

# **YOUNG MINDS Dream**

**By: YOUNG MINDS**

**Founded by Mr. Manan Singh**

This project aims to cultivate critical thinking, communication, collaboration, and creativity in middle school Government school students in India through interactive activities and real-world applications, thereby empowering them for personal growth, and future educational and career opportunities.

(Note: This project has been designed for intervention in India but can be used across the globe to ensure accessibility of resources and cultivation of valuable skills among children and the youth.)

**SMART Goal:** To empower middle-school government school students in India for personal growth and future educational and career opportunities, in 4 months, through an 8-session module focusing on the 4Cs of 21st-century skills and involving interactive activities and real-world applications. The improvements will be measured through an analysis of the pre-KAP\* and post-KAP assessments, conducted at the beginning and the end of the intervention, respectively.

**Mission:** Enabling children and young people to be agents of change for their local communities by empowering them for their personal growth and future educational and career opportunities.

## **Why?**

Children and the youth are considered to be the ray of hope within the family. In communities/areas that do not have adequate access to education and other resources, the possibility of growth and availing opportunities remains limited. Moreover, having a dream is considered to be something beyond attainability. The intervention wishes to empower children and the youth by making them aware of how they can use their existing skills, providing them access to resources to hone their skills and to avail better opportunities, and making them learn new skills. Such an intervention will not only allow the individual to grow but also enable them to make a better living for themselves and their family and gradually uplift the community.

## **OUTLINE OF SESSIONS:**

- Session 1: Introduction, Pre-Assessment, and introduction of 21st-century skills
- Session 2: Self-awareness
- Session 3: Personal Safety & Social Behaviour
- Session 4: Youth as Changemakers
- Session 5: Collaborative Problem-solving
- Session 6: Financial Literacy and Quantitative Ability
- Session 7: Career Guidance
- Session 8: Conclusion and Post Assessment
- Extra Session: Gender Sensitization/ Menstrual health education/ Exposure Visit/ (as per needs of the context/institution/organization)

## **YOUNG MINDS Dream - Session Plan**

<b>SESSIONS</b>	<b>TOPIC</b>	<b>PLAN/ METHOD</b>	<b>ACTIVITY</b>	<b>LEARNING OUTCOME</b>	<b>RESOURCES REQUIRED</b>	<b>DURATION</b>
<b>Session 1</b>	Introduction to Participants & project	1.) Activity 2.) Lecture 3.) Discussion	1.) <u>Team Introduction:</u> The facilitators introduce themselves to the students	1.) Students will know about the 8-session plan and the topics that will be covered	1.) Pen/Pencil 2.) A sheet of paper	1 hour 15 minutes
			2.) <u>Introduce your partner:</u> The students will sit in pairs of 2, they will be given 5 minutes to ask questions to each other, post which they will introduce the person they interacted with.			
			3.) <u>Gift a name tag:</u> The student will then create a name tag for their partner and gift it to them.			
	Pre- Assessment - KAP survey	1.) Questionnaire	4.) <u>Introducing the project:</u> Introducing the 8-session model and what will be covered in them to the students			
			1.) The facilitator provides each student with a questionnaire and collect it after each student successfully filled it	1.) The Facilitator will learn about the base level knowledge of the participants	1.) Printed questionnaire	
			1.) A presentation on 21st-century skills, which must include the 4Cs of 21st-century skills, what is the benefit of knowing them and their importance. each student successfully filled it			

