



## New Employee Induction - Overview

Day	Theme	Coverage	Personnel Involved
1	Learning & Development	Personal Information Form (PIF) Part 1 Different facets of learning; Teaching Vs Facilitation & FLQs	Trainer
2	How We Learn	Learning Style, Multiple Intelligences, Language Development, FEA Program, CBT, Active Listening	Trainer Pallavi Vashist
3	Planning for Learning	Lesson Planning, Presentation Skills, Active Listening, Reading Program, Group Presentations	Trainer Avishek Singh
4	Making Learning Engaging	Engaging Vs Entertaining, Making learning interesting, Music & Story-telling, Non-verbal Feedback, Group Presentations, Weeding Day 1	Trainer Kamei Sunny
5	Managing Learning	Pedagogical vocabulary, Lesson procedures, Centre Visit Brief, Email guidelines, Active Listening, Group & Pair Presentations, CSM Evaluation	Trainer Anuj Singh Anshu Bhowmik
6	Centre Visit (CV) 1 Mid-Induction Report		
7	Assessment & Evaluation of Learning	Assessment Vs Evaluation, Assessment as, for and of Learning, Facilitator As Assessor/Evaluator, Final Weeding Day, Scrabble, Pair Presentations	Trainer Charul Kaushik/Prakash Verma
8	Feedback as Learning	Scrabble, Giving & receiving feedback, Active Listening, Jeopardy, Pair Presentations	Trainer
9	Bridging the Teaching - Learning Gap	Scrabble, Using assessment for learning, Remedial teaching, Centre Operations, Individual Presentations	Trainer CS
10	Professional Learning Communities	Scrabble, PLC guidelines, PLC Framework, Introduction to Poetry, Jeopardy, Active Listening, Individual Presentations	Trainer
11	Critical and Independent Thinking	Centre Visit Brief, Use of Inquiry Language, Audio books, Book Discussion (BD), Thinking Processes, Individual Presentations, CSM Evaluation	Trainer Anuj Singh Anshu Bhowmik
12	Centre Visit (CV) 2		
13	Asking Questions	Learning Contract, CBT & Keyboarding, Active Listening, Direct and Open-ended Questions, BD, Individual Presentations	Trainer Pallavi Vashist
14	Taking Ownership	Learning Contract, BD, Individual Presentations, Power of a Teacher	Trainer
15	Excelling at Work	Keyboarding, Workplace Challenges, Success at Work & Excellence at Work, Select Individual Presentations Interview with CSM, Summative Task, Final Induction Report	Trainer Anuj Singh Anshu Bhowmik

**DAY 1**  
**Theme - Learning & Development**

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 1	9:00 - 9:15 am	1. Getting to know each other 2. Completion of Part 1 of Personal Info Form	Filling of Personal Information Form (PIF)	Copies of PIF Interview Forms	Trainer to participate Compare info of Personal Info Form with Interview Forms PIF - Part 1 only
	9:15 - 11:00 am	3. Review of Interview Forms	Using PIF for Ice-breaker Mingle, Mingle(SL # 5)		Trainer to Participate, Observe and Make Notes
<b>Break</b>					
Session 2	11:15 am - 12:30 pm	1. Getting to know FEA	Slides, Videos	Multimedia equipment FEA Slide Show	To be delivered as a presentation by Trainer.
	12:30 - 1:00 pm	1. Setting expectations	Essential Agreements	Post-its	Trainer Expectations & Trainee Expectations
<b>Lunch</b>					
Session 3	1:45 - 2:00 pm	Energizer	1. Martians Are Here (SL # 23)		Trainer to Participate, Observe and Make Notes
	2:00 - 3:30 pm	1. Compare effective teacher with ineffective teacher 2. Familiarise trainees with Teaching Vs Facilitation 3. Brainstorm FLQs (Facilitator Like Qualities)	Role play and debrief	Venn Diagram	Begin with 'good' and 'bad' and transition to 'effective' and 'ineffective' how 'good' and 'bad' are lazy English, students' learning the key determinant of success of teacher/facilitator
	3:30 - 4:00 pm	1. Recap learnings of the day	Quiz - FEA and Induction candidates (based on info shared during ice-breaker)	Quiz Cards/Questions	Include questions about FEA and individual traits of trainees.
<b>Break</b>					
	4:00 - 4:15 pm				

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 4	4:15 - 5:30 pm	<ol style="list-style-type: none"> <li>Getting a job or making a career</li> <li>Academic inflation Vs Employability</li> </ol>	Individual reading Read, Think, Wonder <b>OR</b> Debate (including rebuttal and crossing of floor)	Copies of article Post-its	Give instructions about Debate, Rebuttal and Crossing of Floor Link to rote and thinking
	5:30 - 6:00 pm	1. Recap & assessment of creativity, communication and teamwork	Chart making	Chart papers, scissors, markers	Trainer to observe, guide and note the working of the groups Ask trainees to bring a notebook that they will keep for a duration of Induction and thereafter. (Training Reflection Journal)

**DAY 2**  
**Theme - How We Learn**

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 1	9:00 - 9:15 am	1. Observe teamwork and problem-solving skills of the trainees	Starter - Jigsaw Puzzle	Jigsaw puzzle	Each trainee is given a piece of the jigsaw and all have to come together and piece it together within 10 minutes
	9:15 - 11:00 am	<ol style="list-style-type: none"> <li>Share learnings of the Jigsaw puzzle</li> <li>Introduce the importance and concept of QOD</li> </ol>	Debrief of Jigsaw & QOD		Emphasise the shallow knowledge base of our students and, in some cases, facilitators. Emphasise the importance of doing it under 5 minutes.
		<ol style="list-style-type: none"> <li>To check prior knowledge of the trainees about how we learning</li> <li>To brainstorm on motivation and pathways to learning</li> </ol>	Box of Locks	Box of locks Post-its	Collect as many motivations and pathways to learning - observing, curiosity, mistakes, trial and error, imitation, aspiration etc. Post them on the wall for reference in the coming days.
		<b>Break</b>			

