



FREEDOM ENGLISH ACADEMY
Free coaching for better jobs

STM 1 - Induction Book 1 & 2

Training Module for New Facilitators

Duration: 24 Days

v19.11.19

Supplies:

Supplies: Facilitator Handbook 1 and 2, Student Workbook 1 and 2, pencils, sketch pens, sticky notes, chart papers, placards, markers, colored pencils, and a bag.

Staff Involved: Trainer, Area Managers, Regional Managers, Facilitators, Career Guides, Student Guides, Territory Managers, and Head of Operations.

STM 1 - Induction Book 1 & 2

Day 1 - Orientation

Supplies: Personal information forms (Appendix 1), Induction Kit (Appendix 2), Branch Visit plan - (Day 2), E-mail Guidelines (Appendix 3).

Staff involved: Trainer, Area/Regional manager

Timing	Objective	Trainer-led Activity	Notes
09:00-09:45	To welcome the participants and fill in personal information forms	<p>Welcome the participants and congratulate them on selection.</p> <p>Ensure the room is to standard. Mark attendance in LMS and email it to Ops and HR.</p> <p>Introduce and conduct question of the day.</p> <p>Have participants fill out the personal information form.</p>	Get branch visit details of each participant before starting the session.
09:45-10:45	Participants will get to know each other	Play an icebreaker to make participants comfortable	
10:45-11:00	Recap and Closure	<p>Introduce FEA Positive habits:</p> <p>Clean what you use, English-only environment, professional behavior, punctuality in breaks, washroom etiquette, don't waste water or food, etc.</p>	
11:00-11:15	Break		
11:15-13:00	Mission and vision of the organization	Invite an AM or RM to come and share the vision and mission of the organization.	Show them the FEA website.
13:00-13:45	Lunch		

13:45-14:00	Energizer		
14:00-15:00	Rules and policies of the organization	Share policies of the organization using the induction kit.	Make a WhatsApp group adding all the participants in it.
15:00-16:00	Branch Visit Details	Share the plan and objectives of the 24 day induction (using the Induction- PPT). Share the details of the branch visit and google coordinates. Link: https://feaindia.org/branches/	
16:00-16:15	Break		
16:15-17:15	Branch Visit plan	Ensure participants understand the branch visit agenda and plan. Share the Do's and Don'ts (Appendix). Discuss the format of a professional email using https://www.wikihow.com/Format-an-Email	Do's & Don'ts: Respect the facilitator's time. Carry your food, water, notepad and plan of the day.
17:15-17:30	Recap	Recap using a closure or assessment technique (Appendix- 4).	
17:30-18:00	Wrap Up	Assign duties like - Arranging chairs, cleaning the whiteboard, collecting stationery, etc.	

Day 2- Getting to Know FEA Branches

Staff Involved- Facilitators, Trainers and Area Managers

Supplies: FHB and SWB 1, branch visit plan

Branch Visit 1

Timing	Objective	Trainee/Facilitator led Activity
1st Session	To observe how facilitators teach and manage their classrooms	Show your plan to the facilitator. Use this form to record your observations : https://forms.gle/KarhBfshCBAPeLNV8 If needed, reach out to the trainer for help.
2nd Session	To get familiar with the FEA program	<p>Audio/Video:</p> <ol style="list-style-type: none"> 1. Watch the first 6 videos of Book 1. 2. Pay attention to the level of English, accent and pace. 3. Take down notes. 4. Select one of the videos and prepare a set of questions you can ask. 5. Compare your questions to that in the Facilitator Handbook. <p>LMS:</p> <ol style="list-style-type: none"> 1. With the help of the facilitator mark the attendance on LMS. <p>FEA Posters:</p> <ol style="list-style-type: none"> 1. Go around the classroom and read the posters and charts on wall displays. 2. With the help of the facilitators find out more about the posters. <p>Wall Displays:</p> <ol style="list-style-type: none"> 1. Wall displays showcase students' learning. Observe them closely.

		2. Make notes on the strengths and weaknesses of students.
3rd Session	To understand the basic format of a lesson.	<p>Prepare the question of the day (QOD) with the facilitator's help. Conduct the QOD within the allotted time. Request for feedback from the facilitator. Mark the attendance on LMS. Make notes on how the facilitator conducts the rest of the lesson.</p>
4th Session	To write an email on experience of branch visit	<p>Keeping in mind the feedback given by the facilitator in the previous session, conduct the QOD. Mark the attendance on LMS.</p> <p>Library: Go through 4-5 books. Read the back cover. Choose the one you like the most. Read it for 15-20 minutes.</p> <p>Write a reflection email: Use the FEA email guidelines to compose an email. Include at least 3 points each on the observation, watching videos, LMS and conducting the QOD. Send the email to the relevant staff.</p>

Day 3 - How Learning Happens

Supplies: Real clay or a picture, earthen pot, seed, piece of rock, classroom quiz, FHB and SWB 1.

Timing	Objective	Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	Ensure the room is to standard. Mark attendance in LMS. Email to Ops and HR	Mark the attendance in LMS as well.
9:15-10:45	To introduce QOD and reflect on the learning of the branch visit.	Demonstrate and share the importance of the question of the day. Steer the conversation to FEA branch & ask: <ol style="list-style-type: none"> 1. Use 3 adjectives to describe your experience. 2. What are some unique things you noticed? 3. How well did you follow the plan? 4. What feedback did you get? Discuss how they plan to work on the feedback.	Take limited responses.
10:45-11:00	Wrap Up	Use sticky notes and wall display to recap.	
11:00-11:15	Break		
11:15-12:30	Understanding FEA methodology	Activity: Provide each team with one of these items: clay, small earthen pot, a piece of rock, and a seed. Ask if your students were like the given item how would you help them learn? Give 5 minutes to discuss. Then hold a discussion.	Facilitator like qualities: Be polite, smile, energetic, organized, demonstrate a good command of language skills.

		<p>Conclude using the video: (Different types of learners in the classroom): https://www.youtube.com/watch?v=wlaG99awCD8</p>	
12:30-13:00	Introduction to IER	<p>Share that they will receive a report card of their performance at the end of each week. Share the expectations of IER with them</p> <p>Give them blank printouts to check.</p>	
13:00-13:45	Lunch		
13:45-14:00	Energizer (Appendix-8)		
14:00-16:00	To introduce FHBs and SWBs	<p>Ask:</p> <ol style="list-style-type: none"> 1. What did you enjoy in the energizer? 2. What did you learn? 3. How can we learn through activities or games? 4. How does learning become fun and interesting using gameplay? <p>Share that FEA curriculum consists of the following: activities, games, role-plays, riddles, quizzes, pictures, poems, songs, stories, quotes, question of the day, etc. These are intended to make learning fun and interesting.</p> <p>Introduce SWB and FHB. Share the dos and don'ts of using the books, take them through all the quotes written on the cover page, and discuss the importance of these quotes.</p> <p>Help participants understand the difference between facilitation and lecturing using the FHB.</p> <p>Introduce pre-enrollment lessons and why we have these lessons in our curriculum.</p>	<p>Do not fold the book, use only pencils to write in the book, keep the books clean, etc.</p>

16:00-16:15	Break		
16:15-17:30	To introduce MOOCs through Khan Academy	<p>Introduce MOOCs and Khan Academy to the class. Ask them to create an account on Khan Academy. Let the trainees explore and make the account on their own.</p> <p>Create your class to add all the participants in it and assign them book 3 assignments to practice.</p>	Do talk about your experience of using MOOCs and some famous personalities using MOOCs
17:30-18:00	Recap and wrap up	Recap the day's learning with Exit Ticket Activity (Appendix-4).	

Day 4 – Planning a Lesson

Supplies: Mind map Video/PPT, printouts of constructive feedback article.

