Dear Facilitator,
Welcome to the level 2 manual that will aid in the delivery of the IBM-Quest Alliance STEM for Girls Program. The manual will break down the curriculum to explain the approach, the parts and activities to do with learners.

Why do we need such a curriculum/program?

The STEM (Science, Technology, Engineering and Mathematics) mindset and scientific process skills are the need of the 21st century as they,

- help question and challenge stereotypes, myths and superstitions,
- enable better political decisions,
- enable better economic returns,
- enable improved individual behaviours, and
- help to create a more ethical world.

While preparing learners for the 21st-century, shifting one's abilities from being only a consumer of technology to a creator of technology will help learners to pursue their personal or professional goals. It will give them the right knowledge to know how and when to be concerned about their safety in this new digital world.

This new world, however, carries with it many of the inequities present for many decades from the old world. The lack of women leveraging the opportunities presented by this new sphere is only increasing the divide in society. This curriculum focuses on ensuring that all learners – regardless of gender, examine the opportunities and challenges present in pursuing STEM careers and recognise and challenge norms that lead to the creation of an unequitable world.

As a facilitator of this curriculum, we hope you will find the activities engaging and useful in achieving the objectives of the program and have a great experience with the students.

Good Luck!

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LEARNING OUTCOMES

Through the 3-year program, the learner will:

1. **Become aware of self:** their strengths, interests and abilities, aspirations, influences in terms of family and socialisation process, their beliefs, biases and mindsets including gender norms
2. **Become change agents creating solutions using tech and non-tech methods:** Able to reflect on everyday lived realities to recognize the problem and apply scientific inquiry processes to create equitable and sustainable environments
3. **Expand their understanding of career and career options available:** able to research career information, understand the diversity of careers available, understand STEM careers, future career trends and technology, understand how gender influences career decisions
4. **Inculcate and demonstrate 21st-century skills including scientific literacy and computational thinking:** ability to communicate, express, work collaboratively, think critically, research, analyse and make informed decisions specially to challenge gender norms

In Year Two, the focus is on:

SELF-AWARENESS

- Discover the importance of practising **self-awareness** specifically for personal and **professional goal-setting.**
- Recognize **beliefs and values** and various factors that **influence choices, dreams, aspirations, professional goals and interests.**

COMMUNICATION SKILLS

- Listen **actively and incorporate suggestions** from group feedback into own work after the evaluation.
- Demonstrate **constructive feedback giving practises** during project share-out sessions.
- Seek **information online** with an understanding of **online safety.**
- **Include their influencers into their career exploration process** by sharing programmatic learnings with them.

CRITICAL THINKING

- Identify the role **gender stereotypes** play in influencing perception, choices and aspirations.
- Know the various **child rights and apply** in different contexts.
- Apply **STEM mindset to challenge, question and verify and solve a problem.**
- Create projects that **demonstrate solutions** using design for change as an approach.

--Create projects that **demonstrate digital fluency**: **sequencing, looping, events, parallelism** using an open-source, visual programming platform called Scratch.

- **Practise debugging and troubleshooting** on their projects.
- Discover remixing of projects on the Scratch Platform and how to leverage it to create more projects.

CURRICULUM APPROACH

In this curriculum, learners are introduced to basic concepts around self, gender stereotypes, computational thinking, career exploration and they do projects to consolidate their understanding and present to their communities: classmates, teachers and their parents.

Using an Open-Source Visual Programming platform

These projects are created using an open-source visual programming platform called Scratch developed at the MIT Media Labs, USA.

PARTS OF THE CURRICULUM

The curriculum has 4 or 5 elements depending on the availability of a computer and Scratch. These are:

1. **Facilitator Manual:** Classroom lesson plans on how to conduct the sessions and conduct student assessment

2. **Resource Kit:** A set of videos and resources to be used to introduce concepts through examples and exercises.

3. **Student Workbook:** A set of worksheets per session for students to plan their projects and reflect on their learning.

4. **Assessment Tools:** Tool to assess the learner's understanding and progress. It is a self-assessment growth chart (to be done at the end of each module)

5. **Sprite Bank:** A collection of images of Indian characters and backdrops to be used when making projects on Scratch

CURRICULUM OUTLINE

The curriculum includes a set of 4 modules to be done in sequential order. Each module is further broken down into multiple sessions.

Module 1 – Finding my Feet: Reflecting on their self-exploration journey, the students recognize beliefs and values and various factors that influence choices, dreams, aspirations, professional goals and interests through this module.

Module 2 – Thinking beyond gender stereotypes: Students would explore the difference between the words 'sex' and 'gender', understand the aspects of bodily and mental change associated with puberty and how that impacts their lives and career choices. Finally,

students will develop an awareness around the concept of child rights and plan/ design campaigns to address issues of social injustice concerning children.

Module 3 – Creating solutions: This module takes the students through the process of computational thinking. Students plan a survey design, conduct surveys, identify issues and solve a problem. Creating solutions and simultaneously developing communication skills required in creative collaborations are encouraged. They are introduced to safe online techniques and how the internet can be used for personal and professional goals.

This module is planned keeping in mind the fact that many schools lack lab facilities and infrastructure and as an alternative to coding and learning Scratch.

(OR)

Module 3 – Basics of learning to make: Covering the basics of doing projects on the open-source programming platform Scratch, it will set the foundations for the end of module projects they do in the entire curriculum. These sessions provide opportunities for creating stories and simultaneously developing communication skills required in creative collaborations. They are introduced to safe online techniques and how the internet can be used for personal and professional goals.

Module 4 – Finding my career path: Learning through inspirational stories and role models, students identify possibilities and challenges related to career choices and gender. Students explore various STEM careers, conduct interviews and map their community to understand the needs and evolving jobs and careers.

Working towards a final project for the **Share-out Event and Career day**, they present a change that they would like to see in their school or surroundings, or Scratch projects. They hone their presentation skills and participate at the end of program share-out events. They present their exploration of dream jobs and careers.

(Note to designer: Please add pg 8 and 9- from the previous curriculum, some aspects could be redesigned)

GOOD PRACTICES FOR UNDERTAKING AN ACTIVITY

- Prepare in advance for the activity with all the material in place.
- Make participants sit comfortably according to the requirements of the activity.
- Tell the participants the main LEARNING OBJECTIVES of undertaking the activity.
- Sum up the activity based on the responses of the participants and as instructed in the session plan.

GOOD PRACTICES FOR FACILITATING A DISCUSSION

- Discussions are the central part of any activity.
- Create a conducive environment for the participants to share their thoughts and feelings.
- Prepare your questions for discussion well in advance and pose appropriate questions.
- Moderate the discussion by ensuring that the participants discuss freely.
- Ensure that no small group or an individual monopolizes the discussion.
- Get the quiet or shy participants to share.
- Maintain a tight watch on the time allotted for discussions.
- After the discussions are over, connect them to the main topic.
- Summarize the main points that surfaced during the discussion.

GOOD PRACTICES FOR TELLING A STORY

- The success of the storytelling activity depends entirely on how powerfully the story is told to the participants and the discussion that follows after the story is completed.
- Make the participants sit comfortably. A semicircle is a good seating arrangement for a storytelling activity.
- Ensure that your voice is clear, loud and filled with energy.
- Maintain eye contact with all the participants.
- Modulate your voice to convey the drama behind the story.
- Begin by stating the main LEARNING OBJECTIVES of the story and what is expected out of the participants.
- Narrate the story without implying any value judgment or any bias towards any character of the story.
- Sum up the participants' reflections.

GOOD PRACTICES FOR INCLUSION

- The participants could have different needs and make sure that all of them are included.

- Change the activities to suit the needs of participants. For e.g. Some may not be able to run and jump or some would be able to draw instead of write. Change the activities or give alternative suggestions so that everyone can participate.

LESSON PLAN STRUCTURE

This section will help you understand how each session is written. Each session plan follows a similar structure. This outlines the intent of each section of the lesson plan

Session Plan Title:

Time:

Executive Summary:

This outlines the session briefly and the activities that will be done in the session

Learning Objectives:

Outlines the expectations from the sessions in terms of what intended learning would be for the participants

Prior Preparation and Material:

Material needed in terms of teaching and learning aids for the session and reference material for the learners

DO

Process:

This includes step by step instructions for the activities that need to be conducted within the session

Activity description in steps and bullet points

Activity description in steps and bullet points

Activity description in steps and bullet points

Debrief:

This includes the points/insights that you need to cover in the debrief of the session.

Tips for The Facilitator:

If there are any notes for specific activities, those will be mentioned here.

Variations to The Activities:

This includes suggestions on different ways in which the activities can be conducted. It may give ideas on how to overcome constraints of time, space, material or large/small number of participants.

Parent Engagement:

If there are any questions to be asked to parents or as an extension of some of the activities, students could talk to their parents/ grandparents and find out more.

Module 1 – Finding my Feet

Reflecting on their self-exploration journey, the students recognize beliefs and values and various factors that influence choices, dreams, aspirations, professional goals and interests through this module.

Session 1: Revisit and recollect

Time 60 minutes

Executive Summary In this session, students will revisit the general instructions and norms set in the previous year. This session helps explain the course to the students and sets the tone for the program through activities.

Learning Objectives
By the end of this session learners will

- understand the sessions and objectives of the project.
- revisit and co-create the norms for the sessions to work together.

Prior Preparation and Material

- Student Workbooks
- Instructor manual for this session
- Chart paper

Process

Step 1: Introduction

Introduce yourself and ask the students to stand in a circle.

- In the circle show a small action and sing rhythmically- Dum, dum dida dida, dum dum dida dida. The action has to be repeated by everyone while singing the lines. It could be a dance step, simple movement of the hand, hip, foot etc. Tell them that no action can be repeated and everyone will attempt a new action and the group will follow.
- If a circle cannot be formed due to lack of space, students could stand in their places and each person could come to the front one by one and perform the action.
- Ask the students to introduce the person standing next – their name and one thing about the person. Some students could be new to the class. Try and recollect the names of students whom you have met already.

Step 2: Revisit the norms

Ask students if they remember the norm-setting activity they had done last year. If they do remember, ask them to share what they remember. In case there are new students in the classroom, the questions and discussion will help them understand the purpose of this activity.

Questions for discussion -

1. Why did we create the list of norms?

2. Was it helpful? If yes, in what way?

3. What were some of the norms that we all followed?

4. What were some of the norms that we could not follow?

5. What are some of the new norms you would like to add?

Take a few responses as students share. You could write on the board/ or a chart paper as students share.

Prompt them with the following rules if they are not able to come up with them. The following norms can also be put up on a chart paper in class.

- They will not disturb others when a video is being played or when the teacher is explaining something.
- They will respect others' opinions and not interrupt when their fellow students are answering a question or asking doubts.
- They will take turns while answering and wait for other students to complete their sentences.
- Since they have to work in pairs/groups, they will talk to each other in a lower voice so that all students can discuss easily.
- They should both be equally involved in doing the projects and not take a bossy role or a passive one.
- They should complete the work given by the teacher. If he/she gives work as homework, make sure to complete it at home.
- They will not hesitate to ask questions or clarify their doubts in the class. It will help build understanding for everyone.
- They will help their friends when they have doubts or have any questions, and not make fun of others for not knowing something.
- There is no one right or wrong answer and hence students can share freely.
- Everyone will be included in the activities and get a chance to participate
- They will be sensitive to the needs of their friends and include everyone

If the students do not come up with some of these ground rules, put them up on a chart and ask them to read one by one and ask the meaning.

Ask students if they agree with the norms and would follow them.

Step 3- About the program

Ask students to turn to their neighbour and share

What were some of the sessions and themes that they did last year?

What are the key things they remember about the program?

How did they use the workbook?

Ask a few students to share. Tell them that you will repeat the purpose and the themes of the program.

The program will explore: -

- Who am I? - Get to know ourselves better, my interests, strengths, how I relate to others, what have been the influences that affect my choices. We will explore STEM careers and try to identify our career path.

- How should one ask questions and verify? – This will help us examine our notions, stereotypes and myths. We will ask questions, collect data, infer and verify the information. This will help us think critically.

- How to use technology for my goals? - Learn the basics of digital literacy. We will learn how to identify the change that we bring about, brainstorm and share solutions as a project or create a Scratch project based on the availability of a computer.

- How to be more confident? - Learn how to communicate better, making decisions, working in teams and building better relationships.

Talk to them about 'How' they will be learning. While they will be learning about these topics, they will be working with their classmates in a collaborative manner.

- Duration of the course
- The number of hours the session will run
- The number of days in a week they will have this session

The end of the year Share-out Event:

Final Projects: Students will work together to prepare a Scratch project and share with the larger group of audience. Or students will work together to prepare a project and create solutions to an identified issue/ problem and share with the larger group of audience. Share with the students that their final projects will be judged by external judges and will be shared with the whole class.

+ The State Hackathon wherein they can share their projects with other school children from the entire state

+ The Career Day where IBM volunteers shall come

Elaborate on these 2 aspects of how they will be learning during the course:

Classroom Sessions: There will be classroom sessions where they will be learning concepts, gaining knowledge, and doing preparation activities.

They will be working on a computer with one or more partners and will learn by watching videos and creating projects on the computer. A pair/group will have to work together on the final project on Scratch and submit it at the end of the course. Or they will work in groups to identify a change that would like to bring about and find and share solutions. They will present this project at the end of the course.

Workbook: A workbook will be provided to them like the previous year, which will have a recap section for quick reference, tasks to be done in class and worksheets that need to be completed by students at home. This will help reinforce the lessons taught in the sessions. This workbook is also a means for them to explore and understand more about all the various topics they will cover in the program and hence they should complete the worksheets.

Give the learners the workbook and tell them to write their names on the first page. Ask them to go through the workbook whenever they find the time. Tell them that they need to carry the workbook with them for every session.

Debrief

Ask the students to close their eyes for a minute and think about what was discussed in this session. Ask them what they understand about this project. You could take a few responses and summarise on the scope of the project.

Session 2: Reflecting on the journey

Time 60 minutes

Executive Summary This session will give students an opportunity to remember and reflect on their journey of the last year. The method of reflection is a guided visualisation which may help students relax and allow them to look inward.

Learning Objectives
By the end of this session learners will

- reflect on their last year and analyse what has changed around and within themselves.
- revisit their dreams, aspirations, likes/dislikes and interests.

Prior Preparation and Material

- Student Workbooks
- Instructor manual for this session
- Written steps to begin the guided visualization process, soft music if available, sketch pens, crayons, pencil, eraser

Process

Step 1: Game: One thing you wouldn't know...

This game can be played in many different ways. The main objective of the game is to share one thing about yourself that other people wouldn't know if you didn't tell them.

- One person starts the game by sharing one thing that other people wouldn't know about themself if he/she did not tell you.
- After sharing, ask the class if anyone else thought of the same/similar answer. If yes, all the people who thought of the same/similar answer change places with the students sitting near to the person who shared the answer in the beginning. (This becomes one group of people who had similar things to share) .
- From the remaining class, another student shares one thing about himself/herself that other people wouldn't know. And then the game continues where students who had similar answers exchange their places.
- Share an example of things about yourself first. You could give examples about your likes/ dislikes, your role models, what you want to become, your dream job, etc. to set a ground for the next activity.
- This particular variation of the activity is designed considering the time constraint and the number of students. The number of sharing can be changed/ redesigned depending on the number of students, availability of time, and willingness of students.

- A change of place for students can be a good way of getting some physical movement, a break from continuously sitting in one place and can help set up a different energy in the class.

Step 2 - Guided visualisation

Read out the steps before beginning the visualisation and check if all students are comfortable in their seats.

Guided Visualization Part 1

- After everyone settles down, ask students to close their eyes.
- Ask them to think of what they did from the time they woke up today and what are some of the moments they remember.
- Ask them to open their eyes after two minutes and share what they remember.
- After sharing, invite them to settle and close their eyes.

Guided Visualization Part 2

- Ask students to think about the last few months, what all they can remember from what they did in school, what they did in the class and if they notice any change from last year.
- Ask them to share.

Guided Visualization Part 3

- Invite them to close their eyes again and ask students to think about themselves. What has changed from the last year?
- Choose the following prompts and add to it.
- Once the process is complete, ask students to slowly open their eyes, let them sit in silence for a minute before moving on to the next activity.

Prompts for reflections during the visualisation -

1. Think about your home. See if you have noticed any changes in and around your home

2. Think about new people you've met or seen, and any new friends you've made

3. Have you noticed any change in the way you look now ?

4. Think about your dream life/ What you want to become (connecting it to their dream life sheet they had created).

5. Think about things you like/ dislike (could talk about skills, hobbies etc.).

6. Think about your role models/ people you admire (connecting to career).

7. Are there any new adjectives you have heard from family members/ friends?

Step 3 - Visual Representation

- Distribute drawing/painting material in silence.
- Ask students to make a drawing of a visual representation of their reflection exercise in their workbook.
- Give them an option to simply write keywords if they do not wish to draw.
- This is an individual activity so encourage students to not talk to each other during this activity.
- After the instructions, play soft music in the background if available.
- In case someone completes the activity before time, invite them to close their eyes and listen to the music or simply spend some time with the drawing they have made without disturbing others.

Debrief

- Ask students to share their drawing with the person sitting next to them and talk about the reflections.
- Invite students to share some of the reflection points in a larger group.

Tips for the facilitator

- Steps before starting the visualization process:
    1. Sit comfortably.
    2. Place your hands on your knees.
    3. Keep your back straight but relaxed.
    4. Keep both your feet on the ground.
    5. Breath normally. Do not try to change it.
    6. Bring your attention to the sounds that you can hear.
    7. Bring attention to your breath or movement of your stomach while you breath.
    8. Continue the main instructions of the activity from here.
- Practice the steps a few times for yourself so that you are aware of the difficulties students may face during the process.
- Try and make sure that the surrounding is quiet. In case there is noise outside, let students spend some more time listening to the different sounds they hear and then bring their attention to the breath.
- Keep your voice soft.
- Request them to not open their eyes before they get the instruction.
- If any student finds it difficult to keep their eyes closed, ask him/her to look down keeping the neck straight.
- If students get distracted at any step by any external stimuli, let them get settled and start the process again.

Session 3: Understanding influences

Time 60 minutes

Executive Summary This session focuses on identifying and understanding the diverse internal and external factors that influence our decision-making process. Internal influences include our values, our desires, likes and dislikes, and our perception of social norms. External influences include our community, family, culture, friends, technology, and the media.

Learning Objectives
By the end of this session learners will

- identify, analyse, and evaluate some of the internal and external factors.
- understand how various factors influence our (career) choices.

Prior Preparation and Material

- Student Workbook
- Instructor manual for this session
- Chart paper, markers, sketch pens, crayons, pencil, eraser
- Complete the worksheets for yourself for better preparation and to give examples to students.

