

MY VISION BOOK (AGES 11-14)

Description:	Learners will set goals to bring their vision to life and give them a sense of purpose, improving their confidence and building their self-esteem.
Leading question:	How do I set goals for my life and work towards achieving them?
Age group:	11-14 years old
Subjects:	Social-emotional learning, Literacy, mathematics
Total time required:	~ 7 hours over 5 days
Self-guided / Supervised activity:	Supervised
Resources required:	- Notebook/ paper - Pencil/ pen
Learning outcomes:	<p>Key Literacy Outcomes:</p> <ul style="list-style-type: none"> Identifying character traits with evidence Comparing and contrasting using Venn diagrams Use transition words to compare and contrast <p>Key Numeracy Outcomes:</p> <ul style="list-style-type: none"> Creating pie charts to represent data Calculating simple probability Practising solving linear equations in one variable <p>Life Skills:</p> <ul style="list-style-type: none"> Setting goals and tracking progress

Day 1—

Today, you will talk about your heroes then write a compare and contrast essay to identify similarities and differences between you and your hero.

Time	Activity and Description
10 minutes	<ul style="list-style-type: none"> Have learners think about the people in their life that they admire or really look up to. You could mention someone you personally admire to encourage them to share. Ask learners: Who are your heroes? Identify at least 4 heroes (2 women, 2 men) who do different things (homemaker, professional, etc.). Have learners draw their heroes and write their names.
20 minutes	<p>Instructions for learners:</p> <ol style="list-style-type: none"> For each hero, write 3 to 4 character traits you admire about them. <i>Make sure to discuss what character traits means (words that describe someone's personality or qualities that make them who they are. Simply how you would describe a person to someone else, e.g., honest, generous, kind, loyal, etc.).</i> Think of a situation where your hero demonstrated a particular trait. Think of 2 ways in which you can become more like your hero.

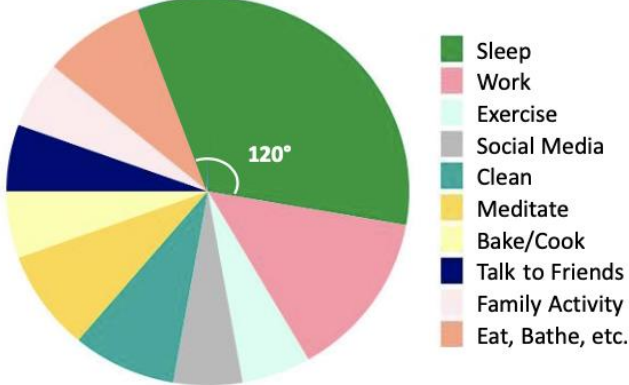
	<p>4. Present your drawing to your friends and share with the class:</p> <ul style="list-style-type: none"> • Why do you consider this person a hero? What are their character traits? • Which quality or aspect of this person’s life do you wish to have? • Why is that important to you? • How could you become more like your hero? <ul style="list-style-type: none"> • Have learners discuss if there are similar traits among their heroes. 								
20 minutes	<p>Write a Compare and Contrast Essay</p> <p>Discuss with learners what a compare and contrast essay means (it is a type of essay that provides points of comparison between two subjects.)</p> <ul style="list-style-type: none"> • Discuss with learners how to write a compare and contrast essay. <p>1. Create a Venn diagram:</p> <ul style="list-style-type: none"> • Explain to learners what a Venn diagram is (it’s a diagram that uses overlapping circles or other shapes to illustrate the logical relationships between two or more sets of items). It is a great visual tool for brainstorming compare and contrast essay topics. • Have learners draw a Venn diagram in their notebook. Ask them to compare (find similarities) and contrast (find differences) between themselves and the hero of their choice as shown below: <div data-bbox="516 989 1260 1325" data-label="Diagram"> </div> <ul style="list-style-type: none"> • Introduce the following transition words and discuss with learners: • What do you think is the function of transition words? • Can you come up with a situation in which you would need to use transition words? Give examples of how you could use the compare and contrast transition words. <table border="1" data-bbox="472 1570 1268 1801"> <thead> <tr> <th colspan="2" data-bbox="578 1570 760 1633">Contrast</th> <th colspan="2" data-bbox="1000 1570 1182 1633">Compare</th> </tr> </thead> <tbody> <tr> <td data-bbox="493 1640 597 1780">although while however unlike but</td> <td data-bbox="675 1640 883 1780">on the contrary on the other hand different from in contrast instead of</td> <td data-bbox="935 1640 1039 1780">alike as well as resemble same as also</td> <td data-bbox="1117 1640 1221 1780">similar to similarly likewise both like</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Tell learners to practise using the following transition words in sentences in their correct positions to explain their Venn diagram. 	Contrast		Compare		although while however unlike but	on the contrary on the other hand different from in contrast instead of	alike as well as resemble same as also	similar to similarly likewise both like
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40 minutes	<ul style="list-style-type: none"> ● Have learners present their Venn diagram to their partner and to make sure they use at least five transition words in their presentation. ● Have some learners present their Venn diagrams to the rest of the class. <p>2. Organization:</p> <ul style="list-style-type: none"> ● Your compare-and-contrast essay should follow a simple format of introduction, body and conclusion: <ol style="list-style-type: none"> 1. Introduction: This is the beginning of your essay. You can use it to explain what your essay is about. 2. Body: This is the middle section where you dive into the topic and cover the main points. It can be one or two paragraphs long. (Here, you will list the similarities and differences as per your Venn diagram) 3. Conclusion: This is the end, where you can summarise and wrap up your points. <ul style="list-style-type: none"> ● Learners write their compare and contrast essay. ● Learners exchange their essays with their partners for feedback. Use the following prompts to give feedback: <ol style="list-style-type: none"> 1. Purpose & Supporting Details <ul style="list-style-type: none"> ⇒ The essay compares and contrasts items clearly, points to specific examples to illustrate the comparison and includes only the information relevant to the comparison. 2. Organization & Structure <ul style="list-style-type: none"> ⇒ The essay breaks the information into appropriate sections or paragraphs to the ideas. 3. Transitions & Coherence <ul style="list-style-type: none"> ⇒ The essay moves smoothly from one idea to the next, using comparison and contrast transition words to show relationships between ideas. 4. Conventions <ul style="list-style-type: none"> ⇒ The essay shows correct grammar and usage, follows the rules for punctuation and includes words that are spelled correctly <ul style="list-style-type: none"> ● Learners read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ● Learners make changes to their essays based on feedback from their classmates.
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Day 2