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 2	11:15 am - 12:30 pm	<ol style="list-style-type: none"> <li>1. Familiarise the trainees about how we are all intelligent differently</li> <li>2. Help trainees identify the importance to incorporate elements of auditory, visual and kinaesthetic into classroom</li> </ol>	How Smart Are You? OR How Are You Smart?	Copies of MI test Auditory & Visual Test	<p>Introduce the concept of MI</p> <p>Highlight how important it is to know how we learn to learn well. Also, how it is not one type of intelligence but the predominance/ preference of one.</p>
	12:30 - 1:00 pm	1. Familiarise trainees to the different parts of the FEA program	FEA Program Components	Slides, photos & videos	Link each program component to how we learn discussion in Session 1 & 2
	1:00 - 1:45 pm	<b>Lunch</b>			
Session 3	1:45 - 2:00 pm	<ol style="list-style-type: none"> <li>1. To energise the trainees post-lunch</li> <li>2. Familiarise them with Supplementary Lesson</li> </ol>	Energizer - Animal Perspectives (SL #		Introduce when/how/why Supplementary Lessons in the curriculum.
	2:00 - 3:30 pm	<ol style="list-style-type: none"> <li>1. To scaffold understanding of the trainees to how we learn differently.</li> <li>2. To scaffold understanding of the trainees on how the same person may learn differently given the content and purpose of learning</li> </ol>	Sponges, seeds & empty pots	Images	Link to how we learn
	3:30 - 4:00 pm	<ol style="list-style-type: none"> <li>1. Familiarise the trainees with the strands of language learning</li> <li>2. Familiarise the trainees with how each strand of language learning is developed</li> </ol>	7 Ways of Language Learning	Video	Language strands - speaking & writing (expressive) listening & reading (receptive) - imitation, speaking, reading, listening to native speaker. Socialisation and imitation. Link these to the FEA program components discussed on Day 1.
	4:00 - 4:15 pm	<b>Break</b>			

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 4	4:15 - 5:15 pm	<ol style="list-style-type: none"> <li>1. Introduce the CBT and its importance</li> <li>2. Demonstrate CBT</li> <li>3. Familiarise with upkeep of laptops</li> <li>4. Familiarise with the flow of lesson</li> <li>5. Familiarise with the tracking of usage</li> </ol>	CBT Demo ( <b>Pallavi</b> )	Laptops & headphones Do's & Dont's Poster for Laptops CBT Mapping with Workbook Lessons	Introduce Do's & Don'ts of Using Laptops, Tracking usage by students, Marking in LMS, Follow the CBT-Workbook alignment Collect some questions that the trainees have about CBT that can be taken up on Day 13
	5:15 - 5:30 pm	<ol style="list-style-type: none"> <li>1. Reflect on learnings of the day</li> </ol>	Email	Wi-fi enabled laptops	Trainees to email reflections to trainer. This is used by the trainer to assess current email skills of trainees. Those who do not have an email account can be asked to create one.
	5:30 - 6:00 pm	Power Hour (Trainees) Planning & Reporting (Trainer)	Audio Book - The Three Questions (Leo Tolstoy)	Books for trainees	Introduce the concept of audio books. Link to development of Listening Link to MI done earlier in the day. Ask follow on questions to assess comprehension and perspective.

### DAY 3

#### Theme - Planning for learning

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	9:00 - 9:15 am	1. Observe teamwork and problem-solving skills of the trainees	Starter - Jigsaw Puzzle Debrief of Jigsaw,	Jigsaw Puzzle	
		<ol style="list-style-type: none"> <li>1. Share learnings of the Jigsaw puzzle</li> <li>2. Demonstrate how QOD is to be conducted</li> </ol>	QOD, Recap of Day 2		Trainer to model. Emphasise that it must be completed under 5 mins.

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
<b>Session 1</b>	<b>9:15 - 11:00 am</b>	<ol style="list-style-type: none"> <li>1. Familiarisation with do's and don'ts of objective-driven and interactive presentation</li> <li>2. Set the expectations for the presentations for the remaining days of Induction</li> <li>3. Defining parts of a lesson and interconnectedness of the parts.</li> </ol>	Presentation skills - Intonation, Rate of Speech, Facial Expression, Facing the audience, Effective use of space and board, managing time, etc.	Video - How to speak that others will listen	<p>Use analogies to explain the flow of presentation.</p> <p>Emphasise reading the audience, managing time and achieving the objective.</p> <p>Link it to the Active Listening discussed on Day 2</p> <p>4 key parts of an FHB lesson</p>
		<b>Break</b>			
<b>Session 2</b>	<b>11:15 am - 11:45 am</b>	<ol style="list-style-type: none"> <li>1. Emphasise how students will have different prior knowledge and pace of learning</li> <li>2. Demonstrate how learning of <b>all</b> students is the responsibility of the facilitator, even though all will not learn at the same pace and in the same way.</li> </ol>	Bus to Jaipur		<p>Start with 2 presentation and then Bus to Jaipur</p> <p>Link this to MI - not only do we learn differently- but also our pace of learning is different. If we have adequate experiences and prior knowledge of something, it is easier to learn more complex concepts about it.</p>
	<b>11:45 am - 1:00 pm</b>	<ol style="list-style-type: none"> <li>1. Familiarisation with do's and don'ts of feedback - giving and receiving</li> <li>2. Set the expectations for the giving and receiving feedback for the remaining days of Induction</li> </ol>	Sharing & Receiving Feedback	Video - Mind your Language (Feedback)	<p>Start with 2 presentation and link it to feedback debrief</p> <p>Focus on active listening skills and speaking so that other will listen.</p> <p>Emphasise the choice of words and tone use while giving feedback.</p> <p>Discuss how feedback is about what happened in a cause-effect manner rather than about the person</p>
	<b>1:00 - 1:45 pm</b>	<b>Lunch</b>			

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 3	1:45 - 2:00 pm	<ol style="list-style-type: none"> <li>To energise the trainees post-lunch</li> <li>Familiarise them with Supplementary Lesson</li> </ol>	Energizer - Intonation Game (SL # 9)		Link it to the learnings of Session 1
	2:00 - 3:30 pm	<ol style="list-style-type: none"> <li>To bring together the learnings of the day in the form of a lesson</li> <li>Assess how well the trainees can put together a lesson and learning gaps therein</li> </ol>	Preparing lessons(Group)		On a given topic from Lessons 1-10 and learning objectives, trainees will prepare a lesson keeping in mind learnings of Sessions 2 and present it using learnings of Session 1. Trainee participation/ performance of this should give adequate insight to the Trainer to screen out trainees. Behavior and MTI would be the key reasons for screening out candidates on this day.
	3:30 - 4:00 pm		Present lessons (Group)		
	4:00 - 4:15 pm	<b>Break</b>			
Session 4	4:15 - 5:00 pm	<ol style="list-style-type: none"> <li>Familiarise the trainees with the FEA Reading Program</li> <li>Set Reading expectations for the trainees.</li> </ol>	FEA Reading Program (Avishek Singh). Video - How books can open your mind	Video	Trainees can be allowed to take the books to read with them from Day 7. Speak with the Scheduler for scheduling centre visit for the cohort on Day 6. Briefly discuss power of reading - language development, imagination, awareness, challenges etc.
	5:00 - 5:30 pm	<ol style="list-style-type: none"> <li>Introduce the concept of Power Hour &amp; Library Log</li> </ol>	Power Hour - Book Selection Activity	Library Log	Essential Agreements on Book Reading, including reading behaviour & maintenance of Book
	5:30 - 6:00 pm	<ol style="list-style-type: none"> <li>Get more visibility on writing skills of the trainees.</li> </ol>	Situational Response	PIF - Part 2 & Self-assessment Forms	Consider Writing skills as well of the trainees for purpose of screening. These forms to be reviewed by the Trainer.