Timing	Objective	Trainer-led Activity	Notes
09:00-09:15	To maintain the cleanliness of the room	<p>Ensure the room is to standard.</p> <p>Mark attendance in LMS. Email to Ops and HR.</p>	
09:15-11:00	To know the importance of planning	<p>Let at least two participants to conduct the question of the day.</p> <p>Tell everyone to imagine they are going for a trip - solicit some place suggestions. Ask:</p> <ul style="list-style-type: none"> • What will they do to ensure their trip goes smoothly? <p>Take responses, steer the conversation to planning. Share the following:</p> <ul style="list-style-type: none"> • Why is it important to plan before doing something? • How can planning help with conducting lessons effectively? <p>Introduce the concept of the mind map and share its importance (PPT).</p> <p>Make mind maps for the 1st pre-enrollment lesson on the board, show its benefits.</p>	

		Demonstrate the flow of the pre-enrolment lesson and present it.	
11:00-11:15	Break		
11:15-13:00	To practice making mind maps	<p>Divide the class into groups. Let participants plan lesson 2.</p> <p>Ask groups to exchange mind-maps and share feedback.</p> <p>Move to lesson 3 and 4, ask all the teams to read the lesson and make a mind map.</p> <p>Ask the teams to exchange their mind maps and share feedback.</p>	
13:00-13:45	Lunch		
13:45-15:30	Present pre-enrollment lessons	<p>Call one team to present lesson 2. Let other trainees share feedback based on:</p> <ul style="list-style-type: none"> • What they can learn from the presentation? • What would they like to suggest? <p>Share the importance of constructive feedback with the class (Appendix- 5). Call the next two teams to present lessons 3 and 4, and share feedback.</p>	
15:30-16:00	To practice making mind map	Ask participants to create individual mind maps for lesson 5 within 20-30 minutes.	
16:00-16:15	Break		
16:15-17:30	To present the pre-enrolment lesson	Ask a confident participant to come and present lesson number 5.	

		Share constructive feedback. Reinforce the importance of constructive feedback. Appreciate they had the confidence to share their work.	
17:30-18:00	Wrap Up	Recap what they learned today and wrap up the day.	

Day 5 – Presentation Skills

Timing	Objective	Trainer-led Activity	Notes
09:00-09:15	Maintain the cleanliness of the room	<p>Ensure the room is to standard.</p> <p>Mark attendance in LMS, email to Ops and HR.</p>	
09:15-11:00	Presentations	<p>Let at least two participants conduct question of the day.</p> <p>Inform trainees they are going to practice presenting lessons from this day.</p> <p>Discuss lesson 1 in detail, discuss the format and important parts of the curriculum.</p> <p>Divide into pairs, give them 45 minutes to go through lesson 1, prepare their mind maps in pairs.</p> <p>Offer help if needed. "Remind them to buy stationery from stationery shop as it closes at 10."</p> <p>Call (the most confident) pair to present lesson 1.</p> <p>After presentation recap, offer constructive feedback and introduce the Sandwich feedback technique (Appendix-5). Let the pairs discuss and share their feedback.</p>	<p>Structure of the lesson, the importance of each step, objective of the lesson, implementation of the learning, vocabulary, material required, error alert, reference, reflection.</p>

11:00-11:15	Break		
11:15-13:00	Preparations and presentations	<p>Tell everybody to read and prepare lesson 2. Give them 45 minutes, help them create their mind maps.</p> <p>Call one participant to present lesson 2. Focus on: confidence, energy, warmth, and care.</p> <p>Divide the class into groups of 4, instruct them to discuss and share feedback. Add comments if required.</p>	
13:00-13:45	Lunch		
13:00-14:00	Energizer		
14:00-16:00	Presentation	<p>Divide the class into different pairs, let them read lesson 3, then make a mind map.</p> <p>Call one pair to present Lesson 3. Whilst sharing feedback focus on confidence, energy, warmth, and care.</p> <p>Divide the class into groups of 4, instruct them to discuss and share feedback. Add comments in between.</p>	
16:00-16:15	Break		
16:15-17:30	Introduction to the Library Program	<p>Ask:</p> <ol style="list-style-type: none"> 1. How many pages have you read while preparing for the lesson? 2. Have you learned something new from the lessons? 3. Does reading help us learn new things? 	<p>Reading is a powerful pastime for learning, it develops understanding/awareness, improves our imagination, and involves pronouncing the word and understanding meaning.</p>

		<p>Introduce the reading program explaining its importance.</p> <p>Introduce the F.E.A. Library Program using the Library Introduction Activity from Book 2 (Lesson 50).</p>	
17:15-18:00	Recap and wrap up	<p>Recap what they learned today on a sticky note. Wrap up the session.</p>	<p>Put the sticky notes on a wall display.</p>

Day 6 – Classroom Routines

Timing	Objective	Trainer-led Activity	Notes
09:00-09:15	To maintain the cleanliness of the room	Ensure the room is to standard Mark attendance in LMS, email to Ops and HR.	
09:15-11:00	To know classroom routines	Participant led question of the day (7-10 minutes) & ask: <ul style="list-style-type: none"> • What are activities which students perform every day? Introduce classroom routines. Ask: <ul style="list-style-type: none"> • What other routines are there in a classroom? • How can these routines run smoother in the class? (Stacking up the chairs together before leaving, making a semicircle, giving and collecting workbooks, marking attendance, cleaning laptops before using). Divide the class into teams of 4 people. Ask them to write answers for the questions above to share. Introduce the Peer Learning Community. Explain its importance.	We get more ideas and solutions, we can bond with our team better, We can solve problems faster.
11:00-11:15	Tea Break		
11:15-13:00	To prepare and present lessons	Challenge participants to prepare lesson 4 individually in 20 minutes.	

		<p>Divide the class into two teams. Ask them to discuss their mind maps with each other and think of an indirect approach to introduce this lesson.</p> <p>Ask one participant from each team to introduce the lesson indirectly.</p> <p>Ask any participant to continue the presentation.</p> <p>Let everyone read lesson 5 and discuss the whole lesson. (No presentation)</p>	
13:00-13:45	Lunch		
13:45-14:00	Energizer		
14:00-16:00	To prepare and present lessons	<p>Play AV of lesson 6. Ask:</p> <p>Can we learn through songs?</p> <p>Introduce music-based lessons and consolidation.</p> <p>Let the participant prepare lesson 6 individually. Ask a few participant to present the lesson.</p>	<p>Try to give chance to as many participants as time permits to practice/conduct the song activity.</p>
16:00-16:15	Tea Break		
16:15-17:30	Email Writing	<p>Provide printouts of the emails sent by participants and let them check each other's. Ask them to suggest changes.</p> <p>Play the Subject Line challenge:</p> <ol style="list-style-type: none"> 1. Divide the class into 2-3 teams. 	

		<ol style="list-style-type: none"> 2. Each team creates a situation where an email must be sent. 3. The challenged team has to give a suitable subject line. 4. One suitable title, 10 points. <p>Conclude: share a few more subject line examples and emphasize- "the subject line of an email should be specific and short."</p> <p>Play the Subject Line challenge:</p> <ol style="list-style-type: none"> 5. Divide the class into 2-3 teams. 6. Each team creates a situation where an email must be sent. 7. The challenged team has to give a suitable subject line. 8. One suitable title, 10 points. <p>Conclude: share a few more subject line examples and emphasize- "the subject line of an email should be specific and short."</p>	
17:30-18:00	IER	Share IER report Card.	

Day 7 – Polite and Appreciative Tone

Timing	Objective	Trainer-led Activity	Notes
09:00-09:15	To maintain the cleanliness of the room	Ensure the room is to standard Mark attendance in LMS. Email to Ops and HR.	
09:15-11:00	To learn the importance of politeness	Participant led question of the day (7-10 minutes). Present lesson 7 (Being Polite). Demonstrate the importance of being polite in the classroom. Connect being polite with sharing feedback. Share some benefits of being polite.	Being polite helps to create good bonds. It creates a positive environment. It helps build mutual respect among teachers and students.
11:00-11:15	Tea Break		
11:15-13:00	To know the importance of appreciative words	Ask all participants to read lesson 8 and create a mind map. Choose any participant to present lesson 8 (Intonation). Let the other participants share constructive feedback. Recap the constructive way of sharing feedback (Appendix- 5).	Ensure everyone gets a chance to present.

		<p>Discuss the importance of intonation. Connect it with being polite and appreciative.</p> <p>Demonstrate how intonation changes the meaning of a conversation.</p> <p>Discuss a few appreciative words and practice with the class.</p>	
13:00-13:45	Lunch		
13:45-14:00	Energizer		
14:00-16:00	To prepare and present lessons	<p>Ask everyone to prepare lesson 9 and 10 individually.</p> <p>Choose 2 participants to come up and discuss their mind-maps. Ask the audience to share feedback on their plan.</p> <p>Choose any other 2 participants to present the same lessons. Let participants share constructive feedback.</p> <p>Ask participants to prepare lesson 11. Ask any participant to conduct this lesson tomorrow in the first session.</p>	Share the importance of politeness and appreciation in feedback.
16:00-16:15	Tea Break		

16:15-17:30	Writing polite emails	Ask: <ul style="list-style-type: none">• How can we be polite while writing emails? Take answers and discuss a few salutations to show politeness and respect to the recipient. Give participants a topic and 30 minutes to draft an email.	
17:30-18:00	Recap and Wrap	Recap and Wrap up the day or Share IER report card if not shared.	

