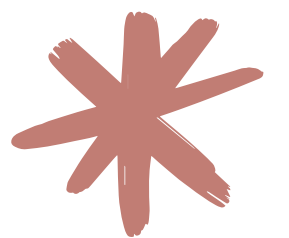
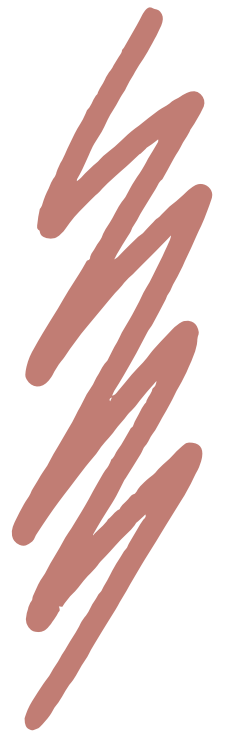
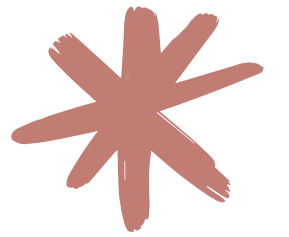




LET'S TRIGGER IT!

Triggering positive actions!





Familiar?

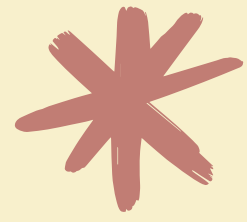
**LIST OUT ALL
THE TASKS
THAT YOU DO
ON A REGULAR
WEEKDAY**





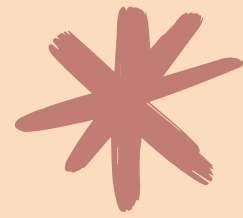
2 Min

**WHAT % OF
TASKS WERE
ALIGNED WITH
YOUR PERSONAL
VISION AND THE
ORGANISATION'S
VISION?**



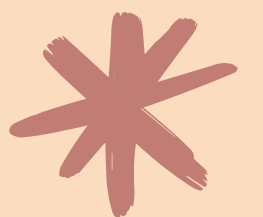
IT'S TIME

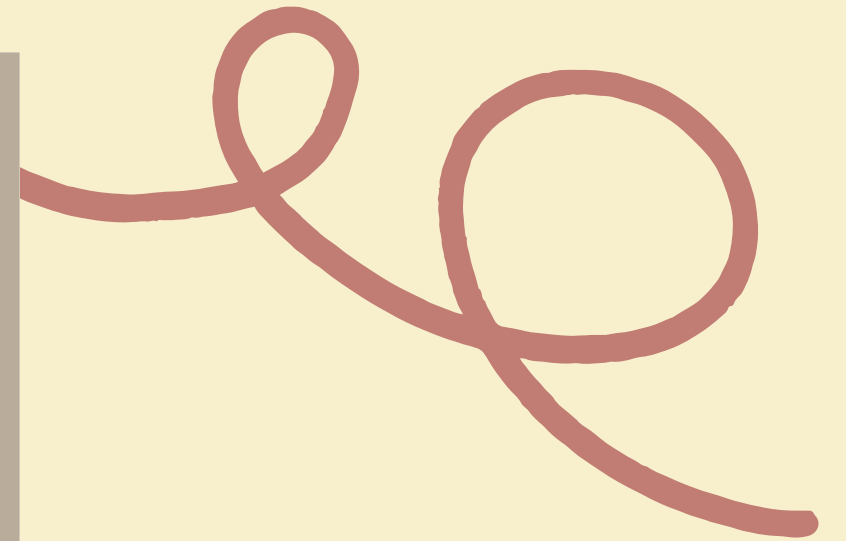
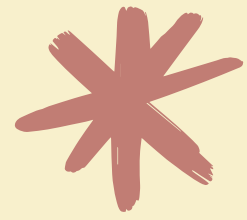