Today, you will start creating your own vision book and create a pie chart to represent your ideal day!

Time	Activity and Description
10 minutes	<p>Creating a Vision Book</p> <ul style="list-style-type: none"> ● <i>To become more like your heroes and achieve your dreams, it is important to have a vision and set goals for it.</i> ● Discuss: <p>⇒ What do we mean by the word “vision”? (Discuss how vision also means “the state of being able to see” and how it’s connected to the meaning mentioned below)</p> <p>⇒ Why is it important to have a vision?</p> <ul style="list-style-type: none"> ● <i>A vision is an idea in your imagination that you have a desire to make real; it’s a clear picture of what you hope the future will look like. Having a vision helps us discover and work towards our dream life. It also leads to satisfaction and a sense of meaning and purpose in life. Every vision has goals.</i> ● To help us discover and work towards our vision, today you will start making a Vision Book (using a notebook or by stacking pieces of paper together), which represents your long-term goals, dreams, and action plan to achieve the life that you want. Every day, we will have different activities and you will be adding more things to your vision book.
35 minutes	<p>My Personal Vision</p> <ul style="list-style-type: none"> ● Present the following questions and ask every learner to work with a partner to discuss the questions and write their responses in their vision books. Tell them they can add drawings, pictures, etc. ● The following questions will help you brainstorm ideas about your vision: <ul style="list-style-type: none"> ⇒ Name 3 activities that you enjoy doing and want to continue doing throughout your life. Share the reason too. ⇒ Describe in detail two places where you feel safe, happy, and relaxed. How can you access these places in your life? ⇒ What is your dream job or career? ⇒ What kind of home life would you like to have? ⇒ What are 3 values you want to live by? ⇒ If you could travel anywhere, where would you like to go? ⇒ What kind of friends do you want to have? ⇒ What would you like to do that you haven’t done yet? ⇒ What kind of difference do you want to make in this world? ⇒ What are some new skills or habits you want to develop? <p>(You can provide further clarification for specific questions, if needed)</p> <ul style="list-style-type: none"> ● Following their discussion with their partners, learners summarize their vision in 4-5 lines.


