EMPLOYABILITY SKILLS

Instructor / Facilitator Guide

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Employability Skills Instructor / Facilitator Guide

Dear Facilitator,

Welcome to this exciting journey of exploring Employability Skills!

In order to create an enriching teaching-learning experience, this guide would surely come in handy!

This guide focuses on:

- **Helping you build a clear understanding of core 21st-century learning concepts like Blended Learning, Facilitation & Self Learning**
- **Shaping your mindsets to respond to the emergent economy and the changing job market through concepts like Career Mindset, Future of work & learning & Knowledge-Economy**
- **Supporting you, build engaging classrooms by providing sample session plans and related templates as your toolkit**
- **And finally, propelling your passion through reflection sheets and inspiring stories of facilitator like you.**

This guide is written in simple, easy-to-understand language with minimal jargon (do check the footnotes in case you come across any) with an equal blend of text and infographic to keep your interest alive. Each section focuses on how a session can be effectively designed and the critical aspects that every session should ideally have.

We invite you to engage deeply with this guide and use it as a starting point in introducing yourself and your learners to the world of Employability Skills.

Our best wishes for this journey, as you nurture India's workforce and prepare them for the 21st century.

How to use this Guide?

The role of a teacher is to facilitate learning
-Sir Ken Robinson

Welcome to your guide!

This guide is designed to support you as you creatively teach the Employability Skills curriculum, nurture you and fuel your passion as an facilitator

We believe that a well-informed teacher can do wonders in a classroom! In this guide you will find concepts that you can learn, ideas that you can adopt, tips that you can use and questions that you can think about well-informed facilitator

Making the best use of this guide is completely up to you. However, we assure you that this book will guide not just your own learning, but help you to explore ways to effectively support the learning journey of your students.

This guide can be used as:

■ **A source to explore the curriculum:**

- There are 12 modules in the Employability Skills curriculum
- The modules contains lessons of 1 hour duration
- Each lesson is designed to enable active-learning - through activities, reflective exercises and share outs

■ **A direction for learning and professional development:**

- Extend your learning from the directions provided here
- Reflective sheets provided, support self evaluation and introspection
- Inspirational stories of alike facilitator, to fuel your passion
- Use the internet to search for topics to learn further
- Talk to peers/colleagues to share your own understanding

■ **A support mechanism to help in your work**

- Revise concepts when needed
- Use the direction provided to plan classroom sessions
- Apply concepts in class and create enriching learning experiences
- Use the space provided to make notes, write questions etc.

We wish you all success!

Becoming a
21st Century Facilitator

To effectively support your students' development into 21st Century professionals, you need to understand, redefine and update your own knowledge, skills and attitude.

In this module, you will understand:

1. Who is a 21st Century Facilitator
2. The journey from a facilitator to facilitator
3. The skills of a facilitator

Let's start with some questions that you should be asking as a facilitator!

- How do I create engagement, excitement, joy and confidence among my students?
- How can I support their learning in this rapidly changing job market?
- How can I use technology as a tool for learning?
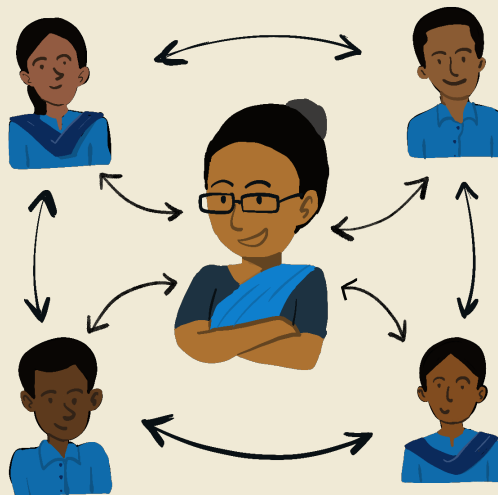- How do I upskill myself to stay relevant in my profession?

To discover the answers to these questions, let's understand how the process of teaching and learning has changed in this 21st Century

Look at these pictures! What do you understand about the role of the Teacher/Facilitator and Student/Learner[1]?
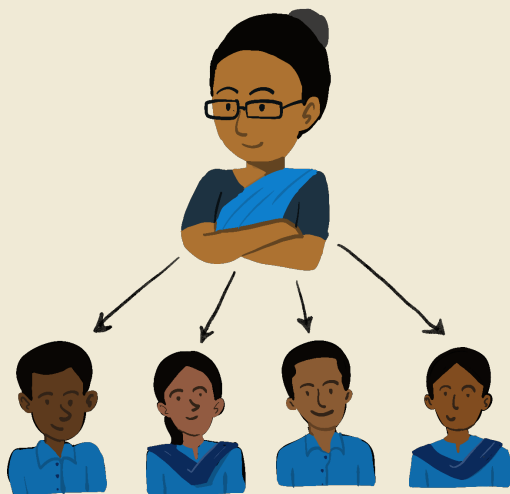
Facilitator Directed   **Learner Directed**

Write down your 3 observations here:

1. _____

_____

2. _____

_____

3. _____

_____

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[1] Student is used as a common term. Learner also refers to a student. But as per learning theories, the concept of a student and a learner are different. Search online to understand the difference!
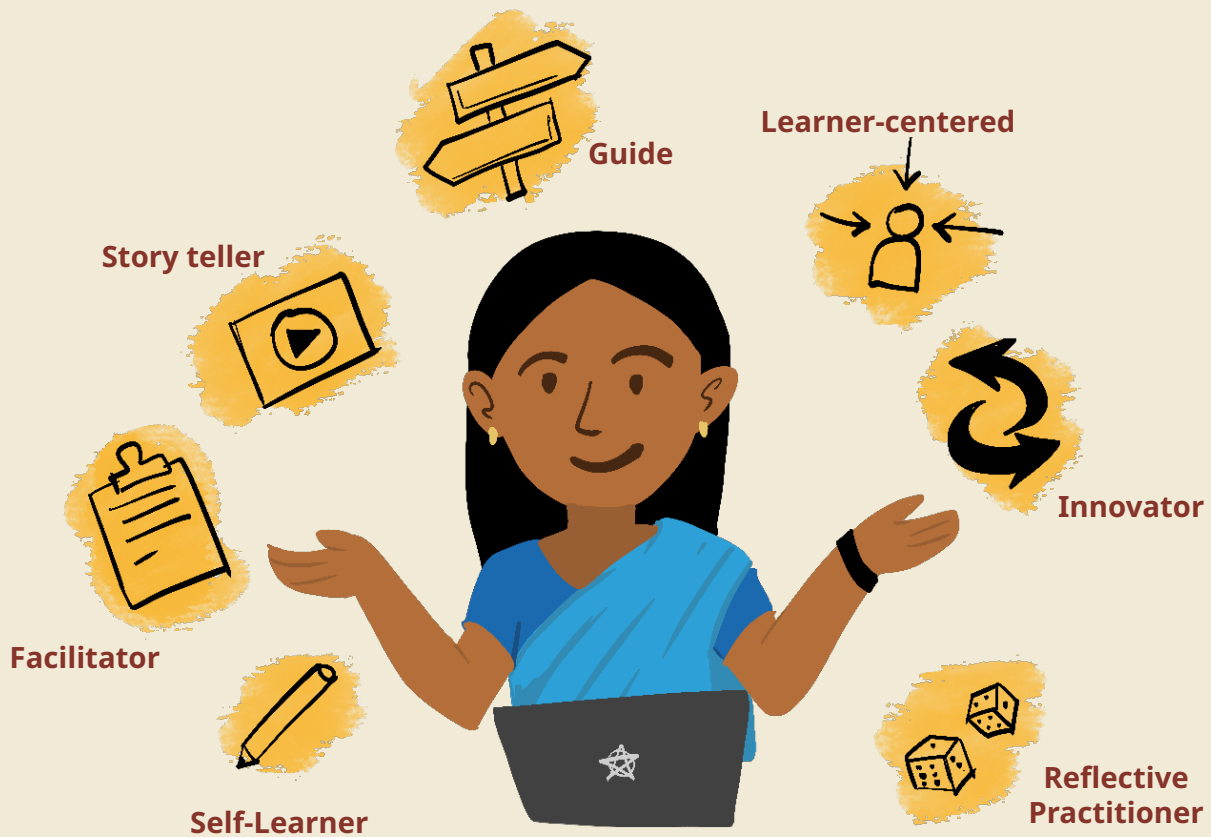
The Teaching-Learning experience today has moved from being directed by the facilitator to being directed by your learner's needs, that is, learner-oriented.

What does this mean? Let's look at the 5 differences between them!

Facilitator Directed	Learner/Student Directed
Traditional approach	Modern approach
Focus is on the Facilitator	Focus is on the learners and their learning process
Facilitator talks, students remain silent and listen	Both teacher and students communicate and work together to make learning possible
Facilitator is the only source of knowledge	Students learn from the teacher, from other students and also from different sources
There is limited or no use of technology	A blended approach is taken to learning using activity based, experiential learning, modern teaching practices and new forms of Technology (digital lessons, internet, social media)
Add your ideas here	
Add your ideas here	
Add your ideas here	

5.1 Who is a 21st Century Facilitator?

Let's look at the many roles or avatars of the 21st Century Facilitator!

Guide

Learner-centered

Story teller

Innovator

Facilitator

Self-Learner

Reflective Practitioner

Facilitators encourage and support learners to take more control of their learning process. They create the environment of support so that learners actively participate, understand each other's views and share responsibility. They make space for everybody to learn on their own, and also learn from their students!

A facilitator enables:

- Learner independence
- Collaboration
- Self assessment
- Safe and inclusive spaces
- Developing 21st century skills

Guide takes the learning journey along with the learners, as a co-traveller. It is said that a 21st century facilitator is not a "Sage on the Stage", but rather "A Guide on the Side". The most important skill needed for a guide is to understand the learners - their needs, aspirations, fears etc. A guide leads with compassion and walks the path of learning along with the learners.

A Guide:

- Takes times to understand the learners
- Solves problems keeping the learner's needs in mind
- Uses their power to influence, not rule
- Enables students to learn from each other

Reflective Practitioners self-reflect on how they engage with their learners. They look back at the work done and find ways to make it better. This helps to improve their skills in the classroom. Their main objective is to improve the learning experience and outcomes for their learners. They also seek feedback from learners to help their classes become better.

A Reflective Practitioner:

- Learns from mistakes and failures
- Assesses gaps in their own understanding and skills
- Asks good questions
- Seeks feedback for self
- Is aware of their own mindset and bias
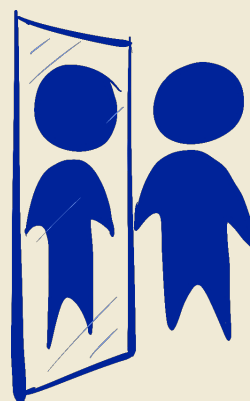
Self-learners take responsibility for their own learning. They find opportunities to learn by themselves. They choose what, why, where, when and how they want to learn, and find the resources for this. They see continuous learning as a way to grow in their professional and personal life. They are role models and encourage their students to do the same.

A Self-learner engages in:

- Continuous learning
- Learning networks
- Role modeling self-learning for others
- Taking risks for learning

Learning Designers understand students' needs and develop training plans accordingly. They work with students and other facilitator to develop effective ways of learning. They use creativity and innovation to make their classroom activities interesting. They use modern technology and the internet creatively, as learning tools.

A Learning Designer:

- Is creative and innovative
- Creates content as per students' need
- Makes learning a complete experience
- Guides and prepares students to plan for the future

5.2 Teacher to Facilitator

The most important quality of a 21st century educator is - *being a facilitator*.

Facilitation is the art of encouraging learners to take more control of their learning process by organising the resources necessary for learning to take place. A facilitator therefore helps learners to work towards getting the best possible results.

Facilitation = Make things easy

Facilitator = One who makes learning easy and Interesting
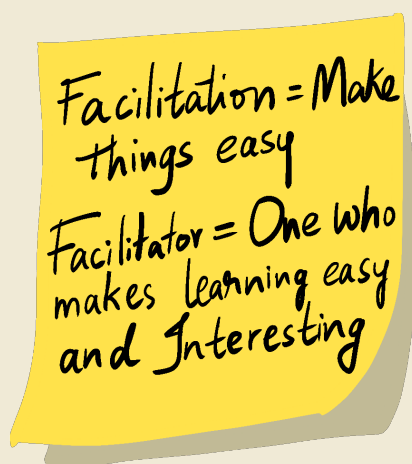
With this understanding, let's now look at the top 5 differences between teaching and facilitation.

