APPENDIX-A

SOCIAL SKILL DEVELOPMENT PROGRAMME

: Activity -1 : The Jigsaw

A topic is divided into sections. In ‘home’ groups of four or five, pupils take a section each and then regroup into ‘expert’ groups. The experts work together on their chosen areas, then return to their home groups to report on their area of expertise. The home group is then set a task that requires the pupils to use the different areas of expertise for a joint outcome. This strategy requires advance planning, but is a very effective speaking and listening strategy because it ensures the participation of all pupils.

Example: A Year 9 history class was working on maps of the local town. Five maps were used, each from a different period of history. Home groups of five divided the maps up and then expert groups formed, with a checklist of questions to help them to interrogate their map. When home groups reformed, each pupil was required to introduce his or her map and talk through the information gleaned from it. Each group was then asked to summarise what it had learned about how the town had developed over a 200-year period, and to start speculating about the reasons for this.

❖ This activity done by following steps :

- Make a group of Students.
- Every member of group allotted different activities with material.
- Every member student finished activity and then explain it within group.
- Then make other students to learn that activities from expert members.
: Activity -2 : Three Step Interview

Can be used as assessment of prior or new knowledge or opinion. Students work in pairs and then fours. Students interview a Student and then share what they have learned.

❖ This activity done by following steps:
- The investigator provides the interview topic and states the duration of the interview.
- The investigator calls for ‘think’ time.
- In pairs, student- A interviews student-B.
- student-A thanks and praises student-B.
- The pairs switch roles: student- B interviews student- A and again thanks and praises.
- The pairs then pair up to form groups of four.
- Each student in turn shares with the team what he/she learned in the interview.

: Activity -3 : INSIDE/OUTSIDE CIRCLE

Used to introduce new information. Students work in large groups.

- This is a good structure for having students share information in an exciting way.
- Students stand in two concentric circles around the classroom. Students in the inside circle face out, facing a student standing on the outside circle.
- Students from the inside circle share something with their partners.
- Students switch roles; the outside circle students now share while their partners listen.
- Students rotate to work with new partners – rotate four people ahead to a new partner – vary by changing the number of positions advanced or switch the direction of the rotation; class counts aloud the number of positions they
are moving so everyone knows when to stop. “One, two, THREE!” (Movement energises students.)

- Student’s problem-solve or share with many partners and hear multiple perspectives.

**Variations**

- Students rotate in pairs and discuss in groups of four; e.g. investigator asks question; inside circle pair discusses question while outside circle discusses questions; pairs compare answers.
- Students generate questions they want to ask other students in the classroom. Put the question in a hat and draw out one question each time the circles rotate.
- Flashcards – each student makes up one question on a flashcard. Students ask each other their questions and switch cards before each rotation. With each rotation, students get a new partner and a new question.
- Investigator can supply the flashcards, or act as quality control by collecting and correcting cards before they are used.

: Activity - 4 : PAIRED HEADS TOGETHER

Can be used to share knowledge. Students work in two pairs.

❖ **This activity done by following steps :**

- The investigator distinguishes ‘shoulder’ students from ‘face’ students.
- The investigator presents a problem and provides students with ‘think’ time.
- Students write their answers individually, without help.
- Students share and discuss their answers with their ‘shoulder’ students, coaching if necessary, to come to their best answer.
- Students signal when they are ready.
- The investigator says, “Turn to your ‘face’ students. Everyone share your best answer. Students just listen.” Students share as individuals, not pair to pair.
- The investigator announces the correct answer, saying, “If your partner said XXXXXXX, then give them a high five (P1, handshake etc)”.
- Investigator does an additional round, mixing up each time which face student answers.

: **Activity - 5 : TEAM INTERVIEW**

Can be used to assess new knowledge. Students work in teams of 3 or 4. Students are interviewed in turn by their team-mates.

- **This activity done by following steps :**
  - The investigator assigns a topic and sets the time limit.
  - 1 student from each team stands ready to be interviewed by their team-mates.
  - Team-mates then interview the standing student asking open ended questions.
  - When the time is up, the standing student sits down and is thanked by their team-mates.
  - In turn, remaining students stand and are interviewed by their team-mates.

: **Activity - 6 : 4’s BRAINSTORMING**

Brainstorming can be used as an end in itself for creative thinking or as a beginning for generating ideas for problem solving, discussing, and writing. The team becomes a think tank as each student – each with a special role – contributes to the team’s storm of ideas. Students work in groups of 4.

