activity, planning in our day-to-day life is also essential.

Story 7.2 | Echoes of Change

Introduction

We understood the importance of planning through this activity. We realized that having a plan helps in reaching the destination efficiently and in a shorter duration. Through this story, we will understand how breaking a task into smaller parts helps in executing it successfully.

2-3 Periods

Learning Objectives

- Planning to execute a prescribed task

Context Setting

Developmental works are usually the government's responsibility, but what if someone from the city reaches out to the villages, understands and helps them solve their problems, and also presents them with a beautiful gift! Have you ever heard of something like this?

Story

Anshu Gupta had been a journalist as well as an Ashoka and Schwab Fellow. He understood well enough that while resources and opportunities are scarce in the villages, people in the cities have them in abundance. Along with this, those in the city do not know what to do with the things that they don't need anymore. Anshu began pondering about how to bridge this gap and if there is a way to get these usable but surplus things from cities to the villagers?

Keeping in mind the developmental needs of the villages and catering to them in a dignified manner, Anshujii, laid the foundation of a volunteer organisation "Goonj" with the idea of "Cloth for Work" in 1998 (now known as "dignity for work"). He would collect goods from the city, visit the villages with his team, understand the problems and work with the villagers to identify the developmental works that were going on or could be undertaken. For instance, digging wells, cleaning ponds, repairing of the roads, bridges and dams, etc. and motivated them to identify and work on the problem to bring about the transformation. Wherever needed, assistance from other organisations was also taken. Let us understand this in detail with the help of an example from Khandwa.

Khandwa is a district in Madhya Pradesh. As the summer approached, all the sources of water in the village dried up one by one. The lack of water began bothering not only humans but animals too. Although there were hand pumps and tube wells in the village, they were all getting dried up. The villagers were tired of pleading with the administration. While men in the village went out to the fields during the day, the situation of women was growing worse as they fetched water from far in the hot summer. Just then, with the help and inspiration from "Spandan Samaj

Seva Samiti" and "Goonj", 17 women took up the task of digging a well. The land was rocky, and the work challenging, but Goonj along with the associated organisation continually motivated them. On behalf of the Goonj team, the women were promised a family kit. Encouraged by this, they began the digging with vigour. Gradually, the number rose from 17 to 30. Some men also started to assist. After several days of hard work and 22 feet of digging, they got the water. Now, the villagers had no water issue. Everyone in the village was full of appreciation and felt thrilled at the sight of water. Getting the family kits from the Goonj team, not only acted as an incentive but also helped them get the things they needed. Let us now figure out what this family kit is and where do the things in the kit come from. These family kits use urban surplus and reward people for rural efforts. The kits range from school kits for children, to dignity kits for rural women (as they include items such as sanitary pads, an undergarment and one waterproof pouch) and other household items including utensils, blankets, shoes, clothes, wedding dresses etc. After packing, these kits are coded and transported to district centres from where they reach their destination. Collecting items, scrutinizing them, sorting and giving them a new and useful appearance, preparing kits, going to villages to understand the issues, and gracefully giving the kits to villagers by the 'Goonj family' as per their requirement is a humongous task. However, it is done not only with a sense of responsibility but also very efficiently.

Goonj has been working on the same lines on neglected issues related to basic development of villages for the last 21 years. Goonj carried out several projects related to water, farming, education, sanitation and infrastructure changes not only in Khandwa but many other villages like Bundelkhand, Mudgal. It executed 800 projects in 2017-2018.

Goonj has received several awards for their 'dignity for work' program. Anshu Gupta had also received the prestigious Raman Magsaysay Award in 2015.


Reflection

Sharing

- Describe Anshu Gupta's work in detail?
- How did he divide such a colossal task into smaller parts and accomplish it?
- What planning would be required if you are given the task of collecting data from 20 families for a project?


Reflection

Sharing

In this story, we observed that Anshu Gupta made an impossible looking task achievable by dividing it into smaller steps with a plan. We also noted that before commencing any job, it is necessary to brainstorm about it and make a plan to accomplish it. Planning helps in executing every aspect of the work in a phased manner.

Activity 7.3 | Let's Plan

Introduction

In order to accomplish any task effectively, it is important to make a plan and then implement it systematically. Through smaller phases, we easily accomplish the task that looks huge and complex at the outset. Through this activity, we will practice how to plan in the context of actual circumstances.

Group Work: 5-6 Students

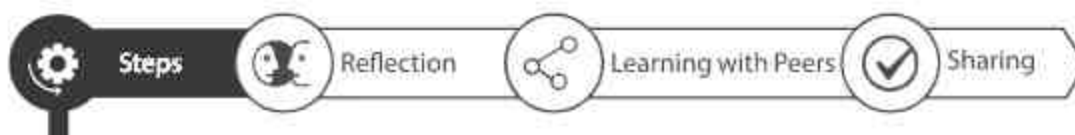
2-3 Periods

Learning Objectives

- Planning to do the prescribed work

Facilitator Note

- Ensure that students work in the same groups as in "Unit 6 - Identifying and Pursuing Opportunities."



- Ask students to make groups of 5-6 with the same teammates who performed both the activities of the "Unit 6 - Identifying and Pursuing Opportunities."
- Ask them to recall the issues or problems that they had thought of in the Activity 2- the Root of the Problem" of the previous unit "Identifying and Pursuing Opportunities" where they also interviewed the people involved in those problems.
- All groups have to plan to solve the same chosen issue in a time-bound manner.
- Students are supposed to think of multiple solutions for the chosen issues. They can think of the following aspects for doing this (There can be more than one solution to resolve any issue.)
 - Various stakeholders in the problem.
 - People who would like to help
 - Resources available
 - Roles of different team members
 - Budget needed
 - Challenges
 - Success indicators
- Give them 1 period to plan for it and have them present it the next day.
- Give each group 5 minutes to present.

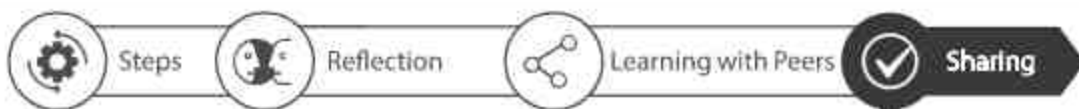


After the presentation, ask the students to discuss the following questions in their groups:

- How did thinking about different aspects of the solution help you in planning?
- Have you ever made a plan to solve a problem in your daily life, considering it as an opportunity? Give an example.



After reflection and discussion, ask some students from each group to come forward and share their discussion highlights with the class.



Executing a task with a plan is imperative for success of the task. A good plan requires that we must consider all aspects, such as how long it will take, what resources are at our disposal, challenges etc. It is also helpful to break down a large plan into phases so that the task becomes more manageable and can be done systematically.

Concluding the Unit



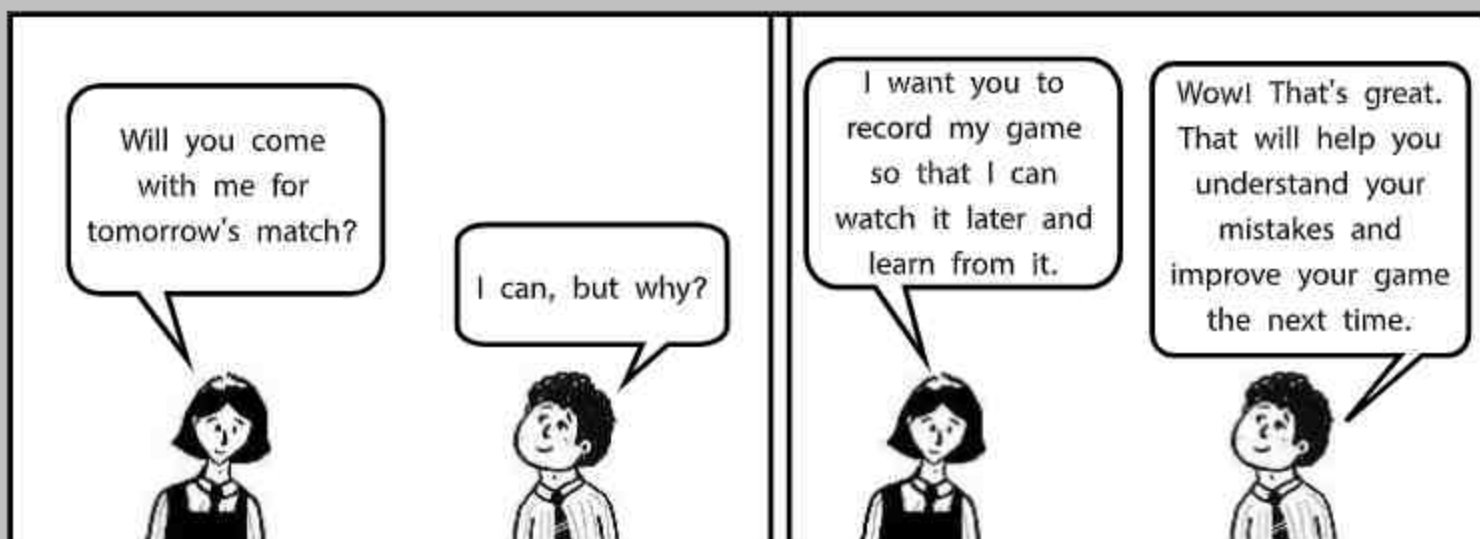
- What factors will you consider while making an effective plan?



In this unit, we learnt that the task executed with a plan is usually more successful and better, and it requires various aspects to be kept in mind. We also learnt that when a large plan is broken down into small steps, it becomes easy to execute it successfully in a time-bound manner.



