



Entrepreneurship MINDSET

TEACHER'S MANUAL
2024

GRADE

10





Entrepreneurship MINDSET

TEACHER'S MANUAL
2024

GRADE

10



स्वाध्यायान्ता प्रमदः

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
Varun Marg, Defence Colony, New Delhi-110024

Entrepreneurship Mindset (Teacher's Manual) 2024

March, 2024

ISBN : 978-81-971451-1-7

Copies : 2000

© STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING, DELHI

Advisors

Mr. Ashok Kumar, Pr. Secretary Education, Govt. of NCT of Delhi

Mr. Bhupesh Chaudhary, Director Education, Govt. of NCT of Delhi

Ms. Rita Sharma, Director, SCERT, Delhi

Dr. Nahar Singh, Joint Director, Academic, SCERT, Delhi

Editors

Dr. Sapna Yadav, Project Director (EMC) & Sr. Lecturer, SCERT, Delhi

Dr. Rakesh Kumar Gupta, Lecturer, SCERT

Contributors

Dr. Sapna Yadav, Project Director (EMC) & Sr. Lecturer, SCERT, Delhi

Dr. Rakesh Kumar Gupta, Lecturer, SCERT

Ms. Jaspal Kaur, School of Excellence, Sector 17, Rohini, New Delhi

Ms. Monika Jagota, SKV, District Center, Vikaspuri

Ms. Savita Lakra, Govt. Sarvodaya Kanya Vidyalaya, Mundka

Mr. Motichand Prajapati, Govt. Co-ed Sarvodaya Vidyalaya, Sector 17, Dwarka

SCERT - EMC Team

Ms. Aakriti Agrawal, BRP, SCERT

Dr. Priyanka Bhardwaj, CRCC

Visual Design

Mr. Hari Krishan Pant

English Language Translators

Mr. Pawan Kumar, Govt. Co-ed Senior Secondary School, Site-II, Sector 3, Dwarka

English Language Reviewers

Mr. Krishna Kumar, Mentor Teacher

Publication Officer

Dr. Mukesh Yadav, SCERT, Delhi

Publication Team

Mr. Dinesh Kumar Sharma, ASO, SCERT Delhi

Ms. Radha, SCERT Delhi

Ms. Fouzia, BRP, SCERT Delhi

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 the 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.

**ASHOK KUMAR
IAS**



सचिव (शिक्षा)
राष्ट्रीय राजधानी क्षेत्र
दिल्ली सरकार
पुराना सचिवालय, दिल्ली-110054
दूरभाष: 23890187 टेलीफैक्स : 23890119

Secretary (Education)
Government of National Capital Territory of Delhi
Old Secretariat, Delhi-110054
Phone : 23890187, Telefax : 23890119
E-mail : secyedu@nic.in

Message

Global trends show an increasing bend towards realising the true potential of youth, helping them independently carve their career pathways and transform the community into not only creative problem solvers but ultimately strategic global leaders. In the current economic and societal times, it is imperative that students not only develop traits and skills that will aid them in every aspect of life but also specialize in their chosen fields. Keeping these anchors in mind and in an effort to continuously improve the quality of education in Delhi Government schools, we have spent the last few years implementing reforms at the ground level to meet the future expectations of the education system under National Education Policy 2020 and get the youth ready for a global representation. The implementation of the Entrepreneurship Mindset Curriculum (EMC) in Delhi government schools represents a noteworthy stride towards enhancing the Delhi education system and meeting the broader vision for the youth.

As participants in the educational system, we consistently strive to foster the holistic development of the students so that they may mature into becoming valuable contributing members of the society. We have an unwavering faith that our endeavor will yield favorable outcomes not just for youth and our future global thinkers but also for educationists and professionals today who contribute significantly in their journey. I am ecstatic to report that every Directorate of Education senior secondary school for its grades IX-XII has gained new knowledge and experiences through Entrepreneurship Mindset Curriculum since the year of its inception. The field component of Entrepreneurship Mindset Curriculum, the Business Blasters initiative in classes XI-XII, provides students with seed money and requires them to collaborate in teams to apply an entrepreneurial mindset to real-life scenarios with the aim of generating profit or addressing a social issue with a positive impact.

In this era of swiftly evolving technology, the primary objective of education is to cultivate an entrepreneurial mindset in students and discern their inherent capabilities. The State Council of Educational Research and Training, Delhi is dedicated to accomplishing this objective in a courteous and transparent manner. We have initiated the process of establishing a robust and prosperous society. I extend sincere congratulations to all my students, facilitators, school administrators, State Council of Educational Research and Training, and Directorate of Education officials on this unprecedented endeavor within the realm of education.

Ashok Kumar
Secretary (Education)

Dr. Rita Sharma
Director SCERT



**STATE COUNCIL OF EDUCATIONAL
RESEARCH and TRAINING**

(An autonomous Organisation of GNCT of Delhi)
Varun Marg, Defence Colony, New Delhi-110024
Tel.: +91-11-24331356
E-mail : dir12scert@gmail.com

Message

Beyond mere examination or grade based success, the purpose of education is to instill in students the knowledge, abilities, and values necessary to achieve success in life and to become responsible citizens. In 2019, State Council of Educational Research and Training, Delhi introduced the Entrepreneurship Mindset Curriculum (EMC) with the aim of fostering an optimistic disposition and a holistic growth mindset in the students. EMC encourages students to dream big, innovate, plan, and execute ideas, and teaches them to overcome life's obstacles with resilience and fortitude. Students are also encouraged to be optimistic, driven, self-assured, self-motivated, and independent through the Entrepreneurship Mindset Curriculum.

Our pupils must cultivate such qualities, values, and abilities that not only enable them to forge new pathways for themselves, but also contribute to the advancement of the nation. The State Council of Educational Research and Training remains updated on evolving trends and emerging needs of students; therefore, the development and instruction of Entrepreneurship Mindset Curriculum constitutes a groundbreaking advancement in the realm of education. The brilliance of this curriculum resides in the fact that an effort was made to design this curriculum in a scientific fashion, which was undertaken through the incorporation of observations and feedback from ground zero, taking into consideration the needs of students as well as teachers and school administrators.

The Entrepreneurship Mindset Curriculum (EMC) was developed in 2019 with this objective in mind. It has been effective in fostering a growth-oriented, optimistic perspective in our students. This curriculum empowers students to envision personal goals and to conceive, strategize, and implement novel concepts. They also gain the ability to confront every obstacle in life with bravery and determination. EMC has become a crucial component of the Delhi Education Revolution. The curriculum continues to be revised based on continuous ground observation, feedback of different stakeholders and the outcomes that it intends to bring about in students.

The revised and upgraded EMC content that is being transmitted this year will assist students in preparing for the Fifth Industrial Revolution and foster an entrepreneurial mindset. Come, let us work together in order to strengthen this curriculum and instill in our pupils a sense of taking initiative and be responsible for themselves, the society and the nation at large.

Dr. Rita Sharma



Dr. Nahar Singh
Joint Director (Academic)

**State Council of Educational
Research and Training**

(An autonomous Organisation of GNCT of Delhi)

Tel. : +91-11-24336818, 24331355, Fax : +91-11-24332426

Tel.: +91-11-24331355, Fax : +91-11-24332426

E-mail : jdscertdelhi@gmail.com

Message

In a rapidly advancing world, our students strive for enhancing the highest quality of 21st century skills in order to be a catalyst in this technologically driven and shaping global economy. This will enable them to forge new paths to success and contribute to the growth of the nation. Students must also develop the dispositions and abilities that will enable them to succeed in life and become optimistic, enthusiastic, self-assured, dedicated, self-motivated, and independent, in addition to acquiring subject-specific knowledge.

In accordance with these objectives, the Entrepreneurship Mindset Curriculum continues to be implemented in the Delhi government schools across grades 9th to 12th. The Entrepreneurship Mindset Curriculum possesses six exceptional components, one of which is Business Blasters, an educational and real-life initiative specifically tailored for the students of grades XI and XII. The objective of this Curriculum's seed money initiative is for the students to recognise opportunities in their surroundings, collaborate with their peers in a team to develop a budget, and execute their ideas. The students have the option of undertaking a business endeavour or attempting to bring social change by effectively addressing a societal issue. Our aspiration is for the youth of India to cultivate their intellectual capacity and aptitudes necessary for progressing in life, so that they may strive collectively to establish a brighter future.

The vision of the then Honourable Minister of Education, who introduced EMC in Delhi Government schools, is to provide students with opportunities for experiential learning so they can identify their abilities and further develop them so they can progress in life. Let us collaborate in order to sustain this endeavour by instilling innovative and creative thinking, calculated risk taking, resilience and teamwork to build a competent and skilled future workforce for India.

Dr. Nahar Singh

FORWARD

The National Education Policy 2020 emphasizes on the criticality of our educational system facilitating the ability of every student to identify and enhance their latent abilities and talents. It places grave focus on inculcating entrepreneurial abilities among the youth and creating an entrepreneurial environment in schools where students can foster their dreams. In hindsight, State Council of Educational Research and Training, Delhi had developed the Entrepreneurship Mindset Curriculum for the students of grade 9th to 12th of the Directorate of Education, Delhi in 2019. The major objective of this curriculum has been to identify and capitalize on every opportunity that enables our students to achieve personal, social, and economic development through the exploration of entrepreneurial abilities. Developing and executing this curriculum along with my team has proven to be both arduous and rewarding.

Over the last few years, Entrepreneurship Mindset Curriculum has been effectively implemented on ground by all schools through the unwavering contribution of District and Zonal Coordinators, Heads of Schools, Mentor Teachers, EMC Coordinators and EMC teachers. Through this curriculum, students of grades 9th - 12th have been developing entrepreneurship abilities through mindfulness and the various Thematic Units, have been polishing their leadership and communication skills through Student Specials, have been understanding more about professional journeys and their careers through Live Entrepreneur Interaction and Career Exploration, and have been gaining real life experience through Business Blasters. These are the six interconnected yet diverse components of EMC that encourage students to explore and gain knowledge about varied entrepreneurial capabilities. The curriculum continues to be presented in a simple language for all students to comprehend and apply in their real life.

The Business Blasters programme, which is intended for the students of classes 11 and 12 helps students develop their business concept, identify potential opportunities, collaborate on budget preparation, and execute their business idea in the real world. Over the last three years, there has been an influx of business ideas every year, with students gradually but effectively building their entrepreneurial pathway as well as developing the skills of collaboration, planning, critical thinking, bouncing back from failures, etc.

We have completed five years of journey so far, and observed, analyzed and learnt a lot from classroom observations. It is noteworthy to mention that on the basis of the valuable feedback provided by school leaders, teachers, students, and observers, as well as after taking into consideration the changes suggested by National Education Policy 2020, the Entrepreneurship Mindset Curriculum has been extensively revamped in 2023-2024 to enhance its impact in the Delhi government schools. This revised curriculum includes an almost double number of contemporary entrepreneurs' stories. The current story bank has an increased representation by female entrepreneurs and has transgender representation as well. To strengthen inspirational and experiential learning, the EMC thematic units have been simplified and enhanced through interactive introductions and new activities with detailed instructions and meaningful reflections. The practical components have been explained in greater detail for ease of understanding by teachers and students, with a new range of simplified steps and ready to use posters.

I express my sincere gratitude to the torch bearers for guiding and supporting us in executing this curriculum at every step of the journey. I also extend my appreciation to the EMC Core Team and other stakeholders who collaborated fervently to upgrade this curriculum. I wish everyone continued success with the Entrepreneurship Mindset Curriculum.



Dr. Sapna Yadav
Project Director, EMC

Table of Contents

S. No	Description	Page No.
1.	Who is an Entrepreneur?	01
2.	Components of EMC	08



THEMATIC UNITS

Unit 1	Effective Communication	13
1.1	Bridge Builders	18
1.2 (S)	Kalpna Saroj: From a Child Bride to a multi Millionaire entrepreneur	21
1.3	The Mysterious Side of Cube/ Cuboid	23
Unit 2	Everyone is Creative	28
2.1	Storm of Ideas	32
2.2 (S)	Mitti Cool	35
2.3	A Rainbow of Expression	37
Unit 3	Understanding Self	42
3.1	A Canvas for Self	46
3.2 (S)	The Journey of Sonam Wangchuk	49
3.3	Tree of my Life	51
Unit 4	Manage Fears	56
4.1	Exploring our Hidden Fears	60
4.2 (S)	The Fearless Phoenix of West Bengal: Dr. Manabhi Bandopadhyay	63
4.3	Fear Box	65

Unit 5	Dream Bigger	70
5.1	My Flight to Success	73
5.2 (S)	A Dream Come True - Flipkart	76
5.3	Ladder to My Dreams	79
Unit 6	Taking Initiative	84
6.1	Action-Action	86
6.2 (S)	Be Your Own Light- Sindhutai Sapkal	88
6.3	Our Initiative	91
Unit 7	Integrity and Trust	96
7.1	Trust Trial	99
7.2 (S)	The Integrity journey of Krishna Yadav	102
7.3	Understanding Integrity	105

COMPONENTS

C-1	Mindfulness	110
C-2	Student Specials	120
C-3	Career Exploration	132
C-4	Live Entrepreneur Interaction	145

APPENDIX

A-1	Glossary	151
A-2	References	153
A-3	Acknowledgements	155

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 Entrepreneurship Mindset is. 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 an ordinary businessperson and an entrepreneur have different ways of working.

1. An ordinary business person 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.
2. An ordinary businessperson works with the aim of earning profits whereas an entrepreneur works with the aim of 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 neighborhood. 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 business person 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. An ordinary businessperson only 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 an ordinary 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. An ordinary businessperson is as important to society as an entrepreneur. An entrepreneur works on a regular idea and takes it forward and a traditional business person 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 an 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 confidence 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 an Entrepreneurship Mindset?

By now, it is clear that an entrepreneur is someone who does their own business, employs new methods and takes risks. Having an 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 an Entrepreneurship Mindset but it is not necessary that each individual having an Entrepreneurship Mindset is an entrepreneur."

How can we say whether a person has an Entrepreneurship Mindset?

Whether a person has an 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 an 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 ordinarily educated person and a person with an 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 ordinarily 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 an 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 limits others. Despite the limitations they find solutions.

In Delhi, the biggest such example is 'Metroman' Mr. E. Sreedharan whose story is a part of this curriculum. He was not a businessperson but his new ways of thinking, working and courage 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 start to vanish. In many companies, there are people with an Entrepreneurship Mindset who take their organizations to new heights. 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?

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 but inspires other educators as well.

Ms. Chitra Gupta, a true educational entrepreneur, transformed Zeenat Mahal Sarvodaya Kanya Vidyalaya No. 2, a struggling government girls' school, into a shining example for the entire school system. The school was considered difficult, but Ms. Chitra took it as a challenge. Her entrepreneurial spirit was seen when she applied logical reasoning, empathy, and convincing to change the mindset of teachers, students and parents. Ms. Chitra introduced innovative activities like yoga, inter-school arts competitions stories to effectively communicate with students. She increased teacher motivation by opening ways of communication with them. Holding open house sessions with parents, she highlighted the long-term benefits of education, such as college admissions, better job opportunities, and financial stability.

When Ms. Chitra joined the school, the class 10th pass percentage was just 50% and that of class 12 was 60%. Small changes by her changed the situation within a year. The school

achieved 100% results in both class 10th and class 12th. Within three years, the school became the number one government school in Delhi as per the quality index (average marks obtained by each student). Ms. Chitra's proactive measures, like inviting external speakers for motivational sessions and welcoming students' feedback, resulted in lower absenteeism, 100% exam pass rates, and merit scholarships for outstanding students. The success of ZMSKV has turned it into a celebrated case study, showcasing the entrepreneurship mindset skills of initiative, innovation, and problem-solving that Ms. Chitra skillfully employed in transforming the school into a model of excellence.

Similar is the story of Mr. Amitabh Kant, the CEO of NITI Aayog, who brought transformations in the government being a Civil Servant. He has been a big part of changing how the country works. He worked as the Chief Executive Officer of the National Institution for Transforming India (NITI Aayog) and the Department for Industrial Policy and Promotion (DIPP). During this time, he took charge of flagship national initiatives such as Startup India, Make in India, Incredible India, Kerala: God's Own Country and the Aspirational Districts Program. These plans and policies made people see India differently, making sure that the country becomes a great place for new businesses. Over 70,000 startups and 101+ Unicorns happened because of his efforts.

Mr. Amitabh Kant made sure things are easier for businesses to operate. India jumped 79 places in Ease of Doing Business Indicators because of his work. He also focused on making India a top place for making things and selling them abroad. His plans, like Make in India and Production Linked Incentive (PLI), boosted manufacturing and exports. Mr. Amitabh Kant is a key player in making India a better and more business-friendly place.

If we observe these people carefully, we would realize that they would not only have used new methods 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 stopped by limitations, they would have creatively found solutions. Taking risks, finding solutions, being creative—these are all traits of Entrepreneurship Mindset and are useful for 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 State Council of Educational Research and Training, Delhi of Government of NCT of Delhi through this curriculum for students to develop Entrepreneurship Mindset and realize their full potential.

How is Entrepreneurship Mindset useful for students and teachers?

Entrepreneurship Mindset is valuable for students no matter what career they choose to take up. It promotes curiosity, problem-solving and confidence, which are important life skills. Thus, a student with this mindset might develop innovative study methods, collaborate on projects, or start a school club. They approach challenges with a never giving up attitude and learn from setbacks. Let us look at a few examples of what students with an entrepreneurship mindset can look like.

Adapting Study Methods: Sonia, a high school student, fell ill a week before her final exams. Unable to follow her regular study routine, she creatively changed her methods. Using voice-to-text technology, she dictated key concepts while resting. This not only helped her revise but also gave her a tool to make use of information differently and more easily.



Collaborative Study: Ajay, facing health issues just before exam time, couldn't do self study for a longer time. Using his problem-solving skills, he came up with a collaborative study approach. He formed a small study group with classmates, where each member focused on specific topics. They later shared what they understood. This not only reduced Ajay's burden but also increased the whole group's understanding of the syllabus.



Family Responsibilities and Limited Study Time: Monika, balancing family responsibilities and school, found it difficult to study. Using her problem-solving skills, she changed her daily house work into learning opportunities. Monika started discussing her study topics with her family members while performing tasks, creating a supportive learning environment at home. This not only allowed her to fulfill her family duties but also ensured improved academic performance.



Overcoming Distractions in a Noisy Environment: Sajid lived in a noisy neighborhood, making it difficult for him to study with focus. Instead of giving up because of distractions, he creatively designed a noise-canceling study area in his house. Sajid used earphones, and played soft music. This problem-solving approach allowed him to have better and effective study time.



In each case, these students faced challenges but approached the situation with determination and an entrepreneurship mindset. They creatively adapted their study methods, collaborated with peers, and utilized available resources efficiently. By doing so, they not only overcame challenges but also developed skills for life, which are beyond academics and school life. Stories of successful entrepreneurs, included in the curriculum, act as inspiration.

Teachers with an Entrepreneurship Mindset bring creativity to classrooms. They innovate teaching methods, making lessons engaging as per students' needs. Like an entrepreneur, they adapt to challenges, creating a dynamic learning environment. Such teachers encourage students to think critically, develop a spirit of curiosity. By taking risks, they find unique solutions to educational struggles.



The curriculum aims to help students develop Entrepreneurship Mindset, empowering them to go beyond limitations and realize their full potential in any field. It's not just about business; or enhancing the learning experience, it's a mindset that shapes successful individuals in various aspects of life.