Tip
Please use the last column "What will I change in my classroom to make this possible?" to write down your views and opinions.

Teacher	Facilitator	What will I change in my classroom to make this possible?
The teacher is the main source of knowledge.	Learning happens everywhere. The facilitator is one of the many sources of knowledge. Learners can learn in many ways, including through self-learning.	
Teacher is responsible for the students' learning.	Facilitators encourage learners to become responsible for their own learning.	

Teacher thinks of technology as a distraction	Facilitator encourages the use of technology as a learning tool.	
Teacher talk, students listen.	Facilitator motivates learners to share their views, opinions and feelings. Learners can disagree with the facilitator and help each other learn.	
Teacher use a set teaching process - Students experience the same things every year.	Facilitator designs new and innovative ways to create innovative learning experiences.	

To summarize, the main role of a facilitator is to make learning easy and to create innovative learning experiences in a classroom.

5.3 Skills of a Facilitator

Now, let's understand the skills required to be a Facilitator.

Observe these images carefully. What are the differences you notice ? Write down your thoughts below.

A Sage on the Stage refers to a teacher in a traditional classroom.

1. The Teacher is the primary source of information and has the maximum power.
2. The teacher provides instructions and students follow.
3. There is limited space for exploration, self-learning, group-learning & experimentation.

A Guide on the Side refers to a facilitator in the 21st century.

1. Facilitator brings the class together to explore and learn. Learning experience has maximum power.
2. Facilitator supports the learners through different mediums; activities, internet, books.
3. Practical exploration, group learning, self-learning are tools of learning.

Here are some very effective tips that you can use to improve your facilitation skills!

- **Be a Good Role Model:** Allow mistakes! Learners should not feel scared of making a mistake, they should be made to feel confident to try.

- **Time to Experiment:** While helping learners, show them how you also learn by trial & error.

- **Create a Safe Space:** Learners need to be appreciated for their work. No one should be put down or made fun of for not doing things in 'a particular' way. Even if corrections have to be made, do it gently. The classroom should be a space where students can express themselves without fear of feeling judged.

- **Encourage Learners:** An important way to encourage learners is by making them feel important. Bring out ideas from the learners, allow for innovations, give them the space to speak and let them work on their ideas.

- **Be a Good Listener:** Facilitator needs to be humble to accept that he/she might not know everything. It is great to learn from learners too! Learners are not blank slates - when we respect their views, then they will have a lot to contribute and share.

Continue your learning journey as a 21st Century. Facilitator!

All the best!

The 21st Century Classroom

Your role as a 21st Century Facilitator comes alive when you carefully design your learning space as a 21st Century Classroom. Many exciting, yet simple elements make up this type of classroom.

In this module, you will understand:

1.   The five key elements of a 21st Century Classroom
2.   What is a Flipped Classroom
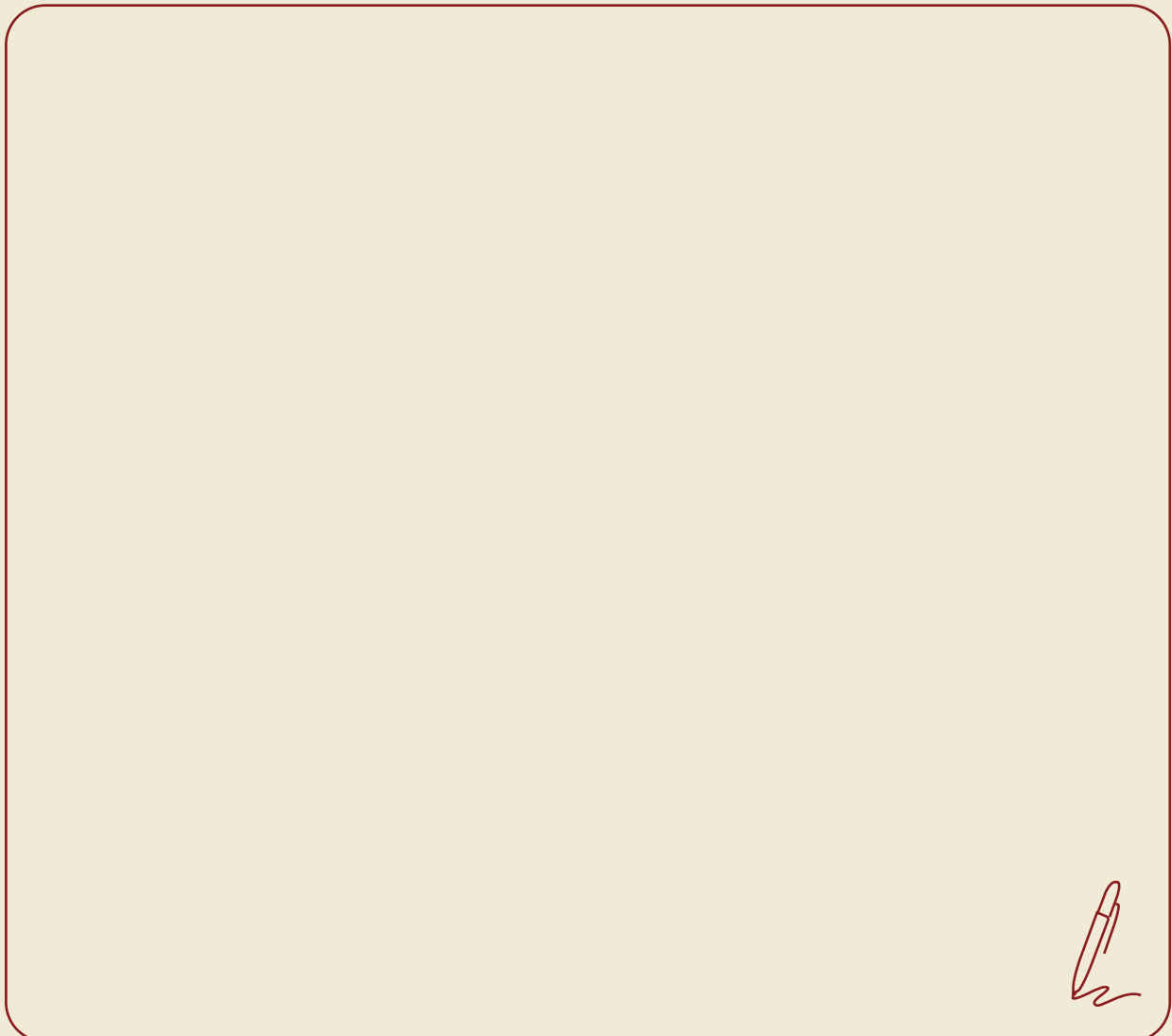3.   Blended Learning and Self-learning

6.1 The five key elements of a 21st Century Classroom

Let's start with a simple activity!

Close your eyes and recall your classroom during your school or college days.

- How did your classroom look?
- What kind of seating arrangement did it have?
- What was the environment or culture in your classroom - was it friendly, strict, playful, or scary...
- What were your sources of learning - your own books, other books, library, teacher's notes, posters, videos...
- Finally, how did you FEEL in your classroom - were you safe, confident, afraid, anxious, ashamed, curious or happy...
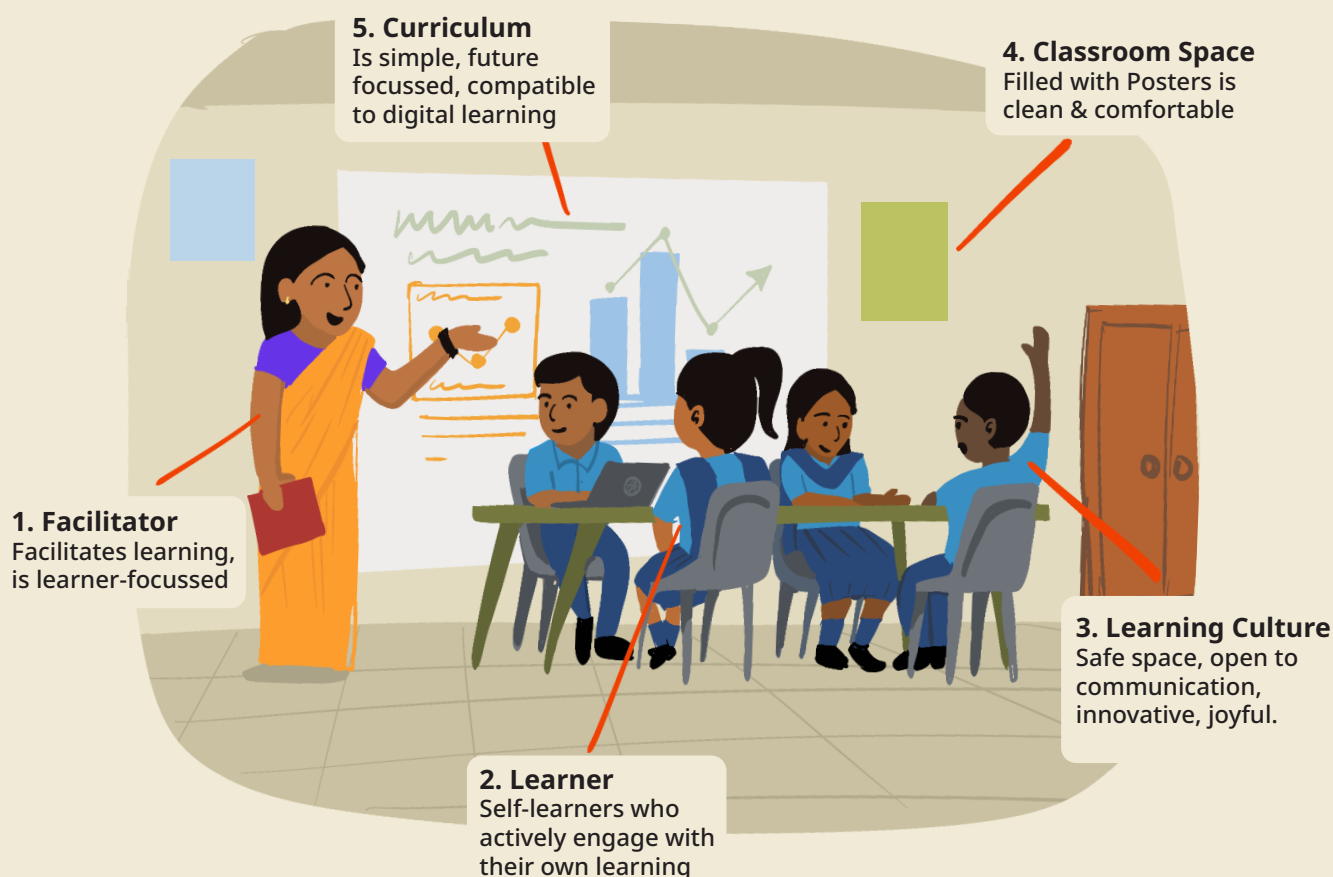
Note down your memories and responses here!

A classroom is like a second home to learners. After their own homes, they spend maximum time there. It is not merely a room built with bricks and cement, but a space that enables learning.

As a 21st Century Facilitator, you have the opportunity to create unforgettable learning experiences for yourself and your learners!

The five elements of a 21st Century Classroom

5. Curriculum
Is simple, future focussed, compatible to digital learning

4. Classroom Space
Filled with Posters is clean & comfortable

1. Facilitator
Facilitates learning, is learner-focussed

3. Learning Culture
Safe space, open to communication, innovative, joyful.

2. Learner
Self-learners who actively engage with their own learning

Technology is an important part of a 21st Century Classroom. It is used to enhance the overall learning experience. This way, learners can explore the positive uses of technology and engage with it as a source for continuous learning.

Additionally, try innovative methods such as paired learning, project-based learning, recognition, and role-modeling in your classrooms.[1]

Tip: Join the FacilitatorTribe group on Facebook to get many new ideas, tips and suggestions to build a 21st century classroom.

EDUCATORS
LEARN · TEACH · SHARE · GROW · COLLABORATE

WELCOME TO THE TRIBE

QUEST ALLIANCE   TRAINER TRIBE

[1]The Resources section has further information on these techniques.

6.2 Flipped Classroom

The Flipped Classroom is an exciting, new way to teach and learn!

Flipped Classroom is a teaching strategy which engages learners both inside and outside the classroom. In this method, learners are required to come prepared to class (by preparing at home), and during class hours share their learnings through activities and exercises.

