



AAM FOUNDATION
FREE ENGLISH CLASSES

FACILITATOR HANDBOOK

LEVEL 3



Prepared by AOL Foundation

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About This Resource

English is the most commonly spoken language in the world, an international lingua franca. However, in a multi-lingual country like India, many who aspire to learn English are disadvantaged as they do not have the opportunity to experience and acquire it in their daily lives. This makes the job of the teachers of English language beset with challenges.

The Free English Classes organized by the AAM Foundation are aimed at building comfort, confidence and competence in oral communication. In Level 3, the 1.45 hour long, 6 days a week classes have two parts - for 30 minutes the students learn the language using an international software OR the students practice the learnt concepts through written exercises in the Workbook; the next 1 hour students practice oral communication through planned activities organized by the facilitator.

The purpose of this Handbook is to serve as a comprehensive lesson-plan resource for those facilitating the learning of first generation learners of English language, organizing information to develop confidence with the language at the Advanced Level (Level 3). In the next two months, students will focus on building competence and independence in spoken English. Students will be enrolled for Level 3 only after assessment of their language skills by the facilitator/external evaluators.

Each lesson begins with objective/s to give focus and direction to the activity. The method of organizing the activity is provided in a step-by-step manner. At the end of the lesson, extension activity is recommended. This may be used if time permits or for those students who have satisfactorily learnt the rest of the lesson and are eager to learn more about the topic. At the end of the handbook, there is a section of Appendix. These are to be used by the facilitator as a reference to plan the activity. All lessons/activities, will require the facilitators to prepare and familiarize themselves with the lesson before they implement them in the center. To organize some of the activities, the facilitators will have to arrange for specific materials. The facilitators have been provided adequate training and support to effectively implement the lesson plans to enhance oral communication skills of the students.

This Facilitator Handbook comprises 48 lessons as a part of Level 3 to be completed in two months.

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Lesson 193: Singular & Plural (Review)

Objective

1. The students will recap speaking appropriately about persons/object in singular and plural.

Materials

- Workbook

Procedure

1. By now students have been speaking using singular and plural and the facilitator is aware of the mistakes that they commonly make.
2. Do a quick recap of the rules for changing singular words into plural form.
3. Ask students to complete Workbook exercise. After they have completed, ask some of the students to share their responses.
4. Divide the class into groups of 4-5 students.
5. Each group must teach the class about rules for changing singular words into plural form.
6. Give each group 5 minutes to prepare. Each group gets 10 minutes to teach back.
7. When Group 1 comes to teach the class, each member of the group must present. Each group must use the board, teach without using the book/notes, follow the presentation protocol, and get the other groups to practice with examples/exercise.
8. When Group 1 presents, Group 2 must assess Group 1 for clarity and correctness (grammar, body language, eye contact). By rotation, when Group 2 presents, Group 3 assesses them and so on.
9. Students/groups who have negative feedback for clarity and correctness must present again avoiding the mistakes.

Extension

Students who make errors are asked to describe pictures from Workbook in 8-10 sentences with peer feedback.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH.

Lesson 194: Subject Verb Agreement (Review)

Objective

1. The students will recap speaking fluently using correct subject-verb agreement.

Materials

- Workbook

Procedure

1. Review the concept/rules of subject-verb agreement.
2. Each student works individually and prepares two scripts on a given topic. Script A must have the incorrect use of subject-verb agreement and Script B is the correct form of using subject-verb agreement.
3. Each script must be about 5-10 sentences. Encourage students to prepare the scripts mentally with few notations in the Workbook as hints.
4. Give students about 10 minutes to prepare this.
5. Each student presents the 2 scripts he/she has prepared without stating which is the correct one. After the students present, members of the audience have to guess which script had the correct use of subject-verb agreement and which script had incorrect usage of subject-verb agreement.
6. Although interesting, this may be a little confusing for the students. It is recommended that the facilitator models it in the beginning and asks the more confident ones to present first.
7. Make sure that every student gets a turn to present and participate.
8. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.

Extension

- Have a discussion on why a particular script had the incorrect use of subject-verb agreement.
- Organize a group discussion to go over the rules of the subject-verb agreement instead of re-teaching them.

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Lesson 195: Tenses (Review)

Objective

1. The students will recap use of simple past, present, future and present continuous tense.
2. Students will be able to speak fluently using past, present and future tense.

Materials

- Workbook
- Level 2 Facilitator Handbook (Appendix 16)

Procedure

1. There will be no TMM today.
2. Organize students into groups of 4. Each group will teach the class about the use of a tense.
3. Give groups 10 minutes to prepare.
4. After each group has presented, organize a quiz for irregular verbs.
5. Students pair up. One partner plays the interviewer and other partner the interviewee.
6. Each pair chooses one of the following topics:
 - a. NDTV journalist interviewing Sachin Tendulkar
 - b. India Today journalist interviewing Mr Amitabh Bachchan
 - c. BBC journalist interviewing Saina Nehwal
 - d. CNN journalist interviewing a neighbor who has created a world record
 - e. Times of India journalist interviewing you for excelling in English at the AAMF Free English Classes center
7. Each pair must use all four tenses in the interview.
8. Give the students 10 minutes to prepare the interview.
9. Encourage students to prepare the script mentally.

Extension

Peer feedback.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH.

Lesson 196: Connective/Comparisons (Review)

Objective

1. The students will recap connectives and comparisons.
2. Students will be able to use connective and compare objects/persons.

Materials

- Workbook

Procedure

1. There will be no TMM today.
2. Review the use of 'and', 'but', 'so', 'if', 'because', 'either' and 'neither'.
3. Review the use of 'more/most' and 'er/est' words to compare objects/people/places.
4. Divide the class into 2 groups- Group 1 will teach Connectives to the class and Group 2 will teach Comparisons to the class.
5. Ask for student volunteers to teach back the use of connectives and 'more/most' and 'er/est' words.
6. After the teach backs, each student must choose 1 picture from the Workbook.
7. Each student describes the picture and compares the objects/people/places given in the picture.
8. Give students 5 minutes to prepare. Encourage them to use connectives during the comparison.
9. Make sure that every student gets a turn to participate.
10. When Student 1 presents, facilitator gives feedback on use of connectives and comparison vocabulary; when Student 2 presents, Student 1 provides feedback; Student 3 is given feedback by Student 2 etc.

Extension

Ask students to describe and compare any two famous personalities/ family members/ friends etc.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH.

Lesson 197: Discussion Protocol (Review)

Objective

1. The students will recap using discussion protocol during group discussions.

Materials

- Workbook

Procedure

1. Divide the students into groups of 3.
2. Each group member takes one responsibility:
 - a. Retell: He/she retells the 'Do's' and 'Don'ts' of discussion protocol.
 - b. Relate: He/she makes connections between the discussion protocol and self or life.
 - c. Reflect: He/she reflects on the discussion protocol and gives his/her views about it.
3. Give the groups 10 minutes to prepare and 5 minutes to present.
4. Taking turns, each group sits down to retell, relate and reflect.
5. While Group 1 is discussing, Group 2 observes them for use of protocol during discussion, Group 2 observes them for use of subject-verb agreement, Group 3 observes them for use of tenses, Group 4 observes them for use of articles/connectives/singular and plural.
6. Each group provides specific feedback to Group 1 after they finish.
7. Next Group 2 sits down to retell, relate and reflect. Other Groups are given responsibility to observe for specific feedback.

Extension

Ask each group to present with complete disregard to the protocol. The other groups point out what was wrong/missing.

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Lesson 198: Consolidation

Objective

1. Students will be able to teachback confidently.
2. Students will be able to organize activities comfortably.

Materials

- Workbook
- Appendix I (Facilitator Handbook)

Procedure

1. There will be no TMM today.
2. Write each of the given topics on the board:
 - a. The school in your neighborhood does not have an English teacher. You are asked to teach them words used to tell position (spatial vocabulary).
 - b. Your brother and his friends have been struggling with subject-verb agreement. You have been asked to tutor them.
 - c. Your facilitator has a bad throat and cannot speak. You offer to recapitulate tenses for the class.
 - d. You family members use connectives and comparison words incorrectly. You decide to teach them these words.
 - e. You have been appointed as a Trainer in an institute that prepares candidates for interviews. You have to coach them about Do's and Don'ts of group discussions (GDs).
3. Each student selects one topic of his/her choice and prepares to teachback.
4. Each teachback must have an explanation using the board and an activity to make the audience practice. Each student gets 10 minutes to teachback.
5. Give students 10 minutes to prepare and 5-7 minutes to present.

Extension

Inform students that they will be assessed on teachbacks. Discuss the criteria of assessment in Appendix I (Facilitator Handbook) with them before they start preparation for teachback so that they know how they will be assessed. Use the rubric given in Appendix I (Facilitator Handbook) to assess each student.

Lesson 199: Learning Contract

Objective

1. Students will revisit and review their Learning Contract.
2. Students will discuss their Learning Contract using discussion protocol.

Materials

- Workbook

Procedure

1. Learning Contract is a very important exercise as it makes the students responsible for their own learning.
2. This particular Learning Contract is critical as it is the final one to be prepared before the students graduate the program.
3. Students must track their progress in the Learning Contract and revise/revisit the learning goals for themselves.
4. By now students should know how to fill this form. In case of new/struggling students, the facilitator assists them. The facilitator's job is to get the students to think about their progress/goals and to help them make these goals specific.
5. Give students 30 minutes to complete this.
6. After everyone has completed, ask each student to share his/her progress and goals with the class. Students must speak without reading.
7. Every student must get a turn to share.

Extension

When one student presents, others provide feedback on use of subject-verb agreement, tenses, articles, pronunciation and connectives.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 200: Job Search

Objective

1. Students will get familiar with the job searching skills and tools.
2. Students will practice seeking a job lead/opening.

Materials

- Workbook
- Newspaper Classified
- Appendix I (Student Workbook)

Procedure

1. Explain to the students that there are different ways to seek a job suitable to their credentials/interest. For example, one can seek a job through friend's/relatives referral, different job portals, classified in newspapers, head hunters or employment exchange. (Refer to Students' Workbook for a comprehensive list).
2. Use the Workbook to explain the steps involved in getting a job.
3. Role Play- In pairs, students practice the following scenarios:
 - You have come across a suitable opening for yourself in the newspaper. You call the given number to find out more details about the job (Refer to old Level 2 Book 2 Student Workbook Lessons 73-76 or new Student Workbook 4 Lessons 169-171 for vocabulary to be used and information to be collected).
 - Your uncle has informed you about a job opening in his factory for the position of an Assistant Manager. Call up the factory HR department (explain to the students what the HR department is) to find out more about the position and application process.
 - You visit the employment exchange to enroll as a job seeker. You speak with the person at the help desk to complete your registration/enrollment with the Employment Exchange and get all relevant information. (Refer to Appendix I in Student Workbook for more details).
4. Ensure that the students use the telephone protocol (done in Level 1) and polite phrases during the role play.
5. Students who do not use polite phrases or the protocol appropriately have to present again.
6. For feedback purposes, divide the audience in 4 groups:
 - Group 1 gives peer feedback on use of polite phrases
 - Group 2 gives peer feedback on use of telephone protocol
 - Group 3 gives feedback on use of grammar
 - Group 4 gives feedback on details of the conversation

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Lesson 201: Résumé Writing

Objective

1. Students will get familiar with résumé and covering letter.
2. Students will practice writing an effective résumé and covering letter.