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<b>Session 2</b>	Self-awareness	1.) Activity 2.) Discussion 3.) Worksheet	<p>1.) <u>Ice-breaker game</u>: The students engage in a fun game called 'Reverse Stand-up &amp; Sit-down'. The facilitator has to give the command 'Stand up' or 'Sit down', and the students have to perform an action opposite the command. (The facilitator must try to force errors by speeding up and leading to a laugh in the room)</p> <p>2.) <u>Self-introspection worksheet</u>: The students are provided a self-introspection worksheet in which they fill in their likes and dislikes, strengths, and weaknesses. The facilitator must also try to have a small discussion about how often the students self-introspect and why it is important to do so. The facilitator must also ask the students how they felt doing the activity.</p> <p>3.) <u>Visualization meditation</u>: The facilitator must lead this session by making the students close their eyes and then instruct them through prompts like, 'Imagine yourself as a grown up', 'what do you see', 'how do you look when you have grown up', 'what are you wearing', 'what kind of a house are you living in', 'what job are you doing', 'what kind of a family do you have' and others.</p>	1.) The students will get to know themselves better, introspect about their likes and dislikes, strengths and weaknesses, along with what they wish to do in life	1.) Self-introspection worksheet (Hindi version of Page 15) <u>Link:</u> <a href="https://aif.org/wpcontent/uploads/2018/10/Lifeskills-2018a_MAST.pdf">https://aif.org/wpcontent/uploads/2018/10/Lifeskills-2018a_MAST.pdf</a>  2.) Pen and paper  3.) Skills-to-profession worksheet (Note: Try to print the 2 worksheets on two sides of the same page to prevent excessive use of paper)	1 hour

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<b>Session 2</b>	Self-awareness		<p>4.) <u>Letter to yourself in 2035:</u> The students must be encouraged to write a letter to themselves 10 years from now. It becomes a penning down of the visualization. The students must be encouraged to write about what they see themselves doing 10 years from now and what all they wish to have achieved by then.</p> <p>5.) <u>Skills to profession worksheet:</u> The students are given a worksheet in which they list down the skills they have and then the skills they wish to have. The facilitator must present on the screen a list of professions that a person with a particular skill can do. The facilitator must then help the students to fill out a profession as per the skills they have listed.</p>			1 hour

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<b>Session 3</b>	Personal Safety	1.) Discussion/Lecture  2.) Activity  3.) Worksheet	<p>1.) <u>Interaction on Personal Safety:</u> The facilitator must give a brief talk on personal safety. The talk must be interactive, and the responses should be taken from the students on why they think personal safety is important and how one can ensure the same. The facilitator may use a presentation to delve deeper into the topic.</p> <p>2.) <u>Important Helpline Numbers:</u> The students must be provided with the important local &amp; national helpline numbers.</p> <p>3.) <u>Explore the UMANG App:</u> The students must be taken through the UMANG app/website and should be made aware of how it can be used for personal and societal benefits.</p> <p>4.) <u>Likes &amp; Dislikes Worksheet:</u> The students must be provided with a two-part worksheet. Each part must be divided into two sections.            - Part 1: 5 things I like to listen to and 5 things I dislike            - Part 2: 5 actions I appreciate and 5 actions I don't appreciate</p>	<p>1.) Learn about personal safety, why is important and how can one ensure their safety</p> <p>2.) What does one mean by safety</p> <p>3.) Important resources like helpline numbers and UMANG app to ensure safety and address issues as and when required.</p>	<p>1.) Pen</p> <p>2.) Paper</p> <p>3.) Discussion material for Personal safety, consent and respect</p> <p>4.) List of helpline numbers</p> <p>5.) Device to show the UMANG app (<a href="https://web.umang.gov.in/landing/">https://web.umang.gov.in/landing/</a>)</p>	1 hour 15 minutes
	Social Behaviour			<p>1.) Suitable social behaviour</p> <p>2.) Ideas of consent and respect</p> <p>3.) Not to behave with anyone in a manner which they dislike themselves</p> <p>4.) Acting kind towards everyone</p>	<ul style="list-style-type: none"> <li>- Likes and Dislikes Worksheet</li> <li>- Good touch &amp; Bad touch video: <a href="https://www.youtube.com/watch?v=QNCVjoQ_W3Y">https://www.youtube.com/watch?v=QNCVjoQ_W3Y</a></li> </ul>	