A learning session in a flipped classroom is divided into 3 parts:

Before the class

Learners read the workbook, watch digital lessons, learn about the topic online through self-learning.

In the class

Learners participate in activities, read the topics again with the help of the facilitator clarify doubts, answer assessment questions, and help each other understand the topic.

After the class

Learners practice the extension activities such as Market Scan, Online Research etc. They also prepare for the next class. They can also deepen the learning on the completed topic through self-learning.

The role of the facilitator in the Flipped Classroom is to:

- Ensure the learners have resources to learn before the class.
- Ensure learners come prepared to the class.
- Get learners to share what they have learnt beforehand and reward them for their efforts.
- Make the classroom activities interesting, involving all learners.
- Explain the core concepts well and clear the doubts.
- Provide interesting triggers & challenges for learners to continue learning after the class.
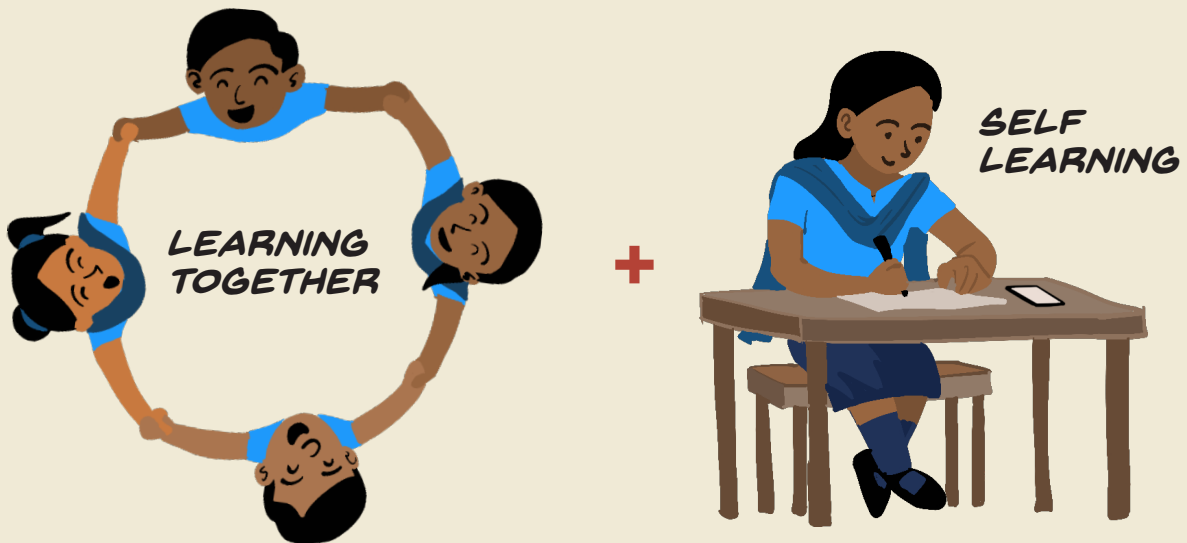
6.3 Blended Learning and Self-learning

The success of the Flipped Classroom depends on two methods of learning: Blended Learning and Self-learning.

Blended Learning is a method where different means of learning are combined to achieve the best results. For e.g., if a learner wants to learn the topic Interview Skills, they can combine:

- Reading about it in a book
- Watching videos, digital lessons
- Doing a mock-interview role play
- Talking to HR, seniors or working professionals
- Reflecting on their skills and improving themselves

You will notice that while learning about Interview Skills, the learner combines digital learning, face-to-face learning and self-learning methods. This kind of smart combination of learning methods can be used to learn any topic. Depending upon the topic, the combination or *blend* of learning methods can be used.

Blended Learning is also a mix of learning together and self-learning!

LEARNING TOGETHER + SELF LEARNING

Isn't it an exciting and creative way to teach and learn?!

What are the advantages of blended learning?

- It is flexible, innovative and interesting. Any space can be turned into a learning space!
- The responsibility for learning is with both facilitator and learners.
- It encourages and trains students to become self-learners; and also learn from each other.
- It empowers facilitator and learners to maximize learning.

Self-learning is the process by which a person learns on their own using multiple resources - it could be books, videos, audio, digital lessons, through experimentation, online courses, practical exercises, conversations, social media posts... The list for learning resources is truly endless.

What makes a person a self-learner is the attitude and habit of learning. Many believe that learning happens only in a classroom.

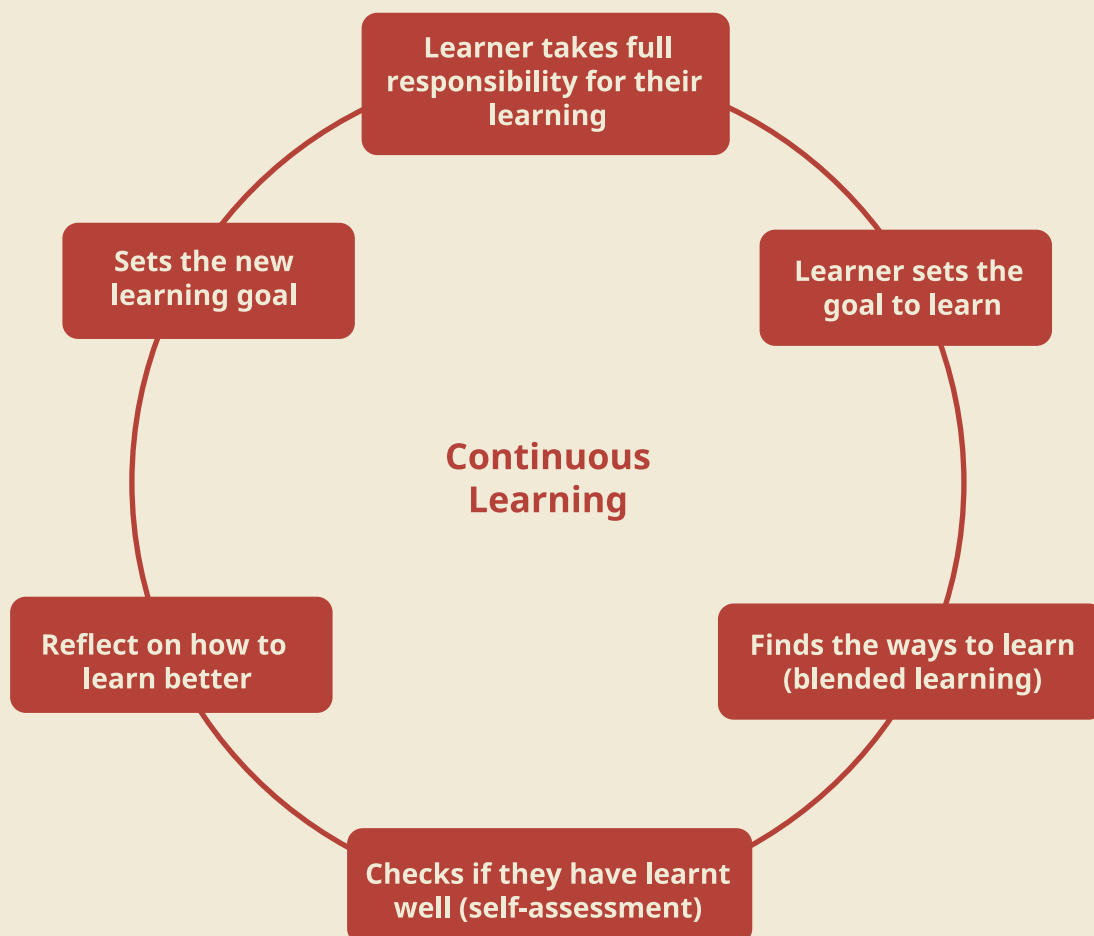But, in reality learning happens everyday - in our personal and professional life.

Why is self-learning important?

It is estimated that 65% of children starting school today will hold jobs that do not exist yet[2]. The techniques, technology and tools which a learner uses in an training institute today, will be redundant (outdated) in the next 5 to 10 years. This means, the only way to grow in one's career is to keep learning new skills. Once self-learning becomes a habit, career growth is almost guaranteed!

How does self-learning happen?

In order to be a self-learner, one has to believe that they can learn, grow and improve by learning consciously, collaboratively and continuously.

Self-learning happens when:

Continuous Learning

- Learner takes full responsibility for their learning
- Learner sets the goal to learn
- Finds the ways to learn (blended learning)
- Checks if they have learnt well (self-assessment)
- Reflect on how to learn better
- Sets the new learning goal

[2] (World Economic Forum. (2018), Future Of Jobs Report 2018, Center for the New Economy and Society).

How to enable blended learning and self-learning as a 21st century Facilitator?

Here are a few ideas. Based on your teaching experience, please add more points...

☐ Be innovative - Create different blended learning experiences based on the topic you are teaching.

☐ Be a role model for self-learning.

☐ Share different types of resources - create a whatsapp group or Facebook group to share digital resources.

☐ Create your own learning resources - make videos in your own language to explain difficult concepts to your learners.

☐ Have different fun elements in your classroom - posters, monthly recognition or awards, role plays, songs.

☐ Come well prepared for the class.

☐ _____

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☐ _____

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☐ _____

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☐ _____

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☐ _____

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Continue your own learning to know more about these concepts.

Enjoy the process of building a 21st Century Classroom!

Why learn Employability Skills?

In a training institute, learners acquire both trade-based hard skills and Employability Skills (ES). An effective combination of both these skills help a learner get employed in the 21st century.
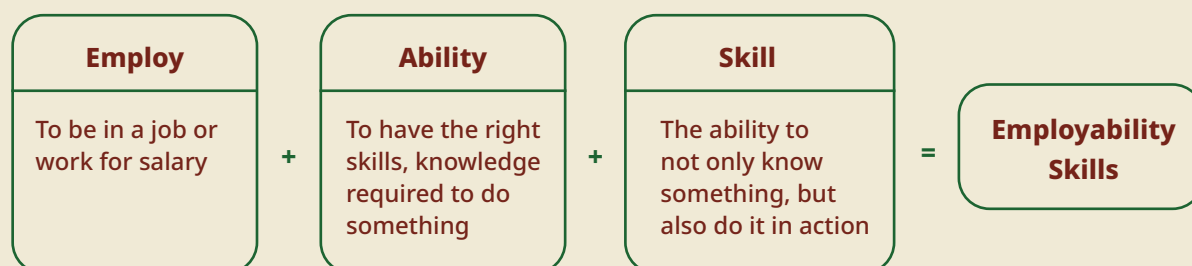
In this module, you will understand:

1. What are Employability Skills?
2. The Future of Work - Changing job market & expectations
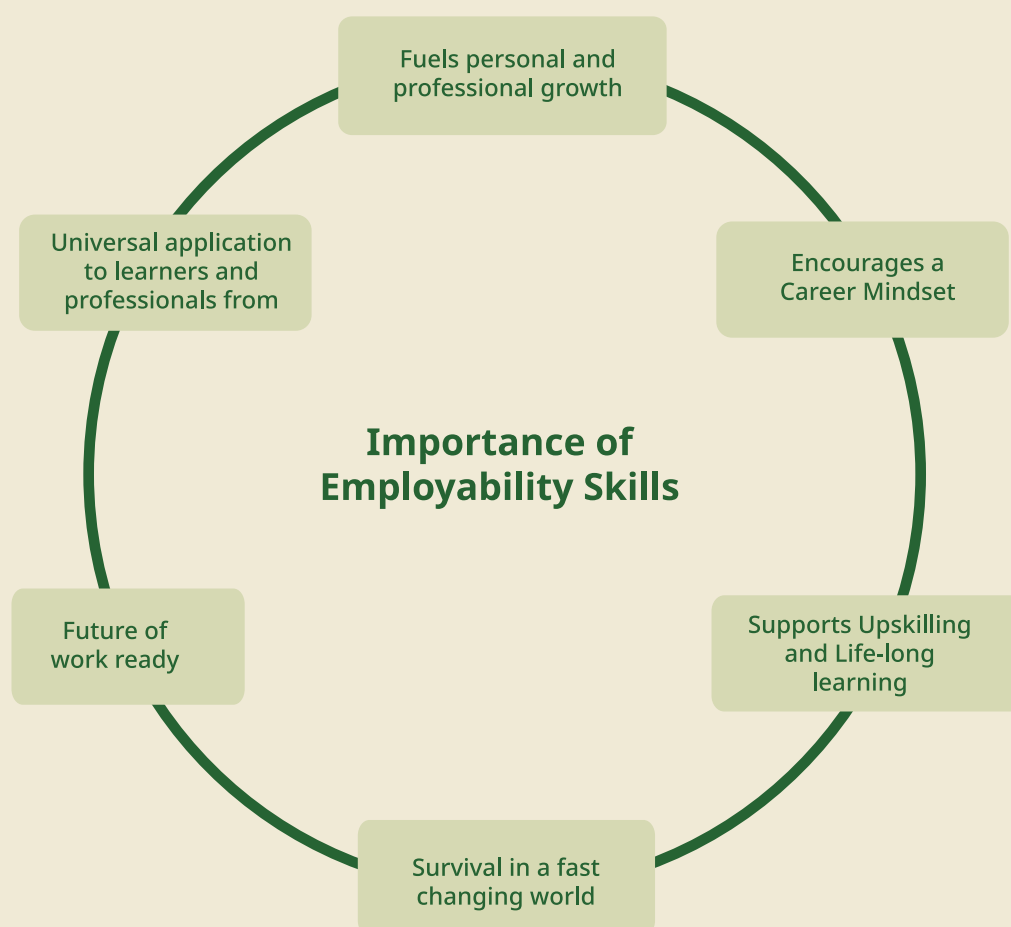3. Preparing for the future of work

7.1 What are Employability Skills?

Employability Skills are a combination of skills required for almost every job. These are skills which help a person use their trade skills to the best of their abilities. Without Employability Skills, an employee can be demotivated, undesirable and not even suitable for working in a team.