Materials

- Workbook
- Appendix 2-4 (Student Workbook)

Procedure

1. This lesson may extend to 2 or more days. There will be no TMM during this lesson.
2. Explain to the students the meaning and importance of a résumé or CV (Curriculum Vitae) and the need for adjustment for each position. (Résumé is a brief and concise summary of personal details, qualifications and experience; CV is a more descriptive summary of personal information, qualifications, professional experience, achievements etc. Refer to Appendix 2 & 3 for sample résumé and CV).
3. Review the structure of a résumé with the students (Refer to samples in Students' Workbook).
4. Explain to the students how the résumé creates a first impression of the candidate and a critical document that may or may not get him through to the interview stage. Therefore, it is very important to word and format it well.
5. Go through each section of the résumé and discuss its significance. For instance, why must you give both landline and mobile number, how the objective must convey why you are the best candidate for the job, importance and choice of references etc.
6. Explain to students that every résumé must be accompanied with a covering letter on good quality paper specific to the position applied for. (Refer to Appendix 4 in Student Workbook)
7. Ask students to choose a position that they are applying for and fill up their details in Workbook. They use that information to create a résumé keeping in mind the position that they are applying for. They must also prepare a suitable covering letter.
8. Guide students about qualification/experience required for the chosen position.
9. Explain to students the importance of honesty and integrity of information provided in the résumé and CV. But for practice purposes, allow them to write fictitious information/details about qualification/experience as suitable for the position.

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Lesson 202: Preparing for the Interview

Objective

1. Students will get familiar with do's and don'ts of preparing for the interview.
2. Students will make a preparation list for facing the interview.

Materials

- Workbook
- Old Level 2 Book 2 Student Workbook Lessons 73-78 OR New Student Workbook 4 Lessons 169-173

Procedure

1. Explain to the students how preparation is the key to a successful job interview.
2. Explain to students preparation required to prepare for a face-to-face interview and telephonic interview.
3. Divide students into 4 groups.
4. Taking 2-3 positions selected by the students on the previous day and for each position:
 - a. Group 1 will make and present a checklist of documents that must be organized in preparation of the interview.
 - b. Group 2 will make and present a checklist of positive body language/intonation/polite phrases that must be rehearsed before the interview.
 - c. Group 3 will make a checklist of personal hygiene/grooming to be taken care of before the interview.
 - d. Group 4 will make a checklist of grammar/vocabulary to be used during interview.
5. Each checklist must have not less than 10 items relevant to the task.
6. Peer feedback - After Group 1 presents, other groups will suggest additions to the list or seek clarification from Group 1.
7. Ensure that the students have a healthy and detailed discussion around these checklists. Keep a copy of these for Lessons 203 and 204.
8. Ask students to review vocabulary in Old Level 2 Book 2 Student Workbook Lessons 73-78 OR New Student Workbook 4 Lessons 169-173.

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Lesson 203: Facing the Interview

Objective

1. Students will get familiar with do's and don'ts of facing the interview.
2. Students will practice mock interviews.

Materials

- Workbook
- Appendix 5 (Student Workbook)
- Appendix 4 & 2 (Facilitator Handbook)

Procedure

1. There will be no TMM today.
2. Brainstorm with students using a mind map (Appendix 4 in Facilitator Handbook) about preparation required for the job interview - documents, grooming, response to qualification/experience/interest, finding details about the job/organization/place of interview etc.
3. Explain to students the do's and don'ts of speaking, body language, intonation, etiquette etc while facing a job interview. Emphasize the importance of each and how an interviewer is forming an impression about the candidate based on how/what he says, how he walks in/sits/ conducts himself during the interview/walks out, how he greets/appears/carries himself. (Refer to Appendix 2 in Facilitator Handbook)
4. Brainstorm with the students about commonly asked job interview questions. (Refer to Appendix 5 of Student Workbook)
5. Discuss with students how these questions must be answered honestly, positively and specifically.
6. Organize the students into 2 groups - Group 1 will be interviewers and Group 2 will be interviewees for 3-5 positions as in Lesson 201.
7. Form a panel of 3-4 interviewers from Group 1 and one member from Group 2 appears for an interview. Other members of Group 1 & 2 will give feedback to interviewee about - language used during the interview; pronunciation, intonation and body language; quality of responses; use of polite phrases.
8. Follow up with other rounds of the interview with remaining members of Group 1 & Group 2.
9. Before the students leave tell them that as selected in Lesson 201, they must come prepared (refer to checklist for preparation in Lesson 202) for Mock Interviews on the next day.
10. They must come well groomed, formally dressed, with dummy documents, copy of their résumé, having rehearsed polite phrases and other responses.
11. Mock Interviews will be held for each of the positions and in some cases there will be more than one interview for a position.

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Lesson 204: Mock Interviews 1

Objective

1. Students will practice mock interviews.

Materials

- Workbook
- Checklists prepared in Lesson 202
- Appendix 5 (Student Workbook)

Procedure

1. There will be no TMM today.
2. Ensure that the students have dressed/prepared for the Mock Interviews today. Ask students who have not come prepared to be the audience today.
3. Students who are shy can be interviewed 1-on-1 by the facilitator.
4. Mock Interviews: Student 1 from Group 1 will be interviewed by Student 2 of Group 1. After that Student 2 of Group 1 will be interviewed by Student 1 of Group 1. Do not mix the groups- the interviewer and the interviewee must be from the same group and each member of the group must get a chance to be interviewee and interviewer. Students may refer to Appendix 5 (Student Workbook) to review/prepare.
5. When Group 1 is presenting other groups rate them on the basis of checklists prepared in Lesson 202. The facilitator assesses them on grammar.

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Lesson 205: Work Etiquette

Objective

1. Students will understand work etiquette.
2. Students will learn the importance of work etiquette.

Materials

- Workbook

Procedure

1. Explain to students what the word 'etiquette' means.
2. Just as living in a society requires us to follow a set of rules, following appropriate social behavior within the office ensures team respect and an enjoyable working experience. Explain to students that work etiquette is following a simple set of rules for getting along with other people in an organization/at work.
3. Review the lesson in Student Workbook.
4. Divide the class into 2 groups - Group 1 will prepare and present a short skit on office scene where no work etiquette are followed. They must demonstrate 8-10 things that were wrong in that scene or behavior of people involved.
5. After observing Group 1, Group 2 will prepare and present the same office scene but with work etiquette being followed.
6. If time permits, swap the groups - Group 2 can now prepare and present a short skit on office scene where no work etiquette is followed. Make sure that it is different from the previous one. Group 1 can now prepare and present the same office scene but with work etiquette being followed.

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Lesson 206: Role Play

Objective

1. Students will practice work etiquette in a simulated work scenario.

Materials

- Workbook
- Appendix 3 (Facilitator Handbook)
- 8-10 Chart Paper
- Colored pens

Procedure

1. There will be no TMM today.
2. Divide the class into groups of 4-5 students. Each group will select a topic from Appendix 3 (Facilitator Handbook).
3. Each group will use chart paper to design the office-like set up relevant to their topic. While the basic set-up can be the same for all groups, minor changes can be made (labels etc.) by each group to reflect the office set-up according to their topic.
4. Ensure that all members of the group participate in the preparation of the chart papers.
5. Once the groups are ready with props (chart papers), give them 5-10 minutes to prepare their role play as per the topic selected from Appendix 3 (Facilitator Handbook).
6. End the role play with a big/small group discussion on the role plays presented by different groups.
7. Do not discard the props as they will be used in Lesson 208.

Extension

The facilitator gives feedback to each group about use of grammar and work etiquette.

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Lesson 207: Success at Work

Objective

1. Students will become aware of good work habits.
2. Students will be able to reflect, track and speak fluently about their work habits.

Materials

- Workbook
- Appendix 4 (Facilitator Handbook)

Procedure

1. Use a mind map (Appendix 4 - Facilitator Handbook) to brainstorm with students possible meaning/definition of 'success'.
2. Speak to students about organizational and individual success.
3. Review the points given in Lesson 207 of Student Workbook for success at work. Use cause and effect to describe to/discuss with students the importance of each point/sub-point. For example, Stick to Your Work Schedule - Cause- an employee does not come on time regularly. Effect- He is not trusted and will lose his job.
4. Use the mind map to create a rubric for evaluating work habits of facilitator and students.
5. The facilitator models and then asks each student to evaluate self and a classmate using the rubric.
6. Form groups and members of the group discuss their work habits and how they have evaluated themselves giving examples/anecdotes.

Extension

Model and ask students how they can improve their work habits. These must be specific, easy to achieve ideas.

Lesson 208: Workplace Challenges

Objective

1. Students will understand the possible challenges at workplace.
2. Students will learn how to tackle these workplace challenges professionally.

Materials

- Workbook
- Appendix 5 (Facilitator Handbook)
- Props made in Lesson 206

Procedure

1. Brainstorm using a mind map the possible challenges an employee can face at work and possible ways in which these can be resolved/overcome successfully.
2. Review the points given in Lesson 208 of Student Workbook for challenges at workplace. Use problem-solution methodology to describe to/discuss with students the importance of each point/sub-point. For example, Problem- a new employee may find it difficult to understand and work in teams with strangers. Solution- ask questions when you do not understand something and be friendly/respectful to all.
3. Form groups of 2-3 and ask each group to choose a scenario from Appendix 5 (Facilitator Handbook).
4. Give students 5 minutes to plan the props (made in Lesson 206) that they will use for their dramatization, roles that group members will play and an oral script of the dramatization.
5. Each group must present and after each group's presentation, the other groups take turns to discuss whether or not the dramatization was the best way to resolve the challenge in the given scenario. For example, after Group 1 presents, Group 2, 3, 4 and 5 will agree or disagree with (giving reasons) the way Group 1 presented the solution in their dramatization.

Extension

Ask students to summarize the day's lesson.

