

#BHARATLEARNSAI · AI LEARNING CENTRES

The Growth Curriculum

Ages 14–17 · 24 sessions · 12 weeks · 1 hour 15 minutes per session

“Our kids are not learning AI. They are learning better through AI.”

Same syllabus. Sharper method. Board-exam ready.



A Robin Hood Army program · Zero funds, as always

FIRST DRAFT — LIVING DOCUMENT. If you were wondering where to begin your ALC Journey, this is it: a starting template for our Growth (14-17 years) children – not a fixed curriculum. Every child, centre, and city is different, so adapt it to your learners and context. Share what you learn with your city group so each version becomes better than the last.

Read this first: what an ALC actually teaches

This is not a coding class. It is not a computer science course. If a parent or a fellow Robin asks what this is, the honest answer is: it is tuition — the best free tuition their child has ever had. The children study the same language, the same subjects, the same school books. What changes is the method: every child gets a patient teacher, in their pocket, that answers every question, in their own language, as many times as it takes.

Since our kids are across states, local boards, and diverse curriculums we have built something which can be used as a template to help them learn better with AI as a companion

Lines that work when explaining it to parents and Robins:

- “You're not learning AI. You're learning better through AI.”
- “Not a computer class. A smarter tuition class.”
- “Same books, same syllabus — a better way to learn them.”
- “Padhai wahi, tareeka naya.” (Same studies, new method.)
- “The world's most patient teacher — and it costs nothing.”

Every session, the same clock

Each session is 1 hour 15 minutes, in three fixed blocks. The clock never changes; only the content inside it does. Fixed rhythm is the secret — children settle faster, Robins prepare less, and no session depends on any one person.

	Block	What happens
15 min	AI skill of the day	One small skill for using AI as a learning tool — shown, then tried by every child.
30 min	Spoken English	Every child speaks English aloud, every session. Voice AI is the practice partner that never laughs.
30 min	Schoolwork help	Real homework and real chapters. Photo the textbook, ask, understand, then solve one alone. Works for any board, any subject.

The mentorship / dream-coaching pillar starts in the next phase of the program. For this first cohort: three blocks, every session, done well.

The golden rules (never skipped)

- **Consent Form** — Make sure the child's guardians sign the consent form, for their safety and yours
- **Supervised, always** — children use AI only on a Robin's device, with a Robin within arm's reach. No child accounts, ever.

- **No personal data** — no names, addresses, school names or photos of children ever go into a prompt. Teach it as a game: give the AI a made-up name.
- **AI can be wrong** — the Robin checks answers a child writes down. Children are taught that AI makes mistakes — catching one is celebrated, not feared.
- **Every child speaks** — in every English block, every child says something aloud. Confidence is the real curriculum.
- **Method, not answers** — the AI explains; the child then solves the next one alone, on paper. We check understanding, not completed homework.

What you need (per group of five children)

One smartphone with a free AI app that supports voice (start with what the family/Robin knows — ChatGPT or Gemini), a hotspot, notebooks and pencils, and this guide. That's the whole list. Nothing is bought; nothing is billed.

The 12 weeks at a glance

- **Weeks 1–2** — Straight talk, strong prompts, the sixty-second talk, and the photo-solve method — the tool earns the room.
- **Weeks 3–4** — The study system — summaries that stick, follow-up questions, real-world English, and teach-back with verification.
- **Weeks 5–6** — Speaking up — one-minute talks, exam-answer structure, mid-cycle review, and formal vs casual English.
- **Weeks 7–8** — Real-world English — essay clinic, the mock oral, interview practice, and friendly debate.
- **Weeks 9–10** — Exam engine — the revision system, the two-minute talk, past-paper strategy, and a timed mock exam.
- **Weeks 11–12** — Showcase — every student builds, rehearses, and delivers one piece of work they're proud of, in front of their parents.

Sessions run twice a week. If your centre misses a week, simply continue in order — the arc matters more than the calendar. The December 2026 Showcase is the finish line for this cohort: children present to their parents and teachers. It is a celebration of creativity, not a judged exam. In January 2027 the program pauses, learns from every centre, and returns better.

WEEK 1 · SESSION 1/24**Straight talk: what this is, what this isn't**

Today's goal: Teenagers arrive with opinions about AI. Today aligns the room: this is a study weapon for YOUR marks, and here's proof.

You need: One phone per group of five with a free AI (ChatGPT or Gemini), hotspot, students' actual textbooks.

BLOCK 1 · 15 MIN AI skill — the live demo that earns them

1. No lecture. Open with a challenge: "Give me the hardest question from your last exam — the one that beat you." Take the best one offered.
2. Photo it, prompt it, and let the AI break it down step-by-step in front of the room. Then have the student who offered it solve the NEXT similar question on paper, live.
3. Now the terms of engagement, stated once, adult to adult: it's free, it's yours, it makes mistakes so we verify, and nothing personal ever goes into it. Deal.

SAY OR TYPE: *"Is question ka photo dekho. Step by step tareeka samjhao, board exam ke hisaab se — answer nahi, method. Phir ek similar question do practice ke liye." (See this photo. Explain the method step by step, board-exam style — method, not answer. Then give one similar question for practice.)*

Robin tip: *With 14–17s, respect buys you everything and hype costs you everything. One honest demo on THEIR exam question beats twenty minutes of "AI is the future". Never say "AI is the future" to a teenager.*

BLOCK 2 · 30 MIN Spoken English — where everyone actually stands

1. Baseline round, zero ceremony: each student speaks about themselves in English for 30 seconds — name, class, what they're good at, what they want. Broken is expected; silence gets a gentle restart, not a pass.
2. Note each student's level privately in the milestone notebook (words attempted, confidence, what broke down). This is your Week 1 data for the December before/after.
3. Close the round with the frame for twelve weeks: "Nobody here is judged on today. Everybody here is measured against their own today, in December."

SAY OR TYPE: *"I am practising English for 30 seconds. Listen, then tell me the two best things about my speaking, and one thing to improve. Be honest but kind."*

Robin tip: *Teen shame around broken English runs deeper than at 10 — several students will deflect with jokes. Let the jokes live; just require the 30 seconds too. The joker who speaks is winning; the silent cool kid is not.*

BLOCK 3 · 30 MIN Schoolwork — the syllabus map

1. Each student lists their subjects and marks the two chapters currently hurting them most — this cycle's personal battle map, written in the notebook's first page.
2. Run the photo-method once per group on someone's real pending homework: photo → method → solve the next one alone → Robin checks.
3. State the weekly contract: every session ends with problems you solved yourself, counted and logged. Marks come from that number, nothing else here.

SAY OR TYPE: *"Class 10 ka student hoon, [board] board. Yeh chapter mujhe sabse zyada pareshaan karta hai — photo dekho. Is chapter ko 3 hisson mein todo: kya main already jaanta hoon, kya thoda practice se aayega, kya sabse pehle samajhna zaroori hai." (I'm a class 10 [board] student. This chapter troubles me most — see photo. Split it into 3 parts: what I likely know, what needs practice, what I must understand first.)*

Robin tip: *That chapter-splitting prompt is the Growth track's first power tool — it turns a scary chapter into a to-do list. Watch shoulders drop when "Trigonometry" becomes "three things, in order".*

By the end of today: The room believes the tool (they saw it beat their exam question), every student has a spoken-English baseline on record, and a personal battle map of two chapters.

If things go sideways: *A sceptic keeps sniping? Give them the verifier job: they check every AI answer against the textbook all session. Scepticism with a role becomes rigour — and your sniper becomes your best detective by Week 4.*

WEEK 1 · SESSION 2/24**Strong prompts — board, class, chapter**

Today's goal: The core Growth skill: a precise prompt with board, class, chapter, and format gets exam-grade answers. Vague in, vague out.

You need: One phone per five, hotspot, textbooks, notebook page titled "My Prompt Formula".

BLOCK 1 · 15 MIN AI skill — the prompt formula

1. Show the difference live: "explain chemical reactions" versus "CBSE class 10 science, chapter 1: explain balancing chemical equations step by step with 2 solved examples, exam-style". Same tool, different universe.
2. Teach the formula and have them write it down: BOARD + CLASS + SUBJECT + CHAPTER + exactly what + in what format (steps / examples / marks-scheme answer).
3. Every student builds and fires one full-formula prompt on their battle-map chapter from last session. Compare answers across the group — precision visibly wins.

SAY OR TYPE: "[Board], class [X], [subject], chapter '[name]': is topic ko step by step samjhao, 2 solved examples ke saath, jaise board exam mein 5 marks ka answer likha jaata hai."
(Explain this topic step by step with 2 solved examples, structured like a 5-mark board answer.)

Robin tip: "Like a 5-mark answer" is the phrase that changes their marks — it makes the AI produce the STRUCTURE examiners reward, not just the content. Drill the formula until it's reflex; it's the highest-value 15 minutes in this document.

BLOCK 2 · 30 MIN Spoken English — precise English, same principle

1. Carry the lesson across: vague English ("it is good") versus precise English ("it is useful because it saves time"). Precision is one skill wearing two uniforms.
2. Upgrade drill: Robin says a vague sentence, students take turns making it precise, aloud. "The food is nice" → "The biryani is spicy and I like the fried onions."
3. Each student describes one thing they own in three precise English sentences — pushed for a because, a detail, a number.

SAY OR TYPE: "I will say a simple sentence. Ask me two questions that force me to add details. Then I will say the full, precise version."

Robin tip: Teens respond to the WHY: precise English is what interviews, viva voce, and city jobs actually reward. Say the word "interview" today — it lands harder than "fluency" ever will at this age.

BLOCK 3 · 30 MIN Schoolwork — formula-powered homework hour

1. Homework hour with the new rule: every AI query today uses the full prompt formula, spoken aloud before it's typed, checked by a groupmate for missing pieces.
2. The four-step loop throughout: explain → solve next alone → AI-check → Robin confirms.
3. Log solved-alone counts. Two sessions in, the notebook already shows a number going up — point at it.

SAY OR TYPE: *"Maine yeh khud solve kiya — photo dekho. Board examiner ki tarah check karo: kitne marks milte, kya cut hota, aur kyun."* (I solved this myself — see photo. Check it like a board examiner: how many marks, what gets cut, and why.)

Robin tip: *"Check it like a board examiner" is the Growth track's second power tool — students discover exactly where marks leak (missed steps, no units, no labelled diagram) years before an examiner charges them for it.*

By the end of today: Every student owns the written prompt formula, has upgraded vague to precise in both languages, and has run examiner-style checking on their own work.

If things go sideways: *A student's board/language combination gets a weak AI answer? Have them add "agar syllabus se bahar ho toh bata do" (tell me if this is outside my syllabus) — and verify against the textbook. State boards in regional languages need the verify step most; make those students your check-champions.*

WEEK 2 · SESSION 3/24**Speak for sixty seconds**

Today's goal: Every student survives a full uninterrupted minute of spoken English — the wall between "I know words" and "I can speak" comes down.

You need: One phone per five, hotspot, a visible timer (any phone clock), topic slips in a jar.