Let's look closely at a breakdown of the term Employability Skills:

Employ		Ability		Skill		
To be in a job or work for salary	**+**	To have the right skills, knowledge required to do something	**+**	The ability to not only know something, but also do it in action	**=**	**Employability Skills**

Employability Skills are a set of skills needed by a person seeking employment and career growth.

Importance of Employability Skills

- Fuels personal and professional growth
- Encourages a Career Mindset
- Supports Upskilling and Life-long learning
- Survival in a fast changing world
- Future of work ready
- Universal application to learners and professionals from

Activity

Let's understand the impact of Employability Skills!

Listed below are some common skills that are required in a 21st century workplace. Put a ✓ in the column as per their relevance for your learners.

Employability Skill	Impact of Skills		Duration of Impact	
	Personal	Professional	Short term	Long term
• Knowledge of computers and use of the internet	☐	☐	☐	☐
• Developing a career mindset	☐	☐	☐	☐
• Effective critical thinking and problem solving skills	☐	☐	☐	☐
• Identifying one's strengths and weaknesses	☐	☐	☐	☐
• Communicating effectively	☐	☐	☐	☐
• Making one's resume and looking for jobs	☐	☐	☐	☐
• Understanding and managing one's finances	☐	☐	☐	☐
• Exploring the internet for Learning and Career Growth	☐	☐	☐	☐
• Developing entrepreneurial skills	☐	☐	☐	☐
• Learning retail and customer service skills	☐	☐	☐	☐

7.2 The Future of Work - Changing job market & expectations

The 21st century is the era of new technologies, advanced data analytics and social media networks. These have a huge impact on how people communicate, collaborate and work. Workplaces have adapted technology and people work more efficiently due to technological innovations. Several traditional careers/ job roles may soon be a thing of the past. Several job roles, which we have not yet imagined, may get developed!

Activity

Let's explore the Future of Work!

Listed below are some insights on the Past, Present and Future of work.
Add your own inputs by observing your surroundings.

PAST

Jobs common in the past, not so common now	Skills needed for the job
STD booth	Repair phone cable, Maintain accounts, Customer service
Photo studio	Using roll-camera, Processing film roll, Lighting
Audio cassette/ CD recording	Recording CDs, Categorizing cassettes, CD etc
Postman or Postwoman	Sorting mail, hand-delivering mails and post
Share your thoughts here	
Share your thoughts here	

Focus: Technical skills to do the job + Communication skills

PRESENT

New jobs emerging in the last 5-10 years	Skills needed for the job
Ola/Uber driving	Using the apps, Handle digital payments, Customer service, Driving
Swiggy delivery	Using the apps, Handle digital payments, Customer service, Driving
Mobile repair	Technical repair skills, Marketing skills, Continuous update on mobile technology
Online teachers	Designing presentations, Online research, Use of online teaching platform, online facilitation skills, update on new tools for online engagement
Share your thoughts here	
Share your thoughts here	

Focus: Technical skills + Digital literacy + Communication Skills + Marketing and Networking Skills + Continuous learning + Self learning...

FUTURE

What new jobs will emerge in the future?	What will be the skills and knowledge required by employees for future jobs?
Share your thoughts here	*Share your thoughts here*

The Era of the Industry 4.0

Throughout history, people have been dependent on technology in one form or another. Depending on the technology used, industries also change. Over the years, many types of Industrial revolutions have taken place, impacting how people work and learn.

Started in 18th century.	Started in 19th century.	Started in 20th century.	Started in 21th century.
Things developed: Cotton mills, steam engines trains	Things developed: Electricity, mass production of clothes, cars & other goods	Things developed: Computers, Internet, machines for simple human jobs like ATM	Things developed: Robots for human jobs, Internet based jobs, Entire world connected through internet and techology
1st Industrial revolution	2nd Industrial revolution	3rd Industrial revolution	4th Industrial revolution (also called Industry 4.0) **We all are here**

Influence of Industry 4.0 on job market

While the COVID-19 pandemic brought the world to a temporary halt, it also led to a lot of innovation as part of Industry 4.0. Now, as the world is slowly recovering from the pandemic, there are new trends in the job market - in India and around the world:

1. **Automation of jobs:**
   Many jobs are getting digitised. Machines and humans are replacing human beings in the workplace. For example, robots are being used to serve food instead of waiters in restaurants in Mumbai, Bangalore and Ahmedabad.

2. **Remote Working Opportunities:**
   Many offices have closed down because staff are working from home. Big IT companies are making working from home the new working policy.

3. **Hiring from a wider pool of candidates:**
   Because people can work from anywhere, companies are willing to hire candidates from all over the country. For example, if an office is based in Bangalore, candidates from all over India can apply and work from their own home. This has increased the competition for good jobs.

4. **Advanced Digital Skills:**
   It has become very important to have basic digital skills. Everyone from vegetable vendors, big supermarkets to small shops now use digital currency.

5. **Platform Economy Jobs:**
   These jobs use a digital platform that works like a marketplace where buyers and sellers connect, share resources or sell products. They are highly dependent on technology and require excellent digital, risk-taking and financial management skills.
   Some examples are: Cab aggregator platforms (Uber & Ola), Food delivery platforms (Swiggy & Zomato), Household services platform (Urban Company)

6. **Green Jobs:**
   Jobs that help to preserve or restore the environment. People who hold these jobs are called green-collar employees. Their duties include making decisions and policies to improve environmental issues that relate to water, pollution and recycling.
   Some examples are: Environmental Technician, Solar Installer, Recycling Worker.

7. **Gig Jobs**
   These are short-term, temporary or one-time jobs. Gig workers are independent contractors who get paid to complete a one-time project called a "gig". They work in industries like technology, marketing, writing etc.
   Some examples: Teachers in online education and training, drivers in transportation services and caterers in the food industry.

8. **Care Jobs:**
   Care workers are people who offer paid services to help others who need assistance. This could include people who are unwell or elderly, those living alone and needing the assistance of a care worker. Their job includes helping clients with preparing meals, buying groceries or providing emotional support.
   Some examples: People who help with elder care, child care, pet care etc.
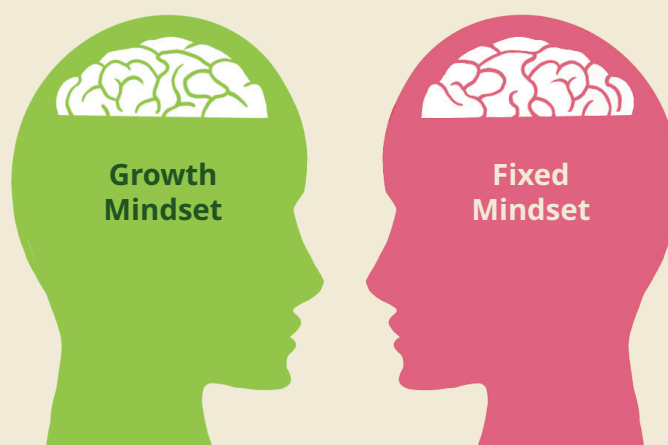
7.3 Preparing for the Future of Work

The COVID-19 pandemic has had a lasting impact on the entire world. Millions of people lost jobs. Many employees adjusted to working from home, as offices closed. There are new rules in the workplaces now, such as work from home, health safety rules, increased work pressure etc due to the pandemic.

Since the world started moving back to normalcy, many organisations shifted to a permanent work from home model or hybrid working policies. There was also a major change in the expectations of employers across industries, employees are now expected to have digital skills, superior communication skills and be willing to learn new skills on the job.

This emphasised the need for employees to be resilient, flexible and most importantly be a 'self learner'.

What Kind of Mindset Do You Have?

Growth Mindset   **Fixed Mindset**

	Growth Mindset	Fixed Mindset
Core Belief	Believes that intelligence and talent can be improved	Believes that intelligence and talent are fixed
Mindset	> Embracing mistakes as opportunities to learn > Feeling empowered to learn	> Feeling ashamed about failures and giving up easily > Unmotivated to achieve goals
Thought process	• I can do this • Mistakes are normal • I will learn from my mistakes • I will try again • I will work hard • I can learn new things • I am happy to change • I am happy to accept if I am wrong	• I cannot do this • Mistakes are unacceptable • Mistakes are equal to failure • If I fail once, I will always fail • I cannot work hard • I cannot learn new things • I do not like to change • I cannot be wrong

Having a growth career mindset will keep you open to opportunities, help you continue to develop in a continuously changing world. It helps expand your current capabilities to learn new skills. A growth mindset promotes a self-learning habit throughout your personal and professional life.

What is Self Learning?

Self-learning is the process of believing in yourself and learning new skills on your own. Self-learning takes place when a person sets a goal to learn, find a way to learn it and finally assesses (or examines) how well they have learnt something. Through self-learning you can:

• Create a learning path
• Learn at your own pace
• Learn what you love

Some of the benefits of initiating the self-learning process are:

• Developing new skills for your career
• Apply newly acquired knowledge on the job
• Solve problems in a better way

List 3 ways to promote self learning in your classroom.

1. _____

   _____

2. _____

   _____

3. _____

   _____

Let's enable our students to effectively gain Employment Skills.

With them, let's also develop a future-ready mindset!

Teaching the new ES Curriculum

Teaching Employability Skills (ES) requires planning, preparation and a clear understanding of the topics. As you know, ES cannot be learnt inside the classroom - it requires industry visits, market exposure, reflection, activities and online learning. While it is important to do well in the ES exams, it is also equally important to excel in one's career. Hence, teaching ES is a very critical responsibility, as your learners will benefit from it for years to come.

In this module, you will understand:

1.   The core components of the new Employability Skills curriculum
2.   Learning resources for Employability Skills
3.   How to teach the ES curriculum (pedagogy)
4.   Assessments & Exam Preparation

8.1 The Employability Skills Curriculum: The What and the Why

Let us start by looking at the core components of the Employability Skills (ES) Curriculum:

•   This curriculum is divided into **12 modules**. Each module has multiple lessons on related topics.
•   **Simple language** is used in the curriculum, with short sentences and easy words.
•   All lessons are in an **activity-based format.**
•   Most importantly, the lessons are designed for **self-learning** - This means, the lessons are simple enough for learners to learn on their own. Facilitator can support the learners by providing clari ications and additional explanations.