Process

Step 1- Introduce the vocabulary

Option 1:

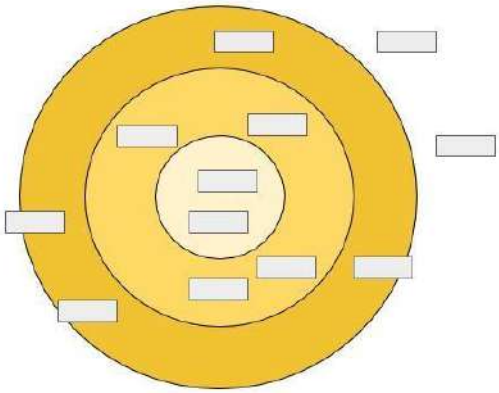
- Introduce the vocabulary of internal and external. Explain to students the different types of influences. It is important for students to identify a situation to examine influences.
- Take an example from a student's daily life, such as going to school. Take a hypothetical scenario of two children, A and B. Child A goes to school regularly and child B is not able to attend the school regularly. What could be some of the influences for someone to go to school or for someone to not be able to attend school every day? Make a list of internal factors and external factors.
- Categorise the answers into Internal (Feelings, wants and needs, likes and dislikes) and External (Family, Peers/Friends, School, Community, Media: movies, books, music, Television, Friends, Technology, Culture, Other Adults)

Option 2:

- With the help of students, create a list of students' daily activities from the time they wake up till they go to bed at night.

- Ask students to analyse these routine activities and classify them into two categories based on which of these activities are influenced by internal factors and which activities are influenced by external factors.

Step 2 - Zooming out



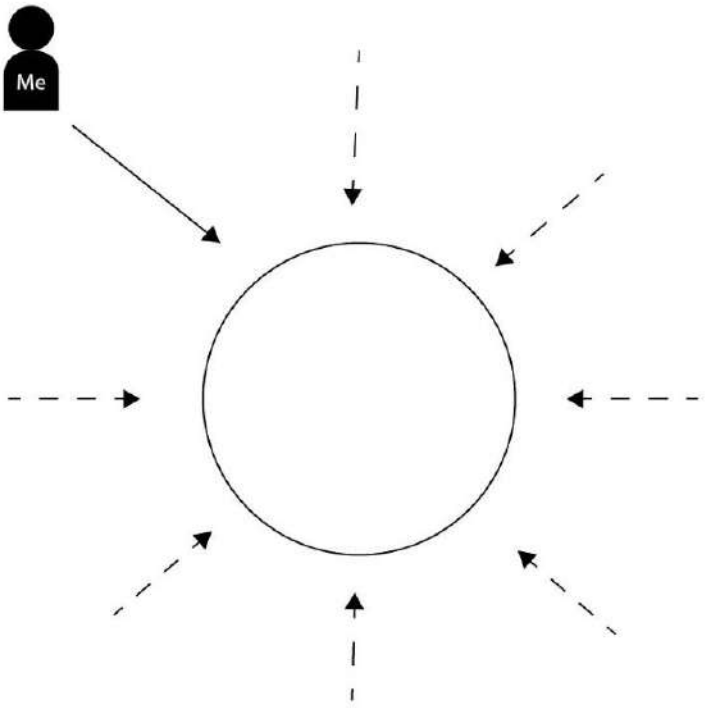
- The innermost circle is named internal factors and the outer circles are for various external factors depending on the context of students. (Please refer to the external factor list above- it could be named as family, friends, community for example.)
- Ask students to write/ paste labels in these circles - about things that are influenced by both internal and external factors in their life. Encourage students to think of their education, career choices, where they want to travel, what they want to be and so on.
- Ask students to also write who these influences are in each circle. For example, in the family circle, a decision to study in a college outside of the village may be influenced mainly by their father/ mother. And a decision about what clothes to buy may be affected by both internal and external factors, for example, what colours they like, what is a current trend in their friend's circle, what would their parents allow, what would be acceptable/not acceptable in their community, would their parents be able to afford the dress they want to buy etc.
- Once they have completed the above task, ask them to analyse their diagram and give responses in the following task sheet

Step 3- Analysing influences

ANALYZING INFLUENCES WORKSHEET

Directions :

1. Write the decision making step/ situation inside the box at the center.
2. Use the arrows and write/draw influencers that affect the situation.
3. You can write the name of the influencer and mention in what way the influencer affects the situation



REFLECT -

1.Which influence has the greatest impact ?

2. Is this influence positive or negative? Explain.

3. What are some of the negative influnces among these?

4. What strategies can I use to choose positive influences and counteract negative influences? Explain.

Debrief

After the activity, you can ask the following questions in a larger group and conduct an open discussion session:

1. What would happen if you do everything in your life based on your personal desires and wishes?
2. What would happen if you do everything in your life based on what other people think?
3. Are all the things that we do based on our own wishes turn out the way we want them to be?
4. When do we / when should we think about what other people think?
5. Can you think of any recent events from your life for the above questions?
6. How do our choices influence our behaviour?

Homework

Ask students to talk to at least one family member/ one community member/ one school teacher and create a map of their influencers.

Tips for facilitator

- Keep a model map (chart) ready for students to show as a reference. It can be inspired by your life situations.
- If time permits, create a combined map of influencers of your entire class and have discussions around it. This can be pasted on one of the walls and students can add more information to the map over time.

Session 4: Beliefs and values

Time 40 - 60 minutes

Executive Summary This session focuses on identifying and understanding the impact of beliefs and values and how they influence our decision-making process. This activity is in continuation of Understanding influences activity.

Learning Objectives
By the end of this session learners will

- recognise how various factors influence our beliefs and values.
- understand how beliefs and values can impact our choices, dreams and aspirations.

Prior Preparation and Material

- Student workbooks
- Instructor manual for this session
- Chalk to draw 5 big circles/ sheets and mark the following terms- money, gender, social status, academics and field of work (sector)

Process

Step 1- Discussing a story

You could read the story or quickly share the following story.

> Story:
>
> Rani and Reena are good friends. They go to the same school and both love dancing. In fact, they are also on the school dance team. Rani's family and community members work as tailors in a factory and some of them have their own tailoring business. Rani treats dance as a hobby and laughs at Reena when she says that she wants to pursue dance as her career.
>
> Reena, on the other hand, is surrounded by performers in her family. Her family's traditional occupation was to sing Qawwali at the local mosques. She plans to apply for a dance school and eventually join a dance school.

- Here are some questions that can be asked -
    1. Can different communities and people feel differently about the same career path owing to their belief? How? Have you seen any examples around you?
    2. What do you think about Rani's perception of dancing?
    3. What do you think about Reena's perception of dancing?
    4. Why do you think Rani laughs when Reena says she wants to pursue dancing as her career?

5. If Rani also decides to pursue dancing as her career, what do you think will happen? Will she be able to do it? Explain your answer.

- Ask students to reflect on whether they have come across similar situations and encourage them to discuss it.

Step 2 - Understanding factors that govern our belief system and what we value.

- Draw 5 big circles and label these circles - 1. Money, 2. If you are a boy or a girl, 3. Social status (what other people think about it), 4. Sector (Where to work), 5. Academics (More importance to education than practical learning) respectively.
- Read the following scenarios and asks students to stand near the relevant circle according to their understanding:

    1. In my family, the salary is given the highest priority. The more the salary, the better the job is considered to be. There is no value for any job no matter how much one enjoys it if it doesn't pay very well.
    2. I would like to be a beautician but my family will not support my choice as they think that it is not good for our status. My mother says that social status is very important while making any career choice as long as we live in society.
    3. My brother and I were both passionate about joining the Indian army. While he was given all the support, I was asked to choose another career option as my family did not believe that this was a good career option for girls.
    4. My brother started a business of his own and it was opposed by everyone in the family. He wasn't even given a chance to prove himself because they felt that it was a very foolish career choice as it was very risky.
    5. Everyone in my family has a minimum qualification of post-graduation. The opinion is that education is worthwhile only if it involves long years of study. Any choice of a career that involves practical training will not be approved.

- Facilitate a discussion among students, ask students to form a group from the respective circles - Encourage students to give reasons on the connection they have made between the statement and the circle they are standing at.
- Ask students to check if multiple factors are connected to the same scenario and how?

Debrief

Ask the students from each group to share the discussion

After the activity, you can ask the following questions in a larger group -

1. Where do our beliefs come from?
2. In what way do our beliefs affect the choices we make?
3. What are some of the beliefs and values that are important to you?

Summarise the discussion

- Beliefs and values are ideas that an individual holds to be true. They have a strong influence on a person's actions, choices and decisions.
- A belief system can be a mix of their community's shared ideas and their personal lived experiences. The people they meet, situations they go through and media they consume can influence their beliefs. Our beliefs can affect how we think about our choices and careers.
- Money, gender, social status, sector and academics are some of the factors that govern our beliefs and what we value.

Variation to the activities

1. If there is a space constraint to conduct this activity, draw the five circles on the board and ask students to raise their hands to identify different groups that connect the statement to different factors and then facilitate a discussion.
2. Similarly, paste the sheets on each of the first benches (of five rows) and ask students to move around and sit in the row that they connect the scenario with. This way there is a clear division of the groups for discussion.

Homework

Ask students to make a list of statements that they hear from their family/community members, friends, teachers that represent their beliefs and values.

Growth chart – 1

The growth chart Activity should be done 4 times over the entire course, after module 1, 2, 3 and 4. This helps the students to pause and see their progress on the different skills they are learning through the course. As a facilitator, it will help you understand the level at which the class is. You will be able to see patterns in the student's understanding - where most of the students are, what have been the easy and the difficult parts and how they are progressing.

Objective

The growth chart shall help students understand where they stand individually and as a class on:

1) the learning progress: remembering, understanding, applying, analysing, reflecting, creating.
2) the skills in learning: communicating, collaborating, enquiry and research.

This would look something like this:

		I Can…	My Growth Sticker		
			Seed (Image)	Plant (Image)	Tree (Image)
1	Remember	I can remember what I learnt in the sessions.			
2	Understand	I can explain what I have learnt in the sessions.			
3	Apply	I can use the information and understanding from the sessions in my everyday life.			
4	Analyse	I can recognize the meaning of the sessions for my life and why we are doing it.			
5	Reflect	I can examine my ideas, notions, perspectives on self, gender and the world around.			
6	Create	I can create new ideas/artefacts and bring my point of view into it.			

7	Communication	I can share my point of view and understand others too in group work.			
8	Collaboration	I can work in teams and contribute actively.			
9	Enquiry/Research	I can confidently use observation and data to answer any of my questions.			

Material and Preparation

- Student workbook
- Instructor manual
- Growth Stickers – seed, plant, tree. Alternatively, children can tick in the rows.
- You can read these statements and think of ways you shall explain each if children ask for examples/explanation.

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.			
I can explain what I have learnt in the sessions.			
I can use the information and understanding from the sessions in my everyday life.			
I can recognize the meaning of the sessions for my life and why we are doing it.			
I can examine my ideas, notions, perspectives on self, gender and the world around.			
I can create new ideas/artefacts and bring my point of view into it.			
I can share my point of view and understand others too in group work.			

I can work in teams and contribute actively.			
I can confidently use observation and data to answer any of my questions.			

Activity Details: 20 Min

Pre-Activity Preparation

- Help children look back/recap at what we have done so far.
- Help them understand the purpose of the growth chart activity which will give a sense of their progress collectively and as individual learners.
- Talk about how learning happens:
    - Learning is a process which involves interaction with the concepts/topics, new knowledge, knowing what others think, reflecting on one's ideas, learning at each step and not just towards the end of something.
    - Everyone learns at a different pace, so it is important to not compare themselves with others.
    - Different people are good at different things, so it is natural to do well in some things while understanding the need for improvement in something else.
- Show the growth chart and its statements. Tell them how each statement must be seen in terms of their journey through the course.
    - Do they remember things, have they understood, are they able to apply what they have learnt, could they analyse their learning? Are they able to evaluate the effectiveness of the learning, have they been able to create something new using this learning, along with the experience of the process of learning, communicating with each other, working in a team and using data?
- Explain how the growth chart will be used especially the first time they see it after Module 1.
- Explain with examples how the 'growth sticker/tick' has to be put.
- Explain how, like a tree grows from a seed to a plant to a tree, when we are learning, we also go through different stages.
- They have to mark the stage they are at- a seed (just beginning), plant (developing) or tree (grown and spreading the learning sphere) based on how confident they feel on different aspects.

The activity can be done in the following manner:

- Ask students to open the growth chart given in the workbook.
- Ask them to put the sticker or tick under seed, plant, or tree against each statement.
- They do not have to write their name on the chart.
- Be available to explain the statements as required.

- Once everyone's chart is collected take the help of the students and count the number of seeds, plants & trees for each statement.

Write the result on the growth chart against the date. Assuming there are 30 students in the class, here is an example of how the chart will look is given below.

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.		30	
I can explain what I have learnt in the sessions.		22	8
I can use the information and understanding from the sessions in my everyday life.	8	27	5
I recognize the meaning of the sessions for my life and why we are doing it.	20	10	
I can examine my ideas, notions, perspectives on self, gender and the world around.	28	2	
I can create new ideas/artefacts and bring my point of view into it.	8	21	1
I can share my point of view and understand others too in group work.	2	26	2
I can work in teams and contribute actively.			30
I can confidently use observation and data to answer any of my questions.	18	3	7

Share and Reflect:

Towards the end, help children reflect on the completed chart through the following trigger questions:

- Did this help you to know where you stand individually in relation to the class?

- Does the class seem to have a pattern? Are most students, seeds at one part of the class? Or plant in another? What does this mean as we move ahead?
- Do you find that you are strong at one skill & not strong at another? What do you think you should do in that case?

Module 2 – Thinking beyond gender stereotypes

Students will explore the difference between the words ‘sex’ and ‘gender’, understand the aspects of bodily and mental change associated with puberty and how that impacts their lives and career choices. Finally, students will develop an awareness around the concept of child rights and plan/ design campaigns to address issues of social injustice concerning children.

Session 5: Sex and gender

Time 75 minutes

Executive Summary This session intends to create a space for students to understand the difference between sex and gender and to reflect on how their gender identities impact their life experiences.

Learning Objectives
By the end of this session learners will

- distinguish between sex and gender.
- reflect on their unsaid gender associations.
- explore the impact of gender identities on their life experiences.

Prior Preparation and Material

- Student workbooks
- Instructor manual for this session
- Video- https://www.youtube.com/watch?v=KEI2_kAn1uM
- Sticky Tape
- Chalk
- Sheets with the words 'sex' and 'gender' written on it

Before you conduct this session, ensure you have gone through the information given below, as well as written down the answers to the questions below for yourself so that you are clear and articulate about this topic.

Gender is a very sensitive subject where sometimes people believe it is too personal and there isn't much to discuss. But it is important to discuss and debate issues related to gender to create awareness of gender stereotypes and begin the process of breaking some of these stereotypes. Discussions are best stimulated through situations and case presentations.

Information Section:

I. Gender Influences and Contexts:

Our thoughts and ideas about gender are influenced by several factors or contexts that overlap and create a particular view or perception. These factors are:

oo Legal context: This refers to how the law distinguishes between men and women. For example, the law states that the legal age for marriage for a male is 21 years while the legal age for a female is 18 years.

oo Social context: This refers to the commonly held view regarding certain issues. For example, even though dowry is illegal, it is still a common practice in many communities which results in most parents preferring a son and females having a low status.

ꝏ Religious context: This refers to what the beliefs and views of religious texts and religious leaders are regarding issues of gender. For example, what is the view of different religions with respect to females visiting places of worship?

ꝏ Economic context: This refers to what people have to do for survival. For example, for economic survival, would the females in families be permitted to take up jobs traditionally meant to be for men only?

II. Difference between Sex and Gender:

According to the World Health Organization (WHO):

'Sex' refers to the biological and physiological characteristics that define men and women. 'Gender' refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.

While sex is mostly permanent and universal, gender construction varies from one society to another and is essentially man-made. To put it in another way, 'Male' and 'Female' are sex categories, while 'masculine' and 'feminine' are gender categories.

Some examples of gender characteristics:

-- Women are expected to take care of domestic duties.

-- Women are expected to be homely.

-- Men are expected to work and earn money.

-- Men are discouraged from showing their emotions.

Since gender is a sensitive matter, you must do this preparation so that during the class you can speak well on this matter and have clarified your thoughts by writing it down.

-- According to you, why is there a distinction between roles and behaviours expected of men and women?

-- Is it due to biological characteristics or has society taught us to think this way?

-- How do you think such attitudes affect both men and women?

- Is this the right thing to do? Do you agree with this?

Take some time to think about some of these in your context, what are your own thoughts, and what does your family think? Write down some of the gender stereotypes that you see around yourself. This would help you facilitate the sessions better with your learners.

Process

Step 1- Watch the video

- Inform students that we will be watching a short video.

- Tell them that the name of the video is “What is gender?”. https://www.youtube.com/watch?v=KEI2_kAn1uM

- Play the video and ensure that all students can watch the video and listen to the words. Maybe, a Hindi transcript will be required. In case the logistics of it is difficult, you may choose to summarise the video in their own words and ask the following question:

Question:

- When and how did you realise you were a girl or a boy?

- Explain the difference between sex and gender.

- Explain to the students the difference between gender and sex based on the definition given in the information section.

- Ensure you have read the material in the preparation session to be ready to speak about the differences with the students.

- Give them examples to illustrate the difference.

Step 2: ROPE ACTIVITY

- Divide the classroom into two parts by placing the word ‘sex’ on one wall of the room and ‘gender’ on the other part of the room.

- Draw a line in the centre of the room.

- Students have to start by standing on the line at the centre.

- Read the statements one by one and ask students to decide if the statement is based on ‘gender’ or ‘sex’ by going and standing in front of the particular wall which they are choosing.

- Give them a minute after each statement to decide and make their choice. They should do this individually without discussing it with their peers.

- After each statement, once the participants have moved, discuss with each group why they have chosen that particular answer. Give the right answer out after the discussion on each statement.

- The following are the list of statements. You can add more sentences if you wish to.