BLOCK 1 · 15 MIN AI skill — the AI as speaking coach

1. Set up the coach: the AI gives a topic, listens (voice mode), and returns two goods and one improve. Show one full cycle with a Robin student.
2. Teach the survival toolkit for the dead-air moment: "Let me think...", "What I mean is...", "For example..." — fillers that buy time IN English instead of collapsing out of it.
3. Each student does one private 60-second run with the AI coach while others prep topics. Private first; public comes in Block 2.

SAY OR TYPE: *"Give me an easy speaking topic. I will speak for 60 seconds. Don't interrupt. Then tell me two things I did well and one thing to improve, simply."*

Robin tip: *The fillers are the real lesson — every fluent speaker runs on them. A student who says "let me think" instead of freezing has learned to stay in the language under pressure. That's the skill; the topic is scenery.*

BLOCK 2 · 30 MIN Spoken English — the sixty-second gauntlet

1. Public round: each student draws a topic slip (my best day, cricket, my city, street food — friendly territory only) and speaks for 60 seconds to the group. Timer visible, room silent, applause mandatory.
2. Rules: Hinglish allowed at 20%, stopping allowed never — use the fillers. The clock, not the polish, is the victory condition.
3. Log each student's actual seconds in the milestone notebook. Today's 40 seconds is December's raw material.

SAY OR TYPE: *"My topic is street food. Time me for 60 seconds while I speak, then tell me how many seconds I actually spoke."*

Robin tip: *Applaud loudest for the student who fought to 60 through wreckage — and say why: "You didn't stop. That's the whole skill." The fluent student cruising to 60 got a workout; the struggler who finished got a transformation.*

BLOCK 3 · 30 MIN Schoolwork — speak your subject

1. Same gauntlet, syllabus fuel: each student speaks for 60 seconds about a chapter they actually understand — in Hindi/Hinglish freely, with subject terms in English.
2. The group asks one question after each; the speaker answers. Explaining a chapter aloud is disguised revision — the best kind.
3. Twenty-minute homework block with the full loop to close. The engine runs every session, whatever else the day holds.

SAY OR TYPE: *"Main 'Nutrition in Plants' chapter par 1 minute bolunga. Sunkar batao: kya main exam mein isse 3-mark answer bana sakta hoon? Kya missing tha?" (I'll speak 1 minute on this chapter. Then tell me: could I turn that into a 3-mark exam answer? What was missing?)*

Robin tip: *"What was missing" closes the loop between speaking and marks — the student hears the gap between what they said and what an exam wants, without a single red pen involved.*

By the end of today: Every student has spoken 60 seconds solo — privately to the AI and publicly to peers — and knows the fillers that keep English alive under pressure.

If things go sideways: *A student flatly refuses the public round? Private-only this week, public next — but hold the line kindly: by Week 6 everyone speaks to the room. Name the December destination so the retreat has a return date.*

WEEK 2 · SESSION 4/24**The photo-solve method, mastered**

Today's goal: The core homework routine becomes precise and personal: photo, formula prompt, method, solve alone, examiner-check. Every student, every subject.

You need: One phone per five, hotspot, all pending homework and one upcoming test's syllabus per student.

BLOCK 1 · 15 MIN AI skill — the full study loop, owned

1. Run the complete loop once per student, Robin watching each: clean photo → full formula prompt → method (never answer) → solve the NEXT problem alone → examiner-check prompt → Robin confirms.
2. Add the Growth-only refinement: "sirf pehla step batao, phir ruko" (first step only, then stop) — for students who want a nudge, not a rescue.
3. Name the destination: this loop, on any borrowed phone, at home, at 10pm before an exam, with nobody helping. Independence is the product; the centre is just the gym.

SAY OR TYPE: "Photo dekho. Mujhe sirf pehla step batao, phir ruk jao. Main try karta hoon, phir agla step maangunga." (See the photo. Give only the first step, then stop. I'll try, then ask for the next.)

Robin tip: The step-by-step drip mode separates students who use AI to learn from students who use it to finish. Praise the drip publicly; it self-spreads within two sessions.

BLOCK 2 · 30 MIN Spoken English — talking through problems

1. Teach think-aloud English, the vocabulary of working: "First, I will...", "Then I need to...", "This part is confusing because...", "I got it — the answer is..."
2. Pair drill: one student solves a problem narrating in English, partner listens and asks one English question. Swap.
3. This is exam-oral and interview muscle: describing your own thinking, in English, while doing something hard. It compounds every week from here.

SAY OR TYPE: "I will solve a maths problem and explain my thinking in English while I do it. Correct my English gently at the end, not during."

Robin tip: "Correct me at the end, not during" — teach students to demand this of the AI and of each other. Interruption kills flow; flow is what we're growing.

BLOCK 3 · 30 MIN Schoolwork — deep work block

1. Thirty minutes of pure loop on real homework. Robins patrol for the two classic breakdowns: copying answers (kill it kindly, restart the loop) and skipping the examiner-check (marks leak there).
2. Test-facing students point the practice-question generator at their syllabus: five exam-style questions, solved cold, then checked.
3. Count, log, close. Solved-alone numbers on the wall chart if the centre keeps one — public progress is contagious.

SAY OR TYPE: "[Board], class [X], chapter '[name]'" se 5 exam-style questions banao — 2 one-mark, 2 three-mark, 1 five-mark. Answers abhi nahi." (Make 5 exam-style questions from this chapter — 2 one-mark, 2 three-mark, 1 five-mark. No answers yet.)

Robin tip: Mark-weighted practice questions are how toppers quietly train. Your students now have an unlimited free generator of them — make sure they realize what that means before a paid tuition centre charges their neighbour for less.

By the end of today: Every student has run the full loop solo including examiner-check, can narrate work in English, and owns the mark-weighted question generator.

If things go sideways: A student's photos keep failing (bad light, torn books)? Type the question instead — slower but bulletproof. And typing the question, it turns out, is half of understanding it.

WEEK 3 · SESSION 5/24**Summaries that stick**

Today's goal: Students learn to compress a chapter into notes their own brain will keep — the difference between reading and revising.

You need: One phone per five, hotspot, textbooks, fresh notebook section titled "My Revision Notes".

BLOCK 1 · 15 MIN AI skill — the three-layer summary

1. Teach the compression ladder on one chapter, live: full chapter → 10-line summary → 5 bullet points → 1 sentence. Each layer squeezed with a separate prompt.
2. The rule that makes it work: after each AI layer, the student writes their OWN version in their own words. AI compresses; the rewriting is what installs it in memory.
3. Each student runs the ladder on one battle-map chapter and reads their one-sentence version aloud. A chapter in a sentence, in their handwriting — that's a revision system being born.

SAY OR TYPE: "[Board] class [X] ke chapter '[name]' ka 10-line summary do, sirf exam-important points. Phir usi ko 5 bullets mein. Phir ek line mein." (Give a 10-line summary of this chapter, exam-important points only. Then the same in 5 bullets. Then in one line.)

Robin tip: Fight the copy-paste instinct hard today: an AI summary pasted into a notebook is worth nothing at exam time. "In your own words" is where the marks live. Repeat it until they're sick of you; they'll thank you in March.

BLOCK 2 · 30 MIN Spoken English — summarize out loud

1. Speaking version of the same skill: Robin tells a two-minute story (or plays any short clip); students summarize it back in three English sentences each.
2. Teach the summarizer's frames: "The main point is...", "In short...", "The most important thing was..."
3. Pairs: one student describes their day in detail, partner summarizes it back in two lines. Listening comprehension and compression, one drill.

SAY OR TYPE: "Tell me a short two-minute story in easy English. Then I will summarize it back to you in three sentences, and you tell me what I missed."

Robin tip: "What did I miss" is the honesty engine of this drill — summaries feel complete to their maker. Being shown the gap, kindly, is how the skill actually sharpens.

BLOCK 3 · 30 MIN Schoolwork — build the revision bank

1. Production block: each student runs the three-layer ladder on a second chapter, writing all three layers into their Revision Notes section, own words throughout.
2. Quality check by exchange: partners quiz each other from the 5-bullet layer only. If the bullets can't answer the partner's question, the bullets get upgraded.
3. Standing homework loop with remaining time. The revision bank grows every week from today — by December it's a self-written guidebook.

SAY OR TYPE: *"Yeh mere 5 bullets hain is chapter ke: [bullets]. In bullets se 3 exam questions banao. Agar koi question mere bullets se answer nahi hota, batao kaunsa point missing hai."*
(Here are my 5 bullets for this chapter. Make 3 exam questions from them. If any can't be answered from my bullets, tell me which point is missing.)

Robin tip: *That bullets-vs-questions prompt is self-testing gold: it audits the student's notes against the exam, automatically, forever. A student who runs it before every test has a study system most schools never teach.*

By the end of today: Every student can compress a chapter through three layers in their own words, summarize speech aloud in English, and has started a revision bank that gets audited by exam questions.

If things go sideways: *A student's "own words" are suspiciously identical to the AI's? Don't accuse — test: close the notebook, "tell me the chapter in one line, right now." The stumble makes the point better than you can. Then rewrite together.*

WEEK 3 · SESSION 6/24**Ask better follow-ups**

Today's goal: The conversation skill that separates deep learners: never accept the first answer — probe it, extend it, connect it.

You need: One phone per five, hotspot, textbooks, the "My Prompt Formula" notebook page for an upgrade.

BLOCK 1 · 15 MIN AI skill — the five follow-ups

1. Teach the follow-up toolkit, written under the prompt formula: "Why?" / "Give me an example from daily life" / "What's the most common mistake here?" / "How does this connect to [other topic]?" / "Ask ME a question to test if I got it."
2. Live demo: one first-answer from the AI, then all five follow-ups chained on it. Watch a flat answer become a full understanding in front of the room.
3. Each student takes one concept and goes three follow-ups deep, minimum. The third follow-up is where school-level understanding ends and topper-level begins.

SAY OR TYPE: *"Is topic mein students sabse common galti kya karte hain exam mein? Ek example ke saath dikhao — galat answer aur sahi answer, side by side." (What's the most common student mistake in this topic? Show with an example — wrong answer and right answer, side by side.)*

Robin tip: *"The most common mistake" prompt is the sleeper hit of this entire curriculum — it's exactly what expensive tuition teachers sell, and it's free. A student who asks it before every exam walks in pre-warned about the traps.*

BLOCK 2 · 30 MIN Spoken English — conversation is follow-ups

1. The insight, stated plainly: people who are "good at conversation" are just good at follow-up questions. English conversation = listening + one good question, repeated.
2. Drill: pairs converse in English where each reply **MUST** contain a follow-up question. "I like cricket." "Why cricket? Who is your favourite?" Keep chains alive for six exchanges.
3. Each pair performs their longest chain for the room. Count the exchanges aloud together — conversation as a high-score game.

SAY OR TYPE: *"Let's have a conversation in easy English about my favourite film. After each of my answers, ask me exactly one follow-up question. Keep it going for 6 questions."*

Robin tip: *Six exchanges of real English conversation is a milestone worth naming — many students have literally never had one. When a pair hits it, tell them what just happened.*

BLOCK 3 · 30 MIN Schoolwork — follow-up powered homework

1. Homework loop with the new minimum: every AI explanation gets at least ONE follow-up before the student solves alone. "Why?" alone is enough to qualify.
2. The connect follow-up gets special duty for science and SST: "how does this connect to [last chapter]?" — exams increasingly reward exactly these threads.
3. Log, count, close. Ask who went deepest today; three-plus follow-ups earns the room's applause.