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Lesson 209: Excellence at Work

Objective

1. Students will understand how to be excellent at workplace.

Materials

- Workbook

Procedure

1. There will be no TMM today.
2. Explain to students the difference between work ethics and work excellence - the former is about character - honesty, punctuality etc while the latter is about quality of work that one puts in. Success at work requires both in equal measures.
3. Discuss with students' their responses to the Workbook exercise. Do not provide answers, instead get the students to discuss and then fill the responses in the workbook. The facilitator probes, extends, concludes and facilitates this discussion.
4. For each exercise, ask the students what traits will get appreciation/promotion and which ones will bring grief/dismissal.
5. Divide students into groups of 4-5.
6. Organize a group discussion on the following topics:
 - a. "Excellence is not a skill. It is an attitude." --Ralph Marston
 - b. "If a man is called to be a street sweeper, he should sweep streets even as a Michaelangelo painted, or Beethoven composed music or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, 'Here lived a great street sweeper who did his job well.'" - Martin Luther King Jnr.
 - c. "Excellence is never an accident; it is the result of high intention, sincere effort, intelligent direction, skillful execution and the vision to see obstacles as opportunities."- Anonymous
 - d. "Life's like a play: it's not the length, but the excellence of the acting that matters."- Lucius Annaeus Seneca
7. Each group gets 7-10 minutes for preparing and presenting the discussion.
8. When one group is discussing, other groups must listen attentively to assess:
 - a. use of Discussion Protocol
 - b. use of correct grammar
 - c. pronunciation of words
 - d. quality of discussion (lots of examples, participation by all, discussion relevant to the topic)

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Lesson 210: Winners & Losers

Objective

1. Students will understand what is a winning attitude.
2. Students will understand that winning and losing are choices we make ourselves.

Materials

- Workbook
- Appendix 6 (Student Workbook)
- Appendix 6 (Facilitator Handbook)

Procedure

1. Model Recitation- The facilitator recites the poem, slowly with proper intonation and expression. (Refer to Appendix 6 in Student Workbook and Appendix 6 in Facilitator Handbook).
2. Shared Recitation- Each students reads two lines from the poem. This is followed by a few students reciting the complete poem.
3. Discuss (not explain) each line of the poem. During discussion ask students to give you real-life examples of person/situations, both from personal and work life, to connect with the poem.
4. The poem must be savored slowly and not rushed.
5. Ask students to complete Exercise A. in the Workbook.
6. After everyone has completed, ask students to share their responses.
7. Emphasize with lots of examples how winning and losing is a choice we make and how it is an attitude rather than an ability.
8. Ask students to make a choice on whether they choose to be a winner or loser, irrespective of what comes their way or what they do in life.
9. Ask students to complete Exercise B. in the Workbook. They must make individual choices about what they need to continue, stop and start doing to be a winner in their lives.
10. After all students have completed Exercise B., ask them to share their resolutions to win in life. Make this optional and do not force students to share.

Extension

Ask students to memorize the poem.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 211: Personal Responsibility

Objective

1. Students will understand different roles and responsibilities.
2. Students will practice to talk about their personal responsibilities fluently and competently.

Materials

- Workbook

Procedure

1. Explain to students the difference between chores and responsibilities.
2. Using examples, explain how rights and responsibilities are two sides of the same coin.
3. Tell the students the different roles that the facilitator plays - role of a son/daughter, FEC facilitator, wife/husband/friend, student/parent etc. Ask students to share the different roles that they have in life.
4. Think, Pair & Share: Using the format given in the Exercise A. in Workbook, each student must prepare a list of personal responsibilities.
5. Then, they pair up with a partner and talk about their personal responsibilities with each other. They use the Venn Diagram to compare their responsibilities with each other.
6. Each pair will share a few lines about the comparison.
7. As a big group discuss:
 - a. the importance of completing an expected task
 - b. what happens when someone can't or won't do an expected job
 - c. how it reflects on that person
8. Ask the students to rate themselves on responsibilities that they have outlined in Exercise A. in the Workbook. They could rate as Very Well/Well/Not Well At All, 3/2/1 etc.

Extension

Ask students to look at the personal responsibilities that they are not performing too well and make an Action Plan to discharge those better.

Lesson 212: Work Responsibility

Objective

1. Students will understand a few distinct work responsibilities.
2. Students will practice to talk about their work responsibilities fluently and competently.

Materials

- Workbook

Procedure

1. Using examples, explain how rights and responsibilities are two sides of the same coin at work. Start the discussion by facilitator talking about his professional rights and responsibilities as an FEC Facilitator.
2. Ask students to share some of the diverse work/professional roles that they play and the responsibilities that they have in those work roles.
3. Think, Pair & Share: Using the format given in the Exercise A. in Workbook, each student must prepare a list of work/professional responsibilities.
4. Then, they pair up with a partner and talk about their work/professional responsibilities with each other. They use the Venn Diagram to compare their responsibilities with each other.
5. Each pair will share a few lines about the comparison.
6. As a big group discuss:
 - a. the importance of completing an expected task at work
 - b. what happens when someone at work can't or won't do an expected job
 - c. how it reflects on that person
7. Ask the students to rate themselves on responsibilities that they have outlined in Exercise A. in the Workbook. They could rate as Very Well/Well/Not Well At All, 3/2/1 etc.

Extension

Ask students to look at the work responsibilities that they are not performing too well and make an Action Plan to discharge those better.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 213: Civic Responsibility

Objective

1. Students will understand their civic responsibilities.
2. Students will practice to talk about their civic responsibilities fluently and competently.

Materials

- Workbook

Procedure

1. Explain the concept of community and citizenship.
2. Using examples, explain how rights and responsibilities are two sides of the same coin in the society. Start the discussion by facilitator talking about his civic rights and responsibilities.
3. Extend the discussion to rights and responsibilities of students as citizens of the country or members of a community.
4. Think, Pair & Share: Using the format given in the Exercise A. in Workbook, each student must prepare a list of his/her civic responsibilities.
5. Then, they pair up with a partner and talk about their civic responsibilities with each other. They use the Venn Diagram to compare their responsibilities with each other.
6. Each pair will share a few lines about the comparison.
7. As a big group discuss:
 - a. the importance of keeping the surroundings clean
 - b. preserving an non-threatening environment
 - c. maintaining public property
 - d. maintaining law and order
 - e. concern for the vulnerable groups like elderly, young children, differently-abled etc
 - f. preserve freedom and justice
8. Ask the students to rate themselves on responsibilities that they have outlined in Exercise A. in the Workbook. They could rate as Very Well/Well/Not Well At All, 3/2/1 etc.

Extension

Ask students to look at the civic responsibilities that they are not performing too well and make an Action Plan to discharge those better.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 214: Spin-a-Yarn

Objective

1. Students will articulate the concept of responsibility.

Materials

- Workbook
- Appendix 5 in Level 2 Facilitator Handbook
- Appendix 7 (Facilitator Handbook)

Procedure

1. Narrate the story, 'I am Hummingbird' by Wangari Mathai. Talk briefly about Wangari Mathai. (Refer to Appendix 7 in Facilitator Handbook)
2. Ask students to:
 - a. summarize the life of Wangari Mathai.
 - b. connect any part of the story with their own life.
3. Spin a Yarn: Form groups of 5. Using the fish bowl format Refer to Appendix 7 of Level 2 Facilitator Handbook, ask Group 1 sit in the inner circle.
4. Give students instructions about the activity:
 - a. All students must speak grammatically correct sentences
 - b. All students must listen carefully since they have to continue what another students started
 - c. Students must recall and use knowledge of parts of story
 - d. The story must be based on the topic, 'Responsibility'
5. The facilitator starts a story on responsibility and then Group 1 has to continue and end the story.
6. Student 1 in Group 1 continues the story where the facilitator left off. He/she speaks for 1 minute and then the facilitator asks him/her to stop. Then, Student 2 in Group 1 continues the story and so on till all members of the group get to speak. Each student must extend the story and speak for about a minute.
7. On completion of the story, the students in the outer circle give feedback to Group 1 based on instructions given in point 4. above.
8. All the groups Spin the Yarn in the same manner.

Extension

Ask students to share their views on "There are two primary choices in life: to accept conditions as they exist, or accept the responsibility for changing them."- Denise Waitley.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 215: Discussion

Objective

1. Students will practice sharing their views about responsibility.
2. Students will learn to analyze and problem-solving using English.

Materials

- Workbook
- 4 Different Colored Hats
- Appendix 8 & 9 (Facilitator Handbook)

Procedure

1. The duration of this lesson is 1 hour and 15 minutes.
2. Explain to students the use and importance of Edward de Bono's Six Thinking Hats for analyzing and problem-solving. Give a few examples as given in Appendix 9 (Facilitator Handbook).
3. Ask a few students to teachback the use and importance of the Thinking Hats with examples.
4. Divide the class into 4 different groups. Each group is assigned one of the 4 hats. They must speak accordingly.
5. The facilitator chooses a topic from Appendix 8 (Facilitator Handbook). Taking turns, each group speaks as per the color assigned. For example, if the class is discussing, "Job market is a competitive place", Red Hat group talks about feelings (negative and positive) about the topic- how does that job-seeker feel, how does employer feel etc.
6. After the 4 groups have discussed, the Facilitator summarizes the discussion and gives feedback on whether or not the groups:
 - a. used Discussion Protocol
 - b. used appropriate grammar
 - c. spoke as per the hats assigned

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 216: Consolidation

Objective

1. Students will practice sharing their views about responsibility.
2. Students will learn to analyse and problem-solving using English.

Materials

- Workbook
- 4 Different Colored Hats
- Appendix 8 (Facilitator Handbook)

Procedure

1. The duration of this lesson is 1 hour and 15 minutes.
2. Ask a few students to teachback the use and importance of the Thinking Hats with examples.
3. Make groups of 4 students. Each group is given a topic from Appendix 8 (Facilitator Handbook)
4. Each group gets 5 minutes to brainstorm about the topic. Each member of the group takes up one hat from red, green, yellow and black. No two members can choose the same hat.
5. Group 1 presents the Group Discussion to the class for 7-10 minutes each. The class observes/ listens to them for:
 - a. use of Discussion Protocol
 - b. use of appropriate grammar
 - c. speech as per the hats assigned
6. After Group 1 has presented, other groups share feedback on the discussion.
7. Next, Group 2 presents the Group Discussion to the class while the other groups observe/ listen and provide feedback. Each group must get its turn to present and provide feedback.
8. At the end of each presentation, facilitator summarizes the discussion.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 217: Respect – 1

Objective

1. Students will understand the concept of respect- self and others.
2. Students will be able to articulate their thoughts well about topics/issues related to respect.

Materials

- Workbook

Procedure

1. Brainstorm with students who they respect and how do they show respect.
2. In case not already covered, ask them if they respect themselves and how they show respect to themselves.
3. Have a free flowing discussion on some of these topics:
 - a. How do people show disrespect - at home, at work, on the roads/streets, in public places etc.
 - b. How does it feel?
 - c. Why do people disrespect?
 - d. What comes first self-respect or respect for others?
 - e. Have you seen seniors (age/hierarchy) show respect to juniors (age/seniority)? If yes, describe.
 - f. How does it feel?
4. Ask students to prepare 2 role plays:
 - a. A conflict/disagreement at home
 - b. A conflict/disagreement at work
5. Each role play must have two versions - one where the people are disrespectful to each other; the other where people are respectful and work towards resolution of the conflict.
6. The audience/facilitator must be completely non-judgmental about the role-play and discuss possible alternatives to conflict resolution respectfully and amicably.
7. Facilitator gives feedback on use of grammar and pronunciation.

