



Practice for everyday thinking

Class 10 readiness guide | Secondary stage

Ten original sessions for exploring feelings, making choices, learning, collaborating and using evidence. Each session includes three tasks, reflection and a later revisit.

Class labels are readiness guides. Choose a starting point from the learner's needs and adapt language, time and support. These are supplementary practice sheets.

Your sessions

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Creative and design thinking

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Financial and practical literacy

Print only the pages you need. Learner pages are separate from adult guidance. All activities can be completed on paper.



A flexible, respectful routine

Prepare and model

Use the fictional text supplied here. Read it aloud if helpful. No learner must share personal experiences. Explain that learners may pass, use a character or respond privately to the teacher.

Think aloud using this one possible example. Ask what makes it useful, then let learners create their own responses. Do not treat it as the only acceptable answer.

Access, choice and privacy

Use short notes, a labelled diagram or an oral explanation in a familiar language. An adult may scribe your reasoning and calculations.

For dialogue tasks, work with a partner or make two fictional speech bubbles. For prototypes, a labelled drawing and explained trial are acceptable.

Keep names, accounts, money and messages fictional. Do not request passwords, real finances or sensitive personal accounts. Feelings are never graded right or wrong.

Use the pages

Start with the fictional situation and one possible worked example. Let the learner develop their own response. Give the suggested time flexibly; pause or split a session if useful. Speaking, drawing, writing and scribed responses are all valid.

Print the two learner pages for each session. The third page is for adult preparation, observation and follow-up. Use the delayed revisit in 3-7 days for about five minutes, beginning without looking at the earlier work.

Scope and framework context

This is an original PaperChime practice session. It is not an official CASEL programme, an NCF competency mapping, a complete life-skills curriculum or therapeutic guidance.

CASEL for SEL domains; NCF-SE 2023 for learning habits; other themes are PaperChime editorial themes.

Original source wording is retained above. The links below give broad framework context only; no official competency code, endorsement or mapped coverage is claimed.

PaperChime editorial design; no board certification.

CASEL: What Is SEL?

<https://casel.org/what-is-sel/>

Ministry of Education: National Curriculum Framework for School Education 2023

<https://www.education.gov.in/national-curriculum-framework-school-education-2023>



01 An always-available club member

Suggested session: 35 min | Name / chosen mark: _____

The fictional situation

A fictional learner, Rehan, coordinates a club while preparing for assessments. Peers tag him repeatedly and one says silence means he does not care.

One possible example / 5 min

A boundary can acknowledge shared work while specifying response times and another contact for urgent tasks.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 7 min

Map Rehan's possible feelings, responsibilities and limits. Identify which expectations need renegotiation.

Record what you notice or predict.

2. Try the skill / 7 min

Draft a response naming a workable reply window and a handover request without blaming peers.

Show your attempt and reasoning.



An always-available club member

3. Use the result / 7 min

Role-play pushback. Practise restating the limit and requesting support from a trusted adult or club lead.

Record your decision, revision or next action.

Reflect / 6 min

What part of the message can stay firm while wording changes?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A fictional club asks for replies during a protected work period.

Draft a boundary, respond to one reasonable objection and identify suitable support. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



An always-available club member

SEL / emotional literacy | 35 min + 5 min revisit

Practice goal

Practise self-awareness and boundaries

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper

Specific teaching note

Assess the reasoning and boundary rather than a “correct” emotion. Discuss the other person’s perspective without requiring agreement.

Guide the session

1. Read the fictional situation aloud before modelling a possible response. Ask what is known and what is only guessed about a character.
2. Accept more than one possible feeling. Observe how a learner names possibilities, requests help, sets a boundary or weighs a response. Do not mark an emotion, calm appearance or willingness to disclose as correct or incorrect.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Recognises competing expectations

☐ I ☐ S ☐ T States an actionable limit

☐ I ☐ S ☐ T Plans respectful follow-through

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



02 A method under review

Suggested session: 35 min | Name / chosen mark: _____

The fictional situation

A fictional learner tries flashcards for a week. Definitions improve, but unfamiliar application questions remain difficult. Time available has also fallen.

One possible example / 5 min

The evidence may favour keeping definition practice while adding application. It does not mean either the method or learner is a failure.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 7 min

Separate observed results, controllable actions and uncertain influences. Give two explanations for the pattern.

Record what you notice or predict.

2. Try the skill / 7 min

Design a small changed practice plan with matched question difficulty, a short time limit and checking.

Show your attempt and reasoning.



A method under review

3. Use the result / 7 min

Define keep, revise and stop criteria. Apply them to mixed pretend results and state what more evidence is needed.

Record your decision, revision or next action.

Reflect / 6 min

What would count as useful progress beyond a higher score?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A changed practice method improves recall but not application.

