



# Practice for everyday thinking

Class 9 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

### 01 Revision and constant messages | pages 3-5

SEL / emotional literacy

### 02 When rereading disappoints | pages 6-8

Resilience and flexible thinking

### 03 Familiar is not the same as recalled | pages 9-11

Study skills and memory

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Creative and design thinking

### 10 The full cost of an offer | 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 Revision and constant messages

Suggested session: 35 min | Name / chosen mark: \_\_\_\_\_

### The fictional situation

A fictional learner, Mira, is revising while a club chat expects immediate replies. Some messages are useful, others can wait.

### One possible example / 5 min

Mira can value the club and protect revision time: 'I can check at six. Please ask the club lead for urgent logistics.'

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

### 1. Explore the situation / 7 min

Map Mira's possible feelings, priorities and choices. Separate a personal limit from an attempt to control other people.

Record what you notice or predict.

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### 2. Try the skill / 7 min

Draft a boundary message with availability, a clear limit and an appropriate route for genuinely urgent matters.

Show your attempt and reasoning.

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## Revision and constant messages

### 3. Use the result / 7 min

Role-play a friend objecting. Revise the message respectfully and identify a trusted person Mira could ask for support.

Record your decision, revision or next action.

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### Reflect / 6 min

What makes the limit understandable without sharing private information?

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.

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

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

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

New attempt / comparison / one reasoned correction

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## Revision and constant messages

SEL / emotional literacy | 35 min + 5 min revisit

### Practice goal

Practise self-awareness and boundaries

### Materials

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

### Specific teaching note

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

### Guide the session

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

### Observe the work

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

☐ I ☐ S ☐ T Identifies competing priorities

☐ I ☐ S ☐ T States a specific boundary

☐ I ☐ S ☐ T Plans support

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 rereading disappoints

Suggested session: 35 min | Name / chosen mark: \_\_\_\_\_

### The fictional situation

A fictional learner rereads notes for three sessions but struggles to explain ideas without them. The topic and sleep routine also changed.

### One possible example / 5 min

One weak result has several possible explanations. A small test can change one learning method while recording other conditions.

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

### 1. Explore the situation / 7 min

List controllable study actions and uncertain influences. Offer two explanations for the result without labelling the learner.

Record what you notice or predict.

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### 2. Try the skill / 7 min

Plan a short trial using unaided questions then checking. Set a task, time and observable evidence of learning.

Show your attempt and reasoning.

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## When rereading disappoints

### 3. Use the result / 7 min

Write keep, revise and stop rules for the trial. Apply them to a pretend result showing better recall but poor application.

Record your decision, revision or next action.

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### Reflect / 6 min

What would the trial still not tell you?

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.

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

A changed practice method improves recall but not application.

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

New attempt / comparison / one reasoned correction

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## When rereading disappoints

Resilience and flexible thinking | 35 min + 5 min revisit

### Practice goal

Distinguish controllable actions from uncertainty

### Materials

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

### Specific teaching note

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

### Guide the session

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

### Observe the work

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

☐ I ☐ S ☐ T Offers alternative explanations

☐ I ☐ S ☐ T Plans a bounded test

☐ I ☐ S ☐ T Uses explicit decision 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 Familiar is not the same as recalled

Suggested session: 35 min | Name / chosen mark: \_\_\_\_\_

### The fictional situation

Fictional rule: 'Before sharing a claim, find its maker, date, supporting evidence and missing context.' A learner says it looks familiar.

### One possible example / 5 min

Recognising the sentence while reading does not show that the learner can use all four checks without it.

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

### 1. Explore the situation / 7 min

Reread the rule and rate familiarity. Close it, recall the checks and apply them to an undated advert.

Record what you notice or predict.

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### 2. Try the skill / 7 min

Check the answer and log exact omissions. Compare familiarity with demonstrated recall without claiming a universal result.

Show your attempt and reasoning.

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## Familiar is not the same as recalled

### 3. Use the result / 7 min

Create a new application question and schedule it for another day. Choose the next task from the observed error.

Record your decision, revision or next action.

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### Reflect / 6 min

Where did your confidence and answer agree or differ?

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.

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

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

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

New attempt / comparison / one reasoned correction

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## Familiar is not the same as recalled

Study skills and memory | 35 min + 5 min revisit

### Practice goal

Compare active retrieval with rereading

### Materials

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

### 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 Distinguishes familiarity and performance

☐ I ☐ S ☐ T Logs a specific gap

☐ I ☐ S ☐ T Chooses targeted 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 week with limits

Suggested session: 35 min | Name / chosen mark: \_\_\_\_\_

### The fictional situation

Fictional week: a display is due Wednesday, a presentation Friday. Available study time is 60 minutes Mon-Thu and 90 Saturday. Tuesday has a 30-minute household task.