Extension

Discuss ways in which the students would like to be shown respect.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 218: Respect – 2

Objective

1. Students will understand the respect for life, materials and environment.
2. Students will be able to articulate their thoughts well about respect for life, materials and environment.

Materials

- Workbook
- Appendix 10 (Facilitator Handbook)

Procedure

1. Discuss with students - “The willingness to accept responsibility for one's own life is the source of self-respect.” - Joan Didion.
2. Narrate the anecdote in Appendix 10 to students and ask for their views.
3. Discuss how self respect manifests itself in our attitude towards life (our own and other people's), materials and environment.
4. Ask students to fill up the Workbook (the first circle). Follow this with a discussion, where students talk, generally, about their attitude towards life (other people), materials and environment. These must be very individual and specific points. For example, I sometimes shout at my mother.
5. Ask students to classify the points into respectful and disrespectful (the second circle).
6. This must be followed by a discussion and personal pledge to rectify some of the points mentioned in ‘Disrespectful’ . This must be done sensitively and specifically. For instance, students must not write, ‘I will respect my house more’ but a more specific - ‘I will put things back in place in my house.’
7. Each student must make and display his/her own individualized Personal Pledge for Respect

Extension

Ask volunteers to share their Personal Pledge for Respect with the class.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 219: Personal Grooming

Objective

1. Students will understand how to appear groomed.
2. Students will be able to communicate effectively about personal grooming.

Materials

- Workbook
- Student Workbook Level 1 Book 2 -Lesson 70

Procedure

1. Explain the life-cycle of a butterfly in brief so that the students understand what a chrysalis is. Ask students to read the short story in the Workbook.
2. Recap Lesson 70 of Level 1 Book 2 so that students recall and differentiate appearance and personality.
3. Ask students to define beauty or what comes to their minds when they think of 'beautiful' or what are some of the things that they find beautiful - take specific vocabulary that students come up with and note it on the board. Each student must give 3-5 words.
4. Ask them to name a few people from their real life whom they consider beautiful and specify the reason (ask them to choose from the vocabulary on the board).
5. Steer the discussion towards workplace. Ask the students to look at the pictures in the Workbook. Ask them - 'Select from these pictures if you were to hire someone to work at the cash counter in your store, who would you hire? Give reasons for your choice'.
6. Steer the discussion towards personal grooming, hygiene and professional appearance.
7. Talk about some companies/professions having a uniform- airlines, department stores, hotels etc so that the staff is easily identified and appears well groomed.
8. Ask student to make a mind map about personal grooming for an interview and work. These can be classified under broad heads: dress, personal hygiene and habits.
9. If time permits, ask students to share the mind map with others in the class.

Extension

Organize group discussion (4-5 students) to discuss their mind map with others. Ensure that the students follow the discussion protocol.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 220: Looking Smart

Objective

1. Students will understand how to look smart and dress appropriately.
2. Students will practice discussing professional appearance.

Materials

- Workbook
- Appendix 11 - 12 (Facilitator Handbook)

Procedure

1. Organize a group discussion about the mind map that the students had prepared on the previous day.
2. Ask students to complete the Workbook exercise.
3. After the students have completed the exercise, demonstrate smart body language. (Refer Appendix 11 (Facilitator Handbook))
4. Ask students to demonstrate and explain positive body language. Each student must demonstrate and explain most/all pointers for body language.
5. Recapping polite phrases, discuss with students polite phrases to be used. (Refer Appendix 12 (Facilitator Handbook))
6. Have students demonstrate learnt etiquette as mini-role plays.
7. Ask students to come prepared for Mock Interview the next day - they will be graded on personal hygiene, appearance, body language, use of polite phrases, intonation and etiquette.
8. They must revise Lessons 193-219, prepare a résumé and covering letter, dress up appropriately and come for the Mock Interview the next day. They must carry the résumé and covering letter in a file/folder.
9. Ask students the name of position/company or organization that they would like to be interviewed for. Students can refer to the Learning Contract if they need help/ideas in selecting.
10. If time permits, ask students to prepare for the Mock Interview.
11. Facilitator must ensure:
 - a. That as a role model, he/she is impeccably dressed himself/herself and ready for interviewing students.
 - b. That he/she is well aware of the different positions/companies that the students have opted for so that he can ask appropriate questions related to that positions/company/organization.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 221: Mock Interviews 2

Objective

1. Students will practice dressing, résumé writing, etiquette, body language, intonation for an interview.

Materials

- Workbook
- Appendix 13 (Facilitator Handbook)

Procedure

1. Facilitator must run a mental checklist of his/her readiness for conducting the Mock Interviews.
2. Mock Interviews may spread to 2-3 days as it must be completed individually with each student.
3. Ask students to refer to the checklist in the Workbook and ensure that they are ready for the Mock Interview.
4. If anything is amiss, give students time to prepare. For instance, if a student has not prepared covering letter, give him time to prepare and schedule his/her interview later in the session.
5. The facilitator prepares a schedule of interviews. While one student is being interviewed the others work on TMM or review Lessons 193-219. The facilitator spends about 10-12 minutes interviewing each student including reviewing their résumé.
6. Once a student is interviewed, he/she may go home or work on TMM.
7. The facilitator will assess the students as per the given rubric. (Refer to Appendix 13 in Facilitator Handbook)
8. To give the students a true flavor of the interview experience, the facilitator may invite another FEC facilitator so that the students build confidence responding to the interview questions.

Extension

If feasible, in Round 2 explore possibility of having some students play the interviewer. The student-interviewers can interview the students who have chosen the same/similar position/company or organization.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 222: Mock Interviews 3

Objective

1. Students will practice dressing, résumé writing, etiquette, body language, intonation for an interview.

Materials

- Workbook
- Appendix 13 (Facilitator Handbook)

Procedure

1. Facilitator must run a mental checklist of his/her readiness for conducting the Mock Interviews.
2. Mock Interviews may spread to 2-3 days as it must be completed individually with each student.
3. Ask students to refer to the checklist in the Workbook and ensure that they are ready for the Mock Interview.
4. If anything is amiss, give students time to prepare. For instance, if a student has not prepared covering letter, give him time to prepare and schedule his/her interview later in the session.
5. The facilitator prepares a schedule of interviews. While one student is being interviewed the others work on TMM or review Lessons 193-219. The facilitator spends about 15 minutes interviewing each student including reviewing their résumé. Once a student is interviewed, he/she may go home or work on TMM.
6. The facilitator will assess students as per the given rubric. (Refer to Appendix 13 in Facilitator Handbook)
7. To give the students a true flavor of the interview experience, the facilitator may invite another FEC facilitator so that the students build confidence responding to the interview questions.
8. Have students reflect on the experience of Mock Interview. You may use these to initiate reflections:
 - a. What new things they learnt? What did they enjoy?
 - b. What was the most difficult part?
 - c. How did they feel before the interview? How do they feel now?
 - d. Are they more confident about facing interviews?

Extension

If feasible, explore possibility of having some students play the interviewer (in Round 2) after all have been interviewed by the facilitator. The student-interviewers can interview the students who have chosen the same/similar position/company or organization.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 223: Impulsive Vs Rational

Objective

1. Students will practice sharing their thoughts on impulsiveness/rationality.
2. Students will reflect and articulate about their own impulsiveness/rationality.

Materials

- Workbook
- 4 colored hats
- Appendix 7 (Student Workbook)
- Dictionary

Procedure

1. There will be no TMM during this week.
2. The lessons for this week will follow the undermentioned format:
 - a. The students will complete the workbook exercise based on this story from Panchatantra.
 - b. This will be followed by class discussion as students share their individual responses.
 - c. Students will then make connections between the story/the theme/main idea and their own life.
 - d. Students will be divided into groups and given scenarios for group discussion using the 4 Thinking Hats (refer to Lesson 215 in Level 3 Facilitator Handbook)
3. Tell the students about The Panchatantra, a collection of short stories. Composed by Vishnu Sharma to impart moral values and life skills to the young princes. The characters of the stories are animals.
4. Give students about 15 minutes to complete the Workbook exercise. The facilitator can guide and help students recall the concept of main idea and in summarizing it. Each student must summarize and write the main idea on his/her own.
5. After the workbook exercise, ask students to share their responses with the class.
6. Ask students to make a word map (Appendix 7 in Student Workbook) for 'impulsive' and 'rational'.
7. Discuss connections made by students between the words 'impulsive'/rational' and themselves. These may be positive or negative.
8. Ask the students to narrate events/incidents from their lives where they have behaved impulsively/rationally.
9. Divide the class into groups of 3-4. Each group discusses - Haste makes waste (phrase). Each group must assign a color to each member of the group. Each group must follow discussion protocol. Groups must be original in their ideas and not repeat thoughts of the previous group.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 224: Discretion

Objective

1. Students will practice sharing their thoughts on discretion.
2. Students will reflect and articulate about their own discretion.

Materials

- Workbook
- 4 colored hats
- Appendix 7 (Student Workbook)
- Dictionary

Procedure

1. There will be no TMM during this week.
2. The lessons for this week will follow the undermentioned format:
 - a. The students will complete the workbook exercise based on this story from Panchatantra.
 - b. This will be followed by class discussion as students share their individual responses.
 - c. Students will then make connect between the story/the theme/main idea and their own life.
 - d. Students will be divided into groups and given scenarios for group discussion using the 4 Thinking Hats (refer to Lesson 215 in Level 3 Facilitator Handbook)
3. Tell the students about The Panchatantra, a collection of short stories. Composed by Vishnu Sharma to impart moral values and life skills to the young princes. The characters of the stories are animals.
4. Give students about 15 minutes to complete the Workbook exercise. The facilitator can guide and help students recall the concept of main idea and in summarizing it. Each student must summarize and write the main idea on his/her own.
5. After the workbook exercise, ask students to share their responses with the class.
6. Ask students to make a word map (Appendix 7 in Student Workbook) for 'discretion'.
7. Ask students about the connections that they have made between the words 'discretion' and themselves. Do they use discretion? If yes, ask the students to narrate events/incidents from their lives where they have used discretion.
8. Divide the class into groups of 3-4. Each group discusses - "Nothing is more dangerous than a friend without discretion." Each group must assign a color to each member of the group. Each group must follow discussion protocol. Groups must be original in their ideas and not repeat thoughts of the previous group.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 225: Truth & Rumor

Objective

1. Students will practice sharing their thoughts on rumor mongering/fact-finding.
2. Students will reflect and articulate about their own attitude towards rumor mongering/fact-finding.