Day 8 – Group Bonding Ceremony & Buffer Lessons

Timing	Objective	Trainer led Activity	Notes for the trainer
09:00-09:15	To maintain the cleanliness of the room	Trainer to ensure room is tidy and organized. Mark attendance in LMS and email to Ops and HR	
09:15-11:00	To learn the importance of GBC and buffer lessons. To prepare and present Buffer lessons	Make a participant conduct question of the day (7-10 minutes) Introduce GBC (Group Bonding Ceremony) and Buffer lesson to the class by sharing their use and importance in our curriculum. Divide the class into groups of 4-5 people and provide Buffer lessons to prepare. Give 30 minutes to prepare. Let one member of a team conduct the 1 st buffer lesson.	Do focus on who they have to contact and when if they don't get enough students. Discuss the ways to make an action plan as well.
11:00-11:15	Tea Break		

11:15-13:00	To present the Buffer Lessons	Let members from other teams to present 2 nd , 3 rd , and 4 th buffer lesson. Let the other teams share feedback on their presentation.	Focus area of feedback: Politeness, tone.
13:00-13:45	Lunch		
13:45-14:00	Energizer		
14:00-16:00	To Present buffer lessons and introduction to GBC	Let the participants from another team present 5 th and 6 th buffer lesson. Let the other teams share feedback on their presentation. Provide each team with the 1 st GBC lesson and let them read and prepare the lesson.	Share the importance of politeness and appreciation while sharing feedback.
16:00-16:15	Tea Break		
16:15-17:30	To understand the importance of GBC lesson. To present the 1st GBC lesson	Hold and classroom discussion and conduct an informal quiz to check the understanding of the class on GBC lessons. Choose a participant to present the first GBC lesson. Let the other teams share feedback on their presentation.	
17:45-18:00	Recap & Wrap up	Wrap up the day or share IER report card if not shared.	

Day 9 – Giving Instructions

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	Ensure the room is to standard Mark attendance in LMS. Email to Ops and HR.	
9:15-10:15	To practice being polite and appreciation in the classroom	Participant led question of the day (7-10 minutes). Ask the selected participant to present lesson 11 and observe his/her politeness. Share feedback on the same. Let the class share constructive feedback. Observe if they are polite while sharing feedback.	If required stop and affirm the use of politeness and appreciative words.
10:15:11:00	To introduce game-based learning	Introduce the concept of game-based learning and consolidate the learning of the week using a game. Let each participant to prepare a mind map for lesson 12. Consolidation (Jeopardy).	
11:00-11:15	Tea Break		
11:15-13:00	To know the importance of a fun learning environment	Conduct lesson 12 and Jeopardy and ask participants to observe. Conduct the first step of the lesson with less energy and too many instructions. Ask students to share feedback with you.	If we are energetic then our students are energetic.

		<p>Conduct the same step again energetically, with simple and sequential instructions.</p> <p>Ask them to compare both presentations and ask:</p> <ol style="list-style-type: none"> 1. What was different in the second presentation? 2. Will the students be energetic if the facilitator is energetic? <p>Share the importance of energy in the classroom.</p> <p>Ask them to compare their understanding of the instructions in the first presentation with the second one and ask:</p> <ol style="list-style-type: none"> 1. What can happen if our instructions are confusing? 2. How can we ensure we give simple instructions in the classroom? <p>Share ways of giving simple instructions and play this video:</p> <p>BBC Learning: https://www.youtube.com/watch?v=hgdM-8XQjVs</p>	
13:00-13:45	Lunch		
13:45-14:00	Energizer		
14:00-16:00	To prepare individual lessons and present them	<p>Share that each participant will now get a different lesson to prepare and present.</p> <p>Allot individual lessons and have them prepare it.</p>	<p>Trainer to make sure that participants focus on sharing simple instructions and the feedback should also be based on the same.</p>

		Let a participant present lesson 13 and 14. Share constructive feedback.	
16:00-16:15	Tea Break		
16:15-17:15	Book Reading	Give trainees an hour to read the books that they have chosen. (45 minutes) Let the trainees share about their book to a friend.	
17:15-17:45	Calling irregular students	Conduct a role play where the trainees will call one of the irregular students. Trainer should be the student here who is always irregular.	Make sure that the participants understand the importance of keep the track of our students.
17:45-18:00	Wrap up	Wrap up the day.	

Day 10 – Questioning Skills

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	<p>Ensure the room is to standard</p> <p>Mark attendance in LMS. Email to Ops and HR.</p>	
9:15-10:00	To introduce the importance of questions in the classroom	<p>Participant led question of the day (7-10 minutes).</p> <p>Play the Questioning Skills video:</p> <p>https://www.youtube.com/watch?v=y1QVIcDsnEg</p> <p>Discuss the importance of open-ended and closed-ended questions in the classroom.</p> <p>Explain open-ended and closed-ended questions to participants and how these question types are beneficial.</p>	<p>Good questioning skills begets participation in class, good discussions, critical thinking.</p>
10:00-11:00	To practice questioning techniques	<p>Divide the class into two teams:</p> <ol style="list-style-type: none"> 1. Team 1 have to make open-ended questions. 2. Team 2 have to make close-ended questions. <p>Play video of lesson 15 and ask the teams to create questions based on their type. Each team asks questions and takes answers from the other team.</p>	

		<p>Swap the roles the teams. Give them a picture from the workbook and ask them to create questions.</p> <p>Let each team ask questions and receive answers from the other team to see if the questions were correct & Ask:</p> <ol style="list-style-type: none"> 1. Can we plan our questions? 2. Why can it be helpful for us to plan our questions? <p>Take all the answers and conclude by sharing the importance of planning questions.</p>	
11:00-11:15	Tea break		
11:15-13:00	To prepare and present lessons	<p>Give participants 15 minutes to prepare questions for their lessons.</p> <p>Let participants with lesson 15 and 16 to come share their lesson plan and then present their lessons.</p> <p>Let participants share constructive feedback using the sandwich technique.</p>	
13:00-13:45	Lunch Break		
13:45-14:00	Energizer		
14:00-16:00	To prepare and present lessons	<p>Let participants with lesson 17, and 18 come and share their lesson plans and then present their lessons.</p> <p>Let participants share constructive feedback using the sandwich technique.</p>	Lesson 19 will be conducted tomorrow.
16:00-16:15	Tea Break		

16:15-17:30	Book reading & discussion	Let the participants read their books for half an hour and conduct a Book discussion using any Book discussion strategy: Sell your book, act like the main character. What if you are in the book? 2 things that you want to change and why? etc.	
17:30-18:00	Recap and wrap	Recap what they learned today.	

Day 11 – Learning a Language

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	Ensure the room is to standard Mark attendance in LMS. Email to Ops and HR.	
9:15-10:15	To understand how learning happens	Participant led question of the day (7-10 minutes). Conduct lesson 19. Discuss the importance of understanding how learning happens. Let participants share the feedback. Discuss how trying and failing is an essential part of learning a language and how in FEA we celebrate mistakes. Conclude: To learn a language practice is essential. We should never be scared of failing.	Instances to celebrate mistakes: When a student tries a new word but uses it incorrectly. The teacher appreciates the effort and helps correct the mistake. When a student repeats the same error, other students help him correct his error.
10:15-11:00	To present the lessons	Let the participant share a mind map and present lesson 20, let other participants share constructive feedback. Suggest a new feedback technique (Appendix- 5) to the class for future use..	
11:00-11:15	Tea break		
11:15-13:00	To prepare and present lessons	Let the participant come on stage to share their mind map and then present lesson 21	Sentence to question:

		<p>and 22. Let the other participants share constructive feedback.</p> <p>Play the sentence to question activity to help participants form grammatically correct questions & ask:</p> <ol style="list-style-type: none"> 1. What can happen if we ask an incorrectly formed question? 2. How can we make sure we ask a correctly formed question? <p>Connect with the learning a language lesson. We have to practice to form questions correctly. Participation in the training will help participants to better their language skills.</p>	<p>Trainer will say a sentence:</p> <p>"I'm going to the market" and participants need to convert the sentence into questions.</p> <p>Are you going to the market?</p>
13:00-13:45	Lunch Break		
13:45-14:00	Energizer		
14:00-16:00	To prepare and present lessons (Jeopardy)	<p>Let participants come and share their mind map, present lesson 23 and 24 and let other participants share constructive feedback.</p> <p>Practice the consonant and vowel sound with participants. Explain how sounds play an important role while learning a language.</p>	
16:00-16:15	Tea Break		
16:15-17:30	To improve email writing skills	<p>Take participants to the CBT room and share an email topic & ask:</p> <ol style="list-style-type: none"> 1. What should we write in the body of the email? 2. What is the main idea of the email? 	