    - Men are the head of the family. (Answer: gender)

    - Women can have babies. (Answer: sex)

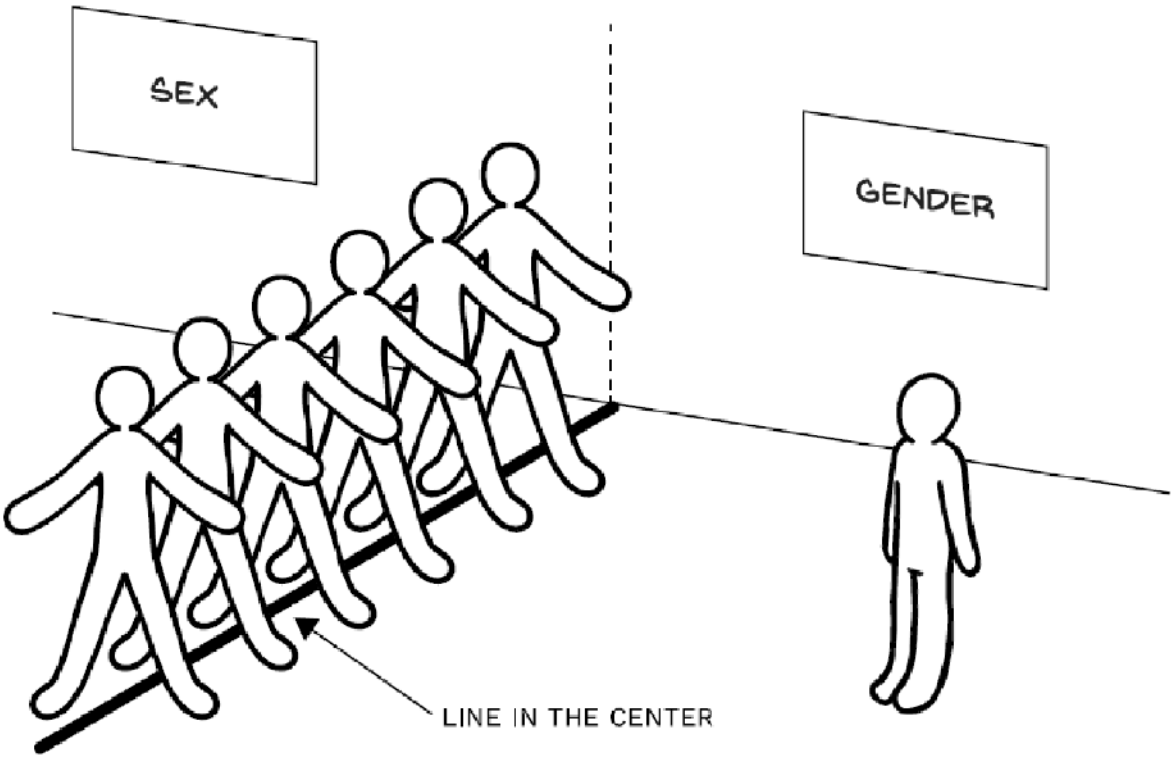
    - Boys are good at Science subjects. (Answer: gender)

    - Women stay at home and look after the family. (Answer: Gender)

- Men have beards and moustaches. (Answer: sex)
- Girls are caring and soft. (Answer: Gender)

Note to the illustrator:

This could be modified or used as is



Step 3: MY LIFELINE

- Ask students what a number line is.
- Draw an age number line on the board - tell them it is similar to a number line where the numbers represent different ages, from birth to their current age (average).
- The area above the number line represents what sort of *messages* boys and girls hear at different ages of their growing up years. These messages could come from a variety of sources: people around them, media, newspaper, school, friends and they themselves. You could progress on the number chronologically. Starting with, say birth, you could ask, What do people say when a girl/boy child is born to a family? Have they heard anything in their families? And then progress on the age line. If possible, separate the messages heard by boys and girls in different chalk colours.
- Some areas of discussion could be:

  1. Their clothes

  2. Activities/ physical movement

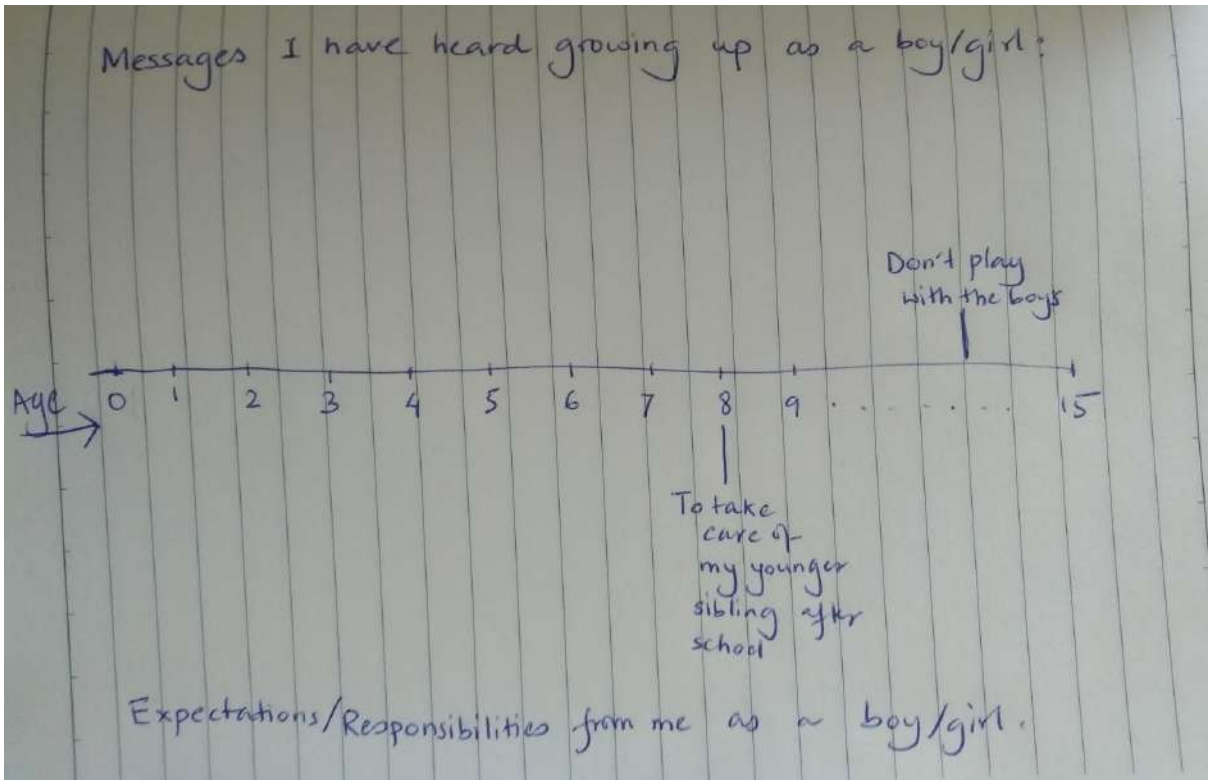
  3. Their appearance

4. Emotional expressions

5. Their behaviour.

- Take responses and note it on the board. If different students give similar answers, acknowledge it and highlight the similarity with previously given answers.
- In the second part of this activity, we are going to explore how the *expectations and responsibilities* of boys versus girls change during the same period. (For example, Who is expected to do household chores? Who is expected to take care of younger siblings?) Accept and note down the answers in the space under the number line. Invite a discussion.

- Ask the students to also make a note of this number line in their workbook



Note to the illustrator: Please represent as above

Debrief

Following the lifeline activity, facilitate a conversation on:

1. Why is there a distinction between roles and behaviours expected of males and females?

2. Is it due to biological characteristics or has society taught them to think in this way?

3. How do they feel about it? And why?

Tips for the facilitator

It is suggested to combine Activity 1 and 2. If the logistics at school do not allow for projecting the video, you could start by revisiting what they did in the previous year, especially the Biker and the Surgeon activity, *The Impossible Dream* video and what they remember about it, highlighting their unconscious gender associations.

Session 6: My changing body and mind

Time 60 minutes

Executive Summary In this session, students will explore the changes in the mind and the body that accompany puberty and their influence on how we feel, think and relate to ourselves and other people.

Learning Objectives
By the end of this session learners will

- understand that various changes that the human body and mind undergo during puberty are a natural part of the process of growing up.
- discuss, share and break the culture of silence around the changes associated with puberty and the topic of menstruation.
- understand the healthy and unhealthy practices associated with menstruation.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session
- Snakes and Ladders board game (1 for every six/ eight students) (Print out of the game/ boards)
- Dice and coloured buttons/pieces
- Information cards for either of the activities
- Rope/ line drawn with chalk
- Reading the material on the menstrual cycle and examining one's own beliefs and taboos on puberty and menstruation would help to facilitate the session.

This is a session where children will explore some very personal aspects of their lives as teenagers. It will involve talking about ideas and issues that many people shy away from speaking, especially related to our growing bodies and feelings associated with it. Notice any discomfort you feel about it. You can talk to a colleague about your ambivalence towards this issue to clear your mind before facilitating it for children. Do not blame yourself for feeling the way you are doing; it is not a personal failing. In fact, it is this exact *culture of silence* that exists in our society around such topics that you are trying to break in the classroom. If you are comfortable, you could share your awkwardness and struggles around this topic with your students. But remember to share to normalise it, rather than further stigmatise.

To account for the different level of readiness for different facilitators to facilitate a topic like this in a classroom setting, this session has two activities, only one of which needs to be conducted with students. Feel free to choose the one which you feel more inclined towards.

Process

Step 1- Discuss

Write the prompt on the board: My changing body and feelings. Ask students to get in pairs or triads and discuss what comes to their minds when they hear this prompt, and what they would like to know more about. Once the discussion is over, ask for volunteers to share(optional). You can share about where you are in your journeys regarding comfort levels as well as understanding these issues.

After the sharing, you could choose one of the two following activities to conduct with students according to their level of interest and readiness for engagement.

Step 2- Snakes and ladders game

Option 1: Snakes and Ladders

- Divide the students into groups of six to eight. Each group gets a board game and a pack of information cards. You might want to provide a demonstration following the steps below on how the game is to be played before they move to their smaller groups.
- Once the groups are formed and everyone is settled down, ask the first four students in the group to choose their coloured buttons/piece for playing.
- Let the students roll the dice. The game will be started by the person who will first roll a six on the dice. The student can start only when they get 6 on the dice.
- Let the game continue.
- When a student reaches a ladder, she goes up using the ladder.
- The student uses the “Information Card” and reads the statement written in front of the number on the dice on the card in the LADDER column to her group.
- For example, the student goes on a ladder by rolling “2” on the dice. The player will pick up the “information card” and read out the statement written at serial number 2 of the “LADDER” column.
- The above student reaching a ladder is replaced by another student from the group.
- When a student reaches a snake, she goes down to the snake’s tail.
- The student uses the “Information Card” and reads the statement written in front of the number on the dice on the card in the SNAKE column to her group.
- Replace the above player reaching a snake with another student in the group.
- Replace old players with new players after every ladder or snake until the game is complete.

- Read the remaining statement of the card, if anything is left to be read at the end of the game.

Sr No (Dice)		Snake		Ladder
1		I (my sister/mother) sleep on the floor during menstruation.		I clean my body regularly.
2		If I do not grow a moustache, I am not manly enough.		I know how to count the menstrual cycle.
3		I notice my body is changing and sometimes I feel unpleasant about it.		I play with boys and girls equally without any hesitation.
4		I believe that menstrual blood is impure and dirty.		I have someone I know whom I can trust to discuss my difficult feelings.
5		I feel some people don't understand me at all.		I (or, my sister) go to school during menstruation.
6		I believe going to the kitchen (or my sister or mother going to the kitchen) when menstruating will attract divine displeasure.		I know how to use a disposable sanitary napkin.

Tips for the facilitator

The Snakes and Ladders board could be shared between facilitators. If you want to keep the group size smaller for this activity, you could print a Snakes and Ladders games from the internet. Also, make sure to tape such printouts on the ground so that the game is not disrupted due to sudden body movement of the players.

Debrief

Initiate a conversation amongst students around some of the following:

1. How many of the statements do they remember?
2. Which statement stayed in their memory? Why?
3. Were there any statement they agreed/disagreed with and why?

4. Was there anything they would like to explore in their lives?

Option 2: Choice Game + discussion

- Divide the classroom into two parts by calling out *"I think so.."* on one side of the room and *"I don't think so..."* on the other side of the room.

- Draw a line in the centre of the room.

- Students have to start by standing on the line at the centre.

- Read the statements one by one and ask students to decide if the statement makes them feel- "I think so.." or "I don't think so.." by going and standing in front of the particular wall which they are choosing.

- Give them a minute after each statement to decide and make their choice. They should do this individually without discussing it with their peers.

- After each statement, once the participants have moved, discuss with each group why they have chosen that particular answer. Tell them there is no right answer.

- Before beginning the game, draw their attention to the fact that some of the statements may seem awkward or uncomfortable. If you notice giggling or awkwardness, tell them it happens to many people. Share your struggles with such topics and how you have evolved. Talk to them about the culture of silence that exists in society around such issues. Highlight the point that in your experience, you have felt most comfortable to talk about such issues when there is a high level of trust and safety around you. Invite them to create a circle of trust in the group, which means respecting everyone's opinion as true to their life experience, not making fun of anyone, and most importantly, never discussing other people's responses during the game outside.

- This being a personal and potentially sensitive topic, kindly keep all sharing strictly voluntary. Try maintaining a balance between encouraging students to participate while not urging too strongly for any individual to speak up if you notice some hesitation.

The following are the list of statements. You can add more sentences if you wish to.

1. I play with boys and girls equally without any hesitation.
2. I have someone I know whom I can trust to discuss my difficult feelings.
3. Over time, I have realised I play less and less outdoor games.
4. I (my sister/mother) sleep on the floor during menstruation.
5. Everyone cleans their body regularly.
6. I know how to count the menstrual cycle.
7. I know how to use a disposable sanitary napkin / I know how disposable sanitary napkins work.
8. If I do not grow a moustache, I am not manly enough.
9. I believe that menstrual blood is impure and dirty.

10. I believe going to the kitchen (or my sister or mother going to the kitchen) when menstruating will attract divine displeasure.
11. I know about sanitary pads, tampons, cups and other menstrual gadgets very well.
12. I notice my body is changing and sometimes I feel ashamed about it

Debrief

Initiate a conversation amongst students around some of the following:

How many of the statements do they remember?
Which statement stayed in their memory? Why?
Were there any statement they agreed/disagreed with and why?
Was there anything they would like to explore in their lives?

Homework

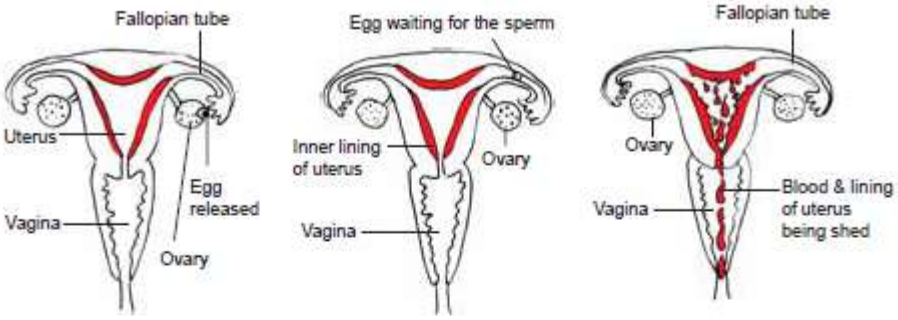
Students interview parents, grandparents and other friends on some of the statements discussed in the class. They can interview where they had heard it from, what is the basis of that statement and so on. After the data collection, students write a note on whether they believe these are facts or opinions, and why.

Note to illustrator:

Could we have a one/two-pager illustrated note on menstrual health and hygiene, different gadgets etc? Reference Tarshi/ Anandshala curriculum.

This page includes a good diagram + explanation + some hygiene considerations. This is from the Red Book by Tarshi. Copyright issues need to be taken into consideration.

MENSTRUAL CYCLE



Menstruation is something that happens to all girls while growing up. It happens every month and is absolutely normal. Some girls get frightened by this and think there is something wrong with them. There is nothing wrong. In fact this is a sign that the body is working and maturing well. Once you have begun menstruating, you may also notice that a small amount of a whitish sticky fluid comes out of your vagina at certain times of the month. This is normal as long as it does not feel itchy or burn or have a horrible smell.

Menstruation stops totally when a woman is around 45-55 years old. Menstruation is not an illness. At this time of the month you are not dirty. Think about it – the blood that comes out is the same blood that the body has collected to nourish a baby. How can it be dirty? This blood comes out because it is no longer needed by the body, not because it is dirty.

Stay clean during your period

- Always use a clean sanitary towel or cloth to absorb the blood.
- Sanitary towels need to be changed frequently (at least every four to six hours) in order to prevent bad odour or infections.
- If you are using a cloth which is to be reused, it should be washed thoroughly and disinfected by drying in the sun.
- Keep yourself and your genitals clean during your periods.

Session 7: Body changes and life choices

Time 60 minutes

Executive Summary In this session, we would explore how our gender identity impacts the way we live our lives and eventually choose our careers.

Learning Objectives
By the end of this session learners will

- explore in-depth the changes in the body and mind that they are undergoing and their response to it.
- understand how their gender identity can impact their career and life choices.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session
- Chart paper and markers - 1 for every five/eight students
- Tape

The adolescent years could be a time of turmoil as the identity of the individual is undergoing drastic changes. This identity is not only shaped by our evolving thoughts, feelings and emotions, but also by how the world interacts with us. Psychologists agree on the fact that adolescents are trying to balance two very diverse needs – the need for independence and freedom as an adult to experience the world, and secondly, the need to be understood, without much explanation, like that of a child. And many times, elders fail to notice this delicate balance of needs. Before you facilitate this session, reflect on your teenage years, how they affected your relationships, beliefs and choices.

Process

Step 1 - Brainstorming

- Divide the class into groups of five to eight students
- Some groups could work on stereotypes on girls and some groups could work on stereotypes on boys
- Distribute one chart paper per group
- Ask them to make three columns in the chart paper
- The heading in the middle column reads: What are some common things (stereotypes/judgments/myths) that girls/ boys hear about themselves from their family members, media, school etc.? Give some examples to kickstart the discussion (for instance, girls being told to sit properly, while boys being told to not cry or to be strong). Give students 10 minutes to brainstorm and populate this column. Remember that each group will complete this activity (all the three columns) either for just boys or just girls.

- After 10 minutes, get the attention of the class and now invite them to move to the left-hand column in the chart. Tell them that the heading of that column is: What sort of educational / career pathways are easier for girls/ boys (depending on your group, choose one) to get into? Encourage them to work in the same group, brainstorm and populate the list in 10 minutes
- After 10 minutes, you again get their attention and then request them to move to the right-hand column in the chart paper. The task for this column is to brainstorm and write responses to the question: What sort of educational/ career pathways are difficult for girls/ boys (depending on your group, choose one) to get into? Allow them to finish this part in 10 minutes

- You could also write the heading of each column/ draw this table on the board

Representative table:

What sort of educational / career pathways are easier for girls/ boys (depending on your group, choose one) to get into?	What are some common things that girls/ boys hear about themselves from their family members, media, school etc.?	What sort of educational/ career pathways are difficult for girls/ boys (depending on your group, choose one) to get into?
- -	- -	- -

Step 2- Discuss and summarise

Lead a discussion on the following questions:

- What are some of the jobs that are easy/difficult for girls/boys to get into?
- Do they think there is any logical basis for such differentiation?
- Have they seen the gendered nature of work in their immediate surroundings? Have they seen people transcend these barriers?

Debrief

Whole-group reflection discussion

- Tell students that we are wrapping up this unit. Take them through a mental visualisation of all that has happened in the last three sessions.

- Draw a life-size human outline on the board. Invite them to reflect on the following two areas:

A. Anything, they have learnt about themselves in the last three sessions – their body, feelings, beliefs, mind, identity etc.