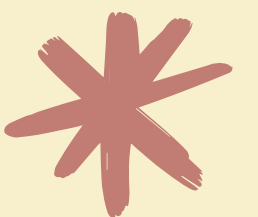
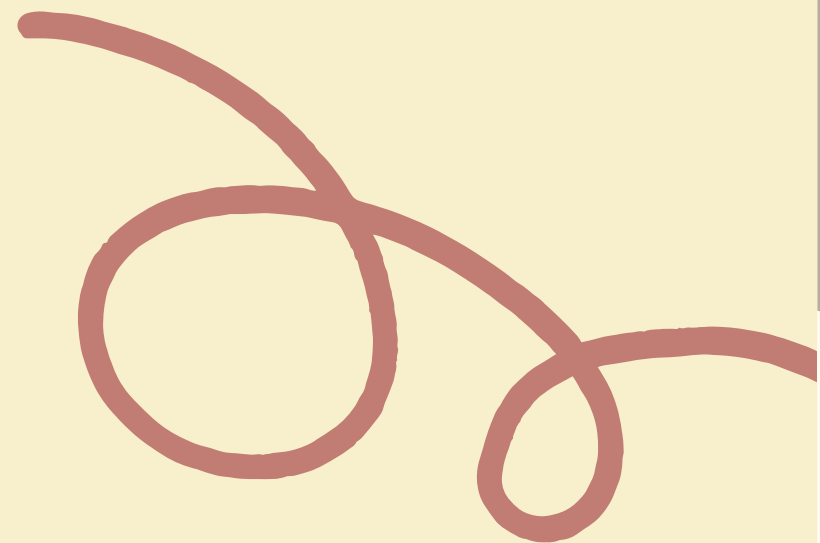
MAN IS INDEED FORGETFUL

“AND REMIND, FOR INDEED, THE REMINDER BENEFITS THE BELIEVERS.”
(AD-DHARIYAT, 51:55)



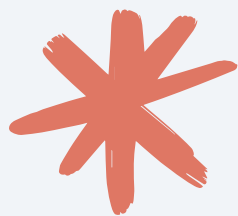


**LET'S TRIGGER
POSITIVE
HABITS**



WHY IT'S IMPORTANT TO WORK ON OUR

Habits



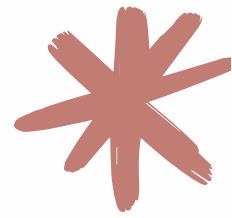
THIS PART OF OUR BRAIN (THE
FRONTAL LOBE) IS
RESPONSIBLE FOR OUR GOALS
AND DECISIONS.



THIS PART OF OUR BRAIN (THE
BASAL GANGLIA) IS
RESPONSIBLE FOR OUR HABITS
WHICH ARE AUTOMATIC.

**IF YOUR HABITS SUPPORT YOUR GOALS, IT IS
LIKE HAVING EXTRA BRAIN POWER.**





Routine

The behaviour/response triggered by the cue. It can be physical, mental and emotional. The response is what we think of as the habit itself

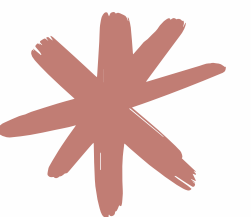
Habit Loop

Cue

A signal that tells us to do something, to start the routine

Reward

The habit reward produces a burst of chemical dopamine in brain which then reinforces the cycle

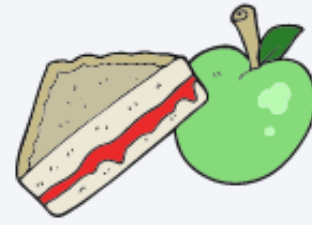


THE DIFFERENCE BETWEEN

Goals and Habits

HABITS

GOALS



EAT A PIECE OF
FRUIT WITH LUNCH



EAT HEALTHIER FOOD



SIT DOWN AT DESK
AFTER DINNER ON
CERTAIN EVENINGS



WRITE A BOOK



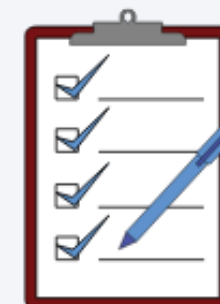
SPEND SOME TIME OUTSIDE
STRAIGHT AFTER BREAKFAST



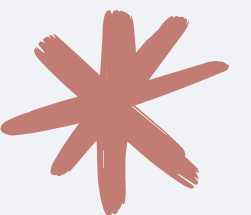
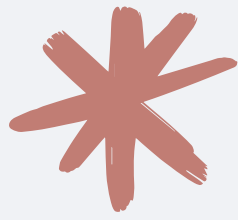
GET BETTER SLEEP