	<ul style="list-style-type: none"> Have learners finalize this project at home if they would like to add more pictures or drawings and be ready to share their vision books with the rest of their classmates.
30 minutes	<p>My Day in the Future (Creating a Pie Chart)</p> <ul style="list-style-type: none"> Tell learners that to achieve our vision, we need to work towards it every day. Have learners close their eyes and envision their ideal day. Tell them: From the time you wake up in the morning to the time you go back to sleep, what are some activities that you would do to lead a happy and healthy life? You will now create a pie chart to represent your ideal day. Make sure learners know what a pie chart is and what it is used for (it is a circular graph that is divided into sections that are proportional to the data they represent. It helps in interpreting and representing the data clearly in a visual manner).  <ul style="list-style-type: none"> The total value of the pie is always 100% and a circle subtends an angle of 360°. Hence, the total of all the data is equal to 360°. Based on these, there are two main formulas used in pie charts: <ul style="list-style-type: none"> To calculate the percentage of the given data, we use the formula: $(\text{Frequency} \div \text{Total Frequency}) \times 100$ To convert the data into degrees we use the formula: $(\text{Given Data} \div \text{Total value of Data}) \times 360^\circ$ Now, calculate the percentage of each activity you do daily as in the example below. Remember, in our example, the total frequency = 24 hours and frequency of the activity = no. of hours spent doing that activity. Then, convert the data into degrees to calculate the angle of each sector.

15 minutes			The % of the circle covered in the pie chart.		The angle of each sector in the pie chart.	
	Activity	Time Spent	Fraction	Percentage	Angle degree	
Sleeping	8 hours out of 24	$\frac{8}{24} = \frac{1}{3}$	$\frac{1}{3} \times 100 = 33.3\%$	$\frac{1}{3} \times 360^\circ = 120^\circ$		

- Learners can also add drawings to their pie chart and use colours and symbols and provide a key to name the different activities. They can also draw it in a 24-hour circle format to show the sequence of activities.
- Learners can present their pie chart to their partners and discuss:
 - What they liked about the chart.
 - What could be better.
 - What similarities and differences they observe between their charts.
- Have learners present their perfect day to their peers and mention the time of each activity in the 24-hour format. (Eg: from 14:30 pm to 16:00 pm, I will play badminton.)
- While presenting, have learners ask each other questions about the activities they already do and the ones they aspire to start doing this year and how to ensure they commit.

Examples of questions that could be asked:

- How much of the daily activities are you already doing?
- Which ones would you want to start doing this year?
- How can you ensure that you start doing that? What steps will you take?



20 minutes	<p>Reading Comprehension</p> <p>Read the story Arya in the Cockpit and talk about dreams and aspirations, and what tools you need to realize them.</p> <p>https://storyweaver.org.in/stories/12180-arya-in-the-cockpit or find it in the appendix.</p>
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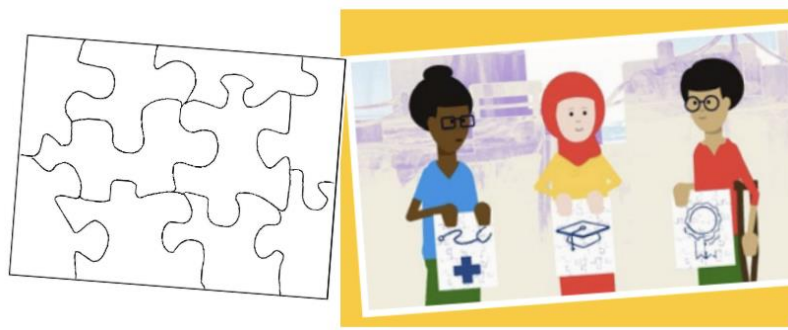
Day 3 -

Today, you will learn about how to create smart goals and make a puzzle to challenge your classmates!