SAY OR TYPE: *"Ab mujhse 3 sawaal poochho is topic par, aasaan se mushkil tak, check karne ke liye ki main sach mein samjha hoon. Har jawab ke baad batao sahi ya galat." (Now ask ME 3 questions on this topic, easy to hard, to check I really understood. After each answer, tell me right or wrong.)*

Robin tip: *The reverse-quiz follow-up ("ask ME questions") converts every study session into a test rehearsal. It's also your best fraud detector for the student who nods along — the AI checks understanding so you don't have to police it.*

By the end of today: Every student owns the five follow-ups, has held a six-exchange English conversation, and never accepts a first answer flat anymore.

If things go sideways: *Follow-ups feel like extra work to a tired room? Cut to the two with instant payoffs: "most common mistake" and "ask me questions". Utility converts teenagers; completeness doesn't.*

WEEK 4 · SESSION 7/24**English for real life**

Today's goal: English leaves the syllabus: directions, phone calls, forms, shops — the transactions of a life slightly bigger than the neighbourhood.

You need: One phone per five, hotspot, printed or hand-drawn copies of one real form (bank/scholarship/school), paper for roleplay props.

BLOCK 1 · 15 MIN AI skill — the AI as real-world rehearsal partner

1. Set scenes teenagers actually face: asking directions in a new city, a phone call to a shop, talking to a school office, asking for a form. The AI plays the other side, patiently, in easy English.
2. Each student runs one scene of their choosing, three-plus exchanges. Push for the scene they're most likely to REALLY face this year.
3. Debrief each scene with one question: "Would that have worked in real life?" The AI rehearsal is practice for streets, not for the AI.

SAY OR TYPE: *"Roleplay: you are a shopkeeper in a big city. I want to ask the price and bargain politely, in English. Speak slowly, one line at a time. Start."*

Robin tip: *Bargaining in English gets the biggest laughs and the most learning — it's high-speed, high-stakes conversation with numbers. Let the room watch one great bargaining scene; Robins for the next one will fight for the phone.*

BLOCK 2 · 30 MIN Spoken English — the form and the phone call

1. Forms: walk through a real form's English together — name, guardian, address, occupation, declaration. Every student fills a practice copy. (Forms gatekeep real opportunities; this 10 minutes removes a real barrier.)
2. Phone English: teach the skeleton — "Hello, I am calling about...", "Could you tell me...", "Thank you, one last question..." Pairs practise back-to-back (phone posture: can't see faces!).
3. One pair performs their call for the room. Back-to-back on chairs, everyone giggling, everyone learning.

SAY OR TYPE: *"Explain these form words in easy Hindi: 'guardian', 'occupation', 'declaration', 'undertaking'. One line each, with what I should write."*

Robin tip: *The form block looks unglamorous and lands the deepest — scholarship forms, admission forms, and job forms have quietly beaten more bright students than any exam. Name that fact to the room; watch the attention change.*

BLOCK 3 · 30 MIN Schoolwork — homework hour with an application twist

1. Standing loop for 20 minutes on real homework — untouchable, as always.
2. The twist: each student drafts one real short application in English with AI help — leave application, certificate request, library card — the school-office genre they'll need this year.
3. Handwrite the final version. Screens draft; paper delivers. An application in their own hand, ready to adapt forever.

SAY OR TYPE: *"Mujhe school principal ko 2 din ki leave application likhni hai English mein. Simple, respectful, 5 lines. Pehle format samjhao, phir main likhta hoon aur tum check karna." (I need a 2-day leave application to my principal in English. Simple, respectful, 5 lines. Explain the format first, then I'll write and you check.)*

Robin tip: *"I'll write and you check" beats "write it for me" — enforce that order today and the difference between using AI and depending on it is taught in one artefact.*

By the end of today: Every student has rehearsed a real-life English scene, can read a form and make a phone call, and owns a handwritten application template.

If things go sideways: *No printed forms available? Draw one on chart paper with the eight fields every form shares. The vocabulary transfers; the paper doesn't matter.*

WEEK 4 · SESSION 8/24**Teach-back with verification**

Today's goal: Growth's version of teach-back: teach a concept to peers AND defend it — sources checked, mistakes caught, questions survived.

You need: One phone per five, hotspot, textbooks (the verification standard), chart paper for the little professors.

BLOCK 1 · 15 MIN AI skill — prep like a professor

1. Each student preps one syllabus concept to teach: AI-assisted explanation, one example, one common mistake — then VERIFIES all three against the textbook before teaching. Unverified = untaught.
2. Teach the confidence-marking add-on: "batao kaunsi baat pakki hai aur kaunsi approximate" (mark what's certain vs approximate). The AI rates its own reliability; the student checks the shaky parts hardest.
3. Three-line teaching notes, own words. The professor's rule: never teach from a script, teach from notes.

SAY OR TYPE: "Main 'Ohm's Law' apne group ko padhaunga. Explanation, ek daily-life example, aur ek common mistake do — aur bata do kaunsi baat 100% pakki hai aur kaunsi check karni chahiye." (I'll teach Ohm's Law to my group. Give explanation, one daily-life example, one common mistake — and mark what's 100% certain vs what I should verify.)

Robin tip: Verification-before-teaching is this session's whole soul. A 16-year-old who checks sources before speaking is being trained in something schools rarely teach and the internet never does. Say so — teens rise to being trusted with the real reason.

BLOCK 2 · 30 MIN Spoken English — the professor's register

1. Teach formal teaching English: "Let us begin with...", "For example...", "Note that...", "To summarize...", "Are there any questions?" — a register upgrade from Foundation's phrases.
2. Each student rehearses their teach-back opening and closing in English with the AI (body in Hindi/Hinglish freely — the bookends carry the register).
3. Q&A survival drill: the AI plays a curious student asking two questions about their topic; the teacher answers or honestly defers.

SAY OR TYPE: "I will teach you Ohm's Law as if you are my student. After I finish, ask me two questions — one easy, one hard. If I can't answer, tell me where to look."

Robin tip: "If I can't answer, tell me where to look" builds the honest-teacher reflex: not knowing is fine, not checking isn't. That reflex on stage in December, in front of parents, is worth the whole cycle.

BLOCK 3 · 30 MIN Schoolwork — the teach-backs, with teeth

1. Each student teaches their verified concept to their group: 3 minutes, English bookends, notes not scripts.
2. The group's job is friendly pressure: two questions minimum per teacher, and anyone may challenge — "are you sure? the book says..." — with the textbook as referee.
3. Robin logs each teach-back in the milestone notebook. Surviving a challenge earns the day's biggest applause; issuing a good challenge earns the second-biggest.

SAY OR TYPE: *"Mere student ne poochha: [question]. Main atak gaya. Iska jawab do, aur bata do main apne explanation mein kya add karun taaki agli baar na atku." (My student asked this and I got stuck. Answer it, and tell me what to add to my explanation so I don't get stuck next time.)*

Robin tip: *Challenges need protecting from becoming contests — the frame is "we check each other because that's what serious people do", never gotcha. Watch the tone in round one and calibrate publicly if needed.*

By the end of today: Every student has taught a verified concept, survived questions, and practised the formal English register — the Showcase's 'teach a concept' act is now pre-built.

If things go sideways: *A teach-back goes factually wrong mid-flight and nobody catches it? YOU catch it, cheerfully, textbook open: "Great teaching, one correction —" The room learns the deepest lesson of the week: even good teachers get checked. Even you.*

WEEK 5 · SESSION 9/24**The one-minute talk**

Today's goal: Structured public speaking begins: a one-minute English talk with a shape — opening, two points, close. The Showcase flagship starts here.

You need: One phone per five, hotspot, timer, topic list on chart paper (their world: my hero, my city, a skill I want, my favourite subject).

BLOCK 1 · 15 MIN AI skill — talk architecture

1. Teach the one-minute shape, drawn as a box diagram: HOOK (one line) → POINT 1 + example → POINT 2 + example → CLOSE (one line). Sixty seconds, four rooms.
2. Each student picks a topic and builds their skeleton with AI help — their ideas in, structure back. The AI arranges; it never invents their content.
3. The Growth polish rule, established today: the AI may improve HOW you say it, never WHAT you say. Their opinions, their examples, their voice — non-negotiable through December.

SAY OR TYPE: "Meri 1-minute English talk ka topic hai 'My City'. Mere points yeh hain: [points]. Inko hook-point-point-close structure mein arrange karo, aasaan English, meri baat wahi rahe." (My talk topic is My City. Here are my points. Arrange them into hook-point-point-close, easy English, my meaning unchanged.)

Robin tip: The box diagram matters more than the language — a structured talk in broken English beats a rambling one in good English, in every exam viva and every interview these students will ever face. Teach the boxes; the English fills in over weeks.

BLOCK 2 · 30 MIN Spoken English — first deliveries

1. Every student delivers their one-minute talk to their group of five. Timer on, structure visible on the wall, fillers allowed, stopping not.
2. Feedback in the December format: one strength, one growth point, from the group, per talk. Kind, specific, two items only.
3. Second delivery immediately, absorbing the feedback. The one-session double: nothing teaches like the second attempt of the same talk.

SAY OR TYPE: "Listen to my one-minute talk. Time it. Then tell me: did I have a hook, two clear points, and a close? Which box was weakest?"

Robin tip: "Which box was weakest" turns vague speaking anxiety into a repairable part — students stop feeling "I'm bad at speaking" and start thinking "my close needs work". That reframe is confidence engineering.

BLOCK 3 · 30 MIN Schoolwork — exam answers have the same shape

1. The transfer, made explicit: a 5-mark exam answer IS a one-minute talk in writing — opening line, two developed points, closing line. Same boxes.
2. Each student writes one 5-mark answer from a battle-map chapter using talk structure, then examiner-checks it with the AI.
3. Standing homework loop with time remaining. Log the counts — Week 5's numbers should be visibly above Week 1's; show a student their own curve.

SAY OR TYPE: *"Yeh 5-mark answer maine talk-structure mein likha hai — photo dekho. Examiner ki tarah marks do, aur batao kaunsa 'box' kamzor hai: opening, points, ya close?" (I wrote this 5-mark answer in talk structure — see photo. Grade like an examiner and tell me which box is weak.)*

Robin tip: *This session is where speaking practice starts paying in marks, and marks are the currency parents trade in. Mention at pickup: "ask them about talk structure — it's in their exam answers now."*

By the end of today: Every student has built and twice-delivered a structured one-minute talk, and transferred the structure to a graded exam answer.

If things go sideways: *A student's talk keeps busting the timer? Cut point 2 entirely: hook, one point, close, at 40 seconds — complete beats crammed. Point 2 returns when the pace does.*

WEEK 5 · SESSION 10/24**Exam-answer structure**

Today's goal: The marks session: how examiners award, where students leak, and how to write answers that get every mark the knowledge deserves.

You need: One phone per five, hotspot, textbooks, any past exam papers students can bring (treasure if they do).