		<p>Trainer to talk share some characteristics of a good email (Email Body).</p> <ul style="list-style-type: none">• Informative, relevant information should be mentioned, information should be crisp and to the point. <p>Share a topic to write an email & ask to send the email to you.</p>	
17:30-18:00	Recap and wrap up	<p>Use a closure or assessment technique (Appendix-4) to recap what they learned today.</p>	

Day 12 – Sounds and Articulations

Staff involved: Career guide

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	Ensure the room is to standard Mark attendance in LMS. Email to Ops and HR.	
9:15-10:15	To understand the importance of consolidation lessons	Participant led question of the day (7-10 minutes). Ask: <ul style="list-style-type: none"> • How was the Jeopardy game yesterday? • What is the objective of that game? • Why do we have consolidation lessons? Share the importance of consolidation lesson and how MBL and Jeopardy plays a really important role in it. Choose a 2 participants to conduct the Jeopardy game and let them conduct it. Let others share the constructive feedback.	Focus on the instructions given by the participants and help them to use good instructions.
10:15-10:45	To introduce the Career Guidance Cell	A career guide will introduce the Career Guidance cell. The career guide will discuss important points of Career Guidance.	
10:45-11:00	Recap	Conduct a quiz on Career Guidance to check participant understanding.	

11:00-11:15	Tea break		
11:15-13:00	To know the importance of sound in English language	Let the participants conduct lesson 25 and 26. Let the other participants share constructive feedback	
13:00-13:45	Lunch Break		
13:45-14:00	Energizer		
14:00-16:00	To know the importance of sound in English language	Conduct the important activities of lesson 25 and 26 on your own. Let some other candidates also come on stage and practice these lessons.	Use the AVs of these lessons to help them understand.
16:00-16:15	Tea Break		
16:15-17:30	PLC	Introduce the concept of Peer learning community using the posters in the room. Share some examples of PLC in the world using some videos of your choice. Let the participants sit with other participants and discuss some of the challenges that they are facing and ask for solutions in their groups.	Share some common challenges that they may face at branch: <ul style="list-style-type: none"> ● Unable to make all the students comfortable or participative ● Unable to help students with their grammar. ● Etc.
17:30-18:00	Recap and wrap up session	Recap what they learned today using an assessment technique. Wrap up the session.	

Day 13 - Goal Setting

Staff involved: Career guide

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	Ensure the room is to standard Mark attendance in LMS. Email to Ops and HR.	
9:15-10:15	To discuss lessons in detail	Participant led question of the day (7-10 minutes). Divide the class into 4 teams and provide them lessons 27, 28 and 29. Provide each team 2 chart papers. Ask them to make a mind map of all 3 lessons and conduct a gallery walk. Ask each team to present their charts, let the other teams ask questions.	
10:15-10:45	To introduce the Career Guidance Cell	A career guide will introduce the Career Guidance cell. The career guide will discuss important points of Career Guidance.	
10:45-11:00	Recap	Conduct a quiz on Career Guidance to check participant understanding.	
11:00-11:15	Tea break		

11:15-13:00	To know the importance of goal-setting	<p>Present lesson number 30 (Learning Contract).</p> <p>Explain the importance of setting goals in personal and professional life. Let participants make their own learning goals in the SWB.</p> <p>Help participants to make a learning-focused SMART Goal.</p> <p>Play mingle-mingle to share goals and feedback.</p> <p>Let all the trainees paste their learning goals on the wall display.</p>	Share your learning goals to help participants understand the correct format of creating learning goals.
13:00-13:45	Lunch Break		
13:45-14:00	Energizer		
14:00-16:00	To prepare and present lessons	<p>Let trainees come to the stage and share their mind-map of lesson 31, 32 and 33. Then present their lessons.</p> <p>Trainees share constructive feedback. Introduce a new feedback technique if required (Appendix-5)</p>	
16:00-16:15	Tea Break		
16:15-17:00	To prepare and present lessons	<p>Let trainees come to the stage and share their mind-map of lesson 34. Then present their lesson.</p> <p>Trainees share constructive feedback. Introduce a new feedback technique if required (Appendix-5).</p>	

17:00-17:30	PLC session	Let the participants hold a PLC session discussing some branch related issues. <ul style="list-style-type: none">● Some students misbehaving in the class.● One of the facilitators was not able to achieve the objective of the lesson.● Not able to maintain cleanliness of the branch.	
17:30-18:00	Week 2 IER	Share Week 2 IER score (Report card) with the participants.	

Day 14 – Assessing for learning

Supplies: FHB and SWB 1, Print-outs of lesson 36 A and B from SWB 1, Assessment RUBRIC.

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	Ensure the room is to standard Mark attendance in LMS. Email to Ops and HR.	
9:15-10:00	To prepare and present the lessons	Participant led question of the day (7-10 minutes). Let participants share mind maps and then present lesson 35. Participants share constructive feedback focusing on "questioning skills".	Introduce a new technique of sharing feedback.
10:00-11:00	To introduce Assessing for learning lessons.	Narrate the "Self-Assessment" story from Assessing for Learning lessons. Introduce the importance of self-assessment. Introduce the 3 lessons of "Assessing for Learning" (SL, 36 A and B). Divide the class into groups of 4. Ask them to go through all the lessons and write all the 'confusions' they have.	SL- Special lesson Lesson 36 A (Assessing for Learning I) Lesson 36 B (Assessing for Learning II)
11:00-11:15	Tea break		

11:15-13:00	To conduct Assessing for Learning lessons	<p>Ask all the teams to write all their 'confusions' on the board. Help participants clear up their confusion.</p> <p>Instruct participants to prepare the lessons for presentation. Have a participant conduct Special Lesson (Assessing for Learning).</p> <p>Participants share constructive feedback.</p> <p>Have another participant conduct Assessing for Learning-1. Participants share constructive feedback on this.</p>	<p>Focus of Feedback:</p> <p>Sentence structure, questioning skills and "How the participant can make students feel comfortable about assessments".</p> <p>Add your comments if required.</p>
13:00-13:45	Lunch Break		
13:45-14:00	Energizer		
14:00-15:00	To conduct Assessing for Learning lessons	<p>Let another participant to conduct Assessing for Learning-1.</p> <p>Let other participants share constructive feedback on sentence structure and questioning skills.</p> <p>Make sure all participants get a chance to conduct Viva Voce.</p> <p>Share overall feedback and conclude the session with the importance of Self-Assessment.</p>	<p>Share your feedback focusing on "How the participant can help students feel comfortable about assessments".</p> <p>Make sure that all participants understand the FTS 1 benchmarks properly.</p>
16:00-16:15	Tea Break		
16:15-17:00	Making action plans	Trainer must ensure each participant understands and makes a good action	Make an action plan and share with participants if required.

		plan for themselves using print outs of lesson 36 A and B.	
17:00-17:45	Keyboarding	Let the trainees practice keyboarding for 30 minutes.	
17:45-18:00	Recap and wrap up session	Recap what they learned today using an assessment technique. Wrap up the session. Or Share Week 2 IER score (Report card) with the participants if not shared.	

Day 15 – Time Management

Resources Required: FHB and SWB 1, branch visit plan

Personnel involved: Trainer and a Student Guide

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	Ensure the room is to standard. Mark attendance in LMS. Email to Ops and HR.	
9:15-11:00	To prepare and present the lessons	Participant led question of the day (7-10 minutes). Let the participant come and share mind maps of lesson 37, 38, and 39. Then present the lesson. Let participants share constructive feedback.	Focus of Feedback: Sentence structure, questioning skills. Introduce new feedback technique (Appendix 5).
11:00-11:15	Tea break		
11:15-13:00	To understand the importance of planning and managing time	Let participants share their mind map of lesson 40 and 41. Then present their lessons. Use opportunities in the lesson to discuss the importance of managing time and ask: <ol style="list-style-type: none"> 1. How can we manage time in classrooms? 2. Does a classroom routine help us? Discuss and suggest a few techniques to manage time in the classroom.	Techniques to manage time in the classroom: Appoint a time management cop. Use Google timer to manage time. Prepare material required in advance, etc.
13:00-13:45	Lunch Break		

13:45-14:00	Energizer		
14:00-14:45	Introduce the feedback session	Share the process of assessment and feedback sessions. Tell participants they will learn to operate FTS after their branch visit.	
14:45-15:00	Wrap up	Conduct a quiz on FTS to assess participants' understanding.	
15:00-16:00	To understand the process of evaluation in the classroom	Make teams of 4. Give them lessons 43, 44, 45, 46 to read and discuss. Ask teams to create questions based on these lessons. Let each team ask questions to others to check their understanding.	
16:00-16:15	Tea Break		
16:15-17:00	To practice review lessons	Choose 2 participants from the class to conduct 2 revision activities from Review lesson 1 and 2. Ask the same participants to recap learning of the day with the help of the class.	Trainer should remind students of time management techniques.
17:00-18:00	Branch visit plan	Let participants know they will have their second branch visit. Share the branch visit plan with them. Ask them to fix an appointment with their facilitators to ask about the lessons/books at their branch.	