B. Influences from the outside world that they consider helpful and not helpful.

- Take the responses of children and for responses that are repeated by multiple students, make a circle around the response each time it is mentioned. That may be the most significant realisation of the group.
- End the conversation highlighting the fact that our gender identity plays a big role in the way we make choices for our lives and eventual careers

REFLECT (for facilitators)

Reflect on how the culture of silence in your classroom has shifted during the last few sessions. Some questions to reflect on:

1. By the end of this unit, was there a sense of increased ease in approaching the topics?
2. Did students feel safe enough to discuss their personal lives? Any examples? If not, what else could be done going forward?

Session 8: What's my right?

Time 120 minutes

Executive Summary In this session, students will understand that they are entitled to certain rights which they can exercise to: 1. protect themselves from harm and 2. to achieve their full potential and goals. They will also apply their knowledge around rights to real-world situations and design a campaign for social justice.

Learning Objectives
By the end of this session learners will

- understand what the different rights are that they are entitled to.
- apply this understanding to real-life situations.
- design a campaign to fight social injustice.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session
- Crayons and sketch pens – one set for five students
- One chart paper for five students
- Old newspapers and magazines - for collage
- Glue- one 50 ml bottle per group
- A4 size paper – two for every group of five

- http://www.arvindguptatoys.com/arvindgupta/unicef-rights-children.pdf- Print out of the book

Pre-read and preparation for facilitators:

- http://www.arvindguptatoys.com/arvindgupta/unicef-rights-children.pdf
- Child Rights and India – 1 https://www.savethechildren.in/articles/fundamentals-of-child-rights-in-india
- Mere Adhikar: https://www.youtube.com/watch?v=yfE3l_2Y_f8
- POCSO 2020: https://www.youtube.com/watch?v=bqX0eTdocno

Pre-read for Facilitators to plan the campaign:

1. Some youth-led campaigns across the world and why they succeeded: https://plan-international.org/girls-get-equal/best-youth-led-campaigns
2. Lessons from campaigns run by children/young people

   https://oxfamblogs.org/fp2p/what-can-we-learn-from-campaigns-run-by-the-worlds-children-and-young-people/

3. Greta Thunberg: https://www.youtube.com/watch?v=uRgJ-22S_Rs
4. Try to find local examples of children's campaigns and movements

Basic Information adapted from UNICEF's document outlining the Convention on the Rights of the Child: The human rights of children and the standards to which all governments must aspire in realising these rights for all children are most concisely and fully articulated in one international human rights treaty: the Convention on the Rights of the Child. The convention is the most universally accepted human rights instrument in history – it was ratified by India in 1992 – and uniquely places children centre-stage in the quest for the universal actualisation of human rights. By ratifying this instrument, national governments have committed themselves to protecting and ensuring children's rights, and they have agreed to hold themselves accountable for this commitment before the international community. The Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations. It spells out the basic human rights of children. Every right in the convention is inherent to the human dignity and harmonious development of every child. The convention protects children's rights by setting standards for both parents and the state in health care, education and legal, civil and social services. These standards are benchmarks against which progress can be assessed and against which states must regularly report both their successes and their failures to the international community at large. States that are party to the convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

Process

Step 1 – Discussion

Initiate a discussion on the following:

- What is a right?
- Do children have rights?
- What are some of the rights they think they have?
- Does everyone have equal rights?

Give examples of some rights – the right to education, the right to vote etc. Some things that are so normal today are the result of hard-fought battles across decades or centuries.

Step 2 - Group work

- Tell students children have rights too. Rights both allow for us to fulfil our aspirations and also protect us from harm.

- Divide the classroom into groups of five. Each group studies one of the five areas below from their student workbooks

  Group 1-

  - The Convention on the Rights of the Child

  (http://www.arvindguptatoys.com/arvindgupta/unicef-rights-children.pdf p. 5- 28)

  (This document needs to be printed/ facilitators could print it and keep a copy at the school)

Group 2-

Based on the Commission for Protection of Child Rights Act 2005

What is the Commission for Protection of Child Rights?

A national level commission is created for the protection of child rights and is in New Delhi.

AND a state level commission is also created in each state's capital.

The commission is created to investigate matters related to violation of child rights.

The commission can award compensation to the child in case and order appropriate action against the perpetrator.

What type of complaint can be made to the commission?

A complaint can be filed on any issues related to child rights and protection such as:

Violation of right to education

Violation of right to health, care, child welfare and development

Violation of rights of neglected or poor children

Violation of rights children with disabilities

Child Labour and children in distress and need of care

Who can file a complaint?

A complaint about the violation of any rights of a child and issues related to child protection can be filed by writing a letter or an application to the Chairperson on the National OR State Commission.

A complaint can be filed by-

The child OR

Any person knowing about the violation of child rights

Where can a complaint be filed?

The Application can be posted to either the National or State Commission at the address given below:

The Chairman

National Commission for Protection of Child Rights
5th Floor, Chanderlok Building,36 Janpath,
New Delhi-110001
Phone:011-23478200
Fax:011-23724026

Any NGO knowing about the violation of child rights Any NGO knowing about the violation of child rights The application process is free of cost.	The complaint can also be filed online by registering at www.ebaalnidan.nic.in The district authorities and the block development officer can be reached at the block level.

Group 3-

Based on the Prohibition of Child Marriage Act 2006

What is child marriage? A child marriage happens when either of the marrying people is a child. (i.e. the girl is below 18 or the boy is below 21) The following are called child marriage: 1. When a man of 21 years or more marries a girl who is not 18 years of age. 2. When a female of 18 years or more marries a male who is not 21 years of age. 3. When a male below 21 years of age marries a girl who is under 18 years of age. **Punishment for child marriage** A maximum jail term of 2 years or / and a fine of up to 1 Lakh rupees can be imposed on- - the husband, if he is of 18 years or more for marrying a girl child; - A priest or any person for performing or conducting the child marriage	***Who can file a complaint?*** The complaint can be filed by any of the following - By the child - By any person or NGO who knows about the child marriage - By the Child Marriage Prohibition Officer (CDPO of ICDS)

- Any person including parents and relatives for permitting or promoting the child marriage		
Where can a complaint be filed? A complaint can be filed to the Child Marriage Prohibition Officer. An application can be filed directly to the Judicial Magistrate 1st Class for a prohibition order. An application for divorce, maintenance and custody and maintenance of child can be filed to the District Court.		***What are the rights available to a victim of child marriage?*** The law protects the following rights of a child: Right to free legal aid. (free legal aid means free legal services such as legal advice, and lawyer for representing your case in the court) Right to seek prohibition order against child marriage Right to declare the marriage invalid Right to maintenance Right to residence Right to custody and maintenance of a child The children born out of the child marriage will be considered legitimate for succession.

Group 4

- Domestic Violence Act

What is domestic violence? According to the Protection of Women from Domestic Violence Act, domestic violence includes-		***Who can file a complaint?*** A woman living in a domestic relationship can file a complaint against male members of a family. For example-

Physical Violence- Any form of physical violence causing bodily harm (example- beating); Verbal or emotional abuse by an insulting and humiliating woman; Economic Violence- Depriving women of financial resources; AND Sexual Violence- Sexual abuse of woman including marital rape.		A wife can file a complaint against her husband and / or in-laws A sister can file a complaint against her brothers A daughter can file a complaint against her father A mother can file complaint against her husband and sons A live-in woman can file a complaint against a live-in man
Where can a complaint be files? A complaint can be filed by the victim or anybody before the Protection Officer or before the Judicial Magistrate 1st Class. In every district of Jharkhand, CDPOs of ICDS are appointed as the Protection Officer. The Protection Officer has to conduct an enquiry and make a domestic incident report. The protection officer should arrange for a medical check-up and treatment of the victim. The protection officer should arrange temporary shelter for the victim.		***What are the rights and remedies available to a victim of Domestic Violence?*** The victim has the right to protection against domestic violence, right to maintenance, right to residence, right to medical treatment and trauma counselling, right to custody of her child, right to free legal aid, right to access to service providers, right to file police FIR and so on. The law provides four remedies- Protection Order- Prohibiting male perpetrators from inflicting domestic violence on female members. Maintenance Order- Ordering the male perpetrator to maintain the victim. (For example, a husband to maintain his wife or a father to maintain his daughter or a son to maintain his mother). Residence Order- Ordering the male perpetrator to provide residence to the victim. (For example, a husband to provide residence to his wife or a father to his daughter or a son to his mother). Custody Order- Ordering husband to give temporary custody of the child to wife.

		Medical Relief- Ordering the male perpetrator to give medical expenses incurred on treatment due to domestic violence.

Group 5

(Based on the Protection of Children against Sexual Offences Act 2012)

What are Sexual Offences? जब कोई व्यक्ति अपना परुषांग (लिंग) या कोई अन्य अंग या कोई वास्तु या अपना मुँह किसी बच्चे के (१८ साल से कम उम्र व्यक्ति) योनि में, या मुख में, या गुदा में डालता है तो उसने "पेनेट्रेटिव सेक्सुअल असाल्ट" (Penetrative Sexual Assault) का गुनाह किया है। सज़ा १ - ऐसे व्यक्ति को अपराध साबित होने पर कम से कम ७ साल और अधिकतम उम्र कैद की सज़ा हो सकती है. सज़ा 2- अगर यह अपराध पुलिस, फ़ौजी द्वारा या किसी व्यक्ति द्वारा हॉस्पिटल में, आश्रय गृह में, स्कूल में या किसी घरेलु संबंध या वैवाहिक रिश्ते में करता है तो उसे कम से कम १० साल और अधिकतम उम्र कैद की सजा हो सकती है. अगर कोई व्यक्ति किसी बच्चे के जननांग (लिंग या योनि), गुदा, स्तन या किसी भी अंग को छूता है या ऐसा किसी बच्चे से करवाता है तो उस व्यक्ति को काम से काम ३ साल से ५ साल तक की सजा और जुर्माना हो सकता है। अगर यह अपराध पुलिस, फ़ौजी द्वारा या किसी व्यक्ति द्वारा हॉस्पिटल में, आश्रय गृह में, स्कूल में या किसी घरेलु संबंध या वैवाहिक रिश्ते		***Who can file a complaint?*** Any male, female OR transgender child can file a complaint against an adult male, female or transgender, including a relative, any acquaintance or a stranger. A complaint can be filed by any person who knows about the commission of the crime. A complaint can also be filed against another child. A child for this law means anyone who has not completed 18 years of age.

में करता है तो उसे कम से कम ५ साल से ७ साल अधिकतम कैद की सजा हो सकती है. कोई व्यक्ति किसी बच्चे से अश्लील बात करता है, अपने हाव भाव से अश्लील हरकत करता है, अश्लील साहित्य या वीडियो दिखता है, बच्चे की नग्न तस्वीर या वीडियो मिडिया में प्रसारित करने की धमकी देता है तो उसे ३ साल तक की कैद और जुर्माना भरना पद सकता है। कोई व्यक्ति अगर किसी बच्चे का इस्तेमाल किसी अश्लील या नग्न चित्र, फोटोग्राफी या वीडियो का TV, इंटरनेट, फ़ोन, किताब या नया किसी माध्यम में प्रसारण या व्यक्तिगत उपभोग में करता है तो उसे पहले अपराध पे अधिकतम ५ साल और दूसरे अपराध पे अधिकतम ७ साल की कैद की सजा होगी। बच्चो के इस्तेमाल से बनायी हुई किसी भी प्रकार की अश्लील और नग्न साहित्य या वीडियो रखने पर ३ साल की कैद हो सकती है।		
Where can a complaint be filed? A complaint can be filed in the nearest police station or with the Special Juvenile Police Unit. Or at any police station or with the Special Juvenile Police Unit, which is convenient for the victim.		***What are the rights available to a victim of Sexual Offence?*** Right to medical treatment Right to free legal aid Right to shelter in government shelter homes / short stay homes Right to compensation Right to privacy

[Note to Illustrators: Make illustrated Information Cards on the above]

As a group, they come together and display their understanding in a format - visual or tabular- answering the following questions

1. What did we just learn from our group reading?
2. Why is it important for us to know this information?
3. For Group 3, 4, and 5 - in what kind of real-life situations would this information be useful?

Groups present their learning to the entire classroom. You may add details that they might have inadvertently left out.

Step 3- Identify the rights

- Provide the following short case studies and ask students what right of the protagonist is violated and what can she/he do in this case. The following can be discussed:

    - A neighbourhood school allows boys to play outdoor games but does not allow girls to play outside.
    - Someone at school touches Deva in a way that makes him very uncomfortable.
    - Sharmila is a 15-year-old girl. She works at a nearby tea-stall from 11 am to 8 pm. She cannot attend school because her employer doesn't allow her to leave her job in the peak hours which coincide with school hours. Last month, once when she spilt tea while serving, the hotel owner scolded her with a tight smack on her head and threatened to "kick her out" the next time she made such a mistake.

    This can be a whole group discussion and you could ask students to respond by raising their hands.

Step 4: Plan and Design a Campaign

- Tell students they will design a campaign today.
- Explain what a campaign is and what it could achieve.
- Give examples of children-led campaigns from around the world as well as local ones too
- Children's campaigns are simply actions that children and young people take when they want to make something right, either for themselves or for others, as well as for all life forms on this planet. Campaigns can help change communities, attitudes, law and policy or an institution.

- Divide the classroom into groups of five.
- Tell them each group picks up one area from the following – physical abuse, sexual abuse, emotional abuse, and neglect – under which they will design a campaign. These areas are the four main types of child abuse and maltreatment as recognised under the POCSO Act
- Each group has two main tasks - 1. Design a campaign profile 2. Design a poster

    1. <u>Design a campaign profile:</u>
- Each group (after having chosen one of the four areas indicated above) gets an A4 Sheet and they brainstorm further on the following areas:

1. What are some of the abuses possible under this bucket? Create a particular case to work on. Remember not to include real events from other people's lives in the school.
2. Identify what the solutions are.
3. What do they want to do about it – think of institutions or responsible individuals they could go to?
4. Who are the people you want to involve and how to create awareness about the issue?

<u>2. Design a poster:</u>

- Using the information above, groups would create a poster to increase awareness of the issue they are working on. Posters could have slogans, titles, important words, some statistics etc.

- Students could employ diverse artistic styles like collage, pasting naturally available material, sketching etc.

- Once the posters are prepared, students present their work to other groups.

Variations to the activities

- The posters could be displayed in common areas like school corridors, etc.
- The posters could also be presented to groups of interested teachers and students.

Caution needs to be exercised by you on the receptivity of the school towards such sensitive issues before inviting them to participate as audience members.

Debrief

You could include reflective questions as a part of the presentation. Tentative questions could include:

- Any connection or relevance that students can draw from the activity to their personal lives?
- What are some of the rights students have discovered they have, which they weren't aware of before?

REFLECT (for facilitators)

Reflect on the following:

1. Could children connect the material in the session to their personal lives? If so, how? If not, what else could be useful?
2. What was the reception of the school/ staff towards the artefacts?

Growth chart – 2

The growth chart Activity should be done 4 times over the entire course, after module 1, 2, 3 and 4. This helps the students to pause and see their progress on the different skills they are learning through the course. As a facilitator, it will help you understand the level at which the class is. You will be able to see patterns in the student's understanding - where most of the students are, what have been the easy and the difficult parts and how they are progressing.

Objective

The growth chart shall help students understand where they stand individually and as a class on:

1) the learning progress: remembering, understanding, applying, analysing, reflecting, creating.
2) the skills in learning: communicating, collaborating, enquiry and research.

This would look something like this:

		I Can…	My Growth Sticker		
			Seed (Image)	Plant (Image)	Tree (Image)
1	Remember	I can remember what I learnt in the sessions.			
2	Understand	I can explain what I have learnt in the sessions.			
3	Apply	I can use the information and understanding from the sessions in my everyday life.			
4	Analyse	I can recognize the meaning of the sessions for my life and why we are doing it.			
5	Reflect	I can examine my ideas, notions, perspectives on self, gender and the world around.			
6	Create	I can create new ideas/artefacts and bring my point of view into it.			

7	Communication	I can share my point of view and understand others too in group work.			
8	Collaboration	I can work in teams and contribute actively.			
9	Enquiry/Research	I can confidently use observation and data to answer any of my questions.			

Material and Preparation

- Student workbook
- Instructor manual
- Growth Stickers – seed, plant, tree. Alternatively, children can tick in the rows.
- You can read these statements and think of ways you shall explain each if children ask for examples/explanation.

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.			
I can explain what I have learnt in the sessions.			
I can use the information and understanding from the sessions in my everyday life.			
I can recognize the meaning of the sessions for my life and why we are doing it.			
I can examine my ideas, notions, perspectives on self, gender and the world around.			
I can create new ideas/artefacts and bring my point of view into it.			
I can share my point of view and understand others too in group work.			
I can work in teams and contribute actively.			
I can confidently use observation and data to answer any of my questions.			

Activity Details: 20 Min

Pre-Activity Preparation

- Help children look back/recap at what we have done so far.
- Help them understand the purpose of the growth chart activity which will give a sense of their progress collectively and as individual learners.
- Talk about how learning happens:
    - Learning is a process which involves interaction with the concepts/topics, new knowledge, knowing what others think, reflecting on one's ideas, learning at each step and not just towards the end of something.
    - everyone learns at a different pace, so it is important to not compare themselves with others.
    - different people are good at different things, so it is natural to do well in some things while understanding the need for improvement in something else.
- Show the growth chart and its statements. Tell them how each statement must be seen in terms of their journey through the course.
    - Do they remember things, have they understood, are they able to apply what they have learnt, could they analyse their learning? Are they able to evaluate the effectiveness of the learning, have they been able to create something new using this learning, along with the experience of the process of learning – communicating with each other, working in a team and using data?
- Explain how the growth chart will be used especially the first time they see it after Module 1.
- Explain with example about how the 'growth sticker/tick' has to be put.
- Explain how a tree grows from a seed to a plant to a tree, the same way, when we are learning, we also go through different stages.
- They have to mark the stage they are at- a seed (just beginning), plant (developing) or tree (grown and spreading the learning sphere) based on how confident they feel on different aspects.

The activity can be done in the following manner:

- Ask students to open the growth chart given in the workbook.
- Ask them to put the sticker or tick under seed, plant, or tree against each statement.
- They do not have to write their name on the chart.
- Be available to explain the statements as required.
- Once everyone's chart is collected take help of students & count the number of seeds, plants & trees for each statement.

Write the result on the growth chart against the date. Assuming there are 30 students in the class, here is an example of how the chart will look is given below.

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.		30	
I can explain what I have learnt in the sessions.		22	8
I can use the information and understanding from the sessions in my everyday life.	8	27	5
I can recognize the meaning of the sessions for my life and why we are doing it.	20	10	
I can examine my ideas, notions, perspectives on self, gender and the world around.	28	2	
I can create new ideas/artefacts and bring my point of view into it.	8	21	1
I can share my point of view and understand others too in group work.	2	26	2
I can work in teams and contribute actively.			30
I can confidently use observation and data to answer any of my questions.	18	3	7

Share and Reflect:

Towards the end help children reflect on the completed chart through the following trigger questions:

- Did this help you to know where you individually stand in relation to the class?
- Does the class seem to have a pattern? Are most students, seeds at one part of the class? Or plant in another? What does this mean as we move ahead?
- Do you find that you are strong at one skill & not strong at another? What do you think you should do in that case?