Offer two explanations and use keep, revise and stop rules to choose a next trial. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A method under review

Resilience and flexible thinking | 35 min + 5 min revisit

Practice goal

Distinguish controllable actions from uncertainty

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper

Specific teaching note

Check the evidence and decision rule; avoid explanations based on fixed personal ability.

Guide the session

1. Treat an unsuccessful attempt as information about the approach. Invite a changed method, a realistic pause, help or reduced scope rather than requiring repeated effort indefinitely.
2. Keep the comparison visible. Ask what changed, what stayed the same and what the result permits the learner to conclude. Do not equate persistence or speed with character.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Separates observation and judgement

☐ I ☐ S ☐ T Plans a fairer check

☐ I ☐ S ☐ T Uses conditional decisions

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



03 Test the claim of knowing

Suggested session: 35 min | Name / chosen mark: _____

The fictional situation

Fictional protocol: 'State the question, identify evidence, check alternatives, then limit the conclusion.' A learner rereads it fluently but omits alternatives in use.

One possible example / 5 min

Fluent reading can coexist with an application gap. The next question should test alternatives explicitly.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 7 min

Read, rate familiarity, close the protocol and use it on a fictional attendance claim of your choice.

Record what you notice or predict.

2. Try the skill / 7 min

Check against all four steps. Log an unaided answer, omission, correction and next review date.

Show your attempt and reasoning.



Test the claim of knowing

3. Use the result / 7 min

Write a new scenario question at similar difficulty. Decide when to revisit and explain why one comparison cannot prove which method always works.

Record your decision, revision or next action.

Reflect / 6 min

What did the new question reveal beyond rereading?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

Use a new short rule: "Check maker, date and context before sharing."

Compare familiarity after reading with unaided use on an undated notice. Log a gap and choose a new question. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Test the claim of knowing

Study skills and memory | 35 min + 5 min revisit

Practice goal

Compare active retrieval with rereading

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Printed protocol and paper

Specific teaching note

Check demonstrated learning rather than hours alone. Timing should suit the learner and workload.

Guide the session

1. Ensure the supplied fictional rule or notice is understood before covering it. Read aloud and clarify vocabulary; unaided recall can be spoken or drawn.
2. Keep the first attempt separate from checking. A missing point guides another practice opportunity. Do not rank learners by recall speed or infer general learning ability from this short task.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Checks application

☐ I ☐ S ☐ T Records corrective detail

☐ I ☐ S ☐ T Limits interpretation of a small comparison

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



04 A workable week, with a surprise

Suggested session: 35 min | Name / chosen mark: _____

The fictional situation

Fictional availability: Mon-Fri 75 minutes daily, Saturday 120. A report due Thursday needs 150 minutes, a Friday talk 90, and Wednesday includes a 45-minute household obligation.

One possible example / 5 min

Planning 75 study minutes on Wednesday ignores the obligation; only 30 remain in that window.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 7 min

Calculate available work time and split both outputs into preparation, drafting, checking and rehearsal.

Record what you notice or predict.

2. Try the skill / 7 min

Schedule work before deadlines with breaks and a buffer. Explain one choice about order and rest.

Show your attempt and reasoning.



A workable week, with a surprise

3. Use the result / 7 min

A Tuesday obligation removes 45 minutes. Revise honestly; draft a request to adjust scope if your plan cannot fit.

Record your decision, revision or next action.

Reflect / 6 min

Which commitment would need a conversation if time stayed short?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A fictional week has 60 work minutes daily, a Wednesday deadline and a Tuesday obligation of 30 minutes.

Create a feasible plan, then remove another 20 minutes and explain a revision. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A workable week, with a surprise

Time and task management | 35 min + 5 min revisit

Practice goal

Build a feasible weekly schedule

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper; supplied timetable

Specific teaching note

Look for feasible priorities and reserve time. Personal family schedules need not be disclosed.

Guide the session

1. Treat all schedules as fictional. Do not ask learners to describe family finances, responsibilities or home circumstances.
2. Count preparation, dependencies and available capacity. Accept a reasoned reduction in scope or a request for help when a plan cannot fit. Do not reward impossible schedules.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Accounts for all limits

☐ I ☐ S ☐ T Schedules dependencies

☐ I ☐ S ☐ T Responds without inventing time

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



05 Two changes, one conclusion?

Suggested session: 35 min | Name / chosen mark: _____

The fictional situation

Fictional attendance drops after both a bus disruption and a start-time change. Missing data include which learners use the bus and who answered a survey.

One possible example / 5 min

A survey of only regular attendees may miss the people most affected.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 7 min

Compare explanations, their assumptions and predictions. Identify one possible bias in the available survey.

Record what you notice or predict.

2. Try the skill / 7 min

Design a respectful information plan to distinguish the explanations without collecting unnecessary identities.

Show your attempt and reasoning.



Two changes, one conclusion?