Materials

- Workbook
- 4 colored hats
- Appendix 7 (Student Workbook)
- Dictionary

Procedure

1. There will be no TMM during this week.
2. The lessons for this week will follow the undermentioned format:
 - a. The students will complete the workbook exercise based on this story from Panchatantra.
 - b. This will be followed by class discussion as students share their individual responses.
 - c. Students will then make connect between the story/the theme/main idea and their own life.
 - d. Students will be divided into groups and given scenarios for group discussion using the 4 Thinking Hats (refer to Lesson 215 in Level 3 Facilitator Handbook)
3. Tell the students about The Panchatantra, a collection of short stories. Composed by Vishnu Sharma to impart moral values and life skills to the young princes. The characters of the stories are animals.
4. Give students about 15 minutes to complete the Workbook exercise. The facilitator can guide and help students recall the concept of main idea and in summarizing it. Each student must summarize and write the main idea on his/her own.
5. After the workbook exercise, ask students to share their responses with the class.
6. Ask students to make a word map (Appendix 7 in Student Workbook) for 'rumor'.
7. Ask students about the connections that they have made between the words 'rumor' and their lives. Do they believe everything they are told? If yes, why? If not, how do they find out the truth?
8. Divide the class into groups of 3-4. Each group discusses - "Buy rumor, sell the facts." Groups must assign a color to each member of the group. Each group must follow discussion protocol. Groups must be original in their ideas and not repeat thoughts of the previous group.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 226: Greed & Satisfaction

Objective

1. Students will practice sharing their thoughts on greed and satisfaction.
2. Students will reflect and articulate about their own attitude towards greed and satisfaction.

Materials

- Workbook
- 4 colored hats
- Appendix 7 (Student Workbook)
- Dictionary

Procedure

1. There will be no TMM during this week.
2. The lessons for this week will follow the undermentioned format:
 - a. The students will complete the workbook exercise based on this story from Hitopadesha.
 - b. This will be followed by class discussion as students share their individual responses.
 - c. Students will then make connect between the story/the theme/main idea and their own life.
 - d. Students will be divided into groups and given scenarios for group discussion using the 4 Thinking Hats (refer to Lesson 215 in Level 3 Facilitator Handbook)
3. Tell the students about Hitopadesha, a collection of short stories. Composed by Narayana to instruct young students to grow into responsible adults. The characters of the stories are animals.
4. Give students about 15 minutes to complete the Workbook exercise. The facilitator can guide and help students recall the concept of main idea and in summarizing it. Each student must summarize and write the main idea on his/her own.
5. After the workbook exercise, ask students to share their responses with the class.
6. Ask students to make a word map (Appendix 7 in Student Workbook) for 'greed' and 'satisfaction'.
7. Ask students about the connections that they have made between the words 'greed'/'satisfaction' and themselves. What are they greedy about? How much is enough? How are they affected by other people's greed?
8. Divide the class into groups of 3-4. Each group discusses - "Earth provides enough to satisfy every man's needs, but not every man's greed." Groups must assign a color to each member of the group. Each group must follow discussion protocol. Groups must be original in their ideas and not repeat thoughts of the previous group.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 227: Perseverance

Objective

1. Students will practice sharing their thoughts on perseverance.
2. Students will reflect and articulate about their own determination/perseverance.

Materials

- Workbook
- 4 colored hats
- Appendix 7 (Student Workbook)
- Dictionary

Procedure

1. There will be no TMM during this week.
2. The lessons for this week will follow the undermentioned format:
 - a. The students will complete the workbook exercise based on this story from Jataka tales.
 - b. This will be followed by class discussion as students share their individual responses.
 - c. Students will then make connect between the story/the theme/main idea and their own life.
 - d. Students will be divided into groups and given scenarios for group discussion using the 4 Thinking Hats (refer to Lesson 215 in Level 3 Facilitator Handbook)
3. Tell the students about Jataka tales, a collection of short stories from previous lives/births of Buddha.
4. Give students about 20 minutes to complete the Workbook exercise. The facilitator can guide and help students recall the concept of main idea and in summarizing it. Each student must summarize and write the main idea on his/her own.
5. After the workbook exercise, ask students to share their responses with the class.
6. Ask students to make a word map (Appendix 7 in Student Workbook) for 'perseverance' and 'determination'.
7. Ask students about the connections that they have made between the word 'perseverance' and their lives. Do they know someone who perseveres /is determined? Why do people continue despite facing obstacles/hardships? What is the result of perseverance/giving up easily? What are the students determined about?
8. Divide the class into groups of 3-4. Each group discusses - "Quitters never win and winners never quit." Groups must assign a color to each member of the group. Each group must follow discussion protocol. Groups must be original in their ideas and not repeat thoughts of the previous group.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 228: Story-telling

Objective

1. Students will practice creating grammatically correct stories - orally or in writing.
2. Students will narrate their self-created story with correct intonation, facial expression and body language.

Materials

- Workbook
- Dictionary
- Student Workbook Level 1 Book 2 (Lesson 64)
- Old Student Workbook Level 2 Book 2 (Lessons 67-72)/ New Student Workbook Book 4 (Lessons- 164-168)

Procedure

1. The activity today will need an hour.
2. Students have heard and read many stories by now. It is time for them to create one themselves.
3. Review Lesson 64 (Student Workbook Level 1 Book 2) about parts of a story. Practice parts of a story using the stories that they have heard/read this week.
4. Tell the students that stories are all about communicating a message effectively and creatively. Ask students to think of a message that is worth sharing/spreading.
5. Next, the students plan the parts of their stories. Using procedural vocabulary (Old Student Workbook Level 2 Book 2 (Lessons 67-72)/ New Student Workbook Book 4 (Lessons- 164-168) they can write the first draft (Once upon a time; then; thereafter; so; as; since; after that; finally etc.). Give students 20 minutes for this and guide them whenever they need help.
6. Then the students review the first draft using phrases, proverbs, descriptive language, correct grammar etc to make a final draft. Give students 20 minutes for this exercise.
7. Students get 10 minutes to prepare for narration of the story. Each student must narrate the story (without reading from the script) using appropriate intonation, facial expression and body language.
8. After one student has presented his/her story, the facilitator asks another to retell and identify the main idea of the story. This will ensure that students listen attentively.
9. Facilitator gives feedback to the students on use of grammar, intonation, facial expression and body language.

Extension

If time permits, encourage students to make props for their stories and narrate the story using props. Alternatively, creation of the story can be done on one day and narration on the next day.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 229: Newsweek 1

Objective

1. Students will learn to understand and analyze newspaper articles.
2. Students will practice discussing news critically.

Materials

- Workbook
- Complete newspaper with supplements
- Level 1 Book 2 (Lesson 85)
- 5-7 short newspaper articles without headlines

Procedure

1. Recap Lesson 85 (Level 1 Book 2) for parts of a newspaper with the help of real newspaper and supplement sections.
2. After the students complete the Workbook exercise, ask students to share their responses / choice of headlines. Allow a student to have 2-3 headlines for the article.
3. Divide the students into 4 groups - Group 1 has to summarize the article; Group 2 has to speak in favor and agree with the Chief Minister; Group 3 has to speak against and disagree with the Chief Minister; Group 4 has to sum up the discussion by summarizing/analyzing comments made by Group 1, 2 & 3.
4. Each group gets 5 minutes for discussion and must:
 - a. follow the Discussion Protocol
 - b. discuss the assigned task
 - c. use grammar appropriately
 - d. use appropriate intonation, facial expression and body language
5. After each group has presented, ask a few students to sum up the discussion for the day- summarizing, sharing his/her views for and against and concluding.
6. Give each student a newspaper article for homework. Select articles carefully- articles that have a social message not just news/events/occurrences. They must:
 - a. think of an alternative headline for it
 - b. analyze it - summarize, think whether they agree/disagree with what happened/was said etc.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 230: Newsweek 2

Objective

1. Students will learn to understand and analyze newspaper articles.
2. Students will practice discussing news critically.

Materials

- Workbook
- Complete newspaper with supplements
- 5-7 short newspaper articles without headlines

Procedure

1. Ask students to summarize the articles given to them on the previous day. They must give it an appropriate heading as well.
2. After everyone has shared their homework, ask the students to complete the Workbook exercise.
3. After the workbook exercise is completed, ask students to share their responses / choice of headlines. Allow a student to have 2-3 headlines for the article.
4. Divide the students into 4 groups - Group 1 has to summarize the article; Group 2 has to speak in favor of the article; Group 3 has to speak against the article; Group 4 has to sum up the discussion by summarizing/analyzing comments made by Group 1, 2 & 3.
5. Each group gets 5 minutes for discussion and must:
 - a. follow the Discussion Protocol
 - b. discuss the assigned task
 - c. use grammar appropriately
 - d. use appropriate intonation, facial expression and body language
6. After each group has presented, ask a few students to individually sum up the discussion for the day- summarizing, sharing his/her views for and against and concluding.
7. Give each student a newspaper article for homework. Select articles carefully- articles that have a social message not just news/events/occurrences. They must:
 - a. think of an alternative headline for it.
 - b. analyze it - summarize, think whether they agree/disagree with what happened/was said etc.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 231: Newsweek 3

Objective

1. Students will learn to understand and analyze newspaper articles.
2. Students will practice discussing news critically.

Materials

- Workbook

Procedure

1. Ask students to summarize the articles given to them on the previous day. They must give it an appropriate heading as well.
2. After everyone has shared their homework, ask the students to complete the Workbook exercise.
3. After the workbook exercise is completed, ask students to share their responses / choice of headlines. Allow a student to have 2-3 headlines for the article.
4. Divide the students into 4 groups - Group 1 has to summarize the article; Group 2 has to speak on behalf of the shopkeepers/residents of the area where the garbage is burnt; Group 3 has to speak on behalf of the municipal corporation of the city; Group 4 has to sum up the discussion by summarizing/analyzing comments made by Group 1, 2 & 3.
5. Each group gets 5 minutes for discussion and must:
 - a. follow the Discussion Protocol
 - b. discuss the assigned task
 - c. use grammar appropriately
 - d. use appropriate intonation, facial expression and body language
6. After each group has presented, ask a few students to individually sum up the discussion for the day- summarizing, sharing his/her views on the topic and concluding.
7. As homework, each student must prepare an action plan (4-5 points) to deal with the problem of garbage burning. This can be a written or a verbal plan.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 232: Newsweek 4

Objective

1. Students will learn to understand and analyze newspaper articles.
2. Students will practice discussing news critically.