BLOCK 1 · 15 MIN AI skill — think like an examiner

1. The revelation, demonstrated: ask the AI to grade the SAME answer twice — once as content, once as a board examiner with a marking scheme. Different verdicts; the difference is the day's lesson.
2. Teach the marks map: 1-mark = definition, exact words matter; 3-mark = definition + explanation + example; 5-mark = structure + diagram/steps + units/labels. Each mark type has a shape.
3. Each student takes one question from their weakest chapter, asks for the marking scheme FIRST, then writes the answer TO the scheme.

SAY OR TYPE: "[Board] class [X] mein yeh question kitne marks ka hoga, aur examiner kis-kis cheez par marks dega? Pehle marking scheme batao, phir main answer likhunga." (How many marks would this question carry, and what exactly does the examiner reward? Marking scheme first — then I'll write the answer.)

Robin tip: "Marking scheme first, answer second" is how board toppers actually work, and almost nobody tells regular students the workflow exists. This 15 minutes may be worth more raw marks than any other block in this document.

BLOCK 2 · 30 MIN Spoken English — precision under pressure

1. Timed-speech drill: 30 seconds to answer an easy question in English, completely — the oral-exam and interview skill of being both quick AND whole.
2. Structure survives compression: even 30 seconds gets a one-line answer + one reason + one example. Drill five rounds per student, rapid-fire around the circle.
3. Note the crossover aloud: exam answers, interview answers, and viva answers are one skill wearing three costumes. They're training for all three at once.

SAY OR TYPE: "Ask me an easy question. I will answer in 30 seconds in English with one answer line, one reason, one example. Then rate my completeness out of 10."

Robin tip: Rapid-fire rounds should feel like sport, not testing — keep the questions light (best festival? why?) while the STRUCTURE stays strict. Structure under fun today becomes structure under pressure in March.

BLOCK 3 · 30 MIN Schoolwork — the answer-writing gym

1. Writing block: every student writes three answers (one each: 1-mark, 3-mark, 5-mark) from their battle-map chapters, to the schemes.
2. AI examiner-check on all three, Robin spot-checks the AI's grading against the textbook — the verification habit applies to grading too.
3. The leak list: each student writes their two personal mark-leaks (no units? skipped steps? no diagram labels?) inside their notebook's front cover. Personal, visible, fixable.

SAY OR TYPE: *"Yeh 3 answers check karo examiner ki tarah — photo bhej raha hoon. Har answer par: marks, kya cut hua, aur meri personal aadat kya galti ki hai jo baar-baar dikhti hai?" (Check these 3 answers like an examiner. For each: marks, what got cut, and what repeated personal habit is costing me?)*

Robin tip: *The "repeated personal habit" question makes the AI a pattern-spotter across a student's work — the thing a good private tutor charges for. The two-leak list on the notebook cover is the cheapest tutoring in India.*

By the end of today: Every student knows the marks map, works scheme-first, and carries a personal two-leak list where they'll see it before every exam.

If things go sideways: *The AI's marking scheme disagrees with the textbook's solved example? Textbook wins, always — and the student who spots the clash gets catch-the-AI applause. State boards vary; the book in the child's bag is the ground truth.*

WEEK 6 · SESSION 11/24**Mid-cycle review + catch the AI**

Today's goal: Halfway checkpoint: skills audited, scepticism sharpened, and the December destination made vivid.

You need: One phone per five, hotspot, textbooks, the milestone notebook, and Week 1's baseline notes for the reveal.

BLOCK 1 · 15 MIN AI skill — the audit and the hunt

1. Skills relay, teams of five: demonstrate from memory — the prompt formula, a follow-up chain, the three-layer summary, examiner-check, step-drip mode. Gaps noted, not punished.
2. Then the hunt, Growth edition: each team tries to catch the AI wrong — mental maths chains, very local facts, tricky syllabus edges — with the textbook as referee. Three points a catch.
3. Debrief with the mature version of the lesson: it was right most of the time, wrong occasionally, and the SKILL is knowing which is which. That skill has a name — judgment — and it's the one AI can't replace.

SAY OR TYPE: "156 x 23 kitna hota hai? Sirf answer." (Then verify on paper. Arithmetic chains remain the quickest honest catch — and the quiet lesson that calculators still deserve checking too.)

Robin tip: Teens can flip from blind trust to blanket cynicism in one bad answer. The scoreboard keeps it honest: count the rights AND the wrongs today, and let the ratio do the teaching.

BLOCK 2 · 30 MIN Spoken English — the before/after reveal

1. Repeat Week 1's exact exercise: 30 seconds, about yourself, in English. Same task, same timer, six weeks of training later.
2. Then the reveal: read each student their OWN Week 1 baseline note. "Attempted 15 words, stopped twice." Let the gap between then and now land in silence for a second.
3. Each student states one speaking goal for December aloud, in English, recorded in the notebook next to the Week 1 note. The sandwich: past, present, target.

SAY OR TYPE: "I will speak about myself for 30 seconds, like a test. Then tell me honestly: what has improved if you compare me to a beginner, and what is my next level?"

Robin tip: The baseline reveal is the highest-leverage moment of the cycle for motivation — evidence of growth, in your own handwriting, beats every pep talk ever given. Do not rush it; this is the session teenagers remember.

BLOCK 3 · 30 MIN Schoolwork — battle-map checkpoint

1. Reopen page one: the two hurting chapters from Week 1. Each student self-rates them now — conquered, wounded, or still standing — and picks their next two battles for Weeks 7–12.
2. Conquered chapters get proven, not just claimed: two AI-generated exam questions, solved cold, examiner-checked.
3. Standing homework loop closes. Milestone notebook gets its half-term entry: chapters, counts, talks delivered, catches made. January's review will be built from exactly this page.

SAY OR TYPE: *"6 hafte pehle yeh chapter mujhe nahi aata tha. Ab test lo: 2 exam questions do, medium aur hard. Main solve karunga, phir strict examiner ki tarah check karna." (Six weeks ago I couldn't do this chapter. Test me now: 2 exam questions, medium and hard. I'll solve; check like a strict examiner.)*

Robin tip: *"Test me now" — a student ASKING to be examined — is the cultural victory this whole track is engineered for. When you hear it unprompted, write the date down. That's the metric that matters.*

By the end of today: Skills audited, scepticism calibrated into judgment, the before/after made undeniable, and fresh battle maps drawn for the second half.

If things go sideways: *A student's six-week comparison shows little growth (attendance gaps, usually)? Private conversation, never public: rebaseline them TODAY as their new Week 1, buddy them up, and point them at December. The program's promise is growth against your own line — that promise restarts any week it needs to.*

WEEK 6 · SESSION 12/24**Formal vs casual English**

Today's goal: Register switching: the difference between WhatsApp English and interview English — and the power of choosing on purpose.

You need: One phone per five, hotspot, chart paper split into two columns: "To a friend" / "To a principal".

BLOCK 1 · 15 MIN AI skill — the register translator

1. Demo the two-column trick: one message ("I need leave tomorrow") rendered casual and formal by the AI, side by side. Same meaning, different armour.
2. Teach the four formal upgrades: full sentences (no "pls"), greetings and closings, "could/would" instead of "can/will", and names/titles ("Sir/Madam", "Respected...").
3. Each student takes something they'd actually text and runs it through both registers. The casual version is not wrong — it's for a different door. Register is a wardrobe, not a morality.

SAY OR TYPE: *"Yeh message do tarah se likho — ek dost ko bhejne layak, ek principal ko bhejne layak: 'kal school nahi aa sakta, tabiyat kharab hai'. Dono side by side, farak samjhao."* (Write this message two ways — friend-worthy and principal-worthy: 'can't come to school tomorrow, unwell.' Side by side, explain the difference.)

Robin tip: "A wardrobe, not a morality" keeps this from becoming an English-shaming session. Their WhatsApp English is real English doing its job; today just adds a second outfit for doors that check clothes.

BLOCK 2 · 30 MIN Spoken English — switching live

1. The switching game: Robin calls a scenario + register ("ask for water — friend!" / "ask for water — principal!") and points at a student. Instant switch, aloud.
2. Speed and laughter are the engine; the ear for register is the cargo. Ten rounds minimum, everyone touched twice.
3. Close with one full formal exchange per student with the AI: greeting, request, thanks, closing — the four-part formal skeleton they'll reuse in Week 8's interviews.

SAY OR TYPE: *"You are my school principal. I will make a formal request in English. Correct my register — not my grammar — if I get too casual."*

Robin tip: "Correct my register, not my grammar" is deliberate: one battle at a time. A student switching registers confidently in rough grammar is far ahead of one frozen in search of perfect tenses.

BLOCK 3 · 30 MIN Schoolwork — formal writing in the wild

1. Standing homework loop, 20 minutes — protected as ever.
2. Then the register audit: students bring out Week 4's handwritten application and upgrade it with today's four formal moves. Version 2, better armour.
3. One new artefact begun: a formal self-introduction PARAGRAPH (written, 5-6 lines) — the seed of Week 8's interview answers and a Showcase-ready piece of before/after evidence.

SAY OR TYPE: *"Meri written self-introduction ko formal banao — lekin 16 saal ke student jaisi hi lage, robot jaisi nahi. Meri details wahi rahen: [details]." (Make my written self-introduction formal — but it should still sound like a 16-year-old, not a robot. Keep my details.)*

Robin tip: *"Formal but not robotic" is the exact right brief — over-formalized AI English gets teenagers mocked, and they know it. If it doesn't sound like a person their age on their best day, send it back with "aur natural".*

By the end of today: Every student can hear and switch registers, owns an upgraded formal application, and has a formal self-introduction drafted for interview season.

If things go sideways: *A student over-corrects into stiff "Respected Sir" English everywhere? Prescribe the wardrobe rule back: match the door. Formal to the principal, warm to the group, casual to friends — fluency IS the switching, not the stiffness.*

WEEK 7 · SESSION 13/24**Essay clinic**

Today's goal: Written English levels up: taking their OWN rough essay and improving it in passes — structure, then clarity, then style. Improvement, not replacement.

You need: One phone per five, hotspot, each student's most recent school essay or 10 fresh minutes to write one, red-free pens (improvement, not correction, is the vibe).

BLOCK 1 · 15 MIN AI skill — the three-pass upgrade

1. The iron rule first: the AI never writes the essay. It improves THEIRS, one pass at a time — and they rewrite by hand after every pass.
2. Pass 1, structure: is there an intro, a body with 2–3 points, a close? Ask the AI for a structure map of their own essay, then reorder by hand.
3. Pass 2, clarity: find the three most confusing sentences, understand why, rewrite them. Pass 3, style: upgrade five weak words. Three passes, three rewrites, all theirs.

SAY OR TYPE: "Yeh mera essay hai — photo dekho. Ise likho MAT. Sirf batao: structure theek hai? Kaunsi 3 lines confusing hain aur kyun? Kaunse 5 words behtar ho sakte hain? Main khud rewrite karunga." (This is my essay — see photo. Do NOT rewrite it. Just tell me: is the structure right? Which 3 lines confuse and why? Which 5 words could be better? I'll rewrite myself.)