Day 16 – Practicing Branch Facilitation Skills 1

Resources Required: FHB and SWB 1, branch visit plan

Timing	Objective	Trainee/Facilitator-led Activity	Notes
1st Session	To practice marking attendance and observing facilitation skills	Mark the attendance of the sessions and observe how the facilitator presents his/her lesson. Trainee should make notes of his/her observation.	
2nd Session	To practice asking QOD and audio/video questions at the branch.	Ask a question of the day. Take answers within 10 minutes. Ask questions on Audio/Video. If there is no Audio/Video then request the facilitator gives another activity.	
3rd Session	To present a lesson from Book 1	Trainee to present the lesson that he/she prepared from book 1 with the help of the facilitator.	
4th Session	To write the reflection email	Write a reflection email of the day following email guidelines. Send it to your trainer and CC the training manager. Complete the MOOC course assigned by the trainer. Request the facilitator submit his/her feedback in reply to the email sent by the trainer.	

Day 17 – Roles and Responsibilities

Resources Required: FHB and SWB 2, roles and responsibilities PPT by the managers, print-outs of feedback

Personnel involved: Trainer and a Territory Manager

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	Ensure the room is to standard. Mark attendance in LMS. Email to Ops and HR.	
9:15-10:15	To reflect on the branch visit	Participant led question of the day. Share print-outs of the feedback shared by facilitators for the participants. Ask them to discuss their feedback in a pair.	Instruct the participants to make SMART goals based on the facilitator's feedback.
10:15-11:00	To prepare for Book 2 lessons	Introduce Book 2 and allot lessons to each participant. Let participants prepare mind maps for their lessons.	
11:00-11:15	Tea break		
11:15-12:45	To share the role and responsibilities of the trainer	Help the Territory Manager share the roles and responsibilities of the branch.	
12:45-1:00	Recap	Participant led quiz to check class understanding of roles and responsibilities.	

13:00-13:45	Lunch Break		
13:45-14:00	Energizer		
14:00-16:00	To present lessons and practice facilitation	<p>Let the participants share their mind maps with the class and present lessons 47, 48, 49, 50.</p> <p>Before starting the presentation ask the presenter to recall their specific facilitator's feedback, request the class to focus on these aspects.</p> <p>Let participants share feedback after each presentation.</p>	Trainer should discuss and remind students of time management techniques.
16:00-16:15	Tea Break		
16:15-17:45	To present lessons and practice facilitation	<p>Let the participants share their mind maps with the class. Present the lessons 51 and 52.</p> <p>Before starting the presentation ask the presenter to recall the facilitator feedback, as the class to focus on this.</p> <p>Let participants share feedback after each presentation.</p>	
17:45-18:00	Recap and wrap up	Let a participant recap what they learned today and wrap up.	

Day 18 – Building Habits

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	Ensure the room is to standard. Mark attendance in LMS. Email to Ops and HR..	
9:15-11:00	Present and practice facilitation skills	Allot a host for each session. Let the host run the session. The host asks someone to conduct Question of the Day. The host should ensure lessons 53, 54 and 55 are conducted. Host needs to ensure all classroom routines are carried out. The host should ensure everyone shares constructive feedback after each presentation.	Trainer should discuss and remind students of time management techniques.
11:00-11:15	Tea break		
11:15-12:15	To understand the importance of building the right habits	Guide the host to recap the last 3 lessons with the help of the class. Ask: <ol style="list-style-type: none"> 1. How can these lessons help our students live a better life? 2. Can these lessons help our students develop good habits? 3. Are there some habits which we can implement in our classroom to make learning more effective? 	Good habits in the classroom: Keeping the room clean. Helping one another when required. Correct one mistakes politely. Be timely.

		<p>Divide the class into 3 groups. Ask them to come up with some good habits we should implement.</p> <p>Close the session concluding the importance of building the right habits.</p>	
12:15-1:00	To present lessons and practice facilitation	<p>The host asks someone to run Question of the Day and then conduct lesson 56. Host must ensure classroom routines are carried out.</p> <p>Let participants share constructive feedback.</p>	
13:00-13:45	Lunch Break		
13:45-14:00	Energizer (Appendix-8)		
14:00-16:00	To present lessons and practice facilitation	<p>The host asks someone to run Question of the Day.</p> <p>The host should ensure lessons 57, 58 and 59 are conducted. Conduct all classroom routines.</p> <p>Everyone shares constructive feedback after each presentation.</p>	<p>Trainer should discuss and remind students of time management techniques.</p>
16:00-16:15	Tea Break		
16:15-17:15	MOOCs	Let the participants practice MOOCs	
17:15-17:45	To practice keyboarding	<p>Host to guide all participants to practice keyboarding.</p> <p>Let the participants aim for 15-20 WPM.</p>	
17:45-18:00	IER report card	Share Week 3 IER score (Report card) with the participants.	

Day 19 – Learning a Language 2

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	Ensure the room is to standard. Mark attendance in LMS. Email to Ops and HR.	
9:15-11:00	Present and practice facilitation skills	The host should conduct QOD & must ensure the conduction of lessons 60, 61, and 62 and ensure all classroom routines are carried out. Let other participants share constructive feedback.	Trainer should discuss and remind students of time management techniques.
11:00-11:15	Tea break		
11:15-13:00	Present and practice facilitation skills	Host for this session should conduct lessons 63, 64, and 65. Host needs to ensure all classroom routines are carried out. The host should ensure everyone shares constructive feedback after each presentation.	Trainer should discuss and remind the students of time management techniques at the time of presentations.
13:00-13:45	Lunch Break		
13:45-14:00	Energizer (Appendix-8)		
14:00-16:00	To present lessons and practice facilitation	The host for this session must conduct lessons 66, 67, and 68.	Trainer should discuss and remind students of time management techniques during presentations.

		<p>Host must ensure all classroom routines are taken care of.</p> <p>The host should ensure everyone shares constructive feedback after each presentation.</p>	
16:00-16:15	Tea Break		
16:15-17:30	To improve email writing skills	<p>Provide participants with the printouts of the email they wrote last time. Ask others to share feedback.</p> <p>Give participants a situation to write a new email</p>	
17:30-18:00	Recap and wrap up	<p>Let the host recap what they learned today and wrap up or Share Week 2 IER score (Report card) with the participants if not shared.</p>	

Day 20 – Goal Settings 2

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	Ensure the room is to standard. Mark attendance in LMS. Email to Ops and HR.	
9:15-11:00	Present and practice facilitation skills	The new host should ensure lesson 69, 70, and 71 are conducted. Also ensure classroom routines are conducted. Let the other participants share constructive feedback.	Trainer should discuss and remind students of time management techniques.
11:00-11:15	Tea break		
11:15-13:00	To conduct PLC to find new ways to help students set SMART Goals	The host for this session should ensure lesson 72 (Learning Contract) is conducted and carry out classroom routines. Let the other participants share constructive feedback. Make PLC groups of 4. Ask them to find new, easier ways for students to make SMART Goals and let them share their ideas in class.	Trainer should discuss and remind students of time management techniques.
13:00-13:45	Lunch Break		
13:45-14:00	Energizer (Appendix-8)		
14:00-16:00	To present lessons and	Host for this session should ensure lessons 73, 74, and 75 are conducted and that all classroom routines are carried out.	Trainer should discuss and remind students of time management techniques.

	practice facilitation	Let the other participants share constructive feedback.	
16:00-16:15	Tea Break		
16:15-17:00	To present lessons and practice FS	The host for this session should ensure to conduct lesson 76 and that all classroom routines are carried out. Let the other participants share constructive feedback.	
17:00-17:45	To conduct PLC	Let the participants conduct PLC to discuss success and challenges. Give participants new branch related issues to discuss.	<ul style="list-style-type: none"> ● Tried a new energizer that worked really well in class. ● Tried new activities etc.
17:45-18:00	Recap and wrap up	Let the host recap what they learned today and wrap up.	

