

## Our TOKKATSU توكاتسو-نا

# GUIDELINE

Updated Version – July 2025



# Purpose of Guideline

The purpose of this guideline is to serve as a resource for the staffs of Ministry of Education, principals, and coordinators of each activity in Jordan, to understand the knowledge and overview of the Jordanian model of TOKKATSU (School's life skills) program (hereinafter called Our TOKKATSU), which has been designed based on the TOKKATSU program in Japan.

KnK has been committed to Japanese technical cooperation under the JICA Partnership Program through two phases. Phase one titled *“Project for Enhancing Education Support Activity Model at Public Schools,”* was implemented from June 2018 to January 2022. Phase two, titled *“Project for Strengthening the System for Dissemination of “Our TOKKATSU” Education Activities in Public Schools,”* was carried out from January 2023 to July 2025. This phase aimed to further promote and expand the concept of educational support activities. In addition to implementing activities in schools, KnK provided trainings for teachers and education officers, and increased opportunities for parental involvement in the activities.

The contents of the guideline are based on the insights, experiences, and practices gathered throughout both phases. These have been continuously improved and developed through implementation by target schools, along with the Qasabat Amman, Marka, and Northwestern Badia Directorates, in collaboration with the Ministry of Education.

## The main contents are as follows:

1. The concept of Our TOKKATSU, coordination mechanisms, planning, monitoring, supervision, and evaluation.
2. An overview of the three types of activities.

We are also pleased that the Handbook of Our TOKKATSU, as a separate volume, will be utilized by teachers in charge of grades 1 to 10 in schools across Jordan, as needed.

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### **Qasabt Amman Directorate of Education:**

1. Amira Alia Comprehensive High School for Girls
2. Balat Al Shohada Primary Mixed School
3. Tamador Bent Amr 1 Primary Mixed School
4. Tamador Bent Amr 2 Primary Mixed School
5. Dirar Ben Al Azwar High School for Boys
6. Abdallah Saraj 1 Primary School for Boys
7. Al Rasheed 1 Primary School for Boys
8. Hay Um Tina 1 High School for Girls
9. Hay Um Tina 2 Primary Mixed School
10. Al Ramlah Bent Abi Auf Primary Mixed School
11. Masjed Mohammad Menwir Al Hadid Primary School Boys
12. Ammar Ben Yaser Primary Mixed School
13. Al Ahnaf Ben Qais Primary School for Boys
14. Ghazia Al Amriya 1 Primary School for Girls
15. Arwa Bint Al Harith Primary School for Girls

### **Northwestern Badiya Directorate:**

1. Al Mushrifah Secondary Mixed School
2. Khadija Bent Khuwaylid Secondary School for Girls
3. Saad Ben Abi Waqqas Primary School for Boys
4. Othman Ben Affan Secondary School for Boys
5. Um Kulthoum Primary School for Girls

### **Marka Directorate of Education:**

1. Meimouna Um Mo'mneen 1 Primary Mixed School
2. Meimouna Um Mo'mneen 2 Primary Mixed School
3. Thabit Bin Qais Primary School for Boys
4. Al Sheimaa 1 Primary School for Girls
5. Al Sheimaa 2 Primary School for Girls
6. Dar Al Salam 2 Primary Mixed School
7. Um Waraqa Al Ansarya Primary School for Girls
8. Nayfeh 1 Comprehensive High School for Girls
9. Abd Al Moneim Riyadh 2 Primary School for Boys
10. Fahmi Hashem 2 Primary School for Boys
11. Al Yubil Al Thahabi Primary Mixed School
12. Dhahit Amir Hashim 1 Primary Mixed School
13. Abu Alia 1 Primary School for Girls
14. Al Motasim Primary School for Boys



# Table of Contents

## Overview of Our TOKKATSU (School's life skills)

What is TOKKATSU (School's life skills)?-----	6
What is Our TOKKATSU (School's life skills)?-----	6
Coordinating Our TOKKATSU (School's life skills)-----	8
Planning Our TOKKATSU (School's life skills) -----	13
Monitoring Our TOKKATSU (School's life skills)-----	16

## Leader of the Day

What is the Leader of the Day?-----	18
Start of the Day Meeting-----	20
End of the Day Meeting-----	21

## Classroom Discussion

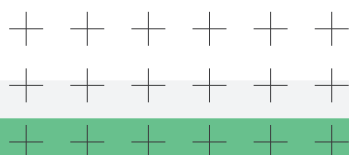
What is Classroom Discussion?-----	23
Preparatory Session-----	26
Method 1: Discussion for Individual Actions-----	28
Method 2: Discussion for Collaborative Actions-----	31

## House of School

What is House of School?-----	34
Activity Time Schedule-----	37
Carrying Out Activity-----	38

## Activity Material

Activity Material-----	42
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## Chapter 1

# Overview of Our TOKKATSU



## What is TOKKATSU (School's life skills)?

TOKKATSU is a regular component of the official Japanese school curriculum. It is implemented in all Japanese schools to support students' social and emotional development alongside academic competencies and healthy physical growth. It offers various extracurricular experiential activities such as classroom activities, club activities, student council, and events. TOKKATSU symbolizes the comprehensive structure of Japanese education, characterized by a unique approach to problem identification and resolution through experience. It also emphasizes student self-reliance and group engagement in a series of routine activities, all within a safe, supportive, and appreciative school environment.

### The main TOKKATSU objectives are:

1. Understanding the importance of different group activities: by working cooperatively with others, understanding what is required to carry out activities, and learning appropriate behavior.
2. Acquiring the ability to solve problems: starting from identifying issues within the group, personal life, or human relationships, then engaging in discussions to solve them, and striving to build consensus or make decisions independently.
3. Building a better life and better human relationship in the group and society: by applying the skills acquired through practical and voluntary group activities, deepening students' ideas about ways of living, and fostering behaviors that lead to self-realization.

## What is Our TOKKATSU (School's life skills)?

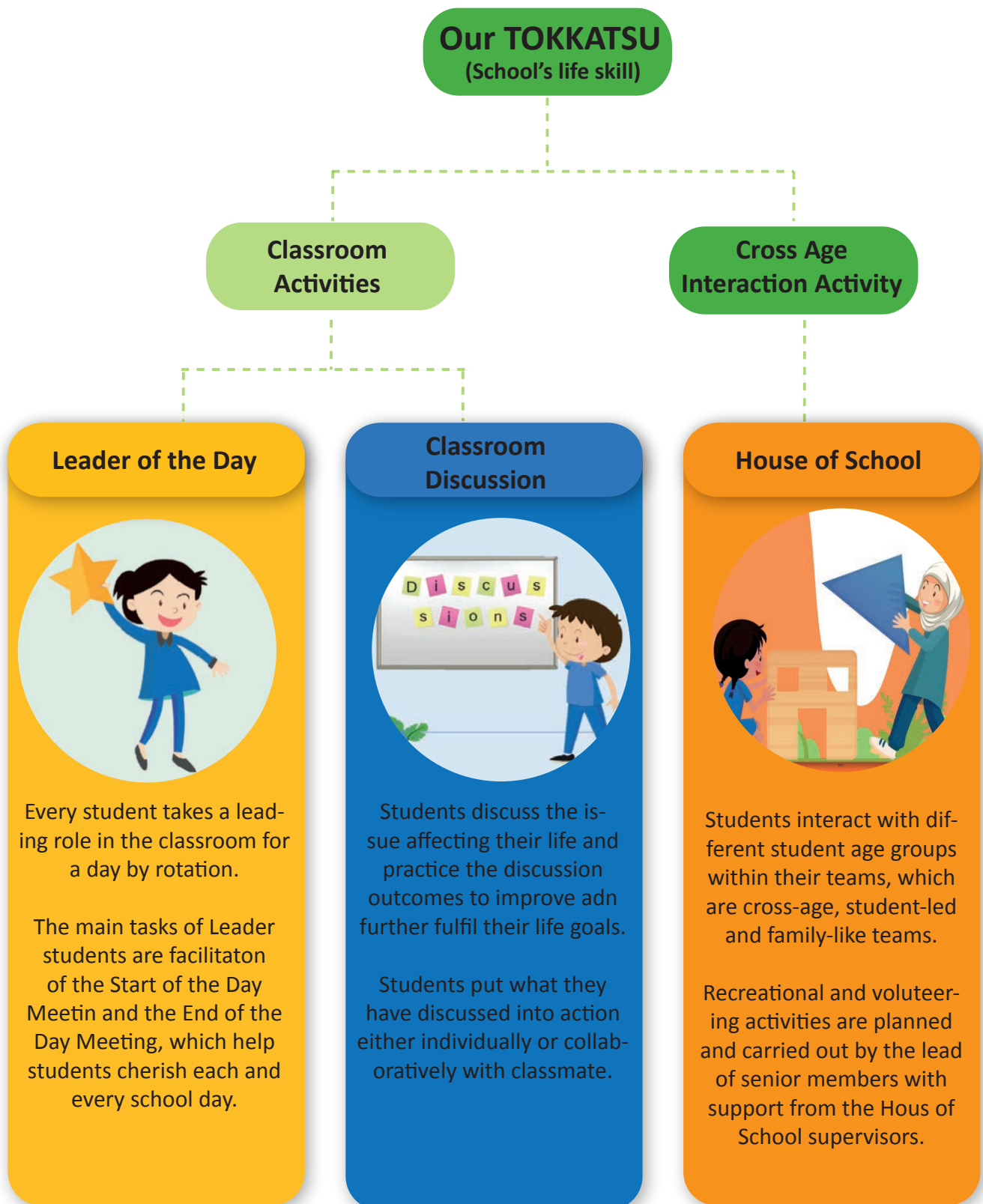
The TOKKATSU program for Jordanian schools, called Our TOKKATSU, was designed based on discussions, communication, contact, and formal consultations with the Education Administration/Formal Education Department in the Ministry of Education, as well as with teachers, students, and parents from the targeted experimental public schools.

The contents of Our TOKKATSU were modified to suit the Jordanian school environment and the official Jordanian curriculum, while preserving the essence of TOKKATSU in terms of unity, voluntary action, and process, along with its main objectives: acquiring the capabilities to build a better classroom and school life, develop personal relationships, and solve problems in private life.

### The main objectives of Our TOKKATSU are:

1. **Self-actualization:** Through students' involvement in the educational process, each student gains the ability to set personal goals and work towards them, build their personality, and gain self-esteem.
2. **Participation in community development:** By taking an active role in the classroom and school, each student develops a sense of belonging, responsibility, and confidence in their class and school. In turn, students apply these positive behaviors in their wider community.
3. **Development of positive human relations:** Through cooperative work with others, students acquire positive behaviors such as respecting different opinions, caring for others, appreciating kindness, and building relationships based on trust and love.

The below chart lays out the whole Our TOKKATSU structure.



\*The details for each activity are explained in the later chapters.



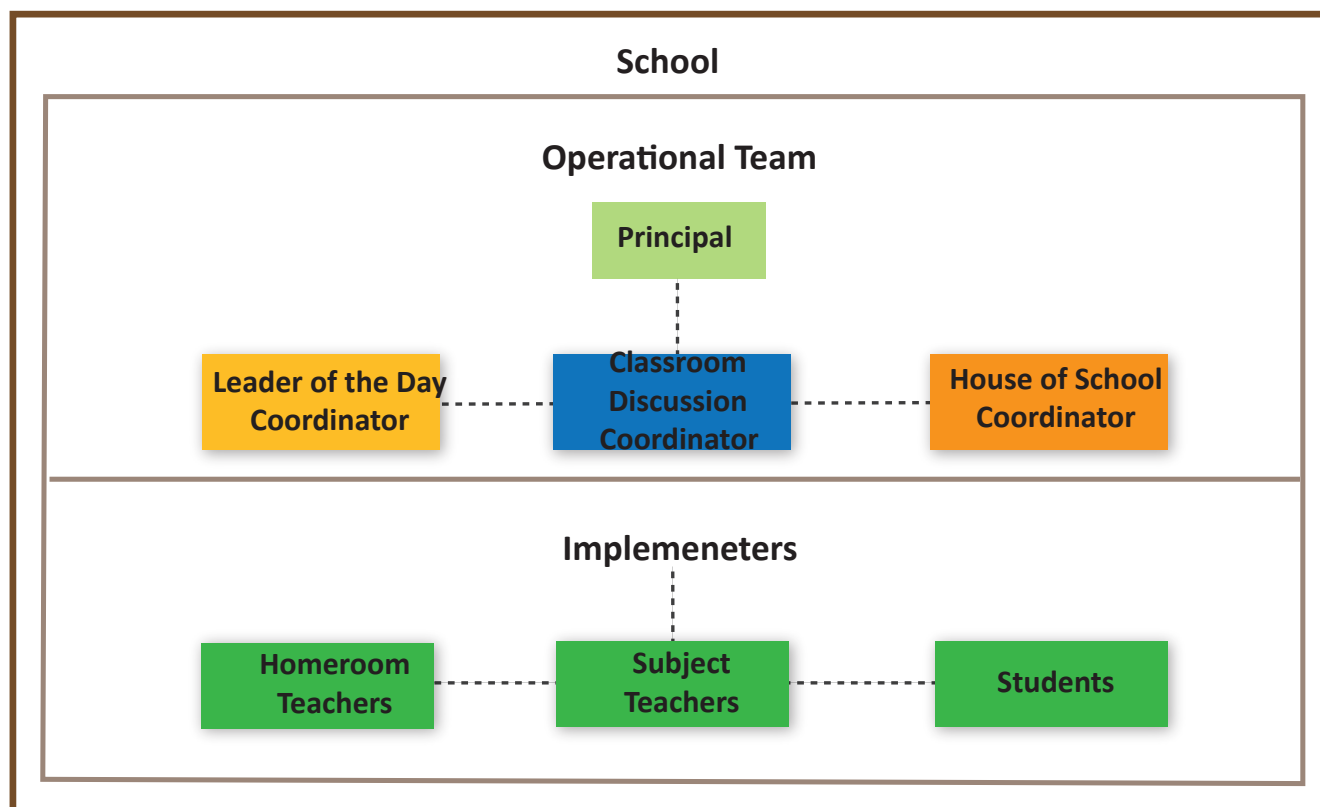
## Coordinating Our TOKKATSU (School's life skills)

### Our TOKKATSU Coordination Mechanism at a School Level

The principal and the administrative team review all Our TOKKATSU activities and their objectives. Referring to the school's development plan, they determine and select appropriate Our TOKKATSU activities that contribute to achieving the goals outlined in the plan. The principal and coordinators are responsible for selecting activities based on the development plan's goals and the school's specific needs and challenges, taking into account the school environment, the level of parental cooperation, available infrastructure such as playgrounds, and other relevant factors.

If there are multiple Our TOKKATSU coordinators in a school, one coordinator is assigned to each type of activity. If the school implements all three activities, it may appoint three different coordinators—one for each activity—if possible. However, some schools may choose to implement only one activity, in which case a single coordinator is appointed. The same principle applies accordingly. Coordinators serve in their roles for the entire academic year.

The group of coordinators is referred to as the Our TOKKATSU Operations Team and the team is led by the school principal.



## **Principal's Roles**

The principal bears the overall supervisory role in the Our TOKKATSU program at the school. The tasks include the following:

1. Designing the activity content and implementation schedule in consultation with the coordinators and other school staff if necessary.
2. Including Our TOKKATSU activities in the school's developmental plan.
3. Appointing coordinators to follow up on the implementation of Our TOKKATSU activities with teachers.
4. Facilitating the task of Our TOKKATSU coordinators in holding workshops, learning communities, and meetings to review Our TOKKATSU activities.
5. Monitoring and tracking the progress of Our TOKKATSU activities, recording them, and keeping them in a special file.
6. Holding an introductory meeting with parents to explain the impact of Our TOKKATSU activities on their children and encourage them to support the school in continuing to implement it.
7. Providing necessary advice and support to the coordinators.
8. Hosting supervisory visits of supervisors from directorate at the school.
9. Informing other schools within the cluster about the impact of implementing Our TOKKATSU activities and encouraging them to try it.
10. Submitting reports to supervisors of directorates and the Ministry of Education about the program's progress when requested.

## **Coordinators' Roles**

The coordinators are responsible for the respective activities. The tasks include the following:

1. Designing the content of activities and the schedule in consultation with the school principal and other school staff if necessary.
2. Organizing an orientation session or workshops or learning communities as needed for the targeted school staff to inform them about related activities. Each coordinator will hold a workshop related to the activity they have been assigned.
3. Providing support to the targeted teachers to prepare themselves and their classes with the necessary materials and to initiate the activities, and assisting them throughout the year by providing necessary advice and instructions.
4. Regularly monitoring the progress of activities, using the measurement tool (Progress and Action Check Sheet), and sharing descriptors with teachers to enhance the level of performance and activity.
5. Hosting supervisory visits from the Directorate's supervisors to the school and reflecting supervisory observations on the activities.
6. Submitting a report to the principal about the progress of activities and requesting advice and support from him when needed.
7. Reviewing the activity plan and reflecting that on the upcoming plan.
8. Preparing a special file for Our TOKKATSU activities at the school, which includes: semester plans, documents and files related to the implemented activities, measurement tools, documentary records of meetings with teachers, parents, or the local community, records of posts on the school's Facebook page, and records of review meetings held with teachers regarding the activities.

## Teacher's Roles

The teacher bears the overall supervisory role in the Our TOKKATSU program at the school. The tasks include the following:

1. Preparing a TOKKATSU plan for each semester in coordination with the coordinator.
2. Committing to implementing the planned activities according to the schedule.
3. Conducting self-monitoring regularly using the Progress and Action Check Sheet (the measurement tool).
4. Seeking advice and guidance from the coordinator and education supervisor.
5. Documenting the implemented activities with photos or videos and sharing them with the coordinator.
6. Communicating with parents to provide the necessary support for the smooth implementation of the activities.

## Our TOKKATSU Administrative Mechanism and the Functioning of the Ministry of Education and the Directorates of Education

Our TOKKATSU is managed by the operational team at a school level and supported by the respective Directorates.

The Directorates of Education assist schools through the Supervisor monitoring visits in the same way as the regular monitoring conducted for the subject teachers. The Supervisor visits the activity sites and assesses the classes and teams by filling the monitoring sheet.

The supervisor provides advice on the follow-up points to the coordinators based on his/her monitoring. The operational team submits the end-of-year revision session report to the Directorate Supervisor and receives advice in order to plan Our TOKKATSU for the following year. The Directorates report to the Formal Education Division of Education Department in the Ministry of Education, which gives feedback to the Directorates accordingly.

