

A SCHOOLPAD RESOURCE

Can we teach children to recognise what is good?

A practical guide to teaching taste, judgment and better choices - from Classes 1 to 12.

WHY THIS MATTERS NOW

AI can write a paragraph, make a poster or suggest many answers in seconds. But children still need to ask: Is this correct? Is it useful? Does it suit the person reading it? Can I make it better?

These skills are useful even without AI. A child uses them while writing an invitation, choosing a book, planning a school event or solving a daily problem.

THREE SIMPLE IDEAS

Taste	Noticing what makes something clear, helpful or well-made.
Judgment	Giving a good reason for a choice, not just saying "I like it".
Decision-making	Choosing what to do after thinking about what will work in real life.

You do not need to buy anything

No AI tools, smartboard or special period required. A blackboard, notebook and a teacher-led discussion are enough. Students can first explain in the language they are most comfortable with.

THE TEACHING METHOD

Just 25 minutes a week

Use the same simple routine in English, EVS, science, social science, art or a regular class period.

A READY-MADE LESSON PATTERN

5 MIN

Look

Show two or three choices. Read them aloud if needed.

6 MIN

Choose and explain

Ask: "Which one will work better? Why?" Let students speak.

10 MIN

Make it better

Ask students to rewrite, draw, plan or improve one choice.

4 MIN

Share

Invite two students to explain what they changed and why.

QUESTIONS ANY TEACHER CAN USE

"Who is this for?" "What is missing?" "What might confuse someone?" "What would you change?" "How do you know your new version is better?"

There does not have to be one right answer

Do not just reward the most colourful work or the neatest handwriting. Reward clear thinking, useful details and a good reason for a choice.

READY-TO-USE EXAMPLE | CLASSES 1-2

Make a helpful sign

Try this activity directly with Classes 1-2. Children notice what makes a message easy to understand.

BEFORE CLASS

On the blackboard, write these two signs. Tell students both will be placed near the drinking-water area.

SIGN A

COME HERE!

SIGN B

DRINKING WATER

Fill your bottle here.

SAY THIS TO THE CLASS

“A new child has joined our school. Which sign will help them find drinking water? Tell me why.”

RUN THE ACTIVITY

5 MIN

Look

Read both signs aloud. Ask children to point to one.

6 MIN

Talk

Ask why “Come here” may confuse a new child.

10 MIN

Draw

Children draw a better sign with words or a picture.

4 MIN

Show

Two children share signs and explain their choice.

WHAT A THOUGHTFUL STUDENT MIGHT SAY

“Sign B says “drinking water”, so a new child will know what is there. I will add a water-bottle picture.”

TEACHER TIP

Accept drawings and short spoken answers. A child does not need perfect spelling to show good thinking.

READY-TO-USE EXAMPLE | CLASSES 3-5

Invite parents to school

Try this activity directly with Classes 3-5. Children learn that a good invitation must be friendly and include useful information.

BEFORE CLASS

Write these two invitations on the blackboard. Imagine Class 4 is organising a Reading Day for parents.

INVITATION A

Come to our AMAZING Reading Day! Lots of fun and surprises. Don't miss it!

INVITATION B

Class 4 Reading Day
Friday, 20 November | 2:30 pm | School library
Parents are invited to listen to stories written by children.

SAY THIS TO THE CLASS

"If your parent sees only this message, which one helps them come to school? Can we make an invitation that is both clear and welcoming?"

RUN THE ACTIVITY

- | | |
|---------------|---|
| 5 MIN | Read |
| | Underline date, time, place and purpose. |
| 6 MIN | Compare |
| | Find one good point and one missing detail in each. |
| 10 MIN | Write |
| | Make a new invitation in your notebook. |
| 4 MIN | Check |
| | Swap notebooks. Can a classmate find all key details? |

WHAT A THOUGHTFUL STUDENT MIGHT SAY

"A sounds exciting, but my parents won't know when to come. I will use B's details and add a friendly opening."

TEACHER TIP

Allow children to write in a familiar language first if that helps them explain their thinking.

READY-TO-USE EXAMPLE | CLASSES 6-8

Improve an Annual Day notice

Try this activity directly with Classes 6-8. Children learn to make a message clear, not just attractive.

BEFORE CLASS

Tell students the school must send one short Annual Day announcement to parents. Display these three drafts.

NOTICE A

BIG CELEBRATION! Amazing dance and music. Everyone must come!

NOTICE B

Annual Day | Saturday, 21 November | 5:00 pm
School auditorium | Parents welcome

NOTICE C

Annual Day is here! Join us on Saturday for a wonderful evening.

SAY THIS TO THE CLASS

“A parent receives only one of these on WhatsApp. Which one tells them what they need? What information is missing in the others?”

RUN THE ACTIVITY

- | | |
|---------------|--|
| 5 MIN | Choose
Pick the notice most helpful to parents. |
| 6 MIN | Explain
Discuss what is missing and what sounds unnecessary. |
| 10 MIN | Rewrite
Create a short, clear and welcoming message. |
| 4 MIN | Test
Ask a friend to find the event, date, time and place. |

WHAT A THOUGHTFUL STUDENT MIGHT SAY

“B is the clearest because it gives the time and place. I would add the full school name and say whether parents need to bring an invitation.”