Introduction to the Unit

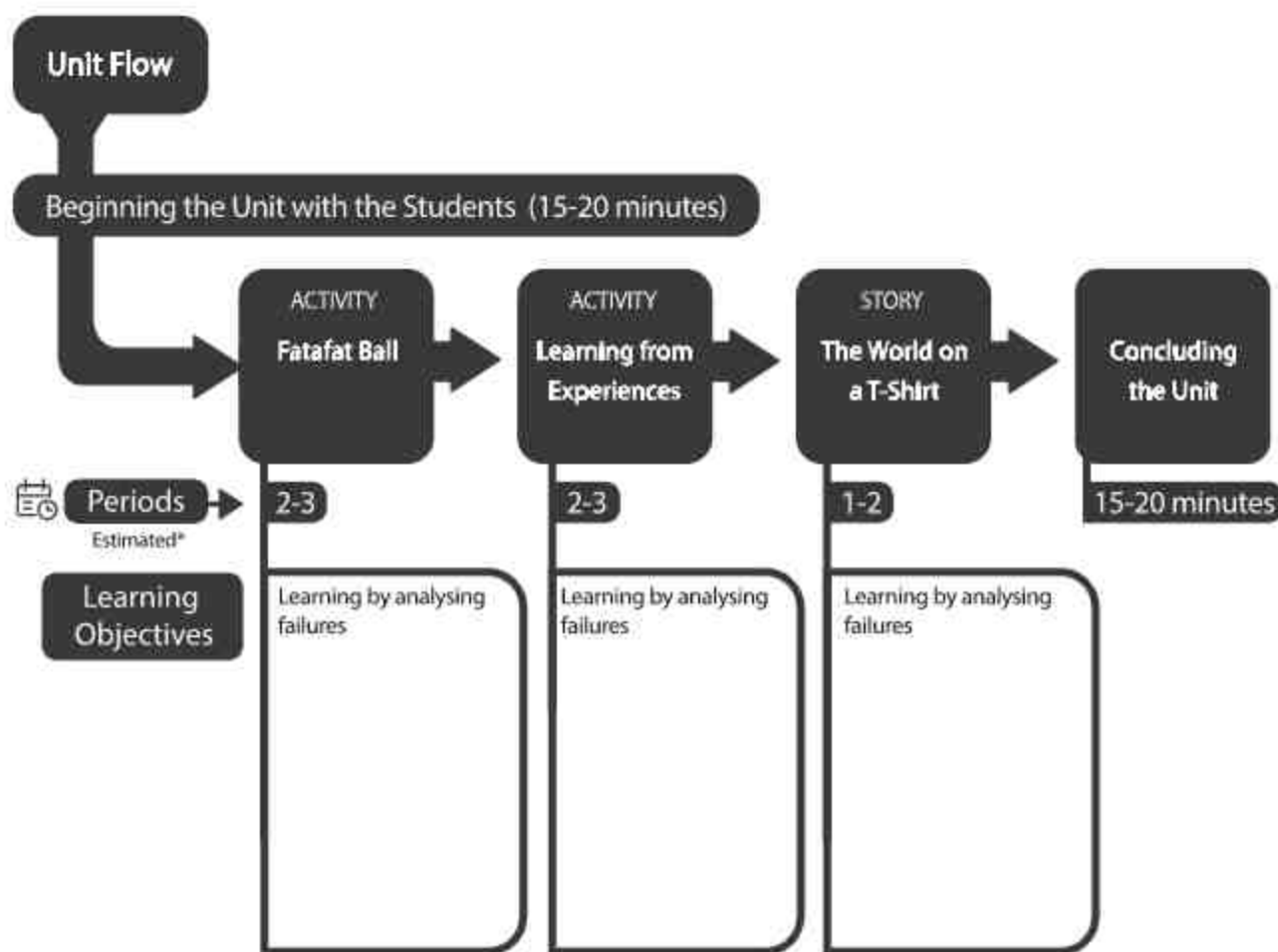


Often, when we think of learning, we tend to think only about external sources like teachers, parents, the TV, books, internet, YouTube etc. However, we can also learn by reflecting on our experiences and actions. Just like watching and listening to others are ways of learning, in the same way, analysing our own experiences is also an important way to gain knowledge. Complex problems do not have easy solutions. They have to be approached from multiple perspectives and then, finally, some solution is derived. In such situations, continuously analyzing our experiences, staying motivated even after multiple failures and increasing our understanding of situations by repeated practice - these become important steps in our journey towards learning.

Learning Objectives

In this unit, students will contemplate on the learning of any one project taken up during previous years. For this, the students will practice the following skills -

1**Learning by analysing failures****2****Learning by reflecting on experiences**



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

To begin the unit, the following questions can be discussed with the students -

- How did you learn cycling?
- How did you learn about photosynthesis?

Encourage the students to discuss as many ideas and experiences as they can. After getting a few answers, discuss with them the experience of learning how to ride a cycle. We fall many times, feel scared and find the process very difficult. Yet we want to learn it at any cost. Thus we keep trying until we learn it. Let us understand how we learn from our successes and failures.

Activity 8.1 | Fatafat Ball

Introduction

Failure is an inevitable part of trying. Often, when we fail, we feel disappointed. Many times, even people close to us discourage us from trying further due to the fear of failure, ignoring the fact that continuous efforts and constant practice are needed to excel in a field. The more we practice, the more ways we find to accomplish a task. In this activity, we will learn and carry out the process of analyzing failure and making efforts constantly.

Group Work: 20 - 25 Students

Learning Objectives

2-3 Periods

- Learning by analyzing failures

Material Required

Paper/Newspaper Balls

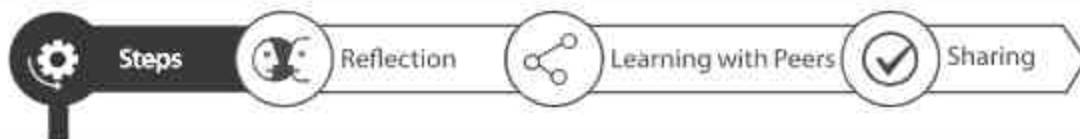


Timer



Facilitator Note

- Encourage the students to think about their actions and make their own strategies during failures.
- Ensure that the students finish the activity in the given time.
- If the students are unable to finish any round of the activity in the first opportunity, give them 2-3 opportunities.



- Give each group a paper/newspaper ball. (The students can make it themselves as well.)
- The students will pass the ball in their group in the minimum possible time. The first student will pass on the ball to the student standing next to them, then the person will pass it on to the next, and so on. This should go on until the ball reaches the last student.
- There will be three rounds of this activity. Before each round, give students 1-2 minutes to prepare.
- Select one student from each group to be the timekeeper.
- Following will be the time limit for each round:
 - First Round - 45 seconds
 - Second Round - 25 seconds
 - Third Round - 10 seconds
- Rules of the activity:
 - Each student must get the ball.
 - The ball should not drop down from any one's hands.
 - The activity should get over in the estimated time.
 - If the ball falls down from any one's hands before the time gets over, then start the timer again.

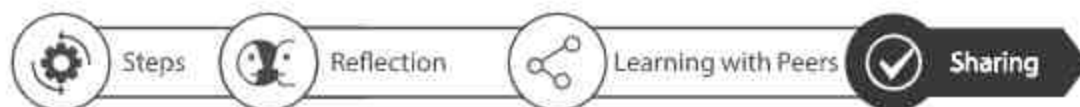


After the activity 'Fatafat Ball', ask the students to discuss the following questions in their groups -

- Which round did you fail in? Can you analyze the reasons and share what you learnt from it?
- Do you have any experience in your life where you have learnt something from the analysis of its failure?



After the discussion, invite a few students from each group to share their experiences with the whole class. When one student shares her/his experiences with the class, then ask that student to invite another student from another group. Similarly, the second student should invite someone from the third group. This should go on until each group gets its turn.



If we are not able to finish any work, it is important that we do not leave it mid-way, but analyze the obstacles and make strategies, understanding those obstacles. Failures help us to move ahead and accomplish our tasks.

Activity 8.2 | Learning from Experiences

Introduction

In the previous activity, we were given some situations and through them, we tried to understand the value of consistent efforts during failures. In this activity, we will contemplate on a real-life experience and learn from it. Contemplating on a real-life experience entails reflecting on our actions and the emotions we felt during the experience.

Group Work: 20 - 25 Students

2-3 Periods

Learning Objectives

- Learning by reflecting on experiences

Material Required

Paper



Pen



Facilitator Note

- The answers to the questions in the table can look different for each student, therefore, encourage the students to think independently.
- Make sure that while discussing with peers, the students are either asking questions or giving feedback.
- While facilitating 'Learning with Peers', ensure that the students make groups with new students each time.



Steps



Reflection



Learning with Peers



Sharing

- Students should find a partner for themselves with whom they feel comfortable.
- Students should recall their experiences of any school project (a school event, a project for any subject).
- Initially, the facilitator should write only the first section of the given table - 'A. Positive Experience' - on the blackboard (Q1-3).
- Ask the students to answer these questions independently in their notebooks.
- After that, the facilitator should repeat the same process for section 'B. - Challenges'.
- Finally, write Q4 on the board and ask the students to write the answers based on their understanding from sections A and B.



Steps



Reflection



Learning with Peers



Sharing

A. Positive Experience**B. Challenges**

1A) Which of the tasks did I find easy and enjoyed doing in the activity that was selected?

1B) Which of the tasks did I find difficult and did not enjoy doing in the activity that was selected?

2A) Which other projects like this do I enjoy doing?

2B) Which other projects like this do I not enjoy doing?

3A) What new thing did I get to know or learn about myself from this experience?

3B) What new thing did I get to know or learn about myself from this experience?

4) Referring to sections A and B, write down about your interests you identified and how can they help you move ahead in life.

- After filling the table, the students should share their answers with each other and help improve each others' understanding by asking questions.
- If, after discussion, the students want to make changes in any of their answers, they should be allowed to do so.



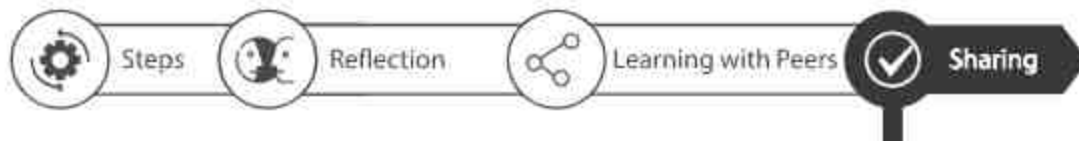
Two pairs should get together and form groups of four. In the groups, they should discuss the following questions -

- Among the questions given in 'Positive Experience' and 'Challenges', which questions did you find the easiest and the most difficult to answer and why?
- How did you like this approach of learning from experiences?



The students will share their thoughts by playing the game 'Fire in the Forest'. The rules of the game are as follows -

- The facilitator should enthusiastically shout 3-4 times - "Fire in the Forest, Run, Run, Run" and all the students should walk hither-thither in their classroom.
- Thereafter, the facilitator should shout out one number (e.g. 5) and the students should get into groups of 5 and then discuss what they learned from this activity.
- After 1-2 minutes, the facilitator should make the students do another round of the game and get them to share the experiences of the activity twice more. She should shout out a different number each time.



While answering the questions given in the table, we reflected on our experiences and learned from them. Each of our experiences helps us to learn something. What is important is that we reflect, question ourselves and discuss them with our friends. While doing our tasks, if we are aware of learning something from them, we can become very good at learning from our experiences.