### One possible example / 5 min

Only 30 Tuesday minutes remain for study. A schedule must count the obligation before allocating work.

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

### 1. Explore the situation / 7 min

List available minutes and task estimates. Include preparation, breaks and a protected rest period outside work blocks.

Record what you notice or predict.

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### 2. Try the skill / 7 min

Build a feasible week showing dependencies, buffer and what will be ready by each deadline.

Show your attempt and reasoning.

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## A week with limits

### 3. Use the result / 7 min

Wednesday gains an unexpected 30-minute obligation. Revise the plan and draft a request to renegotiate scope if needed.

Record your decision, revision or next action.

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### Reflect / 6 min

Which assumption would you check before relying on the schedule?

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.

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

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

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

New attempt / comparison / one reasoned correction

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## A week with limits

Time and task management | 35 min + 5 min revisit

### Practice goal

Build a feasible weekly schedule

### Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper; fictional 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 Counts availability correctly

☐ I ☐ S ☐ T Plans before deadlines

☐ I ☐ S ☐ T Explains a feasible 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 Why did attendance fall?

Suggested session: 35 min | Name / chosen mark: \_\_\_\_\_

### The fictional situation

Fictional club attendance falls from 40 to 28 after a bus route change and an earlier start time. The organiser blames the bus change.

### One possible example / 5 min

Both explanations fit the timing; the counts do not identify which mattered or for whom.

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

### 1. Explore the situation / 7 min

Compare the two explanations. State an assumption and one prediction each would make.

Record what you notice or predict.

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### 2. Try the skill / 7 min

Propose evidence that distinguishes them, such as attendance by route and a voluntary question about start time.

Show your attempt and reasoning.

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## Why did attendance fall?

### 3. Use the result / 7 min

Write a limited conclusion with a confidence reason, a missing detail and what could change your view.

Record your decision, revision or next action.

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### Reflect / 6 min

Could both explanations be partly true?

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.

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

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

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

New attempt / comparison / one reasoned correction

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## Why did attendance fall?

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

### Practice goal

Check assumptions, sources and logical gaps

### Materials

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

### Specific teaching note

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

### Guide the session

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

### Observe the work

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

☐ I ☐ S ☐ T Compares predictions

☐ I ☐ S ☐ T Proposes relevant evidence

☐ I ☐ S ☐ T States uncertainty

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 Feedback without a quarrel

Suggested session: 35 min | Name / chosen mark: \_\_\_\_\_

### The fictional situation

A fictional group proposes a quiet study corner, but its draft blocks a shared walkway. The author hears 'bad plan' and feels dismissed.

### One possible example / 5 min

'The table crosses the walkway in the sketch; can we compare another layout?' links feedback to an observable feature.

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

### 1. Explore the situation / 7 min

Rewrite two vague comments, 'bad plan' and 'too boring', as specific observations, effects and requests.

Record what you notice or predict.

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### 2. Try the skill / 7 min

Role-play author and reviewer. Each paraphrases the other's concern before proposing an adjustment.

Show your attempt and reasoning.

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## Feedback without a quarrel

### 3. Use the result / 7 min

Agree a revised layout rule and a way to test it on paper. Write how to handle a remaining disagreement.

Record your decision, revision or next action.

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### Reflect / 6 min

Which wording made feedback easier to act on?

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.

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

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

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

New attempt / comparison / one reasoned correction

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## Feedback without a quarrel

Communication and collaboration | 35 min + 5 min revisit

### Practice goal

Give specific feedback and resolve disagreement

### Materials

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

### Specific teaching note

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

### Guide the session

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

### Observe the work

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

☐ I ☐ S ☐ T Gives specific feedback

☐ I ☐ S ☐ T Checks understanding

☐ I ☐ S ☐ T Agrees a testable next step

Evidence / one specific next step

### When you revisit

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

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



## 07 A dramatic four-person difference

Suggested session: 35 min | Name / chosen mark: \_\_\_\_\_

### The fictional situation

A fictional chart compares 98 and 102 club visits. Its vertical axis starts at 95, making bars appear very different.

### One possible example / 5 min

The numerical difference is 4 visits. Relative to 98, it is about 4.1%, regardless of the axis choice.

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

### 1. Explore the situation / 7 min

Calculate the absolute difference. Sketch both values as bars from a zero baseline and label units.

Record what you notice or predict.

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### 2. Try the skill / 7 min

Compare the impression with bars measured from 95. Explain what the shortened axis highlights and can obscure.

Show your attempt and reasoning.

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## A dramatic four-person difference

### 3. Use the result / 7 min

Write questions about dates, collection and repeated visitors. Draft a caption that states the difference without exaggeration.