Robin tip: "Do NOT rewrite it" in the prompt is the whole pedagogy in four words. An essay the AI wrote teaches nothing and smells obvious to every teacher in India. An essay improved in three self-rewritten passes is a skill installed for life.

BLOCK 2 · 30 MIN Spoken English — read your work aloud

1. The writer's oldest trick, taught: read your essay aloud and your ears catch what your eyes forgave. Each student reads their improved essay to their group.
2. Listeners flag ONLY confusion — "I didn't follow that line" — never quality judgments. The writer marks flagged lines for pass 4, their own.
3. One brave Robin reads to the full room. Reading your own writing to an audience is a Showcase act being born; note who Robins.

SAY OR TYPE: "I will read my essay aloud. Tell me which sentence was hardest to follow when HEARD, not read — they are different."

Robin tip: Heard-versus-read is a genuinely advanced insight arriving early: sentences that work on paper can fail in the air. Students who get this start writing like speakers — which is exactly what board examiners, who read 300 scripts a day, reward.

BLOCK 3 · 30 MIN Schoolwork — essays are exam currency

1. Point at the syllabus: language papers, SST long answers, and science explanations are all essays in disguise. The three-pass method works on every one of them.
2. Each student runs pass 1 (structure only) on one long answer from a battle-map chapter — reordered by hand, examiner-checked after.
3. Standing loop with remaining time; log the counts. The before/after essay pair (rough original + improved version) gets stapled together and SAVED — Showcase evidence, dated today.

SAY OR TYPE: *"Board exam mein 'long answer' likhne ka ideal structure kya hai [subject] ke liye? Ek template do jo main har long answer par laga sakun."* (What's the ideal long-answer structure for [subject] in boards? Give a template I can apply to every long answer.)

Robin tip: *Staple the before/after TODAY, while the rough draft still exists — students destroy embarrassing drafts within a week, and the draft is the treasure. December's most powerful sixty seconds is a student holding both pages up.*

By the end of today: Every student has improved their own essay through three self-rewritten passes, heard it aloud, and banked a dated before/after pair for December.

If things go sideways: *A student has no essay and freezes on the blank page? Voice first: they TELL the essay to the AI in Hinglish, get their own words back as text, and start improving from there. Talking is drafting for people the blank page bullies.*

WEEK 7 · SESSION 14/24**The mock oral**

Today's goal: Viva voce, rehearsed: answering syllabus questions aloud, under mild pressure, with structure — the exam format nobody prepares students for.

You need: One phone per five, hotspot, textbooks, two chairs set facing each other (the "viva corner"), question slips by subject.

BLOCK 1 · 15 MIN AI skill — the AI as examiner

1. Set the AI up as a kind oral examiner: syllabus questions, one at a time, spoken answers, structured feedback after each.
2. Each student takes a three-question private viva with the AI on a battle-map chapter. Structure required: answer line, reason, example — the 30-second shape from Week 5.
3. Teach the honest deferral for orals: "I'm not sure, but my thinking is..." — partial credit English. Examiners reward visible thinking over silent panic, and so does the AI when asked to.

SAY OR TYPE: "You are my viva examiner for [subject], chapter '[name]'. Ask me 3 questions one at a time. After each spoken answer, give marks out of 5 and one line of feedback. Be fair but kind."

Robin tip: "Fair but kind" calibrates the AI's examiner persona perfectly — pressure enough to practise under, warmth enough to keep trying. Students who do three AI vivas stop fearing the human one; the format's mystery IS most of its terror.

BLOCK 2 · 30 MIN Spoken English — the human viva corner

1. The viva corner opens: Robin as examiner, student in the chair, two syllabus questions plus "tell me about yourself" (interviews are coming next week; plant the seed).
2. The room observes silently — watching others handle pressure is half the training. Rotate everyone through the chair.
3. After each viva: self-rating first ("how do you think it went?"), then one strength + one growth from the examiner. Self-assessment before feedback, always — that ordering builds the internal examiner every student needs.

SAY OR TYPE: "Give me the 5 most common viva questions for class [X] [subject], with one-line ideal answer structures — not full answers, just the shape."

Robin tip: "How do you think it went?" asked FIRST is borrowed from every good interviewer alive. Students are usually harsher than you'd be — your job becomes lifting, which is a better job than judging.

BLOCK 3 · 30 MIN Schoolwork — viva-proof the syllabus

1. Each student builds a personal viva bank: the AI generates ten likely oral questions per battle-map chapter; the student writes ANSWER SHAPES (not scripts) for each in their revision notes.
2. Pair vivas to finish: students examine each other from their banks, textbook referee rules in force.
3. Standing loop with remaining time. Log everything; note in the milestone book who's viva-ready — the mock interview next week builds directly on today's chairs.

SAY OR TYPE: "Class [X] [subject] chapter '[name]' se 10 viva questions banao jo teacher aksar poochhte hain. Har question ke saamne sirf answer ka SHAPE likho — pehle kya bolun, phir kya." (Make 10 commonly-asked viva questions from this chapter. Against each, just the answer SHAPE — what to say first, then what.)

Robin tip: Answer shapes beat scripted answers for orals every time — scripts crumble at the first unexpected question; shapes flex. This distinction is also exactly why the Showcase talks are built from notes, not scripts. One principle, everywhere.

By the end of today: Every student has survived AI and human vivas, owns a viva bank of answer shapes, and can defer honestly instead of freezing.

If things go sideways: A student panics in the chair even after AI practice? Downgrade the pressure, not the practice: examiner sits *BESIDE* them (not opposite), questions on paper first, spoken answers when ready. Sideways vivas become face-to-face by December — pressure is a dial, not a switch.

WEEK 8 · SESSION 15/24**The interview**

Today's goal: The session teenagers signed up for without knowing it: real interview practice — scholarships, admissions, first jobs — in English, with poise.

You need: One phone per five, hotspot, the viva corner rebuilt as an "interview table", each student's formal self-introduction from Week 6.

BLOCK 1 · 15 MIN AI skill — the AI as interviewer

1. Brief the room on what interviews actually test: not perfection — preparation, honesty, and recoverability. Then set the AI as a kind interviewer for a scenario each student picks (scholarship, school admission, shop job, NCC/sports team).
2. Each student runs a private four-question AI interview: tell me about yourself / why do you want this / a strength with an example / a weakness handled honestly.
3. Teach the recovery move for blanks — "That's a good question, let me think for a moment" — poise as a phrase they can carry in a pocket.

SAY OR TYPE: "You are interviewing me for a [scholarship]. Ask 4 questions one at a time, in easy English. After we finish, tell me my 2 strongest answers and 1 answer to improve, with how."

Robin tip: Let each student pick a scenario they might genuinely face within two years — reality supercharges rehearsal. The shop-job interview is as honourable a choice as the scholarship; say so before anyone has to feel it.

BLOCK 2 · 30 MIN Spoken English — the interview table

1. Live rounds: Robin interviews each student at the table — self-introduction plus two questions, full formal register, handshake optional but taught (some will never have been shown one; show everyone so no one is singled out).
2. The room observes; after each round, self-rating first, then the one-strength-one-growth pair. The Week 7 machinery, reused.
3. Each student's strongest answer gets a second polish with the AI afterwards — their answer, upgraded, spoken once more aloud to lock it.

SAY OR TYPE: "Meri interview answer yeh thi: [answer]. Ise thoda aur strong banao — meri baat, mera level, sirf better shape. Phir main practise karunga." (This was my interview answer. Make it a bit stronger — my content, my level, just better shape. Then I'll practise it.)

Robin tip: The self-introduction paragraph from Week 6 pays off today — students walk to the table with prepared opening lines and feel the difference preparation makes. That felt-difference IS the lesson: interviews are won before they start.

BLOCK 3 · 30 MIN Schoolwork — applications and the paper trail

1. The written half of opportunity: each student drafts one real application THEY may need this year — scholarship form cover note, admission request, a first CV skeleton (name, class, skills, one achievement — one page, honest).
2. AI-assisted, self-written, register-checked, handwritten final. The Week 4 → Week 6 → today progression completes: from leave application to life application.
3. Standing homework loop shortened but present. Log it. The interview + application pair is Showcase-menu material — note who shone at the table.

SAY OR TYPE: *"Main 16 saal ka student hoon. Mera pehla one-page CV banwao — bilkul sach, koi bharaav nahi: naam, class, jo main sach mein kar sakta hoon, ek achievement. Simple English. Main likhunga, tum shape do." (I'm a 16-year-old student. Help me build my first one-page CV — completely true, no padding: name, class, what I can actually do, one achievement. Simple English. I'll write it; you give the shape.)*

Robin tip: *"Completely true, no padding" belongs in the prompt AND in your voice — a teenager's first CV sets their norm for every CV after. An honest thin page today beats an inflated one forever. This might be the longest-lasting sentence in this curriculum.*

By the end of today: Every student has interviewed with machine and human, owns a recovery phrase, and holds a handwritten honest first CV or application.

If things go sideways: *A student says "I have no achievements"? Reject the premise, gently and specifically: attended 15 sessions of a program that requires courage. Speaks a language they couldn't in July. Taught peers. Helps at home. The achievement audit — done together, out loud — is sometimes the most important fifteen minutes a Robin ever spends.*

WEEK 8 · SESSION 16/24**Debate lite — two sides of everything**

Today's goal: Structured disagreement: seeing both sides, arguing one, and staying friends after — thinking skills wearing English practice as a costume.

You need: One phone per five, hotspot, motions on slips (friendly ones: 'cricket > football', 'morning study > night study', 'films teach more than books').

BLOCK 1 · 15 MIN AI skill — steelman both sides

1. Teach the debater's secret with the AI: before arguing YOUR side, ask for the STRONGEST version of the OTHER side. Arguing against a weak opponent teaches nothing.
2. Each pair takes a motion; both students get both sides from the AI — two points for, two against, everything verified for factual claims (opinion needs no verification; facts always do).
3. Sides are assigned by coin flip AFTER the research — defending a side you didn't choose is the whole exercise. Lawyers, examiners, and wise adults all do it daily.

SAY OR TYPE: "Motion: 'Films teach more than books.' Dono taraf ke 2-2 sabse strong points do, aasaan English mein, ek-ek example ke saath. Main koi bhi side argue kar sakta hoon." (Give the 2 strongest points for each side, easy English, one example each. I may have to argue either side.)

Robin tip: The coin flip AFTER research is the design masterstroke — students who prepped both sides can't strawman, and discovering you can argue a side you disagree with is a small intellectual awakening. Watch for the student it visibly happens to.

BLOCK 2 · 30 MIN Spoken English — the friendly debates

1. Format, kept tiny: 45 seconds opening each side, 30 seconds reply each, done. Structure from Week 5 (hook, point, close) fully recycled.
2. English required for openings; replies may flex to 20% Hinglish. Fillers and recovery phrases now fully in play — this is their pressure test.
3. The closing ritual, mandatory: debaters shake hands and each says one thing the OTHER side argued well. Disagreement that ends in respect is the actual syllabus here.

SAY OR TYPE: "Listen to my 45-second debate opening. Tell me: was my strongest point first? Did I have a close? Ignore my grammar today."