Materials

- Workbook
- Old Student Workbook Level 2 Book 2 (Lesson 79-84)/ New Student Workbook Book 4 (Lessons 175-180)

Procedure

1. Ask students to share the action plan (given as homework on the previous day) to deal with the problem of garbage burning.
2. After everyone has shared their homework, ask the to students complete the Workbook exercise.
3. After the workbook exercise is completed, ask students to share their responses / choice of headlines. Allow a student to have 2-3 headlines for the article.
4. Divide the students into 4 groups - Group 1 has to summarize the article; Group 2 has to speak about availability of health care facilities in their locality; Group 3 has to speak about health care challenges faced by the people in the locality; Group 4 has to sum up the discussion by summarizing/analyzing comments made by Group 1, 2 & 3.
5. Each group gets 5 minutes for discussion and must:
 - a. follow the Discussion Protocol
 - b. discuss the assigned task
 - c. use grammar appropriately
 - d. use appropriate intonation, facial expression and body language
6. After each group has presented, ask a few students to individually sum up the discussion for the day- summarizing, sharing his/her views on the topic and concluding.
7. As homework, each student must prepare a letter/email to the Chief Minister for improvement of health care facilities in their area. Before the students leave, recap the formal letter/email writing format. (Old Student Workbook Level 2 Book 2 (Lesson 79-84) OR New Student Workbook Book 4 (Lessons 175-180)

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 233: Newsweek 5

Objective

1. Students will learn to understand and analyze newspaper articles.
2. Students will practice discussing news critically.

Materials

- Workbook

Procedure

1. Ask students to share the letter/email that they have drafted for the Chief Minister to improve health care facilities in their area.
2. After everyone has shared their homework, ask the students to complete their Workbook exercise.
3. After the workbook exercise is completed, ask students to share their responses / choice of headlines. Allow a student to have 2-3 headlines for the article.
4. Divide the students into 4 groups - Group 1 has to summarize the article; Group 2 has to speak about availability of sporting facilities in their area; Group 3 has to speak about the impact (positive and negative) of poor sporting facilities in a locality; Group 4 has to sum up the discussion by summarizing/analyzing comments made by Group 1, 2 & 3.
5. Each group gets 5 minutes for discussion and must:
 - a. follow the Discussion Protocol
 - b. discuss the assigned task
 - c. use grammar appropriately
 - d. use appropriate intonation, facial expression and body language
6. After each group has presented, ask a few students to individually sum up the discussion for the day- summarizing, sharing his/her views on the topic and concluding.
7. As homework, each student must prepare a letter/email to the Chief Minister about improvement of sporting facilities in their area.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 234: Consolidation

Objective

1. Students will learn to report incidents/events/issues, verbally or in writing.

Materials

- Workbook

Procedure

1. There will be no TMM today.
2. Ask students to share the letter/email that they have drafted for the Chief Minister for improvement of sporting facilities in their area.
3. After everyone has shared their homework, tell the students that they are TV/newspaper reporters for the day. They have to prepare a written/verbal script and present it as a TV reporter.
4. Start by asking students to pick a topic/issue that they feel strongly about. They must write/ make mental note of the topic/issue and some facts about it.
5. Students will then write down their views about the topic/issue. Each student must interview 2 other students from the class about their views on the topic/issue.
6. Each student then prepares the first draft of the script. Once completed, students review it for grammar and prepare a final draft.
7. Give them 10 minutes to rehearse the script. Appoint a few camera-persons who can pretend to be recording the report. Each student gets 3-5 minutes to share his/her report.
8. While presenting in front of the camera, each student must:
 - a. follow the Presentation Protocol (Level 1)
 - b. report about the chosen topic/issue
 - c. use grammar appropriately
 - d. use appropriate intonation, facial expression and body language
9. After one student has presented, the other students must give a star rating (1-5) and reasons for rating it so.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 235: Beating the Odds

Objective

1. Students will learn about qualities that make a real hero.
2. Students will practice discussing role models and heroism.

Materials

- Workbook

Procedure

1. A role model is someone real and similar who has achieved success that brings benefits to many. Through his life this person shows us how to live and win.
2. Many of us, including our students do not have role models. We want to win/achieve but do not know how or what qualities to develop. So we start imitating popular people who may have completely different set of realities from ours. Also, since these are people we have little or no contact with in our daily lives, we cannot see the effort they put into becoming successful, imitating their behaviors/appearance might just be harmful for us as well as others.
3. Tell the students what a role model is. Then ask the students to share (as the students share, make a list on the board):
 - a. who their role model is.
 - b. what makes him/her a role model?
 - c. what have they learnt/imbibed from the role model?
 - d. how has this learning from role model helped them in life?
4. Ask the students to complete the Workbook lesson. After students have completed the work, ask them to share their responses.
5. Revisit the same questions as in 3. and see if the responses are any different this time.
6. Ask a few students to sum up the work done during the class.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 236: Attitude is Everything

Objective

1. Students will learn about having a winning attitude irrespective of circumstances.
2. Students will practice discussing importance of good attitude.

Materials

- Workbook
- Appendix 14 (Facilitator Handbook)

Procedure

1. Narrate the parable of The Three Stone Masons. (Refer to Appendix 14 in Facilitator Handbook).
2. Many of us, including our students are more focused on what we do not have and miss out what we have been blessed with. Write on the board - Count your blessings, not your crosses.
3. Ask students to speak about their blessings. List them on the board.
 - a. what makes it a blessing?
 - b. do all people have that blessing?
 - c. are they thankful for it?
 - d. how much time in a day do they spend thinking/expressing gratitude for their blessings?
 - e. what are their crosses?
 - f. how much time in a day do they spend complaining about the crosses/problems?
4. Steer the conversation towards:
 - a. do they appreciate being able-bodied as a blessing or take it for granted?
 - b. does everyone have it?
5. Ask the students to complete the Workbook lesson. After students have completed the work, ask a few students to summarize the two articles.
6. Ask students to share their views about the article. Each students must speak and summarize the story; analyze it; make connections between the story and their own lives; talk about the qualities that the people in the story demonstrate; if/how these qualities are useful for individual students in their lives.
7. Revisit the same questions as in 3. and see if the responses are any different this time.
8. Ask a few students to sum up the work done during the lesson.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 237: Reflections of a Learner

Objective

1. Students will reflect on their Free English Classes journey and their growth as speakers of English language.
2. Students will articulate their Free English Classes journey and their growth as speakers of English language.

Materials

- Workbook

Procedure

1. These are the last few lessons for the students in the Free English Class. Before they graduate from the program they must have a sense of direction, goal and attitude for taking responsibility/ownership of their learning.
2. Explain to the students the Listening and Speaking Continuum given in the Workbook.
3. Ask a few students to retell/summarize the continuum.
4. Ask students to refer to the continuum and complete self-evaluation in the Workbook.
5. Ask some students to share their self-evaluation responses. Spend enough time and discussion as this makes students' learning visible to them. This also helps you/AAMF measure students' learning.
6. If time permits, organize small group discussions where students share their journey as learners of English language with each other.
7. At the end, ask a few students to sum up the work done during the lesson.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 238: Power Within You

Objective

1. Students will develop faith in themselves as they become independent users of English language.
2. Students will practice discussing about self-confidence and self-control.

Materials

- Workbook
- Appendix 15 (Facilitator Handbook)
- 20 Slips of paper

Procedure

1. These are the last few lessons for the students in the Free English Class. Before they graduate from the program they must have a sense of direction, goal and attitude for taking responsibility/ownership of their learning.
2. Narrate The Parable of Destiny in a Tossed Coin & The Parable of Evil and Good Inside Us. (Refer to Appendix 15 in Facilitator Handbook)
3. Connecting it with new language that they have acquired by joining the Free English Center program, ask students what the possible scenarios are. Are they going to leave it to chance or are they going to make some choices/decisions to maintain it. Discuss the pros and cons of each.
4. Steer the discussion towards how it is clearly up to the students to keep the language that AAM Foundation has spent so much time, money and effort in building. **IT IS A CHOICE & RESPONSIBILITY.**
5. Ask students to write down all their weakness/problems and negative feelings on slips of paper. Once written, ask them to crush it into a ball with full force; throw it on the floor; trample and stamp on it and throw it in the waste paper basket. Tell the students how they have symbolically thrown out whatever was weak/negative in them and that leaves only what is good inside them.
6. Ask students to share how they will ensure that they keep speaking, practicing and learning English even after they stop coming to the center.
7. Explain to students what a SWOT analysis is. Ask students to complete the SWOT analysis, given in the Workbook, about their speaking, practicing and learning English even after they stop coming to the center.
8. Ask students to discuss the SWOT analysis and open the discussion to other students so that they can share their views/ideas as well.
9. After most/all students have shared their SWOT analysis, ask a few students to sum up the work done during the lesson.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Lesson 239: Looking Ahead

Objective

1. Students will prepare and articulate an individualized Action Plan for continuing to speak/practice/learn English after they discontinue from the Free English Class program.

Materials

- Workbook
- Appendix 16 (Facilitator Handbook)

Procedure

1. These are the last few lessons for the students in the Free English Class. Before they graduate from the program they must have a sense of direction, goal and attitude for taking responsibility/ownership of their learning.
2. Narrate the parable of The Black Belt (Appendix 16 in Facilitator Handbook).
3. Connecting it with new language that they have acquired by joining the FEC program, ask students what the possible scenarios are. Are they going to leave it to chance or are they going to make some choices/decisions to preserve it. Discuss the pros and cons of each.
4. Steer the discussion towards how it is clearly up to the students to keep the language that AAM Foundation has spent so much time, money and effort in building. **IT IS A CHOICE & RESPONSIBILITY.**
5. Ask students to recap how they will ensure that they keep speaking, practicing and learning English even after they stop coming to the center.
6. Based on the individual SWOT analysis done on the previous day, ask each student to focus on the strengths and threats to prepare an individualized Action Plan for himself/herself. For example, if the strength is hard working then the student can plan to read newspapers/old English magazines/story books to keep the language; but the threat maybe 'lack of time/money'. In that case, student plans to overcome the threat by pooling in resources with a friend/neighbor so that he/she does not have to pay for the newspapers/old English magazines/story books or identify places from where he/she can get old newspaper, magazines and books.
7. Ask students to be realistic in preparing the Action Plan and think of small, easy-to-do everyday things that will help them keep the learnt language.
8. Facilitator's guidance will be required by some students.
9. When all students have finished preparing and Action Plan, ask a few students to share their Action Plan.