Time	Activity and Description
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<p>20 minutes</p>	<p>Writing SMART goals</p> <ul style="list-style-type: none"> ● Tell learners that to achieve their goals, it helps to write them down and think of ways to accomplish them. ● Have learners write down, in their vision books, a short-term goal (something they want to achieve this month for example) and 2 long-term goals they would like to accomplish this year that will help them get closer to their vision. ● Before they write down their goals, discuss with learners if they know what a SMART goal is (Specific, measurable, attainable, relevant, time-bound/ timely). Also, discuss why goals need to be SMART. ● You could ask the following questions: <ul style="list-style-type: none"> ▪ What is specific vs vague? ▪ What is measurable vs non measurable? ▪ What does attainable mean? Will this be too hard or too easy? ▪ What is relevant? Is this important for my long-term growth? ▪ What is timely? <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>SPECIFIC</p> <p>What is the exact goal that you are trying to accomplish?</p> </div> <div style="text-align: center;"> <p>MEASURABLE</p> <p>How will you be able to see that you are making progress?</p> </div> <div style="text-align: center;"> <p>ATTAINABLE</p> <p>Is this a goal that you think you can actually reach?</p> </div> <div style="text-align: center;"> <p>RELEVANT</p> <p>Is this something that's important to you right now?</p> </div> <div style="text-align: center;"> <p>TIME-BOUND</p> <p>When do you think you'll be able to reach your goal?</p> </div> </div>																												
<p>15 minutes</p>	<ul style="list-style-type: none"> ● Show learners the following goals and ask them if they think these goals are smart or not and why: <ul style="list-style-type: none"> ▪ I want to become a better public speaker. ▪ I will be a more confident public speaker in one month by practising in front of a mirror and my family. ● Have each learner exchange their 3 goals with a partner. ● Have learners rate the goal for each parameter out of the allotted points in the table below, calculate the average SMART score and give feedback to their classmates. <div style="display: flex; justify-content: center; margin-bottom: 10px;"> 2 points 3 points 5 points 2 points 3 points </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Goal</th> <th style="width: 15%;">Specific</th> <th style="width: 15%;">Measurable</th> <th style="width: 15%;">Attainable</th> <th style="width: 15%;">Relevant</th> <th style="width: 15%;">Time Bound</th> <th style="width: 10%;">Total (out of 15)</th> </tr> </thead> <tbody> <tr> <td>Goal 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Goal 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Goal 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Goal	Specific	Measurable	Attainable	Relevant	Time Bound	Total (out of 15)	Goal 1							Goal 2							Goal 3						
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<p>30 minutes</p>	<p>Goal Puzzle</p> <p>Instructions for learners:</p>																												

- Draw a picture of a goal you want to accomplish this year.
- Once the drawing is complete, turn the page and draw blank jigsaw puzzle pieces. You can make it as easy or difficult as you like!
- Then, cut out the puzzles.
- Exchange your puzzles with a partner and try to piece the whole drawing together!
- Try and guess your partner's goal!
- Try setting a challenge for building a puzzle, for example, to build it without touching the puzzle piece directly or the one who guesses sooner wins.



Discuss with your partner:

- What goal did you draw in your puzzle?
- Why is this goal important to you?

Day 4 -

Today, you will create habits to help you achieve your goals.


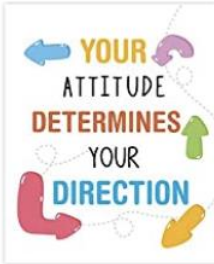
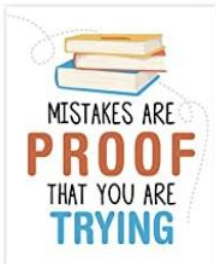
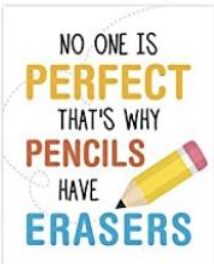
Time	Activity and Description
30 minutes	<p>Achieving goals/ Creating habits</p> <ul style="list-style-type: none"> ● Have learners share some of the goals they wrote in their vision books. ● Tell learners that for each of the 3 goals they want to accomplish this year, they need to list 2 simple habits they want to develop to achieve this goal. ● Here is an example: <ul style="list-style-type: none"> - GOAL: I want to improve my English reading skills by reading one book every month. - HABIT: To accomplish this, I will: <ol style="list-style-type: none"> 1. Read 10-15 pages a day. 2. Write a summary of every chapter I finish and challenge myself to use the new words I learnt.

