



Practice for everyday thinking

Class 11 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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SEL / emotional literacy

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Creative and design thinking

10 A budget with uncertain costs | pages 30-32

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 Stress, emotion and a considered choice

Suggested session: 40 min | Name / chosen mark: _____

The fictional situation

A fictional learner, Sana, juggles a submission, club messages and an evening family task. She feels tense and drafts a sharp reply.

One possible example / 5 min

Tension is information about the situation; it does not dictate the reply. Sana can pause and request a different arrangement.

Begin / 4 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 / 8 min

Map event, possible interpretation, feelings, priorities and response options. Distinguish what the story states from what you infer.

Record what you notice or predict.

2. Try the skill / 8 min

Compare options for immediate effect, later relationships and feasibility. Draft a boundary and a specific support request.

Show your attempt and reasoning.



Stress, emotion and a considered choice

3. Use the result / 8 min

Rehearse a response to pushback and a plan if the boundary is repeatedly ignored. Use fictional details only.

Record your decision, revision or next action.

Reflect / 7 min

What could Sana change, and what requires another person's agreement?

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 learner is pressured to agree to a new commitment before having the details.

Map priorities and uncertainty. Draft a bounded response and a condition for reviewing the choice. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Stress, emotion and a considered choice

SEL / emotional literacy | 40 min + 5 min revisit

Practice goal

Reflect on emotion, stress and choices

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 Differentiates event and interpretation

☐ I ☐ S ☐ T Weighs effects

☐ I ☐ S ☐ T Specifies support and 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 Review after an unexpected result

Suggested session: 40 min | Name / chosen mark: _____

The fictional situation

A fictional study group changes its revision method. Recall improves for two members, stays flat for one, and application falls for another. Topic difficulty also changed.

One possible example / 5 min

A mixed result can justify different next steps. It cannot establish one method as universally best.

Begin / 4 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 / 8 min

Build an evidence table with outcomes, conditions, possible explanations and missing information.

Record what you notice or predict.

2. Try the skill / 8 min

Design a short follow-up trial changing one practice feature while noting workload and question difficulty.

Show your attempt and reasoning.



Review after an unexpected result

3. Use the result / 8 min

Set decision rules for keep, revise and stop. Apply them separately to two contrasting pretend learner profiles.

Record your decision, revision or next action.

Reflect / 7 min

What would be a reason to stop collecting more of the same 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

A planning method speeds completion but increases workload for one person.

Review benefits, burdens and missing evidence, then justify keeping, adapting or stopping it. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Review after an unexpected result

Resilience and flexible thinking | 40 min + 5 min revisit

Practice goal

Review a plan after unexpected results

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 Acknowledges variation

☐ I ☐ S ☐ T Designs an informative trial

☐ I ☐ S ☐ T Uses proportionate 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 A revision log with useful evidence

Suggested session: 40 min | Name / chosen mark: _____

The fictional situation

Fictional reasoning protocol: 'Define the claim, examine evidence, test alternatives, state limits.' A learner's log says only 'revised for one hour'.

One possible example / 5 min

Time spent is an activity record. An unaided answer and correction provide different evidence about learning.

Begin / 4 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 / 8 min

Use the protocol without looking on a fictional club-attendance claim. Check and record exact strengths and gaps.

Record what you notice or predict.

2. Try the skill / 8 min

Build a log row with topic, question, unaided answer, error, correction and next review. Add a matched new question.

Show your attempt and reasoning.



A revision log with useful evidence

3. Use the result / 8 min

Compare familiarity after rereading with the new answer. Select a next task and explain limits of this small comparison.

Record your decision, revision or next action.

Reflect / 7 min

Which log field would most change tomorrow's task?

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 decision protocol: "Compare options, test assumptions and set a review."

Apply it without notes to a different fictional club choice. Check, log a specific gap and plan transfer practice. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A revision log with useful evidence

Study skills and memory | 40 min + 5 min revisit

Practice goal

Use a revision log with evidence of learning

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 Logs performance evidence

☐ I ☐ S ☐ T Distinguishes correction and time

☐ I ☐ S ☐ T Selects targeted next work

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 Deadlines and competing obligations

Suggested session: 40 min | Name / chosen mark: _____

The fictional situation

Fictional learner Anil has 90-minute work windows Mon-Fri and 120 Saturday. A Thursday report needs 180 minutes; a Friday application draft 150. Tuesday includes a 60-minute family obligation.

One possible example / 5 min

Tuesday offers only 30 minutes in that window. A feasible plan can include renegotiation instead of pretending time expands.

Begin / 4 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 / 8 min

Calculate availability and task estimates. Separate fixed deadlines, flexible preferences and dependencies.