Module 3 – Creating solutions

This module takes the students through the process of computational thinking. Students plan a survey design, conduct surveys, identify issues and solve a problem. Creating solutions and simultaneously developing communication skills required in creative collaborations are encouraged. They are introduced to safe online techniques and how the internet can be used for personal and professional goals.

Session 9: Digital footprint

Time 60 minutes

Executive Summary Students will explore data, online safety and the internet in this session. They will understand the impact of online behaviour, information that is appropriate to share and the kinds of interactions to avoid online.

Learning Objectives
By the end of this session learners will

- demonstrate an understanding of the concept of data and digital footprint.
- identify steps to manage a digital footprint and understand the potential risks involved.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session

Process

Step 1- Writing an embarrassing story

- Ask students to come up and relate something embarrassing/confusing that happened to them this week or last. You can start with a personal example. Tell students to write/draw this anecdote in their workbooks. Mention that they will not be asked to share this with the class so that they are comfortable to narrate it the way they like. Give examples like
    - tripping over in public.
    - lying to your mother about something and getting caught.
    - getting food stuck in your teeth.
    - being late because you did not wake up on time.

- Give students 10 minutes to finish writing their story
- Now ask students to imagine how this situation would be different if it was documented online in the form of text, audio, images or videos and shared with the school community.

Step 2 -Have you ever...?

- Have students stand side by side in the back of the classroom. Read aloud the following yes/no questions, and ask each student to respond. If their answer is yes, they should step forward (and remain in that place as you read the next question). If their answer is no, they stay where they are. By the end of the activity, some students will be all the way at the front, some will be in the middle, and some will be at the back of the classroom.

1. Have you ever seen your friends and/or family use the internet?

2. Have you ever used the internet? (For the ones who step ahead ask them what they have used the internet for. Possible answers could be emails, play games with others, people online, chat with friends online, homework and tutoring, etc.)
3. Have you ever used a password before? (This could include a generic password for mobile phones and/or logging onto a computer. Ask the ones who have moved forwards, What for?)
4. Have you ever played online games? (Ask the ones who move, What games)
5. Have you ever had a chat with other people online? (Ask the ones who moved, Whom do they chat with?)
6. Have you ever sent photos to someone?
7. Have you ever downloaded games/music for yourself?

After the activity, ask students:

- Are you surprised about where you are standing? Why or why not?
- Is there a visible divide in the group in terms of gender? Why?
- Why is it having access to all of this technology and content important?

Step 3: User, Online Service, and Advertiser

- Explain to the students that there are three key players in the world of the internet.

- USER - The ones who sign up on social media platforms, shop online, play online, use apps. Here USER is anyone who uses the internet on an almost daily basis.

- Discuss the use of social media platforms like Whatsapp, Facebook, TikTok, and Instagram. Why do we use these 'social networks'?
- Share that when one uses a service like a social network or search engine, they give away pieces of information, or ‘data’.

- Exercise: Explain that the worksheet in front of them represents the internet: Create a Character profile (Picture - Name - School - Address - Mobile number - Hobbies - Locations - Age - Services)

- Ask students to imagine if this worksheet was exactly like the internet, then it’d be permanent, and the information would stay on the internet forever, and it’d be public, so the whole school, town, county and more would be able to see it. Explain that this worksheet now represents that person’s digital footprint.

- Ask: What is privacy? Work with students to come up with a definition. This might include concepts such as "something that is personal and not publicly expressed" or "intended only for the person immediately concerned". Explain that keeping something private doesn't necessarily mean keeping it solely to yourself. You might share your information, thoughts or feelings with just a few selected people. For example, you might have a crush on someone and choose to tell your best friend but no one else. That is private between you and your best friend.

- Discuss - what would happen if that information fell into the wrong hands, like cyber bullies, hackers or online groomers.

- Exercise: What kinds of things would you always want to remain private? Create a list on the board under the heading, “What I want to be private." For each item students name, write a corresponding "Private from ..." and ask students whom they want this information to be private from. See the example below.

What I Want to Be Private	**Private From ...**
Whom I have a crush on	Everyone, except my best friend
How much money my parents make	Everyone, except my immediate family

- Online Service Provider: An online service provider can be an Internet service provider, an email provider, a news provider (press), an entertainment provider (music, movies), a search engine, an online banking site, a health site, an official government site, social media and so on.

- Advertisers: A company that wants to sell different products online for all the different users by advertising using social media, website or apps

- Discuss
  The journey of personal data:

1. The user signs up for an online service and fills in information about themselves (‘data’).
2. The advertiser gives the online service money to access that data. The online service gives advertisers access to users' data.
3. Advertisers then use this data to decide which of their adverts the user is most likely to be interested in. They then use the online service to show the ad to the user.

- Personal data is what makes the internet go round and it’s what allows both advertisers and free online services to make money. Advertisers pay to access the information you give when using apps or social networks so that they can target their advertising. Some people mind that this happens, others don’t, but the key thing to know is that it’s happening and to understand how your data is being used by these companies.

- A good first step is to view the app settings on your smartphone or device to view your ‘permissions.’ This will give you an idea of the type of information you’re sharing when you use apps on your phone or device.

Debrief

Ask students to think about:
- How could digital footprints be used irresponsibly?
- How could the situation have been avoided?
- How do you decide what is okay to share?

Also, discuss how having no online identity can be detrimental.

Session 10: Designing a survey

Time 120 minutes

Executive Summary Students understand the process of creating a quality survey and create their design: they establish the goals of the survey, identify the sample population and create a questionnaire. They also make a plan for data collection and analysis.

Learning Objectives
By the end of this session learners will

- understand the elements of survey design.
- plan and prepare a survey.
- plan and conduct interviews to document facts about an issue.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session

Process

Step 1 - Generating headlines

- Choose one student who is happy to come to the front of the class and ask them a series of survey-like questions. Possible questions could include:
    - How do you get to school?
    - What is your favourite TV programme?
    - What do you normally have for lunch?
    - What is your favourite sport?
- Then, create some headlines from their answers, for example:
    - All children walk to school
    - All the children love watching _____.
    - All the children bring _____ in their lunch box.
    - The majority of students prefer football to all other sports.
- Ask the class whether these headlines are correct.
- Discuss how you could make this activity more representative including asking larger numbers of students in the class, the school, different ages, etc. Explain to students that, to get a better idea, it would make sense to ask a larger number of students across the school to fill in a survey. It will provide a broader, more useful and interesting picture compared with the responses provided by a single student.
- Tell students that one way to collect data or information is to conduct a survey, you ask people a question and you record their answers.

Discuss
- How was the experience with conducting surveys earlier in the course?
- What would they do differently this time?
- What information are they looking to gather from the survey?
- How would this information be helpful?

- What would happen once you have the information?
- Why might it be helpful to be able to analyse a problem in this way?
- What additional information needs to be gathered? How?

Step 2- WHAT IS A SURVEY?

- A survey is a poll used to collect answers for specific questions from a sample population. The primary purpose of a survey is to gather data about a population. Surveys are used by governments, businesses, marketing firms, schools, nonprofit organizations, and researchers, among others, to find out information about a population.
- A survey will give you targeted feedback on select topics from a specific group of people you're interested in learning from. It will give you information on the trends, averages, and overall perspectives of a group, equipping you with school data for making decisions and taking action.
- Tell students that they are going to create survey questions to learn about a topic of their interest. Divide the class into heterogeneous groups of three or four, and ask students to discuss and make a list of as many ideas as possible:

Fill in the blanks to make a list of research ideas:

- A survey can be used to describe the current situation.
  What information will help you to better understand a situation in your school? I would like to understand ____.
- A survey can be used to understand the opinion of others.
  What beliefs or attitudes towards an issue are important to you? I would like to learn what ____ think about ____.
- A survey can be used to identify needs.
  What do people need in their life to make it better? I would like to find out what ____ need to improve ____.
- A survey can be used to assess satisfaction.
  How do people feel about a product, service, or event? I would like to know if ____ are satisfied with ____.
- A survey can be used to highlight areas that need to change.
  What needs to start or stop happening for the situation to improve? I would like to study ____.
- A survey can be used to organize an event.
  What details do you need to help plan an event? I need to plan a ____ event.

Students could also select a topic from this list of research suggestions

1. Is bullying a problem at our school?
2. How could the school playground be improved?
3. What changes need to be made to boost participation in school?
4. What is the preference for science as a subject among girls?
5. How much time do students spend completing homework?
6. What are the food preferences and consumption behaviour of students?
7. What are the sleeping patterns of students?
8. Does the library have sufficient resources to help you?

9. What is the availability of drinking water, toilets with running water, or electricity in school?
10. What is the food and nutrition intake among students?

Step 3 - Design your survey

Ask students to go through all the topics in their list, understand the value of each topic and prioritize a topic based on the learning goals of the groups. Students need to discuss the main objective of the survey the group would like to work on using the survey design worksheet based on the following:

- What is the specific knowledge you'd like to gain from your survey, along with a couple of simple questions you think might answer your hypotheses (including the set of possible answers)?
- Whom are you planning on surveying? Decide the group you are going to focus on based on whom you have access to and what your research is focused on.
- How many people are you going to survey? You want to choose a target number of surveys to conduct. You don't want too few surveys because you won't have enough answers to support any generalizations or findings you may make. At the same time, you do not want too many surveys because you will be overwhelmed with analysing your data. (30 would be an appropriate number as each member in the group can then interview 8-10 respondents)
- How are you going to survey people? You can choose to conduct your survey in person (i.e. walk up to people and ask them questions); on paper (i.e. hand out surveys and ask people to return them).
- How long is your survey going to be? The answer to this question depends on what information you are attempting to discover and how much you want to find out.

Step 4: Create a questionnaire

Discuss the different types of questions with examples

A) Understand types of questions:

Structured or close-ended questions: Questions that offer the respondent a closed set of responses from which to choose. Structured questions make data collection and analysis much simpler and they take less time to answer. Structured questions are best suited for the following situations:

- when you have a thorough understanding of the responses so that you can appropriately develop the answer choices.
- when you are not trying to capture new ideas or thoughts from the respondent.

When writing the selection of responses for a structured question, you should make certain that:

- The list covers all possible alternatives that the respondent might select
- Each of the answers is unique (i.e. they do not overlap).
- Sometimes, including general catch-all responses (such as "Other", "Don't know", "None of the above", etc...) at the end of a list of answer choices will help to ensure that the data you are collecting will be accurate.
- You can use also use scales, for example:
    - Strongly disagree

- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Non-structured or open-ended questions: Questions where there is no list of answer choices from which to choose. Respondents are simply asked to write their response to a question. For example, what change would you like to see in the school playground? It is best to use non-structured questions when you are exploring new ideas and you don't know what to expect from the respondents.

B) Make a list of questions

Explain to students that before they go out and talk to the survey respondents, they need to have a clear and specific questionnaire. To start they can follow these rules:

- Ask as many questions as you can
- Do not stop to discuss, judge, or answer any questions.
- Write questions exactly as they are stated.
- Change any statements to questions.

If needed, take the time to discuss these rules and what may be challenging about the rules and why it's beneficial to follow the rules. Ask students to record as many questions as they come up with.

C) Improve Questions

Ask students to:

- Identify which of their questions are open-ended and which are close-ended and label each question in their notes with an "O" or "C".
- Prioritize questions that they most want to explore further.
- Choose 5-10 questions using the guidelines.
- Create a questionnaire to research more on the topic they have decided as a group.

Guidelines for survey questionnaire:

- Ask for personal information only if it is relevant to the topic, such as age, sex etc.
- Keep the questions short and concise.
- Ask only one question at a time.
- Make certain that you are objectively asking the questions, i.e. that you are not leading them toward a particular answer.
- Order/group questions appropriately.

Once you have developed your survey questionnaire, you should conduct a small test (1-2 friends) to make sure that respondents clearly understand the questions you are asking and that you are capturing the information that you need for your study.

Closure:

In your groups create tasks, roles and responsibilities and a timeline worksheet to plan for data collection. Tell them that they have used the task sheet last year to plan the responsibilities. Share the sheet with them. Give them a week or a few days to collect data depending on the students' target group.

Responsibilities Worksheet:
Make a clear plan. The task here is to plan for data collection – how many they will reach, when, what the responsibility is of each member – and collect the data.

Task Break-up			
Tasks	**Lead**	**Start Date**	**Finish Date**
Resources			
Materials:			
Information:			
Resources:			

Session 11: Analysing the survey

Time 90 minutes

Executive Summary In this session students will learn to organise and analyse the data. They will write a summary of their survey results and their interpretation of the issue and share it with the class.

Learning Objectives
By the end of this session learners will

- interpret data to identify trends and understand the interrelation among various issues.
- share and present the findings.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session

Process

Step 1- Working together

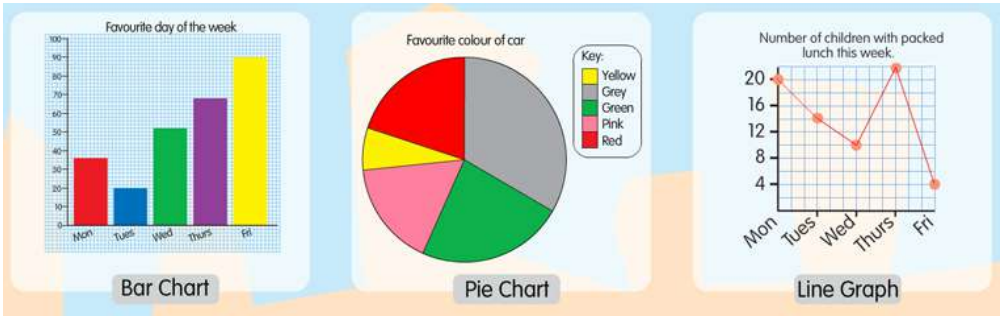
- Share with them that they will work in the same group to analyse and present the data and as well to solve an identified problem in the following few classes
- Part of working together is being together, which can lead to all types of interpersonal issues such as personality conflicts, disagreements, and overactive socializing. Work together to:
  Set your own ground rules: Make a plan for dealing with team issues before they derail your group work.
  Identify the Desired Result: Discuss and decide how your final presentation would look like and organize your tasks accordingly.
  Make a plan: The plan here is to analyse, discuss, organize, compare, and interpret diverse information that is relevant to your topic of choice. Create clear task breakups and deadlines. Make sure everyone in the group is participating actively.

Step 2: Collect responses and analyse the results

The final aim is to make the information clear and accessible. Students in the group need to make sure that they organize the data they collect for it to make any sense later.

- Use a separate tally table for each question on the questionnaire. Label the table with the question.
- Divide the table into as many columns/rows as there are possible answers to the question. Include a column/row for "others/none of the above" response.
- Repeat these steps for all questions asked on the questionnaire.
- Collect your responses by labelling the columns/rows with an answer. Fill out all the answers given by the participants.
- After you record, all questionnaires, total the tally sheets.

- Depending on the survey you've conducted, there are many types of graphs and charts you can use. A few options you can choose from are pie charts, Venn diagrams, line graphs, histograms and pictograms. Be sure to pick one that accurately displays your data. Check your maths textbooks for details about various graphs and how they can be used.
- Graphs and charts are a visually-appealing way to share data. Not only are the colours and patterns easy on the eyes, but data is often easier to understand when shared through a visual medium. However, it's important to choose a graph that highlights your results in an uncomplicated way.



(Note for the illustrator to recreate this)

Step 3: Prepare and Present

The outline of your presentation can be:

- Introduction — explains the significance of the topic and follows it up with an explanation of your process.
- Body Paragraph — What - Why - Effect - Describe in detail - What is the objective of your research? Why does the issue occur or exist? What effect does the issue have on the people or community? It is most helpful to use the charts, graphics, or even stories from the observation section that will help you make information clearer and more accessible.
  Don't lose sight of your survey goals**.** If you find yourself stressing over some minutiae in the data, take a step back and consider what your objectives are.
- Conclusion — restate the topic sentence and include something new from the previous text as well. It is good, to begin with, transitional words like "Hence," "Thus," "Therefore," "Ultimately". Weave a story with the collected and analyzed data. What was the intention of the survey research and how does the survey data suffice that objective? – Understand that and develop accurate conclusive results.

Give students time to collate the data, analyse the data and prepare for the presentation. Ask them to share the findings with the whole group.

Debrief

Ask students to reflect on the presentation and what they would like to work on further and improve.

Session 12: Design your project

Time 90 minutes

Executive Summary In this session students will focus on identifying and solving a problem. They will plan an event to share their findings.

Learning Objectives
By the end of this session learners will

- identify an issue that allows an in-depth exploration of a topic whose goal is problem-solving.
- identify available resources for sharing their ideas.
- plan an event around the issue.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session

Process
Step 1- Recollect

Think of a time when you made a difference in someone's life, perhaps by helping them at a difficult time. Reflect on:

- What was the situation?
- What did you do?
- Were there obstacles to face?
- How did you overcome them?
- Does everyone have the power to make the world better?

What are the possible ways of doing so?

Step 2- How to Solve a Problem

In a tiny school in the Uttarakhand hills, Himani and her classmates learn how to solve real-life problems. The story takes you through her diary entries as she learns the steps to solve problems, big and small.

https://storyweaver.org.in/stories/52584-how-to-solve-a-problem-like-himani

Story reflection:

- Play the question game: Ask for a volunteer from the class to think of a problem you might have faced and state it in the form of a question. Another student should then ask a question related to it.
- Make a list of problems.
- Identify a problem that you can solve.

Steps of solving a problem:

1. Identify the problem.
2. Find out everything you can do about the problem.
3. Discuss.
4. Decide on the most suitable idea.
5. Try it out.
6. If you succeed, very good!
7. If not, try another idea.

Step 3: Decide the theme of your event

Ask the class to split into three groups: Ask each group to

- Discuss their opinions on the enquiry and survey results shared in the earlier session.
- Choose any one issue they think needs immediate attention.
- Present their thoughts in the bigger group.
    - Name the issue
    - Why do they think it is important?
    - What are the probable causes because of which the issue exists?
- Once all the groups have presented, the class will have to vote on one cause of an issue they would like to address together as a group.
- Once students choose an issue or problem, ask them to consider the following questions:
  - What is the source and cause of this issue or problem? Why?
  - What, exactly, will the project be?
  - What does the class as a whole want to accomplish?
  - What additional information needs to be gathered?
  - What are the available resources?
  - What obstacles can students foresee?
  - How will they be overcome?

Step 4: Plan an event

- Based on the cause, the class needs to now chalk out an event with a clear idea of the issue at hand and how they would like to address it. Students can work in small groups to design product design or system improvement ideas that they would present to the bigger audience using maps, posters, charts, graphic materials, plays, newsletter, speeches, music, poetry, working models.
- As a team they also need to discuss and work on the following:
  - What tasks need to be done?
  - Who will do them? Individuals? Small groups?
  - How will the work be coordinated?

