



Practice for everyday thinking

Class 12 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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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 Reflection before an important reply

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

The fictional situation

A fictional learner, Zain, balances a transition deadline, group responsibilities and family plans. A late message demands an immediate decision; he feels pressured.

One possible example / 5 min

Pressure can be acknowledged while asking for time and information. Agreeing instantly is only one available action.

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 the event, interpretations, possible emotions, priorities and missing facts. Avoid diagnosing the character.

Record what you notice or predict.

2. Try the skill / 8 min

Compare three responses for values, immediate consequences and later commitments. Draft a time-bound boundary and information request.

Show your attempt and reasoning.



Reflection before an important reply

3. Use the result / 8 min

Rehearse respectful pushback handling and a support plan if pressure continues. Explain what would prompt revisiting the choice.

Record your decision, revision or next action.

Reflect / 7 min

How can Zain acknowledge feelings without letting others decide for him?

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



Reflection before an important reply

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 Separates facts and interpretations

☐ I ☐ S ☐ T Weighs commitments

☐ I ☐ S ☐ T States boundary and review trigger

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 Keep, adapt or stop?

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

The fictional situation

A fictional team pilots a new planning method. Deadlines improve but workload increases, one member cannot access the tool and the tasks are easier than last month.

One possible example / 5 min

Success on one measure does not settle overall usefulness. Access and effort belong in the review.

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 evidence table of benefits, costs, access barriers, confounders and missing information.

Record what you notice or predict.

2. Try the skill / 8 min

Design a bounded follow-up with an accessible alternative and comparable tasks. Specify evidence and a check-in.

Show your attempt and reasoning.



Keep, adapt or stop?

3. Use the result / 8 min

Apply keep, revise and stop rules to a pretend outcome of faster completion but persistent exclusion. Justify the decision.

Record your decision, revision or next action.

Reflect / 7 min

What result should outweigh an attractive average improvement?

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



Keep, adapt or stop?

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 Balances outcomes and burdens

☐ I ☐ S ☐ T Proposes informative accessible test

☐ I ☐ S ☐ T Follows explicit rules

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 Evidence that guides the next session

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

The fictional situation

Fictional decision protocol: 'Define the problem, compare options, test assumptions, choose with limits, set a review.' A learner feels confident after rereading.

One possible example / 5 min

A specific error in an unaided decision is more useful for the next task than 'I should study harder'.

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

Close the protocol and apply it to a fictional club-storage choice. Log the answer before checking.

Record what you notice or predict.

2. Try the skill / 8 min

Check step by step. Record errors, correction, confidence and a next review date, then write a different transfer question.

Show your attempt and reasoning.



Evidence that guides the next session

3. Use the result / 8 min

Answer the new question without the protocol. Choose a targeted next session and explain why this trial cannot prove a general study-method claim.

Record your decision, revision or next action.

Reflect / 7 min

Which evidence would justify spacing the next review farther away?

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



Evidence that guides the next session

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 Records unaided evidence

☐ I ☐ S ☐ T Creates transfer practice

☐ I ☐ S ☐ T Selects next work cautiously

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 transition week under constraints

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

The fictional situation

Fictional learner Diya has 90-minute work windows Mon-Fri and 150 Saturday. A Wednesday portfolio needs 180 minutes; Friday forms 120. Tuesday includes a 45-minute care task.

One possible example / 5 min

A schedule needs capacity before each deadline, not just enough total minutes somewhere in the week.

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 availability, deadlines, dependencies and uncertain estimates. Add checking and preparation tasks to each output.

Record what you notice or predict.

2. Try the skill / 8 min

Build a feasible plan with breaks, buffer and rest outside the work windows. Explain what is flexible and who must agree.

Show your attempt and reasoning.



A transition week under constraints

3. Use the result / 8 min

Monday loses 60 minutes and one required document is delayed. Revise, identify the critical dependency and draft a clear renegotiation request.

Record your decision, revision or next action.

Reflect / 7 min

Where does the plan depend on a person or resource outside Diya's control?

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



A transition week under constraints

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 Checks deadline-specific capacity

☐ I ☐ S ☐ T Handles dependencies

☐ I ☐ S ☐ T Communicates a realistic 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.



05 A conclusion that can change

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

The fictional situation

Fictional training-centre attendance falls after transport changes and new session times. An online survey excludes people who stopped using the portal.

One possible example / 5 min

Available evidence may favour several explanations and still leave important people unrepresented.

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

Compare at least two explanations using predicted patterns, assumptions, possible confounders and disconfirming evidence.

Record what you notice or predict.

2. Try the skill / 8 min

Design an ethical information plan with proportionate data collection and ways to include missing voices.

Show your attempt and reasoning.



A conclusion that can change

3. Use the result / 8 min

Write a provisional conclusion with uncertainty, a decision that can be taken now and a specific trigger for revision.

Record your decision, revision or next action.

Reflect / 7 min

What decision can proceed while an important cause remains uncertain?

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



A conclusion that can change

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 Considers rival explanations

☐ I ☐ S ☐ T Plans inclusive evidence

☐ I ☐ S ☐ T Connects uncertainty to action

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 Persuasion with a stable factual core

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

The fictional situation

A fictional committee proposes evening study space. Facts: 32 expressions of interest, one room available twice weekly, staffing and running costs unknown. Audiences include learners, staff and nearby users.