**DAY 4**  
**Theme - Making Learning Interesting (Engaging)**

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 1	9:00 - 9:15 am	1. Observe teamwork and problem-solving skills of the trainees	Starter - Jigsaw Puzzle	Jigsaw Puzzle	
	9:15 - 10:30 am		QOD - Debrief		
		1. Understand and appreciate the importance of making the lesson interesting. 2. Understand the difference between entertainment & engagement	Discussion Video Debrief	Video - Mark Church video	Differentiate between fun and interesting. How teaching must be engaging for learning to happen. Teacher makes the student engage with the lifeless piece of paper (textbook). FEA students do not pay fee of any kind so the only reason they show up next day to learn is because the teacher makes lesson come alive for all. Link it to MI done on Day 2. Students who come to FEA are already motivated (that's why they come), they stick through the program only if it is engaging. Debrief - how did the teacher make the students interested in learning?
10:30 - 11:00 am	1. Trainees prepare their lessons for presentation	Preparation for Presentations	—	-	
		<b>Break</b>			

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 2	11:15 am - 1:00 pm	<ol style="list-style-type: none"> <li>Practice making a given lesson more interesting for all/most students</li> <li>Learn non-verbal ways of sharing feedback</li> </ol>	<p>In yesterday's groups take the lesson of Day 3 and make them more interesting</p> <p>Planning time (30 minutes)</p> <p>Presentation time (30 minutes each group)</p>	<p>Non-verbal feedback cards</p> <p>Topics and learning objectives as in Day 3</p>	<p>2 Group Presentations. Swap the lessons among the trainees so that a different group gets the lesson. They would have seen it being executed on the previous day so they would be familiar but would have ideas about it to do it differently. Sharing and receiving focused, non-verbal feedback as discussed on Day 2 Link to Journey to Jaipur on Day 3. Summarize with the help of trainees how the lessons were made more interesting and how that impacted students' learning.</p>
	1:00 - 1:45 pm	<b>Lunch</b>			
Session 3	1:45 - 2:00 pm	<ol style="list-style-type: none"> <li>To energise the trainees post-lunch</li> <li>Familiarise them with Supplementary Lesson</li> </ol>	Energizer - What's the Question (Leeson # 24)		Link to how this can be taught as a lecture and how a game can be used to make learning more engaging.
	2:00 - 3:30 pm		Teaching Must Translate Into Learning Listening and understanding Presentations of Session 2 (Continued - 30 minutes each group)		2 Group Presentations followed by summarization with the help of trainees how the lessons were made more interesting and how that impacted students' learning.
	3:30 - 4:00 pm	<ol style="list-style-type: none"> <li>Keep language simple and clear - avoid jargon</li> </ol>	<p>Wong Shu Story - narrated by Trainer</p> <p>Trainees create a Story From Key Words Collect I Wonder..., Idea..., I Have a Question.... from Trainees</p>		Wong Shu Story can be done at the end of the session or during the session, wherever relevant.

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	4:00 - 4:15 pm	<b>Break</b>			
<b>Session 4</b>	4:15 - 5:00 pm	1. Introduce Music-based Learning and story-telling for development of language	Music-based and story-telling - Kamei Sunny	Speakers	
	5:00 - 5:30 pm	Reflect on the Day	Reflect & review Email Sent on Day 2	Wifi enabled laptops	
	5:30 - 6:00 pm	Power Hour (Trainees) Planning & Reporting (Trainer)	Reading	Books Library Log	Introduce Do's & Don'ts of reading program. Get trainees to fill Library Log everyday.

**DAY 5**  
**Theme - Managing Learning**

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
<b>Session 1</b>	9:00 - 9:30 am	1. Observe teamwork and problem-solving skills of the trainees	Starter - Jigsaw Puzzle	Jigsaw Puzzle	By now, if image is unseen, trainees should be able to put the corners together.
	9:30 - 11:00 am		QOD		Trainees should be getting better at presenting it within time and make it thought provoking/participative.
		1. Acquaint the facilitator with teaching implication of different terms used in the lessons 2. Make trainees understand that there is a flow and structure to a lesson for clarity and learning	Scaffold procedural vocabulary Importance of following procedures	List of pedagogical vocabulary that is frequently used in the lesson - "explain", 'elicit' etc.	Link to learnings of Day 4 and MI Highlight the importance of following lesson procedures.
		<b>Break</b>			

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 2	11:15 - 12:00	1. Bring all the learnings of the previous lessons to prepare and plan lessons from FEA curriculum, in pairs	Partners mingle with other partners and share their plan for lesson and exchange feedback (15 minutes)		As far as feasible, ensure that each pair has one FEA graduate. CSM 1 to attend this session to see his/her potential facilitators in action and evaluate them. Also CSM now makes the schedule for CV of his potential facilitators.
	12:00 - 1:00 pm	1. Provide opportunity to CSM to see their potential facilitators in action for the first time.	Presentations - Pair		In pairs, trainees (of CSM 1) present the lesson assigned to/chosen by them (30 minutes) 10 minutes of presentation and 10 minutes of feedback for each presentation. So upto 3 pairs can present.
	1:00 - 1:45 pm	<b>Lunch</b>			
Session 3	1:45 - 2:00 pm	1. To energise the trainees post-lunch 2. Familiarise them with Supplementary Lesson1	Energizer - Catching Up On ABC (SL # 16)	Prizes for the energisers	Round 1 - General Round 2 - Pedagogical vocabulary done in the morning.
	2:00 - 3:00 pm	1. Provide opportunity to CSM to see their potential facilitators in action for the first time.	Presentations - Pairs (of CSM 2) (Contd)		10 minutes of presentation and 10 minutes of feedback for each presentation. So upto 3 pairs can present. CSM 2 to attend this session to see his/her potential facilitators in action and evaluate them. Also CSM now makes the schedule for CV of his potential facilitators.

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	3:00 - 3:30 pm	1. Share FEA email guidelines with trainees 2. Set email expectations (centre visit & beyond)	FEA email guidelines	Copy of email guidelines on screen.	Share a soft copy of the email guidelines with the trainees. Help trainees connect with their own emails.
	3:30 -4:00 pm	1. Share centre visit expectations with trainees	Briefing for Center Visits	Expectations of Centre Visit	Email report, conversation with Mentor, familiarisation with LMS, co-facilitate a lesson etc.
	4:00 - 4:15 pm	<b>Break</b>			
Session 4	4:15 - 5:00 pm	1. Getting trainees to coordinate with visiting centre	Centre Visit Schedule - <b>CSM</b>	Copy of the schedule	
	5:00 - 6:00 pm	1. Give time to read and set reading expectations	Power Hour (Trainees) Planning & Reporting (Trainer)	Books Library Log	This is the first day that the trainees will begin reading the books that they have selected so ensure that the environment is conducive to reading.