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Lesson 240: Student Evaluation

Objective

1. Students will teachback a grammar-based lesson from Level 2 book.

Materials

- Workbook
- Old Student Workbooks Level 2 Book 1 and 2/ New Student Workbook 3 & 4

Procedure

1. These are the last few lessons for the students in the Free English Class. Before they graduate from the program they must have a sense of direction, goal and attitude for taking responsibility/ownership of their learning.
2. Connecting it with new language that they have acquired by joining the FEC program, ask students what the possible scenarios are. Are they going to leave it to chance or are they going to make some choices/decisions to preserve it. Discuss the pros and cons of each.
3. Steer the discussion towards how it is clearly up to the students to keep the language that AAM Foundation has spent so much time, money and effort in building. **IT IS A CHOICE & RESPONSIBILITY.**
4. Ask students to recap their Action Plan, done on the previous day, that will ensure that they keep speaking, practicing and learning English even after they stop coming to the center.
5. The ultimate aim of a teacher/facilitator is to become redundant in the life of his/her students. To assess whether or not you have achieved that aim, ask your students to select and teachback a grammar-based lesson from Old Student Workbooks Level 2 Book 1 and 2/ New Student Workbook 3 & 4.
6. On a first-come-first-serve basis, allow students to choose one grammar-based lesson (Old Student Workbooks Level 2 Book 1 and 2/ New Student Workbook 3 & 4) and plan an oral communication activity that they will make to the students for that lesson (Students must design one of their own and not take the one given in the Facilitator Handbook).
7. Give students about 15 minutes to prepare and each student gets 20-30 minutes to present the lesson.
8. Remind the students that they must:
 - a. work within the given time limit and make the lesson interesting for the students
 - b. use appropriate grammar, intonation, body language, facial expression, white board etc
9. The facilitator will evaluate each teachback on clarity of concept; interest level; appropriate use of grammar, intonation, body language, facial expression, white board and timely completion. Each criteria will be assigned a maximum of 4 and a minimum of 1.
10. Share this individual student report with the Student Evaluator at the time of external evaluation.

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Appendix

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Appendix 1
Rubric

	Unacceptable 1 point	Acceptable 2 points	Mastery 3 points
Voice	Voice inaudible and speech unclear for most part of the lesson.	Voice audible and speech clear for most part of the lesson.	Voice audible and speech clear for the whole lesson.
Communication of Knowledge	Poor knowledge of the topic and/or inability to communicate it effectively.	Sufficient knowledge of the topic and/or ability to communicate it effectively for most part of the lesson.	Exceptional knowledge of the topic and/or ability to communicate it effectively for the whole lesson.
Student Engagement	Students were disinterested/inattentive and they were unchecked.	Students were interested/attentive for most of the lesson and they were checked sometimes.	Students were interested/attentive for the whole lesson and they were checked often.
Body Language	Poor body language was used throughout/most of the lesson.	Satisfactory body language was used through most of the lesson.	Appropriate body language was used throughout the lesson.
Use of board	The writing/spacing was inappropriate. The board was rarely used.	The writing/spacing was clear. The board was used sometimes.	The writing/spacing was clear. The board was used to the optimum.

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Appendix 2

Interview Tips

The following are some tips on what you can do to face the job interview well:

Face-to-face Interview:

- ◆ Think of the interview as a conversation, not an interrogation. Be enthusiastic, confident, courteous, and honest.
- ◆ Knock and wait for response before you enter the interview room.
- ◆ Start by greeting the interviewer/s formally with a smile.
- ◆ Listen to the questions carefully and give clear, short and thoughtful answers.
- ◆ Look interested and ask relevant questions about the job.
- ◆ Maintain eye contact with the interviewer/s and appropriate posture at all times.
- ◆ Do not use slangs like 'Nah', 'Ya', 'Huh' etc.
- ◆ Use polite phrases.
- ◆ Keep your mobile phone on silent.
- ◆ Never say anything negative about your present or previous employers.
- ◆ In case you do not know the answer just say, "Sorry, I don't know."
- ◆ Ask the interviewer when s/he expects to get back to you with her/his decision.
- ◆ End the interview with a firm handshake and thank the interviewer/s for their time.

Telephonic Interview:

- ◆ The aim of a phone interview is to gain an invitation for a personal interview and to gather more information for next steps in the process.
- ◆ Be enthusiastic and greet the interviewer.
- ◆ Speak in a conversational manner and be sure to speak loud enough to be heard.
- ◆ Let the interviewer do most of the talking.
- ◆ When s/he asks you a question, explain your answer.
- ◆ Use the opportunity to highlight your skills and experience.

After the Interview

Face-to-face Interview:

- ◆ Send a short thank-you message via letter, email or sms within 24 to 48 hours of the interview.
- ◆ If you are not selected for the job, ask the interviewer which area(s) you could improve on in the future.

Telephonic Interview:

- ◆ When the interview is over, let her/him know that you are very interested in a personal interview at her/his place of business.

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Appendix 3

Role Play

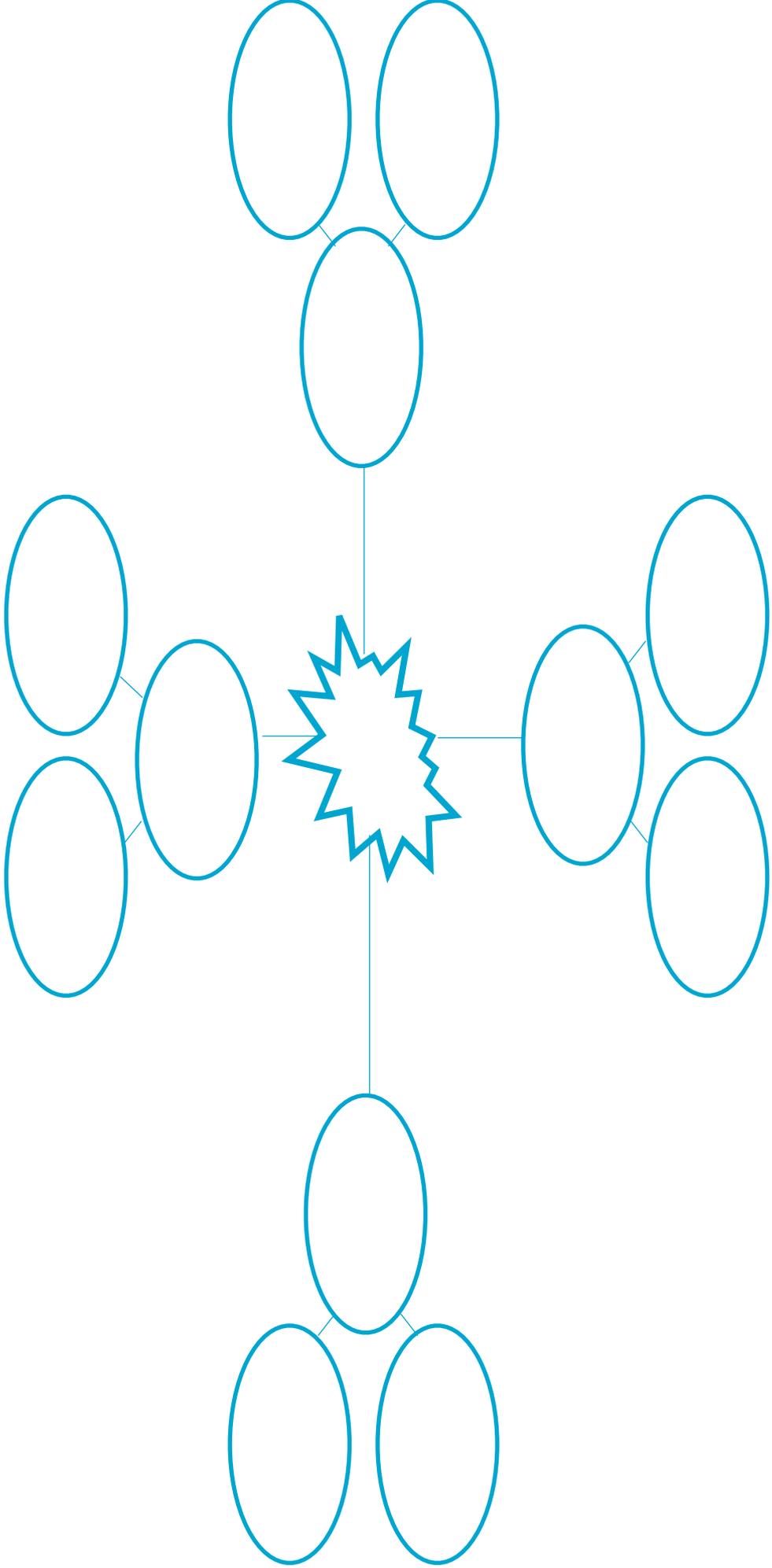
Choose one scenario and prepare a role play with your group:

Setting	Persons	Situation
Dining/kitchen area in office	Manager and Assistant Manager	The Manager leaves the kitchen/dining area unclean after use. Assistant Manager discusses this issue with the Manager.
HDFC Bank	Cashier and Customer	The customer threatens to complain to the Manager about delays in serving him.
Principal's office	Teacher and Parent	The parent is complaining to the Principal about his/her child's teacher giving him/her less marks.
Office	2 colleagues	Colleague 1 feels that the Colleague 2 has not been completing the work in time and so Colleague 1's work is suffering.
Airlines Booking Office	Booking Agent and Customer	A difficult customer keeps changing his itinerary and this is causing a lot of confusion for the booking agent.

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Appendix 4

Mind Map



Subject: _____ Date: _____

Appendix 5

Workplace Challenges

Choose one scenario and prepare a role play with your group:

Setting	Persons	Situation
Restaurant	Customer, Waiter and Chef	The Waiter takes too long to serve the cooked dish to the customer and the customer complains of food not being hot.
ICICI Bank	Cashier and Manager	The Cashier is new at the job and Manager is being impatient with him.
Delhi College	Professor and Principal	The Professor is being rude to the Principal.
Pizza Hut	2 colleagues	Colleague 1 reports late for duty everyday and, therefore, Colleague 2 has to do longer shifts.
Jet Airways	Ground staff and On-flight staff	The on-flight staff has complained about ground staff not doing their duty of weighing the cabin bags. As a result, many passenger have overweight handbags. The Manager has called them to sort out the issue.

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Appendix 6

Winners and Losers

Winners are part of the answer;
Losers are part of the problem.

Winners sees a solution to every problem;
Losers see a problem for every solution.

Winners have a plan;
Losers have an excuse.

Winners say, "Let me do it for you";
Losers say, "That's not my job."

Winners say, "It may be difficult but it is possible";
Losers say, "It may be possible but it is too difficult."

When winners make a mistake, they say, "I was wrong";
When losers make a mistake, they say, "It wasn't my fault."

Winners say, "I must do something";
Losers say, "Something must be done."

Winners are a part of the team;
Losers are apart from the team.

Winners see the gain;
Losers see the pain.

Winners see possibilities;
Losers see problems.

Winners believe in win-win;
Losers believe for them to win someone has to lose.

Winners use hard arguments but soft words;
Losers use soft arguments but hard words.

Winners stand firm on values but compromise on petty things;
Losers stand firm on petty things but compromise on values.

Winners translate dreams into reality;
Losers translate reality into dreams.

Winners empower;
Losers control.

Winners are part of the solution;
Losers are part of the problem.

Winners are not afraid of losing;
Losers are afraid of winning.

Winners say, I was wrong;
Losers say, It was not my fault.

Winners make time;
Losers waste time.

Winners say, I'm good but not as good as I can be;
Losers say, I'm not as bad as a lot of other people.

Winners listen to what others say;
Losers wait until it's their turn to talk.

Winners catch others doing things right;
Losers catch others doing things wrong.

Winners learn from others;
Losers resent others

Winners see opportunities;
Losers see problems.