Record what you notice or predict.

2. Try the skill / 8 min

Build a weekly plan with breaks, checking, rest outside work windows and a buffer. Explain one trade-off.

Show your attempt and reasoning.



Deadlines and competing obligations

3. Use the result / 8 min

A Wednesday transport delay removes 60 minutes. Revise and draft a specific request to adjust scope or timing if required.

Record your decision, revision or next action.

Reflect / 7 min

Which estimate would you verify first before committing?

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

Two fictional deadlines fall on Wednesday and Friday; one required resource arrives late.

Map dependencies and capacity, preserve checking and draft a specific renegotiation request if needed. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Deadlines and competing obligations

Time and task management | 40 min + 5 min revisit

Practice goal

Plan around deadlines and competing obligations

Materials

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

☐ I ☐ S ☐ T Plans dependencies

☐ I ☐ S ☐ T Negotiates a realistic adjustment

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 Competing explanations for attendance

Suggested session: 40 min | Name / chosen mark: _____

The fictional situation

Fictional club attendance falls from 60 to 42 after a bus disruption and a timetable change. Survey replies come from only 20 continuing members.

One possible example / 5 min

The reply sample may systematically exclude those who stopped attending, so it cannot settle the explanation.

Begin / 4 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 / 8 min

Create an explanation table: proposed cause, expected pattern, assumptions and evidence that could contradict it.

Record what you notice or predict.

2. Try the skill / 8 min

Design a proportionate comparison and question plan reaching missing perspectives without collecting unnecessary personal data.

Show your attempt and reasoning.



Competing explanations for attendance

3. Use the result / 8 min

Write a conclusion distinguishing supported observations, plausible causes and unresolved uncertainty. Name a revision trigger.

Record your decision, revision or next action.

Reflect / 7 min

Which evidence could distinguish causes that occurred together?

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 survey reaches only people who still attend a service.

Compare competing explanations, plan how to hear missing voices and state a decision with a revision trigger. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Competing explanations for attendance

Logical reasoning and critical thinking | 40 min + 5 min revisit

Practice goal

Compare competing explanations and uncertainties

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 Tests competing explanations

☐ I ☐ S ☐ T Recognises missing respondents

☐ I ☐ S ☐ T Writes a calibrated 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 One proposal, three audiences

Suggested session: 40 min | Name / chosen mark: _____

The fictional situation

A fictional club proposes a quiet study space. Known facts: 24 requests, one available room, no agreed supervision plan. Audiences are learners, teachers and neighbouring room users.

One possible example / 5 min

Audience changes the relevant example and requested action; the number of requests must remain 24.

Begin / 4 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 / 8 min

Write a common factual core and identify one concern and appropriate request for each audience.

Record what you notice or predict.

2. Try the skill / 8 min

Draft three short versions of the proposal. Keep facts consistent while changing examples and requested actions.

Show your attempt and reasoning.



One proposal, three audiences

3. Use the result / 8 min

Answer a reasonable objection about supervision. Revise one version and flag a fact still needing confirmation.

Record your decision, revision or next action.

Reflect / 7 min

Where could persuasion accidentally turn into an unsupported promise?

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 proposal has 18 expressions of interest and no agreed opening hours.

Adapt it for learners, staff and nearby users while keeping facts and uncertainties consistent. Answer an objection. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



One proposal, three audiences

Communication and collaboration | 40 min + 5 min revisit

Practice goal

Present an argument for different audiences

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 Preserves factual core

☐ I ☐ S ☐ T Adapts requests

☐ I ☐ S ☐ T Answers an objection with limits

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 Credibility beyond a neat chart

Suggested session: 40 min | Name / chosen mark: _____

The fictional situation

Fictional club dashboard shows visits 98 then 102 with an axis starting at 95. Only users of the new booking form are counted; repeat visits are included.

One possible example / 5 min

The count measures logged visits from a subset, not necessarily unique users or all use.

Begin / 4 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 / 8 min

Calculate the difference and redraw from zero. Write an accurate statement of what the displayed numbers measure.

Record what you notice or predict.

2. Try the skill / 8 min

Audit maker, collection method, dates, omissions and incentives. Separate known limits from questions to investigate.

Show your attempt and reasoning.



Credibility beyond a neat chart

3. Use the result / 8 min

Draft a caption and data-request note that avoid extrapolating to all users. State how a different collection method might change interpretation.

Record your decision, revision or next action.

Reflect / 7 min

Which omitted group could most affect the conclusion?

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 counts only online bookings and includes repeats.