## Supervisors of DoEs' Roles

The coordinators are responsible for the respective activities. The tasks include the following:

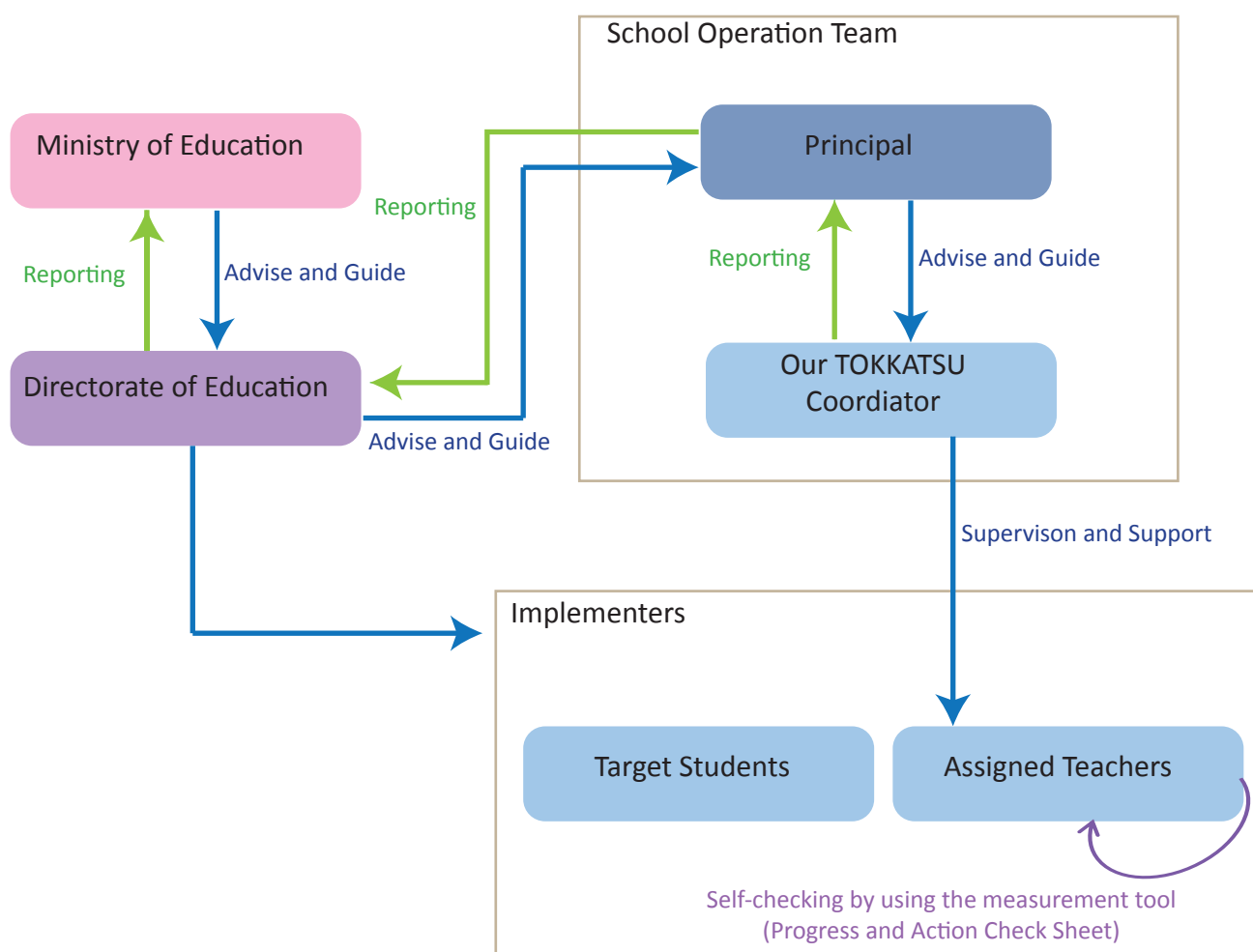
1. Meeting with the school principal to explain the activities of the Our TOKKATSU program and its objectives, the roles of relevant parties, the follow-up process, and the use of the Progress and Action Check Sheet (the measurement tool).
2. Guiding the school principal to encourage teachers to implement the activities of the Our TOKKATSU program, follow up on the activities, and observe their effects.
3. Supervising the implementation of Our TOKKATSU activities in the school from planning to implementation and evaluation, and providing appropriate suggestions and advice to the relevant parties in the school.
4. Reviewing the Our TOKKATSU file in the school.
5. Supporting teachers and coordinators of the Our TOKKATSU program in facilitating the implementation of the program.
6. Recommending new schools for program implementation.
7. Receiving reports from schools and documenting them.
8. Submitting progress reports to the Ministry of Education when requested.

## Role of Ministry of Education

The Ministry of Education will be within the scope of its inherent role of:

1. Issuing official letters on the implementation and facilitation of the Our TOKKATSU program.
2. Following up on the Our TOKKATSU program.
3. Granting any consultations requested by the Directorate of Education or public schools.
4. Overseeing the implementation of the Our TOKKATSU program by following up on the field and holding hearings and discussion.

The chart below shows the complete administrative structure of all parties involved in the Our TOKKATSU program.





## Planning Our TOKKATSU (School's life skills)

Our TOKKATSU plan is a strategic plan for program implementation during whole school year. This plan outlines a school's focus points and outcomes that it intends to achieve in one school year period in a clear and simple way. Schools are at the best position in surrounding students to identify areas for improvement and to implement changes that bring about better outcomes for students. Therefore, principals are responsible for designing activity contents and schedules in consultation with coordinators and school staffs.

There are many benefits to planning—increased efficiency, reduced risk, and enhanced creativity—but there's one last benefit that shouldn't be overlooked: peace of mind. Any project or idea that requires a plan will generate some stress. Planning removes a lot of uncertainty from the future and boosts your confidence. When you think about everything in the planning phase, your stress probably won't completely evaporate, but at least you'll have more peace of mind than you did before planning.

### Notes When Writing a TOKKATSU Plan:

1. Make sure Our TOKKATSU outcomes are related to the school's educational goals and development plan.
2. Identify appropriate activities that will achieve the desired outcomes.
3. Write SMART outcomes, roles and responsibilities, date of implementation, procedures, and any other relevant notes.
4. Enhance parents' roles by taking into account the current situation of the school, the surrounding community, and the needs of parents and students when considering activity content.

Mention details of activities that require collaboration with parents, if any.

To ensure effective collaboration with parents, consider the following steps:

- A. Form a team to identify ways to collaborate with parents.
  - B. Study the requirements for cooperation between the activities and parents, and analyze the strengths of the parents.
  - C. Define the cooperation plans in detail and notify parents of these plans.
  - D. Learn from previously implemented plans and reflect feedback in future planning.
5. If possible, link activities to curriculum subjects.
  6. Take into account previous school plans, lessons learned, and success stories, and reflect them in Our TOKKATSU plan. Capitalize on strengths and opportunities while also addressing challenges and weaknesses.

The next pages show sample activity plans for each activity.

## Example: Our TOKKATSU (School's life skills) Plan - Leader of the Day

### Our TOKKATSU (School's life skills) Procedural Plan for the Semester: 2nd Semester of Academic Year 2024/2025 School:

Date of Implementation	Activity	Expected Outcomes	Time Required	Procedures	Preparation/Implementation Follow-up/Target group
The First Week of February	Introductory workshop for the Leader of the Day activity by Our TOKKATSU Coordinator	<ol style="list-style-type: none"> <li>Teachers can explain the Leader of the Day activity to students.</li> <li>Teachers understand the steps for implementation.</li> </ol>	30 minutes	<ol style="list-style-type: none"> <li>An introductory workshop is held for homeroom teachers on the Leader of the Day activity, including its details and implementation steps.</li> <li>The Coordinator asks teachers to select a Class Representative and a Vice Representative.</li> </ol>	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-up: Our TOKKATSU Coordinator Target Group: Homeroom Teachers
The Second Week of February	Meeting with Class Representatives and Vice Representatives	<ol style="list-style-type: none"> <li>Class Representatives follow up on the activity in the classroom.</li> <li>Initiatives are launched to promote a positive classroom environment.</li> </ol>	30 minutes	<ol style="list-style-type: none"> <li>A meeting is held with Class Representatives and Vice Representatives to define their roles.</li> <li>They brainstorm initiatives to implement during the semester.</li> </ol>	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-up: Our TOKKATSU Coordinator Target Group: Class Representatives and Vice Representatives
The Third Week of February to the Fourth Week of May (Daily)	Leader of the Day	<ol style="list-style-type: none"> <li>Students build positive relationships.</li> <li>Students lead the Start of the Day Meeting.</li> <li>Students increase self-confidence and responsibility.</li> </ol>	2 minutes at the beginning of the first period	<ol style="list-style-type: none"> <li>Teachers ensure the activity board is ready.</li> <li>Teachers monitor and guide students as they perform the Leader of the Day role.</li> <li>Teachers offer advice and support.</li> <li>The Leader of the Day actively contributes throughout the school day.</li> <li>The teacher fills in the Leader's notebook and passes it to the next student.</li> </ol>	Preparation: Our TOKKATSU Coordinator Implementation: Homeroom Teachers Follow-up: Our TOKKATSU Coordinator Target Group: All Classes
The First Week of April	Follow-up Meeting on Class Initiatives	<ol style="list-style-type: none"> <li>Enhancing leadership skills among the students.</li> <li>Promotion of positive behavior toward school</li> </ol>	30 minutes	<ol style="list-style-type: none"> <li>The Coordinator holds a follow-up meeting.</li> <li>Class Representatives discuss challenges and propose solutions.</li> </ol>	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-up: Our TOKKATSU Coordinator Target Group: Class Representatives and Vice Representatives
The Third Week of April	Parents' visits	Increased parental involvement in classroom activities.	30 minutes	<ol style="list-style-type: none"> <li>Each teacher invites a parent to attend the activity.</li> <li>Teachers suggest ways for parents to participate.</li> <li>A parent visits and participates in coordination with the responsible female teacher.</li> </ol>	Preparation: Our TOKKATSU Coordinator Implementation: Homeroom Teachers Follow-up: Our TOKKATSU Coordinator Target Group: Parents
The First Week of May	Follow-up meeting on Class Initiatives	<ol style="list-style-type: none"> <li>Enhanced leadership skills among students.</li> <li>Promotion of positive school behavior.</li> </ol>	30 minutes	<ol style="list-style-type: none"> <li>The Coordinator holds a follow-up meeting.</li> <li>Class Representatives discuss challenges and propose solutions.</li> </ol>	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-up: Our TOKKATSU Coordinator Target Group: Class Representatives and Vice Representatives
The Fourth Week of May	Review meeting with teachers by the Our TOKKATSU Coordinator	<ol style="list-style-type: none"> <li>Identifying strengths, weaknesses, opportunities, and challenges of implemented activities.</li> <li>Generating ideas for a better plan for the next semester.</li> </ol>	30 minutes	<ol style="list-style-type: none"> <li>The Coordinator shares the agenda a day before the meeting.</li> <li>The Coordinator facilitates the review meeting.</li> <li>A discussion is held on student performance, challenges, and opportunities.</li> <li>Participants suggest ideas for improving next semester's plan.</li> </ol>	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-up: Our TOKKATSU Coordinator Target group: Homeroom Teachers, Class Representatives and Vice Representatives

Coordinator's Name and Signature

Principal's Name and Signature

Example: Our TOKKATSU (School's life skills) Plan - Classroom Discussion

Our TOKKATSU (School's life skills) Procedural Plan for the Semester: 1st Semester of Academic Year 2024/2025

Date of Implementation	Activity	Expected Outcomes	Time Required	Procedures	Preparation/Implementation Follow-Up/Target Group
The First and Second Weeks of September	Introductory Workshop on the Classroom Discussion activity conducted by Our TOKKATSU Coordinator	Understanding the steps to implement the Classroom Discussion activity.	30 minutes	<ol style="list-style-type: none"><li>The Coordinator holds an introductory workshop for teachers about the Classroom Discussion activity, including details, implementation steps, and lesson plans.</li><li>The Coordinator explains the PAC (Progress and Action Check) Sheet for the activity and how to use it.</li><li>The Coordinator announces the start date of implementation.</li><li>The Coordinator shares the follow-up process.</li><li>The Coordinator answers teachers' questions.</li></ol>	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-Up: Our TOKKATSU Coordinator Target Group: Homeroom teachers
		<ol style="list-style-type: none"><li>Students' ability to introduce themselves appropriately.</li><li>Increased students self-confidence.</li></ol>	Free Activity Period	<ol style="list-style-type: none"><li>Provide students with the worksheet as homework one day before the activity.</li><li>On the day of the activity, the homeroom teacher explains to the Discussion Manner and emphasizes their importance during the lesson.</li><li>The teacher holds a discussion session following the lesson plan.</li><li>The teacher collects the worksheets for filing.</li><li>The lesson concludes with notes recorded on the Exit Card.</li></ol>	
The Second Week of October	Classroom Discussion Topic: Who Am I	<ol style="list-style-type: none"><li>Enhance students' self-confidence.</li><li>Equip students with basic information about their families.</li><li>Train students to use an appropriate tone of voice and pay attention to body language.</li></ol>	Free Activity Period	<ol style="list-style-type: none"><li>Provide students with the worksheet as homework one day before the activity.</li><li>On the day of the activity, the homeroom teacher explains to the Discussion Manner and emphasizes their importance during the lesson.</li><li>The teacher holds a discussion session following the lesson plan.</li><li>The teacher collects the worksheets for filing.</li><li>The lesson concludes with notes recorded on the Exit Card.</li></ol>	Preparation: Assigned teacher Implementation: Assigned teacher Follow-Up: Our TOKKATSU Coordinator Target Group: Grade 1-3 and Assigned teacher
		<ol style="list-style-type: none"><li>Enhance students' self-confidence.</li><li>Equip students with basic information about their families.</li><li>Train students to use an appropriate tone of voice and pay attention to body language.</li></ol>	Free Activity Period	<ol style="list-style-type: none"><li>Provide students with the worksheet as homework one day before the activity.</li><li>On the day of the activity, the homeroom teacher explains to the Discussion Manner and emphasizes their importance during the lesson.</li><li>The teacher holds a discussion session following the lesson plan.</li><li>The teacher collects the worksheets for filing.</li><li>The lesson concludes with notes recorded on the Exit Card.</li></ol>	
The First Week of November	Workshop for Parents	Strengthening parents' roles in the school community.	30 minutes	<ol style="list-style-type: none"><li>Introduction by Our TOKKATSU Coordinator.</li><li>Presentation of the Classroom Discussion activity with videos.</li><li>Collection of parents' ideas for participation in upcoming activities.</li><li>Coordination of parents' visit schedules and participation roles.</li></ol>	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-Up: Our TOKKATSU Coordinator Target Group: Parents
The Second Week of November	Classroom Discussion Topic: I am Creative	<ol style="list-style-type: none"><li>Students' ability to present their work to peers.</li><li>Students' awareness of respecting others' points of view.</li></ol>	Free Activity Period	<ol style="list-style-type: none"><li>Provide students with the worksheet as homework one day before the activity.</li><li>On the day of the activity, the homeroom teacher explains to the Discussion Manner and emphasizes their importance during the lesson.</li><li>The teacher holds a discussion session following the lesson plan.</li><li>The teacher collects the worksheets for filing.</li><li>The lesson concludes with notes recorded on the Exit Card.</li></ol>	Preparation: Assigned teacher Implementation: Assigned teacher Monitoring :Our TOKKATSU Coordinator Target Group: Grade 1-3 and Assigned teacher
		<ol style="list-style-type: none"><li>Enhance students' respect for the school uniform.</li><li>Promote students' commitment to wearing the school uniform.</li></ol>	Free Activity Period	<ol style="list-style-type: none"><li>Provide students with the worksheet as homework one day before the activity.</li><li>On the day of the activity, the homeroom teacher explains to the Discussion Manner and emphasizes their importance during the lesson.</li><li>The teacher holds a discussion session following the lesson plan.</li><li>The teacher collects the worksheets for filing.</li><li>The lesson concludes with notes recorded on the Exit Card.</li></ol>	
The Fourth Week of November	Classroom Discussion Topic: School Uniform	<ol style="list-style-type: none"><li>Introduce students to the Discussion Manner.</li><li>Enable students to introduce their family appropriately.</li><li>Increase students' confidence in themselves and their families.</li></ol>	Free Activity Period	<ol style="list-style-type: none"><li>Provide students with the worksheet as homework one day before the activity.</li><li>On the day of the activity, the homeroom teacher explains to the Discussion Manner and emphasizes their importance during the lesson.</li><li>The teacher holds a discussion session following the lesson plan.</li><li>The teacher collects the worksheets for filing.</li><li>The lesson concludes with notes recorded on the Exit Card.</li></ol>	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-Up: Our TOKKATSU Coordinator Target Group: Assigned teacher
The First Week of December	Classroom Discussion Topic: Who Lives in My House	<ol style="list-style-type: none"><li>Identify strengths, weaknesses, opportunities, and challenges of the activities.</li><li>Propose ideas to design a better plan for the upcoming semester.</li></ol>	30 minutes	<ol style="list-style-type: none"><li>Coordinator shares the meeting agenda one day in advance.</li><li>Coordinator facilitates the review meeting.</li><li>Discussion on student performance, strengths, weaknesses, challenges, and opportunities.</li><li>Participants suggest ideas to improve the upcoming semester's plan.</li></ol>	
The Second Week of December	Review meeting with the teachers by Our TOKKATSU Coordinator				

Coordinator's Name and Signature

Principal's Name and Signature

Example: Our TOKKATSU (School's life skills) Plan - House of School

Our TOKKATSU (School's life skills) Procedural Plan for the Semester: 2nd Semester of Academic Year 2024/2025  
School:

Date of Implementation	Activity	Expected Outcomes	Time Required	Procedures	Preparation/Implementation Follow-Up/Target group
The Third Week of September	Introductory workshop for House of School activity by Our TOKKATSU Trainer	1. Teachers are able to explain the House of School activity to students. 2. Teachers understand the steps to implement the activity.	30 minutes	1. The Coordinator holds the workshop for the targeted teachers. 2. The Coordinator explains the measurement tool (Progress and Action Check Sheet) and how to use it. 3. The Coordinator announces the start date of implementation. 4. The Coordinator shares the follow-up process. 5. The Coordinator answers teachers' questions.	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-Up: Our TOKKATSU Coordinator Target Group: Free Activity Teachers for Classes 2A, 4A, 6A
The Fourth Week of September	First House of School Meeting	1. Understanding the idea and goal of the activity 2. Forming teams 3. Introducing members and building new relationships	Free Activity Period	1. The House of School Supervisor divides the students into teams and guides each team to their designated meeting rooms. 2. The House of School Supervisor introduces the activity. 3. The House of School Supervisor conducts an ice-breaking activity to help team members get to know each other and documents it with photos.	Preparation: Teams House of School Supervisors Implementation: Teams House of School Supervisors Follow-Up: Our TOKKATSU Coordinator Target Group: Classes 2A, 4A, 6A
The Second Week of October	Second House of School Meeting	1. Selecting a Captain for each team 2. Understanding student roles within the team 3. Enhancing trust in the team Captain	Free Activity Period	1. The House of School Supervisor holds the meeting according to the activity plan and facilitates the Captain selection through a team vote. 2. The House of School Supervisor explains the roles of upper-grade and younger students. 3. A team activity is conducted to build trust in the Captain and documented with photos.	
The Fourth Week of October	Training workshop for team Captains	1. Captains understand their roles and responsibilities. 2. Captains improve their ability to manage the team and plan activities.	Free Activity Period	1. The Coordinator presents video and explains the role of Captains. 2. Captains are trained to facilitate discussions and lead activities. 3. A location for the team board is determined and preparations begin. 4. A photo of the workshop is taken.	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Monitoring: Our TOKKATSU Coordinator Target Group: Captain and Vice Captain
The Second Week of November	House of School Activity: Pulling the Rope / Running Competition	1. Develop Captains' leadership in managing team activities 2. Strengthen team relationships 3. Encourage team competition 4. Promote positive peer support	Free Activity Period	1. Teams gather in the schoolyard and line up. 2. House of School Supervisors explain and conduct the "Pulling the Rope" activity. 3. A running competition is held from point A to point B; Captains review performance. Points are recorded and posted on the team board.	Preparation: Teams' House of School Supervisors Implementation: Teams' House of School Supervisors Follow-Up: Our TOKKATSU Coordinator Target Group: Classes 2A, 4A, 6A
The Third Week of November	Parents' workshops	Strengthening parental involvement in school activities	30 minutes	1. Introduction by Our TOKKATSU Coordinator 2. Presentation of the activity using videos 3. Collection of parents' ideas for future participation 4. Coordination of schedules and roles for parent participation	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-Up: Our TOKKATSU Coordinator Target Group: Parents of students from Classes 2A, 4A, 6A
The Fourth Week of November	House of School Activity: Collect and Transfer Ball	1. Enhance Captains' leadership in competitions 2. Promote team competition 3. Encourage positive peer support	Free Activity Period	1. Teams gather and line up in the schoolyard. 2. House of School Supervisors explain the game: collecting balls into a basket within one minute, then transferring balls using a cloth from point A to B. 3. Captains review and record their team's performance. 4. Coordinator's record scores on the team board and the House of School Supervisor announces winners.	Preparation: House of School Supervisors and Captains Implementation: House of School Supervisors and Captains Follow-Up: Coordinator and KniK Target Group: Classes 2A, 4A, 6A
The First Week of December	Review Meeting with Teachers by Our TOKKATSU Coordinator	1. Identify strengths, weaknesses, opportunities, and challenges of implemented activities 2. Suggest ideas for planning the next semester	30 minutes	1. Coordinator shares the agenda one day in advance 2. Coordinator facilitates the review meeting 3. Discussion on student performance, challenges, and opportunities 4. Participants propose improvements for the next semester	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator/House of School Supervisors Follow-Up: Our TOKKATSU Coordinator Target Group: House of School Supervisors and Principal

Coordinator's Name and Signature

Principal's Name and Signature



## Monitoring Our TOKKATSU (School's life skills)

Progress checking is an essential process for any program. Through this process, schools collect and analyze data, and determine if a program has fulfilled its goals. The progress checking begins right away and extends through the duration of the program.