TEACHER TIP

SchoolPad | Practical ideas for classrooms
If students want to add details, ask them to confirm those details rather than inventing them.

READY-TO-USE EXAMPLE | CLASSES 9-10

How should we spend Rs 10,000?

Try this activity directly with Classes 9-10. Students practise making choices when money and resources are limited.

BEFORE CLASS

Scenario: The school has Rs 10,000 to improve one part of student life this term. These are possible uses. The figures are a classroom exercise, not actual vendor quotations.

CHOICE A | Better drinking-water area

Repair taps and add water-bottle refill points.

CHOICE B | More library books

Buy books students have been requesting.

CHOICE C | Sports equipment

Buy balls, nets and basic equipment used by many classes.

SAY THIS TO THE CLASS

"You are the student council. Which option would you suggest first? Think about who needs it, who benefits, cost and how you will know it helped."

RUN THE ACTIVITY

5 MIN

Choose

Pick one option and write one reason.

6 MIN

Discuss

Think of one drawback or missing fact.

10 MIN

Propose

Write 4 lines: choice, reason, what to check, how to measure.

4 MIN

Defend

Share your idea; classmates ask one useful question.

WHAT A THOUGHTFUL STUDENT MIGHT SAY

"I would choose drinking water if many taps are not working. First I would check the taps and ask students. Then we can count how many become usable."

TEACHER TIP

There is no fixed winning choice. Reward students who ask for facts before deciding.

READY-TO-USE EXAMPLE | CLASSES 11-12

Is this study plan realistic?

Try this activity directly with Classes 11-12. Students learn to question impressive-looking plans and make practical changes.

BEFORE CLASS

A student preparing for board examinations has school until 2:30 pm, tuition from 4 to 5 pm and needs time for meals, travel and sleep. Compare these plans.

PLAN A | Study all the time

Study 6 hours after school every day. Do not take breaks. Sleep can wait until exams are over.

PLAN B | A steady routine

Study 90 minutes after a short break, review for 45 minutes later, practise weak topics on weekends and protect sleep.

PLAN C | Only easy subjects

Study only favourite subjects every day. Leave difficult topics for the last week.

SAY THIS TO THE CLASS

“AI can produce a perfect-looking timetable. But will a real student be able to follow it? What facts do we need before recommending a plan?”

RUN THE ACTIVITY

5 MIN	Choose
	Select the most realistic starting point.
6 MIN	Question
	Check time, sleep, breaks, travel and difficult subjects.
10 MIN	Improve
	Write a one-day timetable for the student in the case.
4 MIN	Explain
	Name one trade-off and one fact still needed.

WHAT A THOUGHTFUL STUDENT MIGHT SAY

“B is a better starting point because it includes rest and regular practice. I would ask about travel time before setting exact study hours.”

TEACHER TIP

Do not make students share personal exam pressure or health information. Keep the discussion about the fictional student.

FOR EVERY TEACHER

What should a good answer sound like?

Look for stronger reasons - not identical answers or perfect posters.

Classes 1-2

"I like this sign because the picture shows where the water is."

Classes 3-5

"This invitation has the place and time, so parents will know where to come."

Classes 6-8

"This notice is shorter, but it still has everything parents need."

Classes 9-10

"I chose sports equipment, but first I should ask how many children will use it."

Classes 11-12

"The timetable looks impressive, but it does not leave enough time for sleep."

LISTEN FOR FOUR THINGS

1. Notice: Did the child spot a useful detail?
2. Explain: Did they say why it matters?
3. Listen: Did they consider another idea?
4. Improve: Did they make a specific change?

A small change in language is progress

From "This is nice" to "This works better because..." is a strong first step. Do not turn the exercise into another marks-based test.

FOR PRINCIPALS

Start with three teachers

Try this for four weeks before making it a school-wide activity.

WEEK 1

Pick the classes

Choose one teacher from primary, middle and senior school. Give each teacher the relevant activity page.

WEEK 2

Try it once

Run a 25-minute activity inside an existing period. Keep one student's first answer and improved answer, without names.

WEEK 3

Try it again

Repeat the same steps using another notice, story, school problem or plan.

WEEK 4

Talk to the teachers

Spend 20 minutes asking: Are children giving better reasons? Which questions worked? What should we change?

WHAT TO TELL YOUR TEACHERS

"Do not prepare a presentation. Pick the activity for your class and teach it as written. We are trying to help children explain their choices and improve their work."

What success looks like

Teachers hear more "because..." answers, more useful questions and clearer second attempts. That is enough reason to continue.

PHOTOCOPY THIS PAGE

My choice. My reason. My improvement.

A simple student sheet. Teachers may also write these lines on the blackboard.

1. What did I choose?

2. Why did I choose it?

3. What is missing or could be better?

4. What did I change?

5. Why is my new version better?

Teacher note: Younger children may answer by drawing or speaking. Accept Hindi, Punjabi or another comfortable language where appropriate. Look at the thinking, not just the spelling.



Build a *Remarkable* School

SCHOOLPAD TECHNOLOGIES PRIVATE LIMITED

Parkview Residence, Bestech Business Tower, 5th Floor, Tower B, B-513,
Sector 66, Sahibzada Ajit Singh Nagar, Punjab 160062

+91 98885 51181 | +91 97794 50739

www.schoolpad.in