  - Form groups to discuss and plan out detailed task lists with clear deadlines.
  - Arrange meeting times and follow up sessions.
  - Work out an agreement of roles and responsibilities the group members will adhere to.
  - Finalise the day for presentation

Closure:
Help students create a checklist of items to complete and a proposed completion date for each item. This helps students work on the project in chunks and avoid last-minute chaos.

Session 13: Project presentation

Time 60 minutes

Executive Summary Students execute the planned event with the support of the facilitator and identified mentors to share the information they have gathered on an existing issue and their ideas to solve the problem at hand.

Learning Objectives
By the end of this session learners will

- present their projects.
- prepare the classroom or library display with maps, posters, charts, graphic materials.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session

Process
Final Presentation by the class in the form of a share-out event with the teachers and the head of the school

After the presentations are done, ask students to reflect and write their responses in their workbook.
Ask a few students to share the responses.

Closure: Activity: What? So what? Now what?

1. What? Describe in detail the experience.
    - What happened?
    - What did you observe?
    - What was your role?
    - What was good/bad about the experience?
    - What did you learn from the experience?
    - What part of your experience was most challenging?
    - What part did you find surprising?
2. So what? Describe why this experience was significant.
    - How did this experience clarify, expand, or create an interest?
    - What are some of the pressing issues related to your topic?
    - How does this survey help you analyse those needs?
3. Now what? - Describe the next steps.
    - If you could do the project again, what would you do differently?
    - What would you like to learn more about the topic?
    - What information can you share with your peers or the community?
4. How will you apply what you learned from your experience?

Module 3 – Basics of learning to make

Covering the basics of doing projects on the open-source programming platform Scratch, it will set the foundations for the end-of-module projects they do in the entire curriculum. These sessions provide opportunities for creating stories and simultaneously developing communication skills required in creative collaborations. They are introduced to safe online techniques and how the internet can be used for personal and professional goals.

Session 14: Digital footprint

Time 60 minutes

Executive Summary Students will explore data, online safety and the internet in this session. They will understand the impact of online behaviour, information that is appropriate to share and the kinds of interactions to avoid online.

Learning Objectives
By the end of this session learners will

- be aware of social media identity and use the internet safely and responsibly.
- identify steps to manage a digital footprint and understand the potential risks involved.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session
- https://www.youtube.com/watch?v=aEmF3Iylvr4- creating passwords
- https://storyweaver.org.in/stories/50835-the-mystery-of-the-cyber-friend- story on cyber safety

Process
Step 1- Storytelling

- Ask the students to pay attention to a story that is narrated. Ask a volunteer from the class to read this story to the entire class. https://storyweaver.org.in/stories/50835-the-mystery-of-the-cyber-friend

Discussion:

- Ask the students to take a minute or two to think about the story.
- Ask: What would have happened if Shree hasn't told Akka about her new friend?
- Ask: What kinds of things should we not tell a stranger?
- Invite students to respond. Answers may vary, but highlight things like address, phone number, full name, etc.
- Tell them that it is important for you to keep certain information about yourself, like your address and phone number, private from strangers.
- Define private as something that you should keep to yourself. It should only be shared with people you trust, like your parents or teachers.
- Explain that private information is often connected to a specific person.
- For example, no two people in the class have the same full name and phone number.
- Invite students to give examples of information that they should keep private. - Write down their responses on the board or a chart paper so that you can return to them later in the lesson. Make sure to cover the following:
    - Picture
    - Full name
    - Age
    - Birthdate
    - Address

- Telephone number
- Email address (or parents' email address)
- Passwords
- Where they go to school or after school
- Parents' full names
- Where their parents work
- Parents' bank account or credit card number or other details

- Ask: Why do you think it's important to keep this information private?
- Invite students to respond. Reinforce that it is never safe to give out private information to people they don't know since it can be used to trick them or put them in unsafe situations. Explain that they should always ask a parent or caregiver before they give out private information to anyone. This applies to people they don't know in the physical world and people online.
- Ask: How is sharing private information online the same as telling it to a stranger in person?
- Invite students to respond. Make sure students understand that when they share information online, it can be viewed by people they don't know. Define online as using a computer, phone, or tablet to visit a website or app.

Step 2- Sharing information

- Ask for a volunteer from the class and ask the following questions
    1. One day while walking from school to home you saw a stranger and that stranger started asking your details. Will you tell your details?
    2. If no, why?
- Tell them the internet and the people whom you meet online are also like strangers.
- It is very, very important to protect your personal information to maintain your safety. From a young age, your parents would have told you to not reveal too much information about yourselves to strangers.
  Ask them whether they have heard about SMART rules while using the internet?
  If yes, what are they?
- Ask them, with all this information, does that mean the internet is a dangerous scary place? Well, No!
  The positives are far greater than the negatives, but we must be cautious and safe and not let the negatives impact us.

Step 3 - How to be safe online?

- Ask them what the ways are to be safe online. Write all their suggestions on the board. Then take them through the points given below.

<u>How to Safeguard yourself from false information</u>

Just like in the real world, the internet is full of good and bad information. Good information comes from verified sources and standard websites such as Wikipedia, BBC News, WebMD etc. There are many, many sites which are present just to spread rumours, fears and false information. These sites often offer something for "free" and tell you to click on a link to win lots of money or valuables. Never open such sites or click on these links which offer such promises. They are false and contain viruses.

How to Safeguard yourself while shopping on the internet

One of the benefits of the internet is the ability to shop from a wide range of stores and buy items on sale. Many times, you get many things on internet websites, that are much cheaper than actual stores. To protect yourself when shopping online follow these tips:

- Visit sites that have a good reputation as 'trusted brands"
- Follow the security advice carefully on websites that you trust, as it is there to help you
- Make sure that you are on a secure site when you need to give credit or debit card details
- Do not ever give your credit or debit card details on the phone if someone calls to help with you with online shopping

How to Protect your personal information

- Whether or not you realize it, the things you share online also can affect how you are perceived by others. That's why you'll always want to think carefully about what you share, especially on social media.
- Photos are personal too. Remember to be careful before you share your own or somebody else's pictures with people you don't know.
- Also, remember never to let anybody take your picture without your approval. People can use your photographs on dangerous and bad sites.

Create strong passwords for your social media sites

https://www.youtube.com/watch?v=aEmF3Iylvr4

- Show them this video about how to create strong passwords for their online safety. If students are finding difficulty in understanding, explain it to them.

Debrief

Ask the students to think about:

- How could digital footprints be used irresponsibly?
- How could the situation be avoided?
- How do you decide what is okay to share?

Also, discuss how having no online identity can be detrimental.

Session 15: 10 Blocks challenge

Time 30 minutes

Executive Summary Students will create a project with the constraint of only being able to use 10 blocks. They will learn to solve a problem and manage the constraints.

Learning Objectives
By the end of this session learners will

- create a project using only 10 blocks.
- manage the constraints and create a project.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session
- A computer or laptop connected with a projector
- Scratch 3.0 installed in all the computers

Process
Step 1 – Revisit Scratch
Depending on the number of students and systems available you can make groups of 2-3. Each group should be assigned a system with Scratch 3.0 installed. Help students to open Scratch and click on the create button at the top of the Scratch to start a new project. Before moving forward with the activity, make sure students understand and are familiar with the interface of the Scratch platform. If they are not, go through each element on the Scratch platform, such as the stage, background, script, sprite etc.
Ask students the following question:

- What are the different components of the Scratch interface?
- How would you describe Scratch to a friend at home?

Step 2 – Save the project
Ask students to give their teams a name and save the project as
Team name_10_Blocks_Challenge. Ask them to work together to come up with creative ideas and make sure they save their projects every 5 minutes.

Step 3 – 10 Blocks challenge

What can you create with only 10 Scratch blocks? Create a project using only these 10 blocks. Use them once, twice, or multiple times, but use at least 8 different blocks. Here is a sample of 10 blocks that can be used to create something amazing!

- Start a class discussion and collaboratively define each one of these 10 blocks.
- Give students time to create a project with only these 10 Scratch blocks: go to, glide, say, show, hide, set the size to, play sound until done, when this sprite clicked, wait, and repeat.
- Encourage them to experiment with different sprites, costumes, or backdrops.

- Invite students to share their projects with others in the class

Share some tips with students:

- Test ideas by trying out different block combinations.
- Mix and match blocks until you find something that interests you!
- Try brainstorming ideas with a neighbour!
- Explore other projects to see what others are doing in Scratch. This can be a great way to find inspiration! http://Scratch.mit.edu/studios/475480
- Challenge yourself to do more! Swap projects with a partner and remix each other's creations.



Debrief

- What was difficult about being able to use only 10 blocks?
- What was easy about being able to use only 10 blocks?
- How did it make you think of things differently?

Session 16: Debug it!

Time 30 minutes

Executive Summary Students will understand a range of concepts including sequencing through the practices of testing and debugging. They will investigate a buggy program, tinker with problematic code, and test possible solutions.

Learning Objectives
By the end of this session learners will

- investigate the problem and find a solution to different debugging challenges.
- develop a list of strategies for debugging projects.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session
- A computer or laptop connected with a projector
- Scratch 3.0 installed in all the computers

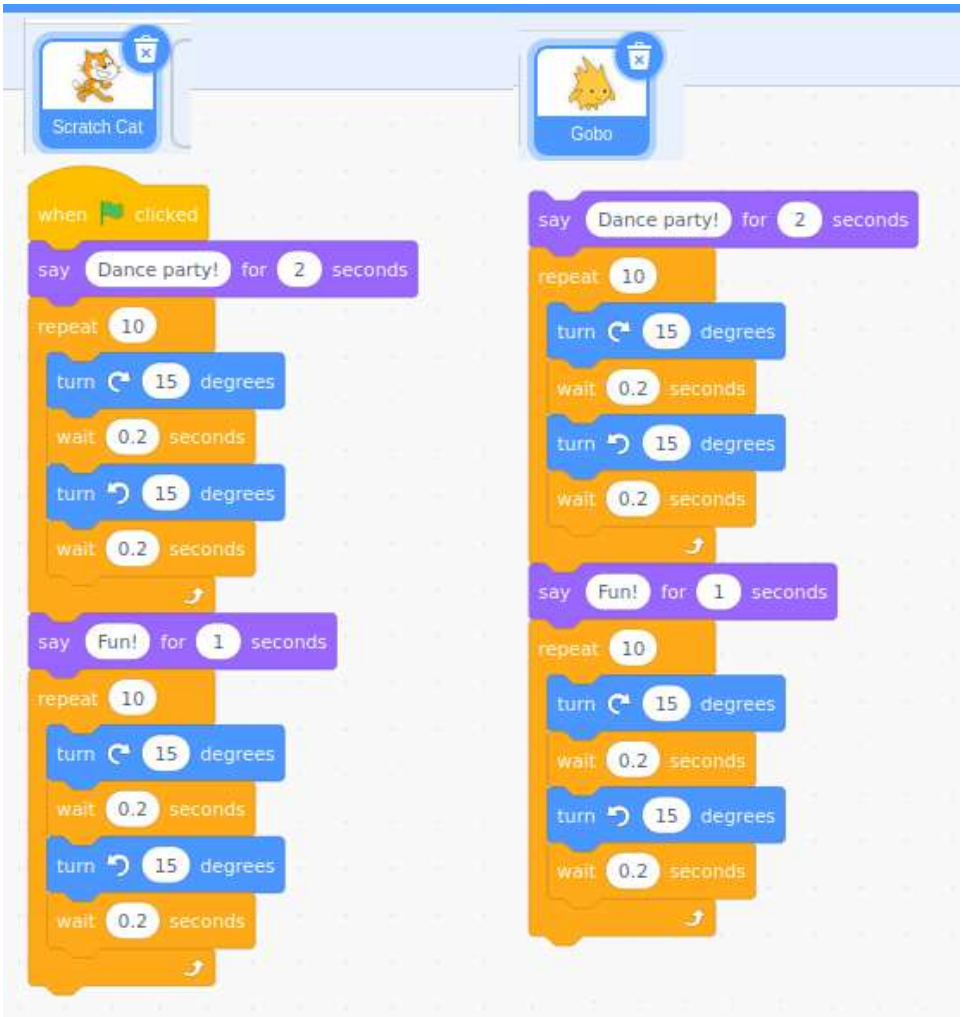
Process

Step 1 – Explain what a bug is

- Computers operate by following a list of instructions, called a program, that has been written to carry out a particular task. Programs are written in languages that have been specially designed, with a limited set of instructions, to tell computers what to do. Some languages are more suitable for some purposes than others.
- Regardless of what language they use, programmers must become adept at specifying exactly what they want the computer to do. Unlike human beings, a computer will carry out instructions to the letter even if they are patently ridiculous.
- Programs must be well-written. A small error can cause a lot of problems. Imagine the consequences of an error in the program of a computer in a space shuttle launch, or one counting election votes, or the signals on a train track!
- Errors are commonly called “bugs”. A BUG is a flaw or fault in a computer program or system that causes it to produce an incorrect or unexpected result, or to behave in unintended ways. The process of finding and fixing bugs is termed "debugging".
- The terms "bug" and "debugging" are popularly attributed to Admiral Grace Hopper in the 1940s. While she was working on a Mark II computer at Harvard University, her associates discovered a moth stuck in a relay and thereby impeding operation, whereupon she remarked that they were "debugging" the system.
- This activity works well in groups! Get students working in teams of 2-4 people to collectively problem solve and share debugging strategies.

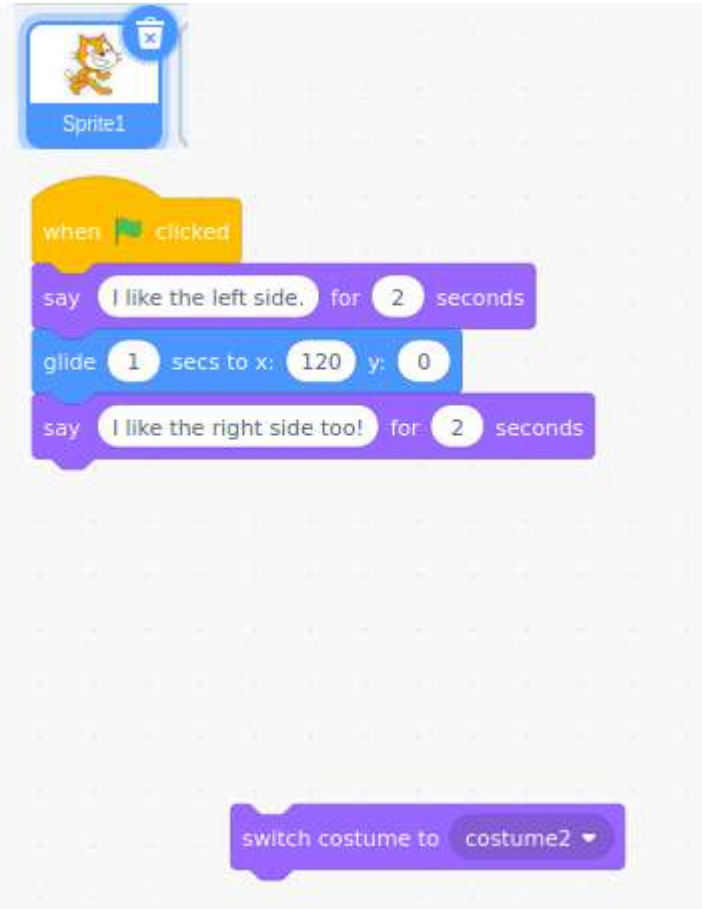
Step 2- Solve a problem

Share with them that in this activity, you will investigate what is going awry and find a solution for each of the five Debug It!
DEBUG IT! 1.1 http://Scratch.mit.edu/projects/10437040
When the green flag is clicked, both Gobo and Scratch Cat should start dancing. But only Scratch Cat starts Dancing! How do we fix the program?



DEBUG IT! 1.2 http://Scratch.mit.edu/projects/10437249

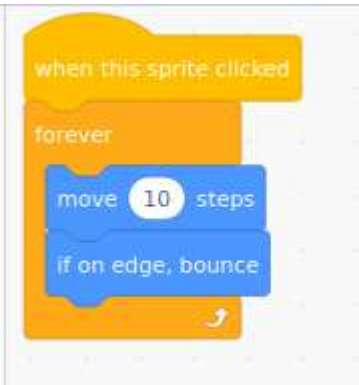
In this project, when the green flag is clicked, the Scratch Cat should start on the left side of the stage, say something about being on the left side, glide to the right side of the stage, and say something about being on the right side. It works the first time the green flag is clicked, but not again. How do we fix the program?



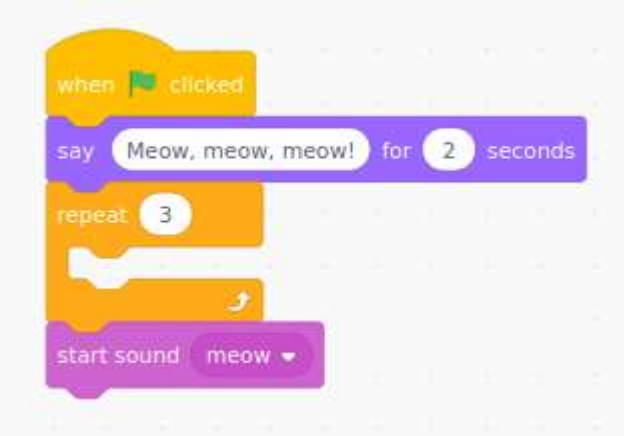
DEBUG IT! 1.3 http://Scratch.mit.edu/projects/10437366
The Scratch Cat should do a flip when the space key is pressed. But when the space key is pressed, nothing happens! How do we fix the program?



DEBUG IT! 1.4 http://Scratch.mit.edu/projects/10437439
In this project, the Scratch Cat should pace back and forth across the stage, when it is clicked. But the Scratch Cat is flipping out – and is walking upside down! How do we fix the program?



DEBUG IT! 1.5 http://Scratch.mit.edu/projects/10437476
In this project, when the green flag is clicked, the Scratch Cat should say 'Meow, meow, meow!' in a speech bubble and as a sound. But the speech bubble happens before the sound – and the Scratch Cat only makes one 'Meow' sound! How do we fix the program?



Share some tips with the students:

- Make a list of possible bugs in the program.
- Keep track of your work! This can be a useful reminder of what you have already tried and point you toward what to try next.
- Share and compare your problem-finding and problem-solving approaches with a neighbour until you find something that works for you!
- Discuss your testing and debugging practices with a partner. Make note of the similarities and differences in your strategies.
- Add code commentary by right-clicking on blocks in your scripts. This can help others understand different parts of your program!
- Help a neighbour!

As students solve and work in groups, you could move around and check

- Were students able to solve all five bugs? If not, how might you clarify the concepts expressed in the unsolved programs?
- What different testing and debugging strategies did students employ?

Debrief

- What was the problem?
- How did you identify the problem?
- How did you fix the problem?
- Did others have alternative approaches to fixing the problem?

Session 17: Advanced Scratch

Time 120 minutes

Executive Summary Students will understand advanced Scratch projects. They will animate or build games. They will plan and organise their projects before coding.