### Day 6 - Centre Visit

**Note for Trainers - Prepare Mid-Induction report of Inductees**

### Day 7

**Theme - Assessment & Evaluation of Learning**

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	9:00- 9:30 am	1. Familiarise the trainees with the rules of Scrabble 2. Familiarise the trainees with the use of Scrabble in FEA	Introduce Scrabble	Scrabble kit	Link it to Making Learning Interesting and importance of vocabulary in language

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 1	9:30 - 9:45 am	1. Enable the trainees to complete the QOD within 5 minutes	QOD		By now a few trainees should be able to complete the QOD in 5-8 minutes making it participative and interesting.
	9:45 - 11:00 am	The trainees share their centre visit experience	Interview, Report Writing on peer experience.		
<b>Break</b>					
Session 2	11:15 am - 1:00 pm	1. Help trainees understand the difference between assessment and evaluation	Assessment Vs Evaluation	Copies of assessment cartoons	Trainees must understand: 1. Assessment is an ongoing process. It can be informal or formal. Assessment tells us how well and who among our students are learning and who needs more support/guidance 2. Assessment of students' learning, as learning, for facilitator's learning- all must result in improved learning 3. Facilitator must incorporate the result of assessment to mould his teaching. 4. Facilitator is also to evaluate students' learning at the end of each book. This must result in bridging of learning gaps.
		2. Help trainees understand their role during assessment and evaluation	Assessment of learning, as learning and for learning  Facilitator as assessor and evaluator	STW Routine	
<b>Lunch</b>					
	1:00 - 1:45 pm				
	1:45 - 2:00 pm	1. To energise the trainees post-lunch 2. Familiarise them with Supplementary Lesson1	Energizer - JAM (Lesson # 12)		Use vocabulary related to assessment/ evaluation done during the day.

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 3	2:00 - 4:00 pm		Presentations - Pairs (Contd)		10 minutes of presentation and 10 minutes of feedback for each presentation. So upto 3 pairs can present. Ensure that some of the principles of feedback/assessment for learning are used.
	4:00 - 4:15 pm	<b>Break</b>			
Session 4	4:15 - 5:00 pm	1. To familiarise the trainees with the process and protocols of student evaluation 2. To understand testing components/criteria	Evaluator's Visit	Multimedia	
	5:15 - 5:30 pm	1. Trainees reflect on the learnings of the day	Email 2 sentences: I used to think..... Now I think.....	Wi-fi enabled laptops	Email the reflection observing the email guidelines.
	5:30 - 6:00 pm	1. Give time to read	Power Hour (Trainees) Planning & Reporting (Trainer)	Books Library Log	Allow trainees to issue the book that they are reading and take it with them, if requested. Reiterate the Do's & Dont's of book upkeep done on Day 4.

**DAY 8**  
**Theme - Feedback as Learning**

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	9:00 - 9:20 am	1. Familiarise the trainees with the rules of Scrabble 2. Familiarise the trainees with the use of Scrabble in FEA	Starter - Scrabble	Scrabble Kits	Link it to Making Learning Interesting and importance of vocabulary in language

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 1	9:20 - 9:30 am	1. Enable the trainees to complete the QOD within 5 minutes	QOD		By now a few trainees should be able to complete the QOD in 5-8 minutes making it participative and interesting.
	9:30 - 11:00 am	1. Familiarise the trainees with do's and don'ts of effective feedback 2. Demonstrate how feedback is to be shared and received to promote learning	Feedback Game Feedback Ladder	Copies geometrical figures (10 copies)	Run one round of feedback game and discuss what worked/what didn't work. Introduce the feedback ladder. In second round of the feedback game, assess how well the trainees have understood/incorporated the feedback ladder in the game. Facts Vs Opinion; Ideas/Acts more important than person while giving feedback.
<b>Break</b>					
	11:15 - 11:45 am	1. Trainees get to prepare lessons individually 2. Encourage trainees to seek and provide feedback during lesson preparation	Prepare individually lesson that they have been given.  Individually trainees prepare a lesson for presentation (20 minutes)  Trainees mingle with others find some to share their plan for lesson and exchange feedback (10 minutes)		Remind trainees to bring together all that they have learnt in the past few days to make the lesson interesting, engaging and effective so that learning outcomes are achieved. Ask trainees to share one strength and one area of improvement for the lesson that the peer has prepared. Record the first solo presentation that the trainees make and the final one on last day. Play back to show their maturation/growth as facilitators.

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 2	11:45 am - 12:45 pm	<ol style="list-style-type: none"> <li>1. Trainees begin to make individual lesson presentations</li> <li>2. Trainees will begin to use feedback protocol to share feedback</li> </ol>	10- minute presentation of the lessons given to and prepared by the students.		<p>Record the first solo presentation that the trainees make and the final one on last day. Play back to show their maturation/ growth as facilitators.</p> <p>Post each presentation, the trainees share feedback using the learning of session 1.</p> <p>4 presentations (10 minute presentation and 5 minute feedback)</p> <p>Ensure that the trainees make all mental and material preparation for the lesson.</p>
	12:45 - 1:00 pm	<ol style="list-style-type: none"> <li>1. Share overall feedback on what worked well and what needs to be improved</li> </ol>	Trainer shared observations/feedback		<p>Trainer shares the overall feedback on presentations and feedback shared post-presentations.</p> <p>Use provocations and triggers (questions) rather than telling the trainees.</p> <p>Highlight the importance of following lesson procedures.</p>
	1:00 - 1:45 pm	<b>Lunch</b>			
	1:45 - 2:00 pm	<ol style="list-style-type: none"> <li>1. To energise the trainees post-lunch</li> <li>2. Familiarise them with Supplementary Lesson1</li> </ol>	Energizer - What's the Good Word? (SL # 8)		

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 3	2:00 - 3:15 pm	<ol style="list-style-type: none"> <li>1. Trainees begin to make individual lesson presentations</li> <li>2. Trainees will begin to use feedback protocol to share feedback</li> </ol>	Presentations (Contd)		<p>Record the first solo presentation that the trainees make and the final one on last day. Play back to show their maturation/ growth as facilitators.</p> <p>Post each presentation, the trainees share feedback using the learning of session 1.</p> <p>4 presentations (10 minute presentation and 5 minute feedback). Ensure that the trainees make all mental and material preparation for the lesson.</p>
	3:15 - 3:30 pm	<ol style="list-style-type: none"> <li>1. Share overall feedback on what worked well and what needs to be improved</li> </ol>	Trainer shared observations/feedback		<p>Trainer shares the overall feedback on presentations and feedback shared post-presentations.</p> <p>Use provocations and triggers (questions) rather than telling the trainees.</p> <p>Highlight the importance of following lesson procedures.</p>
	3:30 - 4:00 pm	<ol style="list-style-type: none"> <li>1. Introduce the trainees to rhythm of language and poetic expressions</li> </ol>	<p>Watch the video (5 minutes)</p> <p>In groups, they are given a poem and each group has to prepare (5 minutes) and present (2-3 minutes each) the poem.</p>	<p>Video of John Agard - Hello Mr. Oxford Don</p> <p>Copies of 4-5 different poems</p>	<p>Debrief the video.</p> <p>Make trainees aware of the rhythm in language, link it to MI, making learning interesting and vowel and consonant sounds.</p>
	4:00 - 4:15 pm			<b>Break</b>	

