



Practice for everyday thinking

Class 8 readiness guide | Middle 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 receipt with two checks | 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 A deadline dispute with missing facts

Suggested session: 30 min | Name / chosen mark: _____

The fictional situation

A fictional group misses a submission. A voice note blames Adeel, who says he never received the revised file.

One possible example / 4 min

A frustrated feeling can coexist with uncertainty about responsibility. Checking the file timeline may change the response.

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 / 6 min

Create an event timeline from known facts. Label possible feelings and assumptions separately.

Record what you notice or predict.

2. Try the skill / 6 min

Compare three responses for immediate effect and later cooperation. Include asking for clarification and setting a pause.

Show your attempt and reasoning.



A deadline dispute with missing facts

3. Use the result / 6 min

Draft a response with a factual observation, a respectful boundary about blame and a concrete repair step.

Record your decision, revision or next action.

Reflect / 5 min

What new fact would make you revise your response?

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 team discovers that one member did not receive the plan.

Separate event, feelings and assumptions. Choose and rehearse a response after considering its effects. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A deadline dispute with missing facts

SEL / emotional literacy | 30 min + 5 min revisit

Practice goal

Notice emotions and decide on a response

Materials

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

Specific teaching note

Do not require disclosure of private distress. Check whether the response is safe, specific and respectful.

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 Uses facts carefully

☐ I ☐ S ☐ T Weighs short and later effects

☐ I ☐ S ☐ T Practices a bounded response

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 When the backup also fails

Suggested session: 30 min | Name / chosen mark: _____

The fictional situation

A fictional team's display is late. A backup printer fails and the team has 45 minutes before a review.

One possible example / 4 min

The team can simplify, communicate and preserve evidence of work, even if it cannot restore the original plan.

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 / 6 min

Separate facts, preventable process gaps and uncertainties. Avoid assigning motives to people.

Record what you notice or predict.

2. Try the skill / 6 min

Write one achievable next step, a backup format and a check-in with an explicit success condition.

Show your attempt and reasoning.



When the backup also fails

3. Use the result / 6 min

At the check-in, only half the work is ready. Decide what to stop, keep or revise and explain why.

Record your decision, revision or next action.

Reflect / 5 min

How can changing scope be a constructive response?

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 team learns its printing slot is unavailable.

Separate control from uncertainty. Write one next step, a backup and a check-in trigger. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



When the backup also fails

Resilience and flexible thinking | 30 min + 5 min revisit

Practice goal

Record a setback and one constructive next step

Materials

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

Specific teaching note

Changing a goal or asking for help can be sensible. Check the proposed step is feasible.

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 Distinguishes process from motive

☐ I ☐ S ☐ T Defines feasible action

☐ I ☐ S ☐ T Makes an evidence-based 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.



03 Retrieval across days

Suggested session: 30 min | Name / chosen mark: _____

The fictional situation

Fictional handbook rule: 'For shared equipment, reserve a slot, inspect before use, log damage without blame and return all parts.' A learner remembers three steps.

One possible example / 4 min

A log records the missing step and a new scenario question, making the next practice targeted.

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 / 6 min

Read then close the rule. Reconstruct it and apply it to a damaged kit found before use.

Record what you notice or predict.

2. Try the skill / 6 min

Check against the rule. Log accurate parts, missing detail and one uncertainty requiring clarification.

Show your attempt and reasoning.



Retrieval across days

3. Use the result / 6 min

Plan three brief sessions on separate days, mixing sequence and scenario questions. State how an error changes the next session.

Record your decision, revision or next action.

Reflect / 5 min

Which error needs correction before another attempt?

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 rule: "Reserve the kit, count pieces, use a clear table, return all parts."

Cover it, recall the steps, apply them to a missing part and schedule the next check. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Retrieval across days

Study skills and memory | 30 min + 5 min revisit

Practice goal

Plan spaced recall and self-checks

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Printed fictional handbook rule

Specific teaching note

Allow accessible response modes. Look for delayed review and a recorded correction.

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 Retrieves and applies

☐ I ☐ S ☐ T Checks specific gaps

☐ I ☐ S ☐ T Schedules adaptive practice

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 schedule that can absorb change

Suggested session: 30 min | Name / chosen mark: _____

The fictional situation

A fictional group has two 45-minute blocks to prepare a display, with one member present only on day one.

One possible example / 4 min

A task may fit in minutes but fail if the required person is unavailable at that point.

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 / 6 min

Break work into outputs, dependencies and time estimates. Mark tasks requiring the absent member.