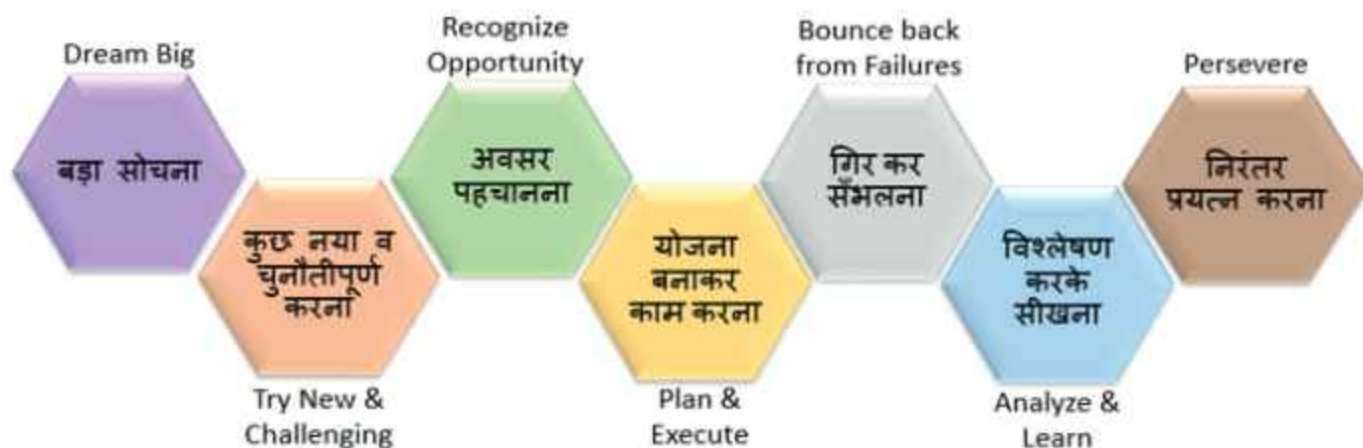
Components of EMC



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



Entrepreneurial Abilities

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

1. **To do something new and challenging**, it is very important to have confidence and face one's fears.
2. **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.



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 so because if these qualities and abilities have to become a mindset, they need to be practiced regularly.

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.

- 1. Experience– Learning by Doing:** Doing the activities individually or with friends, asking questions, finding answers by doing and improving one's understanding.
- 2. Reflection– Thinking About Experience:** After doing the activity, reflecting on the experience, one's observations and questions, and based on them, preparing for new experiences.

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,

- **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 abilities** 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.

Component	Objective	When to do	Role of the Teacher	Role of the Students
Mindfulness	To be aware of the present, to calm the mind and to focus	Mindful check-in (3-5 min) at the start and silent check-out (1-2 min) at the end of daily EMC period In the EMC period on the first Monday of every month	To conduct mindful check-in and silent check-out To conduct the monthly mindfulness activity on the first Monday of every month	Participating in the mindfulness activities

Thematic Units	To develop Entrepreneurship Mindset in students through activities, stories and reflection	In the daily EMC period	To facilitate the activities and stories as given in the manual	Doing the activities, listening to stories, reflecting, discussing and sharing.
Student Specials	To improve communication and develop confidence with regular practice and feedback	EMC period every Saturday, or any free period	To explain the process, get it started and support of needed	Performing different roles while conducting the activities
Live Entrepreneur Interactions	Understanding the journeys of entrepreneurs and employment alternatives by meeting them face-to-face	According to instructions by school administration and availability of the entrepreneur	Introducing the entrepreneur and managing the interaction	Listening to the entrepreneur and asking questions without hesitation
Career Exploration	Interviewing entrepreneurs and people doing jobs, understanding their professional journeys	One interview every month On every month's last Monday and Tuesday, students will share their experience of the interviews	Helping the students create a list of careers they are interested in, and preparing them for interviews	Finding people whose careers they are interested in; interviewing them and sharing the experience with the class
Business Blasters	Use Entrepreneurship Mindset in real life	Instructions regarding the Field Project execution will be given through circulars	Guiding the students through the process as instructed in the circulars	Using the given amount for an effective economic or social project by applying Entrepreneurship Mindset

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 which the facilitator should use.
- There are two activities and one story in each unit. Every unit also contains an extra read as a short caselet in the end.
- 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.

Steps: In this stage, instructions are given for the activity. The facilitator has to give these instructions to the students and students will do the activity.

Reflection: In this stage, questions have been given for discussion after the activity which the facilitator will share with the class. The facilitator can write these questions on the board or say out loud to the students one-by-one.

Learning with Peers: In this stage, the students will share the discussion/questions/understanding from the reflection questions with the whole class.

Sharing: In this final stage, the teacher will discuss the core message of the activity/story with the students.



Effective Communication



Introduction to the unit

The facilitator will show the comic strip to the students. The facilitator can bring photocopies of the comic strip for students, or rotate the book row wise

Communicating Dreams: Priya's Artful Words

Scene 1



I really love Art work!

Yes, because it's my parents' dream for me. But I wish to be an artist.

But, you told me that you were taking the Science stream after 10th.

Dreams aren't just thoughts, Priya. You need to speak them out convincingly.



Scene 2



What about my parents? How can I tell them about my dream without hurting their feelings?

Life is what you plan and how you shape it. Tell everyone about your dream of being an artist.

Let them know about the conviction you have in the field of Art and convince them with clear reasons.



Scene 3



What are you making?

Mom, Dad, I am making a rangoli and every color here represents my dream.



Your dream? It seems you want to become an artist!

Yes! You got it right.



Oh! But, we thought you were going to take science after grade 10?



Yes! We imagine you becoming an engineer or a doctor. You will be more successful there!

Maybe! But, I love the 'fun and creativity' tag! I want to do what I love the most. There are many successful people who followed their dreams of becoming an artist and have been successful in their lives, such as M. F. Husain, Bharti Kher, Arpita Singh, Sahej Rahal, Himali Singh Soin and many more. I want to pursue Fine Arts. I assure you that I will be happy in doing so and will be successful too.



Great! Then we will say, "Ja Priya ja! Jee le apni zindagi!"

Wow! Thanks mom and dad for understanding! This means a lot to me.

Scene 4



Art school soon?

For sure! My words and art made mom and dad understand.



Your convincing communication did it!

Yes! I have now learnt to share my choice in clear and convincing words. Thank you!

"Speak up, chase your dreams!" Understand. Connect. Express.



For the facilitator:

As facilitator: Read the following text aloud to the students or talk to them on similar lines.

"Uff, mera future kya hoga?" This thought worries many. You might dream of dancing, writing, being a scientist or making cool things being an entrepreneur. But there's so much advice around you. Parents have their wishes, friends have theirs, and then there's you, with your dreams.

Here's the secret: It is not just about talking; it is about listening, exploring (as we do in Career Exploration) and convincing. Your parents and friends are your well wishers. So, when they speak, try to understand their good intentions and concerns. Then, feel free to share your dream with strong evidence in a convincing manner! So, as you decide, remember to **listen mindfully, think critically, talk convincingly** and make it special.



Learning Objectives

In this unit, the students will learn the skills to communicate effectively in order to develop mutual understanding. For this, the students should develop and practice the following skills:

1

Clearly express their thoughts

2

Get to know everyone's opinion

3

Think through all available alternatives

4

Think objectively

Unit Flow

Name of the activity

No. of periods

Learning Objectives

Beginning the unit
with students

1 period

Activity
Bridge Builders

4-5 periods

Clearly express their
thoughts Get to
know everyone's opinion

Story:
Kalpana Saroj: From
a Child Bride to a
Multi- Millionaire
Entrepreneur

2-3 periods

Clearly express their
thoughts.
Think through all available
alternatives.

Activity
The mysterious
side of Cube/
Cuboid

2-3 periods

Think through all available
alternatives.
Think objectively.

Concluding the
unit:
Dr. Kailash
Satyarthi: Champion
of Child Rights

15-20 minutes

Beginning the unit with students

We're about to embark on a new journey in Grade 10th. But before we start, let's take a moment to remember the concepts we learnt in Grade 9th. At that time, we discovered two essential tools for effective communication:

- **The Golden Ear of Careful Listening:** This special ear can hear the true meaning, even when many words are spoken. It never misses anything important.
- **The Crystal Tongue of Clear Speaking:** When it talks, everyone understands easily. It makes sure no one gets confused.

So let's start this new journey! With our listening and speaking skills, we can do wonders. But first, let's hear your stories!

1. Remember a time when you really listened and spoke clearly, did it help you?
2. Think about the past few months. Where did you use these skills in your life? How did it help you?

When we share, we learn from each other.



For the facilitator:

- The facilitator can take maximum sharings. (this can take one period.)
- If any student hesitates in sharing, try motivating them for the same without forcing them.



Activity 1.1

Bridge Builders

Instructions:

There are times when we need to accomplish a task together, and we have to decide what to do. That's where consensus-building and strong communication come in! Imagine you and your friends each have awesome ideas about the big and important task, just like in our upcoming activity. It's not just about picking the popular idea but making sure everyone's thoughts are heard and valued. By working together, we create a plan that is supported by everyone – that's consensus-building! Whether it's planning with friends or making decisions as a community, being able to share ideas and agree on things is like having a powerful team. So, let us get ready to be great decision-makers and communication pros – and a strong bridge!

Materials required:

(The facilitator can choose all or any that are easily available)

- 2-3 books, newspaper, a cardboard
- Cello-tape, pens, scissors
- Rubber bands, icecream sticks, straws, disposable spoons

Estimated Periods: 2-3 periods

Pair work: A group of 5-6 students



Learning Objectives:

- Clearly express their thoughts
- Get to know everyone's opinion



For the facilitator:

- Support students to use their convincing communication skills to build the bridge.





1. Materials Showcase: Display all available materials that they can use to the students.
2. Divide the students into groups.
3. Each group has to decide after discussion which three of the displayed items do they need for creating their bridge.
4. Consensus Building: Everyone in the group must agree on the chosen three items. Use effective communication skills like sharing ideas, listening and discussion to come to a unanimous decision. (15 minutes)
5. Bridge Construction: After selecting their three items, each group should proceed to build their bridge. (25 minutes)
6. Testing: After building, the strength of each bridge will be tested by placing four notebooks on them. This will determine which bridges are strong enough to hold weight.



The facilitator will ask the following questions to the whole class and take as many sharings as possible.

- What challenges did you face during the decision-making process?
- How did your group reach a consensus?
- How did communication affect the decision-making in the group?



Today, through our bridge-building challenge, we learned the importance of consensus-building and effective communication. But why is this essential in our daily lives?



Imagine your family is deciding where to go on vacation. Your dad might prefer the mountains, your mom prefers the beach, and you might wish for an adventure in the forests. This requires everyone to communicate their preferences and come to a mutual decision, much like you did with the bridge materials.

Or think about when you and your friends plan a weekend outing. Not everyone will have the same idea. Some might want to see a movie; others might prefer a cricket match or a day at a local amusement park. Reaching a decision that makes most of the group members happy requires consensus.

Lastly, consider group assignments at school. Each student might have a different opinion on how to do the assignment. It's important to listen, discuss, and come to a joint decision, to complete the assignment successfully.

Our bridge-building activity is similar to these situations. By understanding and practicing effective communication, you'll be better prepared to handle similar situations in your life.



Story 1.2

From a Child Bride to a Multi-Millionaire Entrepreneur

Introduction:

We did the Bridge Builders activity, where you all worked together, communicated, and made decisions as a team. Now, let's look at a real-life example of these skills being practiced in real life. We will know about Kalpana Saroj, who expressed her thoughts clearly and became a multi-millionaire entrepreneur.



Estimated Periods: 2-3 periods



Learning Objectives:

- Clearly express their thoughts
- Think through all available alternatives

Kalpana Saroj's story is one of resilience, determination, and the power of building consensus. Born into a Dalit family in Maharashtra, her life's journey from facing prejudice and poverty to becoming the chairperson of a multi-million dollar company, Kamani Tubes, is truly inspiring. Kalpana was born in a small village in Maharashtra. She faced discrimination from an early age due to her caste. At 12, she was married off and later faced abuse from her new family. This led to her going to Mumbai, where she initially lived in a slum and worked in sweatshops to survive. The struggles she faced shaped her resilience.

At the age of 16, she started working in a garment factory. Using government loans she successfully started a tailoring business and then a furniture store. Recognizing the importance of networking and building relationships, she continuously communicated with suppliers, clients, and peers. Her positive nature and ability to clearly convey her business vision allowed her to expand her customer bank. She also developed the ability to identify profitable areas to grow her business.

In one of her interactions with other business persons, she learned about the condition of Kamani Tubes, a once-successful company that was now facing bankruptcy. The condition of the workers, who were suffering due to unpaid salaries, reminded her of her early days in the city, filled with struggles and challenges. Kalpana saw an opportunity in Kamani Tubes — not just a business opportunity, but a chance to make a difference, to revive a dying company, and to secure the futures of its employees. She decided to buy it. Kalpana personally met the workers, heard their grievances, and promised not only to clear their dues but also to revive the company. This is where her communication skills truly shined. Through open dialogue, she won their trust.

Kalpana took over Kamani Tubes when it had a lot of debt. In a meeting with company creditors, she honestly talked about the money problems. She showed them a clear plan on how she wanted to fix the company. Kalpana, with her clear and persuasive communication skills, renegotiated terms with the creditors, promising them returns once the company became profitable.

For fixing the company's image, Kalpana didn't just use emails. She met people directly. Once, an important client wanted to stop his orders because of the company's past. Kalpana visited them in person and explained the improvements she was making to ensure good quality and on-time delivery. Her honesty and clear plan convinced them. By meeting clients like this, she got back old customers and even gained new ones. Through her genuine, transparent, and effective communication about her vision for Kamani Tubes, she reinstated faith in the brand.

Under her leadership, Kamani Tubes not only came out of debt but also turned into a highly profitable venture. The company, which was once on the brink of collapse, was valued at over INR 1,000 crore (over \$130 million) in the early 2020s.

Kalpana Saroj's life is an example of that with determination and the skill of building consensus, one can overcome the most significant challenges. She went from being a child bride living in a slum to making a multi-million dollar enterprise, proving that your past doesn't define your future; your actions and words do.



Reflection



Sharing

1. What different qualities of Kalpana helped her make Kamani Tubes, a successful venture?
2. How did Kalpana use her power of building consensus to gain success?
3. What is a skill shown by Kalpana that you would like to develop and why?



Reflection



Sharing

You want to convince your parents of taking the subject of your choice after your X grade. Prepare a small skit with your group members and present the same in the class with characters such as; teacher, you- yourself, parents, one or two friends.

Activity 1.3

The Mysterious Side of Cube/Cuboid

In the previous story, we learned the importance of the golden ear and crystal tongue. It is not possible to think of new ideas and collaborate while only considering only one or two strong opinions in the group. Often, there are disagreements while working in a group; however, in such a case, it is important to carefully listen to everyone and objectively select the best possible path to reach the goal.

Materials required:

1. One cube or cuboid (Empty carton/ shoebox/ pencil box/ duster/ tiffin etc.).
2. The cube/cuboid will have a pattern written on its five sides. The sixth side will be guessed by the students. (For example: 2, 4, 6, 8, 10,---- CAMEL, CAT, DOG, RABBIT, HORSE, — Shark, Octopus, Sea Horse, Turtle, Starfish,----- Flats, bungalow, hut, farmhouse, houseboat, —-----)

Estimated Periods: 1-2 periods

Group work: 6-8 students



Learning Objectives:

- Think through all the available alternatives
- Think objectively



For the facilitator:

- Either the facilitator or any student can bring the cube or cuboid from home. Else, any other material available in the class can be used.
- It is necessary for groups to find the solution together by using problem solving.





- Create groups of 5-6 students.
- Ask each group to appoint the following representatives before the activity starts- a Notetaker, a Discussion Moderator and a Feedback Marker.
- Write any one pattern on one cube on 5 sides. You can either write or draw anything on the remaining 6th side. Students do not know what is written on the 6th side. They will analytically think of what can be written on the sixth side.
- Adequately explain to them their role before beginning the activity.

Notetaker	Discussion Moderator	Record keeper
Before group discussion	During the discussion	During the discussion
To note everyone's opinion during personal sharing.	To ensure that everyone's opinions are heard and based on that various solutions are considered.	Awarding a point to participants' responses that help to take a decision, for ex. students who are- <ol style="list-style-type: none"> 1. asking questions, 2. listening to others without interrupting, 3. weighing both strong and weak points of the available options, 4. Expressing themselves calmly.

- Tell the students that each of the 5 sides of the cube/cuboid that they see on the table has 5 parts of a pattern written on it.
- Everyone can look at the cube/cuboid from all sides. Afterwards, ask them to follow the instructions below.
 - **Thinking about different possibilities:** Ask all the students in the group to think for 2 to 3 minutes about what could be written on the 6th side (invisible) of the cube/cuboid with logical reasoning to support their arguments. The students may write their reasoning in their journals.

- Asking questions to understand each other's choices and reasoning: Now, ask every student to share their answers and reasons with the group. (Note takers should take notes.)
- Focus on the process of decision-making, and not on the correctness of the answer: Ask the group to discuss and choose together any one option. Give them 10-15 minutes for this exercise. (The Discussion Moderator and the Record Keeper should perform their duty here).



After the activity, ask students to discuss the following questions within the group-

1. Did the group manage to arrive at a combined decision? What did your group members do to reach a consensus?
2. When someone else's opinion was getting more attention, how did the rest of the group members feel? Was it easy to accept someone else's opinion over yours?



- Invite one member from each group to share their decision about the invisible side and the reason for it with the entire class.
- In the end, invite the Record Keeper from each group to share their observations.



In order to create mutual understanding during communication, it is important to show respect towards each other. Asking clarificatory questions or making eye contact tells the other person that we respect them and their ideas. These are some of the ways through which we can make sure that we are able to communicate effectively and reach out to each other during a conversation.

Concluding the Unit

Effective communication is more than just exchanging information; it's about understanding the emotion and intentions behind that information. Building consensus, on the other hand, is the art of achieving general agreement within a group. Both these skills can impact one's journey to success.



Reflection



Sharing

Ask students to discuss the following questions while reminding them about the skills in the beginning of the unit-

1. Which skills from this unit do you think you may have already practiced in your lives and which skills need more practice to develop further?
2. Where can you use your skills of effective communication in future?
3. Share any real-life situation where you have applied the skills mentioned in the unit.



Reflection



Sharing

Effective communication requires us to not only think about ourselves but also about others. Everything that we do or say has an impact on others. It is even more important to consider its impact on others. We can understand and practice the core essence of two-way communication carefully. The Student Special Component helps the students practice the skills of effective communication





For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Champion of Child Rights

Kailash Satyarthi, from Vidisha in Madhya Pradesh, saw a kid working outside his school and felt sad. This made him start 'Bachpan Bachao Andolan' in 1980 to help children who were made to work.

One day, he went to a factory in Delhi to rescue some kids. He only had a court paper and the factory owner and others were angry. Using effective communication, he convinced the local police to support his cause, emphasizing the legality and morality of the situation. Together, they freed dozens of children, some as young as five, working in unhealthy conditions. Following the rescue, he worked to build consensus with local communities, educating them about children's rights and the importance of schooling.

Satyarthi's unwavering determination culminated in him being awarded the 2014 Nobel Peace Prize. This single incident underscores his perseverance, clear communication, and the ability to rally support for a noble cause.



Dr. Kailash Satyarthi



Everyone is Creative



Introduction to the unit

The facilitator may invite a few students to read out the conversation.



Hi Babita! How are you?
You look sad today.



The food waste and food scrap that I see going into the dustbin everyday troubles me a lot! The mountain of garbage it creates really bothers me!



What if we could turn that garbage mountain into a treasure?

Treasure but how?



By using our food waste as rich, nourishing compost for our school or home garden!





Sharing

Can you believe it? That pile of discarded food can actually breathe new life into plants! Like an innovator turning a challenge into an opportunity, Armaan found a way to look at waste differently.

We all have this innovative spark inside us! Remember in grade 9, when we discovered that each one of us can be creative? We don't need any special tools. All we need is our creative thinking hat to turn problems into opportunities.

This year, we're about to dive deeper. We will learn how every problem, just like our food waste, can have a brilliant usable solution waiting to be found out!

Learning Objectives

To be creative, students need to utilise the resources available to them. For this, they need to develop the following skills-

1

Curiosity and open mindedness

2

Generating new ideas

3

Utilizing resources within and around them



Unit Flow

Activity/Story

Estimated Periods

Competencies

Beginning the unit
with students

10-15 minutes

Activity-
Storm of ideas

2-3 periods

Being curious and open-
minded
Generating new ideas

Story:
Mitti cool

2-3 periods

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

Activity-
A Rainbow of
Expressions

2-3 periods

Utilizing resources within
and around you

Concluding the
unit Ritu Karidhal:
The Rocket
Woman of India

10-15 minutes

Beginning the unit with students

We are now diving into a topic that is not just found in art studios or music chambers, but breathes in our daily lives – creativity!

Imagine the patterns of **Rangoli**. These patterns aren't just colors; but a mix of tradition, mathematics, and creativity. Or consider the beats of the **Dhol**. That rhythm is a result of a creative mind that once thought, "Let's make people dance to our beats!"