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 4	4:15 - 5:15 pm	<ol style="list-style-type: none"> <li>1. Familiarise the trainees with game-based learning</li> <li>2. Familiarise the trainees with do's and don'ts of playing Jeopardy</li> <li>3. Help trainees understand how Jeopardy games are used to recap learnings and make it stick</li> </ol>	Jeopardy (Modelled by the trainer) - Game 1 (SWB1)	Jeopardy game  Jeopardy Do's and Don'ts	Trainees would play Jeopardy for the lessons that they have presented since the morning. Discuss and demonstrate the importance game based learning linking it to the learnings thus far where games were used. Discuss the do's and don'ts of Jeopardy
	5:15 - 5:30 pm	<ol style="list-style-type: none"> <li>1. Trainees reflect on the learnings of the day</li> </ol>	Sum up the day's learnings in the form of a newspaper headline		Trainees to email individual headlines to the trainer. Some trainees may need support and guidance to differentiate between headlines and title.
	5:30 - 6:00 pm	<ol style="list-style-type: none"> <li>1. Give time to read</li> </ol>	Power Hour (Trainees) Planning & Reporting (Trainer)	Books Library Log	By now a few trainees should have completed reading one book. They can steered towards an informal BD. A trainee can be given the responsibility of updating the Library Log for the day.

## DAY 9

### Theme - Bridging The Teaching-Learning Gap

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	9:00 - 9:20 am	<ol style="list-style-type: none"> <li>1. Familiarise the trainees with the rules of Scrabble</li> <li>2. Familiarise the trainees with the use of Scrabble in FEA</li> </ol>	Starter - Scrabble	Scrabble Kits	Link it to Making Learning Interesting and importance of vocabulary in language
	9:20 - 9:30 am	<ol style="list-style-type: none"> <li>1. Enable the trainees to complete the QOD within 5 minutes</li> </ol>	QOD		By now a few trainees should be able to complete the QOD in 5-8 minutes making it participative and interesting.

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 1	9:30 - 11:00 am	<ol style="list-style-type: none"> <li>1. Familiarise trainees with the teaching-learning gap</li> <li>2. Familiarise trainees with communication gap</li> </ol>	<p>Video - watching (STW)</p> <p>Situational Questions (Trainees to create solutions to the given situations)</p>	<p>Video on Communication &amp; How Message is Moulded by the Receiver.</p> <p>Situational Questions about addressing learning gaps</p>	<p>Question the solutions offered by the trainees to ensure that they have thought it through. Emphasise on how 'I said it' does not mean "he understood as I meant it" This leads to communication gap.</p> <p>Link it to the whistling dog cartoon done on day 7. 'I have taught this' need not mean 'students have learnt' Also reiterate the importance of informal assessment and link to Bus to Jaipur</p>
<b>Break</b>					
Session 2	11:15 am - 12:45 pm	<ol style="list-style-type: none"> <li>1. Trainees begin to make individual lesson presentations</li> <li>2. Trainees will begin to use feedback protocol to share feedback</li> </ol>	Presentations (Contd)		<p>Record the first solo presentation that the trainees make and the final one on last day. Play back to show their maturation/growth as facilitators.</p> <p>Post each presentation, the trainees share feedback using the learning of session 1. 4 presentations (10 minute presentation and 5 minute feedback)</p> <p>Ensure that the trainees make all mental and material preparation for the lesson.</p>
	12:45 - 1:00 pm	<ol style="list-style-type: none"> <li>1. Share overall feedback on what worked well and what needs to be improved</li> </ol>	Trainer shared observations/feedback		<p>Trainer shares the overall feedback on presentations and feedback shared post-presentations.</p> <p>Use provocations and triggers (questions) rather than telling the trainees.</p> <p>Highlight the importance of following lesson procedures.</p>
	1:00 - 1:45 pm	<b>Lunch</b>			

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 3	1:45 - 2:00 pm	1. To familiarise the trainees how riddles help students take interest in learning	Energizer - Riddles of the Lesson 25-29 (FHB 1) that could not be taken up during presentations on the previous day.	FHB 1	Link riddles and Making Learning Interesting. Riddles & Curiosity Riddles & Thinking  Model how to present and engage students using riddles.
	2:00 - 3:45 pm	1. Trainees begin to make individual lesson presentations 2. Trainees will begin to use feedback protocol to share feedback	Presentations (Contd)		Record the first solo presentation that the trainees make and the final one on last day. Play back to show their maturation/growth as facilitators. Post each presentation, the trainees share feedback using the learning of session 1. 4 presentations (10 minute presentation and 5 minute feedback) Ensure that the trainees make all mental and material preparation for the lesson.
	3:45 - 4:00 pm	1. Share overall feedback on what worked well and what needs to be improved	Trainer shared observations/feedback		Trainer shares the overall feedback on presentations and feedback shared post-presentations. Use provocations and triggers (questions) rather than telling the trainees. Highlight the importance of following lesson procedures.
	4:00 - 4:15 pm	<b>Break</b>			
Session 4	4:15 - 5:15 pm	1. Familiarise the trainees with in-center operations 2. Set operational expectations for the trainees	Interaction with CS		Operational expectations to be communicated.
	5:15 - 5:30 pm	1. Trainees reflect on the learnings of the day	Sum up the day's learnings in the form of a newspaper headline		Trainees to email individual headlines to the trainer using the email protocols

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	<b>5:30 - 6:00 pm</b>	1. Give time to read	Power Hour (Trainees) Planning & Reporting (Trainer)	Books Library Log	By now a few trainees should have completed reading one book. They can be steered towards an informal BD. A trainee can be given the responsibility of updating the Library Log for the day.