PUT PHONE OUT OF
REACH WHEN STUDYING

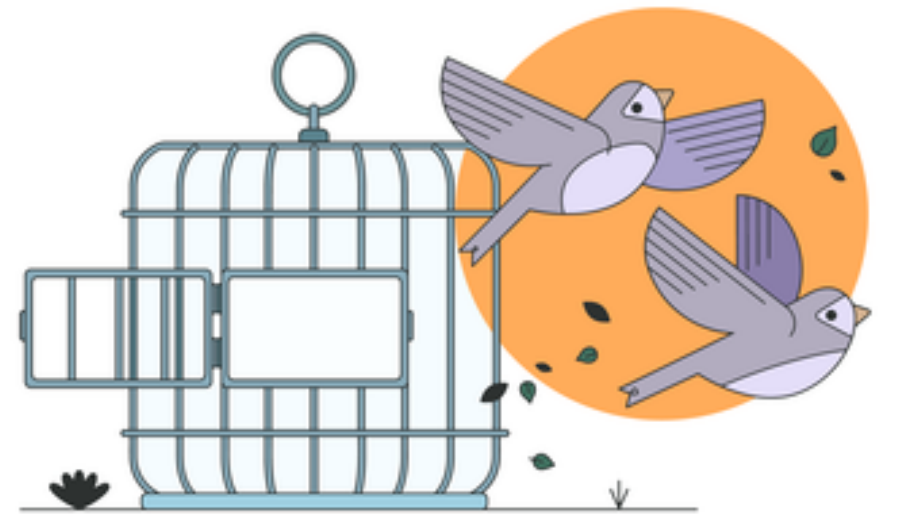


DO WELL IN EXAMS





**LET'S FOCUS
ON TRIGGERS
FOR
EDUCATORS**



EDUCATE

DON'T

SCHOOL

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01

GIVE STUDENTS WINGS TO SOAR

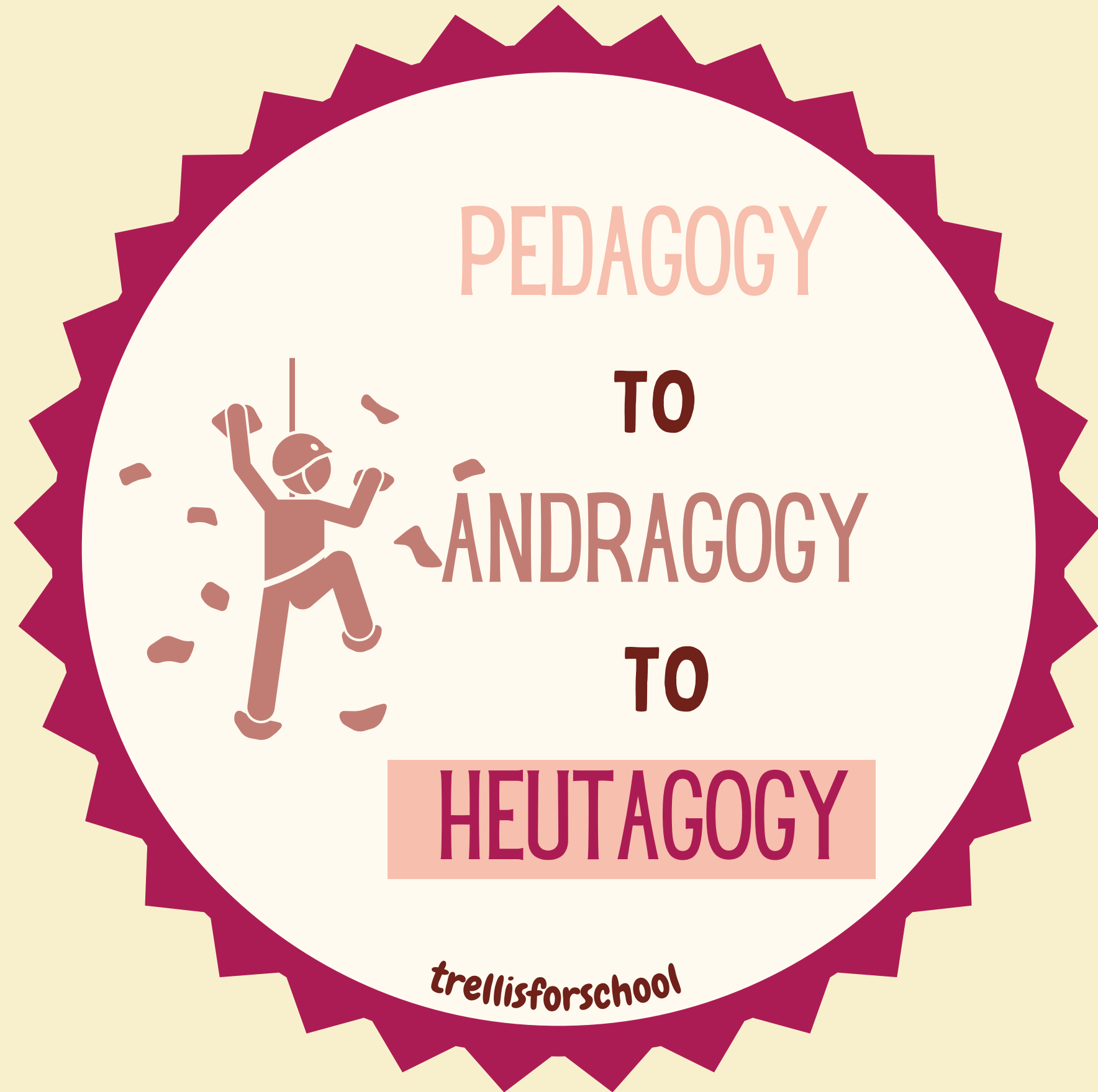
Guide them and let them free to explore, learn, live and lead