3. Use the result / 7 min

Write a provisional conclusion and name evidence that would strengthen, weaken or leave it unchanged.

Record your decision, revision or next action.

Reflect / 6 min

Who is missing from the current evidence?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

Fictional attendance changes after both a route change and a different start time.

Compare predictions, check a sample assumption and write a limited conclusion. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Two changes, one conclusion?

Logical reasoning and critical thinking | 35 min + 5 min revisit

Practice goal

Check assumptions, sources and logical gaps

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Printed scenario

Specific teaching note

Check unit of observation, missing data and whether the comparison can distinguish the explanations.

Guide the session

1. Ask learners to distinguish the observation from the explanation and to state what would change their view. A plausible alternative need not be established as true.
2. Use only the supplied fictional data or safe tabletop objects. Accept more than one defensible conclusion when its limits and supporting reasons are clear.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Checks assumptions and sample

☐ I ☐ S ☐ T Proposes relevant data

☐ I ☐ S ☐ T Calibrates a conclusion

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



06 Disagreement about the quiet space

Suggested session: 35 min | Name / chosen mark: _____

The fictional situation

A fictional team proposes a quiet corner. One reviewer worries about access, another about noise. The author says reviewers are blocking every idea.

One possible example / 5 min

Specific feedback can separate the proposal from judgements about the people making it.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 7 min

Rewrite the disagreement as two observable concerns and two requests for a test or revision.

Record what you notice or predict.

2. Try the skill / 7 min

Role-play a feedback conversation with paraphrasing, a clarifying question and an agreed decision rule.

Show your attempt and reasoning.



Disagreement about the quiet space

3. Use the result / 7 min

Revise the proposal on paper, noting one unresolved issue and how the group would seek a neutral decision.

Record your decision, revision or next action.

Reflect / 6 min

What would make a decision rule acceptable to both sides?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A fictional reviewer says a study-space plan blocks a walkway.

Give specific feedback, paraphrase the concern and agree a paper test for a revision. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Disagreement about the quiet space

Communication and collaboration | 35 min + 5 min revisit

Practice goal

Give specific feedback and resolve disagreement

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper

Specific teaching note

Check audience needs, factual consistency and an explained response to the objection.

Guide the session

1. Model accurate paraphrasing before inviting disagreement. Offer a solo version using two speech bubbles or fictional role cards if a partner is unavailable.
2. Check whether roles, requests and handovers are specific and feasible. Do not assess popularity, eye contact, accent, confidence of delivery or agreement with the teacher.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Separates person and proposal

☐ I ☐ S ☐ T Practises accurate listening

☐ I ☐ S ☐ T Sets a fair next step

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



07 The impressive growth chart

Suggested session: 35 min | Name / chosen mark: _____

The fictional situation

Fictional visits rise from 196 to 204. A bar chart begins at 190; a caption says 'huge growth'. Counts may include repeated visits.

One possible example / 5 min

The difference is 8 visits, about 4.1% of 196. A truncated baseline changes the visual impression.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 7 min

Calculate the difference and approximate percentage. Redraw both bars from zero with labels and units.

Record what you notice or predict.

2. Try the skill / 7 min

Compare interpretations of both axes. Rewrite the caption proportionately without assuming unique visitors.

Show your attempt and reasoning.



The impressive growth chart

3. Use the result / 7 min

Create a checklist asking about collection period, missing groups, repeat records and the source of the data.

Record your decision, revision or next action.

Reflect / 6 min

When might a close-up axis be useful if clearly labelled?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A chart shows 49 and 51 records with its axis starting at 48.

Calculate the difference, redraw from zero and ask whether records mean unique people. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The impressive growth chart

Digital and media literacy | 35 min + 5 min revisit

Practice goal

Check a data chart for misleading scales

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper and ruler optional

Specific teaching note

The difference is 4. Check scale, denominator and provenance; an unsuitable display does not itself make the numbers false.

Guide the session

1. All messages, records and datasets in this session are invented. Read them aloud or copy them onto paper. No account, device, web search or real personal information is required.
2. Distinguish a source being genuine from a claim being current, complete or supported. Praise a useful checking question and a limited correction rather than automatic trust in appearance.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Computes correctly

☐ I ☐ S ☐ T Explains scale effect

☐ I ☐ S ☐ T Questions data meaning

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



08 The courtyard trade-off

Suggested session: 35 min | Name / chosen mark: _____

The fictional situation

Fictional options: shade structure ₹60,000 with immediate cover; planted area ₹35,000 with slower shade. Each uses part of the play area and requires maintenance.

One possible example / 5 min

A low initial cost can still carry care demands; an immediate benefit can reduce space for another use.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 7 min

Compare initial cost, access, maintenance, environmental effects and uncertainty. Keep supplied facts separate from assumptions.

Record what you notice or predict.