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<b>Session 3</b>	Personal Safety		<p>5.) <u>Role-play activity:</u> The students must be given prompts to act on situations like: - How will I resolve a fight with a classmate - How do I borrow things - How do I ask for help from someone - If I encounter someone in a vulnerable situation, how do I react</p> <p>6.) <u>Talk on Consent and Respect:</u> The facilitator must engage in a conversation on consent, prioritizing seeking permission and being courteous. Moreover, they may also talk about Respect and convey the message of being respectful and kind towards everyone.</p>			
	Social Behaviour		<p>7.) <u>Short conversation on good-touch &amp; bad-touch:</u> The facilitator must show a short video on the topic and initiate a brief conversation around the same, making students more aware.</p>			

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<b>Session 4</b>	<b>Youth as Changemakers</b>	1.) Lecture 2.) Activity 3.) Game	<p>1.) <u>Videos/ Stories of Role Models:</u> The facilitator can read out stories of role models to the students to inspire them and elaborate upon how age is just a number, and even young people can make an impact. Instead of reading, the facilitator may display videos that share the journeys of great young leaders.</p> <p style="text-align: center;">OR</p> <p><u>Interaction with role model/s:</u> One or more experts may be invited to have a virtual or physical interaction with the students and share their journey. In case either of the two things are not possible, the guests can be requested to create short videos, which may be shown to the students. The guests may be young leaders or field experts who can inspire and be role models for the students.</p> <p>2.) <u>Know About Young Changemakers:</u> Stories of youth leaders can also be shared by referring to platforms like YuWaah, Ashoka Changemakers, Youth Ki Awaaz, and The Better India.</p> <p>3.) <u>Reading of an Essay on Role of Youth:</u> The facilitator must carry with them a pre-written essay on the role of youth in bringing change and invite different students to read parts of it before the class.</p>	1.) Get to know of role models  2.) Information about platforms that are engaging youth and enabling them as leaders  3.) Understanding how youth can contribute  4.) Work on public speaking skills  5.) Critically thinking about the impact each of them can bring individually1	1.) Stories of young leaders who can be considered role models (as per context) shown to the students.  2.) Guests  3.) A device to show U-Report and the YuWaah website  4.) Essay on Role of Youth  5.) Pen/Pencil  6.) Paper  7.) A set of objects for the game	1 hour 15 minutes

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<b>Session 4</b>	Youth as Changemakers		<p>4.) <u>Talk on Youth and how education and skill development allow them to make an impact:</u> The facilitator must have a brief interaction on how education and skill development can empower youth and enable them as individuals who can make an impact.</p> <p>5.) <u>How can we bring change (essay writing):</u> Each student is to be made to write a short essay on how they can bring change in the community around them, what potential changes they envision, and how they can contribute to making a difference</p> <p>6.) <u>Bringing change together (game):</u> In the lead-up to the next session, the facilitator must engage the students in a game in which they are to move a set of objects, i.e., bags or boxes, from one end to the other. Students must be divided into groups and must be asked to accomplish the task in a way they deem fit. At the end, an alternate way of completing the task must be suggested by the facilitator - that is, to form a line from one end to the other and just pass the set of objects to each other, working on the task together, rather than each one of them running from one end to the other multiple times.</p>			1 hour 15 minutes

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<b>Session 5</b>	Collaborative Problem-solving	1.) Ice-breaker activity 2.) Lecture, Discussion 3.) Group Activities	<p>1.) <u>Build a Story</u>: The facilitator must begin with a line, and then each student must add another line to build a story. The activity must continue till the time all the students have added at least one line to the story. The round may continue if the students wish to add more to the story.</p> <p>2.) <u>Introduction to climate change and environmental challenges</u>: Create a presentation on Climate Change and talk in detail about the issue, emphasizing key areas of concern, along with highlighting local problems.</p> <p>3.) <u>Group Problem-Solving Challenge</u>: An activity designed to foster collaboration, the students must be divided into groups of 4-5 and should be allotted a local problem relating to climate change. Each group must then be provided with 15 minutes to come up with a solution for the problem. Each group must then explain the solution they have come up with and talk about it before the class.</p> <p>4.) <u>Best out of Waste Activity</u>: This is an activity for students to learn how they can utilize the waste collected in their homes and make the best use of it. Options:</p> <ul style="list-style-type: none"> <li>• Plastic Bottle Planters</li> <li>• Old T-Shirt Tote Bag</li> <li>• Show Box Storage</li> <li>• Tin Can Pen Stand</li> <li>• Newspaper Bags</li> </ul> <p>Show them various options on the screen for understanding. Get 1-2 of the above made in class as a group activity.</p>	1.) Learning to work in groups  2.) Awareness regarding climate change  3.) Work on skills like leadership, teamwork and collaborative problemsolving  4.) Take inspiration from the best out of waste idea and think of creative ways to find solutions to local problems and staying sustainable	1.) PPT on climate change (it may include other audio-video sources to better explain the subject)  2.) Pen  3.) Paper  4.) Video explaining how to make the Best out of Waste Product  5.) Carry material for the Best out of Waste activity	1 hour 15 minutes