However, creativity isn't just about drawing, singing, or dancing. It's about thinking differently. Have you ever used an empty chips packet as a funnel? That's creativity! Or turned a broken bangle into a fancy bookmark? That's creativity too!



Creativity runs deep in our veins:

Dabbawalas of Mumbai: They use a unique coding system to deliver thousands of lunch boxes in the bustling city of Mumbai. Their method of delivering the right tiffin box to the right person is so efficient that even big business schools study their system. No hi-tech software, just sheer creativity at work!



Jugaadu Innovation: This is a term often used for an out-of-the-box solution to a problem with the available resources. For instance, farmers using old motorbike engines to power water pumps. It's about making the best out of what we have!

So, as we begin this journey to explore our creativity, remember that it's about looking at the world differently, finding relevant solutions, and never being afraid to express yourself.



Activity 2.1

Storm of Ideas

Instructions:

Usually all of us are familiar with only a few uses for an object, but through the following activity, we will discover as many ways of using an object as our imagination allows.

Materials Needed:

Things readily available in class, like, a newspaper, chalk, pen, pencil, paper, duster, bottle, etc.

Estimated Periods: 2-3 periods

Group work- 4 Students



Learning Objectives:

- Generating new ideas,
- Being curious and open-minded



For the facilitator:

- Appreciate all ideas to encourage students to think boundlessly.
- Encourage students to discuss and enjoy out-of-the-box ideas as well.





Steps



Reflection



Learning with peers



Sharing

- Ask students to make groups of 4.
- Provide each group with an object which is readily available in the class, e.g. - a newspaper, chalk stick, duster, bottle, etc. The facilitator can give the choice of selecting the item to the groups also.
- Ask students to imagine possible new and creative usages of this object.
- Every group has to think and write down as many new uses for the object as possible. (20 minutes)
- Encourage them to think of unconventional ideas and not limit themselves to obvious ideas. No idea is right or wrong.
- The group now chooses the best (even the weirdest one will work) of all the ideas they have listed down.
- After that, ask groups to present their best idea using a model, picture, or jingle in front of the class.
- Each group gets one minute to present.



Steps



Reflection



Learning with peers



Sharing

To synthesize the learnings of this activity, ask students to discuss the following questions in their groups-

- On what basis did you select an idea to present it to the class?
- Which of the ideas presented by other groups stood out to you the most and why?
- How can this exercise of looking at objects differently apply to challenges in real life?



The facilitator can invite a few students from each group to share their thoughts with the class. Each group can take 1 minute to share.



The facilitator can consolidate the responses of the students and conclude. With this activity, we found out that we should exchange ideas without any judgment or filter. It helps us build a pool of possible solutions for any problem. This openness to creativity can help us come up with solutions that have never been thought of before!



Story 2.2

MittiCool: The Inventive Potter from Vankaner

Introduction:

In the initial fun activity, we learned that when we share our ideas, it's like having a big brainstorming party where we don't judge or filter anyone's thoughts. Now let us see how being curious and open-minded can create wonders.



In a time when we all look at computer screens a lot, it's cool to see how old traditions can mix with new technology. Let's travel to Gujarat and learn about Mansukhbhai. He's super creative and never gives up. You know the clay pots and dishes we use which are made of mud? Now, picture these artists using modern technology to make their work even better. Here's a story that shows how the old and new can come together in a cool way!

Estimated Periods: 2-3 periods



Learning Objectives:

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

In the old town of Vankaner, where the air smelled of baked clay and freshly made chai, Mansukhbhai carefully heard his father's tired calls. "Our earthenware isn't wanted anymore. Maybe we need to change," the old potter, suggesting their old family job might end.

Mansukh started working at different places. His duration at a tea shop was short-lived. Working in the tile factory ignited a spark in him: if clay could change into tiles, couldn't it be transformed into something more? Something innovative that could surprise people?

Using his savings and a loan, Mansukh started his own lab of creativity. Initial failures tested his excitement. Clay pans that broke with heat, designs that seemed boring - the path wasn't easy. But he persisted. With each failure, his ideas grew bolder, his determination stronger.

Then, tragedy struck. The devastating earthquake of 2001 shattered his dreams. The local headlines read, "The Poor's Fridge is Broken". It wasn't just about the broken pots, but the shattered dreams of those who couldn't afford modern luxuries. It was in this darkness that an idea shined.

"What if clay could cool?" Mansukh pondered, "What if a fridge could be crafted not from steel but from earth?"

Four years of relentless experiments, putting his house on loan, sleepless nights filled with his dreams, Mansukhbhai thought of a miracle: A refrigerator made entirely of clay. No electricity, no havy bills – just pure innovation. A fridge that kept food fresh, cool, and most importantly, affordable.

Today, "MittiCool" stands tall, a proof of Mansukh's genius. From clay pots to non-stick pans and his revolutionary refrigerator, his creations are not just in Indian homes but have even gained international fame. Mansukhbhai's real triumph lies in reviving a dying art and weaving a future for 35 potter families.

Mansukhbhai Prajapati's story serves as an excellent example of how innovation can emerge from even the most challenging circumstances and how it's possible to combine tradition with modern needs to create something extraordinary.



Reflection



Sharing

1. Can you relate to any moment in your life where you had to think creatively to solve a problem, like Mansukhbhai did with the clay refrigerator?
2. Besides the main invention, how did Mansukhbhai's creativity help his community and the bigger world?
3. How does Mansukhbhai's story inspire you to make a difference in your community using creativity?



Reflection



Sharing

Mansukhbhai's story encourages us, not only to think differently about our traditional crafts; but it also shows us ways to apply these unique ideas. He transformed the objects that are traditionally used and readily available with his creative thinking.

Activity 2.3

A Rainbow of Expression

Instructions:

Every emotion, every thought, can find its way out through a burst of song, a stroke of paint, a dance move, or an act. In this activity, we'll explore the multifaceted world of artistic expressions with the colors of creativity.

Materials Needed:

Book and Pen

Drawing/sketching materials (papers, colors, pencils)

Available props or costumes for drama

Estimated Periods: 2-3 periods

Group work- 4-5 students per group



Learning Objectives:

Utilizing resources within and around them



For the facilitator:

- Embrace the chaos: creativity isn't always silent. However, ensure it remains a constructive chaos.
- Foster a safe environment where every idea is celebrated.





1. Students form groups of 4-5 members according to their interests: poetry, written text, music, dance, fine arts, theater, oration etc.
2. Each group discusses and selects a theme they want to creatively explore and present.
3. The teacher can give one single theme to all the groups to appreciate the creativity behind the diverse forms of expression.

Examples for different groups:

- **Lyric Creation:**

The group will draft lyrics or a poem on the chosen theme.

- **Dance Choreography:**

The group choreographs a dance sequence to express their theme through movement.

- **Artistic Interpretation:**

With their theme in mind, students sketch or paint a visual

- **Theatrical Expression:**

Groups decide on some important moments or points from their theme and dramatize them.

- **Narrative Introduction:**

A member from each group preps a short speech for expressing their thoughts and giving insights on their selected theme.

Showcase/Presentation: (1-2 minutes)

Groups will present their creativity through different art forms, taking the audience on a journey through their unique "Rainbow of Expressions." Students will see how different ways of sharing feelings and stories can mix together to make something creative.



1. Did this activity allow you to discover any hidden talents or interests? Describe them.
2. Were there any moments during the activity where you felt particularly inspired or creative? Describe that moment.
3. Were there specific emotions or messages you wanted to convey through your performance? Do you feel you were successful in doing so?



Invite students from each group to share their thoughts with the whole class.



Every art form has its importance, but creativity is all about thinking of new ways to use these to achieve a goal. Such an experience helps us in making our thought process flexible and creative. It also meant using the resources one has, to create something unique in whatever form to reach a goal. The goal here was the presentation on a them and the resources were the group members and the things they used for their presentation.



Concluding the Unit



Reflection



Learning with peers



Sharing

Ask students to discuss the following questions in their groups-

- What do you think being creative means?
- Who are creative people, according to you? Can you explain with an example?
- How can being creative help you in your life? Explain with an example.



Reflection



Learning with peers



Sharing

One student from each group will share the discussion they had in their respective groups with the whole class.



Reflection



Learning with peers



Sharing

Through activities and stories in this unit, we learnt that all of us could create something new with the help of our imagination and innovative thinking. Looking at the system with a new perspective, exploring the hidden patterns, understanding connections and relationships, and being able to reach a solution are all elements of creativity. We can all be creative. The students can use their skill of being curious and open-minded, when they make mind maps in Career Exploration.



For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

The Rocket Woman of India

Ritu Karidhal is a household name in India, known as the "Rocket Woman of India". She is not a traditional entrepreneur in the sense of starting a business, but her innovative contributions to India's space missions have made her an inspiration for many.

Karidhal's creativity is evident in her work on the Mars Orbiter Mission (MOM), Chandrayaan-2, and Chandrayaan-3. In all three missions, she and her team had to overcome numerous challenges, including budget constraints, technological limitations, and doubts from the global community.

To overcome these challenges, Karidhal and her team had to think outside the box and come up with innovative solutions. For example, on the MOM mission, the team used a discarded space-bus from an old mission to build the spacecraft. They also developed new software to control the spacecraft and move it through the atmosphere.

On Chandrayaan-2, Karidhal and her team developed new technologies to land a spacecraft on the lunar surface. They also developed new ways to communicate with the spacecraft and send data back to Earth. On Chandrayaan-3, Karidhal and her team have developed new technologies to explore the lunar South Pole.

Karidhal's creativity is an inspiration to us all. It shows us that anything is possible if we set our minds to it and are willing to think outside the box.



Ritu Karidhal

Understanding Self



Introduction to the unit

The facilitator can invite a few students to read the following text or can read out by themselves to the students.

Grade 10 isn't just about textbooks and exams. It is a time to reflect, what you are truly passionate about, and what skills you'd like to develop. You also wish to think about your future and what you want to achieve. It's like going on a big adventure. There will be goals you want to reach and challenges you will face. Every new thing you learn will help you become a better form of yourself and get closer to your dreams. **Let us see some examples:**



Rahul from Kolkata:

He is very good in cricket but didn't like History class much. He decided to overcome this challenge. He focused on being a great cricket player and started watching cool historical documentaries to build curiosity for History.



Ananya from Bangalore:

Ananya is a top student but is scared of speaking in front of people. And guess what? She joined the Debate Club at school and gained confidence to speak in front of others.





Priya from Jaipur:

She's an amazing painter but used to have trouble with math. Instead of giving up, she used her art to understand math. She visualized math problems using her artistic sense with patterns and shapes. This made her easily understand the word problems and filled her gap in mathematics.



You would also have a unique talent like those mentioned above. These talents are like your superpowers that will help you reach your dreams and overcome challenges by developing yourselves skills.

Let's start this exciting adventure together, where every time you learn something new about yourself, it's like finding a clue about the awesome person you are.



Learning Objectives

1

Identifying our strengths and weaknesses.

2

Selecting a career based on our strengths

3

Exploring the resources required for the chosen career



Unit Flow

Activity/Story

Estimated Periods

Competencies

Beginning the unit
with students

15-20 minutes

Activity-
A Canvas for Self

2-3 periods

Identifying our strengths and
weaknesses.

Story:
The Journey of
Sonam Wangchuk

2-3 periods

Selecting a career based on
our strengths.

Activity-
Tree of my life

2-3 periods

Exploring the resources
required for the chosen
career.

Concluding the unit
Oprah Winfrey -
Discovering Herself
and Inspiring Us
All

15-20 minutes

Beginning the unit with students

Discovering yourself means understanding what you're good at, recognizing what you need to work on, and identifying what you're passionate about. This knowledge can lead you to success. We can see this through the stories of two famous personalities: Mary Kom and Shah Rukh Khan.

Mary Kom, a renowned boxer, faced numerous challenges in her early life. Growing up in a remote village in Manipur, resources and opportunities were scarce. However, during her teenage years, she discovered her natural talent and passion for boxing. Realizing her potential wasn't enough, she had to face societal expectations as boxing was not seen as a suitable sport for women. Yet, she focused on her strengths and trained tirelessly. She listened to herself and used that to motivate herself despite what other people felt. Today, she's a world champion and an inspiration to millions.



Similarly, **Shah Rukh Khan**, one of Bollywood's biggest stars, had humble beginnings. He lost his parents at a young age and had no film background. Moving to Mumbai, he faced rejection by many in the early stages of his career. However, he recognized his strengths: his charm, acting skills and determination. Instead of getting disheartened by the circumstances or the roles he was getting, he chose roles that would challenge him, helping him to improve as an actor. He worked tirelessly, turning challenges into opportunities. Today, he's not just an actor but a global icon.



Both **Mary Kom** and **Shah Rukh Khan** discovered their strengths at life changing moments in their lives. They didn't ignore their weaknesses but worked on them, ultimately leading them to great success. This shows that understanding ourselves and being persistent in our passion can help us succeed in our chosen paths.

Activity 3.1

A Canvas for Self

Instructions:

Everyone possesses unique qualities. Understanding these can shape our lives and achievements. Imagine being in different situations, like being the cricket team captain or helping organize a celebration. As we act out these scenes, we'll notice what we're awesome at and where we can grow.

Materials Needed:

- Small cards or papers with role-play scenarios.
- Pens or pencils.

Estimated Periods: 2-3 periods

Pair work: 2 students



Learning Objectives:

Identifying our strengths and weaknesses.



For the facilitator:

- Make sure students understand that this is a supportive exercise and not a judgmental one.
- Invite feedback for all performances.
- Encourage everyone to reflect on their qualities they showed.





1. Provide the role-play scenarios to each pair of students.

You're the captain of the school cricket team, and one of your main players isn't performing well. How would you address the issue?

A friend has shared with you that they're struggling with English lessons. How would you offer help?

During a school cultural event, your group is assigned to perform a dance from a region you're unfamiliar with. What process can you follow?

A friend has shared with you that they're struggling with Math lessons. How would you offer help?

You've forgotten your lunch at home, and you want to share lunch with a fellow student. How can you approach your friend?

Your class is participating in a debate on the merits and disadvantages of technology in the classroom. How will you plan this?

You've been asked to help organize the school's annual Diwali celebration, but you're unsure where to begin. What will you do?

A classmate is feeling homesick after recently moving from another state. How will you engage with them?

Your teacher assigns a challenging science project, and you're trying to assemble a team to tackle it. What will you do?

2. Explain the topic/s to the students.
3. Feel free to change the topic if any pair is not comfortable with their topic.
4. Provide students some time (15-20 minutes in the same period or till the next period) to prepare for their role play, understanding their strengths and areas of growth for the given situation.

5. Pairs then perform their short role play of 2-3 minutes in front of the class.
6. The audience students note down their feedback in their journal.
7. After each role play, invite feedback from students. Ask observers to identify strengths and areas of development they noticed.
8. Encourage students to give the feedback with a sandwich approach.
(A sandwich approach of giving feedback is - 1. What went well 2. What can be improved 3. What went well)
9. Encourage the performers to discuss and write in their journals, the strengths they wanted to showcase and the areas of improvement they found out.



- How can recognizing our strengths and weaknesses help in making decisions in our lives? Will this help us in choosing a career for ourselves?
- How did you feel to role play your strengths or weaknesses?



To keep the environment open and constructive, we can establish a rule that for every constructive criticism (a weakness), there should also be positive feedback (a strength).



Emphasize that recognizing strengths doesn't mean overlooking weaknesses; instead, awareness can lead to personal growth. As we reflect on feedback and observations, we can help better understand our skills and qualities that we have, where we can use them, and what are the qualities that we would like to develop or work on to become better versions of ourselves. Understanding our strengths boosts our confidence. When we are confident in our abilities, we are more likely to pursue challenging opportunities and take on responsibilities that can lead to career advancement.

Story 3.2

The Journey of Sonam Wangchuk

Introduction:

The activity helped us recognise our strengths. In life, our friends, teachers, and families play big roles in shaping who we become. But the most exciting stories show that our own inner drive can make the biggest difference. Let's learn about Sonam Wangchuk, a special teacher who thought differently about school. His school isn't just about classrooms and books – it's a place where every student finds their own special talents.



Estimated Periods: 2 periods



Learning Objectives:

- Selecting a career based on our strengths

Sonam Wangchuk's journey is nothing short of an inspiring movie script. Growing up in the rugged terrains of Ladakh, a cold desert in the Himalayas, Sonam wasn't any average student. In fact, in early school, he faced academic challenges and even failed his sixth-grade exams. However, this failure didn't stop him; instead, it was the turning point in his life.

Sonam realized that the traditional education system might not be suited for everyone, especially for children from regions like Ladakh, where the culture, climate, and way of life are so different from the rest of India. He thought, "Why should a child from Ladakh be judged by the same standards as a child from the plains?"

He thus started his journey to reform the education system in Ladakh. Sonam co-founded the SECMOL (Students' Educational and Cultural Movement of Ladakh) campus, where the education was adapted to the local environment, culture, and needs of the Ladakhi children. Here, students weren't just marked by textbooks and exams; instead, the emphasis was on practical skills and local knowledge. For instance, they built solar-heated mud buildings to fight the region's freezing temperatures. Learning wasn't just from books; it was from life itself.

But Sonam didn't stop at education. He observed the problems his community faced, like water scarcity. Using the age-old Ladakhi knowledge and his innovative mindset,

he developed the 'Ice Stupa' project, where large ice towers were built during winter months to store water. These stupas melted in the spring, providing water to the villages when they needed it the most.

Through his journey, Sonam Wangchuk teaches us a valuable lesson: Self-awareness and understanding one's roots can be a powerful tool. He took his early academic failures not as a sign of incapability, but as a sign that the system needed to change. By understanding and utilising his unique strengths, he was able to not only transform his own life but also the lives of many in his community.



Reflection



Sharing

1. How can understanding and developing our strengths lead to positive impacts on the larger community?
2. How can knowing more about yourself help discover a path that's right for you?
3. Sonam Wangchuk faced academic challenges in his early years. How do you think his self-awareness helped him? Can you recall a moment in your life when self-awareness made a difference in how you saw a situation?



Reflection



Sharing

Just like Mary Kom and Shah Rukh Khan, Sonam Wangchuk turned challenges into opportunities. His story highlights the importance of self-discovery and staying true to oneself, even when it means doing something completely new. His journey sends a clear message: By understanding our strengths and weaknesses, and by having the courage to make changes when necessary, we can achieve our dreams and make a positive impact on the world around us.

Activity 3.3

Tree of My Life

Instructions:

In the first activity, we thought about our strengths. This is an important first step. After having done this, it is important to think about ways of achieving our dreams. It is important to assess if we can do everything that is needed in this journey on our own or whether we will need help from other people and resources around us.

Materials Needed:

Pen and paper.

Estimated Time: 2-3 periods

Group work: 5- 6 students



Learning Objectives:

Exploring the resources required for the chosen career



For the facilitator:

- Make sure not to compare the trees drawn by students.
- Ask students to focus on the information written in the tree rather than its aesthetics.





Steps



Reflection



Learning with peers



Sharing

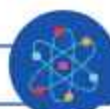
- Draw a large picture of a tree on the board with all its parts. The students can take this tree as the tree of their life.
- Ask the students, what do the different parts of the tree represent to them (as different aspects of their life)?
- Ask the students to think of various parts of the tree as resources such as (people/objects/qualities, etc); those which can help them realize their dreams.
- Share the symbolic meaning of the tree's parts using the table below.

Roots	My own qualities, strengths, values, thought process etc.
Trunk	People who form a robust support system around me who can help me realize my dreams.
Branches	Additional resources, such as people/objects/qualities/resources that can assist me in my journey.
Leaves/fruits/flowers	My desires, dreams, ambitions.

- Ask the students to recall the strengths they had found in the previous activity.
- Keeping their career path or dreams in mind, ask them to draw their 'tree of life.' Give them 15 to 20 minutes for this exercise.



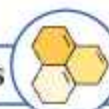
Steps



Reflection



Learning with peers



Sharing

1. How do you feel, looking at the tree you have drawn?
2. Do you think that you have the needed support to proceed with your chosen career? If yes, explain in detail. If not, what alternatives could you think of?
3. Could you discover yourself - strengths and weaknesses through this activity?



Ask all students to display their trees and encourage all students to examine each other's picture. Invite students to share their ideas, questions, new perspectives, etc.