02

MORE IDEAS IN THE HEAD & MORE HANDS IN THE AIR

Value their words and thoughts. Make them confident and expressive



03

BE THE GUIDE ON THE SIDE

Help the students become independent learners. Show them the path and let them craft their own learning paths



DIDI

NOT

~~DADI~~

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04

BE, DON'T TELL

Be the heart that cares, the hand that helps. Model positive behaviour and empathy



05

SEIZE THE DAY

Wake up with determination and go to bed with satisfaction.



COOPETITION

NOT

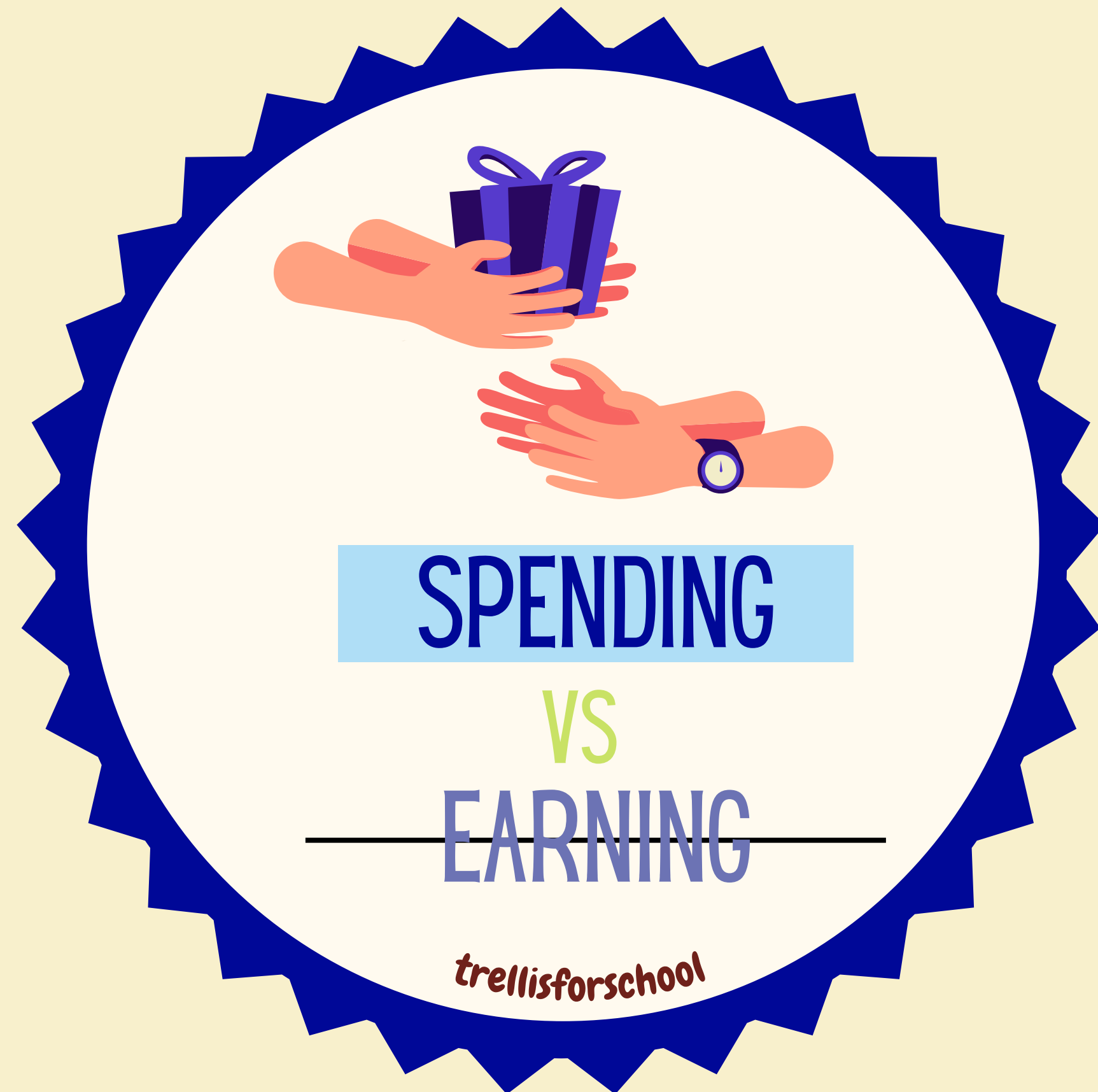
~~COMPETITION~~

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06

AIM FOR A WIN WIN

Let every child in the class taste success through group efforts. Let them celebrate success and overcome failures together.



07

EXPERIENCE & ENCOURAGE JOY OF GIVING

Convey the true meaning of success. Build foundation of healthy and sustainable communities



08

BELIEVE IN YOURSELF AND PROMOTE THE SAME

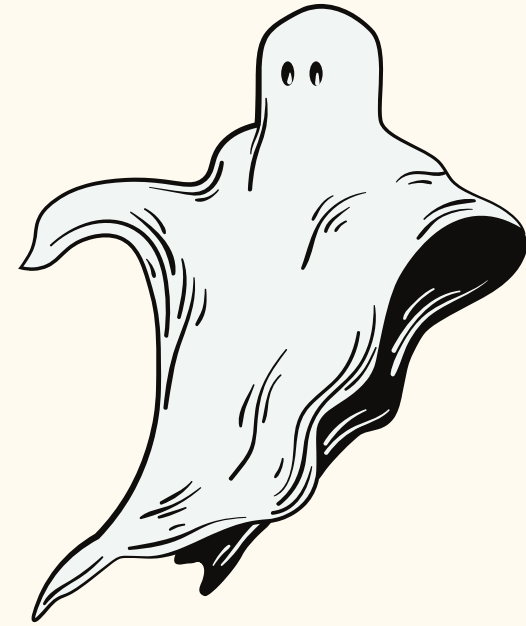