Progress and Action checking is important for catching the problems early, providing good resource management, providing informed decisions and maintaining a sustainable program. Although a yearly plan is decided at the beginning of the school year, conducting regular Progress and Action Checking keeps the teachers on track and helps them perform well.

Our TOKKATSU Coordinator and assigned teacher conduct regular checks by themselves using the measurement tool called "Progress and Action Check Sheet." Also, each activity coordinator has the role of checking the activities using the same sheet, and the result of a coordinator's checking is reported to the principal.

Each activity has a different Progress and Action Check Sheet that measures the targeted points in each one of the activities. And each activity has a different monitoring frequency conducted by the coordinators. The Progress and Action Check Sheet and its frequency of use will be attached at the end of each activity chapters.

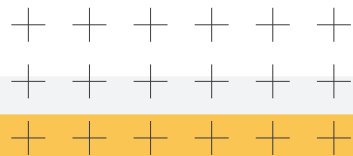
When teachers assess students' skills using the "Progress and Action Check Sheet," they should refer to the relevant instructions according to the student's level of performance based on the following percentages:

- ≤64%: Weak
- 65%–79%: Moderate
- 80%–94%: Good
- ≥95%: Excellent

After the activity, evaluators can refer to the actions in the second table, selecting those that match the observed scenes, and suggest them to the activity teacher. Teachers may also apply their own ideas to help improve student performance.

Coordinators carry out the following roles:

1. Monitoring the activity progress regularly by analyzing the measurement tool (Progress and Action Check Sheet) recorded by the Homeroom teachers and the House of School Supervisors and paying visits to the classrooms and the House of School activity sites.
2. Helping the Homeroom teachers and the House of School Supervisors to implement the activities effectively by providing them with advice or organizing revision meetings among the teachers.
3. Hosting the Directorate Supervisor's monitoring visits to the school and making follow-ups based on the Directorate Supervisor's monitoring.
4. Reporting to the principal about the activity progress and seeking advice and support from the principal.
5. Organizing the end-of-semester revision session and compiling a revision report.



## Chapter 2

### Leader of the Day

s

## What is Leader of the Day?

Leader of the Day activity provides equal opportunities for all the students to be a class leader for a day. The leader is not an authority who makes decisions or instructions. Instead, the leader serves rather as a coordinator in the classroom. Since all students experience their turns as Leader Students, all can understand the interestingness, challenges and difficulties of the leadership roles. Therefore, students could nurture supportive and cooperative mind.

Leader of the Day is not a reward activity for special or excellent students. All roles shall be conducted by all students on daily rotating basis. Since all students do the tasks that are difficult and feel excitement and pleasure in their fulfillment, the activity can enhance not only self-confidence and responsibility, but also develop a cooperative mind by thoroughly understanding and imagining the situation of Leader students.

A certain time may be needed to get used to conducting this activity. If there are teachers who can stand with Leader students to assist their roles every day, this activity will surely take root.

Kindly see the video list related to implement activities by scanning QR code or finding web address. In the video, it is labeled as "Star of the Day" instead of "Leader of the Day." For lower grades, calling it "Star" instead of "Leader" can also be one option to motivate students.

Examples:



Start of the Day Meeting



End of the Day Meeting



## Target Life Skills

- Leadership
- Responsibility
- Self-confidence
- Communication
- Collaboration
- Initiative and proactivity

## Coordinator's Role

- Collect activity application records.
- Regularly follow up on the progress of the activity by analyzing the Progress and Action Check Sheet (the measurement tool).
- Inform the principal about the progress of the activity and seek advice and support.
- Host visits from the supervisory directorate and conduct follow-up based on the observations of the directorate's supervisor.

## Homeroom-Teacher's Role

- Explain the activity, its objectives, and the role and responsibilities of the "Leader of the Day" to all students.
- Encourage students to cooperate with the "Leader of the Day."
- Determine student roles and rotation.
- Provide instructions to students to improve their performance based on the results of the Progress and Action Check Sheet (the measurement tool).

## The First and Last Period Teacher's Role

- Allow students to hold a one-minute meeting at the beginning and end of the day before class starts.
- Share special notes during the "Teacher's Word" section of the meeting agenda.
- Encourage students to cooperate with and listen to the "Leader of the Day," and to work toward the day's objectives.

## Implementation Frequency

- Every day throughout the school year.



## Start of the Day Meeting

It is a meeting which is held at the beginning two minutes of the first lesson every day to let students settle down and prepare for their day.

### Notes for Start of the Day Meeting

1. Holding Start of the Day meeting every day regularly as a school routine.
2. Explaining the activity by Homeroom teacher for other subject teachers to assist the Leader Student in fulfilling the tasks and holding the meetings on time.

## Start of the Day Meeting Agenda

	Agenda	Contents	Leader Students' Words
1	Opening the meeting	The Leader Student greets the teacher and classmates and announces the beginning of the meeting.	A Salaam Alaykom or Good morning. Let's start Start of the Day meeting.
2	Introduction of the Leader student	The Leader student introduces himself/herself.	I am the Leader student today. My name is ....
3	Reading the lesson schedule of the day	The Leader Student reads out the lesson schedule of the day and reminds the classmates of any exams, activities, or events on the day.	Our schedule starts with the first lesson, which is...and the second lesson is...
4	Setting up Today's Target	The Leader Student proposes Today's Target with a brief explanation why he/she proposes it. Upon agreement with the classmates, he/she sets it as Today's Target and encourages all the classmates to work together towards it.	I suggest Today's Target to be...and the reason is.... Do you agree with me?
5	Notification and announcement	The Leader of the Day asks the class if anyone would like to share information or make announcements.	Are there any notes or announcements that you would like to share with the class?
6	Teacher's words	The teacher takes a minute to share some notes with the students or guide them to pay attention to important notes.	Teacher, do you have any notes that you would like to share with the class?
7	Closing the meeting	The Leader Student announces the closure of the meeting and the start of the first lesson.	We now close the meeting. Have a nice day.



Start of the Day meeting: The Leader student faces his classmates and the teacher standing next to the Leader student provides assistance and support.

## End of the Day Meeting

It is a meeting which is held at the last two minutes of the last lesson to let students review their entire day.

### Notes for End of the Day Meeting

If there are any challenges for holding End of the Day meeting on time, it is possible to:

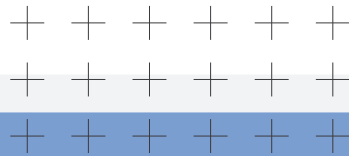
1. Hold the meeting at the beginning of the last lesson.
2. Review End of the day meetings' agenda at the next days' Start of the Day meeting.

## End of the Day Meeting Agenda

	Agenda	Contents	Leader Students' Words
1	<b>Opening the meeting</b>	The Leader Student announces the End of the Day meeting and asks everyone to sit and be quiet.	A Salaam Alaykom. Let's start the End of the Day meeting.
2	<b>Reviewing Today's Target</b>	The Leader Student firstly shares a comment on how he/she observed the class regarding Today's Target with its achievement and asks the class for their comments.	Today's Target was... I think we achieved it because..../ we couldn't achieve it because...
3	<b>Reviewing next day's schedule</b>	The Leader Student reads out the lesson schedule of the next day and reminds the classmates of the homework, exams or events next day.	Tomorrow, we start with the first lesson of... and followed by....
4	<b>Notification and announcement</b>	The Leader Student gives opportunity to the class to share any notes or announcements regarding the activity.	Are there any notes or announcements anyone would like to share with the class?
5	<b>Teacher's words</b>	The teacher gives their notes on their observations of the class through highlighting the positive actions and attitudes, and encouraging the students to improve without criticizing certain students in front of the class.	Teacher, do you have any notes that you would like to share with the class?
6	<b>Announcing the name of the next Leader Student</b>	The name of the next day Leader Student is announced to the class.	The next day Leader student is...
7	<b>Closing the meeting</b>	The Leader Student announces the closure of the meeting and says farewell to his/her classmates.	We now close the meeting. Have a nice day. A salaam alaykom.



End of the Day meeting: the Leader student reminds classmates of their homework, which is written on the whiteboard.



## Chapter 3

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# Classroom Discussion

## What is Classroom Discussion?

Classroom Discussion, or CD for short, is the main activity of Our TOKKATSU (School's life skills). Students discuss the issues affecting their life and possible solutions for them. The most important element of the CD is that students practice what they have discussed, either by adapting their choice of solution in their individual life or by working collaboratively with the classmates to materialize what they have decided to do. Students also learn the importance of reviewing their actions constantly in order to keep impacting their life for the better.

The activity aims to:

1. Develop students' skills in communication, self-control and accepting others' opinions.
2. Develop students' skills in identifying, analyzing and solving problems.
3. Encourage students to participate in group activities.
4. Develop students' positive behaviors among students to build good human relationships.

Kindly see the video list related to implement activities by scanning QR code or finding web address.

(Face to Face)

<https://bit.ly/3r5ln5E>



(Online)

<https://bit.ly/335R1YI>

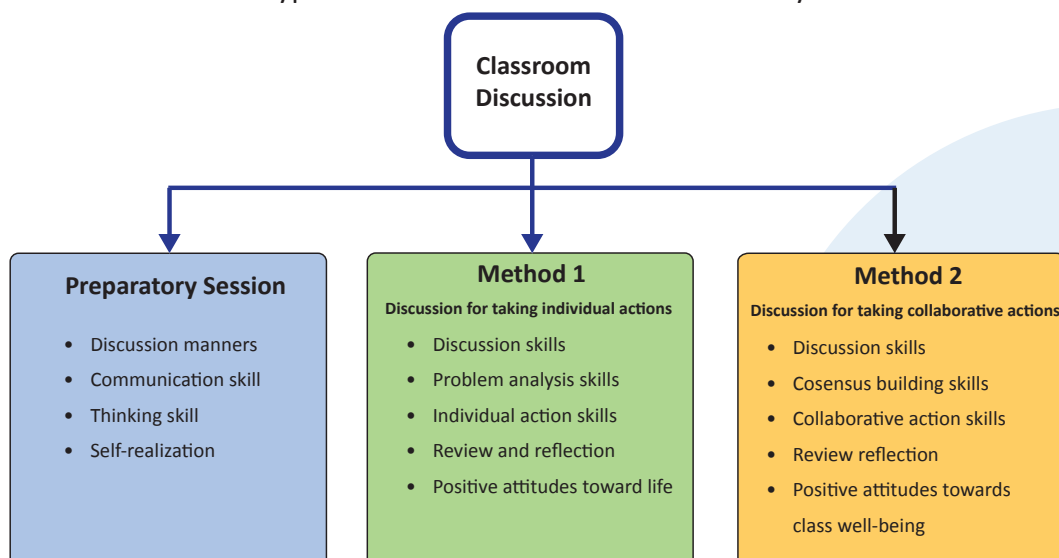


### Type of Discussion Sessions

As for facilitating discussion sessions, the teacher may facilitate the discussion session himself, or he may appoint a group of students's "Discussion Council" for this. The Discussion Council is a team composed of three or four selected students who are trained to facilitate and coordinate discussion sessions after distributing tasks to them.

If the students facilitate the discussion session, this is called "Advanced Stage." Students may hold discussion sessions following the steps of the first or second method or preparatory sessions. These sessions are usually held by students in the upper grades (above the sixth grade), or those who are familiar with discussion and have acquired discussion skills.

Here is the structure of the types of the Classroom Discussion activity:



## The Role of the Discussion Council in Holding Classroom Discussion Sessions

The Discussion Council is a team of three or four selected students who are trained to facilitate and coordinate discussion sessions, following the distribution of specific roles among them.

Teachers may choose how to appoint council members—either through student voting or direct selection. However, it is recommended that the council members rotate for each new discussion topic. In other words, the teacher should select new students to form the Discussion Council for each session.

All council members are expected to prepare in advance by studying the discussion topic and preparing the questions to be asked.

The students of the Discussion Council are each assigned a specific role to ensure smooth and productive discussions. The main roles include:

### Facilitator

- Welcome students at the beginning of the session and remind them of discussion manners.
- Open the session with an introduction.
- Ask students questions during the session.
- Select students to participate.
- Remind students to follow the Discussion Manners if necessary.
- Ask the teacher for guidance and assistance if necessary.

### Assitant Facilitator

- Prepare and equip any materials, tools or devices that will be used in the session, such as drawings or boards.
- Announce the date and time of the session to colleagues.  
*\*Idea: Post an announcement on the classroom wall.*
- Review the final report of the session before sharing it with the teacher.

### Whiteboard Notetaker

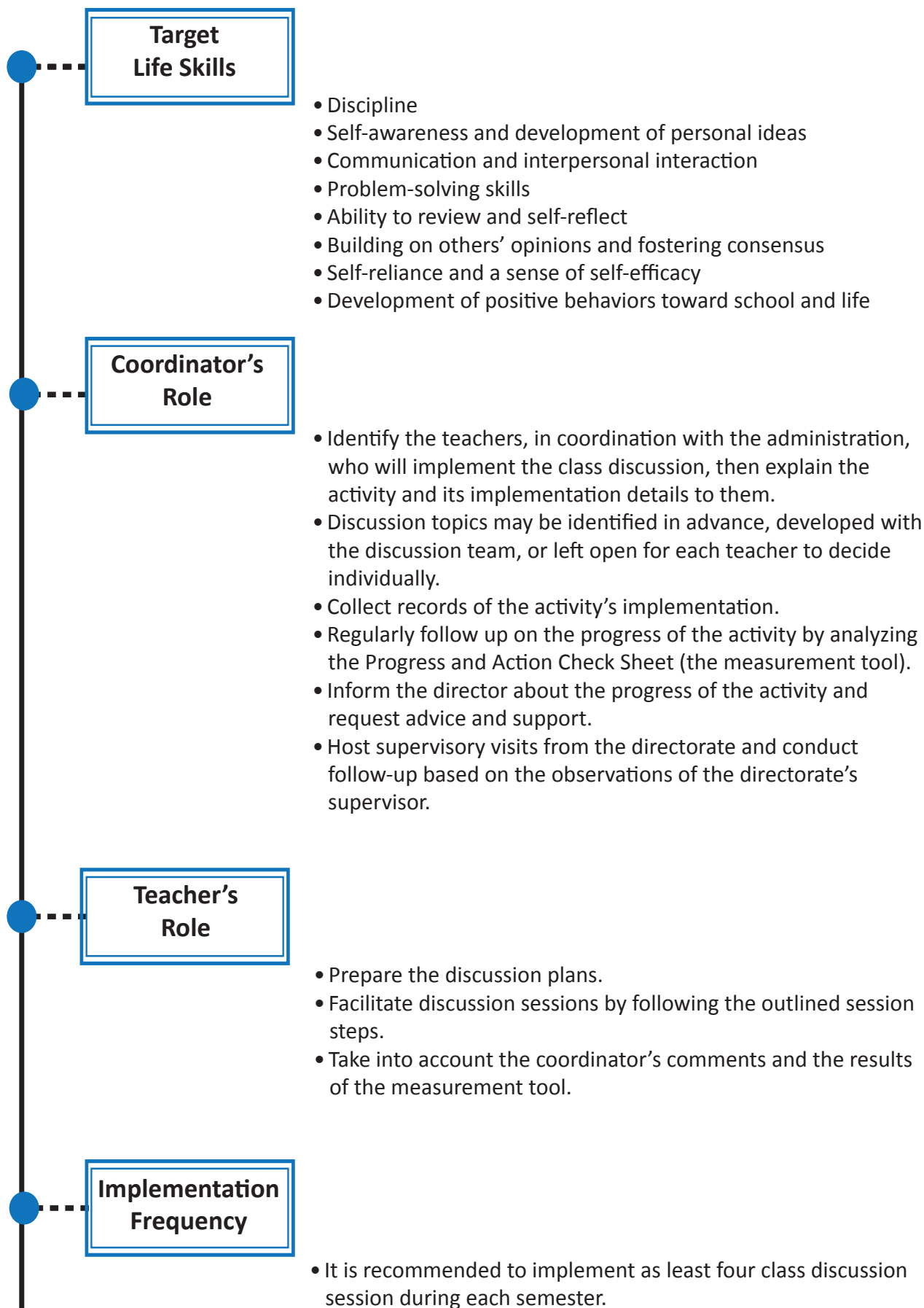
- Prepare the board (cleaning, write title, day and date).
- Record students' suggestions and opinions.
- Record session results and actions to be taken.
- Record teacher's notes.

### Notebook Notetaker

- Record basic session information (day, date, names of discussion board members, etc.)
- Record student suggestions and opinions.
- Record session results and actions to be taken.
- Record teacher's remarks.

## The Role of the Teacher in Forming and Supporting a Student Discussion Council

1. The teacher should clearly explain the responsibilities of Discussion Council members to all students in the class.
2. The teacher trains the council members by providing them with the necessary resources and information related to the discussion topic.  
Tip: Some teachers prepare a written discussion script or text and give it to the council for practice ahead of time—especially useful when the council is conducting a discussion for the first time.
3. The teacher's main role during the discussion is to observe. Class discussions place the highest value on independent, student-led dialogue.
4. The teacher should not intervene in the discussion unless absolutely necessary—for example, if confusion arises or the facilitator struggles to manage the session. In such cases, the teacher may offer guidance only after raising their hand and receiving permission to speak, or if explicitly invited by the council to assist.
5. The teacher must also intervene if inappropriate language or expressions are used. In this case, the discussion should be paused, and the teacher should remind students of the expected discussion manners.