If we look back on our achievements, we will realize that numerous people have contributed to that journey. This could be in any form, for instance, others fueling our thoughts or listening to us keenly could have inspired us. Further, our own strengths, qualities, and values also come to our aid in adverse situations, for instance, not losing faith in ourselves despite failures. Sometimes, the path to our dreams is lonely, so we expect support. In such circumstances, being mindful of our strengths and resources around us can help us persist through the situation with confidence.



Concluding the Unit



Reflection



Sharing

1. Did you ever think of your strengths and the dreams associated with your strengths?
2. Did you learn anything new about yourself through the activities of this unit? Share with an example. These insights can be of any kind. For example:
 - I have a lot of interests, but I was not even aware of that.
 - I hesitate to talk to people.
 - How will I get the resources to achieve my dreams?
 - I enjoy reflecting about myself.
 - I can comfortably approach people for guidance.
 - I will have a hard time convincing my parents to let me pursue my dreams.



Reflection



Sharing

We keep reflecting on these questions whenever we come across different situations. Thinking about such questions and sharing them with the classmates helps develop a collaborative understanding that can help solve problems we might face in the future. Taking out time to think about ourselves, and sharing our thoughts with friends and people we trust, helps us understand ourselves better. The students can practice recognising their strengths and exploring careers in Career Exploration and through Live Entrepreneur Interactions.





For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Oprah Winfrey - Discovering Herself and Inspiring Us All

Oprah's story is like a great adventure. Oprah Winfrey is a popular American TV chat show host, where she invites common people and celebrities to share their life stories. Even with a tough start in life, she found her special spark and used it to bring positivity in the world. Oprah had this gift of talking. She could make anyone feel special and understood. People loved to listen to her because she really understood them and their journeys. When life gave her problems, Oprah stayed strong. She had faced severe poverty, but she turned these into stories that touched many hearts. Everyone makes mistakes, and so did Oprah. But she learned from them, becoming even stronger. She also talked about her weight struggles, making people feel they weren't alone in their battles.



Oprah Winfrey

The secret to Oprah's success? She really knew herself, both the good parts and the parts she wanted to work on. This self-understanding made her powerful. By embracing her true self, Oprah became an inspiration for many, showing us the power of self-discovery.

Managing Fears



Introduction to the unit

The facilitator will read the following text to the students.)



Do you get butterflies in your stomach before a test? Or maybe you feel nervous about talking in front of everyone in class? And how about those little lizards on the walls?

We all have many times said "Nope, not today!" to new opportunities that came to us because we are scared of the newness.

But what if we turned those "Nope" moments into "I got this!" moments? That's our mission! Together, we'll dig deep into why some things feel scary and how we can be brave.



Fears are like puzzles. And we are going to solve them together! We'll find out where they come from and how to say, "Hello, Fear! Nice to meet you. I can manage you well!"



By the end, you'll know how to face fears like a champion. So, tie your shoes, take a deep breath, and let's jump into this adventure. Let's go, Brave Bunch!

Learning Objectives

We need to make students relaxed and calm about their fears and the following skills will help them:

1

Understand the root cause of fear

2

Understand our fears and the ways to overcome them

3

Work diligently while confronting fear

Unit Flow

Activity/Story

Estimated Periods

Competencies

Beginning the unit
with students

10-15 minutes

Activity-
Exploring our
Hidden Fears

3-4 periods

Understand our fears and
ways to overcome them.

Story:
The Fearless Phoenix
of West Bengal

1-2 periods

Understand our fears and
ways to overcome it.

Activity-
Fear Box

2-3 periods

Understand the root cause
of fear.

Concluding the unit
Surondesh
Daulagupu's
Journey of Courage
and Change

10-15 minutes

Beginning the unit with students

Do you remember in grade 9 we talked about why we sometimes feel scared?

Now, let's see who remembers some of the reasons we discussed. Raise your hands and share your answers!

Today, we're going to explore this topic even further. We'll have some fun activities to help us understand when we are brave and when we might feel a bit scared. And you know what? It's completely fine to feel scared sometimes. It's something that happens to everyone. Let's get started!



For the facilitator:

The facilitator can call for three volunteers from the class for the role play. The dialogues will be given to them according to their respective roles. The students can choose their character names.

Role Play: Stage Jitters

Setting: School classroom. Students are preparing for the annual day performance.

Characters:

Aanya: Nervous about forgetting lines on stage.

Rohan: Scared of messing up his dance steps.

Teacher Arjun: Offering guidance and encouragement.

Scene 1

Classroom. Aanya and Rohan talking.



Rohan, I'm scared.
What if I forget my
lines on stage?



I'm scared too, Aanya.
What if I dance wrong?

Scene 2

Teacher Arjun hears them.



Everyone feels scared sometimes. Remember, we all are here to help each other. If you make a mistake, just keep going.

But what if people laugh?



We learn from mistakes. And our school friends want to see us do well. They will cheer for us.

Scene 3

After the performance in the school auditorium.



We did it, Aanya! And it was fun!

Yes! And even with little mistakes, it was okay.



I found that trying to do our best was the most important.

Good job!



Message: Everyone feels nervous about making mistakes, especially in front of others. But with support and practice, we can face our fears and do our best.

Activity 4.1

Exploring Our Hidden Fears

Instructions:

Fear is like shadow - everyone has one, but it can seem different for different people and different situations. Fear can also be a wise teacher and a source of motivation if we can find the courage to face it. When we understand and talk about our fears, we can support each other in facing them with bravery.

Materials Needed:

Pen and paper to write the role play

Estimated Periods: 2-3 periods

Group work: 4-5 students



Learning Objectives:

Understand our fears and ways to overcome them.



For the facilitator:

- Keep the classroom a "No Judgment Zone". Every fear is a big deal, no matter how small it may seem!
- It would be super cool if the facilitator could join in too! Let's set an example.
- Encourage everyone to share. New friendships can be formed when students share!





- **Form Your Group:** Team up! Join 5-6 peers and form a group.
- **Pick Your Fear Plot:** Choose from our list of fears or come up with your own!

Fear of being judged

Fear of Failure (Worries about not succeeding in school, sports, or other activities)

Fear of Public Speaking

Fear of Bullying or Harassment

Fear of the Future (Worries about high school, the future, and growing up)

Fear of not being able to ideate or innovate,

Fear of not being able to work with others

- **Script & Act:** Create a mini 2-3 minutes play around the fear you've with ways to overcome the same.
- You've got 15-20 minutes to brainstorm, create and practice. Make it as dramatic, funny, or exciting as you want! Each group will then perform their play.
- **Be the Audience:** When you're not performing, observe and note down feedback in your journal!
 - » A scene that made you go "Wow!" and why.
 - » The fears enacted by others that you could relate with?
 - » Any tips for the performing team/s to perform any differently?
- **Debrief & Share:** After all performances, invite whole-class sharings.
- **Final Note:** The stage is set. The lights are on. Let's take a deep breath and face our fears. After all, every great story has a twist, and so does ours.



- Which actions in your play seemed the most doable for overcoming fear?
- How did it feel to share a personal fear with the group?
- After watching others' plays, did you find similarities in the way you feel about certain fears?
- Are there strategies from others' plays that you think could help you in the future?



The students can share their experiences of understanding and empathizing with their peers' fears during the activity. Share what you loved, what you felt, and how maybe, you might tackle that fear next time!



The facilitator can ask the students to share any insights or strategies that they believe can be applied to face fears in the future. This could be both from their own group's experience and from observing others. The facilitator can then encourage all the students to acknowledge and appreciate the effort put into the performances.



Story 4.2

The Fearless Phoenix of West Bengal

Introduction:

After our amazing journey of acting out our fears, let's dive into a real-life story that shows the power of being brave and managing fear. Just like we explored in our activity, fear can be our wise teacher and a source of motivation if we find the courage to confront it.

Estimated Periods: 2-3 periods



Dr. Manabi Bandopadhyay



Learning Objectives:

- Work diligently while confronting our fears.
- Understand our fears and ways to overcome them.

In the heart of West Bengal, begins the story of Dr. Manabi Bandopadhyay, a ray of hope, bravery, and relentless spirit.

A long time ago, in a town where people held their old customs strongly, a child named Somnath was born. Somnath was like the other kids, but inside, she had a big struggle. It was a battle between what society expected from her and who she truly was. The people in the town would talk about her, give her strange looks, and sometimes giggle. But Somnath possessed something unique: a strong spirit and big dreams.

Then, in the year 2003, a year of big changes for Somnath arrived. Just like a caterpillar transforming into a butterfly, Somnath accepted her true self and became 'Manabi'. This word means 'woman' in Bengali, and it was a perfect fit for her.

But the journey wasn't so smooth. Every day brought its fights - societal discrimination, and challenges. Yet, Manabi, with her determination, decided to fight each one. She didn't just aim to exist; she aspired to succeed. Driven by her passion for knowledge and making a mark, she achieved her doctorate, showing the world that her identity was her strength, not her weakness.

But Manabi's fight wasn't just personal. She became the voice for many, standing up for the transgender community in India. She wasn't just fighting her battles; she was leading an army against discrimination.

In 2015, something big happened. Dr. Manabi Bandopadhyay became the head of Krishnagar Women's College in West Bengal. What made this really special was that she was the first transgender person to lead a college in India. This was like a new beginning for everyone at the college. It was a proud moment, showing that no matter who you are, you can achieve great things if you have the qualities and skills needed for it.

Dr. Manabi knew how important it was to care for and understand others. She always took the time to talk to students and teachers, making sure they felt important and heard. Because of her, the college became a place where everyone, no matter their background, felt safe and welcomed.



Reflection



Sharing

1. Can you recall a situation where you faced fear? How did you handle it?
2. What strategies can you adopt from Dr. Manabi's journey to overcome your own challenges?
3. In what ways can fear act as a motivation or a stepping stone rather than a barrier?



Reflection



Sharing

Manabi's story isn't just a tale of success. Dr. Manabi had to face many fears and challenges to get where she is. But she showed that with bravery and belief in yourself, you can overcome any fear. Just like her, we should remember to be brave and face our fears head-on. After all, it's our inner strength that helps us achieve amazing things!

Dr. Manabi's thread shines the brightest, teaching us that true bravery isn't about not having fears but about overcoming them, one at a time. So, the next time you face a doubt or fear, remember the fearless phoenix of West Bengal and keep going forward!

Activity 4.3

Fear Box

Instructions:

Many times, we hesitate in sharing our fears. There can be different reasons for this and it is important to understand these reasons. Through this activity, we will try to identify the root cause of our fears

Materials Needed:

An empty cardboard box or bag

Estimated Time: 2-3 periods

Individual work: Every Student



Learning Objectives:

Understand the root cause of fear



For the facilitator:

- Be careful of the sensitivity of the fears written by students during the activity using following strategies:
 - ▶▶ If students are asked to write down their fears, ensure they can do so anonymously.
 - ▶▶ Some fears are personal, and students may not want to share.
 - ▶▶ Never joke about or dismiss any fear, no matter how small it may seem.
 - ▶▶ Develop a classroom environment where students feel safe sharing their feelings. You may set norms about respect, listening, and being non-judgmental.
 - ▶▶ Finding the solution to a fear is not the objective. Instead, it is to understand that feeling afraid is natural.





Part 1 : Steps to do the activity (30 minutes)

1. The slip-filled bag/box should be kept safe as it will be used in Part-2.
2. Place an empty box (old cardboard box, shoebox, etc.) or bag on the table.
3. Ask the students to think of the fears they have in life.
4. They can jot these down on the slips provided to them.
5. Inform students not to write their names on the slips that may reveal their identity.
6. The facilitator should also write their own fear on a slip.
7. Ask all students to put their slips in the container.



What were your feelings before and after putting your slip in the box or bag?



Part 2 : Steps to do the activity (40-50 minutes)

1. Ask students to make groups of 5 to 6.
2. Distribute 5-6 slips to each group or invite volunteers from each group to pick up the same.
3. Now, ask each group to discuss the root cause of the fear written on the slips and try to figure out how this fear develops in people? (15-20 mins)
4. The teacher can prepare a format for the discussion. For example, if a slip reads - "I am scared of _____", the discussion can take the following form: People are scared of _____ because _____."

5. This format can be written on the board.
6. After the discussions in groups, Invite one student from each group to share the types of fear the group discussed, and the root cause they could identify.



Ask students to discuss the following questions in their groups

1. What were some of the most common fears encountered by the students?
2. What else did you figure out while trying to identify the root cause of fear?
3. How does fear limit our progress?



After the discussion, invite one student from each group to share their thoughts with the whole class.



The fear inside all of us impacts our learning process. We can overcome our fear only if we express it and talk about it instead of ignoring or hiding it.

Concluding the Unit



Reflection



Sharing

1. What did you understand from the activities and the story of this unit?
2. Can you mention one thing that you learnt in all the activities and the story?
3. What did you learn or understand that you would practice in your life?



Reflection



Sharing

It is of utmost importance to first accept that the fear is real before being able to face it. Fear stops our progress and becomes a hindrance in our life; however, everyone experiences fear. In this unit, we explored the different aspects of fear. Now, we are in a situation to openly discuss the topic of fear and be able to show empathy towards an individual's fear. This would make the learning process natural. We become more confident when we participate whole heartedly in the activities of STUDENT SPECIAL





For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Surondesh Daulagupu's Journey of Courage and Change

Surondesh, from the small town of Langting, Assam, has an inspiring journey of courage and transformation. In his school years, Surondesh was an average student. His decision of choosing a college close to home rather than going to the city, Guwahati, led to his academic failures.

However, a turning point came when he decided to turn his life around. Having a natural skill for fixing computers, he chose to pursue a BCA degree in Bangalore. This decision needed courage, as he had to convince his family to travel and do something unknown.



Surondesh Daulagupu

Surondesh's journey into the world of technology was marked by fear and uncertainty as he had never programmed before. His courage shined when he undertook ambitious Android projects for his college. When he came across the Google Udacity Android Developer Challenge Scholarship, his self-doubt almost stopped him. However, he overcame this fear, applied for the scholarship, and was rewarded with an opportunity that transformed his life.

Today, Surondesh is a successful Software Engineer in Bangalore, handling both Android and Web projects. His journey is an example of the power of self-belief and the ability to overcome fear to achieve one's dreams.

Dream Bigger

Even the sky is not the limit!



Introduction to the unit

"Dreams are not what you see in your sleep; dreams are those that do not let you sleep."

– Dr. A.P.J. Abdul Kalam

Dr. A.P.J. Abdul Kalam had always dreamt of flying as a child. However, he couldn't join the Indian Air Force even after trying for it as a youngster. He later joined the prestigious Indian Space Research Organisation (ISRO) as a scientist. He came to be known as the 'Missile Man of India' due to his path breaking achievements.

But, he never let go of his dream of flying. When he became the President of India, he also became the supreme commander of the Indian Army. He trained to fly a fighter jet plane in the Indian Air Force and flew it a few times.



His accomplishments prove that if we don't stop pursuing our dreams, they do come true sooner or later.



For the facilitator:

As the facilitator, remind the students that while doing activity 1 in Unit 3, they had tried to become self aware by thinking about their interests and areas of development.)

Encourage them to recall their interests again, and share the related dreams that excite and inspire them. They can take five minutes to reflect, and, then write them in their journal/ notebook.

Ask the students to share their precious dream with the class.

If one or more than one students have the same dream, they also stand up and say 'Bingo' and give each other a high five.

After the sharing is over, let the students sit in silence for a minute and think about the various dreams they have heard in the class today.

Learning Objectives

Just having dreams is not enough. The students should also know how to think through their dreams to try and make them a reality. In this unit, the students will learn how to:

1

Expand the horizons
of their dreams

2

Give their dreams a
clear shape

3

Create pathways to achieve the
dreams in a planned manner



Unit Flow

Activity/Story

Estimated Periods

Competencies

Beginning the unit
with students

1 period

Introduction of the unit

Activity-
My Flight to Success

3-4 periods

Expand the horizons of
ambitious dreams.

Story:
A Dream Come True
- Flipkart

2-3 periods

Give dreams a clear shape

Activity-
Ladder to My
Dreams

2-3 periods

Create pathways to achieve
dreams in a planned manner.

Concluding the unit
Read to be Inspired:
Kalpana Chawla

1 period

Beginning the unit with students

Dreams are essential because they help us to establish a purpose for our lives and also inspire us to have ambitions for ourselves and others. This unit will encourage students to dream big and identify opportunities to accomplish them. While following our dreams, it is natural to make mistakes and meet failures. However, dreams can come true if we trust our abilities and learn from failures.

Activity 5.1

My Flight to Success

Instructions:

Often our dreams are restricted by our fixed mindset, believing that we can only do things that are within our comfort zone. However, we all possess immense ability to expand the horizons of our dreams, we only have to look at things from a different perspectives. Through this activity, we will share our dreams with each other and seek help to achieve them.

Materials Needed: Paper and pen

Estimated Periods: 3-4 periods

Group work: 5-6 students



Learning Objectives:

Expand the horizons of ambitious dreams



For the facilitator:

- Distribute slips of the same size to all the students in each group, to maintain anonymity.
- Be empathetic and open to all dreams, no matter how big or small they are.



- Make groups of 5 to 6 students each.
- Ask the students to write their top dream on a slip of paper. It could be the same dream that they shared with the class, or they can write another dream as well. This time, they will try to make the dream bigger.
- Ask the group to fold, collect and shuffle their slips.
- Now ask a student in each group to randomly draw one slip.
- Ask them to read out and share the dream written on the slip with everyone in the group.
- Let each student think for a minute what could be the detailed version of this dream, what could the dream have meant for the writer.
- Next the students discuss the possible pathways to achieve the dream mentioned in the slip. For example, suppose the slip reads, "I want to play for the state-level cricket team."

Other members of the group can suggest playing in inter-school and inter-state competitions to find a place in the national team. They can also give value-based suggestions, for instance, working hard and not giving up in the face of failures on the cricket field.

- Let all the slips be discussed in the same way within each group.
- Give all groups 15-20 minutes to discuss all the dreams
- The facilitator concludes the discussion by praising the students for their efforts.



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

- How does it feel to share a dream with others?
- How can others help you realize your dream?
- Do you think it is important to think and dream big? Why/ Why not?



After the activity is over, invite a student from each group to come in front of the class and imagine themselves as an LEI entrepreneur/ service person who has come to address the students in an LEI session. They visualize having achieved their big dream, and share the journey in 2-3 minutes with the students.



The activity discussed the significance of dreams, along with an attempt to understand how we can broaden the scope of our dreams. This entire process of giving wings to dreams inspires us to think big. At the same time, we also realize that the bigger our dreams, the bigger are our thoughts and worldview, and the more rewarding our efforts.



Story 5.2

A Dream Come True - Flipkart

Introduction:

The students discussed their dreams in the previous activity. Here is an opportunity for them to read about a big dream that was fulfilled by enterprising entrepreneurs.

This era of technology is still a challenge for many adults, as they are not aware of the internet of things. They have to rely on the digital natives, i.e., youngsters to teach them online shopping, ordering food, booking tickets, etc. let's check out this conversation between a father and his daughter:

Estimated Periods: 3-4 periods



Learning Objectives:

Give their dreams a clear shape.



I have an important meeting day after tomorrow and there is not a single new, formal shirt in my cupboard.

Papa, why didn't you go shopping on Sunday as you had planned?



An important presentation was due on Monday, so I kept working on that. Can we go to the market and buy a shirt now?

Sure, but please tell me which nearby market is open for us at 10:00 pm?



You are right, no market is open at night. Tomorrow I have office again, so I won't be able to go to the market. Sigh! It seems I will have to wear one of the old shirts.

And I won't let this happen. Dear Papa, see this Flipkart App on my mobile.

We can order as many shirts as you want on Flipkart and they will be delivered at our house by tomorrow evening, that too, free of cost.



What about the brand and the price of the shirt?

Wow! Please help me place the order. (The daughter helps the father place the order).

Thank you for teaching me how to shop online. I wonder who thought of this app and how?

You can order your favorite brand at the same or even lesser price.

There it is done, easy and quick!

I am glad you asked. Let me tell you the story of the Flipkart company.



Sachin Bansal and Binny Bansal were computer engineers, who worked for a company that was in the business of selling goods online. With a great salary, working for this company meant a comfortable life. However, they had big dreams of starting their own company. They were aware of the changes that were happening in the field of technology and could see E-commerce growing at a super fast rate in the coming years. India had 50 million internet users in 2007, but with the coming of smartphones, the internet usage was going to increase. They decided to create an Indian online shopping platform to utilise this opportunity, and provide a unique shopping experience to the Indian customers.