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<b>Session 6</b>	<b>Financial Literacy</b>	1.) Activity	1.) <u>Blindfold Counting</u> : An activity designed to have fun with numbers in which all students close their eyes and the entire class has to count up to 15, the condition being that no number should be spoken out loud by two or more individuals simultaneously, and an individual must not say numbers consecutively.	1.) Learn about the basics of Financial Literacy	1.) Worksheet on Saving Habits (to be translated in Hindi): <a href="https://www.fhi360.org/wpcotent/uploads/drupal/documents/cfpb_building_block_activities_exploring-savingshabits_worksheet.pdf">https://www.fhi360.org/wpcotent/uploads/drupal/documents/cfpb_building_block_activities_exploring-savingshabits_worksheet.pdf</a>	1 hour 15 minutes
	<b>Quantitative Ability</b>	2.) Lecture, Discussion 3.) Worksheet	2.) <u>Shop at a marketplace (game)</u> : It is a role-playing activity in which the facilitator must play the role of a shop keeper and the students may be divided in groups or as individuals must visit the shop to purchase amenities. The facilitator must go through such situations in which students have to use quantitative skills like discounting, subtracting, and other such scenarios. (Fake money can also be used to make the activity more realistic, and the situation of digital payment may also be put up to make students aware of digital payment tools.)  3.) <u>Presentation</u> : The facilitator must make a presentation before the class to teach them about the basics of financial literacy and budgeting. They may follow the 'Chp - 2: Introduction to Financial Literacy' of the NCERT curriculum for 8th grade to create the presentation and teach the students about the key things mentioned in the curriculum. The presentation must also emphasize saving, state the role of banks, connect it to the UMANG app, and how resources can be accessed there as well as discuss 'SMART saving goal' as a tool for the students to learn saving. The second part of the presentation must shed light on the use of quantitative skills and their importance, and how they are necessary for day-to-day activities.  4.) <u>Saving Habits Worksheet</u> : The students must be made to fill the Saving Habits worksheet, which must include situational questions focused on saving and a section on SMART Saving Goal, where the students can build one of their own.	2.) Learn about budgeting and SMART method of financial planning  3.) Be aware about importance of basic quantitative skills in daily life and know how to use them  4.) Learn to use basic quantitative skills for financial management	2.) NCERT Curriculum on Financial Literacy: <a href="https://cbseacademic.nic.in/web_material/Curriculum22/publication/mobile/financial_Literacy_classVIII.pdf">https://cbseacademic.nic.in/web_material/Curriculum22/publication/mobile/financial_Literacy_classVIII.pdf</a>  3.) SMART Saving Goal: <a href="https://www.fhi360.org/wpcotent/uploads/drupal/documents/cfpb_building_block_activities_se tting-smart-savingsgoal_worksheet.pdf">https://www.fhi360.org/wpcotent/uploads/drupal/documents/cfpb_building_block_activities_se tting-smart-savingsgoal_worksheet.pdf</a>  4.) Importance of Financial Literacy Video: <a href="https://www.youtube.com/watch?v=59wsRPlKMM">https://www.youtube.com/watch?v=59wsRPlKMM</a>  5.) Worksheet  6.) Pen/Pencil	