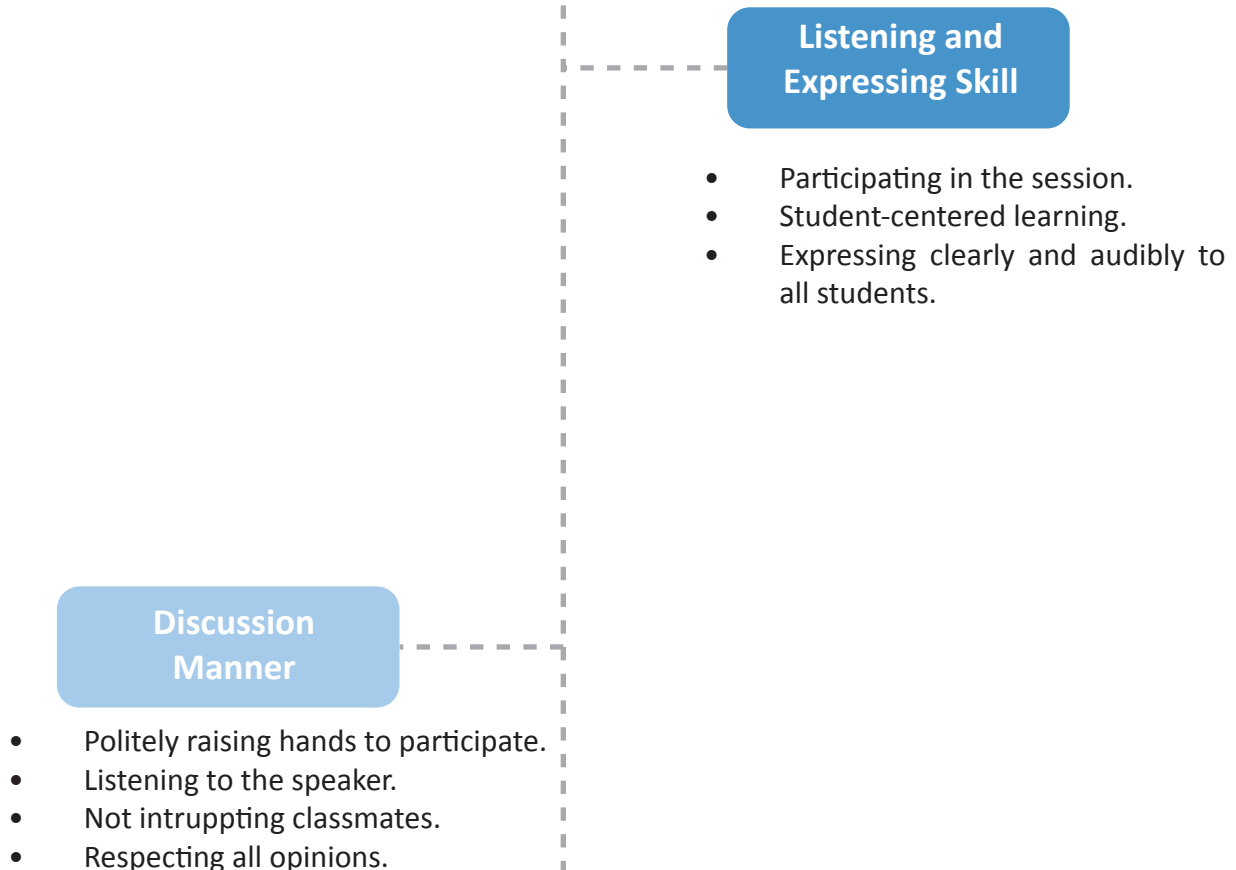
## Preparatory Session

Preparatory Session is designed to stimulate students' thinking by developing their own thoughts, presenting their opinions and listening to others' thoughts as well as training them on the discussion manners and basic communication skills.

Preparatory Session does not contain the element of "Discussion," but this stage is rather to get all students ready for active participation in discussions. It does not only enhance students' performance but also maintains a good atmosphere for all class members.

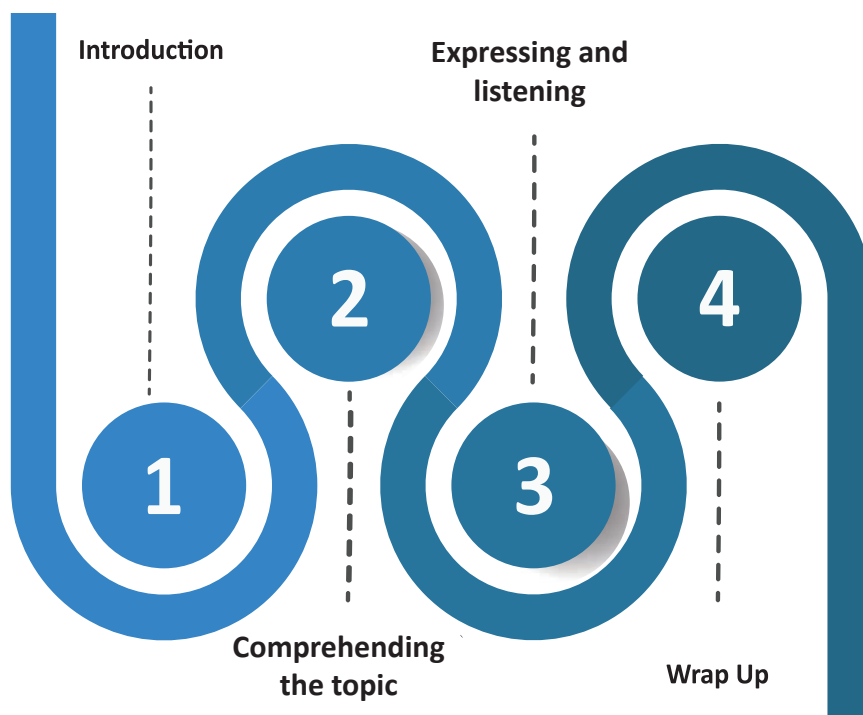
At this stage, the emphasis is on ensuring that all students participate in the discussion session, so the teacher may need to re-adjust the time distribution of the session steps according to the number of students in the class. Taking into account the rhythm and harmony of the session so that it does not extend too much.

Preparatory Session focuses on the following points:



## Session Procedure: Preparatory Session

The following procedure steps are taken during Preparatory Stage sessions. Per each step, teachers should pay attention to several instructions as follows in the below table:

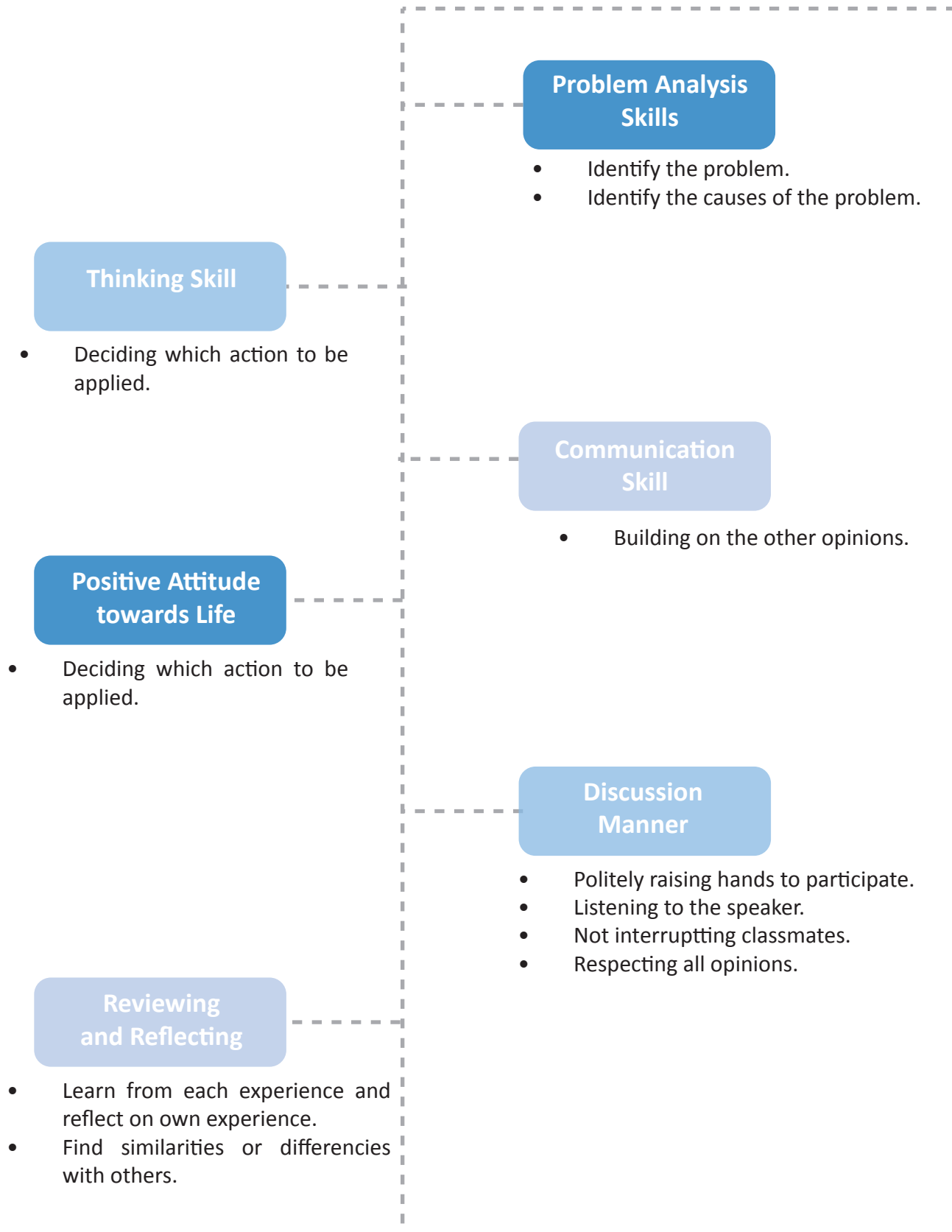


Steps	Instructions
1. Introduction	<ul style="list-style-type: none"> <li>Create friendly atmosphere by calming the students, welcoming them, encouraging students to participate actively and abide by the discussion manner.</li> <li>Introduce the topic of the day to the students and explain the expected outcomes of this session.</li> </ul>
2. Comprehending the topic	<ul style="list-style-type: none"> <li>Stimulate students to think using examples, pictures, puppets, stories, etc., or give students a demonstration as an example.</li> </ul>
3. Expressing and listening	<ul style="list-style-type: none"> <li>Encourage students to pay attention and listen carefully to their classmates to find common points or interesting points in their presentation.</li> <li>Advise students to express their opinions clearly in an appropriate tone of voice while maintaining eye contact and using appropriate body language. Provide clear and practical advice to students when there are any points that require improvement in their presentations.</li> <li>Ensure that students maintain the application of discussion manner during presentations to others. Do not let any bad behaviors pass such as sarcasm, laughter, lack of focus, etc.</li> <li>Encourage all students to participate and praise them every time when students make suggestions.</li> <li>Encourage the rest of the students to ask any questions to the speaker or agree with his ideas or add more points to his talk.</li> <li>The answers may be similar among students, which affects the atmosphere of the class discussion, and here comes the role of the teacher in trying to ask more detailed questions to find a difference between repeated answers and highlight the answers and distinctive contributions and arouse students' interest in what their colleagues share.</li> </ul>
4. Wrap Up	<ul style="list-style-type: none"> <li>Review similarities and interesting points in others' presentations. Reiterate good points in the session and praise students' efforts.</li> <li>Make comments on etiquette, student presentations, and listening behavior.</li> <li>Make practical and concrete suggestions or comments if there are any areas for improvement related to discussion manners.</li> <li>End the session with the Exit Card.</li> </ul>

## Method 1: Discussion for Individual Actions

The classes which acquired the basic discussion manners and skills can proceed to Method 1. In this method, the students have discussions over the topic related to their life and practice the discussion outcomes. Method 1 is for the students to practice what they have decided at the end of the session individually, for example: discussing how to check the reliability of news before publishing.

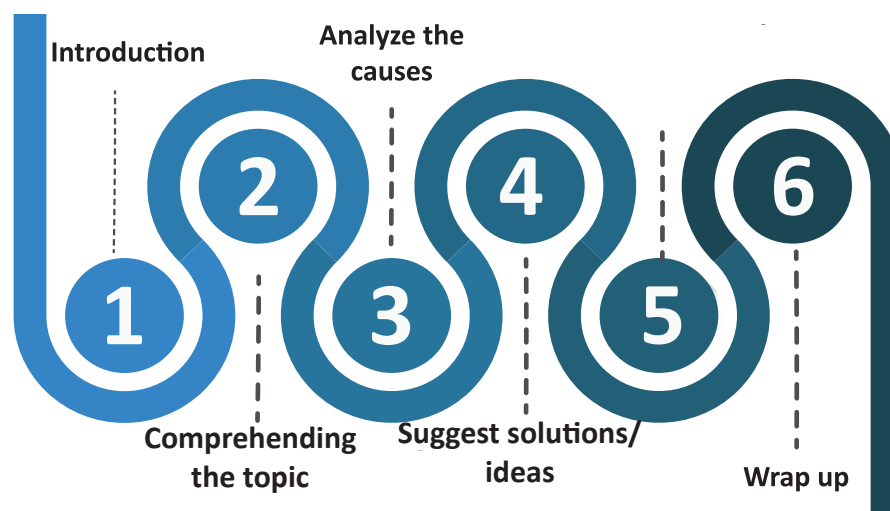
Method 1 consists of two sessions; the first session is to make individual decisions and the second is to review and reflect after taking individual actions. Here are the focus points for Method 1.



## First Session Procedure: Make Individual Decisions

Method 1 follows the below procedure. This procedure is for students to make their own individual decisions. Students are expected to implement these decisions in their daily life.

Therefore, a review session is needed to provide the students with an opportunity to review their actions and reflect upon themselves. Per each step, teachers should pay attention to several instructions which will be explained in the following table.



Steps	Instructions
1. Introduction	<ul style="list-style-type: none"> <li>Create friendly atmosphere by calming the students, welcoming them, encouraging students to participate actively and abide by the discussion manner.</li> <li>Introduce the topic of the day to the students and explain the expected outcomes of this session.</li> </ul>
2. Comprehending the topic	<ul style="list-style-type: none"> <li>Stimulate students to think using examples, pictures, puppets, stories, etc., or give students a demonstration as an example.</li> </ul>
3. Analyze the issue	<ul style="list-style-type: none"> <li>Ask students to think about the causes of the problem and stimulate their thinking using different means such as giving examples, showing pictures, etc.</li> <li>Encourage students to share their experiences related to the problem.</li> <li>Make sure students try to analyze the causes related to the problems. Summarize students' answers and write the causes on the board.</li> </ul>
4. Suggest solutions/ideas	<ul style="list-style-type: none"> <li>Have students suggest what they could do to address the problem. Let me think about what they could do as individuals.</li> <li>Give students time to brainstorm possible actions by asking them: <ul style="list-style-type: none"> <li>→ Imagine if this problem happened to your friend, what would you do?</li> <li>→ Imagine if this problem happened to you in the future, how do you think you would react, how do you think you should react, how could you avoid this problem in the first place?</li> </ul> </li> <li>Support students to present their opinions logically and persuasively by structuring them in an effective and persuasive way, as well as giving reasons to support their opinion.</li> <li>Encourage students to build on the opinions of others.</li> <li>Encourage students to ask for clarification or further explanation if they are not clear about the opinions expressed by others. Make sure everyone in the class understands the opinions of their classmates.</li> <li>Summarize students' responses in the form of suggested actions and write them on board.</li> </ul>
5. Making individual decisions	<ul style="list-style-type: none"> <li>Give students time to think and decide which of the suggested actions they would implement in their daily lives individually. Then fill in the action cards with the action they have chosen.</li> <li>Walk around the class helping students complete the Action Cards.</li> <li>Post all the Action Cards on the classroom wall or on a board or have students stick them in their discussion notebook and keep them for review.</li> </ul>
6. Wrap Up	<ul style="list-style-type: none"> <li>Review similarities and interesting points in others' presentations. Reiterate good points in the session and praise students' efforts.</li> <li>Make comments on etiquette, student presentations, and listening behavior.</li> <li>Make practical and concrete suggestions or comments if there are any areas for improvement related to discussion manners.</li> <li>End the session with the Exit Card.</li> </ul>

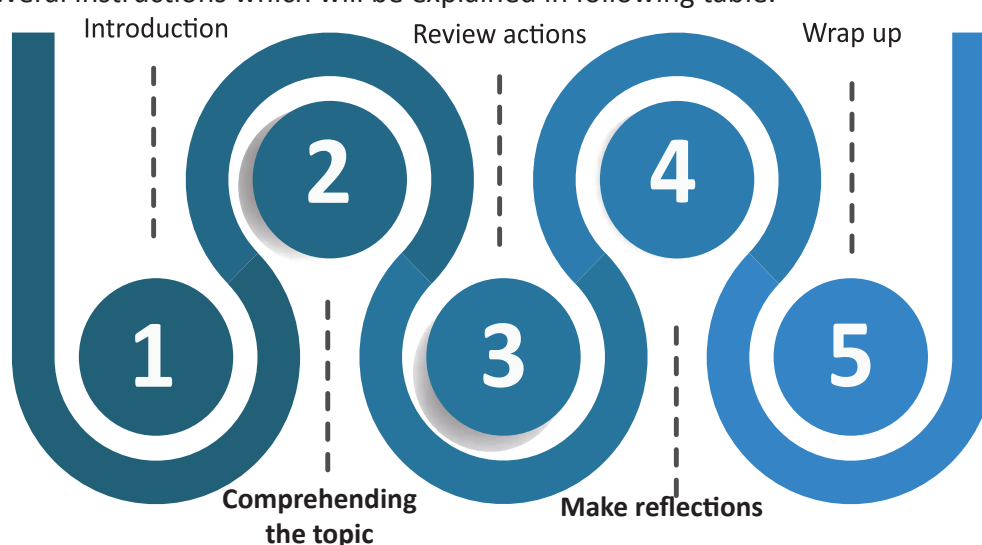
## Second Session Procedure: Reviewing and Reflecting

CD is not only about the discussion itself, nor just making decisions or taking actions, but is also the opportunity for the students to share ideas about the whole process from discussion to action implementation is crucial.

Reviewing and reflecting to help the students develop higher-order thinking skills by encouraging them to relate new knowledge to prior understanding, think in both abstract and conceptual ways, apply practiced strategies to coming issues and events, and understand their own thinking and learning strategies.

In the revision session, the students share their opinions such as: which actions they found the most difficult (Method 1) or which tasks they found the most challenging (Method 2) or which actions impacted their lives (Method 1) or which parts of the event they enjoyed the most (Method 2), etc. Reflection time is also critical in that it helps the students to admire each other and increase the self-efficacy.

The following steps are implemented in the revision session. Per each step, the teachers should pay attention to several instructions which will be explained in following table.