Day 21 – Assessing for Learning 2

Timing	Objective	Trainer-led Activity	Notes
09:00-9:15	To maintain the cleanliness of the room	<p>Ensure the room is to standard.</p> <p>Mark attendance in LMS. Email to Ops and HR.</p>	
9:15-10:15	To conduct the Final Language assessment (Online)	<p>Participant led question of the day.</p> <p>Let the host use a classroom routine technique to make all the participants move to the CBT room.</p> <p>Make sure to conduct a final assessment for the candidates who scored less than 50% overall.</p> <p>Let the rest of the participants complete their MOOC course.</p>	Classroom routines.
10:15-11:00	To present lessons and practice facilitation	<p>Host for this session should make sure to get lesson 77 conducted and make sure that all the classroom routines are taken care of well in the class.</p> <p>Let the other participants share constructive feedback.</p>	
11:00-11:15	Tea break		
11:15-13:00	To present lessons and practice facilitation	<p>Host for this session should make sure to get lessons 78, 79, 80 conducted and make sure that all the classroom routines are taken care of well in the class.</p>	Trainer should discuss and remind students of time management techniques during presentations

		Let the other participants share constructive feedback.	
13:00-13:45	Lunch Break		
13:45-14:00	Energizer (Appendix- 8)		
14:00-16:00	To present lessons and practice facilitation	Host for this session should make sure to get lessons 81, 82, and 83 conducted and make sure that all the classroom routines are taken care of well in the class. Let the other participants share constructive feedback.	Trainer should discuss and remind students of time management techniques during presentations
16:00-16:15	Tea Break		
16:15-17:00	To present lessons and practice facilitation	Host for this session should make sure to get lesson 84 conducted and make sure that all the classroom routines are taken care of well in the class. Let the other participants share constructive feedback.	
17:00-17:45	To conduct reading session and book discussion	Let the trainees read for 30 minutes and ask any participant to conduct a book discussion using any book discussion technique that he/she has learned.	
17:45-18:00	Recap and wrap up	Let the host recap what they learned today and wrap up.	

Day 22 – Practicing Branch Facilitation Skills 2

Resources Required: FHB and SWB 1, branch visit plan

Timing	Objective	Trainee/Facilitator led Activity
1st Session	To practice asking QOD and Audio/video questions at the branch.	<p>Ask a question of the day and take answers from the students within 10 minutes.</p> <p>Ask questions of Audio/video of the lesson.</p> <p>If there is no audio/video then request the facilitator to give another activity.</p>
2nd Session	To present a lesson from Book 1 or 2	<p>Present the lesson that he/she prepared from Book 1 with the help of the facilitator.</p>
3rd Session	To present a lesson from Book 1 or 2	<p>Present the lesson that he/she prepared from Book 1 with the help of the facilitator.</p>
4th Session	To write the reflection email	<p>Write a reflection email of the day following email guidelines and send it to your trainer marking CC to the training manager.</p> <p>Complete the MOOC course assigned by the trainer.</p> <p>Request the facilitator to submit his/her feedback through the email sent by the trainer.</p>

Day 23 – Completion and Consolidation

Staff involved: Head of operations, Area Managers

Timing	Objective	Trainer led Activity	Notes for the trainer
09:00-9:15	To maintain the cleanliness of the room	Make sure the room is conducive to learning. Trainer to mark the attendance Send the attendance email.	Make sure to mark the attendance in LMS as well
9:15-10:15	To discuss and reflect on the feedback shared by the facilitator	Provide the print outs of the feedback provided by the facilitator to the participants. Ask the participants to create a SMART Action plan based on the feedback. This SMART Action plan needs to be followed once the participants join their branches.	
10:15-11:00	To reflect on the emails sent by the participants	Give the observation emails of the participants to the other participant and ask them to underline the areas of strength and circle the areas of improvements. Give participants 20 more minutes to draft a new email based on the feedback.	
11:00-11:15	Tea break		

11:15-13:00	To present the lessons and practice facilitation	<p>Host for this session should make sure to get lesson 85, 86, and 87 conducted and make sure that all the classroom routines are taken care of well in the class.</p> <p>Let the other participants share constructive feedback.</p>	Trainer should keep on discussing & reminding the time management techniques at the time of presentations.
13:00-13:45	Lunch Break		
13:45-14:00	Energizer (Appendix- 8)		
14:00-15:30		<p>Host for this session should make sure to get lesson 88, 89, and 90 conducted and make sure that all the classroom routines are taken care of well in the class.</p> <p>Let the other participants share constructive feedback.</p>	Trainer should keep on discussing & reminding the time management techniques at the time of presentations.
15:00-16:00		<p>Host for this session should make sure to get lesson 90, 91, and 92 conducted and make sure that all the classroom routines are taken care of well in the class.</p> <p>Let the other participants share constructive feedback.</p>	
16:00-16:15	Tea Break		

16:15-17:00			
17:00-17:30	To conduct overall learning quiz for the induction	Conduct the learning Quiz with the help of MCQ on the laptops. Make notes of people who have not scored well to help them in Book trainings.	
17:30-18:00	Share Feedback	Wrap up the session by telling them about their last day tomorrow. Sharing the plan of the next day as well.	

Day 24 – Final Steps

Staff involved: Head of operations, Area Managers

Timing	Objective	Trainer led Activity	Notes for the trainer
09:00-9:15	To maintain the cleanliness of the room	<p>Make sure the room is conducive to learning.</p> <p>Trainer to mark the attendance</p> <p>Send the attendance email.</p>	Make sure to mark the attendance in LMS as well
9:15-11:00	Learning achievements	<p>Ask the participants about their journey of the 23 days and ask them to reflect on the qualities that they have inculcated in this training program.</p> <p>Let the participants write all the qualities that they think they have taken from the training and let them come to the stage to share their progress till now.</p> <p>Commend each and every participant on their achievement sharing some genuine instances took place in the training.</p> <p>End the session by congratulating them all on the learning that they have got from the training.</p>	

11:00-11:15	Tea break		
11:15-13:00	Learning goals and plan	<p>Ask the participants to rate themselves as a facilitator out of 10. 10 being the highest and 1 being the lowest & ask:</p> <ul style="list-style-type: none"> • What can we do to reach 10? • What qualities would you focus on once you go back to the branch? • Whose help will you take their? • What challenges do you foresee right now? <p>Ask the participants to make a plan to continue their learning growth.</p> <p>Help a few participants who may require your help.</p>	Trainer should keep on discussing & reminding the time management techniques at the time of presentations.
13:00-13:45	Lunch Break		
13:45-14:00	Energizer (Appendix- 8)		
14:00-15:00	To meet the head of operations	<p>Introduce head of operations to the participant and let them interact.</p> <p>Head of operations will share the opportunities for the participants in the organization and the expectation organization have from them.</p>	
15:00-16:00	Final Interviews	Conduct final interviews with the help of Managers	

16:00-16:15	Tea Break		
16:15-17:00	Final interviews	Conduct final interviews with the help of Managers.	
17:00-17:30	To conduct overall learning quiz for the induction	<p>Conduct the learning Quiz with the help of MCQ on the laptops.</p> <p>Make notes of people who have not scored well to help them in Book trainings.</p>	
17:30-18:00	Share Feedback	Share your observation about the candidates and wish them luck for their future and job.	

Appendix 1

Personal Information Form

Name			
Address			
Phone Number			
Date of Birth			
Educational Qualification			
Courses Enrolled		Months in which exam are usually held	
Center/location Applied For		Shift	
Reason/s for Freedom English Academy			
Known medical condition	Self	Family	Comments
Please mention if you have any commitments which would need you to take leaves in the next 3 months.			

Appendix 2

N/A

Appendix 3

Freedom English Academy Email guidelines

1. Use a meaningful subject in the subject line
 - a. If the email is for a specific centre, start with the centre code

Examples of subject lines:

- 110057A, Cleaner absent
- 110049C, Mobilization assistance requested
- All centers closed on Dec 4 for Election Day
- HO reconnect for AM facilitators

2. Proper ways of addressing

- a. The global norm in companies and institutions is to address your colleagues and co-workers by their first name.
- b. For addressing someone a lot older than you, or if you wish to be formal, the correct way is Mr. / Ms. then their last name.