Learning Objectives
By the end of this session learners will

- create advanced Scratch projects around a theme and share the information with classmates.
- be able to build stories with an animation component.
- build games for change.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session
- A computer or laptop connected with a projector
- Scratch 3.0 installed in all the computers
- Pictures of (place, animal and things) in a bag for each group

Process
Step 1 – Creating games

Start by asking students about previous years' experience of working with Scratch.

- Did you enjoy making Scratch projects?
- Which project made you proud?
- Do you want to learn more about Scratch?

Tell them they are going to the next level of coding.

For creating games, you need to learn the rest of the blocks available in the Scratch panel. You might have noticed those blocks while creating projects last year. The blocks are

- Sensing block – sensing blocks are the blocks that detect things
- Operators block – operators blocks are the blocks that perform math functions and string handling
- Variables block – variables blocks are the blocks that hold variables and lists
- Introduce them to added extensions like
    - text to speech – It converts your texts into speech. There are language preferences too
    - video sensing – it is an extension that allows webcams to interact with projects through video sensing

(note to illustrator- pictures needed)

- Explain to the students what each block does

- Show them a game from the STEMforGIRLS toolkit, where the above blocks are used (name of the game is to be added)

In groups, allow them to dabble and try and code

Things to Try:

- Support Tinkering
- Switch backdrops
- Make your characters have a conversation
- Move your characters
- Change something when you click on it



Step 2- Creating stories

- Option 1:
  https://storyweaver.org.in/stories?sort=Relevance
  Students with internet access can read stories from this website. Stories are available in different languages.
- Option 2:
  Use stories which they already know or read in the books. They can also ask their family members to share stories that they know. (sample project to show a story where all the blocks are used)
  Story Starters in a Bag:
- Have participants make up a brief story by giving them a bag with three objects in it and asking them to include all of the items in the story. In each bag, you could include small objects, pictures of animals or characters, and/or words (people, places, or things). Divide participants into groups of two or three and have each pick a bag. Give them a few minutes to come up with a quick story.
- Show the Create a Story tutorial video to show participants how they can start making stories in Scratch. View the video at Scratch.mit.edu/story

In groups, ask them to explore the following:

Start with Prompts: Ask participants questions to get started.

- Where will your story take place?
- What will happen first?

Provide Resources: Offer options for getting started

- Some participants may want to follow the online tutorial: Scratch.mit.edu/story

- Others may want to explore using the coding cards. https://resources.Scratch.mit.edu/www/cards/en/story-cards.pdf

Suggest Ideas for Starting

- Choose a backdrop.
- Choose a character.
- Make a character say something
- Make a character hide and show.

- Scratch is designed to support creating by experimenting and tinkering. So, students may want to start their stories without planning. As they create, one idea can spark another. Celebrate their sparks of creativity and the unexpected turns their stories may take.

Step 3- Creating a project

Tell students that now their task as a group is to prepare a project using all the blocks.

Project can be

- A story
- A game or
- Curriculum related projects.

All the blocks and at least 1 extension should be used in the project. Once the students have decided the project, share some guidelines to the respective groups

Guidelines for games:

- Groups which are interested in doing games can explore a few games from the STEMforGIRLS toolkit
- Design your game
    - Decide what the theme of the game is.
    - Decide the number and the sprites you need for this game.
    - Script your game in your worksheet (write the exact commands you are going to use)
    - Open Scratch and complete your project.

Guidelines for curriculum projects:

- Groups which decided to do a project on something based on their curriculum,
    - Decide the topic you want to do a project on, such as Newton's laws of motion.
    - Decide a story for the project.
    - Decide the number and the sprites you need
    - Script your project in your worksheet (write the exact commands you are going to use)
    - Open Scratch and complete your project

Guidelines for stories:

- Decide the story that the group is planning to animate, for example, a story of women scientists, or the story of Poorna Mallavath.
    - Where will your story take place?
    - What will happen first?
    - What is the end/ climax?
    - Who are the characters?

- Script the story in your worksheet (write the exact commands you are going to use)
- Open Scratch and complete your project

Suggest Ideas for Starting

- Choose a backdrop
- Choose a character
- Make a character say something
- Make a character hide and show

Once the groups have completed the planning and writing the codes, ask them to try the same in Scratch in a step by step manner

Debrief

- What was the most exciting part of creating your project?
- What were the challenges you faced while working on your projects?
- How did you overcome these challenges?
- If you were to go back and work on your project again, what would you do differently?

Session 18: Project share-out

Time 90 minutes

PLAN

Students execute the planned event with the support of the facilitator and identified mentors to share their final Scratch projects.

Learning Objectives

By the end of this session learners will

- present the Scratch projects.
- prepare a computer lab (easy to display the project) display with Scratch projects posters, charts, graphic materials.

Process

Once student teams choose an event date, they will be responsible for developing a plan that explains the goal of the event and describes what will happen. The plan should be discussed with the class beforehand and should include specific information. Some suggestions for planning;

- Location(s)- preferably computer lab
- Time of event and duration
- Decorations/ charts/ preparing the computer lab

After the presentations are done, ask students to reflect and write their responses in their workbook.
Ask a few students to share the responses.

Closure: Activity: What? So what? Now what?

1. What? Describe in detail the experience.
    - What happened?
    - What did you observe?
    - What was your role?
    - What was good/bad about the experience?
    - What did you learn from the experience?
    - What part of your experience was most challenging?
    - What part did you find surprising?
2. Now what? Describe the next steps.
    - If you could do the project again, what would you do differently?
    - What would you like to learn more about the topic?
3. How will you apply what you learned from your experience?

Tips for the facilitator

Here, students need to take the lead and step forward in the planning and preparation process.
You can take the help of the teachers in the school to plan the event during PTM or any other suitable time where parents could be invited. Try to involve the teachers/ class teacher in the various steps of planning. They could also review the project plans.

Growth chart – 3

The growth chart Activity should be done 4 times over the entire course, after module 1, 2, 3 and 4. This helps the students to take a pause and see their progress on the different skills they are learning through the course. As a facilitator, it will help you understand the level at which the class is. You will be able to see patterns in the student's understanding - where most of the students are, what have been the easy and the difficult parts and how they are progressing.

Objective

The growth chart shall help students understand where they stand individually and as a class on:

1) the learning progress: remembering, understanding, applying, analysing, reflecting, creating.
2) the skills in learning: communicating, collaborating, enquiry and research.

This would look something like this:

		I Can…	My Growth Sticker		
			Seed (Image)	Plant (Image)	Tree (Image)
1	Remember	I can remember what I learnt in the sessions.			
2	Understand	I can explain what I have learnt in the sessions.			
3	Apply	I can use the information and understanding from the sessions in my everyday life.			
4	Analyse	I can recognize the meaning of the sessions for my life and why we are doing it.			
5	Reflect	I can examine my ideas, notions, perspectives on self, gender and the world around.			
6	Create	I can create new ideas/artefacts and bring my point of view into it.			

7	Communication	I can share my point of view and understand others too in group work.			
8	Collaboration	I can work in teams and contribute actively.			
9	Enquiry/Research	I can confidently use observation and data to answer any of my questions.			

Material and Preparation

- Student workbook
- Instructor manual
- Growth Stickers – seed, plant, tree. Alternatively, children can tick in the rows.
- You can read these statements and think of ways you shall explain each if children ask for examples/explanation.

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.			
I can explain what I have learnt in the sessions.			
I can use the information and understanding from the sessions in my everyday life.			
I can recognize the meaning of the sessions for my life and why we are doing it.			
I can examine my ideas, notions, perspectives on self, gender and the world around.			
I can create new ideas/artefacts and bring my point of view into it.			
I can share my point of view and understand others too in group work.			
I can work in teams and contribute actively.			
I can confidently use observation and data to answer any of my questions.			

Activity Details: 20 Min

Pre-Activity Preparation

- Help children look back/recap at what we have done so far.
- Help them understand the purpose of the growth chart activity, which will give them a sense of their progress collectively and as individual learners.
- Talk about how learning happens:
    - Learning is a process which involves interaction with the concepts/topics, new knowledge, knowing what others think, reflecting on one's ideas, learning at each step and not just towards the end of something.
    - Everyone learns at a different pace, so it is important to not compare themselves with others.
    - Different people are good at different things, so it is natural to do well in some things while understanding the need for improvement in something else.
- Show the growth chart and its statements. Tell them how each statement must be seen in terms of their journey through the course.
    - Do they remember things, have they understood, are they able to apply what they have learnt, could they analyse their learning? Are they able to evaluate the effectiveness of the learning, have they been able to create something new using this learning, along with the experience of the process of learning – communicating with each other, working in a team and using data?
- Explain how the growth chart will be used especially the first time they see it after Module 1.
- Explain with examples how the 'growth sticker/tick' has to be put.
- Explain how, like a tree grows from a seed to a plant to a tree, when we are learning, we also go through different stages.
- They have to mark the stage they are at- a seed (just beginning), plant (developing) or tree (grown and spreading the learning sphere) based on how confident they feel on different aspects.

The activity can be done in the following manner:

- Ask students to open the growth chart given in the workbook.
- Ask them to put the sticker or tick under seed, plant, or tree against each statement.
- They do not have to write their name on the chart.
- Be available to explain the statements as required.
- Once everyone's chart is collected take help of students & count the number of seeds, plants and trees for each statement.

Write the result on the growth chart against the date. Assuming there are 30 students in the class, here is an example of how the chart will look is given below.

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.		30	
I can explain what I have learnt in the sessions.		22	8
I can use the information and understanding from the sessions in my everyday life.	8	27	5
I can recognize the meaning of the sessions for my life and why we are doing it.	20	10	
I can examine my ideas, notions, perspectives on self, gender and the world around.	28	2	
I can create new ideas/artefacts and bring my point of view into it.	8	21	1
I can share my point of view and understand others too in group work.	2	26	2
I can work in teams and contribute actively.			30
I can confidently use observation and data to answer any of my questions.	18	3	7

Share and Reflect:

Towards the end help children reflect on the completed chart through the following trigger questions:

- Did this help you to know where you individually stand in relation to the class?
- Does the class seem to have a pattern? Are most students, seeds at one part of the class? Or are plants in another? What does this mean as we move ahead?
- Do you find that you are strong at one skill & not strong at another? What do you think you should do in that case?

Module 4 – Finding my career path

Learning through inspirational stories and role models, students identify possibilities and challenges related to career choices and gender. Students explore various STEM careers, conduct interviews and map their community to understand the needs and evolving jobs and careers.

Session 19: Choices beyond stereotypes

Time 60 minutes

Executive Summary In this session students will identify gender roles, stereotypes and their relationship to employment options, and then discuss the impact of stereotyping on career choices

Learning Objectives
By the end of this session learners will

- discuss possibilities and challenges concerning choices and gender.
- explore various scenarios where gender stereotypes were broken concerning career.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session

Process
Step 1: Recollect
Ask students to recollect the session on changing body and mind and choices in the gender module. You could prompt,

- What sort of educational / career pathways are easier/ more difficult for girls/ boys?
- What stereotypes and myths do we hear about gender and jobs from the family/ community?

Take a few responses
Share that they will explore more on choices and gender, and map jobs, careers, and professions in the next few sessions.

Step 2: Gender and Jobs

- Ask students to read through their worksheet and consider if they think the jobs identified can be undertaken by males, females or both.
- Students should complete the task and answer questions 1- 3 individually.
- In groups of four, students should share their responses and discuss any differences and then respond to Question 4.

Task 1:
Look at the jobs below. Decide if you think that any of the jobs should be done by only a male or only a female, or by both male and female. Write M for male, F for female or B for both.

Job	**Preferred Gender**	**Job**	**Preferred Gender**
Civil Construction Worker		Army Infantry	
Wall Painter		Truck Driver	
Automotive Mechanic		Electrician	

Domestic work/help		Carpenter	
Bricklayer		Plumber	
Beauty Therapist		Farmer	
Nursery Worker		Hairdresser	
Detective		Chef	
Miner		Postman	
Lathe operator		Nurse	

Questions:

1. From your list of jobs, record below some of the jobs you have identified as male and female.

   Male:

   Female:

1. Could these columns be reversed? Why or why not?
1. When thinking of your possible choices and careers, do you consider all jobs or only those which are considered jobs for your identified gender?
1. What are the advantages and challenges of considering all possible careers and not limiting your choice by gender?

Step 3: Exploring job profile

Study the given job profile and think about barriers stopping girls and women becoming electricians and record the findings in the worksheet.

Job profile: Electrician

Duties:

- Read diagrams, drawings and specifications
- Plan layout of wirings
- Test for, locate and repair electrical malfunctions
- Install electrical equipment
- Connect electrical equipment

Personal requirements:

- Enjoy maths and technical activities
- Good hand-eye coordination
- Good eyesight
- Logical thinking and diagnostic ability
- Aptitude for mechanics and electronics
- Able to do precise and detailed work
- Work independently as well as part of a team

- Able to cope with the physical demands of the job
- Good communication skills

Educational requirements:

- Secondary School Certificate (Class 10)
- Complete an apprenticeship
- Acquire a licence to work as an electrician

Answer the following questions in your groups:

1. Are there any barriers for girls and women working as an electrician? List the barriers/reasons below:
2. What did you think are the key barriers to females participating in trade occupations such as electricians, plumbers, carpenters and automotive mechanics?
3. Do you think that these barriers can be overcome? If so, explain how you think this might happen? If not, why not in your opinion?

Step 4: Respond to some scenarios

- In the same groups, ask one student to be a recorder of the discussion and another to report back to the class on behalf of the group. The reporter shares with the class key points from the group's discussion. Groups read and respond to the given scenarios and report back again to the class.
- Discuss in your groups what advice you would give to Rahul and Tina in the following scenarios.
- Scene 1:
  Rahul is a very creative person and thinks he would like to be a hairdresser. All his friends tease him and now Rahul is beginning to think that he will explore other types of jobs so that the teasing will stop.
- Scene 2:
  Tina's dad is a motor mechanic and she often spends time with him in his workshop during the school holidays. When Tina told her friends that she was considering becoming a motor mechanic when she leaves school, they told her it was a man's job. Tina is now confused about her future work options.
- Share your group's key points with the class after the discussion

Step 5: Some examples that challenge stereotypes

- For years, men and women have gravitated towards selective jobs for the sole fact that they were considered women's/men's jobs. However, in recent years, women, especially, have been turning their backs to these ideas and have been going into careers that are stereotypically male dominated. Men also have rejected the idea that teaching and nursing are female careers and have been going after what they like.
- Ask students to choose any one example from the following and answer the questions individually.
    a. Can they imagine themselves in the shoes of people represented in the examples?
    b. What challenges would each of them have faced?

    c. What personal traits would have possibly helped to overcome the challenges and challenge the stereotypes?
- To help students' think, choose one example and share what you would have done.

1. At Bangalore International Airport, the senior-most female employee is Beena Jayachandran, who works in the Airport Operations Control Centre leads a team in coordinating with multiple stakeholders such as airlines, other airports, and the Air Traffic Control Centre.
2. Taralika Lahiri, one of India's most reputed detectives, has solved several cases nationally and internationally and runs her own private detective agency!
3. Aditya, a software engineer in India, made history by being the first single man to adopt a baby with disabilities from an orphanage.
4. Wing commander Pooja Thakur was the first Indian woman to have led a guard of honour for the former president of USA Barack Obama
5. India's biggest missile project is run by Tessy Thomas, who is also known as the 'Missile Woman' of India.
6. Fatima al-Fihri- a woman founded the first known university more than 1,000 years ago: The University of al-Qarawiyyin in Fez, Morocco.
7. Arunachalam Muruganantham is also known as the 'pad-man' of India because he designed a low-cost, affordable pad to be used by women during the times they have their period. He has won several awards for the same and Akshay Kumar also acted like him in the movie called *Pad-Man*.
8. Avani Chaturvedi, Bhavana Kanth, Mohana Seth are three women became India's first group of women fighter pilots.
9. The first all-women Indian crew of INSV (Indian Naval Sailing Vessel) Tarini returned on May 21, 2019, completing a 254-day circumnavigation of the globe that they began on September 10, 2018.
10. Harshini Kanhekar received the title of India's first female firefighter about ten years ago.

Once the students have answered, ask a few volunteers to share the answers.

More stories for reflection:
https://storyweaver.org.in/stories/30972-kali-wants-to-dance
http://www.bbc.com/capital/bespoke/woman-who-lifted-a-village/

Debrief:
- Do you know someone in your community who stands out like this? Share their stories.
- What are one or two key learnings from this session?

Session 20: Mapping needs and professions

Time 30-40 minutes

Executive Summary In this session students understand the need for various professions in their community and reflect on how the world of work may eventually change as our needs evolve.