Steps	Instructions
1. Introduction	<ul style="list-style-type: none"> <li>Create friendly atmosphere by calming the students, welcoming them, encouraging students to participate actively and abide by the discussion manner.</li> <li>Introduce the topic of the day to the students and explain the expected outcomes of this session.</li> </ul>
2. Comprehending the topic	<ul style="list-style-type: none"> <li>Stimulate students to think using examples, pictures, puppets, stories, etc., or give students a demonstration as an example.</li> </ul>
3. Revise the actions	<ul style="list-style-type: none"> <li>Share the first method review questions with students or write them on the board and then ask students to answer them individually (without question 5 and 6). Assign students one by one to allow them to present the extent to which they have been able to practice decisions.</li> <li>Ask them how they left when and after they took actions.</li> <li>Ask them if they have noticed any changes in their lives or in relationships with friends or family.</li> <li>Encourage students to share their ideas freely by asking questions, offering advice on how to do better or overcome a challenge, highlighting what they did well, etc.</li> </ul>
4. Reflection	<ul style="list-style-type: none"> <li>Give students time to think about the last action, ask them if they would like to continue or change it, how they could perform better, and have them write their comments on the Action Card.</li> </ul>
5. Wrap Up	<ul style="list-style-type: none"> <li>Encourage students to continue practicing their decisions daily or regularly starting from the end of this session.</li> <li>Make comments on etiquette, student presentations, and listening behavior.</li> <li>Make practical and concrete suggestions or comments if there are any areas for improvement related to discussion manners.</li> <li>End the session with the Exit Card.</li> </ul>

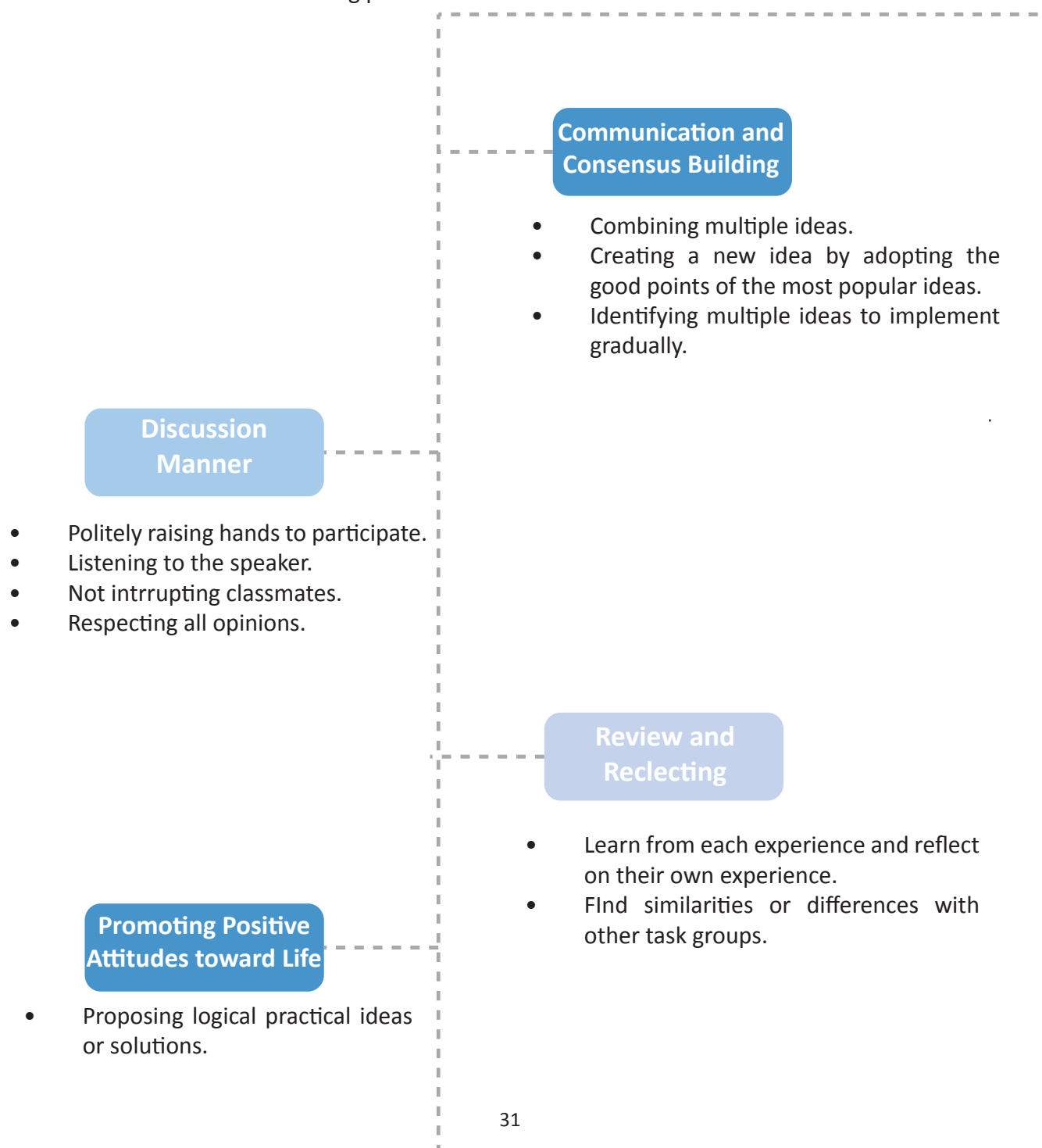
## Method 2: Discussion for Collaborative Actions

In Method 2, the students hold a discussion and follow up the discussion outcomes by working collaboratively. The topics they discuss are about the events or activities students can plan and organize together or issues which require attention and actions by all class members. The topics could be a one-time event like “Welcoming a new student “or actions regularly implemented throughout the year like “Initiatives”.

Hence, Method 2 includes a process of consensus building and the students share the tasks among them in order to realize the agreed discussion outcomes at the end of the session. After the session, the students implement respective tasks in groups and these actions’ results are reflected throughout the whole classroom to achieve a common goal.

Method 2 consists of two sessions: the first session is for making collaborative decisions and the second session is for reviewing and reflecting after taking the collaborative actions.

Method 2 focuses on the following points:

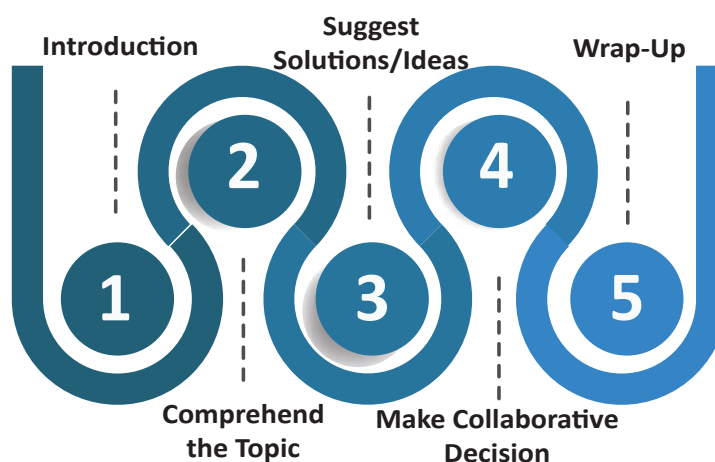




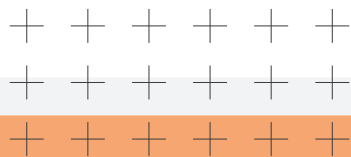
## First Session Procedure: Make Collaborative Decisions

Method 2 follows the below procedure. This procedure is for students to make their collaborative decision and plan for action. Students are expected to implement their decision in certain period of time. Therefore, a review session is needed to provide the students with an opportunity to review their actions and reflect upon themselves.

The steps are followed. Per each step, teachers should pay attention to several instructions as follows in the below table:



Steps	Instructions
1. Introduction	<ul style="list-style-type: none"> <li>Create friendly atmosphere by calming the students, welcoming them, encouraging students to participate actively and abide by the discussion manner.</li> <li>Introduce the topic of the day to the students and explain the expected outcomes of this session.</li> </ul>
2. Comprehending the topic	<ul style="list-style-type: none"> <li>Stimulate students to think using examples, pictures, puppets, stories, etc., or give students a demonstration as an example.</li> </ul>
3. Suggest solutions/ideas	<ul style="list-style-type: none"> <li>Give students enough time to think and formulate their ideas.</li> <li>Assure students that all ideas will be valued. If ideas are excluded, explain why.</li> <li>Help students present their ideas and opinions logically and convincingly, while noting and building on the opinions of others.</li> <li>Encourage students to ask for clarification for explanations if they are unsure of the opinions that others are presenting.</li> <li>Write all ideas on the board.</li> <li>Be careful not to allow one group to dominate; instead, give all students a chance to participate and do not ignore minority opinions.</li> </ul>
4. Make collaborative decision	<ul style="list-style-type: none"> <li>Explain to students the process of sorting and classifying ideas based on similarities, differences, connections, etc. Help students sort ideas on the board and put them into groups if necessary.</li> <li>Make sure that all ideas are clear and understood by everyone.</li> <li>Explain the methods of Consensus Building to students and help them implement it. Encourage students to find the best ideas using the methods of consensus building. Use voting as a final solution to choose one idea if necessary.</li> <li>Ask students about the preparations needed to embody the final ideas or final decision that was agreed to be implemented and write them on the board.</li> <li>Identify task groups according to the necessary preparations and arrangements.</li> <li>Have students choose the task group they want to join. Everyone should join one of the groups. All students should participate in implementing the idea.</li> <li>Have students sit in groups, choose a leader for them, then distribute the tasks to them and fill out the Task Group card or work plan.</li> </ul>
5. Wrap Up	<ul style="list-style-type: none"> <li>Reiterate good points in the session and praise students' efforts.</li> <li>Make comments on etiquette, student presentations, and listening behavior.</li> <li>Make practical and concrete suggestions or comments if there are any areas for improvement related to discussion manners.</li> <li>End the session with the Exit Card.</li> </ul>



## Chapter 4

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# House of School

## What is House of School?

House of School, or HS for short, activity that is implemented by forming sub-school units called House Teams, with each student belonging to a team. These teams are multi-age, student-led units that function like a family, where students interact across age groups through activities led by the upper-grade students. Some recreational and volunteer activities are also planned and carried out by the students in the upper grades. These teams foster unity among their members.

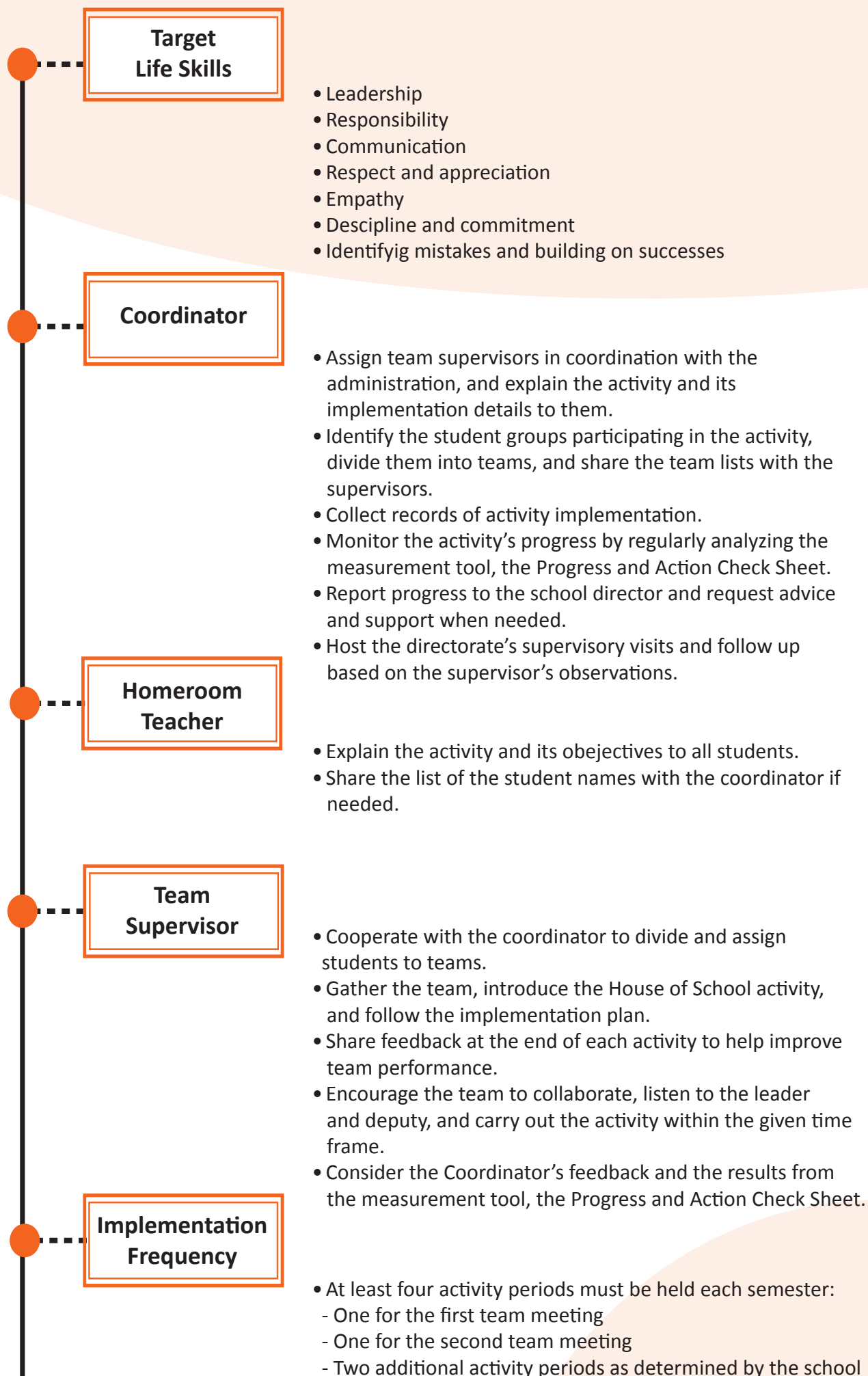
The primary purpose of House of School is to provide the students with opportunities to interact with others. It is important that all of the teachers have a clear understanding of how such interactions contribute to children's emotional and social development.

Students	Social and Emotional Development Aims
Students from grade 1 to 6 "Juniors"	<ul style="list-style-type: none"><li>• Feel inspired by seniors' compassion, competence and commitment.</li><li>• Feel welcoming and acceptance in the group.</li><li>• Nurture mind of appreciation and respect for seniors and admire them as role models.</li></ul>
Students from grade 7 to 10 "Seniors"	<ul style="list-style-type: none"><li>• Have experiences to accomplish tasks and lead group work.</li><li>• Feel proud and fulfill roles of role models for juniors.</li></ul>

Kindly see the video list related to implement activities by scanning QR code or finding web address.

<https://bit.ly/3HW8II0>





Teams are formed at the beginning of the school year by allocating students to each Team and appointing the Captain and Vice Captain. House of School activity runs with fixed members for a whole school year.

House of School activity can be involved in the below three categories of activities. Each school can select one or more than one activity.

## Daily Activities

Each team contributes to improving the school environment by coordinating cleaning efforts, energizing the morning assembly, and organizing break-time activities through various performances.

### Morning Assembly:

The radio coordinator can assign each team a role in presenting the radio program or delivering an entertainment segment, such as a dabke performance or a short play.

### Break Time:

The teams can gather to play simple games that strengthen social bonds among members. Examples include: Turn, Oh Plate, Oh Sugar; Open, Oh Rose; Close, Oh Rose; Sin Sad Ain; The Saturday Game, etc.

### Cleaning the School Yard:

The school administration may assign a specific team to take turns cleaning the school yard after the break.

### Classroom Cleaning:

The Homeroom teacher can prepare a weekly cleaning schedule, dividing the weekdays among student groups. These groups should correspond to the same teams the students belong to.



Involving students in school events enhances their sense of belonging towards school.

## School Events

Each team prepares a performance to celebrate various school occasions, such as the King's Birthday, the Prophet's Birthday, the Islamic New Year, Teacher's Day, Open Day,



Each team strengthens its relationships by playing traditional games during break time.

## Competition

Each team participates in various competitions and games organized by House of School Supervisors and team leaders at the beginning of the semester. Points earned by each team are recorded on the team board.

## Activity Time Schedule

Below is the ideal timeline for establishing, launching and holding the House of School activity.

Timeline	Stages	Steps
	<b>1. Design the House of School Activity</b>	<ol style="list-style-type: none"> <li>1. Principal appoints a Coordinator.</li> <li>2. Principal and the Coordinator decide how to integrate the House of School activity in their school for the year.</li> <li>3. Principal and the Coordinator determine the number of teams.</li> <li>4. Principal and the Coordinator appoint the House of School Supervisors for each team.</li> </ol>
<b>September</b>	<b>2. Establish Teams</b>	<ol style="list-style-type: none"> <li>1. Homeroom teachers allocate students into several teams by taking gender balances and characters into consideration.</li> <li>2. House of School Supervisors make a team list based on the Homeroom teacher's lists.</li> </ol>
<b>Early October</b>	<b>3. Launch Teams</b>	<ol style="list-style-type: none"> <li>1. The Coordinator presents the House of School activity to students.</li> <li>2. The House of School Supervisor hold the first team meeting.</li> <li>3. The House of School Supervisor holds the second team meeting.</li> <li>4. The Coordinator holds the Captain training with support of the House of School Supervisors.</li> </ol>
<b>Later October   Early December</b>	<b>4. Carry out the House of School Activity</b>	Activity Category 1: Daily activities Activity Category 2: School events Activity Category 3: Competition
<b>Late December</b>	<b>5. Review and Plan for the Next Year</b>	<ol style="list-style-type: none"> <li>1. Review session is held on after feedbacks from the students and the teachers,</li> <li>2. Compile a review report.</li> </ol>



## Carrying Out Activity

### Activity Category 1: Daily Activities

The House of School activity can be integrated into various daily school activities such as cleanliness activities, morning queuing and break time. Some examples are as follows:



Seniors help juniors clean the yard.

### Morning Queue

The teams can be utilized to activate morning queue rotationally through:

1. Captains make announcement during the morning queue.
2. The teams can take part in the broadcasting program by rotation.



The teams gather for breakfast during break time.

### Cleanliness Activities

The teams can be utilized to coordinate cleaning in school rotationally.

For example:

1. Daily Classroom Cleaning
2. Yard Cleaning



Tge Teams perform during morning queue.

### Break Time

The teams can be utilized to activate break time in useful way.