Record what you notice or predict.

2. Try the skill / 6 min

Schedule focused blocks, setup, feedback, breaks and buffer across the two days.

Show your attempt and reasoning.



A schedule that can absorb change

3. Use the result / 6 min

Feedback requires a new diagram taking twelve minutes. Replan and write a short update explaining changed scope.

Record your decision, revision or next action.

Reflect / 5 min

What was your most fragile assumption about timing?

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 display has two 30-minute work blocks and needs a draft before review.

Split tasks, estimate, include a buffer and revise when the draft overruns by five minutes. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A schedule that can absorb change

Time and task management | 30 min + 5 min revisit

Practice goal

Break long tasks into short blocks

Materials

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

Specific teaching note

Check materials, dependencies and other obligations. Retain reasonable breaks.

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 availability

☐ I ☐ S ☐ T Allocates realistic blocks

☐ I ☐ S ☐ T Communicates 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 Evidence behind a success claim

Suggested session: 30 min | Name / chosen mark: _____

The fictional situation

A fictional notice says longer library hours improved results. Average quiz scores rose from 6 to 7, but only volunteers took the second quiz.

One possible example / 4 min

Different participants could explain the change. Averages alone do not show the same learners improved.

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 / 6 min

Separate the notice's claim, reported evidence and missing information, including who took each quiz.

Record what you notice or predict.

2. Try the skill / 6 min

Propose two alternative explanations and a comparison that would help test one fairly.

Show your attempt and reasoning.



Evidence behind a success claim

3. Use the result / 6 min

Write a cautious replacement notice, naming what is known and what cannot yet be concluded.

Record your decision, revision or next action.

Reflect / 5 min

Which missing detail most affects your confidence?

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 notice says a new poster caused higher club attendance; a free event began at the same time.

Separate evidence and claim, offer alternatives and request a distinguishing comparison. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Evidence behind a success claim

Logical reasoning and critical thinking | 30 min + 5 min revisit

Practice goal

Separate a claim from its evidence

Materials

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

Specific teaching note

Check that the proposed comparison addresses a competing explanation. Association alone does not establish causation.

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 Examines sample differences
- ☐ I ☐ S ☐ T Proposes distinguishing evidence
- ☐ I ☐ S ☐ T Limits causal language

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 Negotiating invisible work

Suggested session: 30 min | Name / chosen mark: _____

The fictional situation

A fictional group assigns visible presentations evenly but leaves fact-checking, reminders and formatting to one member.

One possible example / 4 min

Fairness includes less visible work. A role table can make this work discussable.

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 / 6 min

List all tasks, estimated effort, access needs and handovers. Identify one hidden workload imbalance.

Record what you notice or predict.

2. Try the skill / 6 min

Negotiate a revised agreement with owners, backup support and a process for changing roles.

Show your attempt and reasoning.



Negotiating invisible work

3. Use the result / 6 min

A handover is missed. Rehearse a specific request that asks about the obstacle and sets an agreed next check.

Record your decision, revision or next action.

Reflect / 5 min

What work would stay invisible without your table?

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 team divides presenting equally but leaves checking to one member.

Make hidden work visible, renegotiate feasible roles and draft a request about a missed handover. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Negotiating invisible work

Communication and collaboration | 30 min + 5 min revisit

Practice goal

Negotiate roles fairly

Materials

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

Specific teaching note

Use a fictional group. Credit observations and repair requests rather than character judgments.

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 Makes hidden work visible

☐ I ☐ S ☐ T Negotiates access-aware roles

☐ I ☐ S ☐ T Uses a repair request

Evidence / one specific next step

When you revisit

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

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



07 The recycled closure notice

Suggested session: 30 min | Name / chosen mark: _____

The fictional situation

Pretend records: viral image 'Library closed tomorrow', undated; original library post dated last year; current bulletin says regular hours this week.

One possible example / 4 min

An authentic old notice can mislead when its date is removed. Authenticity and current relevance are separate questions.

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 / 6 min

Construct a source trail and timeline. Mark which record is original and which is current.

Record what you notice or predict.

2. Try the skill / 6 min

Compare scope, dates and authors. State what the records support and one remaining uncertainty.

Show your attempt and reasoning.



The recycled closure notice

3. Use the result / 6 min

Draft a correction with source/date and a confirmation route. Explain why sharing only the image would be risky.

Record your decision, revision or next action.

Reflect / 5 min

What would you do if current official records conflicted?

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 undated screenshot says a club is closed; a newer full bulletin lists normal opening.