One possible example / 5 min

A learner version can emphasise access; a staff version can ask about supervision. Neither can promise daily opening.

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 factual core and an audience table of concerns, useful examples and realistic requested actions.

Record what you notice or predict.

2. Try the skill / 8 min

Create three concise pitches with identical facts. Mark claims that are conditional or still need evidence.

Show your attempt and reasoning.



Persuasion with a stable factual core

3. Use the result / 8 min

Answer one strong objection for each audience. Revise a pitch without weakening the factual limits.

Record your decision, revision or next action.

Reflect / 7 min

Which phrase might imply a promise the evidence cannot support?

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



Persuasion with a stable factual core

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 Maintains facts and caveats

☐ I ☐ S ☐ T Adapts purposeful requests

☐ I ☐ S ☐ T Addresses objections

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 What the dataset leaves out

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

The fictional situation

Fictional chart: 196 to 204 recorded visits, axis starting 190. Only digital bookings count; walk-ins and cancelled bookings are not distinguished. Repeated visitors appear repeatedly.

One possible example / 5 min

The 8-record increase is not automatically 8 more people or more actual attendance.

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 and redraw the values from zero. State the unit and distinguish records, visits and people.

Record what you notice or predict.

2. Try the skill / 8 min

Audit provenance, collection rules, missing groups and incentives. Identify the most important question for the data owner.

Show your attempt and reasoning.



What the dataset leaves out

3. Use the result / 8 min

Draft a careful caption and an improved collection plan using minimal necessary information. Explain one remaining limitation.

Record your decision, revision or next action.

Reflect / 7 min

Could better-looking data still answer the wrong question?

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



What the dataset leaves out

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 and supplied 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 Separates units

☐ I ☐ S ☐ T Audits omissions

☐ I ☐ S ☐ T Proposes proportionate improvement

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 A civic proposal with review built in

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

The fictional situation

Fictional council options: canopy ₹1,00,000 with quick shade; planting ₹60,000 with delayed shade. Upkeep, access impacts and seasonal conditions are not fully known.

One possible example / 5 min

A proposal can state what it needs to learn before approval and how effects will be reviewed afterwards.

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 weighted comparison and explain your weights. Include access, cost, maintenance, environment and uncertain effects.

Record what you notice or predict.

2. Try the skill / 8 min

Design a consultation and small permission-based evidence plan, naming unheard users and avoiding unnecessary personal data.

Show your attempt and reasoning.



A civic proposal with review built in

3. Use the result / 8 min

Write a conditional proposal with accountable roles, a review date, success measures and a rule for adapting or stopping.

Record your decision, revision or next action.

Reflect / 7 min

What would be enough evidence to move from proposal to a limited trial?

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



A civic proposal with review built in

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 options

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 Justifies trade-off weights

☐ I ☐ S ☐ T Plans inclusive evidence

☐ I ☐ S ☐ T Defines accountable 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 Choose a system, include an exit

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

The fictional situation

A fictional learning centre needs worksheet retrieval. Options are paper folders, shared digital storage and a sign-out ledger. Some material is sensitive and device access varies.

One possible example / 5 min

A useful system should include access alternatives, minimal data and a way to move records if it fails.

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

Compare options against access, cost, privacy, workload and reversibility. Identify whose interests each option might overlook.

Record what you notice or predict.

2. Try the skill / 8 min

Prototype a low-data process with invented sheets. Test normal use, a missing item and an unavailable main route.

Show your attempt and reasoning.



Choose a system, include an exit

3. Use the result / 8 min

Recommend an option with mitigations, a fallback and an exit condition. Specify which records should be kept only as long as needed.

Record your decision, revision or next action.

Reflect / 7 min

What cost of switching should influence the first choice?

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



Choose a system, include an exit

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 ethical trade-offs

☐ I ☐ S ☐ T Tests failure cases

☐ I ☐ S ☐ T Plans fallback and exit

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 plan that survives a cost range

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

The fictional situation

Fictional monthly funds ₹4,000; fixed costs ₹2,200; variable costs expected ₹1,000, range ₹900-₹1,400. Possible repair ₹600. Offer A ₹500 plus ₹75 for four months; B ₹760 total.

One possible example / 5 min

Expected reserve ₹800 becomes ₹200 after repair. At high variable costs, repair creates a ₹200 shortfall. A totals ₹800.

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 low, expected and high balances, including repair. Identify which scenarios permit any new commitment.

Record what you notice or predict.

2. Try the skill / 8 min

Compare full offer costs, payment timing and missing terms. Ask about cancellation and what the quoted price includes.

Show your attempt and reasoning.



A plan that survives a cost range

3. Use the result / 8 min

Create a feasible base plan and contingency trigger. Explain a reserve safeguard and when to postpone or decline the offer.

Record your decision, revision or next action.

Reflect / 7 min

What would you need to verify before making a real commitment?

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 plan that survives a cost range

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; pretend budget 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 multiple scenarios

☐ I ☐ S ☐ T Compares cost and timing

☐ I ☐ S ☐ T Sets realistic safeguards

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.