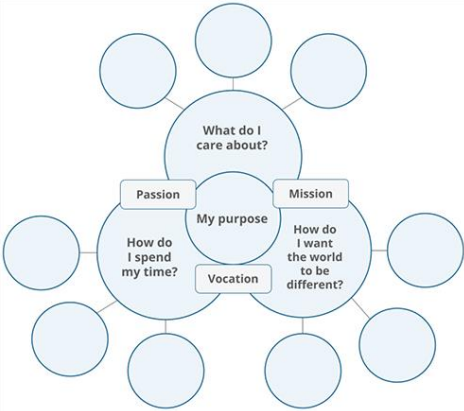
	<ul style="list-style-type: none"> - GOAL: I want to run a mile in under 10 minutes in P.E. during our end-of-semester exam. - HABIT: I will do this by: <ol style="list-style-type: none"> 1. practicing running a mile each week. 2. Eat protein with every meal. • Have learners share what they wrote with a friend and collect feedback from them to make their goals realistic and achievable. Once finalized, learners need to add the above to the respective pages in their Vision Book. 																																																								
30 minutes	<p>Habit Tracker:</p> <ul style="list-style-type: none"> • Learners discuss how they would be able to track progress of their goals and habits. • Share with learners the Habit Tracker below and tell them they could use it or make changes to it as they see best. <table border="1" data-bbox="425 804 1385 1163"> <thead> <tr> <th style="background-color: #4a7ebb; color: white;">Habit</th> <th>Day 1</th> <th>Day 2</th> <th>Day 3</th> <th>Day 4</th> <th>Day 5</th> <th>Day 6</th> <th>Day 7</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <ul style="list-style-type: none"> • Learners list the habits they want to build in the Habit Tracker. • Learners exchange their tracker with a partner. • Tell learners: For each habit and each day in the upcoming week, add a ✓ if you believe your partner will commit and a ● if you think it is unlikely for them to commit. <i>(This is based on whether they observe their partner following the required habits, in order to reach their goals.)</i> <p>Math extension: Tell learners that they need to calculate the probability of them achieving their goals this week based on their partner’s inputs. They could also calculate the percentage.</p> <p>Probability = No. of tick marks / Total no. of days</p> <ul style="list-style-type: none"> • Explain the rationale behind your inputs to your partner. • If the pattern continues, do you think it is likely or unlikely for you to achieve your goal within the desired time? <p>Discuss:</p> <ul style="list-style-type: none"> • Do you think our motivation to do something reduces with time? • What can we do in such situations to stay motivated? 	Habit	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7																																																
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Day 5-

Today, you will identify challenges and ways to overcome them then present your Vision Book to your friends and family!

Time	Activity and Description												
30 minutes	<ul style="list-style-type: none"> Sometimes, while working towards a goal, we may come across challenges. It is important to plan ahead to ensure that you are on track despite challenges. Discuss how you can overcome challenges and achieve your goals, e.g., ⇒ Identify potential obstacles. You can use the WOOP Technique. <div style="text-align: center;"> </div> <ul style="list-style-type: none"> ⇒ Next to each goal, think about when you will have achieved it and of all the reasons you could fail, write them down then ask yourself how you can overcome each challenge. ⇒ Remember that you can always seek advice when you feel stuck. ⇒ Keep a positive mindset! Note this plan down in the respective pages of your Vision Book for each goal. To ensure that you work on your goals daily, you could ask family members or friends to motivate, challenge and brainstorm ideas with you to help you achieve your goals. You could use the following table to assign the following different roles to your family members or friends: (you could add more roles) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #800000; color: white;"> <th>Name</th> <th>Role</th> <th>What they should do</th> </tr> </thead> <tbody> <tr> <td></td> <td>Motivator</td> <td>On days you feel like giving up, they encourage you towards your goal.</td> </tr> <tr> <td></td> <td>Challenger</td> <td>They track your progress and hold you accountable when you do not perform.</td> </tr> <tr> <td></td> <td>Ideas</td> <td>They brainstorm new ways in which you can be consistent in your efforts.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Add a cover page and decorate your Vision Book. Give your Vision Book a name! 	Name	Role	What they should do		Motivator	On days you feel like giving up, they encourage you towards your goal.		Challenger	They track your progress and hold you accountable when you do not perform.		Ideas	They brainstorm new ways in which you can be consistent in your efforts.
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15 minutes	Quotes												