- Each student is given a role.
- The investigator announces the topic on which students are to brainstorm as many creative ideas as possible.
• Team-mates put their heads together and generate as many ideas as possible.
• The secretary records each idea on a different small piece of paper.

For 4s Brainstorming, each student gets one of the following roles.

• Speed Sergeant ensures that team-mates work fast, under time pressure, to come up with as many ideas as possible. The team member assigned this role says things like: ‘We only have one minute left.’ ‘Let’s hurry!’ ‘Let’s get quicker with our responses.’

• Chief Support makes sure all ideas are encouraged with no evaluation of ideas. Chief Support says things like: ‘All ideas are great!’ ‘That’s an excellent idea!’ ‘I really like that!’

• Sultan of Silly encourages silly ideas. Having a good percent of silly ideas is very helpful in the flow of ideas. The silly idea may not be part of the final solution, but may well lead to an idea that is. The Sultan of Silly says things like: ‘Let’s have a crazy idea!’ ‘Can anyone think of something funny?’ It is not the Sultan’s job to provide all of the silly ideas; rather he or she is to encourage team-mates to come up with silly ideas.

• Synergy Guru encourages team-mates to build on each other’s ideas, saying things like: ‘Let’s build on that.’ ‘Let’s combine these ideas.’ The Synergy Guru is also the team Secretary, recording each idea on a separate slip of paper. In teams of five the Secretary is a fifth role; in teams of three the roles of Chief Support, Synergy Guru and Secretary are combined.

• 4s Brainstorming is a strong team builder designed to release synergy and generate an inhibited flow of ideas. Students build on each other’s ideas, coming up with a storehouse of creative ideas or solutions to problems.
APPENDIX-B
Question Paper and Answer Key

Question paper

Standard-9th

Marks 50

Q-1 Put the round in front of the correct from the following. [5]

1] Mr. Saurabh Bakshi is a ____________________.
   A. Principal    C. Counselor
   B. Teacher    D. Guide

2] The video conference is arranged by ____________________.
   A. The Youth Wing    C. The Youth Group
   B. The Youth Club    D. The Youth Party

3] Mr. Bakshi advises Jignesh to be ________________.
   A. Practical    C. Impractical
   B. Ambition    D. Timid

4] Dr. Shah advises Dilshad to consult a ________________.
   A. beautician    C. skin Specialist
   B. doctor    D. teacher

5] ___________ keep our mind engaged.
   A. Films    C. T.V. Serials
   B. Studies    D. Hobbies

Q-2 Match the words given in ‘A’ column with the word given in ‘B’ column and write the correct answer in the Box. [5]

<table>
<thead>
<tr>
<th>‘A’</th>
<th>‘B’</th>
</tr>
</thead>
<tbody>
<tr>
<td>U 1] Blow</td>
<td>A. Get used to</td>
</tr>
<tr>
<td>U 2] Acquire</td>
<td>B. Occupied</td>
</tr>
<tr>
<td>U 3] Get habituated</td>
<td>C. To become</td>
</tr>
<tr>
<td>U 4] Engaged</td>
<td>D. Death</td>
</tr>
<tr>
<td>U 5] Dilshad</td>
<td>E. To accept</td>
</tr>
</tbody>
</table>

F. Pimple
Q-3 Answer the following questions in two to three sentences. [12]
K 1] What does Mr. Bakshi advise to Harish?
K 2] What is video-conference? How is it conduct?
U 3] What are the risks and thrills in a life?
K 4] What does Mr. Bakshi tell to Antim?

Q-4 Read the following sentence and answer the question given below it. [3]

Give to me the life I love,
Let the lave go by me,
Give the jolly heaven above
And the byway nigh me.
Bed in the bush with stars to see,
Bread I dip in the river
There's the life for a man like me;
There's the life forever.

U 1] What does the poet ask for?
U 2] Give the _________ above and the _________ nigh me.
U 3] Where does the poet sleep? What will he see there?

Q-5 Write whether the following statements are True or False in the box. [4]
K 1] The people do not care about what happen with them.
K 2] Harish wants to know is that HIV is found in blood donor.
K 3] The poet wants wealth, hope of love or friend.
K 4] video-conference has arranged by the youth group.

Q-6 Change into indirect speech. [4]
A 2] Punam said, “Mr. Shah is teaching English.”
A 3] Lata said, “Ramila sings a song.”
A 4] Rohan said, “The Earth is round.”