Winners say, There ought to be a better way;
Losers say, That's the way it's always been done.

Winners celebrate others;
Losers complain about others.

Winners expect success;
Losers expect failure

Winners do it;
Losers talk about doing it.

Winners say, I'll plan to do that;
Losers say, I'll try to do that.

Winners make it happen;
Losers let it happen.

Winners plan and prepare;
Losers hope for things to happen to them.

~ Author Unknown

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Appendix 7

A Biography

WANGARI MAATHAI



EARLY LIFE AND EDUCATION

Born on April 1, 1940, in Kenya, Wangari Maathai grew up in a small village. Her father was a farmer. It was uncommon for girls to be educated, but Maathai's family decided to send her to school.

An excellent student, Maathai was able to continue her education at the Loreto Girls' High School. She won a scholarship in 1960 to go to college in the United States. Maathai earned a bachelor's degree in biology in 1964. Two years later, she completed a master's degree at the University of Pittsburgh.

Returning to Kenya, Maathai studied veterinary sciences at the University of Nairobi. She became the first woman in East Africa to earn a doctorate degree.

GREEN BELT MOVEMENT

Maathai wanted to end the destruction of Kenya's forests and lands caused by development and stop the negative impact it had on the country's environment. In 1977, she launched the Green Belt Movement to reforest her beloved country while helping the nation's women. "Women needed income and they needed resources," Maathai explained to the People magazine. "So we decided to solve both problems together."

Proving to be very successful, the movement is responsible for planting more than 30 million trees in Kenya and providing roughly 30,000 women with new skills and opportunities. Maathai also challenged the government on its development plans and its handling of the country's land. She was beaten and arrested numerous times.

"Nobody would have bothered me if all I did was to encourage women to plant trees," she later said, according to The Economist. "But I started seeing the links between the problems that we were dealing with and the root cause of environmental degradation. And one of those root causes was misgovernance."

After several failed attempts, she finally earned a seat in the country's parliament. In 2004, Maathai was given the Nobel Peace Prize for "her contribution to sustainable development, democracy and peace".

LATER YEARS

In her final years, she battled cancer. She died on September 25, 2011, at the age of 71.

She remains a powerful example of how one person can be a force for change. As Maathai once wrote, "What people see as fearlessness is really persistence."

Adapted from <http://www.biography.com/>

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Appendix 8

Topics

Topics for Discussion

1. Job market is a competitive place.
2. Every member of the society is responsible for its working.
3. Everyone works for money.
4. Needs and wants are different.
5. A good learner makes a good worker.
6. Personal and work responsibilities must be balanced.
7. Happiness is in doing a job well.

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Appendix 9

De Bono's Thinking Hats

'Put on your thinking hats' is often said when someone is asked to think carefully and analytically.

Thinking is a skill that can be learnt. De Bono's Thinking Hats is a very effective way of thinking in an organized manner such that all aspects of the problem are addressed. Each hat focuses thinking in a certain manner and when all/most hats are used for thinking, the problem/issue is looked at from multiple perspectives.

The Six Thinking Hats



Blue Hat Thinking - Process

- What thinking is needed?
- Organizing the thinking
- Planning for action
- Keeping the group on track



White Hat Thinking - Facts

- Available information and data
- Neutral and objective
- What do I need to find out?
- How will I get the information I need?



Green Hat Thinking - Creativity

- Ideas, alternative, possibilities
- Provocation
- Solutions to black hat problems



Yellow Hat Thinking - Benefits

- Positives
- Logical reasoning
- Why an idea is useful



Black Hat Thinking - Cautions

- Difficulties, weaknesses, dangers
- Logical reasoning
- Spotting the risks



Red Hat Thinking - Feelings

- Intuition
- My feelings right now
- Feelings can change
- No reasons are given

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Appendix 10

Respect - 2

Maharaja Ranjit Singh was one of India's greatest kings. Once he was on tour visiting his kingdom at night in disguise. During visit, a beggar recognized him and he bowed in front of the Maharaja to pay respect. Maharaja, in response to the beggar, bowed even more to him and paid him a bagful of money.

When Ranjit Singh moved on, his general asked him, "Sir, you are such a great Maharaja. Why did you bow in front of that beggar?"

Then Ranjit Singh said, "That beggar was poor and illiterate but he knew how to pay respect to others. I am much more educated than him, so I had to show much more respect to him. And that's exactly what I did."

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Appendix 11

Body Language

Action	Pointers
Smile	At appropriate times, especially when: <ol style="list-style-type: none"> 1. you enter the room. 2. you are being introduced.
Eye contact and nod	Look at the person speaking to you and nod occasionally to show that you understand.
Handshake	Firm and not limp. Shake hands, when offered.
Hands	Never in the pocket. Do not make too many hand movements while talking. Do not cross your arms. Put them on the armrest or on your lap, if seated.
Posture	Head up. Sit/stand straight

Our bodies communicate:

Action	Message
1. Blank facial expression	1. Not interested/bored.
2. Touching hair, face, earrings, dupatta	2. Nervousness
3. No smile at all	3. Stressed/dull.
4. Smile all the time	4. Nervousness/non-serious.
5. Crossed arms	5. Defensive.

Appendix 12

Interview Time

Situation	Polite Phrase
You break into a yawn while talking to someone.	Sorry.
Your phone rings during the interview because you forgot to put it on silent mode.	Sorry.
You need to take an urgent call while talking with a colleague.	Excuse me.
If you sneeze while speaking/listening.	Excuse me/Sorry.
You do not understand the question/statement made by the speaker/interviewer.	Excuse me. Could you please repeat that?
You have just reached the office for an interview and need to visit the washroom.	Excuse me. May I use the washroom?

Do or Don't:

1. Be at the interview a few minutes early.
2. Don't look at the speaker/interviewer in the eye. It is rude.
3. Share how bad your current employer is. This will explain why you want to leave your current job.
4. Ask questions, if given a chance.
5. Address interviewer/s as 'Ma'am/Sir'
6. Sit on the edge of the chair.
7. Fiddle with your clothes. That will keep you calm.
8. Keep your phone on silent before you enter the room.
9. Shake hands (if offered) and wait to be asked to sit.
10. To get your point across, you may interrupt the interviewer.

Appendix 13

Rubric

Rubric for evaluating Mock Interview of Individual Students:

Criteria	Excellent	Satisfactory	Needs Improvement
Personal Hygiene/Grooming	The student appeared to be very well groomed along all the pointers.	The student appeared to be well groomed along most of the pointers.	The student appeared to be well groomed along few/none the pointers.
Body Language	The body language was appropriate and effective throughout the interview.	The body language was appropriate through most of the interview.	The body language was inappropriate through most of the interview.
Clarity of Speech & Intonation	The speech was clear, pauses were managed well, pronunciation and the vocabulary well used throughout the interview.	The speech was clear, pauses were managed well, pronunciation and the vocabulary appropriately used through most of the interview.	The speech was unclear with unnecessary pauses; pronunciation and the vocabulary was inappropriately used through most of the interview.
Use of polite phrases	Polite phrases were appropriately used throughout the interview.	Polite phrases were appropriately used through most of the interview.	Polite phrases were rarely used through the interview.
Appropriate Responses	The student responded appropriately and creatively throughout the interview.	The student responded appropriately through most of the interview.	The student responded appropriately to some of the interview questions.

ALL CONVERSATION IN THE CENTER MUST BE IN ENGLISH ONLY.

Appendix 14

Attitude is Everything

Three stone masons were hard at work when a visitor came along and asked them what they were doing.

The first stone mason with sweat beading his brow complained, "I am cutting this stone."

The second stone mason, though less grumpy, responded with a deep sigh, "I'm building a parapet".

The third stone mason replied with a happy face, "I am building a beautiful cathedral that will glorify God for centuries to come."

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Appendix 15

Power Within You

Parable of Destiny in a Tossed Coin

The Japanese General Nabunaga decided to attack even though he had only one soldier to the enemy's ten. He was sure he would win, but his soldiers were full of fear.

On the way to battle they stopped at a temple. After praying in the temple Nabunaga came out and said, 'I shall now toss a coin. If it is heads, we shall win. If tails, we shall lose.'

He tossed the coin. It was heads. The soldiers were so charged up for the fight that they defeated the enemy.

Next day a soldier said to Nabunaga, 'No one can change destiny.' 'Right', said Nabunaga showing him a doubled coin that was heads on both sides.

The Parable of Evil and Good inside us.

One evening an old man told his grandson about a battle that goes on inside people. He said, "My son, the battle is between two "wolves" inside us all.

One is Evil. It is anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority and ego.

The other is Good. It is joy, peace, love, hope, humility, kindness, generosity, truth, compassion and faith."

The grandson thought about it for a minute and then asked his grandfather: "Which wolf wins?"

The old man simply replied, "The one you feed."

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Appendix 16

The Black Belt

A young martial artist kneeling before the Master in a ceremony to receive a hard-earned black belt. After years of relentless training, the student had finally reached a pinnacle and achieved success.

"Before granting the belt, you must pass one more test," says the Master.

"I am ready," responds the student, expecting perhaps one final fight.

"What is the true meaning of the black belt?"

"The end of my journey," says the student. "A well-deserved reward for all my hard work."

The Master waits for more. Clearly, he is not satisfied. Finally, the Master speaks.

"You are not yet ready for the black belt. Return in one year."

A year later, the student kneels again in front of the Master.

"What is the true meaning of the black belt?" asks the Master.

"A sign of highest achievement in our art," says the student.

The Master says nothing. Clearly, he is not satisfied. Finally, he speaks.

"You are not ready for the black belt. Return in one year."

A year later, the student kneels once again in front of the Master. And again the Master asks: "What is the true meaning of the black belt?"

"The black belt represents the beginning - the start of a never-ending journey of discipline, work, and the pursuit of an ever-higher standard," says the student.

"Yes. You are now ready to receive the black belt and begin your work."

To enable 100,000 underprivileged young people per year become competent world class workers.

Free English Classes is an initiative of the AAM Foundation, a registered charitable organization.

AAM Foundation

Set up in June 1999, AAM Foundation runs Free English Class for underprivileged children and youth.

The Free English Classes are currently offered in nearly 75 centers in NCR and has over 5000 children enrolled. These classes help students gain fluency in spoken English, building effective communication skills amongst first generation learners of the language. The classes are open to the general public and are free of cost.

The FEC program is computer based with the students working with a world class English language learning software, supported by especially designed workbook and oral communication activities.

AOL Foundation

AOL Foundation is a not-for-profit arm of Art of Learning, a firm founded in 2009 and working to improve teaching learning practices and strengthen institutional processes/policies in India.

AOL Foundation helps create systems and improve teaching-learning practices and is associated with government schools, budget schools following state curricula as well as with corporates and not-for-profit organizations working in the field of education.

AOL Foundation along with Art of Learning has designed the student and staff manuals for the FEC program and trains the FEC center facilitators on an ongoing basis.

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