The 12 modules of the Employability Skills curriculum

Module No.	Module Name	WHAT is this about?	WHY is it important for students?
1.	**Introduction to Employability Skills**	• Importance of Employability Skills • How to learn it online	Learning Employability skills will help students grow in their career and life. These skills meet the needs of the students and the industry requirements in the 21st century. Students will also learn how to use digital lessons to learn by themselves.
2.	**Constitutional values – Citizenship**	• My values and ethics • Principles of our Constitution	Ethics is an important part of being a good professional. Students also need to know their rights and duties as good citizens, and play their part in protecting the environment.
3.	**Becoming a Professional in the 21st Century**	• My strengths • Understand what are 21st Century Employability Skills	Through this module, students will discover their strengths and limitations and develop 21st century skills and attitudes like time management, decision-making and problem-solving which will help them become better professionals.
4.	**Basic English Skills**	• How to speak, read and write in simple English • Learn through practical, fun and easy ways in a safe environment	This module will help students to express themselves in English, talk about work, life and environment and develop speaking and simple writing skills. It will help them build confidence in using English.
5.	**Career Development and Goal Setting**	• Introduction to the world of work • Setting goals for career	To be successful at work, students need to understand the world of work, and have clear career goals. This module helps students establish a balance between their needs and dreams and the market demands and trends that influence the job market.

6.	**Communication Skills**	• Verbal and non-verbal communication, • teamwork and managing conflicts	Workplaces require interactions with others – fellow workers, bosses, customers, suppliers etc. It is important to know how to effectively communicate through spoken and written words and body language. 90% of employers hire candidates who can communicate well. This module will also help students deal with conflicts and work together as a team.
7.	**Diversity and Inclusion**	• Understand terms like Gender, Diversity and Inclusion in the workplace context	Workplaces need to be safe and welcoming for all, without discrimination. This module tells students how to create and work in diverse and inclusive workplaces.
8.	**Financial and Legal Literacy**	• Managing money • Bank accounts, Digital transactions • Salary, Savings and Loans • Policies related to the workplace	This module will help students to manage money efficiently – earning, spending and saving, Be safe, smart and confident in online transactions, Know various Government policies and benefits at the workplace
9.	**Essential Digital Skills**	• Practical and simple guide to learn about computers, its uses and the internet. • How to use email, social media and mobile apps and stay safe online	Basic knowledge of computers and the use of internet and mobile apps has become a very important part of work nowadays. This module will: Build the necessary confidence to use computers and other digital platforms useful for simple tasks in life and work. Teach how to use the computer for positive purposes and be safe while using the internet
10.	**Entrepreneurship**	• What is entrepreneurship • How to set up a business in today's world	This module will: Help students understand entrepreneurship in practical terms Introduce them to the skills, knowledge and attitude needed for entrepreneurship Motivate them to take up entrepreneurship as a career option Guide students on the process of setting up a business

| 11.	**Customer Service**	• How to deal with different customers and their needs	The end goal of any employee is to provide excellent service to the customers and ensure that the quality of product or service is as per the needs of the customer.
			This module will help students: Build key skills to interact well with customers
			Understand and address the needs of customers
			Have good relationships with customers
12	**Getting ready for Apprenticeship & Jobs**	• How to prepare a resume • Get ready to attend interviews • How to apply online for jobs and apprenticeship • How to prepare for the exam • Includes Guest lectures and Industry visits	This module will provide students with the skills, knowledge and attitude needed for entering the workplace. They will have the guidance required to prepare for their exam, get ready for interviews and apply for jobs and internships.

8.2 Learning Resources for Employability Skills

As we discussed earlier, Employability Skills are not just developed within the classroom, it is built through different learning resources and experiences. It is also important to understand that all our students are not the same and don't learn things the same way. Therefore, one of the important roles of a 21st century facilitator is to introduce students to a large variety of learning resources. These could include books, videos, audio, digital lessons, online courses, practical exercises, conversations, social media posts, etc. With digital lessons now accessible on mobile phones, learning can truly happen anytime and anywhere!

Let's see some of the resources on ES available to students and facilitator:

Student Workbook -
The Student Workbook contains activity-based lessons grouped into 12 modules
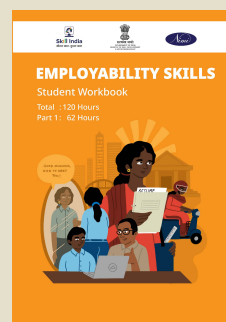
Digital lessons -
All the 12 modules are available on the Quest App, Bharat Skills Portal and other Employability portals of the Govt of India.

Classroom Sessions -
The ES facilitator facilitates group sessions in the classroom on the topics in the curriculum.

As a facilitator you have access to this facilitator' Guide as an additional resource to help you run the curriculum easily. You can also use the digital lessons for your own learning on the topics, before going to class.

Here is how the 3 ES resources help in Blended Learning:

Students learning on their own

Student Workbook

Digital Lessons

Classtoom Sessions

Students learning together
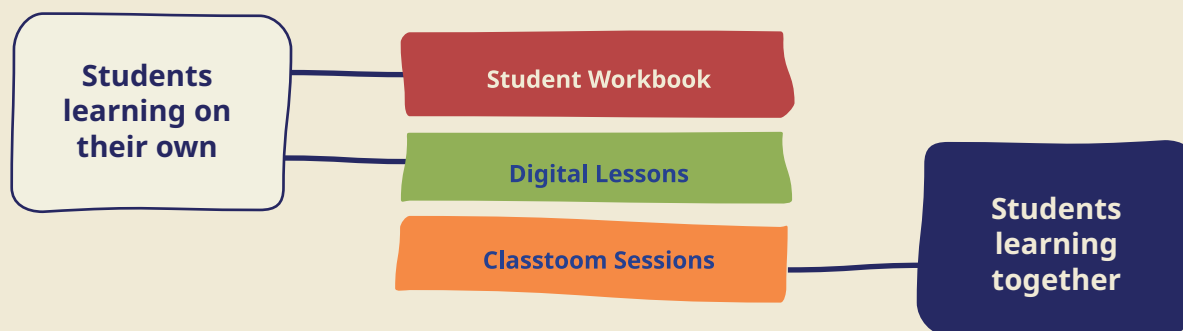
8.3 The Student Workbook - design and structure

2.1 My Values and Ethics

In this lesson you will learn :

1. What are values & ethics
2. How ethics and values impact our behavior

There are six basic values of our country. Checkbox ✓ the one you know.

☐ Right to equality
☐ Right to freedom
☐ Right against exploitation

Thinking Box

Let's learn about ethics and values

Ethics means to decide what is right and wrong for a human conduct. Ethics is necessary to have a good society, where everyone feels safe and respected. Ethics is usually the same for the whole of society.

Let's learn about how ethics and values impact our behavior

Our ethics and values form the pillars of our character. These are the six main pillars of character. The pillars of character support us just like pillars support our building and make it strong. This helps us make right decisions.

Against each action or behavior mention the category of the 'Pillar of Character'.
(Note – some actions can be written under more than one pillar.)

Activity Time!

What I learnt today:

Put a ✓ if you know this topic well.

1. **Ethics** is to decide what is right and wrong for a human conduct. ☐
2. Our ethics and values form the pillars of our character. ☐
3. Personal values are your beliefs that are very dear to you. ☐

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This is the name of the topic. For eg. 'My Values and Ethics

This explain the subtopics which needs to be covered in the classroom session.

Thinking box helps you reflect or recall what you already know about this topic

You will be introduced to a new concept/topic here. This is the 1st learning objective.

You will further learn about a new concept or another concept is introduced. This covers the 2nd learning objective.

This section has interesting classroom activities which will help you apply what you have learnt. Do these activities with your peers.

This section helps you recall the key learnings from the lesson.

8.3 Teaching Method for Employability Skills: The Flipped Classroom

Let us see how a flipped classroom works, through the topic "Stress Management".

DURING THE CLASS

BEFORE THE CLASS

AFTER THE CLASS
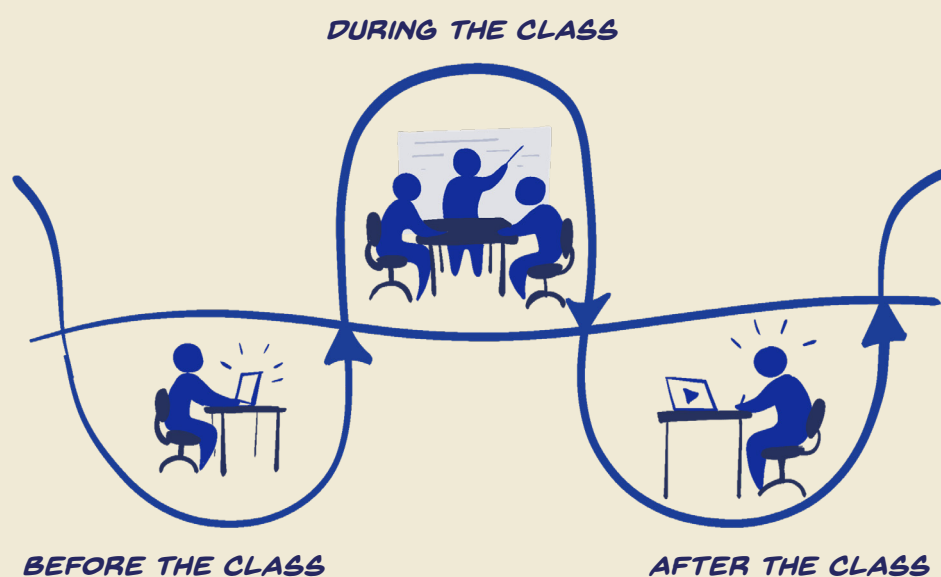
■ **Before the Class:**
Learners explore the topic "Stress Management" on their own before coming to class using the digital lessons and the student workbook. They can also browse the web to learn more about the topic.

■ **During the Class:**
In class, you encourage the learners to share what they have already learnt or what they know about the topic. This is called the Sharing Circle.

You can then take the entire class through the main content on the topic "Stress Management", as per the Learning Objectives outlined in the SW. Conduct the activities and provides additional explanations and clarify any doubts. Learners work together on the activities and help each other learn.

Before ending the class, inform the learners to continue learning more about "Stress Management" by doing the activities outlined in the DL, and self-learn by going through online resources and books. The learners discuss their learning in the Community Page or WhatsApp group.

Finally, encourage the learners to come prepared for the next class.

■ **After the Class:**
Learners explore the next topic on the SW and through digital lessons. They also do activities related to the previous topic - Stress Management.

Thus, we see that learning is happening both within the class and outside - starting before and continuing after the class. This incorporates both self-learning (learning on their own) and learning together (peer learning and facilitated learning). It provides opportunities for both theoretical understanding and practical application of the learning through activities and discussions.

Facilitating Activities in the Classroom

As you would have noticed, there is a central activity corresponding to each topic in the SW - under "Activity Time". Go through the activity well before the class. Plan how to conduct it and to prepare any materials needed.

During the classroom session, you may facilitate this as a whole class activity.
First, read out the instructions for the activity and check if everybody has understood them correctly. You may ask one of the learners to explain what they have understood, repeating the instructions in their own words. You may clarify or give examples, if needed.

There are different ways of conducting the activity based on the nature of activity, time available and interest and comfort of the facilitator and learners:

- **Share in pairs:** For activities in the form of Questions & Answers or self-reflection, and you can ask learners to answer them individually in their SW and share their answers in pairs.

- **Popcorn share-outs:** After asking a question to the class, invite those who feel ready to share first with the whole class. This might motivate a few more people to share their responses too.

- **Round table:** Go in a circle and invite everybody to share their responses one by one. However, this method will take a long time. An alternative will be to ask learners to not repeat, and only add if they have any additional point.

- **Small groups:** For brainstorming and discussion-based activities, divide the learners into small groups to enable deeper discussion and participation of all. They may then come back to the larger group and report on their small group discussions.

- **Invite Volunteers:** For activities like role plays and mock interviews, you can invite a couple of volunteers to come forward and perform the role play in front of the whole class. Other learners may be assigned the responsibility of noting down observations or offering feedback.

- **Preparation Time:** Some activities are designed as out-of-class activities, involving visits or meeting people outside the classroom. In this case, provide preparation time and support them to prepare questions, discuss with each other and plan the visit during the class.

It's important that you always summarize the learning at the end of the session. This ensures everybody has understood the topic correctly.

Designing a Classroom Session

In this module, you will understand:

1. How to conduct any session from the Employability Skills curriculum

2. How to break-down a session plan into simple steps

3. What are the key aspects to be covered in a classroom session

All the lessons in the Student Workbook are uniform in structure. Observe the lesson structure below:

Here is a template or session plan which can help you plan and deliver ANY session from the Employability Skills curriculum.