Story 8.3 | The World on a T-Shirt

Introduction

Life is like waves of water. Sometimes, it goes up; at other times, it falls down. Each of its moments is like a child falling, managing and then getting up. The way waves do not stop rising after falling and children learn to stand on their tender feet after falling several times, humans can also finally accomplish their aims after learning from their failures. This is how Ranjeev Ramchandani also learnt.

1-2 Periods

Learning Objectives

- Learning by analysing failures

Context Setting

Ask students to do the following--

Make a t-shirt using words and images that tell us something about the city of Delhi. You have 5 minutes to do this.

After this, ask the students to show their designs to students sitting close by. Now, tell the students that they will go through the story of Ranjeev Ramchandani who started his t-shirt company after going through a lot of failures. He depicted activities of daily life on his t-shirts.

Story

Ranjeev Ramchandani was born in a middle-class family in Mumbai. He was an average student in school. He did his graduation in Microbiology from Mumbai's Jai Hind College. During his graduation, he gave shape to his creative interests. He made a number of cartoon strips for the magazine 'Mad' and 'Business India'.

It was not very easy for him to shape his career as per his interests. Since Microbiology was also of major interest for him, he pursued a course in 'Clinical Pathology' from Sophia Polytechnic. However, soon his interest faded in this field. He did not enjoy examining people's urine and stool. Ranjeev Ramchandani did not want to be known as someone who had given up. So he persisted in the course for three years working in the laboratory.

Ranjeev spent a lot of time stuck between his interests and failures. After three years, he left 'Sophia Polytechnic' and worked at British Airways and Oberoi Hotel. This also sustained him only for a few days and he returned to pathology. One day, as he was getting ready, wearing his coat and looking carefully in the mirror, he looked at himself and asked, "Is this what I want to do for the rest of my life? I should do something which I enjoy doing." It was then that the idea of working in the advertising industry occurred to him. In the advertising industry,

he could get a chance of interesting jobs like drawing cartoons, writing slogans and fun drawing, everything that he loved doing.

Ramchandani finished a course in 'Creative Writing' and then worked in an advertising company called 'Edge'. Finally, he found his calling. His cartoons got published on the cover page of the magazine 'Business India' and he received a lot of appreciation. Because of his work, he got a chance to attend a lot of conferences in Cannes, Paris and Singapore. After that, he continued to work in the advertising industry for some years. However, even here, he could not work as freely as he wanted to. Ranjeev did not enjoy suppressing his creativity within the confines of client requirements. To get out of this, he started doing creative experiments on weekends.

On one such Sunday, Ranjeev was sitting with three of his friends when suddenly he got an idea of depicting India on t-shirts. And the four together started 'Tantra T-Shirts' with a lot of enthusiasm. They started working on this idea every weekend. Many times, they also had to do their office work at home, but they persisted in their hard work. They printed a lot of t-shirts with designs of adventures that occur in city life on a daily basis. They got 10-20 t-shirts printed and gave them to a shopkeeper in Colaba in a tourist area. All the t-shirts got sold in no time. It was as if Ranjeev's dreams got wings. There was no looking back after that - he completely got immersed in the work of his choice.

Ranjeev established 'Tantra T-Shirts' as an emerging brand of a new era. Tantra has designed more than 2,000 t-shirts by now. Today, Tantra has 20 outlets across 6 cities in India with an annual turn over of nearly 25 crores.



Reflection



Sharing

Discuss the following questions with the students in the class -

- In order to succeed, how did Ranjeev use the failures he encountered on his way to reach the profession of his choice?
- What problems can you face while shaping your career according to your interests and what can you learn from their analysis?



Reflection



Sharing

We saw in Ranjeev's journey that he faced failures continuously, but he did not give up on his efforts. Gradually, he made his way into the career of his interest. We learnt that we cannot achieve something if we give up and accept defeat. On the contrary, by constantly analyzing our likes, dislikes and dreams, we can find out new ways and learn a lot.

Concluding the Unit



Reflection



Sharing

- What kind of questions do people ask you after an experience? How do those questions help you?
- What questions can you ask yourself to analyze an experience?



Reflection



Sharing

In this unit, we realised the importance of learning from our experiences and failures through activities and a story. We got to know that failure is not an obstacle to success but is a means to find new ways. We learn only by trying again and finally we succeed. Simultaneously, if we think about our past experiences, we get to know a lot about ourselves like our skills and shortcomings. This can help us prepare better for the upcoming events and experiences in our lives.



Introduction to the Unit



We encounter such situations almost daily. In today's rapidly growing digital world, all of us, including our students, come across several new information and complex problems. Faced with this influx of information, it is essential for us to think logically and be aware of the sources of information. Only then will we be able to make informed decisions which could be either personal or professional. Failing to do so can lead to a situation mentioned at the beginning of the unit where we see that young children are engaging in scaremongering based on unverified information. Depending on rumours could harm one's career too. Therefore, in this context, it is essential to develop the ability to think critically among the students.

Learning Objectives

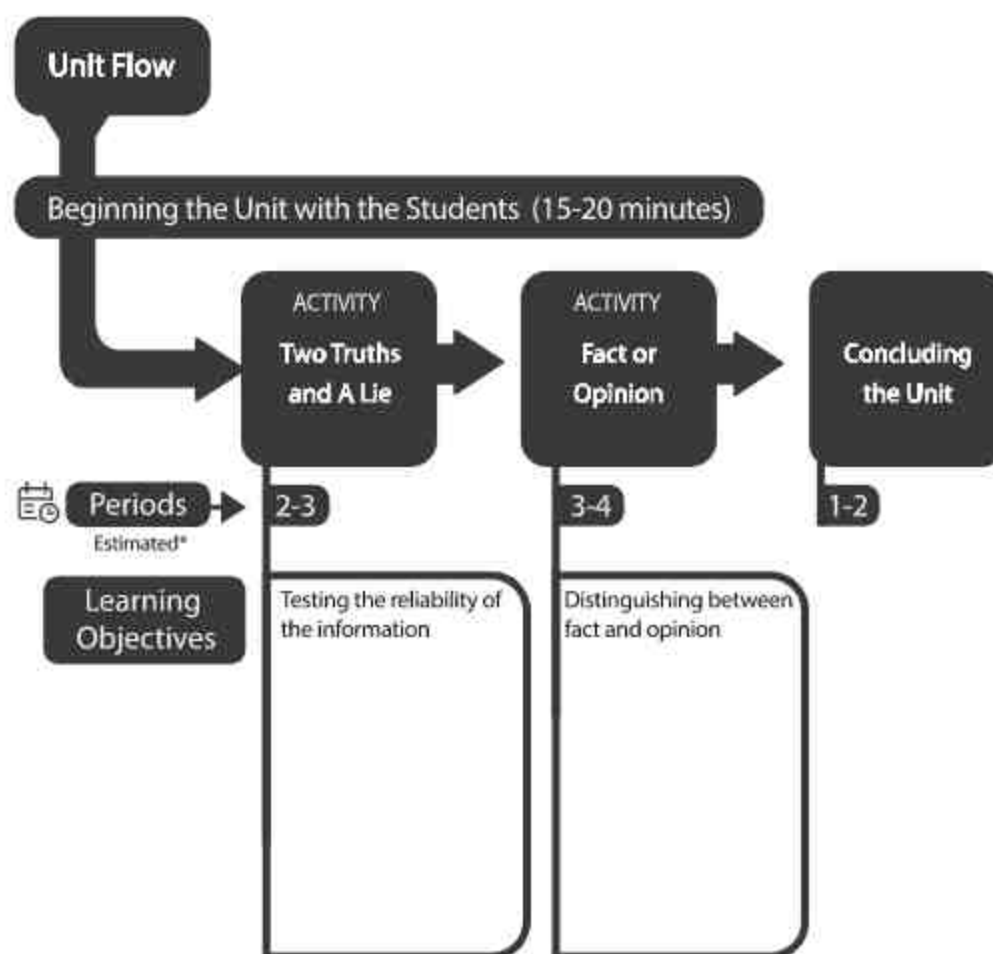
This unit will familiarise students with critical thinking. In doing so, they will develop the following skills:

1

Testing the reliability of the information

2

Distinguishing between facts and opinions



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

The conversation in the introductory part of the unit can be shared and discussed with students to initiate a dialogue about critical thinking.

Activity 9.1 | Fact or Opinion

Introduction

In day to day life or during informal conversations, we come across a lot of things that may or may not be true. In this activity, we will try to distinguish between truths and lies by analysing some simplistic things from our routine lives.

Group Work: 5-6 students

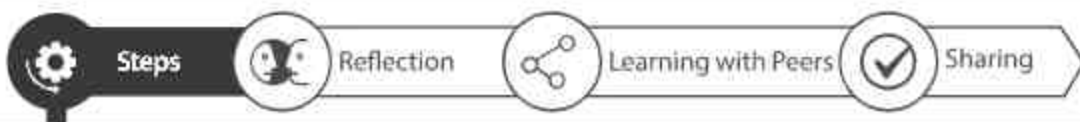
Learning Objectives

2-3 Periods

- Testing the reliability of the information

Facilitator Note

Give students sufficient time for the activity so that every student gets a chance to participate.



- The facilitator demonstrates the activity by giving three statements about himself/herself - two of them should be facts or truth, and one should be a lie e.g.
 - I can sing well.
 - I have toured 8 states of India.
 - I have met Shah Rukh Khan.
 - I have 7 brothers.
 - I can play the harmonium.
 - I have been photographed with the President.
- Ask the students which statement out of the 3 they perceived to be a lie, and why? After listening to their answers, tell them which statement was false.
- Ask students to make groups of 5-6.
- Tell them that each student is to share in their groups two things that are true about themselves and one that is a lie.
- Thus, every student in each group will tell two truths and one lie. The rest of the students in the group will have to guess which one is a lie.
- They will carefully listen, observe and analyse the information shared by their friends.
- Once all the students in each group have participated, some students can share their statements with the whole class.

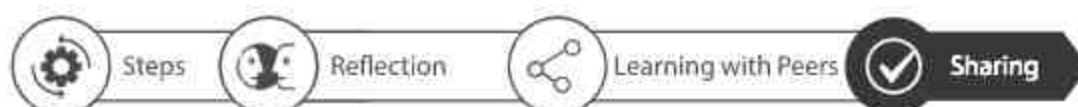


Students will discuss the following questions in their groups:

- How did you determine which statement was true, and which was a lie?
- What was your thinking process to distinguish between the truth and the lies?
- Have you ever encountered an incident where you could recognise the difference between truth and falsehood? Give an example.



One student from each group will briefly present the discussion held in their group to the whole class.



Often, we come across something that may be a lie or be incorrect. However, the practice of close observation and analysis of any information can help us make the right decision by allowing us to identify truth from falsehood.