Robin tip: "One thing the other side argued well" — protect this ritual against giggles and rush. In a country of shouting television debates, a room of teenagers steel-manning each other is quietly radical. That's worth thirty extra seconds.

BLOCK 3 · 30 MIN Schoolwork — both-sides thinking in exams

1. The transfer: 'discuss', 'evaluate', and 'do you agree' questions in SST and language papers ARE debates on paper — and both-sides answers score highest.
2. Each student writes one both-sides exam answer (view, counter-view, own conclusion) from a battle-map chapter, examiner-checked.
3. Standing loop with remaining time; counts logged. Note debate standouts in the milestone book — the two-minute talk in Week 9 wants confident arguers.

SAY OR TYPE: *"Do you agree' type question ka ideal answer structure kya hai jisme dono sides aayein aur phir mera conclusion? Template do, phir main is question par try karunga: [question]." (What's the ideal structure for a 'do you agree' answer covering both sides then my conclusion? Template first, then I'll try this question.)*

Robin tip: *Both-sides answers are where board examiners hand out their rare full marks in subjective papers — one-sided answers cap out early. Today's debate game was secretly a marks strategy all along; tell them at the very end, and enjoy the faces.*

By the end of today: Every student has argued an assigned side with prepared steel-manned points, honoured an opponent aloud, and converted the skill into a both-sides exam answer.

If things go sideways: *A debate turns genuinely heated (it happens — teenagers, sides, audiences)? Stop it mid-sentence, warmly: "Perfect energy, wrong target — the motion is the opponent, not each other." Swap the pair's SIDES on the spot and restart. Arguing your ex-opponent's case cools every temper science knows of.*

WEEK 9 · SESSION 17/24**The revision system**

Today's goal: Everything assembles into a machine: each student builds their personal, written, AI-powered revision plan for their next real exam.

You need: One phone per five, hotspot, real exam datesheets (or best guesses), the revision-notes bank from Week 3 onward, fresh chart paper per student.

BLOCK 1 · 15 MIN AI skill — plan like a topper

1. The system, assembled from parts they already own: per chapter — three-layer summary (own words) → bullets-vs-questions audit → mark-weighted practice set → examiner-check → leak-list review. Five moves, all learned, now sequenced.
2. Each student maps their actual next exam: chapters × days available, with the AI as scheduling assistant. Weakest chapters get the early days — courage-scheduling, named as such.
3. The plan goes on chart paper, in their handwriting, dated, taken home. A plan that lives in a notebook pocket beats a plan that lived in a chat.

SAY OR TYPE: "Mera exam [date] ko hai. Chapters: [list]. Din bache: [X]. Ek realistic revision plan banao — roz 1 ghanta, sabse weak chapters pehle, aur har teesre din purane ka quick test. Table format." (My exam is on [date]. Chapters listed, [X] days left. Build a realistic plan — 1 hour daily, weakest chapters first, quick re-test of old ones every third day. Table format.)

Robin tip: "Realistic" and "1 hour daily" in the prompt keep the AI from generating fantasy schedules that die by Wednesday. A modest plan completed beats a heroic plan abandoned — teach the planning fallacy by name; teens love knowing adults have it too.

BLOCK 2 · 30 MIN Spoken English — explain your system

1. Each student presents their revision plan to their group in English, one minute, talk structure: what my exam is, my three moves, why weakest-first.
2. Explaining a plan aloud commits the planner — psychology in service of marks. The group asks one question each; plans improve under questioning.
3. This presentation is the dress rehearsal for the Showcase's 'my study system' act — the act that makes PARENTS understand what an ALC actually does. Note who does it well.

SAY OR TYPE: "I will explain my revision plan in English for one minute. Then ask me the hardest question about it: what will I do on the day I don't feel like studying?"

Robin tip: That hardest question deserves a real answer from every student — a plan without a bad-day protocol isn't a plan. The honest answers ("I'll do only the 10-minute version") are system-design thinking, at sixteen, out loud.

BLOCK 3 · 30 MIN Schoolwork — day one of the plan, live

1. No generic homework today: every student executes DAY ONE of their own plan in-session — first weak chapter, full five-move sequence, Robin support on tap.
2. The plan gets one immediate revision from contact with reality (they always do): timings adjusted, one chapter split. Version 2 goes home.
3. Log plan-existence per student in the milestone book. Between now and December, session homework blocks default to "work your plan" for anyone with an exam in range.

SAY OR TYPE: *"Plan ke hisaab se aaj chapter '[name]' hai. Shuru karo: pehle 10-line summary jo main apne words mein likhunga, phir 5 practice questions, mark-weighted." (Per my plan, today is this chapter. Start: 10-line summary I'll write in my own words, then 5 mark-weighted practice questions.)*

Robin tip: *Executing day one in-session is the difference between a planning lesson and a plan — the hardest day of any system is the first, so spend it here, supported. Day two happens at home, and day two after a done day one usually happens.*

By the end of today: Every student owns a dated, realistic, handwritten revision plan — already tested against one real day, already revised once, already presented aloud.

If things go sideways: *A student has no exam anywhere near? They build the plan for December's Showcase piece instead — same five moves, same chart paper, same presentation. The system is the deliverable; the exam is just its first customer.*

WEEK 9 · SESSION 18/24**The two-minute talk**

Today's goal: The flagship doubles: from one structured minute to two — a full talk with an argument, worthy of a December stage.

You need: One phone per five, hotspot, timer, the Week 5 one-minute talk notes (they're the seed), the stage corner.

BLOCK 1 · 15 MIN AI skill — from talk to argument

1. The upgrade explained: a one-minute talk describes; a two-minute talk ARGUES. New shape: hook → claim (what I believe) → two reasons with examples → answer one doubt → close. Six boxes now.
2. Each student upgrades their Week 5 topic or picks a new one they have an actual opinion about — opinion is the fuel of a two-minute talk; assign none.
3. Build with the AI under the standing rule (shape improved, content theirs), then add the Week 8 debate move: ask the AI for the strongest doubt AGAINST their claim, and build the answer to it into the talk.

SAY OR TYPE: "Meri 2-minute talk ka claim hai: '[claim]'. Mere reasons: [points]. Ab sabse strong doubt kya hoga is claim par? Main uska jawab talk mein daalunga." (My talk's claim is this, with these reasons. What's the strongest doubt against it? I'll build its answer into the talk.)

Robin tip: "Answer one doubt" is what separates a school speech from a real talk — it tells the audience the speaker has thought, not just prepared. Six boxes sounds like a lot; it's the same four from Week 5 plus opinion and honesty.

BLOCK 2 · 30 MIN Spoken English — full deliveries, full room

1. Every student delivers their two-minute talk to the FULL room from the stage corner — the group-of-five era ends today; December's audience will be a room, so rehearsal rooms must be rooms.
2. Timer visible, structure chart on the wall, notes-not-scripts enforced. One strength + one growth from the room per talk, Robin moderating for kindness.
3. Seconds logged in the milestone notebook next to Week 2's sixty and Week 1's thirty. Three numbers now; the line they draw is the story of the cycle.

SAY OR TYPE: "Time my two-minute talk. Then tell me which of my six boxes was strongest, which was weakest, and whether my answer-the-doubt part was convincing."

Robin tip: The three-number line (30 → 60 → 120 seconds) is your December parent-speech in miniature: "In September your child could not speak for half a minute. Watch this." Log today's numbers with tomorrow's audience in mind.

BLOCK 3 · 30 MIN Schoolwork — plans keep running

1. Homework block runs on Week 9 rails: exam-facing students work their plans; others run the standing loop on current schoolwork.
2. One transfer note, planted: the two-minute talk structure IS the 10-mark long-answer structure — claim, reasons, counterpoint, conclusion. Point at Week 8's both-sides answers; the map is now complete.
3. Log counts and plan-compliance. Showcase menu opens officially in Week 11 — tell students to sleep on which act might be theirs.

SAY OR TYPE: *"Plan ke hisaab se aaj ka chapter test karo: 3 questions, mark-weighted, phir strict examiner check, phir meri leak-list ke against audit." (Test today's plan chapter: 3 mark-weighted questions, strict examiner check, then audit against my personal leak-list.)*

Robin tip: *The leak-list audit closing the loop — practice, check, compare against YOUR known weaknesses — is the full machine running. Students doing this unprompted by Week 10 are done needing you, which was always the finish line.*

By the end of today: Every student has argued for two structured minutes to a full room, seen their 30→60→120 growth line, and knows the Showcase menu opens in Week 11.

If things go sideways: *A student's talk dies at ninety seconds? The Week 5 fix, scaled: drop reason two, keep the doubt-answer (it's the impressive part). A tight ninety with a counterpoint beats a padded one-twenty — and "under two minutes" was always allowed. The stage rewards done, not long.*

WEEK 10 · SESSION 19/24**Exam strategy — past questions and paper craft**

Today's goal: The examiner's game, decoded: patterns in past papers, time budgets, attempt order — the strategy layer that sits on top of knowledge.

You need: One phone per five, hotspot, any past papers or sample papers students can bring (the AI generates substitutes where they can't), rough paper for time-budget maths.

BLOCK 1 · 15 MIN AI skill — pattern-hunting the paper

1. The open secret, stated: board papers repeat patterns — question types, chapter weightages, favourite topics. Toppers study the PAPER, not just the syllabus. Today everyone learns to.
2. Each student runs the pattern hunt on one subject: which chapters carry the most marks, which question types repeat, what the paper's shape is. Real past papers first; AI reconstruction where papers are missing — verified against the textbook's weightage pages where possible.
3. Each student writes their subject's "paper map" into their revision notes: top-3 heavy chapters, the repeating question types, the marks layout.

SAY OR TYPE: "[Board] class [X] [subject] ke exam paper ka pattern kya hota hai — kaunse chapters se zyada marks aate hain, kaunse question types repeat hote hain? Ek 'paper map' banao. Aur bata do kaunsi baat pakki hai aur kaunsi estimate." (What's the exam-paper pattern for this subject — which chapters carry most marks, which question types repeat? Build a 'paper map'. Mark what's certain vs estimated.)

Robin tip: The certain-vs-estimate flag matters most in THIS session — the AI's weightage claims for specific state boards can drift. Real past papers outrank the AI; the AI organizes what the papers show. A student who brings actual papers becomes today's most valuable player — say so, and watch papers appear next cycle.

BLOCK 2 · 30 MIN Spoken English — explain your strategy

1. Each student presents their paper map in English, one minute, talk structure: my subject, its three heaviest chapters, my attempt order and why.
2. Teach the strategy vocabulary while they're using it: "first / next / finally", "because it carries more marks", "I will skip and return" — sequencing English, the language of plans.
3. One question per presenter from the group; strategy sharpens under questioning, exactly as the revision plans did in Week 9.

SAY OR TYPE: "I will explain my exam strategy in English for one minute. Then ask me: what will I do if question one is a surprise? I must answer in English."

Robin tip: "What if question one is a surprise" rehearses the exam's real opening moment — the plan for the bad start. A student who has SAID the recovery aloud ("I will skip and return") actually does it in March instead of freezing.