2. Try the skill / 7 min

Plan consultation with players, quieter users, maintenance staff and people facing access barriers.

Show your attempt and reasoning.



The courtyard trade-off

3. Use the result / 7 min

Write a provisional recommendation, one mitigation and a review plan measuring both intended and unintended effects.

Record your decision, revision or next action.

Reflect / 6 min

Which trade-off cannot be solved by cost alone?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A fictional courtyard can gain immediate shade or slower-growing planted shade.

Compare cost, access and environment, include unheard users and set a review measure. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The courtyard trade-off

Health, environment and citizenship | 35 min + 5 min revisit

Practice goal

Examine trade-offs in public decisions

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper; fictional costs

Specific teaching note

Use a fictional budget. Check trade-offs, consultation and an outcome measure.

Guide the session

1. Keep the setting imaginary. Use paper maps or spoken descriptions. No road observation, waste handling, public intervention or real consultation is required for this sheet.
2. Invite access perspectives without assigning a learner to represent a group. Treat suggested causes as untested and identify permission, adult support and responsible bodies before any later real-world action.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Separates facts and assumptions

☐ I ☐ S ☐ T Includes varied users

☐ I ☐ S ☐ T Defines balanced review

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



09 A worksheet system under test

Suggested session: 35 min | Name / chosen mark: _____

The fictional situation

A fictional school club needs fewer lost sheets. Options are a paper folder, shared digital storage and a sign-out ledger; names on sheets raise privacy concerns.

One possible example / 5 min

A sign-out record may locate sheets but should not collect details unrelated to retrieval.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 7 min

Compare alternatives on access, cost, privacy and workload. Identify one ethical or practical risk per option.

Record what you notice or predict.

2. Try the skill / 7 min

Prototype the chosen process with invented names. Test retrieval and return with a partner, including one missing item.

Show your attempt and reasoning.



A worksheet system under test

3. Use the result / 7 min

Revise from observations. State a switch condition and an option for users unable to follow the main route.

Record your decision, revision or next action.

Reflect / 6 min

What information does the process actually need to keep?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A club compares paper storage, digital storage and a sign-out process.

Compare access, cost, privacy and work, then test an option and state when to reconsider. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A worksheet system under test

Creative and design thinking | 35 min + 5 min revisit

Practice goal

Revise with feedback and usability evidence

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper and fictional worksheet slips

Specific teaching note

Use fictional files. Check ethical constraints, alternatives and a testable decision rule.

Guide the session

1. Use scrap paper and safe low surfaces. Let the learner propose alternatives before modelling one; a prototype may be a labelled drawing if making it is inaccessible.
2. Give the tester a clear use task and observe actions rather than taste or appearance. Do not blame a user for difficulty; help the designer link a revision to evidence.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Considers risks

☐ I ☐ S ☐ T Tests a failure case

☐ I ☐ S ☐ T Offers accessible revision

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



10 Budget before a bargain

Suggested session: 35 min | Name / chosen mark: _____

The fictional situation

Fictional budget: ₹3,000 income, ₹1,800 fixed and ₹700 variable costs. Surprise repair ₹400.
Offer A: ₹250 fee plus ₹50 monthly for six months; B: ₹520 total.

One possible example / 5 min

Initial reserve ₹500 becomes ₹100 after repair. A costs ₹550 overall, even though its first fee looks lower.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 7 min

Calculate balances and full offer costs. Distinguish current cash available from a future payment commitment.

Record what you notice or predict.

2. Try the skill / 7 min

List missing conditions to check, including what is included and whether recurring payments continue.

Show your attempt and reasoning.



Budget before a bargain

3. Use the result / 7 min

Recommend postpone or a feasible budget revision. Explain one cost of your choice and a safeguard against an unclear commitment.

Record your decision, revision or next action.

Reflect / 6 min

Why can a low first payment mislead?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

Fictional funds are ₹2,000, fixed costs ₹1,200 and variable costs ₹500; an unexpected cost is ₹250.

Calculate both reserves and compare an all-in ₹200 offer with ₹150 plus ₹70 delivery. Choose feasibly. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Budget before a bargain

Financial and practical literacy | 35 min + 5 min revisit

Practice goal

Compare offers and question claims

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper; pretend offers only

Specific teaching note

Initial reserve ₹500; remaining reserve ₹100. This is decision practice, not personalised investment or debt advice.

Guide the session

1. All prices, offers and budgets are fictional practice amounts. Use paper money only. Do not ask about household income, debt, purchases or access to goods.
2. Allow arithmetic aids or an adult scribe when needed; still ask the learner to explain the check or choice. Accept different feasible choices with reasons. The sheet does not recommend a real purchase or financial product.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Calculates full cost

☐ I ☐ S ☐ T Distinguishes timing and total

☐ I ☐ S ☐ T Makes a feasible recommendation

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.