Activity 9.2 | Fact or Opinion

Introduction

Whenever we need to know something about an issue, we obtain information from multiple sources. However, this information can be someone's opinion or fact. In this activity, we will analyse various pieces of information to identify the difference between fact and opinion.

Group Work: 5-6 students

Learning Objectives

3-4 Periods

- Distinguishing between fact and opinion

Material Required | Newspaper



Pen



Facilitator Note

- Students may think differently from you, therefore allow them to think on their own.
- While doing the activity, provide students with newspaper pages that have at least 7-8 news articles/advertisements.
- While students are looking for facts or opinions from newspapers in their groups, give some time to each group and help them as and when needed.



Steps



Reflection



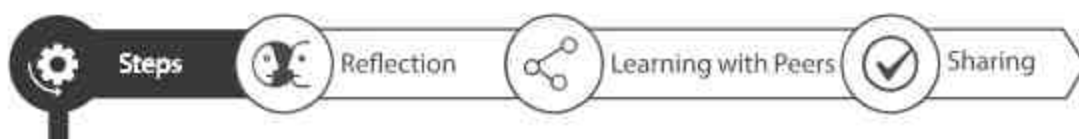
Learning with Peers



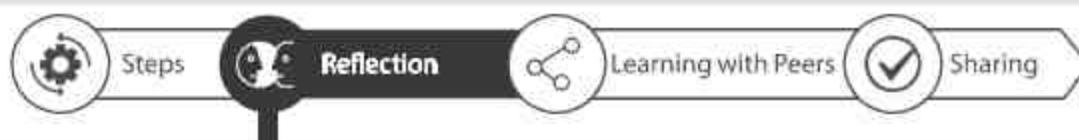
Sharing

- Ask students to make groups of 5-6 and give each group one sheet of newspaper.
- Explain the difference between facts and beliefs/opinions to students. Show them an article from the newspaper as an example and tell them the difference between fact and opinion.

Fact	Belief/Opinion
A statement whose credibility or reliability can be proved.	A statement reflecting one's feelings or thoughts. It is difficult to prove its credibility.
The facts remain the same for everyone.	One person's opinion may differ from another person's.
Example <ul style="list-style-type: none"> Certain film has grossed Rs.100 crore. The temperature is higher in summer than in winter. 	Example <ul style="list-style-type: none"> The success of the movie is due to good acting. The weather is pleasant in summer as compared to winter.

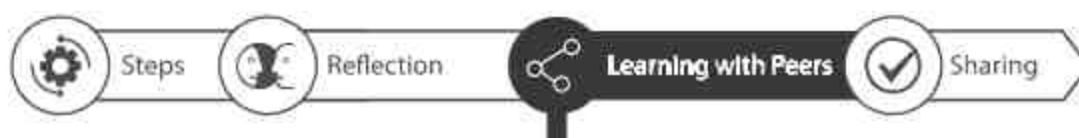


- Ask the students to discuss and identify the facts and beliefs/opinions from any article or advertisement in the given newspaper page in their groups. (10 minutes)
- After this, the students will present their observations in class before everyone.

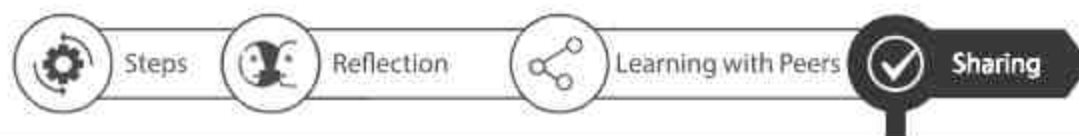


Students will discuss the following questions in their groups:

- Why is it important to distinguish between facts and opinions?
- Where can we find facts and opinions in our day to day life?
- How can you differentiate between facts and opinions mentioned in a piece of information?



A student from each group will briefly share their discussion with the entire class.



In daily life, we keep receiving information from various sources which may be correct, incorrect or incomplete. The ability to distinguish between fact and opinion shall help us better analyse the information. At the same time, we will be able to avoid any biases.

Concluding the Unit



- How do you know what to believe (oral or written) and what not to?
- What would happen if we are unable to distinguish between fact and opinion?



Before forming any opinions or making decisions about something, we need to observe it or read about it carefully. It is important to logically analyse the information before trusting it.



Introduction to the Unit

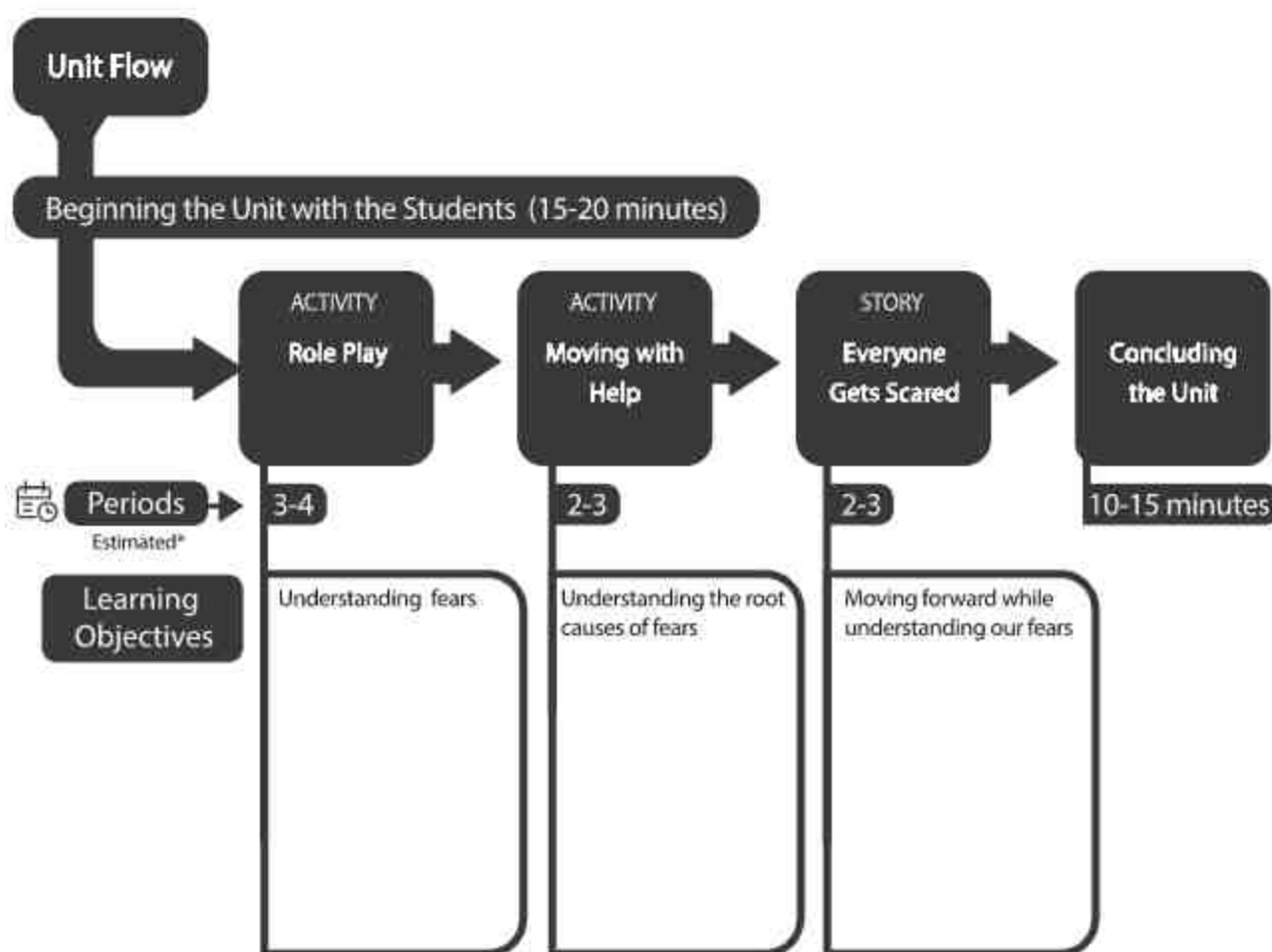


Fear is natural and ever-present in humans. However, it stops us from moving forward. Because of fear, many times, we do not even make an attempt. There are a number of fears in the minds of students like the fear of not being able to finish one's work, fear of being scolded by the teacher, being punished for making a mistake, fear regarding one's future, etc. It is important to understand the reasons for fear to fight them.

Learning Objectives

The following skills can help students manage their fears

1**Understanding fears****2****Understanding the root causes of fears****3****Moving forward while understanding our fears**



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

- The facilitator can start by giving examples of their fears and discuss ways to understand and overcome them.
- A discussion can also be initiated based on the conversation given at the beginning of the unit.
- If the students feel uncomfortable talking about their fears, encourage them to be a part of the discussion without pressuring them.
- Tell the students that it is important to understand our fears before trying to overcome them.

Activity 10.1 | Role Play

Introduction

We struggle with various fears in our lives. Most of the time we choose not to share them with anyone and allow the stress to build up. We may not realize but these fears affect our performance in some or the other way. Are all of us able to understand ours and each other's fears?

Group Work: 5-6 Students

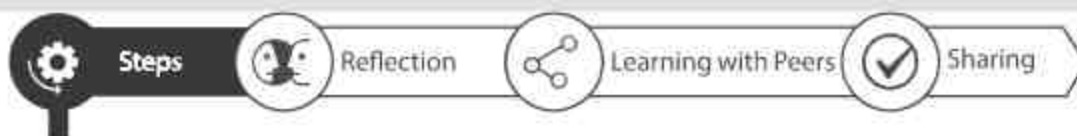
3-4 Periods

Learning Objectives

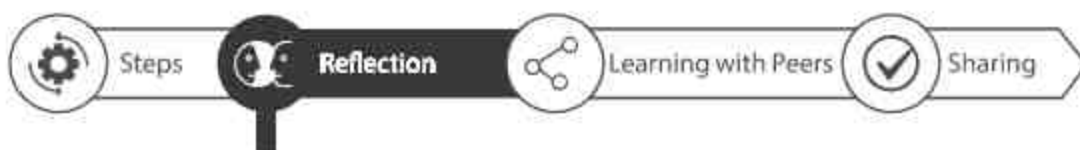
- Understanding fears

Facilitator Note

- Encourage all the students to participate in the activity. Do not share your opinion or advise the students as they start talking about their fears.
- Assist the students to understand the root causes of their various fears.
- Make sure that the environment of the class is conducive to talk about one's fears.
- It will be better if the teacher becomes a part of the activity.