BLOCK 3 · 30 MIN Schoolwork — time-budget the paper

1. The arithmetic nobody teaches: $\text{paper minutes} \div \text{paper marks} = \text{minutes per mark}$. A 3-hour, 80-mark paper gives ~2 minutes a mark — so a 5-mark question deserves ten minutes, not twenty-five. Every student computes their subject's rate on rough paper.
2. Build each student's attempt-order rule with the AI: strongest sections first (bank the marks, build the calm), heaviest questions while fresh, riskiest last. Written into the notebook beside the paper map.
3. Standing loop with remaining time — pointed at the top-weightage chapters the paper map just revealed. Strategy and practice, same hour.

SAY OR TYPE: *"Mera paper 3 ghante ka hai, 80 marks. Section-wise time budget banao, aur attempt order suggest karo agar meri strength [sections] hai. Ek chhota card format mein jo main exam se pehle padh sakun." (My paper is 3 hours, 80 marks. Build a section-wise time budget and attempt order given my strengths. Card format I can read before the exam.)*

Robin tip: *The pre-exam card — time budget + attempt order + personal leak-list on one notebook page — is the session's real deliverable. Ten seconds of reading it outside the exam hall replaces an hour of panic inside it.*

By the end of today: Every student owns a paper map, a time budget, an attempt order, and a pre-exam card — the strategy layer, written down and rehearsed aloud.

If things go sideways: *No past papers exist for a student's board/language combination? The teacher interview substitutes: "ask your school teacher which chapters matter most — teachers know their board's paper better than any AI." Send them with the question; it doubles as teacher-relationship building, which never hurt anyone's marks either.*

WEEK 10 · SESSION 20/24**The mock exam**

Today's goal: Everything under real conditions: a timed mini-mock, strategy applied, then the review that turns one hour of exam into three weeks of targeted repair.

You need: One phone per five (for paper generation and review ONLY — phones down during the mock), hotspot, watches/one visible clock, spaced seating, stapled answer sheets.

BLOCK 1 · 15 MIN AI skill — build the paper, then review like a coach

1. Before the mock: each student generates their own 30-minute mini-paper with the AI — mark-weighted, from their paper map's heavy chapters, exam format. Robin spot-checks papers against textbooks before the clock starts.
2. After the mock (not during — phones down is part of the training): the review protocol. Each student examiner-checks their own paper question by question, then asks the coach question: "what does this paper say I should study THIS week?"
3. The review's output is one line per student in the revision plan: the single weakness this mock exposed, and the day this week it gets fixed.

SAY OR TYPE: *"Yeh mera mock paper aur meri answers hain — photos dekho. Har answer par examiner marks do. Phir coach ki tarah batao: is paper ke hisaab se mujhe is hafte sabse pehle kya sudharna chahiye — sirf EK cheez."* (Here's my mock paper and answers. Grade each like an examiner. Then, like a coach: based on this paper, what ONE thing should I fix first this week?)

Robin tip: *"Only ONE thing" is the coaching discipline — a mock that produces a seven-item repair list produces nothing. One exposed weakness, one fix, one week. The mock-fix-mock loop, run monthly, is how average students become exam-strong quietly.*

BLOCK 2 · 30 MIN Spoken English — the debrief circle

1. Post-mock circle, everyone speaks in English, two lines each: "The easiest part was _____. The hardest part was _____." Exam experience, processed aloud, in the second language — double training, single circle.
2. Then the strategy audit round: "Did you follow your attempt order? Did your time budget hold?" Yes/no plus one sentence. Plans meeting reality, described in English.
3. Normalize the wobble explicitly: everyone's first timed mock under-performs their ability. That gap is nerves, and nerves shrink with exactly this kind of exposure. That is why we mock.

SAY OR TYPE: *"I just finished a mock exam. I will tell you in English what went well and what went badly. Then tell me one line that exam toppers know about mock results."*

Robin tip: *The circle converts a stressful hour into a shared one — students hearing that everyone ran out of time in section B stop reading their own wobble as personal failure. Community is a nerves-treatment; administer generously.*

BLOCK 3 · 30 MIN Schoolwork — the repair block

1. Straight from review to repair: each student spends the block on their mock's ONE exposed weakness — three-layer summary if it's understanding, drilled practice set if it's speed, leak-list work if it's presentation.
2. The mock artefacts get filed, dated, in the notebook: paper, answers, marks, the one-line diagnosis. Showcase's before/after acts and January's review both feed on exactly this kind of dated evidence.
3. Book the rematch: same chapters, new AI-generated paper, two weeks out — students schedule it into their revision plans themselves. The loop must close on their calendar, not yours.

SAY OR TYPE: *"Mock mein meri kamzori nikli: [weakness]. Iske liye 20-minute ka repair session design karo — pehle 5 minute concept, phir 15 minute targeted practice, mark-weighted." (My mock exposed this weakness. Design a 20-minute repair session — 5 minutes concept, 15 minutes targeted mark-weighted practice.)*

Robin tip: Watch for the student who scored well and coasted through review — a strong mock hides leaks too. Their coach question changes to: "what would the examiner cut from my BEST answer?" Excellence has a repair list; it's just written in smaller print.

By the end of today: Every student has sat a timed mock under real conditions, diagnosed one weakness, started its repair, and scheduled the rematch — the full exam engine, running end to end.

If things go sideways: A student blanks completely during the mock — the freeze, for real this time? Quiet signal, Robin sits beside them, paper restarts from its easiest question with the clock ignored. The mock's purpose is exposure therapy, not verdicts — and this student just found exactly the thing December and March need them to have practised. Say that to them afterwards, privately, in exactly those words.

WEEK 11 · SESSION 21/24**Showcase prep — choose your proof**

Today's goal: Every student locks their December act — framed not as a performance but as PROOF of twelve weeks — and builds it properly.

You need: One phone per five, hotspot, the showcase menu chart, milestone notebooks (the evidence locker), before/after pairs from Week 7.

BLOCK 1 · 15 MIN AI skill — build the act

1. Frame first: for a teenager, a Showcase act is proof presented to parents — of English, of method, of growth. Present the menu (two-minute talk / before-and-after / interview / teach a concept / my study system) and let each student choose their strongest evidence.
2. Full build session with the AI, standing rules absolute: shape improved, content theirs, level theirs. Q&A prepped (two likely audience questions with answers), courage line issued.
3. Cast list goes on the wall, acts and names. For students doing before-and-after or study-system acts, the physical props (stapled essays, chart-paper plans, notebooks) get gathered TODAY.

SAY OR TYPE: "Showcase mein main [act] karunga, parents ke saamne. Meri script/notes polish karo — meri baat, mera level. Audience ke 2 likely questions aur unke jawab bhi taiyaar karo. Aur ek courage line agar main atak jaun." (I'll do [act] at the Showcase, before parents. Polish my notes — my content, my level. Prep 2 likely audience questions with answers. And one courage line if I freeze.)

Robin tip: Steer quietly with the milestone notebook, not with opinions: "Your essay pair is genuinely striking" moves a teenager better than "you should do X". The best act is the one whose evidence is strongest — and you hold the evidence.

BLOCK 2 · 30 MIN Spoken English — rehearsal one, December rules

1. First full-room rehearsal in exact December conditions: running order, MC, walk-ups, applause, timed acts, Q&A where the act has one.
2. The room practises audience craft too — attention, applause, question-asking. Half of them will be answering audience questions in December; today they learn what good ones sound like.
3. One strength + one growth per act, standard machinery. Time every act; anything over three minutes gets a trimming appointment before next session.

SAY OR TYPE: (Human rehearsal — the AI rests. It returns for private polish between sessions, on any student's request, which is rather the point of everything.)

Robin tip: December arithmetic for Growth acts: they run longer than Foundation's. 25 students × 2.5 minutes + Q&A + applause = plan for two hours or trim to ninety minutes. Decide TODAY with the host, not on the morning.

BLOCK 3 · 30 MIN Schoolwork — the engine never saw a stage

1. Twenty minutes, full loop or plan-work, every student — the tuition promise holds through rehearsal season, because the tuition promise is why parents come to the Showcase at all.
2. Exam-facing students are plan-protected: their homework block is their plan, rehearsals fit around it, never instead of it.
3. Counts logged, catch-the-AI ritual honoured. Invitations assignment issued: next session each student writes their parents' invitation. Personally. It matters more from them — and at this age, it lands harder on the parents too.

SAY OR TYPE: *"Sirf 20 minute. Mere plan ke hisaab se sabse zaroori kaam kya hai abhi — yeh raha mera plan ka photo. Prioritize karo aur pehla step do." (Only 20 minutes. Per my plan, what's the highest-priority work right now — here's my plan's photo. Prioritize and give me step one.)*

Robin tip: *A teenager whose exam prep is visibly protected FROM the showcase — not sacrificed TO it — learns what the program actually values. Some parents fear the ALC distracts from school; Week 11's schedule is your rebuttal, in deeds.*

By the end of today: Every act locked and once-rehearsed under December rules, props gathered, cast list up, exam plans untouched by showbiz.

If things go sideways: *A student wants an act that's clearly beyond them (a 5-minute speech, a debate they'd lose publicly)? Don't refuse — scope it: "Version one of that is the two-minute form. Nail it in December; the full version headlines the next cycle." Ambition redirected keeps its engine; ambition denied loses it.*

WEEK 11 · SESSION 22/24**Showcase prep — rehearse and invite**

Today's goal: Second rehearsal at performance pitch, invitations written and pocketed, logistics done — the week ends with nothing left to invent.

You need: One phone per five, hotspot, card paper for invitations, the running order, and every prop checked against a list.

BLOCK 1 · 15 MIN AI skill — invitations, and the last polish

1. Each student drafts their parents' invitation with AI help — but in THEIR register: warm Hindi/home language, one line of English if they want it, signed by name. Handwritten final, folded, pocketed.
2. Final act-polish round on request. Some students will want five passes; some are done. Both are fine — readiness, like everything here, advances at its own pace.
3. Courage lines rehearsed aloud, once each, room-wide. The freeze is planned for; therefore it mostly won't come.

SAY OR TYPE: "Mummy-papa ke liye Showcase invitation likhwao — meri taraf se, dil se, 3-4 lines. 'Aap aaoge toh main stage par bolunga' wali feeling. Zyada formal nahi — main unka beta/beti hoon, koi office nahi." (Help me write my parents' Showcase invitation — from me, from the heart, 3-4 lines. The 'if you come, I'll speak on stage' feeling. Not too formal — I'm their child, not an office.)

Robin tip: A 16-year-old inviting parents to watch them speak English on a stage is a bigger family event than we plan for — some of these parents have never been invited to anything by an institution. The handwritten card outperforms every WhatsApp broadcast ever sent. Insist on paper.

BLOCK 2 · 30 MIN Spoken English — dress rehearsal

1. Full run, December order, performance energy asked for explicitly: "today we rehearse at the volume and pride of the real day."
2. Q&A acts get live audience questions from the room — unscripted ones. Handling a surprise question well TODAY inoculates against December's.
3. Close with the collective ending planned for the day (group thanks, a final line together — each centre invents its own). Rehearse it twice; endings are what rooms remember.

SAY OR TYPE: "This is my final practice before the real day. Listen to my act, then tell me the ONE thing to remember on stage — just one."

