

Generational Rise: The Inner Evolution of Pre-primary Students

Target: Pre-Primary (Age 3-6)

Duration: 12 Weeks (30 minutes per week)

Unit 1: Understanding My Growing Brain (Weeks 1-3)

The Growing Brain: A child-friendly introduction to brain growth. Children learn that their brain becomes stronger when they try, practice, and repeat.

Objective: To help children understand that trying again makes their brain “bigger and stronger.”

Breaking the “Pari Na” Habit: Challenging early fixed mindset like “Ami pari na” (I can’t). Replacing it with an effort-based habit.

The Power of “Ekhono” (Yet): Teaching children to say “Ami ekhono pari ni” (I can’t do it yet) and put effort into doing hard tasks with a growth mindset.

Teaching Method:

The Rubber Band Demonstration: Show a loose rubber band. Stretch it gently.

The Analogy: Explain that just like the rubber band stretches, their brain stretches when they try something hard, like buttoning a shirt or finishing a puzzle.

Practice Activity: Give children a slightly challenging task (puzzle, stacking blocks, drawing a circle). When they struggle, repeat: “jokhon amra kono ekta kaj sundor kore korte chesta kori , jodio kaj ta amader ojana, tokhon amader brain/mostishko onek beshi kaj kore, ete kore amader manoshik sokkhomota briddhi paay.”

Fixed Mindset	Growth Mindset
Ami juto porte pari na	Ami juto porte shikhchi
Puzzle ta khub kothin	Puzzle ta kothin bolei anondo pacchi
Rag hole ami chitkar kori, karon rag hole onnoder chitkar korte dekhechi	Rag hole chitkar korle nijer ebong onner osubidha hoy, tai rag hole shanto thakar chesta kori

Real-Life Practice Activities: Buttoning shirt, arranging books properly, cleaning small spills, standing in queue without pushing, watering plants gently.

Home Reinforcement (Parent Role): Parents consciously practice appropriate language at home: When a child says: “Ami eita korte parchi na.” The parent responds: “Ekhono paro ni. Abar cheshta korlei parbe.” Additionally, parents avoid “Bacchader kaj parents ra nijera kore na diye tader kaje sahajjo kora- doing tasks immediately for children” and “Bacchader sathe kotha bolar somoy tader kajer porjobekkhon korte giye negative word bebohar koratheke biroto thaka-labeling children as lazy or weak.”

Unit 2: Fixed vs. Growth Language Circle (Weeks 4–6)

Defining the Two:

- Fixed: “Ei kaj ta kothin howay amar valo lagche na.”- Avoiding trying, reacting or crying quickly, giving up.
- Growth: “kothin kaj bar bar chesta kore ami sohojei shikhe jai”- Trying again, asking for help calmly.

Objective: To identify and transform everyday reactions into growth language.

Teaching Method:

The Magic Word Poster: Create a classroom poster with two columns.

Activity: Children role-play small scenarios (dropping blocks, failing to color inside lines). One child reacts with the “Fixed” phrase. Another child or teacher translates it into Growth language.

Fixed Mindset (The Trap)	Growth Mindset (The Shift)
Ami line er vitor valo color korte pari na	Ami line er vitor color kora shikhchi ebong protibar valo korchhi
Ei puzzle t onek kothin, ami kortei parchi na	Puzzle ta kothin, tobe onno piece agee diye abar chesta kori.
Bhul hole ami lojja pai	Bhul theke ami shikhi.
Ami gaan gaite pari na	Ami gaan shikhchi, practice korte korte aro valo hobe
Bondhu na parle ami hasahasi kori	Bondhu na parle ami take uthsaho dei
Class er moyla ta o porishkar korbe	Class er moyla ta ami poroshkar kore feli, tahole class aro sundor hobe

Home Reinforcement: Parents track- does the child use “growth language”?/ does the child clean after spilling?/ does the child retry before crying?

Unit 3: Mindset in the Social Context (Weeks 7–9)

The “ Eka Amake Diye Hobe Na” Habit: Even young children copy adults saying “Hobe na.” This unit replaces helplessness with responsibility . Responsibilities include: Helping clean space, standing in line, saying salam confidently, watering plants, responding to others emotions properly, holding adult’s hands during road crossing.

Objective: To encourage children to take small responsibility instead of waiting for adults or seeing themselves helpless.

Responsibility vs. Blame: Instead of saying: “O bhengechee”, Encourage: “Ami shahajjo korbo?”

Peer Influence: Teaching children to encourage friends instead of laughing when someone makes a mistake.

Teaching Method:

The Encouragement Circle: Children sit in a circle. One child tries a small challenge (balancing block tower). Instead of laughing if it falls, the class must say: “Tumi parbe!” instead of laughing.

Local Role Model: Instead of studying popular figures, invite a school helper (aya, cleaner, gardener) to show how small effort every day makes school clean and safe.

Regular Conversation: Teacher will discuss how our responsible small efforts can change the society and how blaming others makes it worse.

Home Reinforcement: Parents encourage children's initiatives and support them when needed. Instead of “Eta tomar kaj na.” Parents say: “Choto kaj diye boro poriborton hoy.”

Unit 4: Practical Application & Reflection (Weeks 10–12)

The 3-Try Rule: Before asking a teacher or parent for help, the child must try 3 times. Practice includes: wearing shoes , arranging books, trying puzzles, calming down, cleaning surroundings etc.

Objective: To change how children react to small frustration and ensure a growth mindset.

Failure as Feedback: Create a small classroom board called: “Amar Bhul Theke Shikhi.” Children share simple reflections like: “Class e dhukar somoy tarahuray friend er sathe dhakka legeche, er por theke socheton thakbo”

Teaching Method:

Clay Learning- Turning Mistakes into Beautiful Designs: When a clay design doesn’t go as planned, it’s not a failure, it’s a chance to learn and make it better. Similarly, from mistakes, we can learn to do everything better.

Exercise: Teacher gives gentle corrective feedback: “Color line er baire chole geche.” Child responds: “Next time ami line er vitore rakhbo.”

Process: The student must accept the criticism of parents and teachers positively and extract the gold of feedback and improve the practice.

Home Reinforcement: Parents apply the 3-Try Rule consistently. They avoid “Immediate rescue”, “Scolding for small mistakes” and ask: “Ei bhul theke ki shikhecho?”, “Aro 2 bar chesta koro”.

Assessment Procedure : Instead of written exams, assessment will be fully observation-based and continuous.

Behavioral Aspect	Skill Aspect	Attitudinal Aspect
● Retries after small failure ● Uses growth language ● Cries less during challenges ● Cleans up after mistake ● Says sorry sincerely ● Tries to control anger	● Attempts puzzle completion ● Self-dressing effort ● Packs bag ● Stands in queue ● Uses dustbin properly	● Encourages peers ● Does not laugh at mistakes ● Takes responsibility ● Shows pride in improvement ● Accepts correction calmly

Assessment Source

Source	Role
Teacher	Structured observation
Parent	Home effort feedback
Child	Behaviour & verbal reflection

Week-wise Activity Plan

Weeks	Focus	3-Way Action
1–3	Brain Growth	Rubber band demo, Home retry practice, Positive thinking
4–6	Language Shift	Role-play, Home language tracking, “Pari Na” vs. “Abar Chesta” reactions
7–9	Responsibility	Encouragement circle, Independence practice at home and school.
10-12	Application and Reflection	3-Try Rule practice, Reflection board



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