Record your decision, revision or next action.

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### Reflect / 6 min

What cannot the chart tell you about unique people?

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.

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

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

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

New attempt / comparison / one reasoned correction

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## A dramatic four-person difference

Digital and media literacy | 35 min + 5 min revisit

### Practice goal

Check a data chart for misleading scales

### Materials

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

### 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 Calculates difference

☐ I ☐ S ☐ T Labels a zero-baseline sketch

☐ I ☐ S ☐ T Questions what counts represent

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 Shade or a play surface?

Suggested session: 35 min | Name / chosen mark: \_\_\_\_\_

### The fictional situation

Fictional council options: canopy ₹40,000, seats shaded now, maintenance needed; trees ₹25,000, shade later, care and space needed. Both affect play space.

### One possible example / 5 min

Cost is one criterion. Timing, access and maintenance can change a recommendation.

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

### 1. Explore the situation / 7 min

Build a comparison table for cost, access, environmental effects and time to benefit. Mark missing information.

Record what you notice or predict.

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### 2. Try the skill / 7 min

Identify three affected groups, including an unheard user, and draft neutral consultation questions.

Show your attempt and reasoning.

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## Shade or a play surface?

### 3. Use the result / 7 min

Recommend a provisional option or combination with a reason, uncertainty and a review measure. Do not treat the figures as real quotes.

Record your decision, revision or next action.

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### Reflect / 6 min

Which new answer would most change your recommendation?

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.

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

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

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

New attempt / comparison / one reasoned correction

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## Shade or a play surface?

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

### Practice goal

Examine trade-offs in public decisions

### Materials

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

### 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 Weighs multiple criteria

☐ I ☐ S ☐ T Includes unheard users

☐ I ☐ S ☐ T Proposes 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 Lost worksheets, three options

Suggested session: 35 min | Name / chosen mark: \_\_\_\_\_

### The fictional situation

A fictional club considers a paper folder, shared digital storage or a sign-out sheet. Some members lack device access and worksheets sometimes include names.

### One possible example / 5 min

Digital search can help retrieval but introduces access and privacy questions. Every option has workload.

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

### 1. Explore the situation / 7 min

Compare all three on access, cost, privacy and ongoing work. State assumptions rather than inventing facts.

Record what you notice or predict.

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### 2. Try the skill / 7 min

Prototype one option on paper. Ask a partner to retrieve and return a fictional worksheet without coaching.

Show your attempt and reasoning.

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## Lost worksheets, three options

### 3. Use the result / 7 min

Record evidence, revise one feature and state when you would reconsider the chosen option.

Record your decision, revision or next action.

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### Reflect / 6 min

Whose access needs would require another test?

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.

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

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

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

New attempt / comparison / one reasoned correction

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## Lost worksheets, three options

Creative and design thinking | 35 min + 5 min revisit

### Practice goal

Revise with feedback and usability evidence

### Materials

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

### Specific teaching note

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

### Guide the session

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

### Observe the work

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

☐ I ☐ S ☐ T Compares alternatives

☐ I ☐ S ☐ T Tests a use task

☐ I ☐ S ☐ T Names a reconsideration condition

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 full cost of an offer

Suggested session: 35 min | Name / chosen mark: \_\_\_\_\_

### The fictional situation

Fictional monthly budget: ₹3,000 income, ₹1,800 fixed and ₹700 variable costs. Offer A: organiser ₹300 plus ₹80 delivery; B: ₹420 delivery included.

### One possible example / 5 min

The starting reserve is ₹500. An unexpected ₹400 cost leaves ₹100, so neither organiser currently fits without a change.

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

### 1. Explore the situation / 7 min

Calculate the reserve before and after the surprise cost. Record both without assuming extra income.

Record what you notice or predict.

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### 2. Try the skill / 7 min

Compare full offer costs and questions about quality, returns and conditions. Identify what is unknown in the scenario.

Show your attempt and reasoning.

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## The full cost of an offer

### 3. Use the result / 7 min

Choose postpone or revise the fictional budget. Explain the trade-off and one safeguard before any purchase.

Record your decision, revision or next action.

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### Reflect / 6 min

What would you ask before calling an offer better value?

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.

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

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

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

New attempt / comparison / one reasoned correction

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## The full cost of an offer

Financial and practical literacy | 35 min + 5 min revisit

### Practice goal

Compare offers and question claims

### Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper price cards; no purchase

### Specific teaching note

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

### Guide the session

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

### Observe the work

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

☐ I ☐ S ☐ T Calculates reserves

☐ I ☐ S ☐ T Compares full costs

☐ I ☐ S ☐ T Justifies a feasible choice

Evidence / one specific next step

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