Sachin Bansal and Binny Bansal

To realize their dream, they took the bold decision to quit their jobs. They collected their savings to start 'Flipkart' and began selling books online in 2007. The company was based in Bengaluru, and the office consisted of only two rooms. They accepted the orders online and went to deliver in-person on their scooter. Their hard work paid off and the company began to grow. Sachin and Binny Bansal's dreams were also growing bigger. The scope of selling a variety of goods online was rising, and both of them caught the opportunity. They got together with other business owners, who used to manufacture all kinds of goods, and began selling them online.

At the time when Flipkart began its operations, people in India were doubtful of making payments over the internet. They did not want to pay in advance and were familiar with buying goods in person. The challenge was huge, but they came up with a possible solution of Cash on Delivery (CoD). People now had the option to make the payment

when the goods were delivered to them. Sachin and Binny Bansal also launched their own delivery service to overcome the challenge of delivering the goods on time.

As trust grew, the big companies began investing in Flipkart. The business kept growing, and they opened offices in many other cities in India. To win the online customers' confidence and loyalty, they offered the option to either return the product they didn't like, or take full refund. This move skyrocketed Flipkart's sales. Its revenue grew from 40 million rupees in 2009 to 750 million rupees at the end of 2011. By 2012, FlipKart had become a unicorn company. In 2016, the Times Magazine listed Sachin and Binny Bansal as one of the top 100 most influential people in the world. The Bansal duo spent all their savings in trying to achieve the dream that they had in the engineering college, and went on to create history by making 'Flipkart' India's first successful e-commerce platform.

Sachin and Binny Bansal's journey at Flipkart ended when the company was acquired by Walmart for \$16 billion in 2018. Both the entrepreneurs continued to dream bigger, and started their own new ventures. Sachin runs 'Navi Technologies' a fintech company focussed on BFSI (Banking, Financial service and Insurance) and Binny has set up 'xto10x Technologies' to support startups.



Reflection



Sharing

- What did Sachin and Binny Bansal dream about? What steps did they take to make their big dream come true?
- What would have happened if they had stopped dreaming bigger and become satisfied with only selling books?
- Have you ever dreamed of something big and tried to achieve it?



Reflection



Sharing

We learned from the story that it is entirely possible to achieve any dream, no matter how big or challenging it may appear. However, to realize the dream, one should have the skills to grab the opportunity, plan systematically, and execute properly. We have also understood that every new idea involves risk. However, the one who takes risk in a calculated manner, creates numerous opportunities for self and others.

Activity 5.3

Ladder to My Dreams

Instructions:

You have read about Dr. A.P.J. Abdul Kalam and Sachin and Binny Bansal's big dreams and how they made them come true. They didn't let conventional thinking stop them from aiming for new careers and they used foresight, determination and new skills to achieve great heights.

Then why should the students be limited by old beliefs and conventional career choices?

Here is an activity to think about an ambitious dream, make a plan to fulfill the dream and write down the necessary steps to achieve the plan. Come, let's try it!

Materials Needed:

Pen and paper

Estimated Period: 2-3 periods

Group/Individual work: Individual



Learning Objectives:

Create pathways to achieve dreams in a planned manner.




For the facilitator:

- Ensure the participation of every student in the activity.
- Encourage the students to think and express themselves freely.
- Extend help to the students with inputs wherever required.





- Ask the students to open a new page in their EMC journal/ notebook.
- Every student has to draw a large cloud on top of the paper and a ladder going up from the bottom to the cloud. The ladder should have at least 6 steps as shown in the picture given below:
- Tell them to write their top dream inside the cloud and describe it in detail.
- Ask them to write in sequence the steps required to achieve their dream in 20-25 minutes.
- For example, if one's dream is to secure a place in the Kabaddi team, the following steps can lead to realizing this dream:
 - » Gather as much information as you can about the sport.
 - » Take coaching/ training from a kabaddi coach.
 - » Prepare a training and Diet plan with their help and follow it strictly.
 - » Watch Kabaddi matches to learn the details of the game.
 - » Practice playing Kabaddi with other players.
 - » Train regularly and learn new techniques.
 - » Participate in kabaddi matches with your team.
- Now ask all the students to share their respective 'Ladder to my Dreams' with each other.



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

- Do you think it is important to make a plan to achieve your dream? Why / Why not?
- What would happen if everyone decided not to go after their dreams?



Appreciate everyone for sharing their planning for their dreams with everyone. Invite one student from each group to share their discussion with the class.



Throughout this activity, while pondering on your big dreams and writing down steps to realize them in a gradual manner, you may have learnt that dreams can come true. all one needs to do is break them into smaller steps to make them achievable. If you dream big, you will set bigger goals, and thus build a more meaningful life.



Concluding the Unit



Reflection



Sharing

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

- Why is it essential to try and make our dreams come true?
- Share something new that you discovered about your dreams through this unit, that you had never thought of before?



Reflection



Sharing

As students you may face challenges while pursuing your dreams. But, it's only when you think about those dreams, that you can start making efforts to achieve them. We do not get success in life every time; failure is also an important part of life. If we keep moving forward without getting disappointed by failure, opportunities come knocking at our door. If planned and practiced well, every dream can be achieved, no matter how big it is.

In the ancient times, humans lived in caves, hunted for food and had very simple stone tools. But, even back then they dreamed of and aimed to have better lives. We have come a long way since then. Dreams are the starting point for all inventions and innovations. There are stories about how people had vivid dreams that led them to great success.

Dmitri Mendeleev dreamt of the Periodic Table and wrote it down as soon as he woke up. Shah Jahan dreamt of Taj Mahal and created the most beautiful mausoleum in the world. Marie Curie's dreams led her to discover radioactivity which resulted in her winning two Nobel prizes.

In short, today's dreams become tomorrow's reality. So dream and plan, take the opportunities and adapt, and keep growing.



For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Kalpana Chawla



“The path from **dreams** to **success** does exist. May you have the **vision** to **find** it, the **courage** to get on to it, and the **perseverance** to follow it.”

— Kalpana Chawla

Kalpana Chawla was born in Karnal, Haryana. As a child, she was curious and interested in flying. She used to accompany her father to local flying clubs to watch planes. Her big dreams motivated her to work hard and excel in the field of science and technology.

She became an aerospace engineer and worked at NASA, where she was a part of many important projects. She trained as an astronaut and made history by becoming the first Indian woman to travel in space. Her legacy continues to inspire the new generations.

Taking Initiative

The first step towards success!



Introduction to the unit

“There are only two ways to **lead a life** – either let things be as they are or take initiative to **change them**.”

Rang De Basanti (2006)



This dialogue from the movie “Rang De Basanti”, inspires us to take initiative. The film beautifully shows that the responsibility of change rests on the people taking initiatives. Those who are brave enough to do so, experience success. In this process, they also help society and eventually the country. Everyone has dreams for which they make all possible efforts, e.g., getting a position in a competition, making new friends, standing up against an immoral act or doing something for the development of one’s city or country – all of these begin with taking the first step beyond just thinking and reflecting. This first step is called initiative.

Learning Objectives

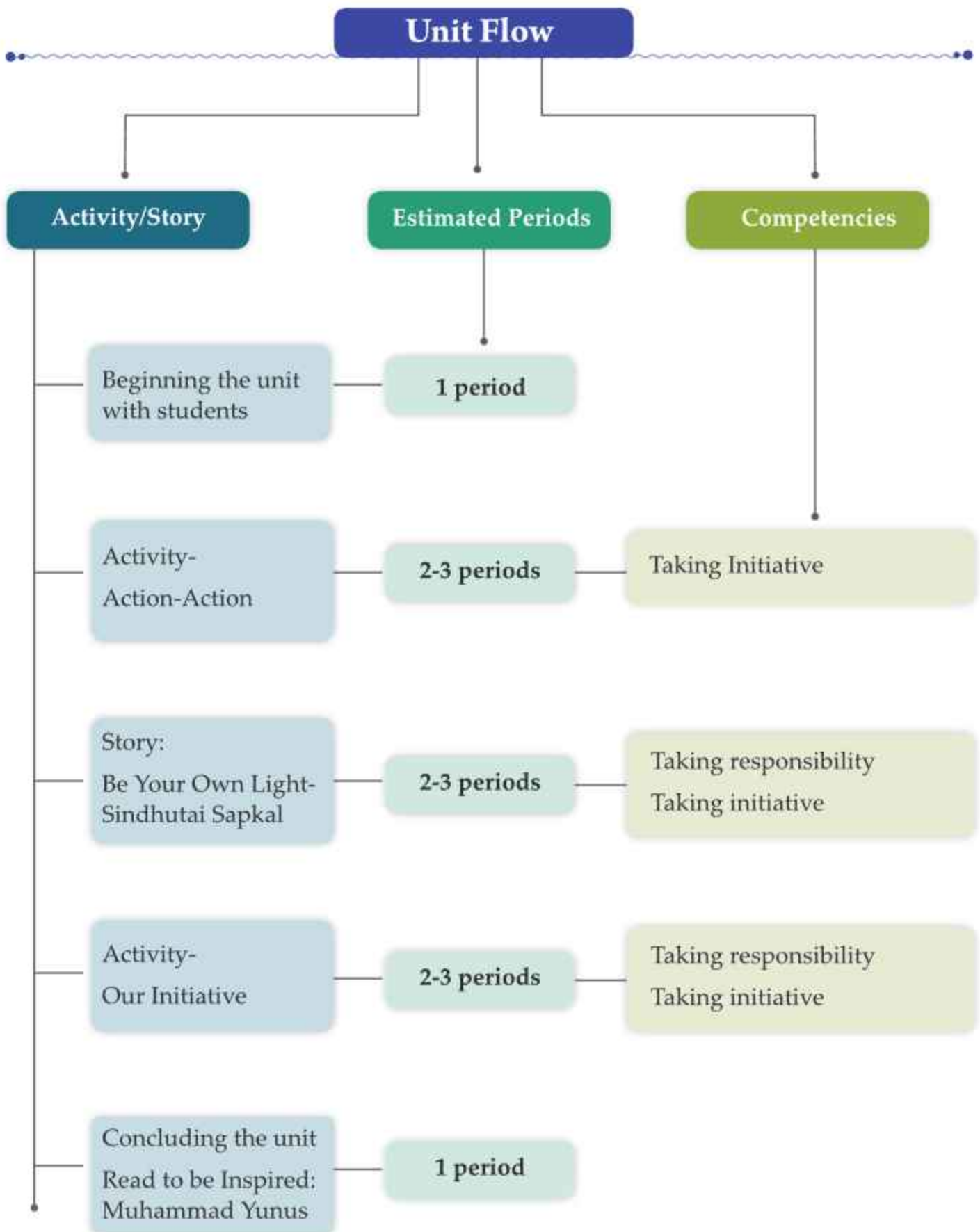
Through this unit, students will learn about becoming aware of their surroundings and taking advantage of an opportunity without waiting for the others to begin first. They will do so by:

1

Taking responsibility

2

Taking initiative



Beginning the unit with students

Let us start with the example of the brave boy who saw the broken train track, took off his shirt, and ran with all his might on the track towards the approaching train. He kept waving his shirt to alert the train's engine driver. The driver sensed the danger and stopped the train. A few people got down from the train along with the driver and asked the boy what the matter was. The boy pointed towards the broken track and told them how he did whatever he could to warn them of the danger. They appreciated his responsible behavior and rewarded him for the initiative he took to save the lives of hundreds of passengers on the train.



As a facilitator, ask the students to give examples from their lives when they have been responsible and taken initiative to do something on their own for their family/ friends/ classmates/ neighborhood or even strangers. Invite 4-5 students to share.

Activity 6.1

Action-Action

Instructions:

As social beings we take the initiative to begin something, help and inform others. We also try to resolve problems, take on challenging tasks and provide support even if we haven't been asked to do so. Some of us may feel hesitant or may think why should I step up for someone or something. Let's try an activity to see how taking initiative can be fun.

Estimated Periods: 3-4 periods

Group/Individual Activity: Individual



Learning Objectives:

Taking Initiative



For the facilitator:

1. Before beginning the activity, tell the students that whatever action they choose to do in front of the class, it should be respectful and socially acceptable.
2. During the activity, students should be non-judgemental, not making fun of anyone.
3. Ensure that all the students get the opportunity to present. However, if a student feels shy to do so, don't pressurise them.



- Ask the students to stand in a circle.
- Each student comes in the middle of the circle and performs an action. It could be enacting a famous dialogue from a film, a funny movement, a dance step, an entertaining speech or a song etc.
- All the other students have to repeat the action together after the student's performance.
- For a demo, the facilitator performs a few actions and asks the students to repeat the same actions after them.
- There is no sequence for students' turns. They volunteer to perform.
- Keep the activity going till all willing students get a chance.
- Appreciate the efforts of the students who took initiative to perform before the class.



Ask the students to discuss the following questions with their peers:

- How was your experience of performing before everyone?
- Do you take initiative to start some activity/ work in your class? Why/ why not?



Ask the students to discuss what would have happened if no one had taken the initiative to perform in the activity.



It is not easy to take initiative when we are unsure of ourselves and our surroundings. When we are trying to do something for the first time or face a problem, it is natural to hesitate or feel scared. However, to move ahead, it is important to leave behind our doubts and take initiative. After doing so, you not just become more confident, but find success too. In this activity, you were able to take the initiative of performing before the class as you felt safe and there was no expectation to be perfect.

Story 6.2

Be Your Own Light-Sindhutai Sapkal

Introduction:

In the previous activity, the students learnt about taking initiative. We often think about doing something for society but are unable to understand what and how to do it. A feeling of hesitation stops us from taking up a task. One person's initiative can have a positive impact on many lives.

Estimated Periods: 2-3 periods



For the facilitator:

As the facilitator invite two students to read out/ enact the following conversation



Learning Objectives:

- Taking responsibility
- Taking initiative



It's so sad! Look at all the food thrown in the huge dustbin outside the marriage pandal.

This is such a waste of food, a precious resource!



There are people who hardly get two meals a day, while some others are not even mindful of wasting food.

People should be careful while choosing what and how much to eat. Thankfully, some alert citizens are taking the responsibility to spread awareness and make sure that the food is not wasted like this.



That's nice! I often wonder if we can also do something to solve such problems.

Of course, we can! Let me tell you a story that will motivate you. Who knows, you might even come up with a new idea to start your own initiative.



I am very eager to listen, please begin!

Sindhutai Sapkal, fondly known as 'Mai' or mother of orphans, was a social activist born on 14 November 1948 to a cowherder's family in a village in Maharashtra. Being an unwanted girl child, she was nicknamed 'Chindi' (a rag). She wanted to study and passed class four at school with her father's support. But she had to drop out because of poverty and was married at the tender age of 12 years. While she was pregnant for the fourth time at the age of 20 years, her husband abandoned her in a cowshed, where she delivered her daughter alone. She went to her maternal home, but her mother refused to shelter them. Tired and hungry, she began singing on trains and the streets for money to keep herself and her child alive. She had to live in cemeteries, cowsheds and train stations.



Sindhutai Sapkal

It is at these train stations that she saw many orphaned children. Overcome with compassion, she decided to be responsible for them. She took the initiative to bring them under her care. She became their mother and worked day and night to look after her ever-increasing family. As days passed, people came forward to help her and she set up the first home for the orphans in Chikhaldara in rural Maharashtra. As more people came to know about her, they started bringing in orphaned children from nearby villages. Sindhutai set up other homes in the towns of Wardha, Manjiri and Saswad.

Mai also took a unique initiative. She opened her homes for the women abandoned by their families, so that the children felt cared for and the women could have a new family. She also created a network of schools, colleges and hospitals around her homes where the children could go free of charge or pay a nominal fee. She insisted on their wellbeing, education, getting respectable jobs and starting their own families. 'Sanmati Bal Niketan' was her home in Pune where she cared for 41 orphaned boys and 25 orphaned girls. She set up a playroom, a study room, a medical room and a computer room for the children.

Running five homes was a huge responsibility. She admitted that hunger had made her speak, and her communication skills helped her find resources for her homes. Sindhutai used to travel all across India to tell her story and get funds for her homes. She even traveled to San Jose, USA and gave inspirational speeches at a fundraiser. Still, all the bills couldn't be paid and she decided to make her homes self-sustaining through self-employment of the women living there.

Her dedicated efforts to improve the lives of more than 1050 children and 150 women won her numerous accolades and more than 750 awards. She used the awards' money to buy land and build a home for the orphaned and abandoned children. A biographical movie made on her life, 'Mee Sindhutai Sapkal' premiered at the 54th London film festival and won national awards as well.

Mai had this to say about her life, "I am there for all those who have no one". She died in January 2022, leaving behind the message that anyone can take initiative for the betterment of society and humanity. Her legacy is her children, who even after growing up, getting married and doing jobs, stayed with her and are helping run the homes after her.



- Mention three initiatives that Sindhutai Sapkal took in her life? Which according to you was the most important initiative? Explain your response.
- Have you ever taken an initiative to help someone in life? Explain with an example.



Sindhutai Sapkal is an exemplary human being who took responsibility for orphaned children and abandoned women and undertook initiatives to give them a new home and empower them. Taking initiative not only helps us grow personally, but also motivates us to contribute our bit for each-others welfare.

Activity 6.3

Our Initiative

Instructions:

In activity one we saw some of us wait for others to take the initiative. Similarly, in real life too, people wait for others to come forward to solve a challenge. They either don't want to take risk or don't know how to initiate. We also learnt about the positive impact of taking initiative from Sindhutai Sapkal's story. There are problems to be solved and needs to be fulfilled around us, and we can't always shy away from taking responsibility. Let us do the following activity to think about and plan our own initiative:

Materials Needs:

Paper, pen

Estimated Period: 2-3 periods

Group/Individual Activity: 5-6 students



Learning Objectives:

- Taking responsibility
- Taking initiative



For the facilitator:

- Welcome all the ideas emerging from the group.
- Each group should ideally have a different problem to solve.





- In groups of 5-6, each student should think of one situation from their lives they wish to do something about. These could be personal, or related to their school or a completely new initiative.
- Allow students enough time to think and reflect. For example, due to lack of space in a student's home, things remain scattered. A solution could be that the student brings 3-4 baskets that can be placed on top of each other. The things can be kept in the baskets in an organized manner, leading to better utilization of space.
- As the facilitator, feel free to also share your own examples with the students.
- After discussion in the group, ask the students to select a situation which everyone finds interesting and agrees upon. It should be something for which no one from the group has taken any initiative before.
- The groups now look at possible options, and make a plan to resolve the identified situation. Provide necessary inputs and support where required.
- The groups write their situation and plan on a sheet of paper each and display it on the walls around the classroom.



After displaying their plans, ask the students to discuss the following questions:

- What helped you in taking initiative?
- How did you feel after taking the initiative for your chosen situation?
- Do you feel confident to take an initiative to solve a problem? Why/ Why not?



The students move around the classroom to read about each-others initiatives displayed on the walls for 15 minutes. Everyone appreciates the efforts with a resounding applause.



In this activity, we learnt that initially, we find it difficult to try a new task. However, if we attempt the same tasks with our friends by taking small initiatives, then they become easier and enjoyable. For this, it is also necessary that we initiate to resolve that task together. You can use these skills of taking initiative when you plan your next interview for Career Exploration, or play a role in the next Student Specials class.



Concluding the Unit



Reflection



Sharing

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

- What are your thoughts about people who take initiative? Would you like to become like them? Why/ Why not?
- What are some of the advantages and limitations of taking initiative?



Reflection



Sharing

Imagine a world where no one is willing to take initiative, thinking “Hume Kya?” (हमें क्या?) Nothing will ever change for the better, challenges will continue and people will keep suffering. What would have happened to the homeless, sick people living on the streets in Kolkata if Mother Teresa's picture can be added had not taken the initiative to look after them and provide them care at her ‘Missionaries of Charity’. The people in Ladakh would have kept suffering from shortage of water if Sonam Wangchuk's picture can be added had not taken the initiative of making Ice Stupas to store water in the winters which help the farmers to grow crops in the adverse climate.