The session plan is divided into 3 parts:

| Before the class: **PLAN** | In the class: **SHARE, REFLECT, LEARN APPLY** | Ending the class: **ASSESS, CLOSE** |
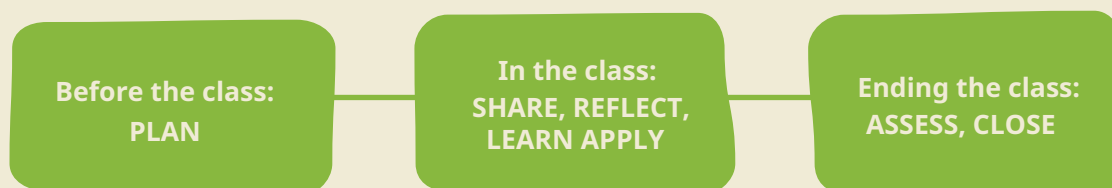
DON'T FORGET TO READ THE TIPS SECTION. IT GIVES YOU SIMPLE TIPS AND IDEAS TO MAKE YOUR CLASS MORE INTERESTING. IT ALSO HELPS YOU ADD YOUR OWN CREATIVITY AND INNOVATION!

Classroom Session Plan Template

KEY:

SW= Student Workbook, DL = Digital Lessons, FG = Facilitators' Guide

DESIGN BLOCKS	DESCRIPTION	SOURCE	NOTES & TIPS
Module Name	Ex: Basic English Skills	Student Workbook	
Lesson Topic	Ex: Greetings and Self-Introduction	Student Workbook	
Session title (Optional)	Ex: Hi, My name is Bond. James Bond! Ex: Naam hai, Mogambo!	Your creativity!	Think of a creative title to make this lesson interesting!
Time		Your institute time-table	Keeping the expected time in mind will help to plan it better.
Learning Objectives (LOs)	Learning objectives for this lesson 1. 2. 3.	Student Workbook	Read the LOs carefully, so that you are well prepared and clear about what to cover in the class.
BEFORE THE CLASS			
PLAN	Let's get ready before entering the classroom READ: Go through the content on this topic from i) SW ii) DL NOTE: Make a note of the points in the section in the SW PREPARE: Prepare any materials you may need for the class. Example: charts, chits, handouts, other stationery material.	a) Student Workbook & Digital Lesson b) Student Workbook c) Student Workbook	Write down important points or details for this topic to make it easier to remember when taking class

IN THE CLASS			
SHARE	**Sharing Circle:** Welcome the learners to the class. Recap important points from the last class. Announce the topic for the day. Ask students to answer the question "What I already know about <topic>"in the SW. Invite a few learners to share their answers with the class. Summarise the answers shared by the learners for the whole class.	First question in the Student Workbook	Sharing can also be done in small groups having a mix of learners– some who have filled in the SW before class and some who have not. This will motivate learners to come prepared to class and help them understand the topic better.
REFLECT	**Relevance of the topic** Ask learners to think about the question: "Why is <this topic> important for your life and career?" Encourage learners to share their responses with the whole class. Explain the importance of this topic using the information given in the "Introduction to the new ES curriculum" topic in the FG.	Facilitator Guide – "Facilitating the new ES Curriculum" module	Share your own personal experiences or understanding of this topic. This will help learners see value in what they are learning.
LEARN	**Learning Together:** Open the Topic in the SW. Go through each learning objective (LO) one by one along with the corresponding questions / exercises. At the end of each LO, check if the learners have understood the LO. Clear any doubts that the learners may have before moving to the next LO.	Student Workbook	Complete all exercises and questions given in SW to make sure all learners have understood it well.
APPLY	**Activity time!** • Get the class ready for the activity. • Conduct the activity given in the 'Activity Time' section of the SW as a full class activity. • Ask the learners to share their experience of doing this activity using the following questions: + What do you think went well? + What could have been done better? + What did you enjoy the most?	'Activity Time' section of the Student Workbook	Variations to conduct this activity: a) Divide the learners into teams of two to do the activity in pairs. b) Invite two volunteers to do the activity in front of the class, like a role play.

ENDING THE CLASS			
ASSESS	**Summary of Learning:** • Summarise the learning by reading out the "What I learnt today" section from SW. Encourage the learners to complete the DL on this topic after the class and share their responses in the Community page/WhatsApp group.	"What I learnt today" section in the Student Workbook Digital Lesson in the Quest App	If there is time, learners can also be asked to share their learnings from this Topic. This will help them learn from each other.
CLOSE	• Introduce the topic for the next class. • Encourage the learners to go through the topic to learn on their own using the SW/DL before the next class. • Remind everyone to complete the exercises in the SW and bring it to the next class.	Student Workbook Digital Lesson	Motivate the learners to learn on their own using the SW/DL. This will help them to become independent learners.

Hope you enjoy planning your classroom sessions!

Best of Luck!

Classroom Session Plan: Sample 1

Verbal Communication – Speaking

DESIGN BLOCKS	DESCRIPTION	Where to find this info	TIPS
Module Name	Communication Skills	Student Workbook	
Lesson Name	Verbal Communication – Speaking	Student Workbook	
Session Title (Optional)	Ex: "क्या बात है !" / "என்ன சொல்ல போகிறாய்"	Your creativity!	Think of a creative title to make this lesson interesting.
Time		Your institute time-table	The actual time you get to conduct this class.
Learning Objectives (LOs)	Learning Objectives for this lesson 1. What is verbal communication 2. Difference between spoken and written communication 3. Importance of good verbal communication	Student Workbook	Read the LOs carefully, so that you are well pre-pared and clear about what to cover in the class.
BEFORE THE CLASS			
PLAN	Let's get ready before entering the classroom • READ: Go through the content on this topic from i) SW ii) DL • NOTE: Make a note of the summary points in the "What I learnt today" section in the SW • Verbal communication is the use of words to share information • The two major forms of verbal communication include written and spoken. • When verbal communication is simple and clear, it results in minimal confusion. • PREPARE: Prepare any materi-als you may need for the class. Example: charts, chits, handouts, other stationery material.	a) Student Workbook & Digital Lesson b) Student Workbook c) Student Workbook	Write down important points or details for this topic to make it easier to remember when taking class

IN THE CLASS

SHARE	**Sharing Circle:** • Hello students! Welcome back to the ES Class. • Today, we will understand and practice – Verbal Communication - Speaking • Before we start, let's look at "What we already know about "Verbal Communication - Speaking". • Go to the first question under this topic in the SW and respond to the question – How do you communicate most of the time? • How many of you have filled your responses before coming to class? Those who haven't done it can fill it in now and share. • Invite a few students to share their answers with the class. • Summarise the answers shared by the students.	First question in the Student Work-book	Sharing can also be done in small groups having a mix of students– some who have filled in the SW before class and some who have not. This will motivate students to come prepared to class and help them understand the topic better.
REFLECT	**Relevance of the topic:** • Ask students to think about the question: "Why is "Verbal Communication - Speaking" im-portant for your life and career?" • Encourage students to share their responses with the whole class.	Employability Skills Facilitator Guide – "Facilitating the new Employability Skills (ES) Curriculum" module	Share your own personal experiences or understanding of this topic. This will help students see value in what they are learning.
LEARN	**Relevance of the topic:** • We know that good verbal communication is very important for both professional and personal life. • We will together learn more about how to effectively communicate verbally in today's class. **LO 1: Let's learn about verbal communication** Share the information given in the SW with the class Now ask the students to answer the question: Q1. How do you usually communicate with yourself? Pick options which you use: • Talk to myself • Write in a daily book • Other ways (_____)	Student Workbook	Complete all exercises and questions given in SW to make sure all students have understood it well.

	LO2: Let's learn about the difference between written and spoken communication Share the information given in the SW with the class Now ask the students to answer the question: What type of verbal communication are you better at - Writing or Speaking? How can you improve yourself? **LO 3: Let's learn about the importance of good verbal communication** Share the information given in the SW with the class Now ask the students to answer the question: Give 3 tips to your friend to have simple and clear communication. Check if the students have understood what was discussed. Invite them to ask questions and clarify doubts, if any.		
APPLY	**Activity Time!** • Create some excitement and get the class ready for the activity. • Call out the instructions for the activity given in the 'Activity Time' section of the SW. You need to communicate about your dream job to your family. But they are not ready to listen to you. How will you find a way to communicate with them successfully? • Invite 3 student volunteers to take on the roles of the student and the parents and role play the conversation in front of the class. • Remind them to apply what they have learnt about verbal communication. • Ask all the other students to observe the role play closely and make notes of "Where the verbal communication worked well?" and "How the verbal communication could have been better?"	'Activity Time' section of the Student Workbook	Variations to conduct this activity: a) Divide students into teams of two to do the activity in pairs. b) Invite two volunteers to do the activity in front of the class, like a role play.

• Ask the volunteers to share their experience of doing this activity using the following questions:
  + What do you think went well?
  + What could have been done better?
  + What did you enjoy the most?
• Invite some of the other students to share their observations and offer feedback for improvement.	

ENDING THE CLASS

DESIGN BLOCKS	DESCRIPTION	Where to find this info	TIPS

ASSESS	**Summary of Learning:**
	
	• Summarise the learning by reading out the "What I learnt today" section from SW.
	  • Verbal communication is the use of words to share information
	  • The two major forms of verbal communication include written and speaking.
	  • When verbal communication is simple and clear, it results in minimal confusion.
	• Encourage students to complete the DL on this topic after the class and share their responses in the Community page/ WhatsApp group.
		"What I learnt today" section in the Student Workbook
		
		Digital Lesson in the Quest App
			If there is time, students can also be asked to share their learnings from this Topic. This will help them learn from each other.

CLOSE	• Introduce the topic for the next class . • Encourage students to go through the topic to learn on their own using the SW/DL before the next class. • Remind everyone to complete the exercises in the SW and bring it to the next class.	Student Workbook Digital Lesson	Motivate students to learn on their own using the SW/ DL. This will help them to become independent learners.

Classroom Session Plan: Sample 2

Job Market Research

DESIGN BLOCKS	DESCRIPTION	Where to find this info	TIPS
Module Name	Career Development and Goal Setting	Student Workbook	
Lesson Name	Job Market Research	Student Workbook	
Session Title (Optional)	Ex: Kaam-kaaj ki duniya ki khoj-been Velai-Vaaypu ulagattin visaranai	Your creativity!	Think of a creative title to make this lesson interesting.
Time		Your institute time-table	The actual time you get to conduct this class.
Learning Objectives (LOs)	Learning Objectives for this lesson 1. How to explore the world of work 2. How to conduct a market scan	Student Workbook	Read the LOs carefully, so that you are well prepared and clear about what to cover in the class.
BEFORE THE CLASS			
PLAN	Let's get ready before entering the classroom • READ: Go through the content on this topic from i) SW ii) DL • NOTE: Make a note of the summary points in the "What I learnt today" section in the SW • Market scan is helpful in understanding the ever-changing world of work. • Identifying the career pathways, source of information, target and timelines are crucial in market scan. • We must collect various data about a career using the internet, newspapers, career guidance agencies and working professionals.	a) Student Workbook & Digital Lesson b) Student Workbook	Write down important points or details for this topic to make it easier to remember when taking class

	• PREPARE: Prepare any materials you may need for the class. Example: charts, chits, handouts, other stationery material.	c) Student Workbook	
IN THE CLASS			
SHARE	**Sharing Circle:** • Hello students! Welcome back to the ES Class. • Today, we will understand and practice – Job Market Research • Before we start, let's look at "What we already know about "Job Market Research". • Go to the first question under this topic in the SW and respond to the questions – What do you understand by the words "Job Market"? How can you get information about the "Job Market"? • How many of you have filled your responses before coming to class? Those who haven't done it can fill it in now and share. • Invite a few students to share their answers with the class. • Summarise the answers shared by the students.	First question in the Student Workbook	Sharing can also be done in small groups having a mix of students– some who have filled in the SW before class and some who have not. This will motivate students to come prepared to class and help them understand the topic better.
REFLECT	**Relevance of the topic:** • Ask students to think about the question: "Why is "Job Market Research" important for your life and career?" • Encourage students to share their responses with the whole class.	Facilitator Guide – "Facilitat-ing the new Employability Skills (ES) Curriculum" module	Share your own personal experiences or understanding of this topic. This will help students see value in what they are learning.
LEARN	**Learning Together:** • We have already learned about the world of work and its importance in previous lessons. • Now let's learn how to explore it for the growth of our career. **LO 1: Let's learn how to explore the world of work** Share the information given in the SW with the class	Student Workbook	Complete all exercises and questions given in SW to make sure all students have understood it well.