## DAY 10

### Theme - Creating a Professional Learning Community

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	<b>9:00 - 9:20 am</b>	1. Trainees practice the rules of Scrabble	Starter - Scrabble	Scrabble Kits	Link it to Making Learning Interesting and importance of vocabulary in language
<b>Session 1</b>	<b>9:20 - 9:30 am</b>	1. Enable the trainees to complete the QOD within 5 minutes	QOD		By now a some of the trainees should be able to complete the QOD in 5-8 minutes making it participative and interesting.
	<b>9:30 - 11:00 am</b>	1. Share the concept and importance of PLCs 2. Introduce the FEA PLC framework and guidelines	Assessment tool - 2 PLC Role Plays	Copy of PLC framework  PLC - Guidelines Poster	PLC - A problem-solving tool; building a sense of shared ownership. Guidelines - Situational Roleplay  It helps if How/When /What is taken up after the role plays have been debriefed. Debrief the learnings from the role-plays
		<b>Break</b>			

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 2	11:15 am - 11:35 pm 11:35 - 12:45	<ol style="list-style-type: none"> <li>1. Trainees make individual lesson presentations</li> <li>2. Trainees practice using feedback protocol to share feedback in PLC</li> </ol>	Presentations (Contd)		<p>Post each presentation, the members of presenter's PLC will share feedback using the PLC guidelines.</p> <p>4 presentations (10 minute presentation and 5 minute feedback)</p> <p>Ensure that the trainees make all mental and material preparation for the lesson.</p>
	12:45 - 1:00 pm	<ol style="list-style-type: none"> <li>1. Share overall feedback on what worked well and what needs to be improved</li> </ol>	Trainer shared observations/feedback		<p>Trainer shares the overall feedback on presentations and feedback shared post-presentations.</p> <p>Use provocations and triggers (questions) rather than telling the trainees.</p> <p>Highlight the importance of following lesson procedures.</p>
	1:00 - 1:45 pm	<b>Lunch</b>			
Session 3	1:45 - 2:00 pm	<ol style="list-style-type: none"> <li>1. To familiarise the trainees how riddles help students take interest in learning</li> </ol>	Energizer - Bull's Eye (SL # 7)		Review PLC Guidelines in Bull's Eye. Discuss how this can be used to promote language learning.
	2:00 - 2:15 pm 2:15 - 3:45 pm	<ol style="list-style-type: none"> <li>1. Trainees make individual lesson presentations</li> </ol>	Preparation of Lessons  Presentations (Contd)		<p>Post each presentation, the members of presenter's PLC will share feedback using the PLC guidelines.</p> <p>4 presentations (10 minute presentation and 5 minute feedback)</p> <p>Ensure that the trainees make all mental and material preparation for the lesson.</p>

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	3:45 - 4:00 pm	1. Share overall feedback on what worked well and what needs to be improved	Trainer shared observations/feedback		Trainer shares the overall feedback on presentations and PLC feedback shared post-presentations. Use provocations and triggers (questions) rather than telling the trainees. Share feedback on how completely the procedure was followed, how interesting and participative it was and how well the learning objective was achieved.
	4:00 - 4:15 pm	<b>Break</b>			
<b>Session 4</b>	4:15 - 5:15 pm	1. Trainees will begin to run Jeopardy games	Jeopardy (Trainees to Conduct - Game 2,3 & 4 of SWB1)	Jeopardy materials	1 member from each PLC runs the game (15 minutes) and receives feedback from other PLC group following the PLC guidelines and feedback protocols.
	5:15 - 5:30 pm	1. Trainees reflect on the learnings of the day	Sum up the day's theme in the form of a Word, Phrase & Sentence and email to trainer		Trainees to email individual WPS to the trainer. By now all trainees should be able to follow the email guidelines. Trainer to focus on those who are still not fluent in the email protocol.
	5:30 - 6:00 pm	1. Give time to read	Power Hour (Trainees) Planning & Reporting (Trainer)	Books Library Log	By now a few trainees should have completed reading one book. They can be steered towards an informal BD. If possible, have a trainee lead the BD. A trainee can be given the responsibility of updating the Library Log for the day.

**DAY 11**  
**Theme - Developing Independent and Self-reliant Thinkers**

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 1	9:00 - 9:20 am	<ol style="list-style-type: none"> <li>1. Introduce audio books and their role in language development</li> <li>2. Familiarise the trainees with use of audio books in FEA program</li> </ol>	Audio Books - How the Tiger Got His Stripes	Follow-on Questions. Audio book	Play it and then ask follow-on questions. Replay and then ask different follow-on questions testing active listening and comprehension. Emphasise the point about 'active' listening.
	9:15 - 11:00 am	<ol style="list-style-type: none"> <li>1. Enable the trainees to complete the QOD within 5 minutes</li> </ol>	QOD		By now most of the trainees should be able to complete the QOD in 5-8 minutes making it participative and interesting.
		<ol style="list-style-type: none"> <li>1. Uncover the big term 'thinking'</li> <li>2. Develop shared understanding of mental moves during thinking</li> <li>3. Familiarise trainees with language that develops/inhibits 'thinking'</li> </ol>	<p>Mind map on Thinking</p> <p>Creating Ops to Think</p> <p>Language to promote students' thinking</p>		<p>Understand what trainees understand by 'thinking'.</p> <p>Link it to the vocabulary used in lessons 'elicit' 'steer conversation' etc.</p> <p>Link thinking processes to routines; link routines to dispositions. Discuss self-reliance and critical thinking in the curriculum and how this necessitates development of dispositions. Opportunity to introduce word wall based on words in mind map.</p> <p>Give analogies to help them understand how independence self-sufficiency as babies for eating, walking etc</p> <p>Disclose the theme of the day - "The aim of a good teacher is to become redundant in the lives of student." Write it only the theme on the board and ask trainees to post their thoughts on the post-it.</p>
		<b>Break</b>			

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 2	11:15 am - 12:45 pm	<ol style="list-style-type: none"> <li>1. Provide an opportunity to the CSM 1 to observe their potential facilitators in action</li> <li>2. Center Visit 2 schedule to be proposed to the Trainer by CSM 1</li> </ol>	Presentations - Individual (Contd) of CSM 1		<p>Feedback focus - Were thinking opportunities created for students? What makes you say that?</p> <p>Presentations (10 minute presentation and 5 minute feedback)</p> <p>CSM 1 to attend this session to see his/her potential facilitators in action and evaluate them. Also CSM now makes the schedule for CV of his potential facilitators.</p>
	12:45 - 1:00 pm	<ol style="list-style-type: none"> <li>1. Share overall feedback on what worked well and what needs to be improved</li> </ol>	Trainer shared observations/feedback		<p>Trainer shares the overall feedback on presentations and feedback shared post-presentations.</p> <p>Use provocations and triggers (questions) rather than telling the trainees. Share feedback on how completely the procedure was followed, how interesting and participative it was and how well the learning objective was achieved.</p>
	1:00 - 1:45 pm	<b>Lunch</b>			
Session 3	1:45 - 2:00 pm		Energizer - Scrabble		
	2:00 - 3:45 pm	<ol style="list-style-type: none"> <li>1. Provide an opportunity to the CSM 1 to observe their potential facilitators in action</li> <li>2. Center Visit 2 schedule to be proposed to the Trainer by CSM 1</li> </ol>	Presentations - Individual (Contd) of CSM 2		<p>Feedback focus - Were thinking opportunities created for students? What makes you say that?</p> <p>Presentations (10 minute presentation and 5 minute feedback)</p> <p>CSM 2 to attend this session to see his/her potential facilitators in action and evaluate them. Also CSM now makes the schedule for CV of his potential facilitators.</p>