It is very important to take the first step to fulfill our objective, no matter how small it may be. Initiating something helps us uncover our hidden qualities and seeing it succeed fills us with confidence. At the same time, it is not necessary that we always start with a plan. Sometimes, when the objective is very large or difficult, then taking the first step itself is a big thing and planning becomes another step towards success. This unit has enabled us to understand that we are the change that we seek in the world. Let us take initiatives to make our world a better place to live in.





For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Muhammad Yunus

Banks don't lend money to the poor as they are not creditworthy. The moneylenders take a lot of interest when they give money to the villagers. The famine (shortage of food) of 1974 in Bangladesh moved Muhammad Yunus into action and he gave his first loan of 27 dollars to 42 women in Jobra village to continue their self-employment initiative. His project led to a shift in providing loans to the poor at a very reasonable rate of interest and helped them sustain their livelihood during difficult times. Muhammad Yunus's initiative led to the establishment of the first 'Grameen Bank' in Bangladesh. He is a pioneer of microcredit and microfinance to address rural underdevelopment for which he won the Nobel Peace Prize in 2006. As of January 2022, the total borrowers of the bank number nearly 9.5 million, and 96.81% of those are women.



Muhammad Yunus

I founded Grameen Bank to provide loans to those considered traditionally unbankable. Grameen Bank works with the poorest and often illiterate, providing uncollateralized micro-loans for tiny business enterprises by which they can lift themselves and their families out of poverty.

INTEGRITY AND TRUST



Introduction to the unit

As a facilitator, read these slowly so that the students are able to understand each one of these

Let us listen to the following instances:

1

It was very late when Deepika left office. On the way back, wherever she noticed that the camera or the traffic police were not present, she crossed the signal.

2

During a gully cricket match, Priya catches the ball just on the boundary line. Her teammates cheer for the catch, but Priya, knowing that her foot had touched the line, admits it was a six.

3

During a group project, Ajay lets his teammates do all the work. When it's time to present, he not only takes credit but exaggerates his contribution.

4

Raj finds a wallet on the street, with money and some ID cards. Instead of keeping the money and discarding the wallet, he uses the ID to contact the owner and returns it.

5

Sameer accidentally spills water on a new book borrowed from his school library. He decides to inform the librarian about the incident and offers to pay for the book or replace it.

6

At a gathering, Deepa saw that there wasn't enough food left for the remaining guests. Yet, she put more food on her plate than she could finish.

Now ask the students:

- Have you ever been in a similar situation? How did you react?
- In these scenarios, why do you think people chose to do what they did?
- Think about a time you had to make a tough choice between doing what's easy and doing what's right. How did you feel after that?

While reflecting on these situations, we will note that earning others' trust, being honest and answerable to self are equally important qualities of Entrepreneurship Mindset.

Learning Objectives

In this unit, students will learn about the qualities of a person with integrity. They will learn the following skills and make these a part of their personalities-

1

Trusting others and
being trusted

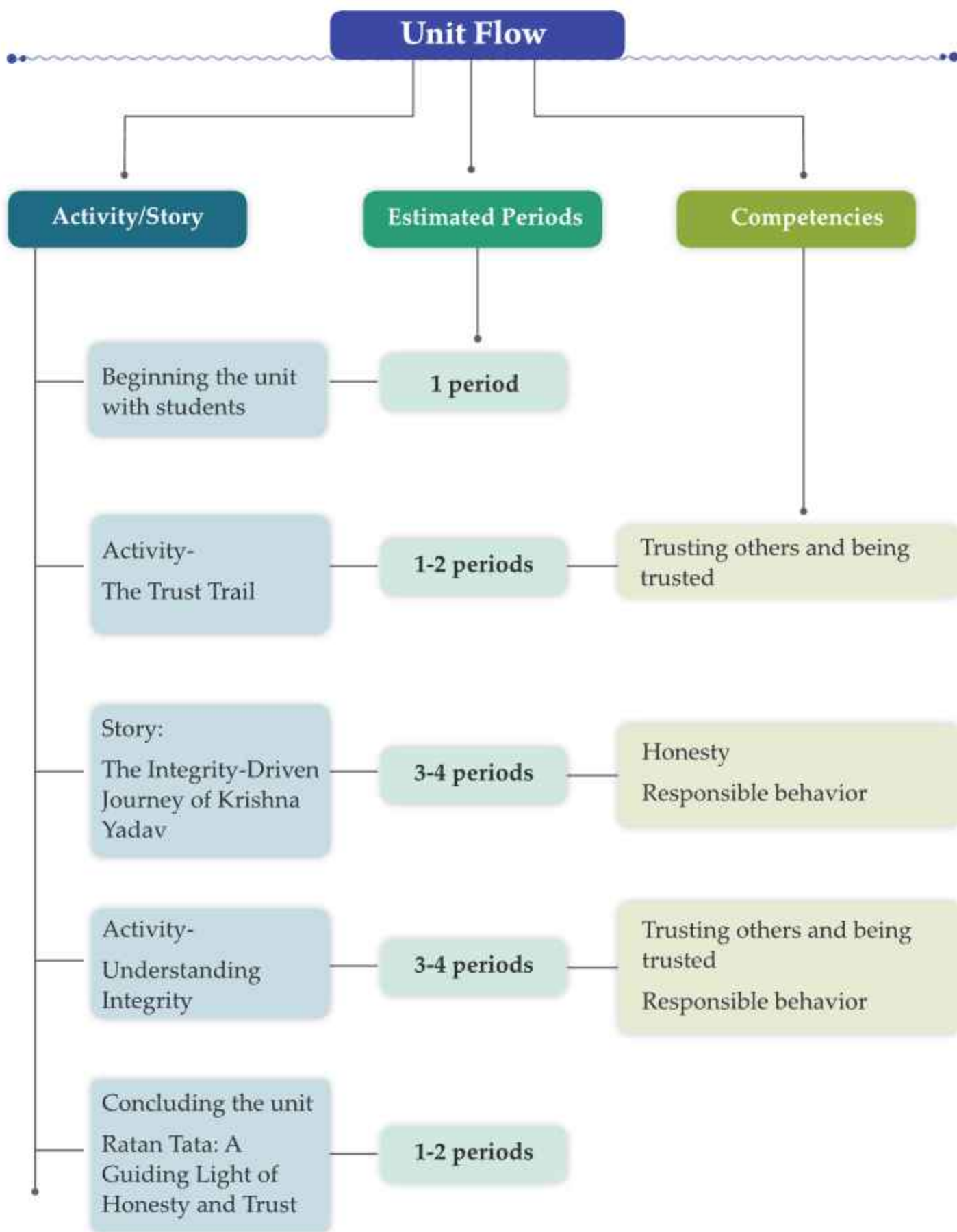
2

Honesty

3

Responsible behavior





Beginning the unit with students

Let's close our eyes for a bit and imagine this: "You are at a place where two roads split. One path is easy but dishonest, while the other is harder but honest. Which path will you want to take?"

Being honest isn't just words. It's like making responsible choices based on human values. And trust? It's like the magic that brings together ordinary people as a big family. It helps us make friends and keep promises. These aren't just simple things we learn. They're the strong pillars of our world. Today, we're all going on an adventure — not just to know about these ideas but to really feel and act on them. Let's dive into an activity!

Activity 7.1

Action-Action

Instructions:

(The facilitator can read the following text as introduction before the activity)

Today, we will experience a journey that goes beyond our classroom. We will look into the examples of trust, honesty, and responsible behavior through an activity. Trust is the building block of any successful relationship, be it with family or friends. This activity will give you a hands-on understanding of why trust is important to overcome challenges, both personally and as a team.

Materials Needed:

Blindfolds (one each for half of the class)

A variety of safe objects to create an obstacle course (e.g., newspaper rings, cushions, newspaper cones, ropes)

Estimated Periods: 2-3 periods

Group Activity: Pairs of students



Learning Objectives:

Trusting others and being trusted

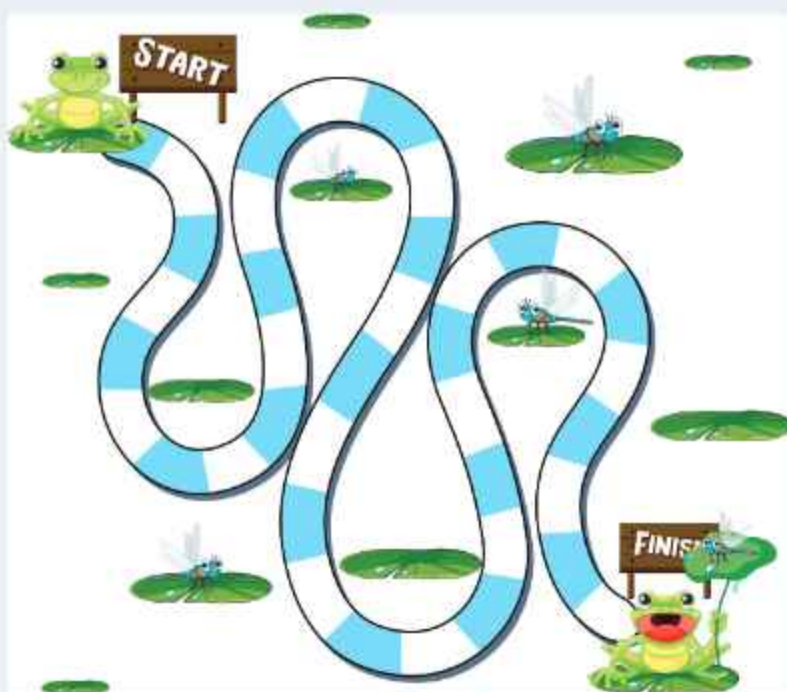


For the facilitator:

1. There will be fun and a lot of activity in class, ensuring it is a healthy and supported environment for students to experience.
2. At a time ensure not more than two or three pairs are walking on the path, to build more trust and for others to reflect.

**1. Setup (5 -10 minutes)**

- A. Create a simple obstacle course using the material available. It should have a start and finish line and several obstacles in between.
- B. Take help from the entire class/ or a few students to set this up.
- C. This activity can be done in an empty classroom or in the playground or even in the corridor of the school.

**SUGGESTIONS:**

Paper Bridges: Lay down sheets of newspaper, creating a path. The objective can be to step only on the paper while walking through.

Rope Maze: Use a long rope to form a zigzag or circle on the floor. The student must follow the rope path while walking.)

2. Pairing Up (5 minutes)

- A. Ask the students to pair up.
- B. Explain that one person will be blindfolded and must walk through the path.
- C. Inform that the partner will guide the blindfolded person verbally or even by holding hand from the start to the finish line.

3. Walking through the Obstacle Path (15-20 minutes)**a. First Round (7-10 minutes)**

- Any one person from each pair can volunteer to be blindfolded.

- On your mark, the non-blindfolded partner will start guiding their teammate through the path.
- b. Second Round (7-10 minutes)
- Change roles and let the other student go through the path blindfolded with the help of the partner.



Invite maximum students to individually reflect and share their thoughts on the following questions:

- How did you feel being the guide and the blindfolded one?
- Discuss the challenges faced and how you felt about depending on someone or being depended on.
- What action of yours made the task easier?



The students can discuss with their partner how being accountable for their actions contributed to the overall success of the team. Reflect on specific actions or words that built trust between the two partners during the activity.



Invite a few pairs to share their experiences or any challenges they faced during the activity. Students can write in their journal about their reflections from the activity. Consider how these findings can be applied to other parts and times of your lives.

Story 7.2

The Integrity - Journey of Krishna Yadav

Introduction:

Through the activity we tried to establish that trust and integrity are strong qualities of life. In the entrepreneurial world, where challenges are present at regular times, two skills often become important: integrity and trust. While external challenges are tough, the internal battles we fight – like fear and doubt – can be even tougher. Being honest (integrity) and believing in yourself and others (trust) are very important. By filling our actions with integrity and trust, we not only overcome these obstacles but also identify more opportunities.

There are many entrepreneurs who achieve success with a high level of integrity and trust. Do you want to know about one such example of entrepreneurial success? Her journey wasn't defined by the obstacles she faced but by her integrity and the trust she placed in her dream.

Estimated Periods: 2-3 periods



Learning Objectives:

- Honesty
- Responsible behavior

Krishna Yadav and her family lived in Bulandshahr, Uttar Pradesh. When her husband's business failed, the family had no money. Krishna bravely said, "Let's move to Delhi and start again."

Delhi was busy and tough. The Yadav family looked everywhere for work and ways to earn money. Soon, her husband got a job to grow vegetables. But it wasn't easy. At times, the weather did not support them. They had many bills to be paid, and their kids needed money for school.

One day, Krishna had an idea. She remembered her grandma's tasty carrot pickles. She thought, "Maybe I can make and sell them." She spent some money to learn more about farming and tried many times to make the perfect pickle. It was hard, but she never gave up because she trusted in her grandma's special recipe. Finally, she got it! Her neighbors loved it.

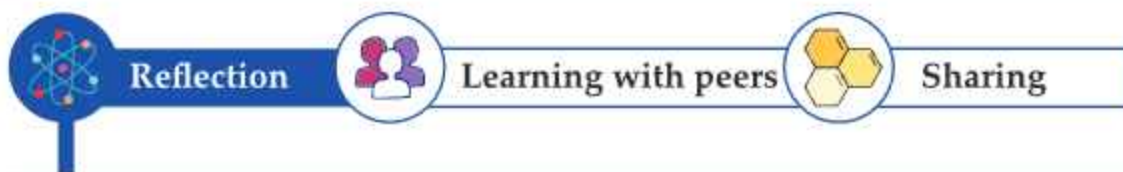


Krishna Yadav

Still, not many people bought her pickles. Krishna thought hard and came up with a smart plan. She sold her pickles along with the vegetables she kept on the cart, but that didn't work. Then she put a water-pot in her cart. When people came for water in the hot sun, she gave them a taste of her pickle. Everyone loved it!

Because Krishna never gave up and always did her best, her small pickle business grew big. She never changed her grandma's recipe, even when things were hard. That's because she had integrity. She knew her pickles were good and believed people would love them if they tried. And they did! Everyone trusted Krishna and her pickles because she was honest and true to her word. She became a role model for many, showing how trust and integrity can lead to success.

Soon, Krishna wasn't just selling pickles; she was sharing a legacy. She hired and trained women, empowering them with skills and livelihood. Today, her factory, a testament to trust and integrity, offers over 252 varieties of pickles and murrabas to people around the globe. Through challenges and uncertainties, Krishna's unwavering integrity and the trust she built with her customers turned her dreams into reality. And for students like you? Her story is proof that with trust in oneself and integrity in one's work, anything is possible!



- What were some of the challenges Krishna faced in her journey? How did she handle them?
- Share a time when you faced a similar challenge and how you overcame it.
- As a student, how can you maintain integrity in your daily life for long-term success?



After reading Krishna Yadav's story, students can discuss in their small groups

- the challenges Krishna faced and her innovative solutions to them.
- the significance of trust, integrity, and determination in achieving success.
- how cultural roots, like Krishna's grandmother's pickle recipe, can be an asset.

They can then bring one major point from their group discussion to share with the class.



In a world where many doubted her, Krishna could have chosen the easy way for quick benefits. But she always stayed true to her beliefs for making her choices. She didn't just hope for others to trust her; she believed in herself, her products, and the people around her. This faith and honesty made her journey special and inspiring.

Through Krishna's journey, we saw that her business wasn't just about making and selling things. It was about how being honest and having trust can make a big difference. Practicing honesty and integrity at work builds trust between the entrepreneur and the workers which also increases productivity. Consumers also place more trust in organizations whose workers are known for their honesty and responsible behavior and whose services show higher integrity.



Activity 7.3

Understanding Integrity

Instructions:

Integrity is a building block of one's principles in their personal and professional life. As shown in the story, this quality can be seen through one's actions and decisions. This activity will help students understand integrity through discussion and role-play.

Materials Needed:

- Notebook
- Pen

Estimated Period: 3-4 periods

Group activity (5-6 students per group)



Learning Objectives:

- Trusting others and being trusted
- Responsible behavior



For the facilitator:

1. Allow students a lot of time for reflection and discussion.
2. The provided scenarios mix both positive and negative examples of integrity.
3. Bring more attention on the learning objectives when students present or reflect.





1. Make groups of 5-6 students each.
2. Ask the groups to name themselves after known Indian personalities who have shown integrity in their lives.
3. Present the following situations to the groups. Each group should choose one for a role play:

A student invites their friend/s, who had helped them in succeeding, to receive an award together on the stage.

A student when working in a group praises other group members openly but complains about them behind their backs.

A student visits an electricity office where their aunt works but waits in line without asking for any favours.

A classmate by mistake breaks a student's pencil but decides to replace it without being asked.

During a test, a student can see their neighbor's answer sheet but chooses not to look at the answers.

A student finds a lost wallet in the playground and immediately gives it in the office.

A day before the final exam, a student by mistake finds the question paper with the answers in the teacher's register. The student shares them with close friends.

A student leaves their social media account logged in the library. Another student notices and decides to log out for them.

Before role play, each group should discuss their selected situation, keep in mind:

- The behaviors of people in the situation.

- » Possible reasons for the behaviors.
- » Was trust built by the decision in the situation?
- » The impact or result of the decisions made in the situation?

Enactment:

As each group performs, other groups should consider the following and write their views in their journals:

- Trustworthiness and the act of trusting others.
- Any responsible or irresponsible behaviors displayed.
- The impact, if any, of the action being enacted in the situation.

After each enactment, facilitate a **group discussion** focusing on the above points.



1. How did your group decide which action should be chosen in the situation given to you?
2. Have you ever been in a situation where your trust was broken? How did you handle it?
3. How do you think maintaining trust can help you in your life?



After all groups have performed, each group should share their discussion insights with the entire class. Each presentation could begin/ end with explaining why they chose a specific name of their group.



Conclude the activity by emphasizing that daily experiences challenge our integrity. The way we handle these challenges speaks volumes about our character.

Concluding the Unit



Reflection



Sharing

1. Do you think trust is related to integrity and honesty in any way? How can you say so?
2. Is it important to work responsibly to be employed anywhere? How?
3. What are the consequences of not having integrity?



Reflection



Sharing

Taking responsibility for one's own work and behavior, following our principles, being honest with ourselves and following moral principles – all these are fundamental values which help build integrity in a person and help him/her become successful.

If we do not have these values, then no one would trust us and we ourselves would lose trust in ourselves. Students develop trust for each other, as they work collectively in a team in different activities of Student Special.





For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Ratan Tata: A Guiding Light of Honesty and Trust

Ratan Tata, the former chairman of Tata Group, is a highly respected business leader known for his honesty and strong commitment to doing business the right way.

One story that shows Tata's honesty goes back to his time as a young manager at Tata Steel. He noticed a worker using a low-quality part in a crucial project. Even though the worker said it was safe, Tata knew it could lead to danger. Despite the tough choice, Tata decided to delay the project and ordered a better part, prioritizing safety over quick profits.



Ratan Tata

During the acquisition of Jaguar Land Rover in 2008, Tata's integrity shone once again. He uncovered misleading information from Ford, but instead of using it for a better deal, he honestly shared it with Ford. This honesty led to a more favorable deal and impressed Ford's executives.

Tata's integrity has earned the trust of employees, customers, and investors. His actions, like keeping promises at Tata Steel, safeguarding jobs during the financial crisis, and investing in acquired companies, make him a global role model for business leaders. Ratan Tata shows that honesty and trust are pillars of true success.



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 enable the students to evaluate and critically analyse their present, and respond accordingly. It is a simple process that anyone can practice, anywhere and anytime. Practicing mindfulness has several benefits:



Stay Super Focused:

Having full concentration on what we're doing, like when we're studying or working on something-with no distractions.



Stay mindful of the task:

It's not just about doing the work; it's about doing it right. Mindfulness helps us keep calm and focus on the task at hand.

POINTS TO BE NOTED



DOS

- Be aware and participate actively.
- Maintain calmness and harmony.
- If willing, share reflections after mindfulness practice.



DONT'S

- Pronunciation of specific words or mantras.
- Use of harsh tone or words.
- Interrupting students in any way

MINDFULNESS PROGRAM

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) (18-20 mins) <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:

1. Find a comfortable sitting position, either on your chair or on the floor.
2. Sit up straight, relax your shoulders, and close your eyes if it feels comfortable. Otherwise you can keep them open and look down.
3. Place your hands on your desk or your lap, whatever feels more comfortable.
4. Begin by focusing on the sounds around you. Listen to the noises, whether they are slow, fast, loud, or soft.

