



Practice for everyday thinking

Class 5 readiness guide | Preparatory 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

01 The shared brush deadline | pages 3-5

SEL / emotional literacy

02 Feedback worth testing | pages 6-8

Resilience and flexible thinking

03 Remember the repair café plan | pages 9-11

Study skills and memory

04 Estimate, measure, adapt | pages 12-14

Time and task management

05 A rule with an exception | pages 15-17

Logical reasoning and critical thinking

06 The shelf proposal meeting | pages 18-20

Communication and collaboration

07 Read the small print | pages 21-23

Digital and media literacy

08 A square used by many people | pages 24-26

Health, environment and citizenship

09 Bookmark trial cards | pages 27-29

Creative and design thinking

10 The activity-club budget | 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 The shared brush deadline

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

A group has one broad brush. Farah needs it for lettering; Kian wants to finish a background. Both say their task comes first.

One possible example / 3 min

A rushed tone can suggest a feeling but does not prove it. Ask what each person needs to finish.

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 / 5 min

Make a two-person table: event, possible feeling, possible need and a question to check it.

Record what you notice or predict.

2. Try the skill / 5 min

Draft two respectful requests and practise repeating the other's concern before replying.

Show your attempt and reasoning.



The shared brush deadline

3. Use the result / 5 min

Design a timed sharing plan with an alternative if either task overruns. Test the conversation with a partner.

Record your decision, revision or next action.

Reflect / 4 min

Which assumption did your question help check?

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 learners need the same pair of crayons.

Show both possible perspectives, ask what each needs and revise a sharing plan. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The shared brush deadline

SEL / emotional literacy | 25 min + 5 min revisit

Practice goal

Recognise feelings and different perspectives

Materials

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

Specific teaching note

Distinguish feelings from accusations. Check that both children can describe the 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 inference from fact

☐ I ☐ S ☐ T Paraphrases needs

☐ I ☐ S ☐ T Includes 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.



02 Feedback worth testing

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

A club's paper bridge works once but fails on a second try. One reviewer says 'just use more paper'; another suggests folded supports.

One possible example / 3 min

A suggestion is a testable idea, not a guarantee. Record what changes and what stays the same.

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 / 5 min

Build a short bridge, test with one eraser twice and record both results.

Record what you notice or predict.

2. Try the skill / 5 min

Choose one review suggestion. State a prediction and change one feature while keeping gap and load fixed.

Show your attempt and reasoning.



Feedback worth testing

3. Use the result / 5 min

Retest twice. Report whether evidence supports the change and what remains uncertain.

Record your decision, revision or next action.

Reflect / 4 min

Would one successful trial settle the 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 paper bridge sags under one eraser.

Ask for a specific suggestion, select one change and describe a fair retest. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Feedback worth testing

Resilience and flexible thinking | 25 min + 5 min revisit

Practice goal

Use feedback to change a plan

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper, two low books and eraser

Specific teaching note

An adult checks materials. Look for a connection between feedback, revision and the observed result.

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 Records repeated trials

☐ I ☐ S ☐ T Selects a testable change

☐ I ☐ S ☐ T Gives a limited 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.



03 Remember the repair café plan

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Fictional plan: 'The repair café opens Saturday at ten. Bring one clean item. Ask before using tools. The welcome desk records arrivals.'

One possible example / 3 min

An answer that mixes 'welcome desk' with 'tool desk' should be corrected from the plan, not guessed.

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 / 5 min

Read or hear the plan, cover it and answer four self-written questions from memory.

Record what you notice or predict.

2. Try the skill / 5 min

Use the plan to check each answer. Record an error as a specific detail to practise.

Show your attempt and reasoning.



Remember the repair café plan

3. Use the result / 5 min

Swap one new question with a partner. Set tomorrow and three days later as recall checks for missed details.

Record your decision, revision or next action.

Reflect / 4 min

What is the next question you need to practise?

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

Read this new notice: "The club opens Thursday. Bring one paper sheet. Ask Emi for a label."

Cover it, answer when, what and whom from memory, then check and correct. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Remember the repair café plan

Study skills and memory | 25 min + 5 min revisit

Practice goal

Use simple retrieval questions

Materials

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

Specific teaching note

Distinguish comprehension difficulty from recall. Check the correction against the passage.