## **YOUNGMINDS DREAM- SESSION PLAN**

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<b>Session 7</b>	<b>Digital Literacy</b>	1.) Discussion/ Lecture	<p>1.) <u>Know about Digital Literacy</u>: The facilitator must engage in an interactive session with the students on Digital Literacy, asking them about their primary usage of digital devices and emphasizing on safety and mindful use. Videos like the one by UNESCO New Delhi may be shown for students to better understand safe usage of digital devices. The lecture must emphasize upon how digital tools can be used as an asset rather than a distraction.</p>	1.) Students learn about how to use digital tools for their benefit and safely.	1.) Blackboard  2.) Chalk  3.) Pen/Pencil  4.) Paper  5.) Worksheet  6.) Digital Board  7.) UNESCO video: <a href="https://www.youtube.com/watch?v=LwcmFpngHXk">https://www.youtube.com/watch?v=LwcmFpngHXk</a>	1 hour 15 minutes
	<b>Career Guidance</b>	1.) Discussion/ Lecture  2.) Worksheet	<p>2.) <u>Pick your career</u>: The facilitator must engage in an interaction with the students, asking them about their career choices, how they plan to make it through, what steps they are taking for it, why they make such a choice, and why they think they are suitable for such a career. The facilitator must prompt skill development and personal growth and encourage students to put in the hard work to be the best in whatever they do. They may also focus on avoiding comparison and following their own path, as no career is small or big.</p> <p>3.) <u>Define Your Vision (Worksheet)</u>: The students must be made to fill out the 'Define your vision' worksheet.</p> <p>4.) <u>Career Development Tool Navigation</u>: The facilitator must take the students through a few career development tools:</p> <ul style="list-style-type: none"> <li>- U-Report (Platform by UNICEF)</li> <li>- Youth Hub (Platform by UNICEF)</li> <li>- Passport to Earning (Platform by UNICEF)</li> <li>- My Career Advisor (Platform by Ministry of Education, NCERT, and Wadhwani Foundation)</li> <li>- Discuss government plans like Skills India Digital and PM Kaushal Vikas Yojana, ITIs</li> </ul> <p>5.) <u>Why build a good career and how?</u>: The facilitator must have an interaction on why it is necessary to build a career and how to do so.</p>	1.) Learn about the career opportunities they wish to pursue  2.) Become aware about available resources for career development and personal growth  3.) Learn about how to build a career.		

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<b>Session 8</b>	Conclusion & Feedback	1.) Discussion / Lecture	<p>1.) <u>Summary:</u> The facilitator must summarize all that was discussed in the past 7 sessions and highlight the key aspects of each session. They may also mention the reason behind including such components and how they can be used by the students in their lives. The facilitator must share tips for the students if they wish to.</p> <p>2.) <u>Feedback Time:</u> The students must be allowed to take the lead here and be made to share feedback on the course content and on the facilitator.</p>	<p>1.) The students get a summary of all that was discussed in the 8 sessions and learn about how they can use what was learnt in their lives.</p> <p>2.) The facilitator gets feedback and what they must work onto improve the quality of the intervention,</p>		45 minutes
	Post Assessment - KAP survey	1.) Worksheet	<p>3.) The facilitator must then provide each student with the postKAP questionnaire and get each one to fill it up.</p> <p>4.) Game time: The facilitator must play a fun game with the students and connect with the students before bidding farewell.</p>	<p>1.) The facilitator gets data of how the intervention impacted the students and brought a change in their Knowledge, Attitude and Behaviour.</p>	1.) Pen/Pencil 2.) Paper	
<b>EXTRA</b>	Exposure Visit/Extra session	1.) Visit	<p>1.) The students may be taken to a University, Museum, Historical Monument, Industry, Office, Bank, or places like a Police Station or Fire Station for an exposure visit.</p> <p>OR</p> <p>A Session on a particular topic/theme/issue, like Gender, Menstrual Health, etc.</p>	<p>1.) Gain exposure and learn about the country</p> <p>2.) Know about the various systems and how they can be beneficial for them.</p> <p>3.) Learn in depth about a particular topic/issue</p>	1.) Vehicle for transport 2.) Water bottle 3.) Location of visit 4.) Resources required for the workshop/visit	