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	<b>3:45- 4:00 pm</b>	1. Share overall feedback on what worked well and what needs to be improved	Trainer shared observations/feedback		Trainer shares the overall feedback on presentations and feedback shared post-presentations. Use provocations and triggers (questions) rather than telling the trainees. Share feedback on how completely the procedure was followed, how interesting and participative it was and how well the learning objective was achieved.
	<b>4:00 - 4:15 pm</b>	<b>Break</b>			
<b>Session 4</b>	<b>4:15 - 5:15 pm</b>	1. Share centre visit expectations with trainees	1. Briefing for Center Visits	Expectations of Centre Visit	Email report, conversation with Mentor, familiarisation with LMS, co-facilitate a lesson etc.
	<b>5:15 - 5:30 pm</b>	1. Trainees reflect on the learnings of the day or plan for next day (Center Visit 2)	1 posting each on Idea Board and I Wonder Board	Post-its	
	<b>5:30 - 6:00 pm</b>	1. Give time to read	Power Hour (Trainees) Planning & Reporting (Trainer)	Books Library Log	By now a some trainees should have completed reading one book. They can steered towards an informal BD. If possible, have a trainee lead the BD. A trainee can be given the responsibility of updating the Library Log for the day.

## DAY 12 - Centre Visits 2

**Day 13**  
**Theme - Questioning & Thinking**

Session	Time	Objective	Activity	Preparation Required	Note For Trainer	
Session 1	9:00 - 9:30 am	<ol style="list-style-type: none"> <li>1. Trainees will reflect on active listening and its importance in development of communication skills</li> <li>2. Trainees will reflect on this CVs.</li> </ol>	<p>Audio Books - Active Listening (A TED Talk on Listening) (20 minutes)</p> <p>Reflection on CV (About FEA Centers I used to think.....But now I think..... (10 minutes)</p>	<p>Follow-on Questions 5 ways to Listen effectively.</p> <p>Post-its</p>	<p>Link to PLC guidelines - Listening for understanding. “Active listeners are active learners. Listening is critical and often neglected part of communication.</p> <p>Read the comments of the trainees and share them at the end of the day during reflection time.</p>	
	9:30- 9:40 am	<ol style="list-style-type: none"> <li>1. Enable the trainees to complete the QOD within 5 minutes</li> </ol>	QOD		By now most of the trainees should be able to complete the QOD in 5-7 minutes making it participative and interesting.	
	9:30- 11:00 am	<ol style="list-style-type: none"> <li>1. Understand the importance and structure of Learning Contract in FEA program</li> <li>2. Understand difference between vague dreams to e-SMART gaols</li> <li>3. Demonstrate how the facilitator/CS will run the LC lesson</li> </ol>	<p>Discussion</p> <p>Video</p> <p>Demonstration</p>	<p>Learning Contract - 1</p> <p>Video</p>	<p>Dreams and Goals E-Smart Goals</p> <p>What kind of questions should the facilitator ask ? Asking questions to get students to think about their gaols and reflect on their progress.</p>	
		<b>Break</b>				

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 2	11:15 am - 12:45 pm	<ol style="list-style-type: none"> <li>1. Trainees make individual lesson presentations</li> <li>2. Trainees practice using feedback protocol to share feedback on use of questioning to drive students' thinking about the taught content</li> </ol>	Presentations (Contd)		<p>Feedback focus - How effectively did the teacher use questions to drive the thinking/ learning of the students? What makes you say that?</p> <p>Presentations of Consolidation Lessons on of Book 1 (15 minute presentation and 3 minute feedback) Ensure that the trainees make all mental and material preparation for the lesson.</p>
	12:45 - 1:00 pm	<ol style="list-style-type: none"> <li>1. Share overall feedback on what worked well and what needs to be improved</li> </ol>	Trainer shared observations/feedback		<p>Trainer shares the overall feedback on presentations and feedback shared post-presentations.</p> <p>Use provocations and triggers (questions) rather than telling the trainees. Trainer refers to notes made during the presentations.</p>
	1:00 - 1:45 pm	<b>Lunch</b>			
Session 3	1:45 - 2:15 pm	<ol style="list-style-type: none"> <li>1. Trainees practice the rules of Scrabble</li> </ol>	Energizer - Scrabble/ Taboo	Scrabble kit	
	2:15 - 3:45 pm	<ol style="list-style-type: none"> <li>1. Trainees make individual lesson presentations</li> <li>2. Trainees practice using feedback protocol to share feedback on use of questioning to drive students' thinking about the taught content</li> </ol>	Presentations (Contd)		<p>Feedback focus - How effectively did the teacher use questions to drive the thinking/ learning of the students? What makes you say that?</p> <p>Presentations of Consolidation Lessons on of Book 1 (15 minute presentation and 3 minute feedback) Ensure that the trainees make all mental and material preparation for the lesson.</p>
	3:45 - 4:00 pm	<ol style="list-style-type: none"> <li>1. Share overall feedback on what worked well and what needs to be improved</li> </ol>	Trainer shared observations/feedback		<p>Trainer shares the overall feedback on presentations and feedback shared post-presentations.</p> <p>Use provocations and triggers (questions) rather than telling the trainees. Trainer refers to notes made during the presentations.</p>

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	4:00 - 4:15 pm	<b>Break</b>			
<b>Session 4</b>	4:15 - 5:15 pm	1. Answer trainees questions and concerns about CBT and Keyboarding software	Q & A (10 minutes) CBT ( 30 minutes) Keyboarding (20 minutes)		Ensure that trainees work on CBT and keyboarding software and as t Reiterate CBT hours and keyboarding expectations book-wise.
	5:15 - 5:30 pm	1. Trainees reflect on the CV	Discussion on - I used to think.....now I think....	Post-its prepared and posted in the morning.	Take up individual post-its for discussion anonymously.
	5:30 - 6:00 pm	5:30 - 6:00 pm	1. Give time to read	Power Hour (Trainees) Planning & Reporting (Trainer)	Books Library Log

**Day 14**  
**Theme - Taking Ownership**

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	9:00 - 9:15 am	1. Familiarise the trainees with the audio books in FEA program 2. Develop active listening skills	Listening Follow-on Questions	Audio book - The 3 Questions	Link to Questioning Skill - Check comprehension, inference, perspective etc. Attempt on e of the listening exercise and recap 5 ways of listening
	9:20 - 9:30 am	1. Train the trainees to run QOD within 5 minutes		QOD	One of the trainees to run the QOD within 5 minutes in an engaging and participative manner