- Ask students to make groups of 5-6.
- While making the groups, ensure that all students get to interact with one another.
- All the groups will be asked to choose one of the fears from the list given below. Ensure that every group chooses a different fear.
 1. Fear of Uncertainty - like, 'What will happen in the match tomorrow?'
 2. Fear of Failure - like, 'What if I cannot learn to play the flute?'
 3. Fear of what others might think - like, 'What will the people say about my career choice?'
 4. Fear of Change - like, 'What will happen if I have to move to a new city?'
- If any group wants to choose a fear apart from the fears listed above, they can do so.
- After choosing a fear, each group will prepare a role-play of 2-3 minutes demonstrating various aspects of that fear like its impact on us, its reasons or sources etc.
- The groups will be given 10-15 minutes to prepare the role play.
- Every group will take turns and perform their role-play before the class.

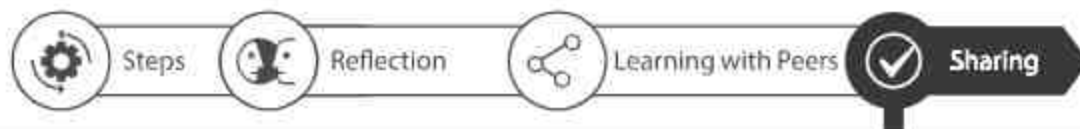


The students should have a discussion on the following questions -

- How did they choose a particular fear?
- By working on their presentations and looking at others', which of their fears could they understand?



After all the presentations and discussions, invite some students from each group to share their experiences with the class.



The activity can be concluded by discussing the following points -

- Understanding of fears by the students.
- Discovering and discussing that fears are natural to humans.

Activity 10.2 | Moving with Help

Introduction

There are various kinds of fears in our lives. We understand and tackle some of them as we move ahead in life but there are some which remain a mystery. Self-belief is one virtue that can help manage our fears without letting them take control of our lives. We shall do an activity for examining the role of self-belief in fear.

Group Work: Pairs of 2

Learning Objective

2-3 Periods

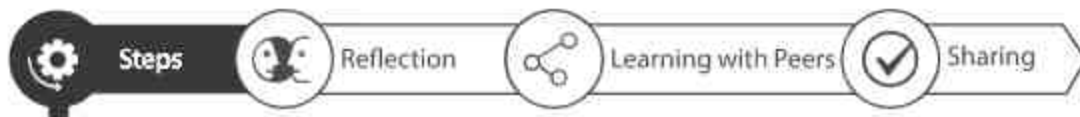
- Understanding the root cause of fears

Material Required | Handkerchief

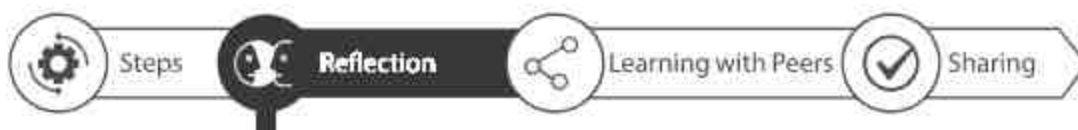


Facilitator Note

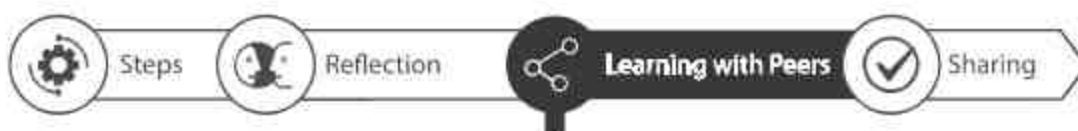
- In this activity, students get a chance to work on their fears.
- During the activity, please be careful that the students do not touch each other.
- Encourage students to participate in the activity.



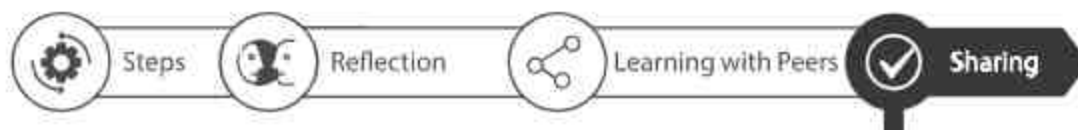
- Ask students to make pairs.
- An open space is required for this activity. You can take the students to an open ground or a large, empty room.
- From each pair, one student's eyes will be covered. The other student will help that student based on the instructions given by the facilitator.
- After all the pairs get ready, the facilitator can give the following instructions -
Start walking slowly.
Increase your speed.
Run.
- The facilitator can increase the difficulty level of the instructions. E.g. stop suddenly, take a turn, walk backwards, jump etc.
- Whenever the student whose eyes are covered feels uncomfortable and they feel like stopping, they can do so.
- After this, both the students will exchange their roles. The student whose eyes were covered will now help their partner do the same with instructions from the facilitator.



- Which of the facilitator's instructions did you fear the most? Why?
- How did you feel when you walked with your eyes closed?
- Could you control your fear? How?



Invite students from some of the pairs to share their thoughts on the above questions. Nudge them gently to share their fears while doing the activity and different ways students used to manage them.



All of us completed the activity 'Moving with Help' with a lot of excitement. During this activity we experienced some fears. We could manage some of these fears while others continued to overwhelm us.

Purpose of being blindfolded or guiding someone else who was blindfolded, was to not only understand our fears but to also learn to trust each other. In highly uncertain situations, self-belief, trusting others, and focus can help us wade through our fears and achieve our goals.

Story 10.3 | Everyone Gets Scared

Introduction

In the previous activities, we talked about understanding our fears and managing them. These activities helped us understand that instead of running away from fears, it's better to confront them and practice working on them. While talking about being a successful public speaker, Warren Edward Buffett acknowledged the value of practice and said, "a successful public speaker learns to manage her/his fears and not remove them".

2-3 Periods

Learning Objectives

- Moving forward while understanding our fears

Context Setting

The absence of fear makes life really easy, even mundane sometimes. There is nobody who doesn't fear something. This is what we need to understand about fear. We all know the phrase- '*Dar sabko lagta hai, gala sabka sookhta hai*' (All of us fear something). We all fear something or the other! Even famous and successful people have fears just like we do! Let us listen to one such story.

Story

This is the story of America's famous Warren Edward Buffett. Buffett was born on 30th August 1930 in America's Omaha, Nebraska. The family had their own business and Buffett enjoyed assisting in the family business. Once, when he was 6 years old, he bought 6 bottles of Coca-Cola for 25 cents from his grandfather's shop. He made a profit of 5 cents after selling those bottles. With this small amount, Buffett learned a big lesson.

Buffett had a major weakness. He feared expressing himself before others. He generally used to stay quiet amongst his family, friends and relatives.

When he was 11 years old, he tried his hand for the first time at the share market and even made a small success. While other children of his age were busy playing, Buffett was learning from his small successes.

He was not satisfied with this much. He was scared to speak in public and was determined to work on it. This fear made it difficult for him to communicate with others. This latent fear of his was with him at all times. He knew that without talking about it with others, he would not be

able to achieve anything big. Therefore, he thought of a solution to do away with his fear and hesitation. He took admission in a public speaking course. He repeatedly practiced speaking in front of others. He realized that to speak confidently in front of people, it was important to practice constantly. He also studied several autobiographies of successful people. Besides all this, he tried to understand his other fears too. He thought that if someone could jump from a height despite her/his fears, then why could he not express himself before others. This built confidence in him. Gradually, he overcame this fear, with practice.

Today, Buffett is one of the foremost investors and businessmen in the share market. He is the C.E.O. of the company 'Berkshire Hathaway' and America's biggest shareholder. In August 2020, his total assets were estimated to be US\$ 78.9 billion, making him one of the richest people in the world.



Reflection



Sharing

- What did Buffett do to overcome his fear?
- Like Buffett, have you ever experienced a fear? Please share your experience.



Reflection



Sharing

By identifying the root cause of any fear and working on it gradually, one can learn to manage it. Repeated practice can help most of us overcome our fears. Let's remember that to be a good public speaker, Buffett practiced this skill constantly and developed confidence.

Concluding the Unit



Discuss the following questions with the students:

- What are the different activities that we did as part of this unit and what did we learn from them?
- Have you been able to identify a fear that you would like to work on?



When we decide to understand and delve deep into our fears to move ahead, we are bound to get good results. There are various kinds of fears and this is one of our natural emotions. When we learn to analyse our fears appropriately, we also develop a readiness to pursue our dreams. Before facing our fears, it is important to acknowledge that fear is a reality. We all experience fear and it stops us from moving forward.

C-1 Mindfulness



Mindfulness is the state of being conscious of the present, or living in the present moment. It aims to make students aware of their surroundings, sensations, thoughts, and emotions. This awareness would equip the students to evaluate and critically analyse their present, and respond accordingly. It is a simple process that anyone can practice, anywhere and anytime. Practising mindfulness has several benefits:



Maintain focus - while studying or doing any other work at school or at home



Stay mindful of the task- whether the task or approach is right or wrong

Points to be Noted



Dos

- Active participation and awareness
- Love, harmony, humility, calm atmosphere
- Relax and participate



Don'ts

- Pronunciation of specific words or mantra
- Stressful expressions that cause stress, such as scolding, harsh words,
- Interrupt students in any way

Mindfulness Schedule

Everyday Mindfulness	Monthly Mindfulness First Monday of the Month
Start: Mindful check-in (3-5 minutes)	Start: Mindful check-in (3-5 minutes)
Regular EMC class Each day's EMC class will only have the Mindful check-in and Silent check-out processes.	Detailed session of mindfulness (any one of the following) <ul style="list-style-type: none"> • Introduction to Mindfulness • Mindful Listening • Mindful Silence • Mindful Breathing
End : Silent check-out (1-2 minutes)	End : Silent check-out (1-2 minutes)

Everyday Mindfulness

Start: Mindful Check-In: 3-5 minutes

Instructions

- Through mindful check-in, we direct our attention away from the past happenings to the present moment. It can be practised anytime, anywhere.
- Sit relaxed in your places before check-in.
 - Sit relaxed, straighten your back, and close your eyes if you wish. If someone finds it difficult to close their eyes, they can keep their eyes open while looking down
 - Place hands on the desk or on your legs - at your convenience.
- First focus on the sounds being produced in the surroundings and gradually direct the attention to their breath.
 - These sounds may be slow, or loud, intermittent, or continuous.
(Pause for 20 seconds)
 - Be mindful of these sounds and notice if they are remote or nearby.
(Pause for 30 seconds)
 - Now focus the attention on the breath, inhale and exhale.
 - Breathe normally, and do not strive to change anything about the breath. Just be mindful of it.
(Pause for 10 seconds)
 - Bring your full attention to noticing each breath going in and out. Is the inhalation different from the exhalation? Is the air cold or warm? Is it moving fast or slow, light or heavy?
 - Be mindful of each breath.
(Pause for 20 seconds)
 - Gradually bring your attention to the seating position and open your eyes when convenient.