	<ul style="list-style-type: none"> ● <i>Quotes can inspire us to keep moving forward when we feel low. They can remind us of why we started in the first place. Example:</i> ● <i>“It is better to aim high and miss than to never aim at all” -Unknown</i> ● <i>“I always wanted to be somebody, but I see now I should have been more specific.”-Lily Tomlin</i> ● <i>“Action may not always bring happiness: but there is no happiness without action” -Henry Van Dyke</i> ● <i>“Our goals can only be reached through a vehicle of plan in which we must frequently believe, and upon which we must vigorously act. There is no other road to success.” -Steven Brennan</i> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <ul style="list-style-type: none"> ● Discuss: <ul style="list-style-type: none"> - Which quote is your favourite? - Why is it your favourite? - Do you know who said it? ● Come up with your own quote to motivate yourself to achieve your goals. ● Write the quote down and draw it in your Vision Book.
30 minutes	<p>Present your Vision Book!</p> <p>Invite family and friends to present the different parts of your Vision Book then show them how to make their own Vision Book!</p>
15 minutes	<p>Reflection:</p> <p>This is your time to reflect on what we have learned and done during the past few days. Use the following questions as a guide for your response:</p> <ul style="list-style-type: none"> - Which part was the most interesting? - Which part was the most challenging or difficult? - What are some of the questions that popped into your head, and you are still thinking about and would like to explore? - How do you plan to use what you have learned?

<p>Additional enrichment activities:</p>	<p>- Purpose Mind Map: Use this mind map to increase learners' sense of purpose.</p>  <p>https://www.greatschools.org/gk/articles/how-to-help-a-child-find-their-purpose/</p>
<p>Modifications for simplification</p>	<p>- If the learner is unable to write, then encourage them to draw or share verbally.</p>

Appendix
Arya in the Cockpit



Arya in the Cockpit

Author: Nandita Jayaraj

Illustrator: Upamanyu Bhattacharyya

Level 4



Arya always wanted to fly.



When she was four years old, she wanted to be Rosamma.

Arya saw her at the circus. Rosamma was a trapeze artist.

Arya wanted to fly in the air from swing to swing. Her clothes would glitter like Rosamma's. Hundreds of people would clap for her.

She would eat cotton candy every day. Her best friend would be a clown.

Trapeze artists climb a tall ladder, stand on a narrow board, hold the fly bar, and swing! Another trapeze artist is usually waiting to catch them on the other side.



When Arya was eight years old she wanted to be Kalpana Chawla.

She made herself an orange space suit. She wore it day and night.

"Arya, aren't you feeling hot in that suit?"

"Astronauts have to get used to the suit, Amma. Space is not as safe as Earth is. My suit will protect me."

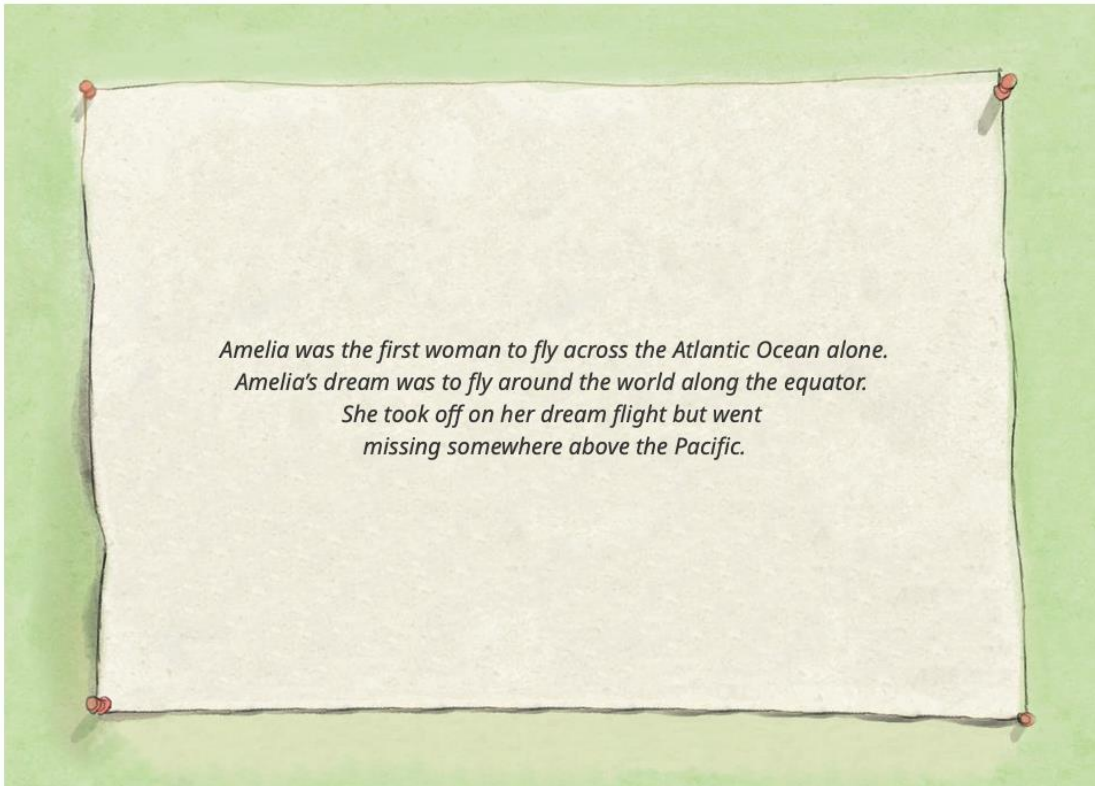
*Kalpana Chawla grew up in Haryana, India.
As an astronaut, Kalpana flew around the earth 252 times!
Kalpana died doing her job when the spacecraft
she was inside broke apart while returning to Earth.*