S Q-7 Write in 80 words about your role model. [8]
S Q-8 Write a letter to your cousin for invitation on birthday party. [9]
Answer Key

Question-1

1] Counselor - 1 Mark
2] The Youth Club - 1 Mark
3] Practical - 1 Mark
4] skin Specialist - 1 Mark
5] Hobbies - 1 Mark

Question-2

1] Death - 1 Mark
2] To accept - 1 Mark
3] Get used to - 1 Mark
4] Occupied - 1 Mark
5] Pimple - 1 Mark

Question-3

1] Nat to plan…………………. Goal to achieve - 3 Marks
2] Meeting of…………………. Help of a satellite - 3 Marks
3] The poet like…………………man like me. - 3 Marks
4] It is quite……………………...are sterilized - 3 Marks

Question-4

1] Give to me the life I love, Let the lave go by me - 1 Mark
2] Jolly heaven , byway - 1 Mark
3] Bed in the bush with stars to see. - 1 Mark

Question-5

1] True - 1 Mark
2] False - 1 Mark
3] False - 1 Mark
4] False - 1 Mark
Question-6

1] He said that Darshan played cricket. - 1 Mark
2] Punam said that Mr. Shah was teaching English. - 1 Mark
3] Lata said that Ramila sang a song. - 1 Mark
4] Rohan said that the earth is round. - 1 Mark

Question-7

Favorite role model - born - birthplace - his life principles - his success
- his books -freedom fighter - Death - motto. - 8 Marks

Question-8

Name, Address - 3 Marks
Respected word - 1 Mark
Subject - 1 Mark
Detail in Paragraph - 3 Marks
End faithfully - 1 Mark
Appendix-C

SOCIAL INTERACTION ABILITY SCALE

• Investigator •
  Bharti K. Rathod
  M.A., M.Ed.

• Guide •
  Dr. Nidatt Barot
  T. N. Rao College of
  Teacher Education
  Nr. University Campus
  Rajkot

General Information

Name :.................................................................................................

School Name:......................................................................................

Area of Residence : Village  City

: Instructions :

1. Read each statements carefully then give your responses.
2. You are requested to give responses for each statements of this scale.
3. Your answer will be used only for research work.
4. Your responses will be kept confidential.
5. Given statements in this scale, you have to give responses strongly agree, agree, neutral, disagree, strongly disagree what you fell about the statements by putting (✓) a tick mark against . You will be given enough.

Example :

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>✓</td>
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</tbody>
</table>

In Above statement, responder agree with the statements so in the column of agree put (✓) tick mark. By this way give your responses.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Respond when called by name</td>
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<td>2</td>
<td>Follow verbal instruction in small group.</td>
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<td>3</td>
<td>Ability to take turns in conversation</td>
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<td>4</td>
<td>Ability to start conversation.</td>
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<td>5</td>
<td>Capacity to solve basic problems.</td>
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<td>6</td>
<td>Follow social cues in a group.</td>
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<td>7</td>
<td>Answer or respond appropriately to criticism/correction.</td>
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<td>8</td>
<td>Ability to request a break when needed.</td>
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<td>9</td>
<td>Ability to work as a part of team.</td>
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<td>10</td>
<td>Ability to ask for assistance or help.</td>
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<td>11</td>
<td>Ability to accept supervision</td>
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<td>12</td>
<td>Ability to consistently communicate needs/wants.</td>
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<tr>
<td>Sr. No.</td>
<td>Statements</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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<td>13</td>
<td>Ability to express lack of understanding or ask questions when appropriate.</td>
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<td>14</td>
<td>Respond appropriately to praise.</td>
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<td>15</td>
<td>Ability to learn a task through modelling.</td>
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<td>16</td>
<td>Ability to mix-up with other students of class.</td>
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<td>17</td>
<td>Ability to make other understand my thoughts or point of discussion.</td>
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<td>18</td>
<td>Able to communicates effectively with peers.</td>
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<tr>
<td>19</td>
<td>Able to get attention from other friends of class.</td>
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<tr>
<td>20</td>
<td>Able to follow directions of others.</td>
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<tr>
<td>Sr. No.</td>
<td>Statements</td>
<td>Strongly Agree</td>
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<td>Disagree</td>
<td>Strongly Disagree</td>
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<td>21</td>
<td>Able to comfortable dialogue with peers.</td>
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<tr>
<td>22</td>
<td>I am able to make eye contact with other.</td>
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<tr>
<td>23</td>
<td>I make friends of my own age.</td>
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<tr>
<td>24</td>
<td>I tensed up if I meet any acquaintance in street.</td>
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<td>25</td>
<td>I become tense if I have to talk about myself and my feelings</td>
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