End: Silent Check-Out: 1-2 minutes

Facilitator Note

- Don't ask any questions after silent check-out.
- If some students want to share their experiences, they can be given a chance.

Instructions

- The session will end with a silent checkout.
- Keep your eyes closed, or look down with your eyes open - whatever is comfortable.
- Reflect on the thoughts and emotions generated by today's activities.
(Do not give instructions for the next 1-2 minutes)

Monthly Mindfulness - First Monday of the Month

Session 1 Introduction to Mindfulness

Start: Mindful Check-In: 3-5 minutes

Activity: Introduction to Mindfulness: 20-30 minutes

Facilitator Note

- On the first Monday of every month, pick one of the 4 Monthly Mindfulness activities in the EMC class
- Discuss the points given below with students according to their understanding. Discuss their real life experiences.
- Encourage all students to participate and listen carefully to others.

Instructions

Students would perform different activities of mindfulness on the first Monday of every month during EMC class.

Questions

- Would anyone like to define what mindfulness is?
- How has practicing mindfulness helped you in the last year?

Instructions

- Sit relaxed, keep your eyes closed, and welcome all the thoughts that come to mind.
(Pause for a minute)
- Open your eyes now.

Questions

- How many students had thoughts about past moments or events?
- How many students were thinking about planning the future or felt anxious of it?
- How many students were thinking about the present?

Sharing

- It is quite natural that most of our thoughts and ideas are caught up thinking about the past or future while we live and work in the present.
- Mind-full signifies a mind, shrouded in a variety of thoughts, that does not appear to care what it is doing.
- Mindful means paying full attention to whatever one does, and this practice of living in the present and being aware and alert of the present is called mindfulness.
- Practising mindfulness -
 - Helps maintain attention in class and focus while studying at school or home.
 - Reduces stress, sadness, anxiety, loneliness.
 - If we undividedly focus on the current task, we can get the work done swiftly, efficiently, and without stress.

End: Silent Check-Out: 1-2 minutes

Monthly Mindfulness

Session 2 Mindful Listening

Start: Mindful Check-In: 3-5 minutes

Activity: Mindful Listening

A | Discussion on Paying Attention: 10 minutes

- Spend 2-3 minutes thinking about changes inside you after starting mindfulness practice. Additionally, think about the experiences of last month's mindfulness activity. Did you put into practice these activities besides the EMC class?
- Do you feel any difference in your life due to practicing mindfulness?
 - Stress
 - Emotions - happiness, sorrow, anger, etc.
 - Concentration in the class
- Do you have any specific experiences, challenges, or questions concerning mindfulness activity?

B | Mindful Listening: 5 minutes

Phase - 1

- Today we will calmly listen to various sounds in the surroundings. This is called Mindful Listening.
- Relax, straighten your back, and close your eyes. If anyone is uncomfortable closing their eyes, they can keep their eyes open while looking down.
- Pay attention to various sounds that can be heard inside the classroom, such as ceiling fans, traffic, talking, and laughing, with your eyes closed.
- Direct your attention to these sounds. Without judging them as good or bad, just listen to these sounds.
- In case your attention gets diverted from the sounds, just be aware of this, and then bring your attention back to the sounds.

(Continue for 1-2 minutes)

Ask students to open their eyes and share about the various sounds they heard.

Phase - 2

- Relax again, straighten your backs, and gently close your eyes.
- Listen to various sounds in the surroundings as you might have missed some sounds before.
- Notice the various sounds in the surroundings. Which sounds do you hear repeatedly?
- Direct your attention to these sounds. Without judging them as good or bad, just listen to these sounds.
- In case your attention gets diverted from the sounds, just be aware of this, and then bring your attention back to the sounds.

(Continue for 2-3 minutes)

C | Suggested Points for Discussion: 15 minutes

- How was your experience during the activity?
- Did you feel any difference between the first and second phases of mindful listening?
- Who among you were distracted? Raise hands.
- If you had lost your focus, did you manage to refocus?

End: Silent Check-Out: 1-2 minutes

Monthly Mindfulness

Session 3 Mindful Silence

Start: Mindful Check-In: 3-5 minutes

Activity: Mindful Silence

A | Discussion on Paying Attention: 10 minutes

- Spend 2-3 minutes thinking about changes inside you after starting mindfulness practice. Additionally, think about the experiences of last month's mindfulness activity. Did you put into practice these activities besides the EMC class?
- Do you feel any difference in your life due to practicing mindfulness?
 - Stress
 - Emotions - happiness, sorrow, anger, etc.
 - Concentration in the class
- Do you have any specific experiences, challenges, or questions concerning mindfulness activity?

B | Mindful Silence: 5 minutes

Phase - 1

- Relax, straighten your back, and close your eyes. If anyone is uncomfortable closing their eyes, they can keep their eyes open while looking down.
- Pay attention to various sounds that can be heard inside the classroom, such as ceiling fans, traffic, talking, and laughing, while keeping your eyes closed.

(Continue for 1-2 minutes)

Phase - 2

- Move your attention from the sounds to the silence between these sounds. Try to listen to, or feel, this silence.
- In case your attention gets diverted from this silence, just be aware of this, and then bring your attention back to the silence.

(Continue for 2-3 minutes)

C | Suggested Points for Discussion: 15 minutes

- How was your experience?
- How different was the experience of focusing on the sounds initially, and later the silence?
- Was it difficult to pay attention to the silence? What might have been the reason?
- Did you ever feel the silence in your surroundings?

End: Silent Check-Out: 1-2 minutes

Monthly Mindfulness

Session 4 Mindful Breathing

Start: Mindful Check-In: 3-5 Minutes

Activity: Mindful Breathing

A | Discussion on Paying Attention: 10 minutes

- Spend 2-3 minutes thinking about changes inside you after starting mindfulness practice. Additionally, think about the experiences of last month's mindfulness activity. Did you put into practice these activities besides the EMC class?
- Do you feel any difference in your life due to practicing mindfulness?
 - Stress
 - Emotions - happiness, sorrow, anger, etc.
 - Concentration in the class
- Do you have any specific experiences, challenges, or questions concerning mindfulness activity?

B | Mindful Breathing: 5 minutes

Phase - 1

- In Mindful Breathing activity, we simply focus our attention on our breath - inhalation, and exhalation.
- Relax, straighten your back, and close your eyes. If anyone is uncomfortable closing their eyes, they can keep their eyes open while looking down.
- Bring your full attention to noticing each breath going in and out.
- Place a hand on your belly below the ribs.
- While breathing, pay attention to the inhalation and how it causes the belly to expand. And pay attention to the exhalation and how it causes the belly to contract.
- In case your attention gets diverted from your breathing, just be aware of this, and then bring your attention back to the breaths.

(Continue for 1-2 minutes)

Question

- Did you feel your belly contracting and expanding?

Phase - 2

- Continue the activity for 1-2 minutes.
- Ask students to pay attention to inhalation and exhalation, and how it causes the belly to expand and contract.

C | Suggested Points for Discussion: 15 minutes

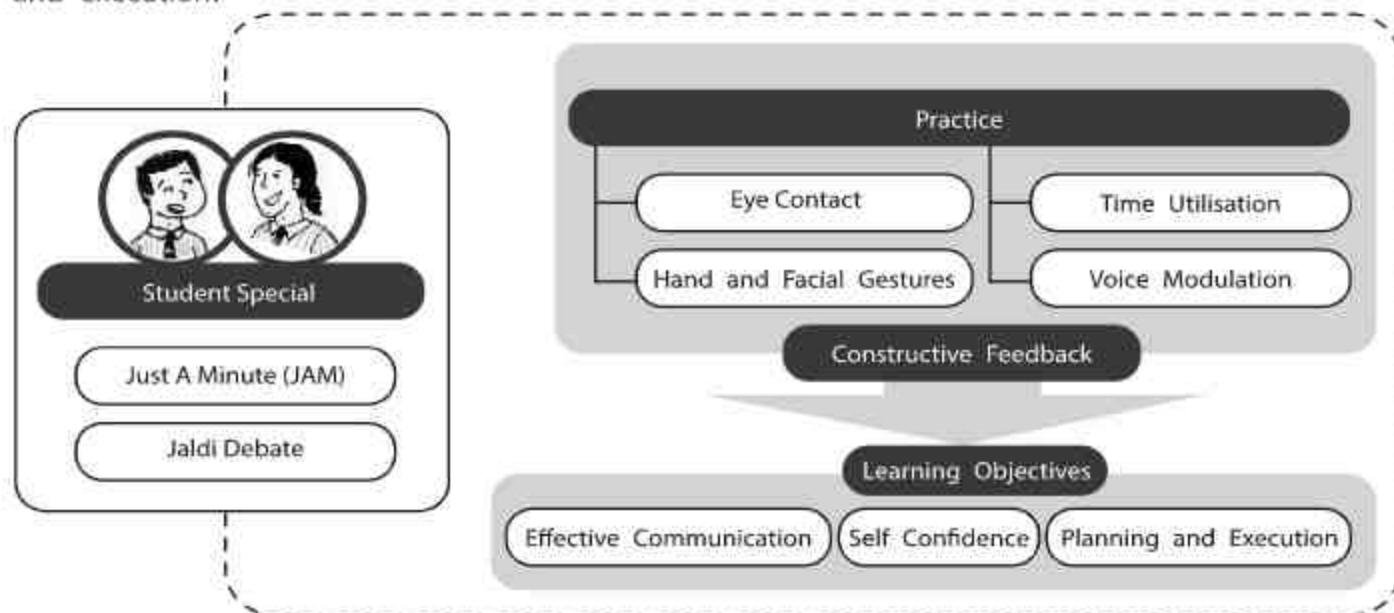
- Do you usually pay attention to the contraction and expansion of your belly while breathing?
- Does paying attention to the belly and breathing change the breathing rate?
- How was the experience of focusing on deep breathing?

End: Silent Check-Out: 1-2 minutes

C-2 | Student Specials



Student Special is the component of EMC in which students organize and conduct fun activities, practice communication and improve their confidence. They practice different ways of exchanging thoughts and feedback. As they organize these activities themselves, they also improve their planning and execution.



Introduction to the Activities

Just A Minute (JAM)

- A student would be picked as a speaker and called upon the stage.
- The speaker would get a topic to speak about for one minute in front of the class.

Jaldi Debate

- Three students will be invited to speak for and three against a particular topic.
- Both team members will present their arguments alternatively.