(Take a 20-second pause)

5. Be aware of these sounds and notice if they seem far away or close by.

(Take a 30-second pause)

6. Shift your attention to your breath. Breathe naturally, without trying to change anything. Just be aware of your breath.

(Take a 10-second pause)

7. Pay full attention to each inhale and exhale. Notice if they feel different from each other. Is the air warm or cold? Fast or slow? Light or heavy?

(Take a 20-second pause)

8. Gradually bring your focus back to your sitting position and, when ready, open your eyes.

End: Silent Check-Out (1-2 Minutes)



Facilitator Note:

- No questions after the silent check-out.
- Students can share their experiences voluntarily.



Instructions:

1. Close your eyes or keep them open, looking downward — whatever feels comfortable.
2. Reflect on the thoughts and emotions brought up by today's activity/story/discussion.
3. Take 1-2 minutes for silent reflection.

(No further instructions during this time)

Remember, mindfulness is about being present and aware without judgment. Enjoy the process!

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 any one of the 4 monthly mindfulness activities to be done 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 should 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 does practicing mindfulness benefit you?



Instructions:

- “Sit relaxed, keep your eyes closed, and welcome all the thoughts that come to your 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 about 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, clouded by 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.



Practicing mindfulness -

- Helps maintain attention in class and focus while studying at school or home.
- Reduces stress, sadness, anxiety, loneliness.
- If we focus on the current task, we can get the work done easily, efficiently, and without stress.

End: Silent Check-Out (1-2 Minutes)

SESSION 2— MINDFUL LISTENING

Start: Mindful Check-In: 3-5 minutes

Activity: Mindful Listening

A. Discussion on paying attention: 10 minutes

- Take responses from as many volunteer students as possible.
- 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?
- Has practicing mindfulness led to any changes in the following aspects of your life?
 - 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: (1-2 minutes)

- 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, noise of 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: (2-3 minutes)

- 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?
- Pay 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

- Take as many responses and sharing from volunteer students as possible.
- 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)

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.
- Also think about the experiences of last month's mindfulness activity. Did you put into practice these activities besides the EMC class?
- Has practicing mindfulness led to any changes in the following aspects of your life?
 - Stress
 - Emotions - happiness, sorrow, anger, etc.
 - Concentration in the class
- Do you have any specific experiences, challenges, or questions concerning mindfulness activity?
- Take responses from volunteer students.

B. Mindful Listening: Silence: 5 Minutes

Phase - 1: (1-2 minutes)

- 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, noise of traffic, talking, and laughing, while keeping your eyes closed.
(Continue for 1-2 minutes)

Phase - 2: (2-3 minutes)

- 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

- Take responses and sharings from as many volunteer students as possible.
- 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)

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?
- Has practicing mindfulness led to any changes in the following aspects of your life?
 - Stress
 - Emotions - happiness, sorrow, anger, etc.
 - Concentration in the class
- Do you have any specific experiences, challenges, or questions concerning mindfulness activity?
- Take responses from volunteer students.

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 stomach below the ribs.
- While breathing, pay attention while breathing in and how it causes the stomach to expand. And pay attention while breathing out and how it causes the stomach to contract.
- Remain aware in case your attention gets diverted from your breathing, and bring it back to the breaths.

(Continue for 1-2 minutes)

Question

- Did you feel your stomach contracting and expanding?

Phase-2:

- Continue the activity for 1-2 minutes.
- Ask students to pay attention while breathing in and breathing out, and how it causes the stomach 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 breathing change the breathing rate?
- How was the experience of focusing on deep breathing?

End: Silent Check-Out (1-2 Minutes)



We know the importance of interviews and group discussions (GD) in our professional careers. Their need comes up while applying for jobs, selecting employees or business partners, or taking a decision with colleagues. Interview and group discussion (GD) activities have been included in Student Specials to help students be comfortable in these situations and get constructive feedback. As they organize these activities themselves, they also improve their planning and execution.

LEARNING OUTCOMES:

1. Effective Communication
 - Maintaining eye contact
 - hand and facial gestures
 - modulation of voice
 - effective use of timing
2. Believing in oneself and developing self-confidence
3. Completing a task by making an effective plan.

CONSTRUCTIVE FEEDBACK:

What to share?

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

Look for -

- Active participation
- Attentive listening
- Respectful tone and body language
- Share ideas and solutions in the discussion

INTRODUCTION TO THE ACTIVITIES:



Interview:

1. Two candidates and two interviewers (One interview per pair).
2. There will be 4 interview questions.
3. Candidates will answer each question in one minute.



Group Discussion:

1. Five candidates in a group discussion and 1 note taker.
2. 1 topic for a group to discuss.

STRUCTURE OF THE STUDENT SPECIAL CLASS:

Timetable

- Weekly: EMC period of last working day of the week
- Additional: Any free period

Both the activities (Interview and Group Discussion) should be alternated every week.

FORMATION OF STUDENT SPECIAL TEAM

- For Interview a team of 12 students will be chosen by the facilitator.
- For Group Discussion a team of 15 students will be chosen by the facilitator.
- The SS team for the next Student Special class will be selected at the end of the activity (by the facilitator).
- The facilitator should ensure that every time different students are given a chance to participate.

Facilitator will:

Before the day of the activity

- invite the anchor of the SS team.
- share the roles of different members of the SS team with the anchor for necessary preparations.

On the day of the activity,

- begin with talking about the basic rules of being a good listener and the activity.
- inform all the students that they need to write about at least two key takeaways of the activity in their journals.
- invite the SS team and hand over the class to them.

ROLE OF FACILITATOR



Roles of the SS Team are:

Anchor will:

- Introduce members of the SS team.
- Introduce the members of the SS team and announce their roles.



Time Keeper will:

- Note down the time taken by the Joke-star, each participant and each observer.
- Present the time report at the end of the activity mentioning what went according to the time decided and what took more than scheduled time.

PARTICIPANTS WILL:

Interview	Group Discussion
4 Participants: 2 Interviewers and 2 Interviewee (candidates)	5 Participants
<p>Interviewer:</p> <ol style="list-style-type: none"> 1. The 2 interviewers will prepare two sets of questionnaires of 4 questions each to be asked in the interview. 2. The interviewers will not reveal the questions to the candidates before the interview. 3. The interviewers will ask one question at a time. <p>Interviewee:</p> <ol style="list-style-type: none"> 1. The candidates will prepare for the tentative questions. 2. The candidate will have 1 minute to answer each question. <p>Note: All 4 participants will participate in the activity whole heartedly.</p>	<ol style="list-style-type: none"> 1. Actively participate in the discussion. 2. Share relevant thoughts, ideas, and opinions on the given topic. 3. Pay close attention to what others are saying 4. Respect different perspectives 5. Build upon the points made by others and create a positive discussion 6. Contribute constructive solutions or ideas when discussing challenges or issues 7. Use a respectful and courteous tone while communicating 8. Avoid interruptions and allow others to express their opinions. 9. Be open to new information and adjust viewpoints when presented with different arguments. 10. Encourage inclusivity by ensuring that all participants have an opportunity to share their ideas. 11. Use non-verbal cues such as body language and gestures.

OBSERVERS WILL:

Interview	Group Discussion
5 Observers	6 Observers
One observer: For giving feedback to the anchor, the time keeper and the joke-star.	One observer: For giving feedback to the anchor, the time keeper and the joke-star.
The pointers for this observation will be-	The pointers for this observation will be-
<ol style="list-style-type: none">1. Did the Anchor maintain the spirit of the activity?2. Was the anchor able to communicate effectively with the audience students and the members of the SS team?3. Was the anchor confident enough to lead the activity?4. Did the time keeper do justice to their role?5. Did the time keeper present the time report confidently and empathetically?6. Could the joke-star make the environment lively?	<ol style="list-style-type: none">1. Did the Anchor maintain the spirit of the activity?2. Was the anchor able to communicate effectively with the audience students and the members of the SS team?3. Was the anchor confident enough to lead the activity?4. Did the anchor moderate the discussion constructively?5. Did the time keeper do justice to their role?6. Did the time keeper present the time report confidently and empathetically?7. Could the joke-star make the environment lively?8. Did the note-taker synthesize the discussion at the end?9. Were the notes taken by the note-taker clearly shared?

One observer for each participant	One observer for each participant
<p>The pointers for this observation will be-</p> <p>Interviewer:</p> <ol style="list-style-type: none"> Shows the ability to articulate questions clearly and engage with the candidate. Shows active listening skills Instances where the interviewer asked relevant follow up questions on the candidate's responses. Shows the ability to conduct smooth movement between questions and completes the interview in the allotted time. <p>Interviewee (Candidate):</p> <ol style="list-style-type: none"> Provides relevant answers to the questions asked. Shows clarity in expressing thoughts Maintains eye contact with the interviewer. Varies their tone to convey enthusiasm or seriousness (voice modulation) 	<p>The pointers for this observation will be-</p> <ol style="list-style-type: none"> Each participant actively engaged in the discussion Contributed ideas, opinions, or relevant information. Effectively expressed their ideas Communicated respectfully and avoided interrupting others. Actively listened to others' views Respect different viewpoints

INTERVIEW – SESSION PLAN

BEFORE THE INTERVIEW:

Anchor will:

- Start the activity with mindfulness and introduce the SS team.
- Request the SS team members to take their allotted places.
- Invite the Joke-star on the stage.

Joke-Star will:

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

Anchor will:

- Thank the Joke-star.
- Invite the first pair of participants - 1 interviewer and 1 interviewee (candidate)

DURING THE INTERVIEW:

Participants (Pair 1) will:

- Conduct the interview process according to the roles allotted to them.
- Thank the audience students for being good listeners after the interview.

Anchor will:

- Thank the two participants and invite the second pair (one interviewer and one interviewee).
- Appreciate the audience students for being good listeners.

Participants (Pair 2) will:

- Conduct the interview process according to the roles allotted to them.
- Thank the audience students for being good listeners after the interview.

AFTER THE INTERVIEW:

Anchor will:

- Thank the two participants.
- Invite the 5 observers to give their constructive feedback.

5 Observers will:

- Each observer will share constructive feedback to the participant allotted, in 1 minute according to the observation norms shared earlier.

Anchor will:

- Thank the observers for sharing their feedback.
- Invite the time keeper to present the time report.

Timekeeper will:

- Present the time report.
- Appreciate all the participants, specifically mentioning the names of participants who spoke effectively for 45 seconds to 1 minute and 15 seconds.

Anchor will:

- Thank the timekeeper.
- Invite the complete SS team and on their behalf, promise to improve themselves the next time.
- Invite the facilitator.
- Thank the facilitator for giving the SS team a chance to run the activity.

Facilitator will:

- Give constructive feedback to the SS TEAM and the audience students.
- Ask the whole class to write at least 2 key takeaways of the activity in their JOURNALS.
- Ask any 2-3 students (at least one from the SS TEAM and one from the audience) to share their key takeaways of the activity.
- Synthesize the activity by specifically mentioning the skills that students get to understand and practice through this activity.
- Select the new Student Special Team of 15 members (group discussion) for the next week. Request them to select their Anchor and contact the facilitator one day before the activity.
- Conclude the day with appreciation for all students with an applause.

ACTIVITY 2 – GROUP DISCUSSION – SESSION PLAN

BEFORE THE DISCUSSION :

Anchor will:

- Begin the class with mindfulness and introduce members of the GD team.
- Request them to take their allotted places.
- Invite the Joke-star on the stage.

Joke-Star will:

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

Anchor will:

- Thank the Joke-star
- Invite the 5 participants for the Group Discussion.
- Sit with the participants and moderate the discussion.

DURING THE DISCUSSION :

Participants will:

- Take 2 minutes to think about their opinion on the topic and write down their points.
- Participants then take turns sharing their thoughts on the topic. (1 minute each)
- Agree, disagree, or add more points respectfully.

Moderator (Anchor) will:

- Ensure everyone (all participants) gets a chance to speak.

Note Taker will :

- Listen attentively to all participants.
- Take notes on the important points, arguments, or examples shared by participants.
- Note any point where the group reaches an agreement or faces disagreements.
- Avoid adding personal opinions or biases into the notes.
- After the discussion, share the notes with the whole class.

Time-keeper will:

- Signal when it is next participant's turn to share.
- Wrap up the group discussion in 10 minutes

AFTER THE DISCUSSION:

Anchor will:

- Thank the participants
- Invite the note-taker for the synthesis of the discussion

Note-taker will:

- Appreciate the audience students for being good listeners.
- Summarize key points of the discussion in a neutral way in one minute.

Anchor will:

- Thank the note-taker.
- Invite the 6 observers to give their constructive feedback.

Observers will:

- Share constructive feedback to the participant allotted, in 1 minute according to the observation norms shared earlier.

Anchor will:

- Thank the observer for sharing their feedback
- Invite the time keeper to present the time report

Timekeeper will:

- Present the time report
- Appreciate all the participants, specifically mentioning the names of participants who spoke effectively for 45 seconds to 1 minute and 15 seconds.

Anchor will:

- Thank the timekeeper.
- Appreciate the GD team for finishing the activity in the scheduled time.
- Invite the complete GD team and thank the audience and promise on the behalf of the team for improving themselves the next time.
- Invite the facilitator. Thank the facilitator for giving the GD team a chance to run the activity.

Facilitator will:

- Give constructive feedback to the GD TEAM and the audience students.
- Ask the whole class to write at least 2 key takeaways of the activity in their Journals.
- Ask any 2-3 students (at least one from the GD TEAM and one from the audience) to share their key takeaways of the activity.
- Synthesize by mentioning the skills students practiced through the activity.
- Select the new Student Specials Team of 12 members (Interview) for the next week. Request them to select their Anchor and contact the facilitator one day before the activity.
- Conclude the day with appreciating all students with a thunderous applause.

SAMPLE TOPICS: INTERVIEW

Introduction:

- What do you enjoy doing the most with your family? Why?
- Which of your family members are exactly like you? How?
- If you would have to stay alone on an island, what one thing would you take with you?
- What one thing would you like to change about yourself? Why?
- When are you the happiest? Why?

Interests and Experience:

- What are your interests? How do you pursue them?
- What is the most difficult thing you have done till now? Why did you find it difficult?
- When was the last time you were angry? Why were you angry?
- What has been your best compliment? How did it affect you?
- Which project did you find the most difficult in your student life?
- Narrate your most memorable experience of this year's school life.

My Ideas, Passions and Aspirations:

- Which art would you like to pursue? Why?
- Which scientific experiment would you like to conduct in class? Why?
- Which subject prepares you the most for life? How?
- Should social service be mandatory in schools? Why and how?
- If you could change one rule in your school, which rule would it be? Why?
- Where do you see yourself in the next 10 years?

Interview questions for 12th graders:

- What are you proud of accomplishing in school?
- Can you talk about a hard time in school and how you dealt with it?
- How do you feel about school now compared to when you started?
- What do you want to do after finishing high school? College, work, or something else?
- Are there certain jobs or subjects you are interested in?
- Have you been a leader in school or your community? How did it make you feel?
- Can you share a tough time you went through in school? How did it make you stronger?

- How do you think you have changed or grown during senior classes (11th and 12th)?
- If you could talk to yourself in 9th grade, what advice would you give?
- Where do you see yourself in five years, like what job or things you'll be doing?
- How do you want to make the world a better place in the future?

SAMPLE TOPICS: GROUP DISCUSSION:

- Popularity of cricket in India as compared to other sports
- Air Pollution in Delhi
- Impact of Social Media on daily life
- WhatsApp taking over News Channels
- Impact of Technology on Education
- Exam Pressure and Mental Health
- Language of Instruction in Schools



Parent-Teacher Meeting (PTM) at School



Good afternoon, Mr. Gupta. It's nice to see you again. How is Monika doing?

Good afternoon ma'am, Monika's doing well, thanks for asking. Busy with schoolwork as always! I wanted to talk to you a bit about her future options after school.



Absolutely! This is a great time to discuss that. We've actually been focusing on career exploration in class recently.

Oh, interesting. How does it work exactly?



It's where students learn about different career paths. We help them research about different jobs, the skills they need, and how their interests and strengths match with those careers.

That sounds valuable. Monika is confused about her interests, so I wasn't sure how to guide her.



That's where career exploration comes in. Through activities and discussions, students get a broader picture of professional life. They learn about careers related to things they enjoy, what they're good at, and what they're curious about.

So, Monika can even explore things that might not have even crossed our minds?





Exactly! It helps them discover new possibilities. By strengthening this knowledge at an early stage, students feel more capable and confident in choosing their careers after completing their education.



That's fantastic. It sounds like this career exploration is a great resource for them.



It definitely is! And we encourage parents to be involved too. Perhaps you and Monika can discuss what she learned in class and explore some career options together.



Thank you, Khanna ma'am. This has been very helpful. I'll definitely talk to Monika about it and see what interests her. I'll definitely make sure to support Monika in her career exploration efforts.

Before the Interviews:

Mind Map of Careers	2-3 periods
Whom to Interview	1-2 periods
Interview Questions	1 period
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
--------------------	---

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 come up with these career options?

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.

INTRODUCTION TO MIND MAP OF CAREERS: UNVEILING POSSIBILITIES



Role of the facilitator:

Create an engaging atmosphere by explaining that today marks the beginning of a thrilling journey – Career Exploration. The facilitator can explain: we'll be diving into the world of diverse professions to help them shape their future path.

Round 1: Selecting Careers for Exploration

1. **Create two columns on the board**, one for Jobs and the other for Businesses.
2. **Student Input:**
 - Ask students to suggest at least 10 jobs and 10 businesses they are curious about. (The students can suggest as many jobs and businesses. They need not be limited to 10)
 - Invite a volunteer to write down their responses in the respective columns on the board.

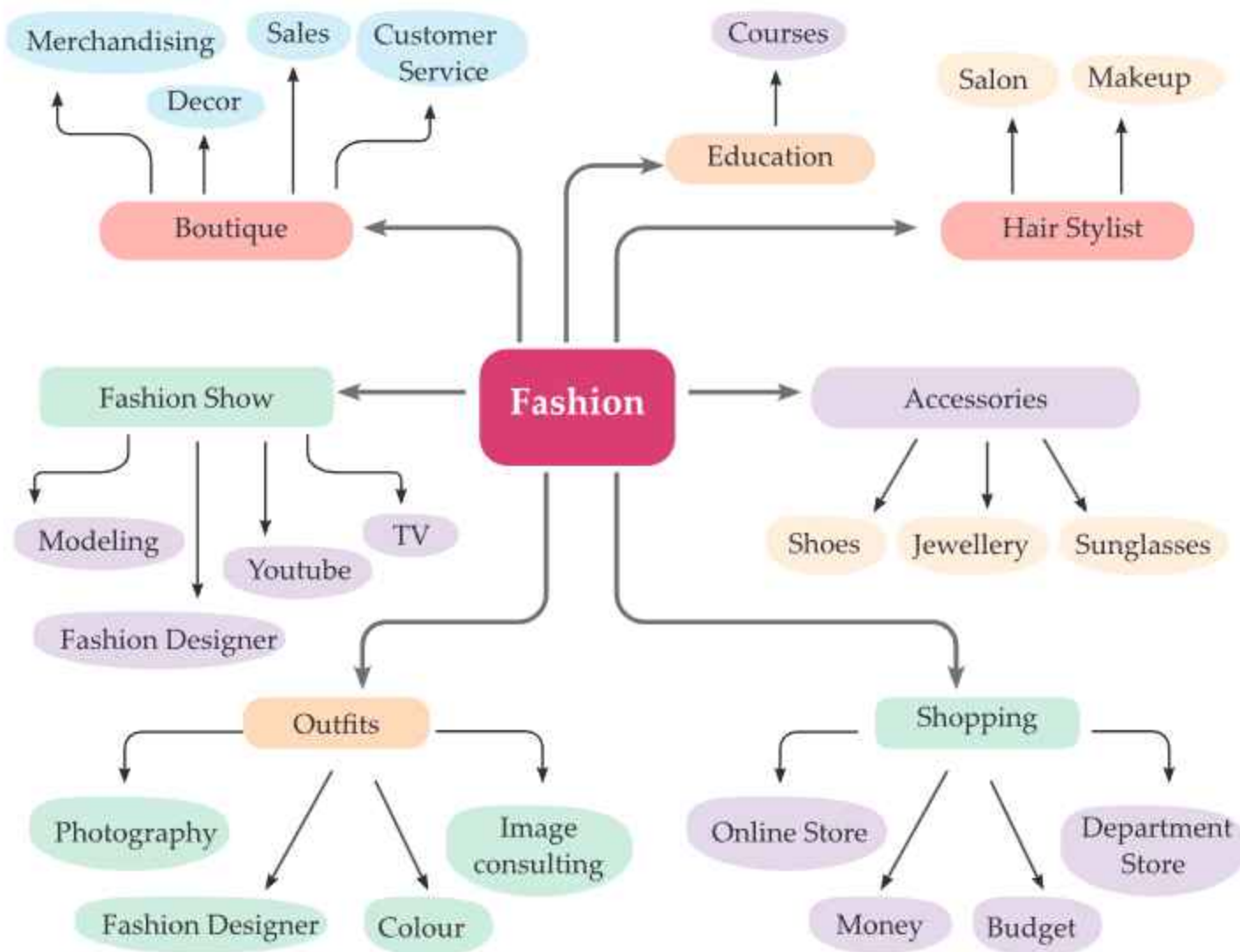
Round 2: Group Mind Maps

In the next class ensure students make mind maps in smaller groups.