Samples of **incorrect** ways of addressing Alok Madan and Sheila Nair:

- Dear Alok Sir,
- Dear Mr. Alok Madan,
- Dear Sheila Madam,
- Dear Sheila Ma'am,

Correct ways of addressing:

- Dear Alok,
 - Dear Mr. Madan,
 - Dear Sheila,
 - Dear Ms. Nair,
3. Be concise and to the point. Do not make an email longer than it needs to be. A long email can be boring and tedious to read.
 4. Do not attach unnecessary files. By sending large attachments you can annoy the recipient and even bring down their email system. Only send attachments when they are productive.
 5. Use proper structure and layout. Use short paragraphs and blank lines between each paragraph. When making points, number them or mark each point as separate.
 - a. Avoid long sentences. Keep your sentences to a maximum of 15-20 words.
 - b. Avoid using color and bolding. Use it sparingly, if you feel it is necessary
 - c. Use proper spelling, grammar, and punctuation. Mistakes give a poor impression of your abilities and skills.
 6. Emails with no full stops or commas are difficult to read and can sometimes even change the meaning of the text.

Examples of common errors:

- 'Dear Alok ,' Error: comma is incorrectly separated from the word
- 'Dear Mr.Madan' Error: space missing between '.' and Madan
- 'Center code 110057(Vasant Gaon)' Error: There should be a space between 7 and (

7. Do not write in CAPITALS. IT SEEMS AS THOUGH YOU ARE SHOUTING.

8. Do not overuse the high priority option in your e-mail setup. We all know the story of the boy who cried wolf. If you overuse the high priority option, it will lose its function when you really need it.
 - a. Avoid using URGENT and IMPORTANT. Only use this if it really is an urgent or important message, which by definition can only happen occasionally.
9. Answer swiftly. Emails should be replied to within 24 hours, and preferably within the same working day. If the email is complicated and you need time to collect information, send an email back saying you have received it and you expect to get back within approximately X days. Be sure to keep your commitment.
10. Don't leave out the message thread in your replies. When you reply to an email, you must include the original mail in your reply, in other words click 'Reply', instead of 'New Mail'.
11. Read the email out loud before you send it.
 - a. Reading aloud will help you send a more effective message and avoid misunderstandings and inappropriate comments.
12. Use cc: field sparingly. Do not overuse Reply to All.
 - a. Only use Reply to All if you really need your message to be seen by each person who received the original message.
13. Do not request delivery and read receipts.
 - a. If you want to know whether an email was received it is better to ask the recipient to let you know if it was received. Receipts are annoying.
14. Do not use email to discuss confidential information – remember there is no privacy in emails. Sending an email is like sending a postcard. If you can't afford to have your email be displayed on a bulletin board, don't send it.

Appendix 4

Assessment and Closure Techniques

1. One-Minute Paper*

During the last few minutes of a class period, ask students to use a half-sheet of paper and write out "The most important thing I learned today and what I understood least."

Review before the next class meeting and use it to clarify, correct, or elaborate.

1. Muddiest Point*

Similar to One-Minute Paper but ask students to describe what they didn't understand and what they think might help. If many had the same problem, try another approach.

2. Chain Notes*

Pass around a large envelope with a question about the class. Each student writes a short answer, puts it in the envelope, and passes it on.

Sort answers by type of answer. At the next class meeting, use for discussion and self-improvement.

3. Application Article

During the last 15 minutes of class, ask students to write a short news article about how a major point applies to a real-world situation. An alternative is to have students write a short article about how the point applies to their major.

Sort articles and pick several to read at next class, illustrating a range of applications, depth of understanding, and creativity.

4. Student-generated Test Questions

Divide the class into groups and assign each group a topic on which they are each to write a question and answer for the next test. Each student should be assured of getting at least one question right on the test.

5. Human Tableau or Class Modeling: Students apply their learning by physically modeling a process or representing an image.

6. 30 Second Reflection: Teacher writes the key vocabulary from the lesson on the whiteboard. Each student gets 30 seconds to come on the stage and explain a word on the board.

Appendix 5

Ways to share constructive feedback:

1. **Sandwich Feedback:** Feedback gets divided into 3 parts. First share a strength, then an area of improvement and then another strength. This helps the person sharing feedback focus on the positive side of a person. The person receiving the feedback feels confident.
2. **Make the feedback process anonymous:** In the beginning, students may be reluctant to share their work with peers and give feedback to each other. A study found that students write better feedback when they are allowed to remain anonymous. Based on my own students' input, I developed peer grade to allow both submissions and reviews to be anonymous.
3. **Two stars and a wish:** Students identify two positive aspects of the work of a peer and then express a wish about what the peer might do next time to improve another aspect.

'I want to give you a star for the start of your story and a star for the way you described the house. I wish you would tell us more about Billy.'

Teachers model this strategy several times, using samples of student work, before asking the students to use the strategy in pairs on their own. They check the process and ask pairs who have implemented the strategy successfully to demonstrate it to the whole group.

4. **Plus, minus and what's next?** Students comment on what was done well concerning the success criteria, and what could be done better. This strategy may be better used after the students have become adept at using 'two stars and a wish'. This strategy can also be used as part of self-assessment, where students use 'What's next?' to set a personal learning target.
5. **Traffic lights:** Students green-light (use a green highlighter in the margin) the work of their peers to indicate where the success criteria have been achieved, or amber-light where improvement is needed. This strategy is best used on a work-in-progress, it could be used, with colored sticky notes, on a final piece of work. The suggestions for improvement would then relate to the next occasion work requires similar skills.

6. De Bono's Thinking Hats: Because the Thinking Hats encourage thinking from different perspectives, they can be used to focus students' feedback of their peers. Again, teachers model the use of the Thinking Hats and train students in their use before asking them to use the hats as one of the peer feedback strategies.

The Yellow Hat, for instance, encourages students to think about the 'good points' and to ask themselves questions such as 'Why will this work?' The Black Hat urges caution and evaluation: 'Is this true? What are the weaknesses?' while the Green Hat encourages creative thinking: 'Is there another way of doing this?', 'What would be better?', 'How else can this be done?'

Giving different students different hats to 'own' can make peer feedback more focused and manageable for younger students. As each individual only has to consider one aspect of feedback - e.g. spelling or tone.

Sample rubric questions: These are examples of good and interesting rubric questions. The first four are completely open text questions which ask the students to provide written feedback. The last one is summative, but contains a formative aspect by asking students to argue.

1. Find three places where the grammar is wrong. Explain why it is wrong and show how it could be done correctly.
2. If you had to go back and improve your submission after giving feedback to this submission, what would you change?
3. Imagine you're a film critic. What would your review be like?
4. Find one or more paragraphs you think work well. Explain why.
5. Did the submission include a good discussion?

Appendix- 6

Grouping Techniques:

1. **Turn your desk and talk to the person next to you:** Rows of students turn their desks to face one another. This is a quick way to have students share ideas, listen or form groups.
2. **Pick colored pencils/markers:** When creating a poster or colorful project, have students take one implement, have them mix with others of different colors.
3. **Use synonym/antonym vocabulary word cards:** Write sets of words on index cards and pass them out. Students have to find another person who has the word same, or opposite, meaning.
4. **Clock partners:** Give each student a clock chart, and have them assign themselves a partner for each time of day. They'll have a 'one o'clock partner', a 'two o'clock partner'... To group them say, "Get with your X o'clock partner."
5. **Day-of-the-week group:** Assign each student a group for each day of the week. If it's a Tuesday, have them get together with their Tuesday group, make each day different.
6. **Alphabetical rotation system:** Group students based on the alphabetical order of their names; and if you choose, rotate them based on their names as well. You can go down your attendance roster listing A1, B1, C1, A2, B2, C2... Reorganize groups based on letter or number.
7. **Grouped according to interest:** If you're aware of the different interests of your students, you might want to put them together and have them connect their common interest to the task.
8. **Social (Cooperative) Grouping:** With this kind of grouping, you assign each student a different role (e.g., leader, presenter, or helper) to allow them to practice specific social skills.
9. **Adjectives:** Go around the room labeling students using positive adjectives. I love to use 'intelligent', 'creative', 'innovative', 'brilliant' etc. Ask all the intelligent people to get together and so on. When everyone's settled, ask "So where are the intelligent people?" students love answering this question.