	Now ask the students to do the following exercise in their SW: With the example of the image in the SW, think and make a list of jobs that have disappeared and jobs that have been created in the past 30 years Close by summarising that it is important to be aware of the changes in the world of work in order to plan our career pathway. **LO 2: Let's learn how to conduct a market scan** Share the information given in the SW with the class Check if the students have understood what was discussed. Invite them to ask questions and clarify doubts, if any.		
APPLY	**Activity Time!** • Create some excitement and get the class ready for the activity. • Call out the instructions for the activity given in the 'Activity Time' section of the SW. As per the steps and sample table provided in the SW, conduct a market scan plan to help you identify and select the best career path for you. • Remind them to use all the methods listed to collect information, even after the class. • Once they have filled a few details, invite the students to form pairs and share their filled career cards with each other and discuss them in the class. • Invite students to share their experience of doing this activity using the following questions: + What do you think went well? + What could have been done better? + What did you enjoy the most?	'Activity Time' section of the Student Workbook	Variations to conduct this activity: a) Divide students into teams of two to do the activity in pairs. b) Invite two volunteers to do the activity in front of the class, like a role play.

ENDING THE CLASS

DESIGN BLOCKS	DESCRIPTION	Where to find this info	TIPS
ASSESS	**Summary of Learning:** • Summarise the learning by reading out the "What I learnt today" section from SW.	"What I learnt today" section in the Student Workbook	If there is time, students can also be asked to share their learnings from this Topic. This will help them learn from each other.

	• Market scan is helpful in understanding the ever-changing world of work. • Identifying the career pathways, source of information, target and timelines are crucial in market scan. • We must collect various data about a career using the internet, newspapers, career guidance agencies and working professionals. • Encourage students to complete the DL on this topic after the class and share their responses in the Community page/ WhatsApp group.	Digital Lesson in the Quest App	
CLOSE	• Introduce the topic for the next class . • Encourage students to go through the topic to learn on their own using the SW/DL before the next class. • Remind everyone to complete the exercises in the SW and bring it to the next class.	Student Workbook Digital Lesson	Motivate students to learn on their own using the SW/ DL. This will help them to become independent learners.

Classroom Session Plan: Sample 3

Entrepreneurial Mindset

DESIGN BLOCKS	DESCRIPTION	Where to find this info	TIPS
Module Name	Entrepreneurship	Student Workbook	
Lesson Name	Entrepreneurial Mindset	Student Workbook	
Session Title (Optional)	Ex: Naukar nahin, Malik hain hum Thozhilali alla, Mudhalali Naan	Your creativity!	Think of a creative title to make this lesson interesting.
Time		Your institute time-table	The actual time you get to conduct this class.
Learning Objectives (LOs)	Learning Objectives for this lesson 1. What is Entrepreneurial Mindset? 2. How to set up a business	Student Workbook	Read the LOs carefully, so that you are well prepared and clear about what to cover in the class.
BEFORE THE CLASS			

PLAN	Let's get ready before entering the classroom
	
	• READ: Go through the content on this topic from i) SW ii) DL
	• NOTE: Make a note of the summary points in the "What I learnt today" section in the SW
	
	  • A mindset is a way of thinking and looking at major decisions in life.
	  • An entrepreneurial mindset requires us to think like problem solvers and learn from failure.
	  • An entrepreneur should be open to working with people of diverse skill sets and backgrounds.
	  • An entrepreneur must be a creative problem solver, analytical thinker and a team leader.
		a) Student Workbook & Digital Lesson
		
		b) Student Workbook
			Write down important points or details for this topic to make it easier to remember when taking class

	• PREPARE: Prepare any materials you may need for the class. Example: charts, chits, handouts, other stationery material.	c) Student Workbook	

IN THE CLASS

SHARE	**Sharing Circle:** • Hello students! Welcome back to the ES Class. • Today, we will understand and practice – Entrepreneurial Mindset • Before we start, let's look at "What we already know about "Entrepreneurial Mindset". • Go to the first question under this topic in the SW and respond to the question – What kind of attitude or mindset makes an entrepreneur successful? • How many of you have filled your responses before coming to class? Those who haven't done it can fill it in now and share. • Invite a few students to share their answers with the class. • Summarise the answers shared by the students.	First question in the Student Workbook	Sharing can also be done in small groups having a mix of students– some who have filled in the SW before class and some who have not. This will motivate students to come prepared to class and help them understand the topic better.
REFLECT	**Relevance of the topic:** • Ask students to think about the question: "Why is "Entrepreneurial Mindset" important for your life and career?" • Encourage students to share their responses with the whole class.	Facilitator Guide – "Facilitating the new Employability Skills (ES) Curriculum" module	Share your own personal experiences or understanding of this topic. This will help students see value in what they are learning.
LEARN	**Learning Together:** • We know that an entrepreneur is a person who doesn't just seek job opportunities but uses his/her skills and ideas to CREATE job opportunities! • Now let's train our minds to think like an entrepreneur. **LO 1: Let's learn about the Entrepreneurial Mindset** Share the information given in the SW with the class	Student Workbook	Complete all exercises and questions given in SW to make sure all students have understood it well.

	Now ask the students to do the following exercise in their SW: Which of the following sentences are true about you? (Read out the options in the SW) Why do entrepreneurs need a mindset of 'learning from failure'? (Read out the options in the SW) Invite a few students to share their responses with the whole class. **LO 2: Let's learn about setting up a business** Share the information given in the SW with the class Read out the story of Gyaan and ask the students to answer the following question in their SW What is the next step Gyaan should take to create a business plan? Summarise the responses for the class. **Let's learn about the story of Goli Vada Pav** Read out the story from the SW Check if the students have understood what was discussed. Invite them to ask questions and clarify doubts, if any.		

APPLY	**Activity Time!**
	• Create some excitement and get the class ready for the activity.
	• Call out the instructions for the activity given in the 'Activity Time' section of the SW.
	
	Interview an entrepreneur. Speak to any business owner near you. People who run shops, food stalls, salons, factories, etc. are all entrepreneurs. You can ask them the questions given in the SW.
	
	• If the students cannot contact an entrepreneur during class hours, they can do so after class.
	• You can ask the students to pair up for doing the interviews and identify an entrepreneur they would like to interview.
	• Ask the pairs to prepare a list of questions they would like to ask the entrepreneur and discuss them in the class.
	• Invite students to share their experience of doing this activity using the following questions:
	
	   + What do you think went well?
	   + What could have been done better?
	   + What did you enjoy the most?
		'Activity Time' section of the Student Workbook	Variations to conduct this activity:
			a) Divide students into teams of two to do the activity in pairs.
			b) Invite two volunteers to do the activity in front of the class, like a role play.

ENDING THE CLASS

DESIGN BLOCKS	DESCRIPTION	Where to find this info	TIPS

ASSESS	**Summary of Learning:**
	
	• Summarise the learning by reading out the "What I learnt today" section from SW.
	
	  • A mindset is a way of thinking and looking at major decisions in life.
	  • An entrepreneurial mindset requires us to think like problem solvers and learn from failure.
	  • An entrepreneur should be open to working with people of diverse skill sets and backgrounds.
	  • An entrepreneur must be a creative problem solver, analytical thinker and a team leader.
	
	• Encourage students to complete the DL on this topic after the class and share their responses in the Community page/ WhatsApp group.
		"What I learnt today" section in the Student Workbook
		
		Digital Lesson in the Quest App
			If there is time, students can also be asked to share their learnings from this Topic. This will help them learn from each other.

CLOSE	• Introduce the topic for the next class . • Encourage students to go through the topic to learn on their own using the SW/DL before the next class. • Remind everyone to complete the exercises in the SW and bring it to the next class.	Student Workbook Digital Lesson	Motivate students to learn on their own using the SW/DL. This will help them to become independent learners.

Professional Development as a 21ˢᵗ Century Facilitator

As an Employability Skills facilitator your primary role is to enable learners to become effective 21st century professionals. For that, you too need to sharpen your skills continuously.

Updating your own knowledge, improving teaching methods, building your own digital skills, adapting to the changing external world, and your learners' changing needs are all part of your professional development as a 21ˢᵗ Century Facilitator

In this module, you will understand:

1. Self-learning for an Facilitator
2. How to build a digital profile
3. Your self-learning action plan

Self-learning for a Facilitator

We have already seen that self-learning is an important attitude and habit to cultivate in our learners. It is no different for a Facilitator. As a role model, you need to recognize the importance of self-learning and demonstrate good self-learning behavior.

The steps to being a self-learner are given below[1].

Plan
+ Identify what to learn
+ Set a learning goal
+ Find out how you like to learn it

Share
+ Document your learning
  journey
+ Share with your peer
  group, inspire others

Do
+ Learn the concept
+ Learn at your pace, revise

The Self-Learning Process

Apply
+ Create a project
+ Try what you have
+ learnt, experiment

Reflect
+ Think about your learning
  experience
+ What can you improve,
+ what are you going well?

Step 1: PLAN: Identifying what to learn is a critical first step to becoming a self-learner. Set a learning goal for yourself, preferably with a time-frame by when to achieve it. Also identify how you would like to self-learn - enrolling in an online course, attending a skill development workshop, experimenting by oneself, reading books etc. - there are many ways. You need to find the mode(s) of learning that best suits your learning style.

Step 2: DO: Once you have planned what, how and by when you would like to learn, you're ready to get started. Learn the concept at your own pace and in your preferred style. Access multiple resources for a holistic perspective and complete learning. Practice and revise what you have learnt. It also helps to have a 'learning buddy' – working with a friend or colleague, helping each other keep up your motivation and commitment to self-learning.

Step 3: REFLECT: Self-reflection and assessment are important for any learner. It is useful to pause at intervals to look back and assess how far you have achieved your learning goals and plan the course ahead. Think about your learning experience. What are you doing well and what can you improve? You may do this by yourself or have your buddy assess your learning.

Step 4: APPLY: One of the best ways of consolidating your learning is by applying it in your classroom! Try it out! Create a project on the new concept or experiment with your new learning in the class. Seek out feedback from peers or learners on what worked and what you can do differently the next time. You get better at it each time you practise it!

Step 5: SHARE: Learning grows when shared! Document your learning journey. You can maintain a learning log or blog to self-reflect and share. Share your experience with your peer group through WhatsApp groups and Facilitator Community pages. Learn from each other, inspire and get inspired!

Once you have successfully achieved the goal you set, it's time to plan for new learning! Learning is an exciting, ongoing process!

PEER STORY: SELF-LEARNING HELPS THIS FACILITATOR STAY RELEVANT

Let us see how **Anjan Sharma, ES facilitator at ITI Majuli,** Assam practices and encourages self-learning:

Anjan Sharma had loved the profession of teaching and wanted to serve society by becoming a teacher. As an ITI facilitator in Guwahati, enjoyed teaching the subjects of entrepreneurship and English Literacy. But as the ES curric-ulum changed, Mr. Sharma had to learn new topics himself before he could teach the learners. He would also make notes for himself, which he would share with his learners too. During the lockdown, he faced a huge problem because of his lack of digital skills. He felt he couldn't teach learners as he would have in normal classes. However, Anjan Sharma being a big believer in self-learning, is trying to overcome this gap. He learnt how to conduct classes online, by trial and error method of self-learning. On occasions when he isn't available, he motivates them to use the internet to try and explore concepts of Employability Skills on their own. Thus, he continues his journey of self- learning and encourages his learners to do the same.

How to build a digital profile?

In this 21st century techno world, digital skills are a must-have for career development. Research shows that digital literacy is among the top key skills sought by employers. The COVID-19 pandemic forced the world to go online. Today, everything has moved online: from shopping, eating, and meeting to studying and working. Facilitator, learners and employers now recognize the benefits of digital literacy.

It is important for ES facilitator to be digitally savvy. Further, with ES lessons now available as digital lessons, facilitator need to access them to build a flipped classroom. It has also become an important skill for facilitator - for self-learning, upskilling and networking. There are many online platforms and 'communities of practice' that allow facilitator to come together to learn, exchange ideas and experiences and help each other to grow. Here is one such example: Facilitator Tribe.

Facilitator Tribe:
Facilitator Tribe is an online community of 21st century facilitator started by Quest Alliance - A community of facilitator for facilitator by facilitator.