Structure of the Student Special Class

Timetable

- Weekly: EMC period of every Saturday
- Additional: Any free period

Management Team

- A team of 5 students will choose one of the two activities - JAM or Jaldi Debate and conduct that activity.
- The management team for the next Student Special class will be selected at the end of the activity.
- Every time different students will be given a chance to participate.

Role of the Facilitator

- Will initially help in the selection process of the management team and get the activity started.
- Will be available to help in case there is any difficulty in conducting the activity.



Anchor

- Begin the class with mindfulness.
- Introduce members of the management team.
- Invite the management team members on the stage according to the session plan.

Anchor and Master Observer: Select the management team for the next class at the end of the activity.

Joke Master

Tell a funny joke to the class.



JAM Master

- Conduct the activity.
- Invite those students to participate who have not participated earlier.
- Be ready with the list of topics for the speakers.

Sample topics are given at the end of the chapter.

Master Observer

- Observe and take notes for giving constructive feedback to the Anchor and JAM Master.
- 3 students sitting around each speaker observe the speaker and take notes for giving constructive feedback.

What to observe?

- Does the speaker maintain eye contact with the class?
- Does the speaker use hand and facial gestures?
- Does the speaker use voice modulation to enhance their communication?

What to share while giving feedback?

- Two things they did well.
- One thing they can do better next time.

Anchor and Master Observer: Select the management team for the next class at the end of the activity.



Timekeeper

- Sit where he/she is visible to the speaker.
- Show green, yellow, and red cards for signalling the amount of time remaining.
- 30 seconds left - green card, 15 seconds left - yellow card, time up - red card.

Present the time report after the activity-

- Did the class run as scheduled?
- Which speakers took less than 30 seconds or more than 1 minute?

5-7
Minutes

Anchor will:

- Begin the class with mindfulness.
- Introduce members of the management team.
- Ask the timekeeper to take position with the cards.



Invite the Joke Master on the stage.

Applause...



Joke Master will:

- Tell a funny joke to the class. (1 minute)



Invite the Master Observer to the stage.

Applause...



Master Observer will:

- Give instructions: Three students sitting near each speaker to observe the speaker and take notes for giving constructive feedback.
- Share what to observe and what to share while giving feedback.



Invite the JAM Master on the stage.

Applause...

12-15
Minutes

JAM Master will:

- Invite a student to the stage as speaker.
 - JAM Master would give an interesting topic to the speaker.
 - Speaker would speak on the topic between 30 seconds to 1 minute.
 - The class will applaud and encourage the speaker.
- Repeat this process with different speakers for 10-15 minutes.

(Note: JAM Master should invite the students who have not spoken before.)

Invite the Master Observer on the stage.

Applause...

7-9
Minutes

Master Observer will:

- Give constructive feedback to Anchor and JAM Master. (1-2 Minutes)
- Ask the observers to give constructive feedback to their respective speakers. (2-3 Minutes)
- Invite 2-5 observers to share feedback before the class, depending on the time remaining. (3-4 Minutes)



Invite the Timekeeper on the stage.

Applause...



Time Keeper will:

- Present the time report. (1-2 Minutes)
 - Did the class run as scheduled?
 - Which speakers took less than 30 seconds or more than 1 minute?

1-2
Minutes

Anchor + Master Observer will:

- Conclude the class with applause.
- Select management team for the next class.



Anchor

- Begin the class with mindfulness.
- Introduce members of the management team.
- Invite the management team members on the stage according to the session plan.

Anchor and Master Observer: Select the management team for the next class at the end of the activity.

Joke Master

Tell a funny joke to the class.



Debate Master

- Conduct the debate.
- Invite those students to participate who have not participated earlier.
- Be prepared with the topic for the debate.

Sample topics are given at the end of the chapter.



Master Observer

- Observe and take notes for giving constructive feedback to the Anchor and Debate Master.
- 3 students sitting around each speaker observe the speaker and take notes for giving constructive feedback.

What to observe?

- Does the speaker maintain eye contact with the class?
- Does the speaker use hand and facial gestures?
- Does the speaker use voice modulation to enhance their communication?

What to share while giving feedback?

- Two things they did well.
- One thing they can do better next time.

Anchor and Master Observer: Select the management team for the next class at the end of the activity.



Timekeeper

- Sit where he/she is visible to the speaker.
- Show green, yellow, and red cards for signalling the amount of time remaining.
- 30 seconds left - green card, 15 seconds left - yellow card, time up - red card.

Present the time report after the activity-

- Did the class run as scheduled?
- Which speakers took less than 30 seconds or more than 1 minute?





5-7
Minutes

Anchor will:

- Begin the class with mindfulness.
- Introduce members of the management team.
- Ask the timekeeper to take position with the cards.



Invite the Joke Master on the stage.

Applause...



Joke Master will:

- Tell a funny joke to the class.

(1 minute)



Invite the Master Observer to the stage.

Applause...



Master Observer will:

- Give instructions: Three students sitting near each speaker to observe the speaker and take notes for giving constructive feedback.
- Share what to observe and what to share while giving feedback.



Invite the Debate Master on the stage.

Applause...



12-15
Minutes

Debate Master will:

- Announce the topic of the debate.
- Invite 3 students to speak for and 3 against the announced topic.

(Note: Debate Master should invite the students who have not spoken before.)

- Speakers from both teams will alternatively share their arguments in 1 minute.
- After the speakers, one student from each team will summarize their team's arguments in 1 minute.

- Take an audience poll to know which team shared their arguments more effectively.
- The class will appreciate the efforts of both the teams with applause.



Invite the Master Observer on the stage.

Applause...



7-9
Minutes

Master Observer will:

- Give constructive feedback to Anchor and Debate Master. (1-2 Minutes)
- Ask the observers to give constructive feedback to their respective speakers. (2-3 Minutes)
- Invite 2-5 observers to share feedback before the class, depending on the time remaining. (3-4 Minutes)



Invite the Timekeeper on the stage.

Applause...



Time Keeper will:

- Present the time report. (1-2 Minutes)
 - Did the class run as scheduled?
 - Which speakers took less than 30 seconds or more than 1 minute?



1-2
Minutes

Anchor + Master Observer will:

- Conclude the class with applause.
- Select management team for the next class.

Sample Topics

Questions for the Speaker

Just A Minute (JAM)

- Which ice cream flavour is your favourite? Why?
- Which is your favourite game or sport? Why?
- If you find a ₹500 note on the road, what will you do?
- Suppose you have forgotten to do your homework. How will you explain to your class teacher?
- How will you convince your parents to let you go for the school's educational trip?
- What is your big dream for your life?
- If you were the principal of your school for a day, what changes would you bring?
- Talk about a funny incident from your own life.
- What are some things that make you sad?
- Should mobile phones be allowed in school? Why?
What should be done to reduce the number of vehicles on the roads?
- Should children be allowed to consume cold drinks? Why?

Debate Topics

Jaldi Debate

- Testing on animals should be allowed to find cures for diseases.
- Cigarettes should be banned.
- Social media is harmful for our social relations.
- What is more effective - studying at home or in the class?
- School attendance should not be compulsory.

These are sample topics. Students may choose different topics of their choice.

C-3 | Career Exploration



Career exploration is the link between students' understanding of skills and qualities, and their importance in different careers. It is an opportunity for the students to know the professional life of people engaged in careers aligned with interests, capabilities, curiosities and aspirations of students. Equipped with the knowledge of various career opportunities the students feel more confident and capable to choose their careers after completing their education.

Before the Interviews*

Mind Map of Careers	2 - 3 Periods
Whom to Interview?	1 - 2 Periods
Interview Questions	2 Periods
Preparing for the Interviews	1 - 2 Periods

During the Interviews*

Things to Keep in Mind	1 Period
Conducting Interviews	Every Month

After the Interviews

Sharing Experience	Last Monday/Tuesday of every month, in the EMC period
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* Time estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning Career Exploration with the Students

Discuss the following question with the students at the beginning of **Career Exploration**

Which career options have you thought for yourself after Class 12th? How did you think about these?

Appreciating the response, tell them that in Career Exploration, they would meet people engaged in different jobs and businesses and understand the experiences of being in different careers. We will begin this process with some activities which will help us think about different careers and prepare us for conducting interviews.

Before the Interviews

Mind Map of Careers (2-3 periods)

Introduction

To begin Career Exploration, we will have to understand different careers and the connections between them. To bring together the understanding of the whole class, we will use a tool called Mind Maps. An example of a mind map is given in the figure. We can take help from family members and people around us engaged in different careers to increase our understanding.



Facilitator Note

For the benefit of the students, discuss two different careers with students and draw their mind maps on the board.

Steps

For the Facilitator

Round 1:

- Make two columns on the board – jobs and businesses.
- Ask the students: Which jobs and businesses would they like to know about in Career Exploration? These can be careers which they want to pursue or about which they want to know.
- Write the answers on the board and make a list of 10 jobs and 10 businesses.

Round 2:

- Choose one job and one business from the lists on the board.
- Discuss both the careers and make their mind maps on the board.
- Think about the following questions to make the mind map –
 - Which other jobs do people do at this person's work place?
 - What type of other work is related to this career? (Like which products or services are important for this career? Who can be this person's potential customers?)
 - Please remember – It is possible that while thinking about a career, one could think of both a job and a business. In such a situation, write all these possibilities on the mind map.

Steps**For the Students**

- Ask students to make groups of 5-6.
- Each group should choose one job and one business from the list.
- Discuss both the careers and make mind maps for each of them on different sheets of paper (10 minutes).
- Each group will give their mind-maps to the groups sitting next to them.
- This process will go on till each group sees the mind-maps of all the other groups.
- Put all the mind-maps on the walls of the classroom so that the students can see them and add their ideas to them.
- After looking at all the mind-maps, each student should make a list of careers about which they want to understand deeply. The list should contain 10 jobs and 10 businesses.

Before the Interviews**Whom to Interview? (1-2 periods)****Introduction**

In the last activity, we thought about different careers and understood the connections between them using mind -maps. After that, we made a list of careers about which we want to know deeply. Now, we will think of places where we could meet people engaged in these careers.

Facilitator Note

- Encourage the students to think about different careers, institutions and people.
- It is not necessary that the students know the people beforehand who they have to meet.

Steps

- Ask students to make groups of 5-6 after all the students have made an individual list of 10 jobs and 10 businesses of their choice.
- After discussing in groups, the students should think about how could they contact the people engaged in these careers –
 - Do you know any people engaged in these careers?
 - Can you find someone engaged in these careers around you, even if you do not know them? E.g. a nurse, fitness trainer etc.
- After this process, the students will make a list of 10 people who they want to interview.
 - In this list, there should be 5 people who do a job and 5 who run a business.
 - The list should be made based on interest and convenience to conduct the interviews.