1. **Group Formation:** Form groups of 5-6 students.
2. **Career Selection:** Each group selects one job and one business from the compiled list.
3. **Group Discussion:** Discuss in your group about the chosen job and business.
 - What does this job or business involve?
 - What are the roles in this job or business?
 - What type of other work is related to this career? (Like which products or services are important for this career?)
 - Who can be the potential customer of this job or business?

4. **Mind Map Creation:** In your group, discuss and make mind maps for each career on separate sheets (10 - 15 minutes). Use visuals, arrows, and keywords to show connections and possibilities.
5. **Sharing Insights:** Exchange mind maps with neighboring groups to get more ideas and views.
6. **Collective Display:** Place all mind maps on classroom walls or different tables. This can also be done by **gallery walk**, the sheets can be shifted through all the groups, so that all groups get to see all the different mind maps.





Facilitator Note:

1. This process is about exploring specific careers and discovering related roles.
2. Make it a team effort – each student contributes ideas to the mind map.
3. Motivate students to think beyond – what other jobs might be connected to the chosen career? It is possible that one could think of both a job and a business related to a career.



Review and Reflect:

1. Individually examine all displayed mind maps.
2. Curate Personal List: Every student creates a personal list of 10 jobs and 10 businesses that connect the most with them.

BEFORE THE INTERVIEWS

Round 1: Whom to Interview - Connecting with Careers



Instructions



Steps



Facilitator Note



Sharing

In our last activity, we explored various careers through mind maps, creating a personalized list of jobs and businesses we're interested to know more about. Now, let's figure out where we can meet and learn from the real experts – people working in these careers.



Instructions



Steps



Facilitator Note



Sharing

1. **Group Formation:** Create groups of 5-6 students.
2. **Group Discussion:** In groups, brainstorm ideas on how to connect with people in the chosen careers.
 - Do you already know someone in these careers?
 - Can you identify someone nearby, even if you don't know them personally (like a nurse or fitness trainer)?
3. **Creating the Interview List:** Based on the discussion, make a list of 10 people they want to interview. Ensure diversity: Include 5 individuals with jobs and 5 with businesses.

S.No	Job	Name of the Person & their Office Location	Business	Name of the Person & their Office Location
1				
2				
3				
4				
5				



Instructions



Steps



Facilitator Note



Sharing

1. Encourage students to brainstorm different places, institutions, and individuals connected to their chosen careers.
2. Emphasize that it's okay if they don't already know these individuals. The goal is to explore and learn from new experiences.

3. Encourage students to choose people they are genuinely interested in and can easily approach for interviews.



This process is about taking the next step in understanding careers – by connecting with real professionals. By choosing interviewees based on interest and convenience, students will not only learn about different professions but also develop essential networking and communication skills.

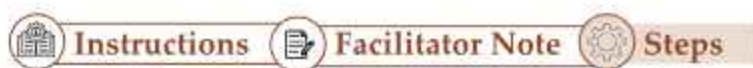
Round 2: Interview Questions - A Conversation Guide



Now that we have our list of people to interview, it's time to think about the questions that will help us truly understand their careers. This preparation ensures our conversations are meaningful and insightful.



Encourage students to think about questions that focus on both the strengths and challenges of different careers.



1. **Sample Questionnaire Exploration:** Provide a Sample:
 - Distribute a sample questionnaire for the interview (see below).
 - Give students 5 minutes to read and understand it. (The teacher may read out the sample questions from the book)
2. **Discussion:** Ask from students which additional questions could be added to learn more about that specific career. Take suggestions for extra questions for each section of the questionnaire.
3. **Student-Generated Questions:** Ask students to brainstorm additional questions for the interview.
4. **Create Final Questionnaire:** Students make a final questionnaire, adding the newly thought questions.
5. **Peer Sharing:** Students share their new questions with peers sitting next to them.

SAMPLE QUESTIONNAIRE:

Refer to the following questions as samples. This thoughtful process ensures students are well-prepared to do meaningful conversations that help provide a deeper understanding of different career paths.

Introduction

- What 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 enjoy besides 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?
- What did you like and dislike about your first work?

Struggle

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

Success

- What are some minor and major successes in your life?
- Which qualities and skills played a crucial role in your success?
- What aspects of your work bring you satisfaction?

Learnings

- Reflecting on your life decisions, what changes would you make?
- How do you plan to take your work forward?
- How have your challenges evolved since the early days of your career?

Round 3: Preparing for the Interviews (1-2 periods)

Instructions Facilitator Note Steps

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.

Instructions Facilitator Note Steps

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

Instructions Facilitator Note Steps

1. 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
2. Read out the following sample introduction to the students which the students can use during their interviews:

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 experienced people, whose career journeys we want to know more about. By interviewing 10 people like you, I want to understand your work life, and know more about your 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.

3. The student giving the introduction will get constructive feedback from the other students of the pair. (2-3 minutes)
4. Both the students will exchange the roles and repeat the process.
5. 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):

Instructions Facilitator Note Steps Sharing

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.

Instructions Facilitator Note Steps Sharing

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

Instructions Facilitator Note Steps Sharing

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

Step 1: 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 PM.

Step 2: 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.

Step 3: After the Interviews:

- Share your experience with the teacher.

Instructions Facilitator Note Steps Sharing

Now, we are ready to start Career Exploration. All the students have decided whom they will interview, how they will 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):



Instructions



Facilitator Note



Steps

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.



Instructions



Facilitator Note



Steps

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



Instructions



Facilitator Note



Steps

1. 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.
2. Make groups of 5-6 students 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?
3. 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

Career Exploration Process

Step by Step

Step 1

Beginning of career exploration discuss career options after 12th

Step 2

Create two columns: Jobs and Businesses mind maps for chosen job and business - on BB mind map in group

Step 3

Whom to interview questions practice talking about the purpose

Step 4

During the interviews safety measures carry school ID and uniform

Step 5

After the interviews sharing experience reflect on experiences

Please note that this flowchart provides a simplified overview, and the actual implementation may involve additional steps or modifications based on specific classroom dynamics and requirements.

Live Entrepreneur Interaction (LEI)



The students studying in the Delhi government schools were very excited that day. The much-awaited Live Entrepreneur Interaction (LEI) with the renowned entrepreneur, educator, author and philanthropist, **Ms. Sudha Murty**, was going to start soon.

As the clock struck ten, Ms. Sudha Murty along with team EMC appeared on the screen. She was warmly welcomed and requested to share her journey of entrepreneurship. The



students watched carefully, eager to absorb her words. Ms. Sudha Murty shared her journey of innovation, challenges, the moments of doubt, and positive attitude that led her to success.

Her words were a powerful mix of inspiration and practicality. She spoke of the importance of identifying opportunities, of taking calculated risks, collaborations, and building a strong support system. She emphasized the value of resilience, of learning from failures, and of never giving up on precious dreams.

The session was interactive, with students actively participating, asking insightful questions about her experiences, her investment philosophy, and the ever-evolving world of entrepreneurship. Ms. Sudha Murty answered each question with patience and thoughtfulness, offering valuable guidance and encouraging them to believe in their own potential. She also offered to support EMC in Delhi in all possible ways.

The hour flew by, leaving the students feeling encouraged and confident. They applauded her wisdom and insightful sharing. The Live Entrepreneur Interaction with Ms. Sudha Murty had served its purpose – it had ignited a spark of entrepreneurship in these young minds.

This is just one example of the transformative power of the Live Entrepreneur Interaction program. By connecting students with real-life entrepreneurs like Ms. Sudha Murty, the EMC program equips them with the knowledge, skills, and mindset necessary to thrive in the ever-evolving world of business and make a meaningful contribution to society.

In addition to getting inspired, LEI offers the students an opportunity to reflect, ask questions and engage with the entrepreneurs in real life as opposed to just reading their stories in the manuals. This increases their confidence to face people, communicate effectively and know more about entrepreneurial mindset.

LEI SESSIONS ARE OF TWO KINDS AS FOLLOWS:

Centralized LEI Sessions

- These are digital/ in person sessions conducted with well known entrepreneurs such as Kiran Majumdar Shaw, Sanjeev Bhikchandani, etc. and broadcast live on SCERT Youtube channel.
- School leaders, teachers, students, parents, or anyone with the YouTube channel link can watch LEI live sessions.

Decentralized LEI Sessions

- These are school based LEI sessions, organized and conducted at the school level for the students of classes IX to XII.
- Only the concerned teachers and students of a specific class can attend these sessions. Skilled entrepreneurs or service persons can be invited to conduct these sessions.

Objectives

1. Familiarity with various entrepreneurial opportunities.
2. Understanding entrepreneurial journey – start, struggle including failure, bouncing back and success.
3. Satisfying students' curiosity through direct interaction with entrepreneurs.

PREPARATION FOR LIVE ENTREPRENEUR INTERACTION (LEI)

Facilitator Note

- You could look for or seek your colleagues help to find and contact an entrepreneur/ service person with entrepreneurial skills such as problem-solving, planning and communication, financial management, collaboration, perseverance, resilience etc.
- Invite them to share their journey of growth with the students of any one class and section (9-12) in English and/or Hindi.
- Conduct the LEI session on a mutually decided date with the entrepreneur/ service person on a school working day and within the school time.
- The table given below has more information on how to conduct an LEI session at school:

Who can be invited for LEI?	How can we reach an entrepreneur/ service person for LEI?	Suggested questions that may be asked in LEI session:
<ul style="list-style-type: none"> Local Entrepreneurs Service persons working in various fields Artists and artisans around the school Business Blasters/ other Alumni students in service or self-employed 	<ul style="list-style-type: none"> Contact entrepreneurs and service persons from the community. Search in our own family/ extended families/ friend circle/ acquaintances, etc. Contact the school vendors as entrepreneurs, entrepreneur family members of teacher colleagues Collaborate with schools of your district/ zone to exchange contact no. of LEIs and invite them to your school. 	<ul style="list-style-type: none"> What inspired them to pursue their dream of entrepreneurship? How did they convince their family to let them pursue their dream? What problem/need/ gap did they identify and how did they turn it into an opportunity for growth? Who did they join as team members and how? How did they identify their target customers and deliver their goods/ service on time? What is their vision for the future? Where do they see themselves in the next 5 years?

- Share the one pager of 'Live Entrepreneur Interaction Plan' given on the next page with the entrepreneur/ service person with suggested guidelines to help them conduct the LEI session.

LIVE ENTREPRENEUR INTERACTION PLAN

Name of LEI

Venue & Date

Class, Section

Prior to the Session

Reflect on your entrepreneurial journey. Create a narrative to share with the students in 7-10 minutes. It may consist of the following points:

- Your Inspiration and initial steps.
- Struggle and failure
- challenges and their solutions
- Success achieved
- Future plans

On the Day of the Session

- Greet the students with enthusiasm.
- Narrate your entrepreneurial journey briefly in 7-10 minutes.
- Take a pause for 10 minutes while the students frame questions to seek more information.
- Respond with genuine interest & satisfy curiosity.
- Keep encouraging

At the End of the Session

- Motivate the students to think critically and creatively.
- Share tips to develop resilience and perseverance.
- Advise to develop a growth mindset.

Do's

- keep the narrative short and engaging.
- Encourage the students to ask questions.

Dont's

- Description/advertisement of any product/service.
- Exchanging any kind of personal information

CONTACT US!

INTERACTION PLAN

Serial No.	Description	Time
Part 1	Facilitator:	
	<ul style="list-style-type: none"> • Introduction of the entrepreneur (1 minute) • Mindfulness (2-3 minutes) 	5 minutes
Part 2	Entrepreneur:	7-10 minutes
(Journey)	<p>Sharing Entrepreneurial Journey</p> <ul style="list-style-type: none"> • Aspects of the Journey to be shared • Start – Inspiration and initial steps • Struggle and failures –Challenges and their solutions • Bouncing back from failure and Success - Resilient attitude and success achieved by the entrepreneur • Future plans <p>What Not to Share:</p> <ul style="list-style-type: none"> • Description or advertisement of any product/service • Opinions on religion, caste, gender, spirituality and politics • Exchange of personal information with the students (Phone number, address, mail, social media handles, etc.) 	
Part 3 (Question-Answer)	Entrepreneur and Students:	30 minutes
	<ul style="list-style-type: none"> • The entrepreneur takes a pause for 10 minutes while the students prepare to ask questions based on the account of the entrepreneurial journey they have just heard. 	

	<p>The students get into groups of 5-6. Each group discusses and prepares a list of questions to ask the entrepreneur/ service person.</p> <p>The facilitator tells the students in each group that they must listen attentively to each question, as they can't repeat the question already raised by another group.</p> <ul style="list-style-type: none"> • Question-Answers – The entrepreneur tries to answer as many questions as they can within the next 20 minutes. <p>The facilitator makes sure that each group gets the opportunity to ask an equal number of questions.</p> <p>Any remaining questions should be noted and shared with the entrepreneur to respond after the session is over. The facilitator may take the responses from the entrepreneur and share them with the students in the next EMC class.</p>	
Part 4 (Conclusion)	Facilitator and Students:	5 minutes
	<p>Invite 2-3 students to share their experience of attending LEI by asking questions like:</p> <ul style="list-style-type: none"> • How did they feel while listening to the entrepreneur/ service person's journey? • What did they learn? • What is the one takeaway that they will incorporate in their lives? <p>(These questions are suggestive and the facilitator may use any other questions to nudge the students to share their experience)</p> <p>The facilitator and all the students thank the entrepreneur for the LEI interaction.</p>	

Note The time estimate is given keeping an average number of students in mind. The facilitator as well as the entrepreneur/ service person can take more or less time depending on the class strength.



Analysis:	Examining something from various perspectives to understand it better.
21st Century skills:	A broad set of knowledge, skills and traits required for success at school, work and related places.
Collaboration:	Working together towards a shared goal to create and resolve problems.
Communication:	Verbal and non-verbal exchange of ideas.
Co-operative Society:	An association of individuals that come together voluntarily with the goal of promoting the wellbeing of all members.
Creative thinking:	Original and unique ideas to solve problems.
Critical thinking:	Logical and reasoned thinking to arrive at an impartial, well-informed decision.
E-commerce platform:	e-Commerce or electronic commerce means an electronic platform used for buying and selling of goods and services, transmission of money or data, primarily over the Internet.
Educational activities:	Activities that enable students to acquire knowledge, skills and attitudes.
Entrepreneurship:	From the French word <i>entreprendre</i> , an economic activity that drives development.
Facilitator:	Teacher as a guide, providing assistance and support, while the students work individually or in groups to create their own knowledge.
Gazelle:	Startups most likely to become unicorns in the next three years.
Initiative:	Willingness to try something for the first time to address a problem or challenge.
Innovation:	Seeing new opportunities, expressing creativity, and developing problem-solving skills.

Integrity:	Honesty based on strong moral principles, which may be reflected through one's thoughts and actions.
Learning through Experience:	Gaining insights and knowledge by doing an activity or a task.
Management:	The process of getting work done in a planned and organised manner to achieve desired outcome or goal.
Microcredit:	Providing very small loans to people from low-income groups to enable them to become self-employed or to strengthen small businesses.
Microfinance:	Providing financial services (money related) including savings and insurance to the people of low-income groups.
Mindset:	A person's values and beliefs.
Non-judgmental:	Being open to others' perspectives and not judging their experiences as invaluable.
Opportunity:	A situation to implement our knowledge, attitude and skill set.
Paraphrasing:	Using your own words to describe someone else's ideas, though the meaning remains the same.
Perseverance:	Not giving up on efforts in the face of challenges and failures.
Prejudice:	Forming an opinion about a person or thing without knowing all the facts, often based on stereotypes or preconceived notions.
Reflection:	Self analysing and thinking critically on an idea or experience.
Resilience:	Overcome challenges and bounce back from failure with a positive attitude.
Social impact:	Positive change that addresses or resolves social issues.
Unicorn:	A privately held startup company that is valued at more than \$1 billion.
Venture:	Doing some new and risky work (business).



UNIT 1: EFFECTIVE COMMUNICATION

- From Attempting Suicide To Multi-Millionaire, The Story Of Kalpana Saroj | Dthc Uncles
<https://dutchuncles.in/inspire/from-attempting-suicide-to-multi-millionaire-the-story-of-kalpana-saroj/>
- Kailash Satyarthi | Ashoka Org
<https://www.ashoka.org/en-in/fellow/kailash-satyarthi>

UNIT 2: EVERYONE IS CREATIVE

- Purvottar ke Sitare: Uddhab Bharali, the man from Assam with 140 incredible inventions
<https://www.youtube.com/watch?v=yNgxkuFEtHI>
https://www.youtube.com/watch?v=d_4ytz9mWos&feature=youtu.be
- The Rocket Women of India Second Lunar Mission Chandrayaan 2 | The Talented Indian
<https://www.thetalentedindian.com/the-rocket-women-of-indias-second-lunar-mission-chandrayaan-2/#:~:text=In%202006%2C%20She%20was%20awarded,APJ%20Abdul%20Kalam.>

UNIT 3: UNDERSTANDING SELF

- Introducing mankind's greatest invention | Sonam Wangchuk | Ladakh | Bicycle | Live Simply
https://www.youtube.com/watch?v=az4dl-ieR_Q
- Inspiring Story Oprah Winfrey | LinkedIn
<https://www.linkedin.com/pulse/inspiring-story-oprah-winfrey-nidhin-baby>

UNIT 4: MANAGE FEAR

- Meet Manabi Bandopadhyay, India's First Transgender College Principal from West Bengal | YourStory
<https://yourstory.com/2018/03/first-transgender-college-principal-west-bengal>

- Surondesh Daulagupu | LinkedIn

https://www.linkedin.com/posts/surondesh-daulagupu-673031132_100daysofcode-activity-6696121280372076544-UBeu

UNIT 5: DREAM BIGGER

- Flipkart founder's biography | Sachin Bansal & Binny Bansal success story | Startup stories

https://youtu.be/8of_Y1giaZw

- Flipkart success story in hindi | Sachin Bansal & Binny Bansal biography

<https://youtu.be/19RnBNREZMA>

- YourStory | Flipkart Story Big Billion Start up <https://yourstory.com/2019/10/flipkart-story-big-billion-startup-ecommerce>

- Air and Space Stories | Kalpana Chawla

<https://airandspace.si.edu/stories/editorial/kalpana-chawla>

UNIT 6: TAKING INITIATIVE

- Be Your Own Light-Sindhutai Sapkal

<https://www.sindhutaisapkal.org/about-Sindhutail-Sapkal.html>

- Nobel Peace Prize | Muhammad Yunus

<https://www.nobelprize.org/prizes/peace/2006/yunus/biographical/>

UNIT 7: INTEGRITY AND TRUST

- Business Success Story | Krishna Yadav | Josh Talks Hindi

<https://youtu.be/Rv5SEhAv7XM>

- Success story of Krishna Yadav

<https://youtu.be/HB44j4EEvgA>

- Entrepreneur Krishna Yadav SPEECH by at launch of "Entrepreneurship Mindset Curriculum" by Delhi government

<https://youtu.be/wxzP2dM42oE>

- How Ratan Tata turned his family's business into an international empire

<https://www.theceomagazine.com/business/coverstory/ratan-tata/>

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Notes



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
Varun Marg, Defence Colony, New Delhi-110024