What you will get:
- Free resources, reading material and content related to 21st-century facilitation skills
- Updates on latest training industry news and research
- Opportunity to attend MasterClasses facilitated by industry experts
- Get to know about upskilling opportunities like workshops, events, conferences around the country
- Field stories and learning resources shared by the community members
- Build your social capital by building peer networks
- Ongoing support to facilitator to better their practice and enrich their engagement with toolkits & curriculum

Why should you join?
- To be a part of the community of 3000+ Facilitator from across all ecosystems from over 30 countries
- To find motivation and support to grow as a 21st century Facilitator
- Be an active member of facilitator Tribe and get recognized as Star of the Month.

How to access Facilitator Tribe?
1. Visit www.facebook.com/trainertribeindia
2. Click on the "Join" button
3. Read the group rules & tick the box to submit your answers.
4. Facilitator Tribe team will review and approve your request.
5. Congrats! Now you are part of facilitator Tribe!

You can also check out other teacher groups like

- Teach Thought - Instagram, Facebook, Twitter
- Edutopia - Instagram, Facebook, Twitter
- Training Professionals Network - Linkedin

Find more such communities and platforms in the "Resources" section!

PEER STORY: LEVERAGING TECHNOLOGY FOR LEARNING

Let us see how **Karthikeyan.A from Govt. ITI – Pudukkottai, Tamil Nadu** used the digital skills to take their teaching to the next level.
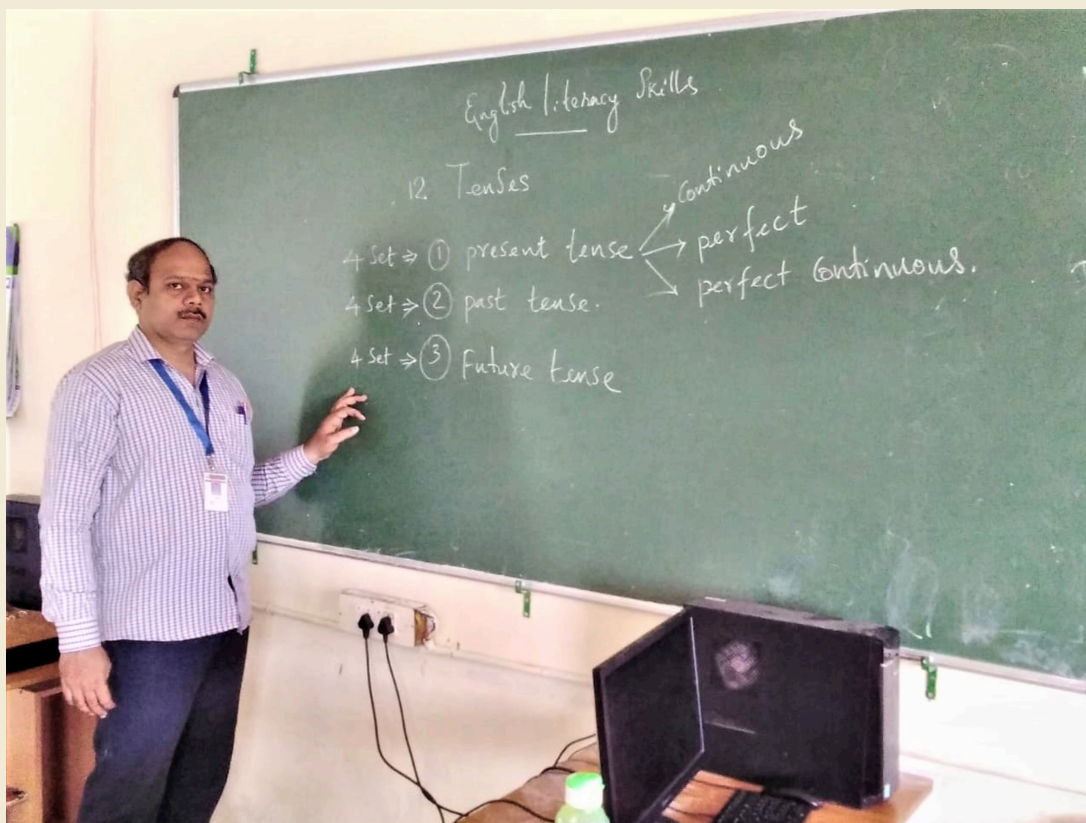
Karthikeyan, ITI Facilitator at Govt. ITI, Pudukottai, has impacted learners, not only in Tamil Nadu, but across India, by creating his own website (www.iti50. com). Through a series of articles every month on the website, he provides learners information about the ITI ecosystem. Karthikeyan initially started with a blog in 2017. "I would write short blog posts related to the concepts I taught in class. So learners who eventually got tech savvy through the classes could visit my blog and get short summaries of my classes," he says. But those days, technology was not welcomed inside classrooms and learners were not allowed to use smartphones. Karthikeyan then took HTML courses from on-line learning platforms and converted his blog into a website in 2018, building it from scratch. He leveraged Google tools to bring 400 individual viewers for his website per day, most of the visitors being from Assam, Meghalaya and Jharkhand. It was humbling for him to know that his small experiment for his learners was helping learners all over the country. Today, ES facilitator across Tamil Nadu use the website to provide additional support to their learners. Karthikeyan writes five articles per month despite his hectic schedule to ensure that ITI learners continue to learn. In response to the pandemic, he

started a YouTube channel titled 'ITI Courses & Subjects'. Karthikeyan currently has over 500 subscribers and uses PPTs to make short trade specific videos in Tamil. He again undertook online courses to develop video-making skills. Karthikeyan is a strong advocate of self-learning and encourages his learners too, to use online resources to develop skills.

Your self-learning action plan

A good plan guarantees success!

So, here is a way to build an action-plan for your self-learning journey. Fill all the details in the box given below.

All the best!

Plan	Do	Reflect	Apply	Share
(Learning goal) What I want to learn is...	What am I learning?	How was my learning experience?	How will I practise my learning?	How will I document my learning experience?
How I want to learn it...	How am I learning?	What did I do well?	Project to apply my learning is... Feedback and	How/ where will I share my learning?
When do I want to learn...	Other resources and support I have for learning (buddy, learning communities etc.)	How can I improve?	learning from practical application	New ideas and innovations from sharing

Learning is a continuous process.

Remember to celebrate your failures and wins equally!

RESOURCES

Dear Facilitator

In this section, you will find resources to help you in your daily classroom practice.

From tips, tricks to links to further learning - this section is meant to be a starting point or inspiration for your onward journey as a 21st century facilitator

Happy discovery!

Some Techniques For Your Classroom

Paired Learning

- This is a simple system where you create pairs or buddys of 2 or 3 members.
- Students can share their ideas, views, clarify doubts, do activities in this small group or pair
- Make sure you pair different types of learners - different learning capacity, different social groups
- Ensure the pairs come together for 3 months and then change the pairing

Project-based or Activity-based Learning

- This method to encourages students to learn by applying the knowledge and skills the have built by doing small projects or activities
- Almost all lessons in the student workbook require students to do small projects or activities
- Encourage students to complete all projects or activities in pairs or small groups
- Students need to share what they learnt through the activities with rest of the class
- The 'practicals' part of the Employability Skills curriculum can be experienced through projects and activities

Recognition

- Recognizing and rewarding good work by students is the best way to encourage good, positive behavior
- Have a monthly recognition system in your class for various categories - promising pair, awesome communicator, digital lesson champion, workbook warrior, super team etc
- Make sure you do not discriminate or create a sense of unhealthy competition due to recognition
- Invite the learners to nominate themselves and their friends for these categories
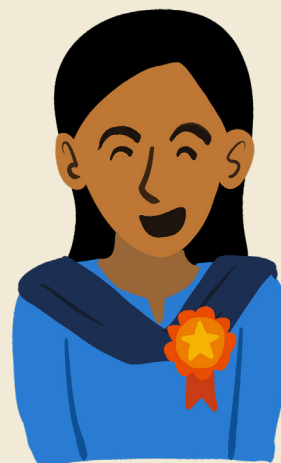
Role-modeling

- Being a role model is a highly responsible task of an facilitator
- Uphold all the important values you wish to see in your classroom - clear communication, friendliness, politeness, encouraging others, being open, hard-working etc
- Seek feedback from your students so that you can keep improving
- Be a self-learner - If you do not know something that students ask, tell them you will learn and then explain to them.

Some Tips On Facilitation

Small Group Facilitation

Many activities in the student workbook require the learners to work in small groups of 2, 3 or 5 people. When creating small groups, keep in mind:

- Make sure there is diversity in the small group (male + female/ talkative + less talkative learners)
- Ensure different groups are made each time so the class bonds with each other
- Do not encourage groupism
- Invite all the learners to speak & share their views
- Explain that whatever is shared in the group, remains in the group

Large Group Facilitation

Large group facilitation happens when many learners in the class need to share their views. Some tips are:

- Ask thought provoking questions and allowing time for the group to think about the question. The 'Thinking Box' section in the student workbook has many questions for the whole class.
- Invite different learners to share ideas or responses
- Request the learners to keep their responses short & quick
- Rephrasing a group member's response to ensure the group understands what was said
- Use examples to help learners understand the concept

Good Practices for Facilitating a Discussion

Discussions are the central part of any activity. Some tips are:

- Create a safe environment for the participants to share their thoughts and feelings
- Prepare your questions for discussion in advance
- Ask short, clear questions
- Invite the participants to discuss freely - For many topics in the Employability Skills curriculum, there are no right or wrong answers!
- Ensure that no small group or an individual monopolizes the discussion
- Maintain a tight watch on the time allotted for discussions
- After the discussions are over connect them to the main topic
- Summarize the main points of the discussion

Good Practices for Telling a Story

Storytelling is a great skill for a facilitator to have. Some tips are:

- Make the participants sit comfortably. A semicircle is a good seating arrangement for a storytelling activity
- Ensure that your voice is clear, loud and filled with energy
- Maintain an eye contact with all the learners
- Modulate your voice to convey the drama behind the story
- Begin by stating the main objectives of the story and what is expected out of the partici-pants
- Ensure you prepare in advance to tell the story
- Ask the learners to reflect on what they learnt from the story
- Finally, remember to not give any "gyan". Invite the learners to understand the story in their own way.

Leads For Your Self-Learning

Self-learning is the best skill you can develop as an facilitator in this fast changing world. Learning can come from many sources - social media, books, movies, fellow-educators, blogs, articles, videos etc.

Keywords for online search:

Google

Facilitation, Flipped classroom, 21st century classroom, 21st century learning, 3H (Head, Heart and Hand) model, Blanded Learning, Rewards and Recognition in the classroom

Watch these videos on YouTube:

Some useful websites:

https://www.experiential.institute/
https://www.partnersforyouth.org/
http://www.evoluersolutions.com/
https://playforpeace.org/
https://chiji.com/
https://www.firstaidarts.org/
https://www.brainpickings.org/
https://partnersforyouth.org/

Some books to read:

- The Happy Child: Changing the Heart of Education (Steven Harrison)
- The Journey Toward the Caring Classroom (Laurie Frank)
- Catch the Fire (Peggy Taylor & Charlie Murphy)
- Tuesdays with Morrie (Mitch Albom)
- The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity (George Couros)

Some movies to watch:

- Stand and Deliver - English
- Stanley ka Dabba - Hindi
- Dead Poets Society - English
- Taare Zameen Par - Hindi
- Vaagai Sooda Vaa - Tamil
- Sattai - Tamil
- Kung Fu Panda - English
- Teacher of the Year - Gujarati
- Invictus - English
- Hami - Bengali

Some social-media communities or handles to follow:

- Facilitator Tribe - Facebook
- Teach Thought - Instagram, Facebook, Twitter
- Edutopia - Instagram, Facebook, Twitter
- Training Professionals Network - Linkedin
- Like Skills facilitator and Professionals - Facebook
- Association of facilitator - Facebook
- Training and Development - Linkedin

Finally, the most magical way to keep on learning and growing is to educate others!

Create your own videos, write articles or share your ideas online for other facilitator to follow.

Become a leader in your Facilitator community!

Dear Facilitator

Thank you for undertaking this learning journey!

We eagerly look forward to hearing about your experience of:

- Creating enriching learning experiences with the Employability Skills curriculum
- Building safe and happy classrooms for yourself and your learners
- Weaving in the elements of 21st-century learning in your classrooms
- Enabling self-learners
- Equipping your learners to be the future workforce of the country

All the very best!

YOU CAN LEARN EMPLOYABILITY SKILLS ON THE BHARAT SKILLS PORTAL

Scan to start learning

Visit: **www.employabilityskills.net**