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 Writes answerable questions

☐ I ☐ S ☐ T Identifies precise gaps

☐ I ☐ S ☐ T Schedules revisits

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 Estimate, measure, adapt

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Tariq plans a ten-minute label-sorting job, including checking and cleanup. A friend thinks the sort alone takes all ten minutes.

One possible example / 3 min

Actual timing helps a later plan; speed is not the only measure because checking takes time.

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 / 5 min

Estimate sorting ten mixed labels, then time the task and check whether sorting was accurate.

Record what you notice or predict.

2. Try the skill / 5 min

Build a short schedule including setup, sorting, checking, a pause and cleanup using your observation.

Show your attempt and reasoning.



Estimate, measure, adapt

3. Use the result / 5 min

Add an interruption of two minutes. Revise the plan and explain any reduced scope.

Record your decision, revision or next action.

Reflect / 4 min

How did accuracy affect your estimate?

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 helper sorts ten new paper labels.

Estimate first, time or count the sort, then plan a short block with setup, checking and a pause. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Estimate, measure, adapt

Time and task management | 25 min + 5 min revisit

Practice goal

Estimate the time a task needs

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Ten paper labels and clock

Specific teaching note

Estimates are planning information, not a competition. Check whether the plan changes after observation.

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 Compares time and accuracy

☐ I ☐ S ☐ T Includes all work stages

☐ I ☐ S ☐ T Explains a trade-off

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 rule with an exception

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

A pretend club says 'All reusable things are made of metal.' It owns a cloth bag, a metal bottle and a paper note.

One possible example / 3 min

A cloth bag can be reused and is not metal. It challenges the whole claim.

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 / 5 min

Classify the three objects by material and possible reuse. State any conditions or uncertainties.

Record what you notice or predict.

2. Try the skill / 5 min

Choose and explain a counterexample using both parts of the rule, not just a different material.

Show your attempt and reasoning.



A rule with an exception

3. Use the result / 5 min

Write a better limited claim. Propose another object and explain what result would challenge it.

Record your decision, revision or next action.

Reflect / 4 min

How can a careful claim avoid promising too much?

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 puppet claims "Everything that floats is made of wood." A plastic lid also floats in a prepared demonstration.

Explain the counterexample without needing a water experiment and write a more careful claim. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A rule with an exception

Logical reasoning and critical thinking | 25 min + 5 min revisit

Practice goal

Identify examples and counterexamples

Materials

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

Specific teaching note

An adult checks materials. One counterexample can refute a universal claim; it does not describe all objects.

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 both claim parts

☐ I ☐ S ☐ T Justifies a counterexample

☐ I ☐ S ☐ T Offers a new test

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 The shelf proposal meeting

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

A shared shelf needs room for large books, games and a returns tray. One planner has difficulty reaching high shelves.

One possible example / 3 min

Repeating 'You need the returns tray within reach' preserves an access need without speaking for all users.

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 / 5 min

Write each planner's main reason, then paraphrase it to a partner for an accuracy check.

Record what you notice or predict.

2. Try the skill / 5 min

Compare two shelf layouts against reach, storage and return routines. Ask about an unresolved need.

Show your attempt and reasoning.



The shelf proposal meeting

3. Use the result / 5 min

Agree roles with similar effort and a review date. Draft a respectful request if a role proves inaccessible.

Record your decision, revision or next action.

Reflect / 4 min

How will you know whether the roles are fair?

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 planners disagree about a shared games shelf.

Paraphrase each reason, combine needs and agree roles with a review time. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The shelf proposal meeting

Communication and collaboration | 25 min + 5 min revisit

Practice goal

Paraphrase a partner's idea

Materials

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

Specific teaching note

Check that paraphrasing is accurate and the division of work is fair.

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 Checks paraphrase accuracy

☐ I ☐ S ☐ T Considers access

☐ I ☐ S ☐ T Agrees reviewable roles

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 Read the small print

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Pretend advert: 'Free art kit!' Small print says 'Buy three notebooks first.' A library notice offers a free drop-in session. A form requests contacts.

One possible example / 3 min

The kit is conditional on a purchase; the headline alone leaves out a cost.

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 / 5 min

Mark each maker, purpose, claim and condition. Explain one difference between the two offers.

Record what you notice or predict.

2. Try the skill / 5 min

Design a minimal session-interest form. Choose only needed fictional fields and explain exclusions.

Show your attempt and reasoning.