Identify collection limits, write a cautious caption and propose a minimally identifying improvement. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Credibility beyond a neat chart

Digital and media literacy | 40 min + 5 min revisit

Practice goal

Assess credibility, omissions and data collection

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper; supplied fictional dashboard data

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 Explains scale and unit

☐ I ☐ S ☐ T Identifies coverage limits

☐ I ☐ S ☐ T Limits the claim

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 An evidence-aware courtyard proposal

Suggested session: 40 min | Name / chosen mark: _____

The fictional situation

Fictional council compares canopy ₹80,000, immediate shade and annual upkeep, with planting ₹45,000, slower shade and watering needs. Neither option has an access audit.

One possible example / 5 min

A recommendation can be provisional and make missing access evidence a condition before adoption.

Begin / 4 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 / 8 min

Construct a comparison including cost, access, environmental effects, maintenance and uncertainties. Separate evidence from assumptions.

Record what you notice or predict.

2. Try the skill / 8 min

Design consultation that includes users usually absent from meetings. Write neutral questions and a permission-based information plan.

Show your attempt and reasoning.



An evidence-aware courtyard proposal

3. Use the result / 8 min

Prepare a short proposal with a conditional recommendation, responsibilities, safeguards and a review measure for unintended effects.

Record your decision, revision or next action.

Reflect / 7 min

What result would make you recommend a different option?

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 council considers two public-space options with incomplete maintenance information.

Write a conditional recommendation, inclusive consultation plan and rule for adapting after review. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



An evidence-aware courtyard proposal

Health, environment and citizenship | 40 min + 5 min revisit

Practice goal

Design an evidence-aware civic proposal

Materials

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

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 Weights evidence and uncertainty

☐ I ☐ S ☐ T Includes unheard users

☐ I ☐ S ☐ T Specifies review and responsibility

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 Ethics of a worksheet system

Suggested session: 40 min | Name / chosen mark: _____

The fictional situation

A fictional learning centre compares paper folders, shared digital storage and a named sign-out ledger. Device access varies and some sheets contain personal reflections.

One possible example / 5 min

Convenience does not answer whether a named ledger is necessary. A less identifying process may meet the retrieval goal.

Begin / 4 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 / 8 min

Build a decision table for access, cost, workload, privacy and recoverability. State one risk and mitigation for each option.

Record what you notice or predict.

2. Try the skill / 8 min

Prototype a minimally identifying process using invented data. Test retrieval, return and a missing-sheet case.

Show your attempt and reasoning.



Ethics of a worksheet system

3. Use the result / 8 min

Recommend an option with consent/choice considerations, a fallback and a condition for switching. Identify what should not be collected.

Record your decision, revision or next action.

Reflect / 7 min

Whose burden increases under your preferred option?

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 centre needs retrieval without collecting private reflection details.

Evaluate alternatives, test normal and failure cases with invented data, and specify fallback and exit conditions. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Ethics of a worksheet system

Creative and design thinking | 40 min + 5 min revisit

Practice goal

Evaluate constraints, ethics and alternatives

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper and invented 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 Evaluates alternatives and ethics

☐ I ☐ S ☐ T Tests failure handling

☐ I ☐ S ☐ T Limits data and offers a fallback

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 A budget with uncertain costs

Suggested session: 40 min | Name / chosen mark: _____

The fictional situation

Fictional monthly funds ₹3,000; fixed costs ₹1,800; expected variable costs ₹700, possible range ₹600-₹1,000. Unexpected cost ₹400.

One possible example / 5 min

Reserve is ₹500 at the expected cost. After the surprise it is ₹100, or a ₹200 shortfall if variable costs reach ₹1,000.

Begin / 4 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 / 8 min

Calculate balances for low, expected and high variable costs before and after the surprise. Label shortfalls clearly.

Record what you notice or predict.

2. Try the skill / 8 min

Compare a ₹350 all-in offer with ₹250 plus ₹40 monthly for three months. List conditions requiring clarification.

Show your attempt and reasoning.



A budget with uncertain costs

3. Use the result / 8 min

Write a cautious plan with a reserve target, a trigger to revise spending and a safeguard against an unclear recurring commitment.

Record your decision, revision or next action.

Reflect / 7 min

Which assumption creates the largest risk to the plan?

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 ₹3,000, fixed costs ₹1,700 and variable costs range ₹700-₹1,100, with a possible ₹400 repair.

Model balances, compare full costs of invented offers and set a feasible reserve and revision trigger. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A budget with uncertain costs

Financial and practical literacy | 40 min + 5 min revisit

Practice goal

Plan a budget with uncertainty and safeguards

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper; fictional amounts 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 Models uncertainty

☐ I ☐ S ☐ T Compares full costs

☐ I ☐ S ☐ T Specifies a feasible safeguard

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.