For example:

1. Members can play games together.
2. Members can gather for breakfast.



The below table clarifies the needed time to implement the daily activities:

Daily Activities	Needed Time
Daily classroom cleaning	10 min. before 1st lesson
Yard cleaning	10 min. after break
Broadcast	<ul style="list-style-type: none"> <li>• One activity lesson for discussing performances.</li> <li>*Please refer to P. 143.</li> <li>• 15 min. during morning queue for performing</li> <li>• 5 min. after performance for answering review questions</li> </ul>
Gathering breakfast	<ul style="list-style-type: none"> <li>• Enough time to distribute roles and responsibilities.</li> <li>• Break time for holding the gathering breakfast</li> <li>• 5 min. for cleaning</li> </ul>
Break time games	<ul style="list-style-type: none"> <li>• One activity lesson for discussing and deciding the games.</li> <li>*Please refer to P. 141.</li> <li>• Break time for playing the games</li> <li>• 5 min. after finish for answering the review questions</li> </ul>

### Implementation steps and related roles

The below table shows steps and roles for activity implementation:

Distribution of Roles According to Students Categories			
Implementation Steps	Roles	Juniors only	Juniors and Seniors or Seniors only
1. Planning	Person in Charge	House of School Supervisor	Captain
	Assistant	-	House of School Supervisor
2. Preparation	Person in Charge	House of School Supervisor	Captain, Vice Captain
	Assistant	Captain	House of School Supervisor
3. Implementation	Person in Charge	House of School Supervisor	Captain, Vice Captain
	Assistant	Captain	House of School Supervisor
4. Review	Person in Charge	House of School Supervisor	Captain, Vice Captain
	Assistant	Captain	House of School Supervisor

## Activity Category 2: School Events

House of School teams are utilized in coordinating school events like seasonal events from King Abdullah II Bin Al- Hussein Birthday, Islamic New Year, Karama Day and Open Day. Students can present different activities to celebrate these events. Following are some examples.

### School Events



White team prepares a play for Celebrating Prophet's Mohammad's Birthday.



Team members enjoy the various activities.

The teams can be utilized to coordinate celebrations and present performances for different events.

For example:

- a) Play
- b) Folkloric dance
- c) Games and contests
- d) Bazar
- e) Thanks and appreciation letters
- f) Exhibition for handcrafts or science projects or school activities through out the year
- g) Poetry reciting

The below table clarifies the needed time to implement the school events:

School Event	Needed Time
For Example: King Abdullah II Bin Al-Hussein Birthday	<ul style="list-style-type: none"><li>• One activity lesson or more for discussing and deciding the performances.</li><li>• One activity lesson or more for training.</li><li>• Event day</li><li>• 5 min for answering review questions.</li></ul>

## Activity Category 3: Competiton

For competitions, each team participates in competitive games and contests coordinated and organized by the House of School Supervisors and team Captains at the beginning of the semester. Each team's winning points are recorded on the team leaderboard.

Following are some examples:

- a. Team building and icer breaker activities: fun, engaging activities that promote and foster teamwork, communication, and problem-solving skills.



Through a diversity of team building and ice breaker activities, teams grow stronger and more collaborated.

- b. Team competition activities: two participating teams have an equal number of members, and each team manages its members to win the competition. This type of activity enhances the competitive aspect, where teams strive to achieve a common goal or outperform others.



Teams compete by pulling the rope.



Teams compete by jumping in the bags.



Teams's cardboard to record points.

### Implementation steps and related roles

The below table shows the steps and roles for activity implementation.

Distribution of Roles Based on Students' Categories and School Size					
Implementation Steps	Roles	Juniors only	Seniors only	Juniors and Seniors	
		Regardless of school size		Small school (Has 10 classrooms or less)	Big school (Has more than 10 classrooms)
1. Selecting events *1	Person in Charge	Coordinator, House of School Supervisor	Coordinator, House of School Supervisor	Coordinator, House of School Supervisor	Coordinator, House of School Supervisor
2. Planning	Person in Charge	House of School Supervisor	Captain*2	Captain*2	Captain*2
	Assistant	-	House of School Supervisor	House of School Supervisor	House of School Supervisor
3. Preparation	Person in Charge	House of School Supervisor	Seniors	Seniors	Seniors
	Assistant	Juniors	Seniors	Juniors, Seniors	Seniors
4. Implementation	Person in Charge	Juniors	Seniors	Juniors, Seniors	Seniors
	Audience	-	-	-	Juniors
5. Review	Person in Charge	House of School Supervisor	Captain, Vice Captain	Captain, Vice Captain	Captain, Vice Captain
	Assistant	Captain, Vice Captain	House of School Supervisor	House of School Supervisor	House of School Supervisor

\*1: Each team can be responsible for each event.

\*2: It is better to decide the events for each team at the beginning of the school year.

The background is a light gray with various geometric shapes and school supply icons. A green rectangle is centered on the page. Surrounding it are icons for a book, a ruler, a paper airplane, a star, a pair of scissors, a pencil, a compass, a percent sign, and a plus sign. The text 'Chapter 5' is written in white on the green rectangle.

## Chapter 5

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## Materials

# Our TOKKATSU (School’s life skills) Plan

Our TOKKATSU (School’s life skills) Procedural Plan for the Semester: \_\_\_\_\_  
School: \_\_\_\_\_

Date of Implementation	Activity	Expected Outcomes	Time Required	Procedures	Preparation Implementation Follow-Up Target group

Coordinator’s Name and Signature

Principal’s Name and Singature

# Progress and Action Check Sheet: Leader of the Day Start of the Day Meeting

**The Leader Student Activity Measurement Tool "Start of the Day Meeting"**

<b>School Name:</b>	<b>Form Filled Out By:</b>
<b>Day/Date:</b>	<b>Class/The teacher Name:</b>

Observation Table						
According to	Targetted Skills	Observation Field	Performance Level (Score)			
			Poor (1 Pt.)	Moderate (2 Pts.)	Good (3 Pts.)	Excellent (4 Pts.)
The Leader Student	Autonomy, Initiative and Discipline	1. Holding the meeting during the first two minutes of the last period.	(1-1) The Leader Student doesn't hold the meeting.	(1-2) The Leader Student holds the meeting after the first period.	(1-3) The Leader Student holds the meeting during the first period but after the first two minutes.	(1-4) The Leader Student holds the meeting within the first two minutes from of the first period.
		2. Mentioning the full agenda points which are: *Opening the meeting. *Introduction of the The Leader Student. *Reading the lesson schedule of the day. *Setting up Today's Target. *Notification and announcement. *The teacher's word. *Closing the meeting.	(2-1) The Leader Student doesn't mention any of the agenda points.	(2-2) The Leader Student mentions from one to three points of agenda.	(2-3) The Leader Student mentions from four to six points of the agenda.	(2-4) The Leader Student mentions all the points of the agenda.
	Ability to Set the SMART Targets	3. Setting a the SMART Target that is: *Specific. *Measurable. *Realistic. *Achievable within one day.	(3-1) The Leader Student doesn't set any target or set a target that meets none of the the SMART Target points.	(3-2) The Leader Student sets a target that meets one or two points.	(3-3) The Leader Student sets a target that meets three points.	(3-4) The Leader Student sets a the SMART Target that meets all four points.
	Communication and Self-Confidence	4. Speaking in a clear and audible tone of voice to all classmates.	(4-1) The Leader Student's voice doesn't reach students in the first seat.	(4-2) The Leader Student's voice is audible to the front seat only, and doesn't reach other seats.	(4-3) The Leader Student's voice reaches students who are in the middle of the classroom.	(4-4) The Leader Student's voice is clear and reached the seats in back of the classroom.
		5. Using confident and strong body language through: *The Leader Student making eye contacts with classmates. *The Leader Student smiling in his classmates faces. *The Leader Student moving freely. *The Leader Student using hand gestures to point and express.	(5-1) The Leader Student doesn't apply any of the four points.	(5-2) The Leader Student applies one or two of the four points.	(5-3) The Leader Student applies three of the four points.	(5-4) The Leader Student applies all four points.

Class Students	Autonomy	6. Listening attentively to the meeting through: *Class students stop any side conversations. *Class students stop moving between seats. *Class students stop being preoccupied with unrelated matters.	(6-1) The students don't apply any of the three points.	(6-2) The students apply one of the three points.	(6-3) The students apply two of the three points.	(6-4) The students apply all three points.
	Cooperation	7. Participating in the announcement and observation part through: *The students share their opinions regarding the chosen target. *The students share news about their personal lives outside of school. *The students announce their plans, events, or suggested ideas that can be implemented with their classmates in school.	(7-1) The students don't participate by expressing anything during the meeting.	(7-2) The students participate by expressing one of the three points during the meeting.	(7-3) The students participate by expressing two points of the three points during the meeting.	(7-4) The students participate by expressing all three points during the meeting.
	Appreciation and Gratitude	8. Appreciating the efforts of The Leader Student through: *The students applaud to The Leader Student. *The students praise The Leader Student for his efforts. *The students mention positive qualities related to The Leader Student performance.	(8-1) The students don't acknowledge the Leader's efforts using any of the three points.	(8-2) The students acknowledge the Leader's efforts by completing one of the three points.	(8-3) The students acknowledge the Leader's efforts by completing two of the three points.	(8-4) The students acknowledge the Leader's efforts by completing all three points.

Teacher	Understanding and Comprehending Objectives of Activity	9. Participating in the The teacher's word part through: *The teacher thanks Leader for the Day for his meeting. *The teacher encourages students to implement the Target. *The teacher explains to the students how to achieve the Target. *The teacher comments on the students' contributions in the announcement and observation part.	(9-1) The teacher doesn't apply any of the four points.	(9-2) The teacher applies one or two of the four points.	(9-3) The teacher applies three of the four points.	(9-4) The teacher applies all the four points.
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<b>Total points:</b>	( ) and expressed by percentage as: ( )
<b>Level of Performance:</b>	O ( ≤ 64% , Poor )    O ( 65% - 79% , Moderate )    O ( 80% - 94% , Good )    O ( ≥ 95% , Excellent)

Coordinator's Name and Signature:

Principal's Name and Signature:



# Progress and Action Check Sheet: Leader of the Day Start of the Day Meeting

Table of Proposed Actions According to the Performance Levels			
Performance Level			
Poor	Moderate	Good	Excellent
<p>(1-1)</p> <p>*Note the reasons that prevented the Leader Student from holding the meeting and find solutions in collaboration with the first-period The teachers, the coordinator, and the Homeroom teacher.</p> <p>*Review the role of the first-period The teacher in encouraging the The Leader Student to hold the meeting on time.</p> <p>*Post Leader's task board in the classroom and highlight in bold the task of "holding meetings on time."</p>	<p>(1-2)</p> <p>*Remind the Leader Student of the meeting times each day during morning assembly or the day before.</p> <p>*Assign a student from the class, such as, the class representative, to remind the Leader Student of the meeting time.</p>	<p>(1-3)</p> <p>*Emphasize that the meeting time should be within the first two minutes of the first class.</p> <p>*Explain to students the importance of holding meetings at their scheduled times and the impact of punctuality on an individual's personality.</p>	<p>(1-4)</p> <p>*Draw the class's attention to the Leader Student as a role model.</p> <p>*Highlight the steps or arrangements the Leader Student took to ensure punctuality and ask the class to do the same.</p>
<p>(2-1)</p> <p>*Prepare the agenda and class schedule and display them in a visible and suitable place.</p> <p>*Provide a pre-written meeting script and share it with the Leader Student a day in advance.</p> <p>*List the seven agenda points the Leader Student should address in the meeting.</p>	<p>(2-2)</p> <p>*Urge the Leader Student to prepare well for the meeting by writing the agenda on paper or the board.</p> <p>*Mention the agenda points that the Leader Student doesn't address and ask him/her to include them in the future.</p>	<p>(2-3)</p> <p>*Ensure the The Leader Student is fully prepared for the meeting and ask him/her to review the agenda items before starting.</p> <p>*Have the class remind the Leader Student of any items he/she forgot to address.</p>	<p>(2-4)</p> <p>*Motivate the Leader Student to present new targets, topics, and ideas during the meeting.</p> <p>*Document the leader's performance by photographing and sharing it to school Facebook page or WhatsApp group with parents.</p>
<p>(3-1)</p> <p>*Prepare a list of proposed the SMART Targets, or cards with images of the SMART Targets that the Leader of the Day can choose from.</p> <p>*Explain what the SMART Target is, how to choose one, and the points for making a target SMART.</p>	<p>(3-2)</p> <p>*Assist the leader in re-selecting or reformulating the SMART Target so that it meets all four points, then share it with the class for collective benefit.</p> <p>*Remind the student of the four SMART points.</p>	<p>(3-3)</p> <p>*Ask the class to list the conditions that must be met for a target to be the SMART Target.</p> <p>*Have the class comment on the target and help the Leader Student formulate it appropriately to make it a the SMART Target.</p>	<p>(3-4)</p> <p>*Draw the class's attention to the Leader's skill in choosing the SMART Target.</p> <p>*Have the leader show classmates how the four SMART points are met by the target.</p>
<p>(4-1)</p> <p>*Choose another student to be a vocal assistant to the Leader Student.</p> <p>*Set the class so the Leader Student can be heard. Then hold the student's hand and reassure him/her that everyone will be there to help him/her and that there is nothing to fear or worry about.</p> <p>*Make the task easier for the The Leader Student by having them state their name and purpose only. Then complete the remaining agenda items, and thank the student for their cooperation.</p>	<p>(4-2)</p> <p>*Train the Leader Student to speak clearly and loudly by repeating what they said or by providing them with a loudspeaker.</p> <p>*Repeat the Leader's words aloud to the entire class.</p> <p>*Choose another student to support the Leader Student with a loud voice.</p>	<p>(4-3)</p> <p>*Draw the Leader Student's attention to the fact that his/her voice isn't reaching the entire class.</p> <p>*Train the Leader Student to speak louder and more clearly by making him/her repeat it again.</p>	<p>(4-4)</p> <p>*Have the class in the back seat repeat what the Leader Student said today to highlight how loud their voice was.</p> <p>*Emphasize the importance of being loud and clear for everyone to hear.</p>
<p>(5-1)</p> <p>*Reassure the Leader Student that there is nothing to fear or worry about.</p> <p>*Have the class encourage the Leader Student and boost their enthusiasm.</p> <p>*Make the task easier for the Leader Student, for example, by having him/her look their classmates in the eye at first, then helping him/her use his/her hands to point.</p>	<p>(5-2)</p> <p>*Help the Leader Student feel comfortable and confident during the meeting.</p> <p>*Show the Leader Student your observations regarding his/her body language, then remind him/her of the rest of the points he/she doesn't implement.</p>	<p>(5-3)</p> <p>*Remind the Leader Student of the remaining points he/she need to consider implementing in the future.</p> <p>*Ask the class about the points the Leader Student doesn't mention and have them suggest ideas for how to mention them next time.</p>	<p>(5-4)</p> <p>*Show enthusiasm and appreciation for the Leader Student's strong, confident body language.</p> <p>*Draw the class's attention to the Leader's actions that demonstrate high self-confidence and encourage them to follow in his or her footsteps.</p>
<p>(6-1)</p> <p>*Manage the class: the students seated, staying calm, and not distracted by side matters.</p> <p>*Remind the students that the activity is routine and everyone will participate, so they should put themselves in the Leader Student's shoes and respect his/her role.</p>	<p>(6-2)</p> <p>*Remind the students to listen attentively to the meeting.</p> <p>*Notice any distractions that distract the class and try to fix them.</p> <p>*Ask students questions related to the meeting content to test their attention and listening skills.</p>	<p>(6-3)</p> <p>*Point out to the students that they are not fully prepared for the meeting and postpone the start of the meeting until they are fully prepared.</p> <p>*Have the students provide feedback on the meeting content.</p>	<p>(6-4)</p> <p>*Express your admiration and appreciation for the students' attentive listening to the meeting.</p> <p>*Urge the students to maintain discipline and commitment in all classes.</p>
<p>(7-1)</p> <p>*Explain the purpose of sharing feedback among the students and its impact on creating a positive classroom environment.</p> <p>*Create a classroom environment that respects opinions and opposing views to help the students express their thoughts by setting classroom rules.</p> <p>*Take the initiative to share your own news, announcements, and suggestions with the students, for example.</p>	<p>(7-2)</p> <p>*Emphasize the importance of participating in the announcement and observation portion to help the students get to know each other better.</p> <p>*Ask the students questions about their personal lives after school to urge them to express themselves.</p>	<p>(7-3)</p> <p>*Encourage the students to share their opinions, news and suggestions without shame, fear or anxiety.</p> <p>*Ask the students questions about their private lives outside of school to urge students to express by themselves.</p> <p>*Show genuine interest and enthusiasm in learning more about the students' lives, ideas, opinions, and suggestions.</p>	<p>(7-4)</p> <p>*Show appreciation for the students who participated and interacted in the announcement and observation section, and reiterate its importance.</p> <p>*Comment on the student news shared, try to relate it to the school, and offer some advice to the students, if possible.</p>
<p>(8-1)</p> <p>*Have the students applaud the The Leader Student after the meeting.</p> <p>*Recognize the Leader's efforts in front of the rest of the class with words of praise.</p> <p>*Mention positive qualities in the Leader Student's performance and draw the students' attention to them.</p>	<p>(8-2)</p> <p>*Suggest examples to the class of how to recognize the Leader Student's efforts related to the remaining unfinished items.</p> <p>*Emphasize the importance of appreciating the efforts of others and its impact on social relationships and the classroom environment.</p>	<p>(8-3)</p> <p>*Assign one of the engaged students to appreciate the Leader Student's efforts in front of the rest of the class.</p> <p>*Have the Leader Student share his/her feelings about being recognized by their peers.</p>	<p>(8-4)</p> <p>*Have students reflect on the impact of promoting a culture of appreciation not only on the classroom environment but on society as a whole.</p>
<p>(9-1)</p> <p>*Reassess the teacher's role in the activity and its impact on the effectiveness of the activity.</p> <p>*Seek help and advice from experienced the teachers or the coordinator.</p> <p>*Find and watch videos that clearly illustrate the teacher's role and watch them.</p>	<p>(9-2)</p> <p>*Find positive points about the activity in the class or the Leader Student today.</p> <p>*Review any points you E15 cover and focus on them next time.</p>	<p>(9-3)</p> <p>*Record some notes about the students' and the Leader Student's performance today, then share them with them.</p> <p>*Ask the students about any points you don't review and ask for their help.</p>	<p>(9-4)</p> <p>*Search for new and creative ideas to add to the activity and propose them to the Leader Student and classmates.</p>



# Progress and Action Check Sheet: Leader of the Day End of the Day Meeting

Leader of the Day Activity Measurement Tool "End-of-the-Day Meeting"

School Name:		Form Filled Out By:				
Day/Date:		Class/Teacher Name:				