When Arya was twelve years old, she wanted to be Amelia Earhart.

She built a model plane for her school project. It couldn't fly, but she still got the second prize.

Arya even got a haircut like Amelia!





Soon, Arya heard of Angulia Bai, Kumudammal and Sarla Thakral, the first Indian women to fly a plane.

Angulia Bai was just sixteen years old!

"I can't wait till I'm a teenager!"

"So you can drive?"

"No."

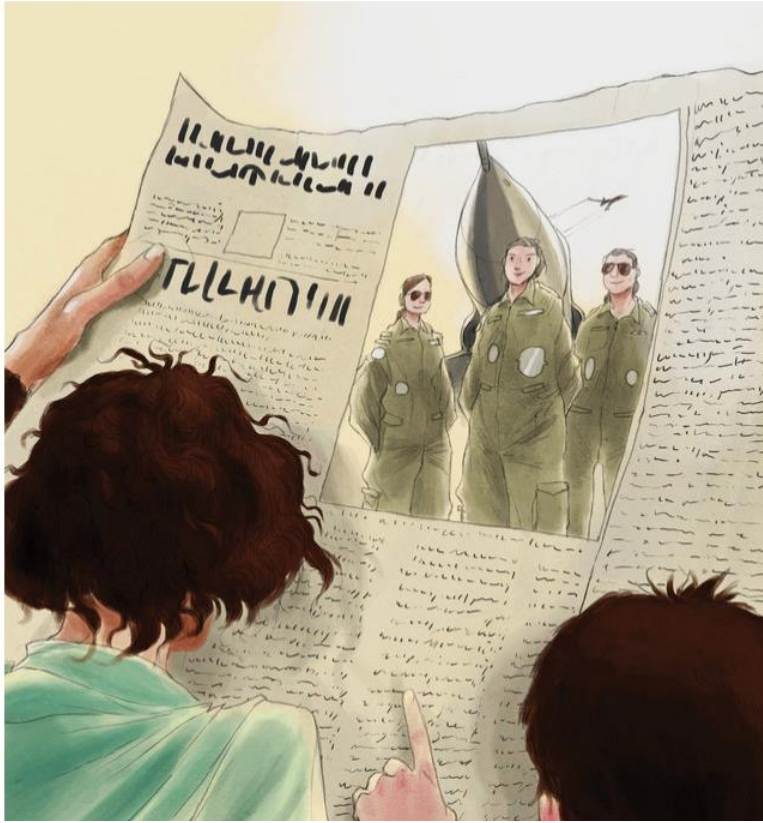
"So you can vote?"

"No."

"Then what?"

"So I can fly."

On 30 May, 1935, nineteen-year-old Kummudammal and sixteen-year-old Angulia Bai became the first women to obtain the 'A' pilot licence in India. They trained at the Madras Flying Club.