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 1	9:30 - 11:00 am	<ol style="list-style-type: none"> <li>1. Familiarise the trainees with the LC in FEA Program</li> <li>2. Get trainees to use the LC to assess their own interests/ likes/abilities</li> <li>3. Demonstrate how the LC lesson is to be presented.</li> </ol>	<p>Learning Contract - 2</p> <p>Preparation for presentation</p>	<p>SWB 1</p> <p>Self-assessment form</p> <p>PIF Part 2</p>	<p>Revise LC1. Read the procedures for LC in the Book 1 &amp; 2.</p> <p>Interest and abilities.</p> <p>Measuring learning and growth along specific checkpoint. Going forward using that self-assessment.</p> <p>Link it to taking ownership of their own and student's learning. A self-assessment to be completed by trainees including PIF Part 2.</p>
		<b>Break</b>			
Session 2	11:15 am - 12:45 pm	<ol style="list-style-type: none"> <li>1. Trainees make individual presentations bringing together all elements of learning done on the previous days</li> <li>2. Trainees demonstrate how effective feedback is shared and received.</li> </ol>	Presentations - Individual (Contd)		<p>Feedback focus -Overall - Bringing it all together.</p> <p>Presentations (15 minute presentation and 5 minute feedback) Ensure that all mental and material preparation is made before the presentation.</p>
	12:45 - 1:00 pm	1. Trainer share overall feedback about presentations made in Session 2.	Trainer shared observations/feedback	Trainer Notes	<p>Trainer shares the overall feedback on presentations and feedback shared post-presentations.</p> <p>Use provocations and triggers (questions) rather than telling the trainees. Trainer refers to notes while share feedback.</p>
	1:00 - 1:45 pm	<b>Lunch</b>			
	1:45 - 2:00 pm	1. Enthuse and energise the trainees	Energizer - Entangled		

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 3	2:00 - 3:45 pm	<ol style="list-style-type: none"> <li>1. Trainees make individual presentations bringing together all learnings of the previous day.</li> <li>2. Trainees practice giving and receiving feedback</li> </ol>	Presentations - Individual (Contd)		<p>Feedback focus -Overall - Bringing it all together.</p> <p>Presentations (15 minute presentation and 5 minute feedback) Ensure that all mental and material preparation is made by the trainees</p>
	3:45 - 4:00 pm	1. Trainer shares overall feedback about the presentations made during Session 3	Trainer shared observations/feedback	Trainer notes	<p>Trainer shares the overall feedback on presentations and feedback shared post-presentations.</p> <p>Use provocations and triggers (questions) rather than telling the trainees.</p>
	4:00 - 4:15 pm	<b>Break</b>			
Session 4	4:15 - 5:15 pm	<ol style="list-style-type: none"> <li>1. Trainees make individual presentations bringing together all elements of learnings of the previous days</li> <li>2. Trainees practice giving and receiving feedback</li> </ol>	Presentations - Individual (Contd)		<p>Feedback focus -Overall - Bringing it all together.</p> <p>Presentations (15 minute presentation and 5 minute feedback) Ensure that the trainees make all mental and material preparations</p>
	5:15 - 5:30 pm	1. Trainees get sensitised to their role in the lives of students	Every Child Needs A Champion	Video	Take some thoughts about what they think their role will be and how they feel about it.
	5:30 - 6:00 pm	<ol style="list-style-type: none"> <li>1. Familiarise the trainees with the keyboarding software</li> <li>2. Time to practice keyboarding</li> </ol>	Keyboarding - 2	Laptops with typing software	Monitor the usage and practice

**Day 15**  
**Theme - Excelling At Work**

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
Session 1	9:00 - 9:30 am	<ol style="list-style-type: none"> <li>1. Reiteration of the role of facilitators in the lives of the students.</li> <li>2. Trainees get to differentiate between poetry recitation and singing.</li> </ol>	Poetry Slam	Copies of What Teachers Make (Taylor Mali)  Video - What Teachers Make  Follow-on Questions	Link to Questioning Skill - Check comprehension, inference, perspective etc. Connect it to the Every Child Needs A Hero video of Day 14. If time permits, play Taylor Mali's version so that the trainees get to hear another version of recitation.
	9:15 - 11:00 am	1. Trainees practice making QOD participative and engaging within 5 minutes.	QOD		By now all trainees must be able to run an engaging QOD within 5 minutes.
		<ol style="list-style-type: none"> <li>1. Sensitise the trainees to some of the traits that they would need to display while working with FEA</li> <li>2. Familiarise the trainees with the opportunities for progression within FEA.</li> <li>3. Lay down the expectation of excellence at work</li> </ol>	Discussion	Book 5 for trainer's reference and trainees' use, if required.	Touch upon content from Book 5 - Integrity Responsibility Workplace challenges, Beating the odds, Success at work, Excellence at work, vertical progression within the organization
		<b>Break</b>			
Session 2	11:15 am - 12:45 pm	<ol style="list-style-type: none"> <li>1. Trainees who made mostly dissatisfactory presentations are made to present</li> <li>2. Sharing and receiving feedback</li> <li>3. Finalising learning goals for the trainees</li> </ol>	Presentations - Individual (Contd)		Feedback focus -Overall - Bringing it all together. Time permitting, the trainees can be given 20 minutes to present. Record the Presentations - Play back first and current, discuss the progress using concrete examples.

Session	Time	Objective	Activity	Preparation Required	Note For Trainer
	<b>12:45 - 1:00 pm</b>	1. Trainer shares overall feedback about the presentations made during Session 3	Trainer shared observations/ feedback	Trainer notes	Trainer shares the overall feedback on presentations and feedback shared post-presentations. Use provocations and triggers (questions) rather than telling the trainees. Share individual learning goals for the trainees.
	<b>1:00 - 1:45 pm</b>	<b>Lunch</b>			
<b>Session 3</b>	<b>1:45 - 2:00 pm</b>	1. Enthuse and energise the trainees	Energizer - Trainee-led		If possible, have one the trainees lead an energizer of his own choice or repeat one that has been run during Induction
	<b>2:00 - 3:45 pm</b>	1. Trainees who made mostly dissatisfactory presentations are made to present 2. Sharing and receiving feedback 3. Finalising learning goals for the trainees	Presentations - Individual (Contd)		Feedback focus -Overall - Bringing it all together. Time permitting, the trainees can be given 20 minutes to present. Record the Presentations - Play back first and current, discuss the progress using concrete examples.
	<b>3:45 - 4:00 pm</b>	1. Trainer shares overall feedback about the presentations made during Session 3	Trainer shared observations/ feedback	Trainer notes	Trainer shares the overall feedback on presentations and feedback shared post-presentations. Use provocations and triggers (questions) rather than telling the trainees. Share individual learning goals for the trainees.
	<b>4:00 - 4:15 pm</b>	<b>Break</b>			
<b>Session 4</b>	<b>4:15 to 5:45 pm</b>	Interview With All CSMs Trainees to Email/Write one of the following: 1. a 250 words reflection 2. a poem/song - compose music and sing it 3. a speech and video record it on the learnings of the 15-day Induction During this time, the trainees can also complete their PIF, if not already completed.			
	<b>5:45 to 6:00 pm</b>	Wrap up	Discussion	-	Next steps discussed by the trainer. Record of books read & next steps for candidates.