Observation Table						
According to	Targetted Skills	Observation Field	Performance Level (Score)			
			Poor (1 Pt.)	Moderate (2 Pts.)	Good (3 Pts.)	Excellent (4 Pts.)
Leader of the Day	Autonomy, Initiative and Discipline	1. Holding the meeting during the last two minutes of the last period.	(1-1) The Leader Student doesn't hold the meeting.	(1-2) The Leader Student holds the meeting after the end of the first period.	(1-3) The Leader Student holds the meeting during the last period but not at the very end of the period.	(1-4) The Leader Student holds the meeting within the last two minutes of the last period.
		2. Mentioning the full agenda points which are: *Opening the meeting. *Reviewing Today's Target. *Reviewing next day's schedule. *Notification and announcement. *Teacher's word. *Announcing the name of the next Leader Student. *Closing the meeting.	(2-1) The Leader Student doesn't mention any of the agenda points.	(2-2) The Leader Student mentions from one to three points of agenda .	(2-3) The Leader Student mentions from four to six points of the agenda.	(2-4) The Leader Student mentions all the points of the agenda.
	Communication and Self-Confidence	3. Speaking in a clear and audible tone of voice to all classmates.	(3-1) The Leader Student's voice doesn't reach the students in the first seat.	(3-2) The Leader Student's voice is audible to the front seat only, and don't reach other seats.	(3-3) The Leader Student's voice reaches students who are in the middle of the classroom.	(3-4) The Leader Student's voice is clear and reach the seats in back of the classroom.
		4. Using confident and strong body language through: *The Leader Student making eye contacts with classmates. *The Leader Student smiling in his classmates faces. *The Leader Student moving freely. *The Leader Student using hand gestures to point and express.	(4-1) The Leader Student doesn't apply any of the four points.	(4-2) The Leader Student applies one or two of the four points.	(4-3) The Leader Student applies three points.	(4-4) The Leader Student applies all four points.
Class Students	Autonomy	5. Listening attentively to the meeting through: *Class students stop any side conversations. *Class students stop moving between seats. *Class students stop being preoccupied with unrelated matters.	(5-1) The students don't apply any of the three points.	(5-2) The students apply one of the three points.	(5-3) The students apply two of the three points.	(5-4) The students apply all three points.
	Cooperation	6. Participating in the announcement and observation part through: *The students share their opinions regarding the chosen target. *The students share news about their personal lives outside of school. *The students announce their plans, events, or suggested ideas that can be implemented with their classmates in school.	(6-1) The Students don't participate by expressing anything during the meeting.	(6-2) The Students participate by expressing one of the points during the meeting.	(6-3) The Students participate by expressing two of the points during the meeting.	(6-4) The students apply all three points.
	Cooperation and Achieving targets	7. Achieving Today's Target.	(7-1) The students don't remember the target that was set for the day.	(7-2) The students remember today's target, but none of them work hard to achieve it.	(7-3) The students tell stories of trying to achieve the target but not getting it done.	(7-4) All the students work together and the target was achieved.
	Appreciation and Gratitude	8. Appreciating the efforts of Leader of the Day through: *The students applaud to Leader of the Day. *The students praise Leader of the Day for his efforts. *The students mention positive qualities related to Leader of the Day performance.	(8-1) The students don't acknowledge the Leader Student's efforts using any of the three points.	(8-2) The students acknowledge the Leader Student's efforts by completing one of the points.	(8-3) The students acknowledge the Leader Student's efforts by completing two of the points.	(8-4) The students acknowledge the Leader Student's efforts by completing all three points.
Teacher	Understanding and Comprehending Objectives of Activity	9. Participating in the teacher's word part through: *The teacher thanks Leader for the Day for his meeting. *The teacher encourages students to implement the Target. *The teacher explains to the students how to achieve the Target. *The teacher comments on the students' contributions in the announcement and observation part.	(9-1) The teacher doesn't apply any of the four points.	(9-2) The teacher applies one or two of the four points.	(9-3) The teacher applies three of the four points.	(9-4) The teacher applies all four points.
Total points:		( ) and expressed by percentage as: ( )				
Level of Performance:		O ( ≤ 64% , Poor )   O ( 65 % - 79% , Moderate )   O ( 80 % - 94% , Good )   O ( ≥ 95% , Excellent )				

Coordinator's Name and Signature:

Principal's Name and Signature:

# Progress and Action Check Sheet: Leader of the Day End of the Day Meeting

Table of Proposed Actions According to the Performance Levels			
Performance Level			
Poor	Moderate	Good	Excellent
<p>(1-1) *Note the reasons that prevented the Leader Student from holding the meeting and find solutions in collaboration with the first-period teachers, the coordinator, and the Homeroom Teacher. *Review the role of the first-period teacher in encouraging the Leader Student to hold the meeting on time. *Post Leader Student's task board in the classroom and highlight in bold the task of "holding meetings on time."</p>	<p>(1-2) *Remind the Leader Student of the meeting times each day during morning assembly or the day before. *Assign a student from the class, such as, the class representative, to remind the Leader Student of the meeting time.</p>	<p>(1-3) *Emphasize that the meeting time should be within the first two minutes of the first class. *Explain to students the importance of holding meetings at their scheduled times and the impact of punctuality on an individual's personality.</p>	<p>(1-4) *Draw the class's attention to the Leader Student as a role model. *Highlight the steps or arrangements the student took to ensure punctuality and ask the class to do the same.</p>
<p>(2-1) *Prepare the agenda and class schedule and display them in a visible and suitable place. *Provide a pre-written meeting script and share it with the Leader Student a day in advance. *List the seven agenda points the Leader Student should address in the meeting.</p>	<p>(2-2) *Urge the student to prepare well for the meeting by writing the agenda on paper or the board. *Mention the agenda points the Leader Student doesn't address and ask him/her to include them in the future.</p>	<p>(2-3) *Ensure the Leader Student is fully prepared for the meeting and ask him/her to review the agenda items before starting. *Have the class remind the Leader Student of any items he/she forgot to address.</p>	<p>(2-4) *Motivate the Leader Student to present new targets, topics, and ideas during the meeting. *Document the leader's performance by photographing and sharing it to school Facebook page or WhatsApp group with the parents.</p>
<p>(3-1) *Choose another student to be a vocal assistant to the Leader Student. *Set the class so the Leader Student can be heard. Then hold the student's hand and reassure him/her that everyone will be there to help him/her and that there is nothing to fear or worry about. *Make the task easier for the Leader of the Day by having them state their name and purpose only. The complete the remaining agenda items, and thank the student for their cooperation.</p>	<p>(3-2) *Train the Leader Student to speak clearly and loudly by repeating what they said or by providing them with a loudspeaker. *Repeat the Leader Student's words aloud to the entire class. *Choose another student to support the Leader Student with a loud voice.</p>	<p>(3-3) *Draw the Leader Student's attention to the fact that his/her voice isn't reaching the entire class. *Train the Leader Student to speak louder and more clearly by making him/her repeat it again.</p>	<p>(3-4) *Have the class in the back seat repeat what the Leader Student said today to highlight how loud their voice was. *Emphasize the importance of being loud and clear for everyone to hear.</p>
<p>(4-1) *Reassure the Leader Student that there is nothing to fear or worry about. *Have the class encourage the Leader Student and boost their enthusiasm. *Make the task easier for the Leader Student, for example, by having him/her look their classmates in the eye at first, then helping him/her use his/her hands to point.</p>	<p>(4-2) *Help the Leader Student feel comfortable and confident during the meeting. *Show the Leader Student your observations regarding his/her body language, then remind him/her of the rest of the points he/she don't implement.</p>	<p>(4-3) *Remind the Leader Student of the remaining points he/she need to consider implementing in the future. *Draw the class about the points that the Leader Student doesn't mention and have them suggest ideas for how to mention them next time.</p>	<p>(4-4) *Show enthusiasm and appreciation for the Leader Student's strong, confident body language. *Draw the class's attention to the Leader Student's actions that demonstrate high self-confidence and encourage them to follow in his or her footsteps.</p>
<p>(5-1) *Manage the class: the students seated, staying calm, and not distracted by side matters. *Remind students that the activity is routine and everyone will participate, so they should put themselves in the leader's shoes and respect his/her role.</p>	<p>(5-2) *Remind the students to listen attentively to the meeting. *Notice any distractions that distract the class and try to fix them. *Ask the students questions related to the meeting content to test their attention and listening skills.</p>	<p>(5-3) *Point out to the students that they are not fully prepared for the meeting and postpone the start of the meeting until they are fully prepared. *Have the students provide feedback on the meeting content.</p>	<p>(5-4) *Express your admiration and appreciation for the students' attentive listening to the meeting. *Urge the students to maintain discipline and commitment in all classes.</p>
<p>(6-1) *Explain the purpose of sharing feedback among the students and its impact on creating a positive classroom environment. *Create a classroom environment that respects opinions and opposing views to help the students express their thoughts by setting classroom rules. *Take the initiative to share your own news, announcements, and suggestions with the students, for example.</p>	<p>(6-2) *Emphasize the importance of participating in the announcement and observation portion to help the students get to know each other better. *Ask the students questions about their personal lives after school to urge them to express themselves.</p>	<p>(6-3) *Encourage the students to share their opinions, news and suggestions without shame, fear or anxiety. *Ask the students questions about their private lives outside of school to urge students to express by themselves. *Show genuine interest and enthusiasm in learning more about the students' lives, ideas, opinions, and suggestions.</p>	<p>(6-4) *Show appreciation for the students who participated and interacted in the announcement and observation section, and reiterate its importance. *Comment on the student news shared, try to relate it to the school, and offer some advice to the students, if possible.</p>
<p>(7-1) *Write the target on the board throughout the day. *Assign the Leader Student to remind the students of the target throughout the day.</p>	<p>(7-2) *Ask the students to work together and cooperate to achieve the target. *Suggest some actions that will help the students achieve the target. *Remind the students of the importance of achieving the target throughout the day.</p>	<p>(7-3) *Highlight the students who have attempted to achieve the target and ask them to help their other classmates achieve it as well. *Explain to the students the purpose of achieving the target and the expected impact on the classroom if all students participate. *Ask the students to discuss the steps that will help them achieve the target.</p>	<p>(7-4) *Highlight some student success stories in achieving the target and ask them to share their experience with the class. *Mention the observable impact on the classroom after implementing the target.</p>
<p>(8-1) *Have the students applaud the Leader Student after the meeting. *Recognize the Leader Student's efforts in front of the rest of the class with words of praise. *Mention positive qualities in the leader's performance and draw the students' attention to them.</p>	<p>(8-2) *Suggest examples to the class of how to recognize the Leader student's efforts related to the remaining unfinished items. *Emphasize the importance of appreciating the efforts of others and its impact on social relationships and the classroom environment.</p>	<p>(8-3) *Assign one of the engaged students to appreciate the Leader Student's efforts in front of the rest of the class. *Have the leader share his/her feelings about being recognized by their peers.</p>	<p>(8-4) *Have the students reflect on the impact of promoting a culture of appreciation not only on the classroom environment but on society as a whole.</p>
<p>(9-1) *Reassess the teacher's role in the activity and its impact on the effectiveness of the activity. *Seek help and advice from the experienced teachers or the coordinator. *Find and watch videos that clearly illustrate the teacher's role and watch them.</p>	<p>(9-2) *Find positive points about the activity in the class or the leader today. *Review any points you don't cover and focus on them next time.</p>	<p>(9-3) *Record some notes about the students' and the Leader Student's performance today, then share them with them. *Ask the students about any points you don't review and ask for their help.</p>	<p>(9-4) *Search for new and creative ideas to add to the activity and propose them to the Leader Student and classmates.</p>

# Progress and Action Check Sheet: Classroom Discussion Preparatory Session

**Classroom Discussion Activity Measurement Tool (Preparatory Sessions)**

School Name:	Form Filled Out By:
Day/Date:	Class/Teacher Name:

**\*Note:**

For primary grades 1-6, it is preferable for the teacher to facilitate the entire discussion session. For grades 7-10, the teacher can conduct the discussion sessions themselves or delegate the task to the Student Discussion Council after training them.

Observation Table						
According to	Targetted Skills	Observation Field	Performance Level (Score)			
			Poor (1 Pt.)	Moderate (2 Pts.)	Good (3 Pts.)	Excellent (4 Pts.)
Teacher (Introduction)	Discipline	1. Preparing the class for the discussion session through: *Managing the the students. *Preparing the white board for the discussion session. *Reminding the students of the Discussion Manners.	(1-1) None of the observation points are applied to prepare the class for the discussion session.	(1-2) The class is prepared by applying one of the observation points.	(1-3) The class is prepared by applying two of the observation points.	(1-4) The class is prepared by applying all the three observation points.
Teacher or Facilitator (Comprehending the Topic)	Building One's Own Ideas and Self-Realization	2. Recognizing the topic of the discussion and the purpose of the session through: *Introducing the topic of the discussion session. *Clarifying the objective of the session. *Clarifying the expected results at the end of the session.	(2-1) None of the three observation points are applied.	(2-2) The topic of the session is introduced to the students by applying one of the observation point.	(2-3) The topic of the session is introduced to the students by applying two of the observation points.	(2-4) The topic of the session is introduced to the students by applying all of the three observation points.
the students (Listening and Expressing)	Communication	3. Participating in the session.	(3-1) The students are limited to listening without offering any input or taking the initiative to participate in activities.	(3-2) Certain the student groups participate extensively and primarily in the session, while the rest of the the students engaged minimally, such as answering yes/no and agree/disagree questions.	(3-3) The students participate in the session in a balanced and regular manner, showing interest beyond simple answers and demonstrating an acceptable level of cooperation in group activities.	(3-4) The students demonstrate active and sustain participation throughout the session, demonstrating remarkable collaboration and smooth role-distribution.
		4. Student-centered learning.	(4-1) The students aren't active in the session, their role was limited to receiving.	(4-2) The students participate by answering direct questions and interacting individually, requiring constant guidance.	(4-3) The students demonstrate critical thinking by asking questions of the teacher or their peers.	(4-4) The students connect the acquired knowledge to real-life contexts and offered innovative ideas that enhanced the learning process and added value to the session.
		5. Expressing clearly and audibly to all the students.	(5-1) The students' voices are so low that they can hardly be heard by their classmates.	(5-2) The students' voices are low and can be heard from a seat away, but not farther.	(5-3) The students express themselves clearly and audibly, reaching only half of the class.	(5-4) The students express themselves clearly and audibly to the entire class.
the students (During the Session)	Communication	6. Following the the Discussion Manners through: *Politely raising hands to participate. *Listening to the speaker. *Not interrupting classmates. *Respecting all opinions.	(6-1) The students don't apply any of the the Discussion Manners during the session.	(6-2) The students apply one or two points of the the Discussion Manners.	(6-3) The students apply three points of the Discussion Manners.	(6-4) The students apply all four points of the Discussion Manners.
Teacher of Facilitator (Wrapping-Up)	Review and Reflection	7. Reviewing the session through: *Summarizing the session. *Asking the Exit Card questions. *Recording the student's answers.	(7-1) The review isn't conducted at the end of the session.	(7-2) The review is conducted by applying one of the observation points.	(7-3) The review is conducted by two of the observation points.	(7-4) The review is conducted by applying all of the observation points.

Total Points:	( ) and express by percentage as: ( )
Level of Performance:	O ( ≤ 64% , Poor )   O ( 65 % - 77% , Moderate )   O ( 60 % - 74% , Good )   O ( ≥ 75% , Excellent)

Coordinator's Name and Signature:

Principal's Name and Signature:

# Progress and Action Check Sheet: Classroom Discussion Preparatory Session

Table of Proposed Actions According to the Performance Levels			
Performance Level			
Poor	Moderate	Good	Excellent
<p>(1-1)</p> <p>*Set up the classroom (the students seated, quiet, and attentive) before starting the session, and explain the the Discussion Manners and its importance, write them on illustrated cards, and display them in the room.</p> <p>*Use interactive activities such as role-playing or acting out real-life situations, and provide positive models of the Discussion Manners.</p> <p>*Involve parents by communicating with them to provide support at home and reinforce desired classroom behaviors.</p>	<p>(1-2)</p> <p>*Assign tasks to the students, such as reciting the Discussion Manners at the start of each session as a reminder or preparing the whiteboard for the lesson.</p> <p>*Focus on building relationships by finding time for individual interaction with the students to understand the challenges they face and build trust between them and you.</p> <p>*Remind the students to focus on points they don't apply during the session.</p>	<p>(1-3)</p> <p>*Discuss with the students new ideas or ways to improve the class, and highlight the value of their contributions.</p> <p>*Have committed the students advise their peers on how to develop positive classroom behaviors.</p> <p>*Involve the students in decision-making and invite them to participate in planning certain activities and sessions, which will give them a sense of ownership and responsibility.</p>	<p>(1-4)</p> <p>*Give the students leadership roles within the classroom, such as assigning them responsibilities for managing group activities or facilitating discussions among their peers, which boosts their self-confidence and demonstrates appreciation for their skills.</p> <p>*Provide appreciative feedback for outstanding student behavior.</p> <p>*Link student behavior to academic success by demonstrating how their self-control and commitment contribute to positive long-term outcomes, both in education and personal life.</p>
<p>(2-1)</p> <p>*Present the main objectives of the lesson in a clear and understandable way, such as "Today we will learn how to collaborate to solve a problem", using language appropriate to the the students' level.</p> <p>*Use visual aids to present the main points and objectives using a board, posters, or a projector to attract the students' attention and enhance their comprehension.</p> <p>*Link the discussion to the students' interests by pointing out how the topic relates to the the students' daily lives or personal interests to encourage their participation.</p>	<p>(2-2)</p> <p>*Prepare contingency plans for unexpected challenges (e.g., low participation or time constraints) to keep the session on track.</p> <p>*Provide the students with information related to the discussion topic a day or two before the discussion session.</p> <p>*Explain the expected outcomes of the discussion, such as, "By the end of the session, you will be able to present innovative solutions to a specific challenge."</p>	<p>(2-3)</p> <p>*Assign the students to prepare in advance for the discussion session and provide them with various reliable sources (books, websites, etc.) to enrich their background knowledge.</p> <p>*Use thought-provoking strategies such as brainstorming, mind maps, or asking stimulating questions at the beginning, such as "How can this topic be useful to you", to engage them more deeply with the topic.</p> <p>*Ask the students to contribute to setting goals for the discussion, which will enhance their sense of responsibility for learning.</p>	<p>(2-4)</p> <p>*Assign some students a day or two before the session to research or design innovative interactive activities that include educational games, critical thinking strategies, or role-playing activities that enhance the students' understanding and increase their enthusiasm for participating in the session topic.</p> <p>*Prepare exploratory and stimulating questions that deepen the discussion and draw attention to new points or a different perspective.</p> <p>*Ask the students to provide real-life examples relevant to the session topic, which will help them connect theoretical concepts with practical application.</p>
<p>(3-1)</p> <p>*Ask simple, open-ended questions that don't require long answers, such as "What do you think?", "Do you have another idea?" or yes/no, agree/disagree questions, to encourage the students to gradually participate.</p> <p>*Prepare hand signals (👍, 🙋) or emoji cards for the students to use during the session.</p> <p>*Try to understand the reasons for the students' lack of participation through individual dialogue and support them to overcome any challenges they face.</p>	<p>(3-2)</p> <p>*Involve the students in specific roles and assign them small tasks within the session, such as taking notes or organizing activities, to make them feel like they have an important role.</p> <p>*Provide positive role models from the most engaged the students to serve as role models for the rest of the class, creating a positive and motivating influence for everyone.</p> <p>*Employ interactive activities and include educational games or group work activities that encourage the students to participate in fun and non-threatening ways.</p>	<p>(3-3)</p> <p>*Use diverse learning tools such as videos, presentations, or interactive applications to engage the students and motivate them to participate.</p> <p>*Include topics relevant to the students' daily lives by choosing discussion topics that relate to their interests or personal challenges to make participation more engaging.</p> <p>*Involve the students in assessment and development by inviting them to evaluate their performance and suggest ways to improve future sessions.</p>	<p>(3-4)</p> <p>*Urge self-leadership by assigning the students more challenging leadership roles, such as managing group projects or designing learning activities, giving them the opportunity to develop leadership and innovation skills.</p> <p>*Give the students the opportunity to present their work and ideas to peers or an external audience, enhancing self-confidence and communication skills.</p> <p>*Promote advanced teamwork by designing activities that require complex role assignments, such as forming multi-tasking teams that interact to achieve a single goal.</p>
<p>(4-1)</p> <p>*Enable interactive activities and include activities that require interaction, such as group discussions, educational games, or even active learning strategies such as Think Share-Listen.</p> <p>*Identify the students' interests and customize lesson content to align with their interests and passions.</p> <p>*Create an atmosphere of trust and respect where the students feel valued and their ideas welcomed.</p>	<p>(4-2)</p> <p>*Use collaborative teaching methods where the students work together to answer their questions, such as asking open-ended questions that encourage the students to think and express their opinions through questions that invite critical thinking or their personal perspectives.</p> <p>*Have the students explore available resources on their own and search for answers using various sources, providing guidance as needed.</p>	<p>(4-3)</p> <p>*Stimulate open discussions by encouraging the students to transform their questions into group discussions with peers, increasing engagement and enriching the session.</p> <p>*Delegate responsibility and invite the students to take leadership roles, such as facilitating discussions or organizing classroom activities that rely on critical thinking.</p> <p>*Dig deeper into questions rather than simply answering them directly. You can ask in-depth or exploratory questions that lead to further research and analysis.</p>	<p>(4-4)</p> <p>*Recognize the students for asking unique questions or thinking creatively, enhancing their sense of the importance of their role in the learning process.</p> <p>*Involve technology by leveraging technical tools and applications that enable the students to conduct group research, engage in interactive discussions across educational platforms, or design presentations.</p> <p>*Assign the students to design activities or projects based on real-life community problems, allowing them to apply their innovative ideas in real-world contexts.</p>
<p>(5-1)</p> <p>*Set the class so they can listen to each other. Then, hold the speaking student's hand and reassure them that everyone will help them and that there is no cause for fear or anxiety.</p> <p>*Make the task easier for the student by having them state parts of the answer and then complete the rest, thanking them for their cooperation.</p>	<p>(5-2)</p> <p>*Teach the students to speak loudly and clearly by repeating what they say or by providing them with a loudspeaker.</p> <p>*Repeat what the the students say aloud to the entire class.</p>	<p>(5-3)</p> <p>*Emphasize to the students that their voice doesn't reach the entire class.</p> <p>*Teach the students to speak louder and clearly by having them repeat what they said.</p>	<p>(5-4)</p> <p>*Have the students in the back row repeat what the speaker said to draw everyone's attention to the range of their voice.</p> <p>*Emphasize the importance of making their voice clear and audible to everyone.</p>
<p>(6-1)</p> <p>*Add the Discussion Manners to the classroom rules wallpaper so that it is visible to all the students, helping them adhere to it.</p> <p>*Manage the discussion firmly yet flexibly, and intervene when rules are violated to ensure respect for the Discussion Manners.</p> <p>*Ask the students questions about the speaker and what they said to encourage them to pay more attention and focus on the speaker.</p>	<p>(6-2)</p> <p>*Draw the students' attention to positive role models by pointing out those who demonstrate good the Discussion Manners.</p> <p>*Assess the students' performance in adhering to the Discussion Manners during the session and guide them on how to improve their behavior.</p> <p>*Explain to the students how adhering to the Discussion Manners reflects respect and cooperation, values that are useful in everyday life.</p>	<p>(6-3)</p> <p>*Have the students evaluate their performance in applying the Discussion Manners during the session, to identify the the Discussion Manners they have mastered and the manners they need to improve.</p> <p>*Highlight positive examples from the discussion, such as listening to the speaker, respecting all opinions, etc., and give special thanks to the students who adhered to these practices.</p>	<p>(6-4)</p> <p>*Express your appreciation to the students, individually or as a group, for their commitment and respect for discussion manners, noting how this behavior contributed to the quality of the lesson.</p> <p>*Explain how adhering to the Discussion Manners promotes values such as respect, teamwork, and the ability to express opinions positively.</p> <p>*Celebrate adherence to the Discussion Manners as it becomes an essential part of the classroom culture, urging the students to adhere to it as a permanent standard.</p>
<p>(7-1)</p> <p>*Prepare in advance for the session by reviewing the session steps and printing out the session plan and exit card questions.</p> <p>*Give each student two minutes to answer the exit card questions, then listen to their responses before concluding the session.</p> <p>*Use creative methods to summarize the session, such as mind maps and diagrams.</p> <p>*Engage the students in summarizing the session or asking the Exit Card questions and recording their responses.</p>	<p>(7-2)</p> <p>*Provide short challenges through stimulating questions that test the knowledge gained or an educational game related to the session's topic.</p> <p>*Check points that are not applied during the review step and make sure to apply them in the next session.</p>	<p>(7-3)</p> <p>*Assign the students some tasks, such as summarizing the session, reviewing what is learned, asking review questions, and recording notes.</p> <p>*Check for any points that are not applied and work on implementing them in the next session.</p>	<p>(7-4)</p> <p>*Personalize the review by connecting the summary to the teacher's or the student's daily lives and personal interests to make the information more relevant and engaging.</p> <p>*Leave a positive impact by concluding the session with a motivational message or advice related to the topic.</p> <p>*Provide additional resources or small tasks that the students can explore after the session to continue learning independently.</p>