10. **Content-derived words:** Ask students to think back to preceding sessions and suggest several words (preferably nouns) they think are important. Use these to label groups instead of adjectives.
11. **Stress patterns:** Involves a bit of work. If you have 30 students, you'll need 30 different words with each set of 5 conforming to a stress pattern if you'd like to form 6 groups. For example, one set might have words such as 'account', 'hotel', 'discuss', 'collapse', 'police' and 'behaved' all of which have two syllables with the stress falling on the second syllable. Each set must have a different stress pattern. Distribute cutouts with these words and then ask students to find their group members who have words with the same stress pattern.
12. **Animal sounds:** Warning- noisy. Write out the names of animals on scraps of paper. One animal per group needed. Popular ones include cats, dogs, sheep, etc. For a joke, try a cockroach or a fish. Distribute the scraps to the students and tell them they must 'call' their fellow animals.
13. **Minimal pairs:** Use minimal pairs of phonemes which students have trouble differentiating. For example, for Arabic speakers, you might use bin/pin or just b/p.
14. **Something in your bag or pocket:** Each student chooses and takes out an item they have in their bag or pocket (encourage students to choose a more unusual item). Students get into a line, in alphabetical order by way of the item they chose. The teacher then divides the line into pairs or groups.
15. **Last 2 digits:** Students get into a line ranked in order of the last two digits of their phone number or personal ID. The teacher then divides the line into pairs or groups.
16. **Halves of sentences:** Write down sentences from the course book, then cut each sentence in half. Give out the half sentences, have students find their other half.
17. **Burger Buddies:** Have an equal number of choices for the number of groups you would like. For example, which do you prefer? McDonald's, Burger King, etc.

Appendix-7

Thinking Routines

Buzz Groups

- *Class size:* any
- *Time frame:* 3-10 minutes
- *Setting:* no limitations
- *Purpose:* generate ideas/answers, re-stimulate student interest, gauge student understanding

Description: These groups involve students engaging in short, informal discussions, often in response to a particular sentence starter or question. At a transitional moment in the class, have students turn to 1-3 neighbors to discuss any difficulties in understanding, answer a prepared question, define or give examples of key concepts, or speculate on what will happen next in the class.

The best discussions are those in which students make judgments regarding the relative merits, relevance, or usefulness of an aspect of the lecture (Brookfield and Preskill, 1999). Sample questions include, "What's the most contentious statement you've heard so far in the lecture today?" or "What's the most unsupported assertion you've heard in the lecture today?"

Reconvene as a class and have a discussion in which students share ideas or questions from within their subgroups.

Comments: This method is very flexible: it is easy to implement in any size of class and most classrooms, even the most formally arranged lecture hall. Consider how to regain the attention of a large group: turning the lights off and on is one simple yet effective method.

Think-pair-share

- *Class size:* any
- *Time frame:* 5-10 minutes
- *Setting:* no limitations
- *Purpose:* generate ideas, increase students' confidence in their answers, encourage broad participation in plenary session

Description: This strategy has three steps. First, students think individually about a particular question or scenario. Then they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion.

Comments: Think-pair-sharing forces all students to attempt an initial response to the question, which they can then clarify and expand as they collaborate. This gives students a chance to validate their ideas in a small group before mentioning them to the large group, which may help shy students feel more confident.

Circle of Voices

- *Class size:* any
- *Time frame:* 10-20 minutes
- *Setting:* moveable chairs preferable
- *Purpose:* generate ideas, develop listening skills, have all students participate, equalize learning environment

Description: This method involves students taking turns to speak. Students form circles of four or five. Give students a topic, and allow them a few minutes to organize their thoughts about it. Then the discussion begins, with each student having an arbitrary length of uninterrupted time to speak. During this time, everyone else is silent. After everyone has spoken once, open the floor within the subgroup for general discussion. Specify that students should only build on what someone else has said, not on their ideas; also, at this point, they should not introduce new ideas (Brookfield and Preskill, 1999).

Comments: Some shy students might feel uncomfortable having to speak. Lessen their fear by making the topic-specific and relevant or by giving each person a relevant quote to speak about. A variation to this method, which encourages students to listen more carefully to each other, involves requiring each person to begin by paraphrasing the comments of the previous student or by showing how his or her remarks relate to those of the previous student. For this variation, students will need less preparation time before the "circle" begins, but they may need more time between speakers.

Rotating trios

- *Class size:* 15-30
- *Time frame:* 10 or more minutes
- *Setting:* a fair bit of space, moveable seating helpful (they could stand) Purpose: introduce students to many of their peers, generate ideas

Description: This strategy involves students discussing issues with many of their classmates in turn. Beforehand, prepare discussion questions. In class, students form trios, with these groups arranged in a large circle or square formation. Give the students a question and suggest each person takes a turn answering. After a suitable period, ask the trios to assign a 0, 1, or 2 to each of its members. Then direct the #1s to rotate one trio clockwise, the #2s to rotate two trios clockwise, and the #0s to remain in the same place; the result will be completely new trios. Now introduce a new, slightly more difficult question. Rotate trios and introduce new questions as many times as you would like (Silberman, 1996).

Comments: This type of group can be arranged with pairs or foursomes and works well with most subject matter, including computational questions. It would be difficult to implement in a large class, however.

Snowball groups/pyramids

- *Class size:* 12-50
- *Time frame:* 15-20 minutes, depending on how many times the groups “snowball”
- *Setting:* moveable seating required
- *Purpose:* generate well-vetted ideas, narrow a topic, develop decision-making skills

Description: This method involves progressive doubling: students first work alone, then in pairs, then in fours, and so on. In most cases, after working in fours, students come together for a plenary session in which their conclusions or solutions are pooled.

Provide a sequence of increasingly complex tasks so students do not become bored with repeated discussion at multiple stages. For example, have students record a few questions relating to the topic. In pairs, students try to answer one another’s questions. Pairs join together to make fours and identify, depending on the topic, either unanswered questions or areas of controversy or relevant principles based on their previous discussions. Back in the large class group, one representative from each group reports the group’s conclusions (Habeshaw et al, 1984; Jaques, 2000).

Comments: This method takes time to unfold, so should be used only when the concepts under discussion warrant the time. Depending on the amount of time allotted, students may feel certain nuances of their discussions are lost.

Jigsaw

- *Class size:* 10-50
- *Time frame:* 20 or more minutes
- *Setting:* moveable seating required, a lot of space preferable
- *Purpose:* learn concepts in-depth, develop teamwork, have students teaching students

Description: This strategy involves students becoming “experts” on one aspect of a topic, then sharing their expertise with others. Divide a topic into a few constitutive parts (“puzzle pieces”). Form subgroups of 3-5 and assign each subgroup a different “piece” of the topic (or, if the class is large, assign two or more subgroups to each subtopic). Each group’s task is to develop expertise on its particular subtopic by brainstorming, developing ideas, and if time permits, researching.

Once students have become experts on a particular subtopic, shuffle the groups so the members of each new group have a different area of expertise. Students then take turns sharing their expertise with the other group members, thereby creating a completed “puzzle” of knowledge about the main topic (see Silberman, 1996).

A convenient way to assign different areas of expertise is to distribute handouts of different colors. For the first stage of the group work, groups are composed of students with the same color of handout; for the second stage, each member of the newly formed groups must have a different color of handout.

Comments: The jigsaw helps to avoid tiresome plenary sessions, because most of the information is shared in small groups. This method can be expanded by having students develop expertise about their subtopics first through independent research outside of class. Then, when they meet with those who have the same subtopic, they can clarify and expand on their expertise before moving to a new group.

One potential drawback is students only hear one subgroup's expertise on a particular topic. To address this issue, you could collect a written record of each group's work and create a master document—a truly complete puzzle—on the topic.

Learning teams

- *Class size:* any
- *Time frame:* any
- *Setting:* no limitations
- *Purpose:* foster relationships among students, increase confidence in participating

Description: For this type of group, students are divided into groups at the beginning of the term. When you want to incorporate small group discussion or teamwork into your class, you direct the students to get into these term-long learning groups. Groups of four work well because each foursome can be subdivided into pairs, depending on the activity.

Comments: Students get to know a small number of their classmates well over the term, and may come to see their teammates as study partners even outside the classroom. Using learning teams eliminates the time it takes to organize students into groups each time you wish to use group work. However, because students will be working with each other over an extended period, be very careful about how you assign them to groups. Look out for any clashes of personality or beliefs. You could ask students to suggest the names of two or three classmates with whom they would and would not like to work.

Appendix 8

- **Rain Rain Thunderstorm**
- **Count and win**
- **You are the book**
- **Bonny the fish**
- **Clap when I dab**
- **1,2 Buzz**
- **Crazy Claps**
- **7 up**
- **Sparkle (Spelling Game)**
- **Vowel clap**