Job	Name of the Person & their Office Location	Business	Name of the Person & their Office Location

Before the Interviews

Interview Questions (1 period)

Introduction

After making a list of people engaged in different careers, it is time to talk with them. To make this conversation meaningful, it is important that we prepare before we meet them. Which questions shall we ask them? Let us think.

Facilitator Note

Encourage the students to think of questions which can help them know both the strengths and limitations of the careers.

Steps

For the Facilitator

● Round 1:

- Give the students a sample questionnaire which they can use for the interview. Give them 5 minutes to read this questionnaire. (Sample questionnaire has been given at the end of this activity).
- Write down any one of the careers chosen by the students.
- Discuss with the students which questions could be added to know more about that career.
- Take suggestions for extra questions from the students for each section of the questionnaire (Introduction/Beginning, Struggle etc.).

For the Students

● Round 2:

- Ask the students to think of more questions for the interview.
- Ask the students to prepare a final questionnaire including these questions.
- Ask the students to share the new questions with the students sitting next to them.

Sample Questionnaire:

Introduction

- Up to which class did you study in school? Which school did you study in?
- Which subjects did you like the most in school? Which activities did you like to take part in apart from studies?
- At my age, did you have any dreams for your future?
- _____
- _____

Start

- What work did you start your career with? How was your family's social and economic condition at that time? (Family, Money, Property, Friends etc.)
- What did you like and dislike about your first work?
- _____
- _____

Struggle

- Tell us something more about your life's journey from the beginning till now.
- What were the biggest challenges and struggles in your life? What helped you to keep going?
- Which aspects of your work give you stress?
- _____
- _____

Success

- What are some minor and major successes of your life?
- Which qualities and skills played an important role in getting you success?
- Which aspects of your work give you satisfaction?
- _____
- _____

Learning

- When you look back at the decisions you took in your life, what changes would you like to make?
- How would you like to take your work forward?
- How have your challenges changed since the early days of your career?
- _____
- _____

Before the Interviews

Preparing for the Interviews (1-2 periods)

Introduction

We have made a questionnaire for the interview. But should we directly start asking these questions? We will have to make sure that the interviewee understands the purpose of this interview so that they can answer our questions comfortably. Let us practice talking about the purpose of this interview.

Facilitator Note

Ensure that students in the pairs get equal opportunity to practice.

Steps

- Students will make pairs and introduce themselves and career exploration to each other (5 minutes)
 - What should be included in the introduction?
 - Introduction of the Student
 - Introduction of Career Exploration
 - Purpose of the interview and time it would take
 - What to keep in mind while introducing?
 - Eye Contact
 - Respectful behaviour
- Read out the following sample introduction to the students:

A new curriculum has been introduced in our school – Entrepreneurship Mindset Curriculum (EMC). As a part of this curriculum, we will gather knowledge about different career options and develop qualities like self-confidence, learning new things, problem solving, learning from our failures and perseverance.

One component of the curriculum is **Career Exploration**, where we meet working people and understand their career journey. We would meet 10 such people, understand their work and about their struggles, successes and learnings.

If you could give me half an hour from your schedule for an interview, I would get an opportunity to learn a lot of new things.

- The student giving the introduction will get constructive feedback from the other student of the pair. (2-3 minutes)
- Both the students will exchange the roles and repeat the process.
- When all the pairs complete this process, some pairs can come forward and do a role play in front of the class. The other students can give them constructive feedback.

During the Interviews

Things to Keep in Mind (1 period)

Introduction

Now we are ready to take the interviews. When we meet different people, it is important to take care of a few things. Let us discuss what to keep in mind in order to make our efforts successful.

Facilitator Note

Listen to all the questions by the students while discussing things to be kept in mind.

Steps

After the role play for introduction, share the things to be kept in mind while doing Career Exploration Interviews:

- Preparing for the Interviews:
 - Go for the interview in pairs.
 - Conduct the interview at a public place like an office or an institution.
 - Location for the interview shouldn't be very far from home or school.
 - Do not conduct the interview after 6:00 PM.
- During the Interviews:
 - Carry your school's Identity card.
 - Go for the interview in your school uniform.
 - Be careful of your safety during the conversation.
- After the Interviews:
 - Share your experience with the teacher.

Sharing

Now, we are ready to start Career Exploration. All the students have decided whom they will interview, how will they introduce themselves to the interviewees and the things they will keep in mind while conducting the interview. Now, every month, keeping in mind the convenience of the interviewees, we will conduct interviews. On the last Monday or Tuesday of the month, we will share our experience with the class in the EMC period.



- Now the students will interview people from different careers every month.
- In the EMC period of the last Monday or Tuesday of the month, they will share their experience with the class.

After the Interviews

Sharing Experience (Every Month)

Introduction

For Career Exploration, the students have interviewed different people and built their understanding by listening to their experiences. Let us now reflect on these experiences and share what we learnt about our favourite careers.

Facilitator Note

Invite as many students as possible to share their experiences with the class.

Steps

- On the last Monday or Tuesday of every month, in the EMC period, the students will reflect on their experience of Career Exploration and share their experiences with the class.
- Ask students to make groups of 5-6 and discuss the following:
 - A fun experience from this month's interview
 - The best answer from this month's interview
 - Which of my skills would be useful in the career of the person I interviewed?
 - Which skills should I develop to do something like them?
- One student from each group will share the following from the experiences of their group:
 - Number of interviews conducted by their group
 - A fun experience from any one student
 - A lesson learnt by any one student
 - An inspiring answer received by any one student

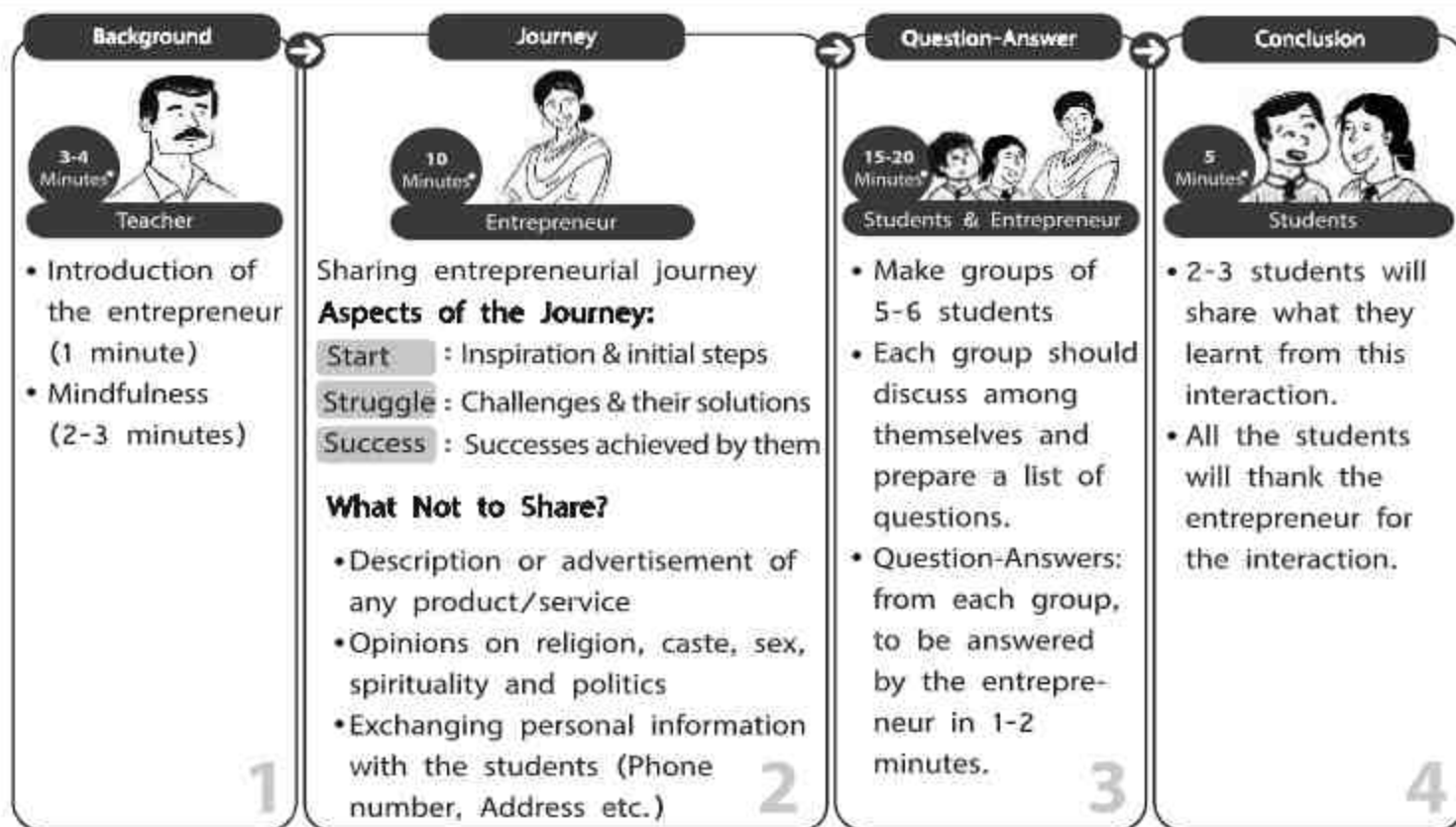
C-4 | Live Entrepreneur Interactions



In the thematic units of EMC, students took inspiration from stories of various entrepreneurs. In 'Live Entrepreneur Interactions', they will get a chance to engage with entrepreneurs in their classrooms and ask questions about their entrepreneurial journey. In addition to getting inspiration, students will better understand Entrepreneurship Mindsets like dreaming big, identifying opportunities, taking risks and bouncing back from failures. Students will think deeply about the stories of entrepreneurs and practice asking different questions. This will help them reduce their fear of facing people and communicating with them.



Interaction Plan



* Time estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

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DISCLAIMER:

All stories in this curriculum are related to the events of real people. In some cases, timelines or other elements may be slightly different from the actual experiences of the featured entrepreneurs. The purpose of these stories and activities is to highlight specific aspects of their journey by which the students get motivated and inspired.

The stories have been chosen for educational purposes only and should not be seen as an endorsement for any entrepreneur or their venture. Thus, State Council of Educational Research and Training (SCERT) may not be held responsible for condoning any legal issues, defaults or controversial work by an entrepreneur or their company.

Considering the objectives of the curriculum, intentionally, simple conversational language is used. Readers are requested to not pay attention to the conformity to standard form of the language.

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