Robin tip: "Just one thing" is deliberate — final-week feedback must converge, not expand. A performer holding one note walks tall; one holding eleven walks worried. The same applies to your own notes to them this week.

BLOCK 3 · 30 MIN Schoolwork — the twenty minutes, and the checklist

1. Twenty minutes of plan-work or standing loop, one last time before the big day — the record should show the engine ran every single session of the cycle.
2. Production meeting, students owning it: greeters, seating, props table (essay pairs! chart plans! notebooks!), phone-and-hotspot check for the study-system demo, water, timing.
3. Milestone notebooks get their final pre-Showcase entry: the 30→60→120 line, solved-alone totals, chapters conquered. On Showcase Day these numbers meet the people they were always for.

SAY OR TYPE: *"Showcase Day checklist banao: 25 teenage students, parents, 2 ghante, ek hall, ek live AI demo bhi hai. Kya kya ready chahiye aur kya galat ho sakta hai?" (Build a Showcase checklist: 25 teenage students, parents, 2 hours, a hall, one live AI demo included. What must be ready and what can go wrong?)*

Robin tip: *The live study-system demo is your highest-risk, highest-reward act — test the phone, the hotspot, AND the backup (screenshots of a previous run) today. A failed demo recovers fine with a backup and a laugh; without one it becomes the story of the day.*

By the end of today: Dress rehearsal done at full pitch, invitations handwritten and pocketed, production owned by students, numbers finalized. December is ready before December arrives.

If things go sideways: *Second rehearsal sags below the first? Theatre law, same as Foundation: the flat second rehearsal precedes the great show. Tell them the law, send them home early and proud — tired teenagers rehearsed again tonight in their heads either way.*

WEEK 12 · SESSION 23/24**The final session before the show**

Today's goal: Gentle last polish, the look-back that lands, and notebooks turned into an exhibition of twelve weeks of proof.

You need: One phone per five, hotspot, every notebook from Week 1, the props table contents, and the Week 1 baseline notes for the last reveal.

BLOCK 1 · 15 MIN AI skill — the look-back

1. The guided tour of their own evidence: Week 1's battle map, Week 3's first summaries, Week 7's stapled essay pair, Week 9's plan, the three-number speaking line. Twelve weeks, self-documented, undeniable.
2. One free-choice AI conversation each — practise, play, plan, or just talk. The tool is theirs now; today makes that official.
3. The Robin's one-minute look-back, from the milestone notebook, names and specifics: "In September, [name] couldn't... Last week, [name]..." Earned sentences only. You have twelve weeks of receipts; spend three of them per student if time allows.

SAY OR TYPE: "12 hafte pehle main AI se pehli baar mila tha. Aaj kuch bhi poochh sakta hoon. Toh batao: agar tum mere teacher hote shuru se, toh mujhe kya kehte aaj?" (Twelve weeks ago I met AI for the first time. Today I can ask anything. So tell me: if you'd been my teacher from the start, what would you say to me today?)

Robin tip: Teens will pretend the look-back is cheesy and remember it for years — both at once, that's the age. Deliver it straight, keep it specific, skip the violin. The notebook's numbers carry all the emotion required.

BLOCK 2 · 30 MIN Spoken English — final light runs

1. Half-volume, seated, zero-stakes final runs — maintenance, not construction. Anyone who wants to skip their run may talk it through instead; trust the work.
2. The last English circle: each student, one sentence — "After the Showcase, I will ____." Twelve weeks of English pointed at what comes next, which was always the actual destination.
3. Confirm Showcase Day call-times, roles, props. Then the sentence to send them home on: "You are not hoping to be ready. You are ready. Come show them."

SAY OR TYPE: "On Showcase Day I show my parents what I learned. Tell me in two lines why I am ready — based on everything we practised."

Robin tip: Growth students carry a fear Foundation kids don't: looking foolish in front of parents AT THIS AGE. Name it once, plainly — "nervous is normal, you've rehearsed past it" — and move on. Naming defangs; dwelling feeds.

BLOCK 3 · 30 MIN Schoolwork — the exhibition and the last numbers

1. Curate the props table together: each student chooses their three proudest artefacts (essay pair, revision plan, CV, viva bank, notebook pages) and arranges their own exhibit. Their twelve weeks, their curation.
2. Ten-minute final sprint — one problem, solved alone, examiner-checked — so the very last session's log entry exists. The streak completes.
3. Final milestone entries closed: totals, lines, conquests. This notebook is now simultaneously a parent exhibit, a January review input, and — point this out — the first dataset of each student's own study life. Some will keep it for years.

SAY OR TYPE: *"Meri 12 hafte ki notebook ka photo dekho — yeh 3 pages sabse zyada proud feel karwate hain. Showcase par parents ko dikhane ke liye inka order kya ho, aur har page par ek line kya bolun?" (See my 12-week notebook — these 3 pages make me proudest. What order for showing parents at the Showcase, and what one line should I say per page?)*

Robin tip: *"What one line should I say per page" turns the exhibit into a guided tour — a student explaining their own evidence to their own parents, in structure, possibly in English. Which is the entire program, happening at a folding table.*

By the end of today: Acts polished to rest, exhibits curated by their makers, the last log entry written, and a room full of teenagers who know — with receipts — that they're ready.

If things go sideways: *A student's parents definitely can't attend the Showcase? Assign them a guest of honour today — a sibling, a grandmother, the host, a teacher — invited personally by the student. Nobody performs to an empty chair; the room's job is to make sure every performer has one face that came for them.*

WEEK 12 · SESSION 24/24**SHOWCASE DAY**

Today's goal: Parents watch teenagers do things teenagers from this community are not supposed to be able to do yet. Everything applauded, nothing judged — and everything proven.

You need: The hall, seating, props/exhibit tables set, one charged phone + hotspot + backup screenshots for the live demo, certificates, running order, every Robin available.

PART 1 The running order (a show, not a session)

1. Doors + exhibits (20 min): student-greeters seat parents; the props tables open — essay pairs, revision plans, CVs, notebooks — with their makers standing by them, giving the one-line-per-page tours they prepped.
2. The acts (75–90 min): MC'd in rehearsed order — two-minute talks, before-and-afters, the interview live on stage, teach-a-concept, and the study-system demo (parents watching a child drive AI through a textbook is the single most convincing thing this program can show; schedule it mid-show, backup ready).
3. Certificates + close (15 min): every student by name, applause, the collective ending as rehearsed. The Robin speaks for one minute, from the notebook, receipts only. Photos per consent. Chai per host.

SAY OR TYPE: *(Today's only prompts are the ones students type live, in front of the people they love. Twelve weeks were for this. Hands off the phone.)*

Robin tip: Same stagecraft as ever: open strong, bury wobbles mid-show, end on the demo or the collective close — never on a solo that might crack. And keep the interviews and talks to their rehearsed timing; the MC's kind ruthlessness protects every act after this one.

PART 2 What parents should see

1. Their teenager speaking structured English to a full room — arguing a claim, answering a surprise question, holding a stage. For many families, a first.
2. The before/after evidence, physical and dated: a September essay beside a December one, a 30-second baseline note beside a two-minute talk. Growth as an object you can hold.
3. The method itself, live: photo, prompt, verify against the book, solve alone. Every WhatsApp fear about AI, answered by watching their own child command it — carefully, sceptically, well.

SAY OR TYPE: *(When a parent asks to try the AI after the demo — and one will — hand their child the phone to teach them. Do not help. Watch.)*

Robin tip: Growth-age parents carry a sharper question than Foundation's: "will this help board results?" The exhibits answer it — leak-lists, mark-weighted practice, examiner-checked answers. Station your best explainer at the props table with the notebook data. Enrolment for the next cycle happens at that table, not on the stage.

PART 3 After the applause — closing the cycle

1. Same week, Robins only, 30 minutes: January review inputs — what worked, what flopped, what ran long, what the students invented that this document never saw coming. The teenagers' inventions will be the best part; they always are.
2. Milestone data + notes to the city group. This curriculum is a first draft on purpose — your centre's twelve weeks are the edit.
3. Next cycle's start date announced before the room empties, and one more thing Growth uniquely offers: invite your standouts back as JUNIOR ROBINS for the next cohort. The 16-year-old who conquered the stage in December makes a devastating Foundation teaching assistant in February — and the pipeline this movement runs on is exactly that person.

SAY OR TYPE: *(For the Robin, that evening: "Here's what happened at our centre in 12 weeks: [notes]. What should the next cycle do differently — and which of my students showed signs of being a future teacher?" Ask it. The answer to the second question is the Robin Hood Army's whole succession plan.)*

Robin tip: *Take the team photo — students, Robins, host, the works. Then stand in the emptying hall for one minute and count what zero rupees built: a room, a cohort, a method, a stage, and a handful of teenagers who now know what their own voice sounds like in a second language. 1% done. Write down the date.*

By the end of today: Every student performed and was applauded by their own people. Evidence exhibited, certificates given, next cycle announced, junior Robins identified, learnings shipped.

If things go sideways: *The live demo fails — no network, dead phone, frozen app? The backup screenshots run the act, and the student narrates over them exactly as rehearsed — which, note, demonstrates the deepest skill of the cycle anyway: the plan behind the plan. Tell the audience that. They'll applaud the recovery louder than they'd have applauded the demo.*

The December 2026 Showcase

Session 24 is the cohort's finish line: parents, teachers and the host in the room, every student presenting one piece of proof from twelve weeks. Two rules make it work. First, it is a celebration, not a judged performance — no marks, no ranks, no comparisons; every act is applauded for what it shows. Second, every student presents something — however small. The teenager who stands before a full room and argues a claim in a second language, with their parents watching, is doing something this community rarely gets to see. Applaud accordingly.

The showcase menu (each student picks one)

- **The two-minute talk** — a prepared talk in English on a topic you own — the flagship Growth act.
- **Before and after** — show an essay or answer from Week 1 beside the same task done now, and walk the room through the difference.
- **The interview** — a live mock interview — a Robin asks, you answer, in English, on stage.
- **Teach a concept** — teach the room one syllabus concept the way you wish school had taught it to you.
- **My study system** — demonstrate your AI-powered revision method live — photo, prompt, practice questions — for parents to see exactly how it works.

Certificates are given to every student (co-signed by the centre and the Robin Hood Army). Photos only with written consent — joy, never suffering, as always.

English milestone for this cohort

By Session 24, every Growth student can speak for two minutes in English on a prepared topic, answer two unprepared questions about it, and handle a basic formal exchange (an introduction, a request, an interview answer) without switching out of English. Fluency is not the bar — functioning is.

What happens after

In January 2027 the program pauses for review: every centre sends its learnings — what landed, what flopped, what the children invented that we didn't think of — to its city group. The curriculum you are holding gets rewritten with those learnings, and the next cohort starts stronger. That is the whole model: teach, learn, improve, repeat. 1% done.

FIRST DRAFT — LIVING DOCUMENT. If you were wondering where to begin your ALC Journey, this is it: a starting template for our Growth (14-17 years) children – not a fixed curriculum. Every child, centre, and city is different, so adapt it to your learners and context. Share what you learn with your city group so each version becomes better than the last.

Citizens First. Mission Next. Robins Last.