Be confident and make your students confident individuals. Realise your strengths and appreciate your students' abilities. Both you and your students CAN MAKE AN IMPACT



09

DESIGN UNIQUE STUDENT EXPERIENCES

Understand your learners and bridge the learning gaps. Craft learning experiences for engaging and impactful classes



SAVE YOURSELF

FROM

TEACHER KA BHOOT

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10

DON'T GET STUCK IN A RUT

You can do better! Make classrooms happy, engaging, safe spaces of Learning

INDUSTRY APPROACH



TO

DIFFERENTIATED INSTRUCTION

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TEACHER CENTRIC



TO

SYLLABUS CENTRIC

TO

CHILD CENTRIC

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CLASSROOM LEARNING



TO

BLENDED LEARNING

TO

ADAPTIVE LEARNING

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TEACHING

LEARNING



LEARNING

TO

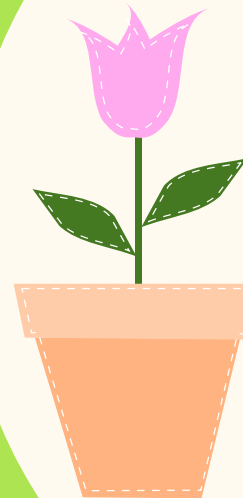
LEARN

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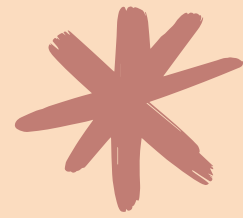
ROTE LEARNING

TO

**PERSONALISED
LEARNING**



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TRIGGER
HABITS
TRIGGER
GROWTH