Learning Objectives
By the end of this session learners will

- explore and map various professions that help communities meet their various needs.
- understand how work/ professions evolve and changes.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session
- Chart paper

Read for your preparation

- Given the rapid changes like work, hastened by technological advances and globalization, some current career planning theorists say that it is impossible to plan ahead and that we should be teaching young people simply how to be self-regulated learners and how to navigate through the change and to go with the flow.
- Though many changes are occurring in work tasks, places of work, and skills required for occupations, we also believe in the value of planning. We know that we will all make several changes in jobs, as well as in occupations, in our lifetimes. We also know that we will never "finish our education," but rather will need to continually upgrade skills and acquire new ones.
- Think of your journey and career path: hat were the influences, how did you make choices, what challenges did you come across and so on. Reflect and make a note so that it will help you in the following sessions.
- You could explore and read the following links- to understand how occupations are classified and to facilitate the session better
  https://nsdcindia.org/sites/default/files/files/national-classification-of-occupations-2015.pdf
  https://www.ncs.gov.in/Documents/National%20Classification%20of%20Occupations%20_Vol%20I-%202015.pdf

Process
Step 1: Brainstorming

- Students are asked to consider what is necessary to live comfortably in their community. As students respond, marks as headings on the chart. You could also use the board to do this exercise.
- Some of the needs could be
    - Food
    - Shelter
    - Clothing
    - Entertainment
    - Health
    - School/ Education/Knowledge and so on
- If students do not respond, prompt them by asking questions such as Do you need education, Where would you go if you are sick, Do you eat out or watch a movie once in a while, etc.
- Now ask them who the people are who do these jobs/ what the various occupations/ professionals required to meet these needs are. Take each need one by one and list the professionals involved.
- Work with students to create a mind map, possibly like the one given below:
- Prompt students to give responses: Who cuts your hair? Who stitches clothes? Who are the people involved in managing a school? Other than a policeman, who is involved in maintaining law and order? Who produces food? Who helps in storing it?
- Make a note of each on the chart
- As you brainstorm and complete the map, students could complete the chart or you could give some time to complete the same in the workbook

Step 2: Discuss

Once the entire mapping is complete, you could discuss the following questions with the students:

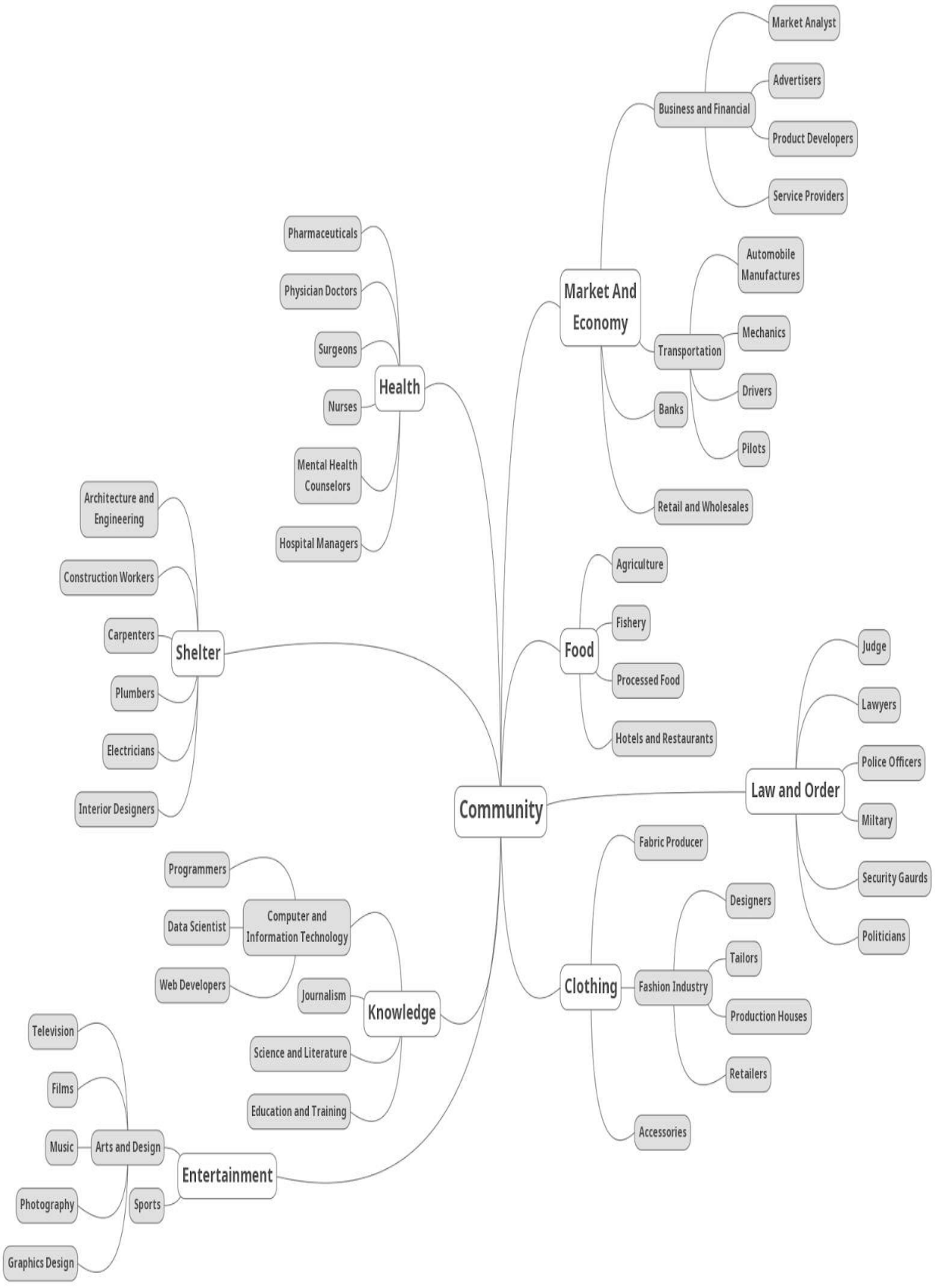
1. In what way are those roles/responsibilities alike? Different?
2. In the past few years, have there been any changes in the way these roles and responsibilities are carried out?
3. Are there any specific areas that students would like to explore more?
4. Do they see any possible additions to the above list in the coming years?

Variation to the activities

Once you have mapped the needs, you could divide the students into groups and ask them to list the professionals as a group and share the responses.

Parent engagement

Ask students to choose a need from the listed one. Ask them to interview their parents and grandparents/community members to find out how jobs have changed and evolved based on the needs.


Community
Market And Economy
Business and Financial
Market Analyst
Advertisers
Product Developers
Service Providers
Transportation
Automobile Manufactures
Mechanics
Drivers
Pilots
Banks
Retail and Wholesales
Health
Pharmaceuticals
Physician Doctors
Surgeons
Nurses
Mental Health Counselors
Hospital Managers
Shelter
Architecture and Engineering
Construction Workers
Carpenters
Plumbers
Electricians
Interior Designers
Food
Agriculture
Fishery
Processed Food
Hotels and Restaurants
Law and Order
Judge
Lawyers
Police Officers
Miltary
Security Gaurds
Politicians
Clothing
Fabric Producer
Fashion Industry
Designers
Tailors
Production Houses
Retailers
Accessories
Knowledge
Computer and Information Technology
Programmers
Data Scientist
Web Developers
Journalism
Science and Literature
Education and Training
Entertainment
Arts and Design
Television
Films
Music
Sports
Photography
Graphics Design

Session 21: Exploring careers and dreams

Time 60 minutes

Executive Summary In this session students will explore a dream job and plan for their career. They will identify the knowledge and skillset required to pursue their passion.

Learning Objectives
By the end of this session learners will

- explore different skillsets and occupational types.
- identify the required knowledge, skills and values for a dream job.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session
- Road maps of the respective states

Process
Step 1 - Drawing a map
Enter the classroom with state road maps. If you have access to a computer, you may want to use a site, such as MapQuest, Google Maps, etc., for this activity. Divide the students into groups of 3 to 5 students each.
Introduce the activity by saying, “Today, we are going to plan a trip. When I give the signal, you will have 5 minutes to find as many routes as possible. Ready?”

- Choose a destination beforehand that is distant from your students’ hometown, let students know what that destination is, and ask them to find the possible routes in the given time
- Also, list the possible modes of transport and cost for the different routes
- Once time is called, take a few minutes to discuss the number of routes that the groups have discovered.

Discuss possible answers to the questions given below:

1. Before going on a trip, what information do you need?
2. How do you know where to go?
3. Were some of the routes you took longer than others?
4. When we were doing the map activity, did you end up going in the wrong direction and having to go back? Even though you had to turn around, did you still manage to get back on track? Who or what helped you get back on track?
5. Where could you get information to make your planning better?
6. Some people prefer to take the train, while others like to take the back roads. What are the pros and cons associated with both choices?

Step 2- Relate the exercise to career mapping

- No matter where you are going, the key to arriving at your destination is planning. How does planning for a trip relate to planning for high school and beyond?
- This unit can help you become an active participant in your life journey. During this lesson and the next, we are going to be the explorers. Together we are going to map out a career journey or a dream job for you.
- In the next lesson, you will dwell more on the dream job that will guide you toward that amazing career.
- When you have completed your plan, you will present your work to your parent(s)/guardian(s) and the school community.
- As we go through the process of exploration you should know that this lesson is for you to practice and is in no way deciding the ultimate fate for your life.
- All the information you gather over the next few sessions will contribute to the decision-making process concerning your future career choices.

Step 3: Find out your work-life preferences

- Explain that this activity focuses on getting students to think about their work life.
- Explain to the class that their personal preferences are drivers of behaviours or things that they believe are important to them. The more a job reflects their personality, the more likely they are to enjoy that role. We all prefer a certain space and work style that helps us perform to the best of our abilities. Knowing more about it will help us make the right decision when it comes to choosing our career pathway.
- Below are some scenarios which will help you to identify your work values. Discuss in groups of 3-4:
    - Which workplace scenario is most attractive to you and why?
    - What are two things you like and dislike about each scenario?

Scenario 1: At work, you are part of a busy team. You are constantly challenged and feel exhausted from using your brain all day – which you love! You get opportunities to speak in front of a group and work on shared projects and the whole environment is high energy. You get lots of coaching and mentoring so you know what you need to do to improve.

Scenario 2: At work you use your hands all day. You love being outdoors. Most of your job happens outdoors and you often work alone. You check in with your boss in the morning and then you are left to complete some tasks independently before you regroup with the rest of the team at lunch. Usually, you work with your boss or supervisor on a shared task in the afternoon. You love this type of manual work; you couldn't live without it.

Scenario 3: At work, you spend most of the time working alone. You know what is expected of you and you complete your work with little contact from anyone else. Once a week you meet with your manager who gives you your tasks and then you complete it. You can take breaks whenever you want to, as long as you get your work done. How you spend your time is up to you.

- After 10 minutes, ask the group to share their responses and explore various work cultures, as students will have different perspectives.
- Ask them whether there were any differing preferences within groups.

- Explain that this exercise is to encourage students to think differently about careers.
- How we work is as important as where we work. Some people will need independence while others prefer constant coaching. Some may thrive in an office environment whilst others may prefer physical work in the sunshine.

Step 4: YOUR DREAM JOB

- Imagine that the clock has been wound forward and you have been working for 5 years. Not only are you working but you are in your dream role.
    - What are you doing?
    - Where are you working?
    - What kind of skills are you using each day?
- Ask students to recollect the needs and jobs listed in the community in the previous session. Does their dream role figure in that list?
- Alternatively, they could look at the needs and professions map they have completed in the workbook and look if their dream job is listed.
- Once they have identified their dream job, you could ask everyone to share quickly.
- Students could then work in pairs to identify the skills that they have that would be useful in their dream job. Students with similar dreams can pair up so that they can share information. For example; if your dream job is being a lawyer you might be able to use your communication and public speaking skills.
- To use your time productively, you will need to learn more about yourself, your interests and personality, and how these factors relate to various types of jobs or careers. Try to recollect all the sessions where you explored your values, interests, and abilities. This information will help you design an effective plan for your career. To work on this;

  -Draw your dream job/ write it in the centre of the page.
  - Write two things that you enjoy doing.
  - Write two or three of your capabilities/ strengths that help you in your dream job.
  - What is your belief/ value? (Recollect social status/ parents/ money from the belief and values sessions)
  - Who are your important influencers/ decision-makers? (parents/ siblings/ community etc)
  - What is the knowledge required to pursue your dream job?
      - It could be the educational qualification.
      - After class 10, what are the subjects you need to pursue? / Would you need to sign up for a diploma/ choose science/ humanities/ art?
      - What are the institutions that offer the course you need in your village/ city?
  - What are the skills and training required? (e.g.)
      - Communication
      - Observe and listen
      - Public speaking
      - Coordination
      -Specific language skills
  - What could be some of the values and culture? (e.g.)
      - Ready to take risks

- Inclusion

- Where would you be employed (City/ village/ out of the country)?
- Do you know any local employers who are in the sector?
- Can you name any national/multinational employers who are in the sector?
- Do you know anyone who is already pursuing this job? (Relatives/ community/ siblings)

- Ask students to note the information that they already have, share with them that they have some time to complete this task and can find information from parents, teachers or people in the neighbourhood. Share with them that they will continue doing some more tasks in the next class and present in the larger share-out.
- Students who have access to computers and the internet can be allowed to find and search for information online.
- Make a list of dream jobs that students have mentioned to plan the next session and help students present their exploration.

Session 22: Researching careers and dreams

Time 60 minutes

Executive Summary In this session students will research further on their dream job by shadowing people or attend a career panel to gain more information

Learning Objectives
By the end of this session learners will

- explore various ways of gathering information.
- identify the required knowledge, skills and values for a job.

Prior Preparation and Material

- Student workbook
- Instructor manual for this session
- Flashlights (mobiles can be used)

Process
Step 1:

Organise a career panel.

- Try and organise to bring together a postman, banker, policeman and people from different professions. The final choice and last choice could be to have an internal panel with school community members, other facilitators/ members of your NGO/ QA.
- Explain to the students that today (or this week) they will be listening to several speakers who are members of the school community and the NGO.
- These speakers will be discussing the skills necessary for their jobs as well as the tasks they perform daily.

Career Panel: Introduce each speaker to the class. The speaker will speak for the allotted amount of time. (3-5 minutes each). Each speaker will follow this format. Speakers will:

- Introduce themselves and share their job title.
- Tell some important responsibilities they have with their job.
- Tell what skills they use on the job (reading, writing, math…)
- Their journey and educational qualification

Ask students to make note of the discussion

Step 2- Job shadowing

- Turn off the lights and turn on a flashlight. Ask a student to hold the flashlight and shine it on the wall. Use your hands to make shadows in front of the flashlight to reflect on the wall.
    Ask the students:
    - What is this?
    - What is a shadow?

    - What does a shadow do?
- Let some of the students make a shadow in front of the flashlight.
- Tell the students that in the coming days, they will ‘shadow’ personnel of their choice in their immediate community.

Ask students if they know:

- What job shadowing means.
- Why it would be important for students to job shadow people in the working world.

Help students find suitable personnel in the neighbourhood/ community. Encourage students to find people and shadow them during the weekends. If it’s not possible to job shadow personnel in different careers, they can learn how to shadow in the school. In groups of 2-3 ask them to visit different people in the school (school cook, secretary, custodian, librarian, principal, physical education teacher, arts/dance/music teacher). Take their permission beforehand and find a suitable day.

The students could talk about the skills required, their educational qualification, why they choose this profession, what they enjoy about their job and so on. Ask them to fill the shadowing worksheet

Note to the facilitator

Job shadowing can be done only if feasible and can be treated as an additional activity.

Session 23: Final Share-out

Time 2 hours

PLAN

This session will depend on your relationship with the school community. The programme can be a grand share-out with parents, teachers and other school students taking part as an audience. Students share their final projects during the career day.

Learning Objectives

By the end of this session learners will

- present the project and share their exploration of their dream job/ career.

Prior Preparation and Material

Students may need some time to prepare their projects and be ready to present them in a way they want. They may present the interviews, job shadowing observations or interview panel, information that they gained on dream jobs as charts, bring some tools that represent the profession or any other ways.

Process

Once student teams choose an event date, they will be responsible for developing a plan that explains the goal of the event and describes what will happen. The plan should be discussed with the class beforehand and should include specific information. Some suggestions for planning;

- Location(s) and layout(s)
- List of the audience and chief guests
- Time of event and duration
- Decorations
- Program plan: layout of the introduction of chief guest, project presentation, vote of thanks
- Invitations and/or advertising
- Documentation of the event: Photo/Video

Tips for the facilitator

Here students need to take the lead and step forward in the planning and preparation process.
You can take the help of the teachers in the school to plan the event during PTM or any other suitable time where parents could be invited. Try to involve the teachers/ class teacher in the various steps like finalising the project, project planning, rehearsal and giving feedback. They could also review the project plans.

Parent Engagement

Ask the students to design and create a personal invite for their parents to participate in the project share-out event.

Growth chart – 4

The growth chart Activity should be done 4 times over the entire course, after module 1, 2, 3 and 4. This helps the students to take a pause and see their progress on the different skills they are learning through the course. As a facilitator, it will help you understand the level at which the class is. You will be able to see patterns in the student's understanding - where most of the students are, what have been the easy and the difficult parts and how they are progressing.

Objective

The growth chart shall help students understand where they stand individually and as a class on:

1) the learning progress: remembering, understanding, applying, analysing, reflecting, creating.
2) the skills in learning: communicating, collaborating, enquiry and research.

This would look something like this:

		I Can…	My Growth Sticker		
			Seed (Image)	Plant (Image)	Tree (Image)
1	Remember	I can remember what I learnt in the sessions.			
2	Understand	I can explain what I have learnt in the sessions.			
3	Apply	I can use the information and understanding from the sessions in my everyday life.			
4	Analyse	I can recognize the meaning of the sessions for my life and why we are doing it.			
5	Reflect	I can examine my ideas, notions, perspectives on self, gender and the world around.			
6	Create	I can create new ideas/artefacts and bring my point of view into it.			

7	Communication	I can share my point of view and understand others too in group work.			
8	Collaboration	I can work in teams and contribute actively.			
9	Enquiry/Research	I can confidently use observation and data to answer any of my questions.			

Material and Preparation

- Student workbook
- Instructor manual
- Growth Stickers – seed, plant, tree. Alternatively, children can tick in the rows.
- You can read these statements and think of ways you shall explain each if children ask for examples/explanation.

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.			
I can explain what I have learnt in the sessions.			
I can use the information and understanding from the sessions in my everyday life.			
I can recognize the meaning of the sessions for my life and why we are doing it.			
I can examine my ideas, notions, perspectives on self, gender and the world around.			
I can create new ideas/artefacts and bring my point of view into it.			
I can share my point of view and understand others too in group work.			

I can work in teams and contribute actively.			
I can confidently use observation and data to answer any of my questions.			

Activity Details: 20 Min

Pre-Activity Preparation

- Help children look back/recap at what we have done so far.
- Help them understand the purpose of the growth chart activity which will give a sense of their progress collectively and as individual learners.
- Talk about how learning happens:
    - Learning is a process which involves interaction with the concepts/topics, new knowledge, knowing what others think, reflecting on one's ideas, learning at each step and not just towards the end of something.
    - Everyone learns at a different pace, so it is important to not compare themselves with others.
    - Different people are good at different things, so it is natural to do well in some things while understanding the need for improvement in something else.
- Show the growth chart and its statements. Tell them how each statement must be seen in terms of their journey through the course.
    - Do they remember things, have they understood, are they able to apply what they have learnt, could they analyse their learning? Are they able to evaluate the effectiveness of the learning, have they been able to create something new using this learning, along with the experience of the process of learning – communicating with each other, working in a team and using data?
- Explain how the growth chart will be used especially the first time they see it after Module 1.
- Explain with examples how the 'growth sticker/tick' has to be put.
- Explain how, like a tree grows from a seed to a plant to a tree, when we are learning, we also go through different stages.
- They have to mark the stage they are at- a seed (just beginning), plant (developing) or tree (grown and spreading the learning sphere) based on how confident they feel on different aspects.

The activity can be done in the following manner:

- Ask students to open the growth chart given in the workbook.
- Ask them to put the sticker or tick under seed, plant, or tree against each statement.
- They do not have to write their name on the chart.
- Be available to explain the statements as required.

- Once everyone's chart is collected take help of students & count the number of seeds, plants and trees for each statement.

Write the result on the growth chart against the date. Assuming there are 30 students in the class, here is an example of how the chart will look is given below.

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.		30	
I can explain what I have learnt in the sessions.		22	8
I can use the information and understanding from the sessions in my everyday life.	8	27	5
I can recognize the meaning of the sessions for my life and why we are doing it.	20	10	
I can examine my ideas, notions, perspectives on self, gender and the world around.	28	2	
I can create new ideas/artefacts and bring my point of view into it.	8	21	1
I can share my point of view and understand others too in group work.	2	26	2
I can work in teams and contribute actively.			30
I can confidently use observation and data to answer any of my questions.	18	3	7

Share and Reflect:

Towards the end help children reflect on the completed chart through the following trigger questions:

- Did this help you to know where you individually stand in relation to the class?

- Does the class seem to have a pattern? Are most students, seeds at one part of the class? Or are plants in another? What does this mean as we move ahead?
- Do you find that you are strong at one skill & not strong at another? What do you think you should do in that case?