Trace authors and dates, compare context and write a sourced correction using the fictional records. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The recycled closure notice

Digital and media literacy | 30 min + 5 min revisit

Practice goal

Trace claims to their original source

Materials

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

Specific teaching note

Use a prepared source trail. Check origin and context before sharing the claim.

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 Distinguishes original from current

☐ I ☐ S ☐ T Checks context

☐ I ☐ S ☐ T Attributes a limited correction

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 From waste complaint to proposal

Suggested session: 30 min | Name / chosen mark: _____

The fictional situation

A fictional bus stop has litter after market evenings. Residents blame passengers; vendors say collection happens too early. Neither account is checked.

One possible example / 4 min

Competing accounts suggest questions, not proof that one group is at fault.

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 / 6 min

Map observations, proposed causes, affected groups and responsible institutions, including people with access needs.

Record what you notice or predict.

2. Try the skill / 6 min

Design a fair information plan using prepared counts and voluntary questions, with no identifying details.

Show your attempt and reasoning.



From waste complaint to proposal

3. Use the result / 6 min

Propose a permission-based pilot, responsibility split and review measure. State how you would respond if counts do not improve.

Record your decision, revision or next action.

Reflect / 5 min

What would make you abandon your first explanation?

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 market stop has litter but no established cause.

Map possible causes and stakeholders, then propose a safe permission-based action with an outcome measure. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



From waste complaint to proposal

Health, environment and citizenship | 30 min + 5 min revisit

Practice goal

Map a community problem with others

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper; no real-world waste handling

Specific teaching note

Children should not handle waste or confront strangers. Distinguish observed facts from assumptions.

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 Avoids unsupported blame

☐ I ☐ S ☐ T Plans proportionate information

☐ I ☐ S ☐ T Specifies review and 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.



09 Study storage under constraints

Suggested session: 30 min | Name / chosen mark: _____

The fictional situation

A fictional club shares a desk and paper resources. Users need readable labels; the budget is ₹150 pretend money and desk space is limited.

One possible example / 4 min

A complex organiser may sort well but take too long to return items. Return time is part of usability.

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 / 6 min

Set four criteria including cost, footprint, access and find/return ease. Compare two designs.

Record what you notice or predict.

2. Try the skill / 6 min

Make a paper model and run the same three user tasks with a partner. Record time or hesitation consistently.

Show your attempt and reasoning.



Study storage under constraints

3. Use the result / 6 min

Revise one feature. Retest and recommend whether to keep the design, naming a remaining constraint.

Record your decision, revision or next action.

Reflect / 5 min

Which improvement created a new trade-off?

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 organiser must fit a small space and have readable labels.

Compare designs, test three find-and-return actions and revise from one observed difficulty. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Study storage under constraints

Creative and design thinking | 30 min + 5 min revisit

Practice goal

Test designs against simple criteria

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper, note cards and clock optional

Specific teaching note

Keep access in the criteria. Look for a decision tied to observed use.

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 Balances criteria

☐ I ☐ S ☐ T Uses consistent tests

☐ I ☐ S ☐ T Gives a qualified recommendation

Evidence / one specific next step

When you revisit

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

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



10 A receipt with two checks

Suggested session: 30 min | Name / chosen mark: _____

The fictional situation

A pretend receipt lists four notebooks at ₹28 and three pencils at ₹7. The notebook line says ₹102 and the total says ₹123. Payment is ₹150.

One possible example / 4 min

The notebook line should be ₹112; pencils ₹21; total ₹133 and change ₹17.

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 / 6 min

Check each multiplication independently, then calculate the total and correct change.

Record what you notice or predict.

2. Try the skill / 6 min

Explain why a total might match a wrong line and still need checking. Mark every discrepancy here.

Show your attempt and reasoning.



A receipt with two checks

3. Use the result / 6 min

Draft a calm correction request and a corrected record. Include what evidence to keep if the query is unresolved.

Record your decision, revision or next action.

Reflect / 5 min

Which check would catch an error the other might 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

A pretend receipt lists three ₹20 notebooks and a ₹5 pencil, but totals ₹75; payment is ₹100.

Check line items, total and change. Write a polite correction request and retain a record. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A receipt with two checks

Financial and practical literacy | 30 min + 5 min revisit

Practice goal

Read a receipt and check arithmetic

Materials

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

Specific teaching note

Correct total ₹70; change ₹30. Check workings and the purpose of transaction evidence.

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 Checks line and final totals

☐ I ☐ S ☐ T Explains independent checking

☐ I ☐ S ☐ T Documents a clear query

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.