Read the small print

3. Use the result / 5 min

Write two questions for the organiser about cost and data use. Identify a trusted adult who could help check.

Record your decision, revision or next action.

Reflect / 4 min

What did the headline leave out?

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

An advert offers a free badge only with a purchase. A signup asks for a password.

Identify purpose and hidden condition, then question unnecessary information. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Read the small print

Digital and media literacy | 25 min + 5 min revisit

Practice goal

Recognise ads and personal information

Materials

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

Specific teaching note

Do not submit a real form. Check whether each requested detail has a relevant purpose.

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 Reads conditions

☐ I ☐ S ☐ T Limits information

☐ I ☐ S ☐ T Asks relevant verification questions

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 square used by many people

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Imagine a public square with shade, a smooth path, steps at the only entrance and a loudspeaker near seating.

One possible example / 3 min

Steps are observable; who is affected and how should be checked with different users.

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 / 5 min

Sketch a feature map and label helpful features, barriers and uncertain effects separately.

Record what you notice or predict.

2. Try the skill / 5 min

Choose three kinds of users. Draft a neutral question for each about using the square.

Show your attempt and reasoning.



A square used by many people

3. Use the result / 5 min

Prioritise one change, explain its benefit and possible drawback, and name who should be consulted.

Record your decision, revision or next action.

Reflect / 4 min

Whose needs might your first idea miss?

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

An imagined park has a good bench and steps at its only entrance.

Label helpful features and barriers, ask a visitor question and name who should review a change. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A square used by many people

Health, environment and citizenship | 25 min + 5 min revisit

Practice goal

Observe a local public space

Materials

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

Specific teaching note

No travel or identifiable photographs are required. Check the link between observation and proposal.

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 Maps observations

☐ I ☐ S ☐ T Includes different users

☐ I ☐ S ☐ T Considers a drawback and consultation

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 Bookmark trial cards

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

A club wants a bookmark that can be found without opening every page and works without adhesives.

One possible example / 3 min

A test instruction 'close, place on desk, reopen at marker' gives clearer evidence than 'looks nice'.

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 / 5 min

Set two success criteria and sketch two designs, explaining a trade-off.

Record what you notice or predict.

2. Try the skill / 5 min

Make one prototype. Give a partner a short use task and observe without demonstrating first.

Show your attempt and reasoning.



Bookmark trial cards

3. Use the result / 5 min

Record two observations, change one feature and retest. Explain whether both criteria are met.

Record your decision, revision or next action.

Reflect / 4 min

What would another user's trial add?

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 bookmark must be easy to find and gentle on pages.

Set two criteria, observe a user trial, revise and retest. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Bookmark trial cards

Creative and design thinking | 25 min + 5 min revisit

Practice goal

Prototype and explain one idea

Materials

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

Specific teaching note

Review usability rather than appearance alone. Offer drawing-only participation.

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 Defines usable criteria

☐ I ☐ S ☐ T Records observations

☐ I ☐ S ☐ T Links revision to evidence

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 The activity-club budget

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Asha has ₹120 pretend money. Folder ₹35, notebook ₹40, pencil ₹15, decoration ₹25. She must keep ₹20 for a later trip.

One possible example / 3 min

Folder plus notebook costs ₹75, leaving ₹45; after keeping ₹20, only ₹25 is available.

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 / 5 min

Calculate two baskets that leave the required ₹20. Show totals and available balance.

Record what you notice or predict.

2. Try the skill / 5 min

Choose a basket for keeping notes organised. Explain one postponed purchase and its consequence.

Show your attempt and reasoning.



The activity-club budget

3. Use the result / 5 min

A ₹10 delivery charge appears. Recalculate, then write a question to ask before agreeing to buy.

Record your decision, revision or next action.

Reflect / 4 min

Which cost was easiest to overlook?

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 budget is ₹60; a notebook is ₹25, pencil ₹10 and badge ₹30.

Find two affordable baskets, calculate money left and explain a postponed item. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The activity-club budget

Financial and practical literacy | 25 min + 5 min revisit

Practice goal

Compare prices and a simple budget

Materials

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

Specific teaching note

Use play money. Accept different choices whose total is at most ₹50 and whose subtraction is correct.

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 Includes reserved money

☐ I ☐ S ☐ T Explains a purposeful choice

☐ I ☐ S ☐ T Checks an added cost

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.