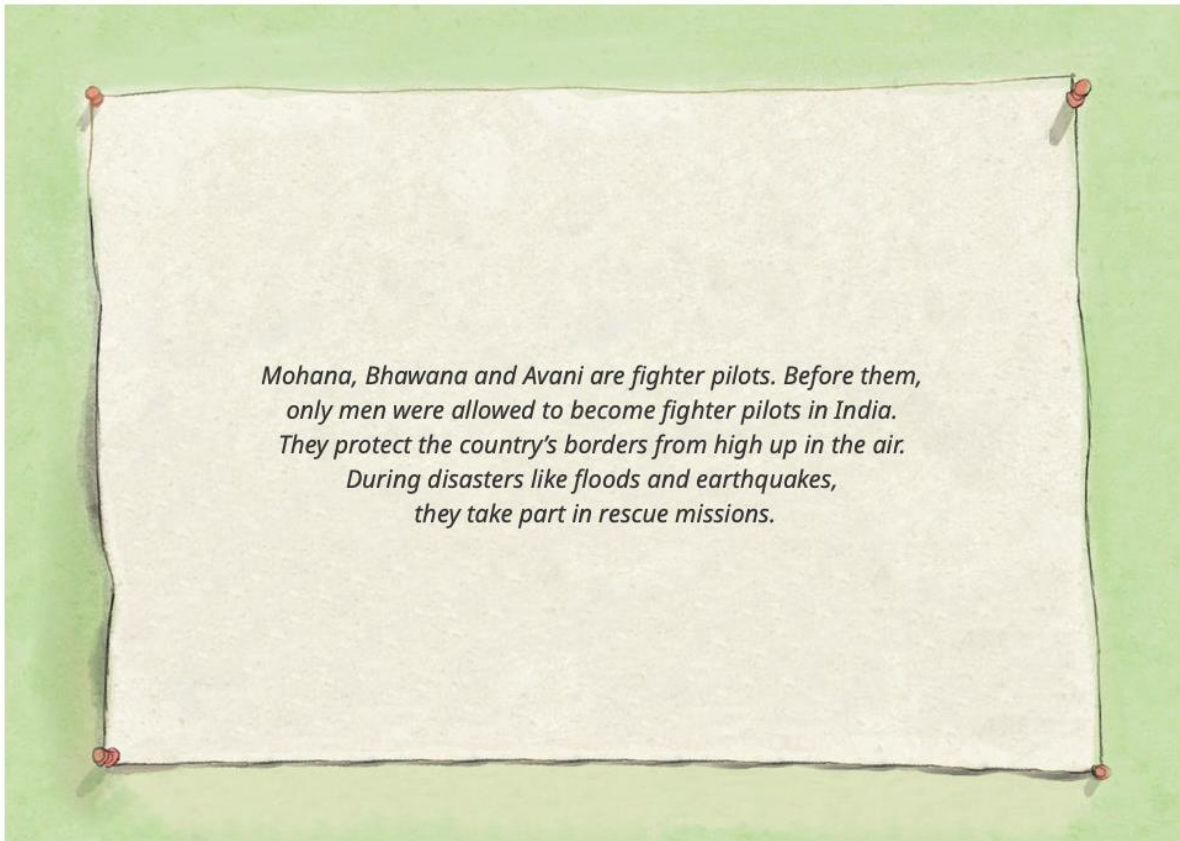
When Arya was eighteen years old, she wanted to become a fighter pilot.

"Who are they, Chechi?" asked her little brother Raju, seeing a poster on her wall.

"They are Bhawana, Avani and Mohana, the first women to fly fighter planes in India."

"Are they your friends?"

Arya laughed. "Maybe some day, Raju..."



Mohana, Bhawana and Avani are fighter pilots. Before them, only men were allowed to become fighter pilots in India. They protect the country's borders from high up in the air. During disasters like floods and earthquakes, they take part in rescue missions.

Arya saved up money to attend flying school.

She spent years studying. She sat along with pilots to learn from them. She worked hard and ate a lot of carrots! Amma always said carrots are great for the eyes.



Finally, she is ready to sit at the cockpit herself.

Today is a special day for Arya. That's her in the cockpit. She's very excited because there are two special passengers on her plane this morning.



"Ladies and gentlemen, this is your Captain, Arya. Welcome aboard!"

"Chechi!"

"That's my daughter!"

Click [here](#) to read Raju's version of the story.