# Progress and Action Check Sheet: Classroom Discussion Method 1 Session

**Classroom Discussion Activity Measurement Tool (Method1: Discussion for Taking Individual Actions)**

<b>School Name:</b> <b>Day/Date:</b>	<b>Form Filled Out By:</b> <b>Class/Teacher Name:</b>
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**\*Note:**  
 For primary grades 1-6, it is preferable for the teacher to facilitate the entire discussion session. For grades 7-10, the teacher can conduct the discussion sessions themselves or delegate the task to the Student Discussion Council after training them.

Observation Table						
According to	Targetted Skills	Observation Field	Performance Level (Score)			
			Poor (1 Pt.)	Moderate (2 Pts.)	Good (3 Pts.)	Excellent (4 Pts.)
Teacher (Introduction)	Discipline	1. Preparing the class for the discussion session through: *Managing the students. *Preparing the white board for the discussion session. *Reminding the students of the Discussion Manners.	(1-1) None of the observation points are applied to prepare the class for the discussion session.	(1-2) The class is prepared by applying one of the observation points.	(1-3) The class is prepared by applying two of the observation points.	(1-4) The class is prepared by applying all the three observation points.
Teacher or Facilitator (Comprehending the Topic)	Building One's Own Ideas and Self-Realization	2. Recognizing the topic of the discussion and the purpose of the session through: *Introducing the topic of the discussion session. *Clarifying the objective of the session. *Clarifying the expected results at the end of the session.	(2-1) None of the three observation points are applied.	(2-2) The topic of the session is introduced to the students by applying one of the observation point.	(2-3) The topic of the session is introduced to the students by applying two of the observation points.	(2-4) The topic of the session is introduced to the students by applying all of the three observation points.
Students (Identifying the problem and its causes)	Analyzing the Problems	3. Identify the problem.	(3-1) The students are unable to identify the problem or recognize any aspects of it.	(3-2) The students are able to recognize the existence of a problem but are unable to clearly define its nature. Their role is limited to observing the manifestations of the problem without being able to analyze it or understand its core aspects.	(3-3) The students are able to clearly identify the problem and understand some of its core aspects.	(3-4) The students are able to accurately identify the problem and understand its full aspects.
		4. Identify the causes of the problem.	(4-1) The students are unable to consider the causes of the problem or understand any contributing factors.	(4-2) The students identify the causes superficially and don't show any interest in exploring other contributing factors.	(4-3) The students identify the causes and the contributing factors but the students lacked the deep analysis of their interconnections and the range of their impacts.	(4-4) The students comprehensively and deeply identify the causes of the problem and all related factors and demonstrate their understanding of how different factors affect the problem.
Students (Suggesting Ideas or Solutions)	Promoting Positive Attitudes towards Life	5. Proposing logical practical ideas or solutions.	(5-1) The students have difficulty in proposing practical ideas or solutions to implement.	(5-2) The students propose superficial ideas or solutions that aren't directly related to the problem and lack realism or ease of implementation.	(5-3) The students propose ideas or solutions that are logically related to the problem and are practical and implementable, but lack innovation or inclusiveness and need guidance and support to improve their suggestions.	(5-4) The students propose integrate, practical, easy-to-implement, innovative, and inclusive solutions.
Students (Making Individual Decision)	Communication	6. Building on the others opinions.	(6-1) The students have difficulty understanding or engaging with others' opinions.	(6-2) The students understand and interacted with others' opinions in a limited way, where their contributions are superficial, limited to supporting an idea or a simple modification without developing it.	(6-3) The students comment on others' opinions, making connections and simple additions.	(6-4) The students demonstrate the ability to embrace diverse perspectives and effectively integrate them to form comprehensive and integrate ideas that add practical elements to the application.
	Thinking Skill and Promotin of Positive Behaviors towards Life	7. Deciding which action to be applied.	(7-1) The students are unable to decide independently which action to apply.	(7-2) The students hesitate to make decisions and need additional support to justify their choices.	(7-3) The students take unstudied decisions based on assumptions.	(7-4) The students decide confidently and independently on the best action for their circumstances, providing reasonable justifications based on some data.

# Progress and Action Check Sheet: Classroom Discussion Method 1 Session

Table of propose Actions According to the Performance Levels			
Performance Level			
Poor	Moderate	Good	Excellent
<p>(1-1)</p> <p>*Set up the classroom (students seated, quiet, and attentive) before starting the session, and explain the the Discussion Manners and its importance, write them on illustrated cards, and display them in the room.</p> <p>*Use interactive activities such as role-playing or acting out real-life situations, and provide positive models of the Discussion Manners.</p> <p>*Involve parents by communicating with them to provide support at home and reinforce desired classroom behaviors.</p>	<p>(1-2)</p> <p>*Assign tasks to the students, such as reciting the Discussion Manners at the start of each session as a reminder or preparing the whiteboard for the lesson.</p> <p>*Focus on building relationships by finding time for individual interaction with the students to understand the challenges they face and build trust between them and you.</p> <p>*Remind the students to focus on points they don't apply during the session.</p>	<p>(1-3)</p> <p>*Discuss with the students new ideas or ways to improve the class, and highlight the value of their contributions.</p> <p>*Have committed the students advise their peers on how to develop positive classroom behaviors.</p> <p>*Involve the students in decision-making and invite them to participate in planning certain activities and sessions, which will give them a sense of ownership and responsibility.</p>	<p>(1-4)</p> <p>*Give the students leadership roles within the classroom, such as assigning them responsibilities for managing group activities or facilitating discussions among their peers, which boosts their self-confidence and demonstrates appreciation for their skills.</p> <p>*Provide appreciative remains for outstanding the student behavior.</p> <p>*Link the student behavior to academic success by demonstrating how their self-control and commitment contribute to positive long-term outcomes, both in education and personal life.</p>
<p>(2-1)</p> <p>*Present the main objectives of the lesson in a clear and understandable way, such as "Today we will learn how to collaborate to solve a problem", using language appropriate to the students' level.</p> <p>*Use visual aids to present the main points and objectives using a board, posters, or a projector to attract the students' attention and enhance their comprehension.</p> <p>*Link the discussion to the students' interests by pointing out how the topic relates to the students' daily lives or personal interests to encourage their participation.</p>	<p>(2-2)</p> <p>*Prepare contingency plans for unexpected challenges (e.g., low participation or time constraints) to keep the session on track.</p> <p>*Provide the students with information related to the discussion topic a day or two before the discussion session.</p> <p>*Explain the expected outcomes of the discussion, such as, "By the end of the session, you will be able to present innovative solutions to a specific challenge."</p>	<p>(2-3)</p> <p>*Assign the students to prepare in advance for the discussion session and provide them with various reliable sources (books, websites, etc.) to enrich their background knowledge.</p> <p>*Use thought-provoking strategies such as brainstorming, mind maps, or asking stimulating questions at the beginning, such as "How can this topic be useful for you", to engage them more deeply with the topic.</p> <p>*Ask the students to contribute to setting goals for the discussion, which will enhance their sense of responsibility for learning.</p>	<p>(2-4)</p> <p>*Assign some students a day or two before the session to research or design innovative interactive activities that include educational games, critical thinking strategies, or role-playing activities that enhance students' understanding and increase their enthusiasm for participating in the session topic.</p> <p>*Prepare exploratory and stimulating questions that deepen the discussion and draw attention to new points or a different perspective.</p> <p>*Ask the students to provide real-life examples relevant to the session topic, which will help them connect theoretical concepts with practical application.</p>
<p>(3-1)</p> <p>*Share the discussion topic in advance and ask the students to explore it with their families.</p> <p>*Introduce the basic concepts clearly and directly.</p> <p>*Use concrete examples to illustrate how to recognize and define the problem.</p> <p>*Pose targeted questions (e.g., "What seems abnormal in this scenario?") to prompt critical thinking.</p> <p>*Show brief videos or illustrations demonstrating problem identification.</p> <p>*Offer interactive exercises—such as games that require spotting flaws or missing elements in a scenario.</p> <p>*Let the students have multiple-choice prompts to practice identifying the correct problem.</p>	<p>(3-2)</p> <p>*Assign the students who have the ability to identify problems into groups to help their peers identify problems as well.</p> <p>*Show the students a video that explains the steps involved in identifying any problem related to a given topic.</p> <p>*Link the problems presented to concrete real-life situations that make them easier for them to understand and relate to.</p>	<p>(3-3)</p> <p>*Urge the students to think from different perspectives.</p> <p>*Observe the students' attempts to define the problem, pointing out the correct steps they took, and providing hints on what could be improved.</p> <p>*Have the students explain the problem in their own words through presentations or essays.</p>	<p>(3-4)</p> <p>*Urge the students to think predictively and anticipate the future implications of problems.</p> <p>*Introduce new scenarios that require creative thinking to explore unconventional dimensions of problems to broaden students' horizons.</p>
<p>(4-1)</p> <p>*Share the discussion topic with the students in advance and ask them to define the problem with their families as an assignment.</p> <p>*Explain the basic concepts related to the problem in a simple and straightforward manner, using practical examples that highlight the nature of the problem and how to identify it.</p> <p>*Use various methods to stimulate the students' thinking in defining the problem, such as: Asking guided questions that help the students think, for example: "What seems abnormal about this situation?"; Providing interactive exercises that rely on critical thinking, such as games that require identifying the error or incomplete aspect of a given scenario; Having the students define the problem from multiple choices; Using mind maps or diagrams that show the elements of the problem and their relationships to each other.</p>	<p>(4-2)</p> <p>*Assign the students the task of investigating the causes of the problem.</p> <p>*Support the students in overcoming frustration and emphasize that analytical thinking improves with practice.</p> <p>*Ask guiding questions such as: Do you see any factors that may have influenced the situation? Could there be other factors affecting the problem? Do you think... is a factor influencing the problem?</p>	<p>(4-3)</p> <p>*Create mind maps, tables, or visual displays to show relationships among influencing factors.</p> <p>*Organize small-group work for collaborative problem-cause analysis and idea sharing.</p> <p>*Have the students explain the relationship between the suggested reasons and the problem.</p>	<p>(4-4)</p> <p>*Show your admiration for the students' ability to independently identify the causes of the problem.</p> <p>*Express warm approval or admiration of the students and provide positive feedback to encourage them to continue thinking deeply.</p>
<p>(5-1)</p> <p>*Assign the students to brainstorm ideas and solutions to the problem as homework before the session day.</p> <p>*Guide the students on how to break the problem down into smaller, gradual parts.</p> <p>*Give the students the opportunity to think calmly and explore ideas and solutions without pressure. Provide examples of practical and logical solutions to the problem.</p> <p>*Urge the students to express their ideas without fear of being evaluated, and praise the students' efforts even if the solutions are not perfect.</p>	<p>(5-2)</p> <p>*Reframe or exclude ideas and solutions that are illogical and explain why.</p> <p>*Provide recommendations to help the students develop solutions that are more relevant to the problem and easier to implement.</p> <p>*Ask the students to review and draw inspiration from solutions propose by others.</p> <p>*Use videos, texts, or examples to demonstrate how initial ideas and solutions can be developed into innovative and comprehensive solutions.</p>	<p>(5-3)</p> <p>*Assign some students to research ideas and solutions based on real-life experiences that are innovative and comprehensive.</p> <p>*Help the students apply the propose ideas and solutions in a demonstration to illustrate the meaning of innovation and comprehensiveness. Then guide them on how to develop these ideas and solutions to become more innovative and comprehensive.</p> <p>*Provide encouraging feedback that highlights the positive aspects of the students' ideas and guides them toward improving them.</p>	<p>(5-4)</p> <p>*Invite the students to explore out-of-the-box ideas by asking questions such as: What solution hasn't been propose before?</p> <p>*Have the students evaluate their propose solutions from all angles including (feasibility, cost, impact).</p> <p>*Introduce the students to SWOT analysis and use it as a tool to evaluate ideas and solutions to identify strengths, weaknesses, opportunities, and challenges.</p>
<p>(6-1)</p> <p>*Share and explain ways to build on others' opinions with the students before starting the session.</p> <p>*Have the students agree or disagree with their peers' opinions to begin.</p> <p>*Help the students present their ideas in an organized manner, such as by introducing the main point, then explaining it and providing examples.</p>	<p>(6-2)</p> <p>*Guide the students to develop their ideas by asking questions such as: What could be improved about this idea? or Are there additional points that could support this idea?</p> <p>*Help the students use arguments and evidence to support their ideas.</p> <p>*Guide students in asking critical questions about the ideas presented to open up discussion and expansion.</p>	<p>(6-3)</p> <p>*Focus on the importance of developing ideas rather than simply endorsing or modifying them.</p> <p>*Provide an opportunity to reframe the ideas discussed in a new way or to suggest a new, improved idea.</p> <p>*Express warm approval or admiration for students efforts and provide feedback to help them improve the quality of their contributions.</p>	<p>(6-4)</p> <p>*Discuss with the students potential obstacles and how to address them to ensure successful implementation of propose ideas.</p> <p>*Urge the students to think about the actual impacts expected and resulting from implementing their ideas and solutions.</p> <p>*Engage the students in practical projects or real-life case studies to apply the ideas they developed.</p>
<p>(7-1)</p> <p>*Help the students consider their personal life circumstances and capabilities before making a decision and choosing the right one for them.</p> <p>*Reassure the students that a decision made now can be changed later if it is difficult to implement.</p> <p>*Note factors that may affect students' independence, such as fear of making mistakes or lack of knowledge, and try to address these or refer them to a school social advisor.</p>	<p>(7-2)</p> <p>*Form groups of the students to listen to the perspectives of others in the same group before making a decision.</p> <p>*Demonstrate to the students how to evaluate available options, analyze the pros and cons of each option, and gradually choose the most appropriate one based on clear data.</p> <p>*Observe the students as they consider options and offer suggestions or hints without directly intervening.</p>	<p>(7-3)</p> <p>*Ask the students about their peers' experiences and prior experiences with the propose decisions, and guide the rest of the class to consider their peers' experiences when making decisions.</p> <p>*Express your pride when the students successfully make independent decisions and explain to them the importance of informed decision-making in real life.</p> <p>*Highlight the students' strengths in thinking and analysis to support their independence.</p>	<p>(7-4)</p> <p>*Help the students think about the positive outcomes expected from the decision they make.</p> <p>*Invite the students to review their past experiences to draw lessons learned that can help them make future decisions in similar situations.</p>
<p>(8-1)</p> <p>*Add the Discussion Manners to the classroom rules wallpaper so that it is visible to all students, helping them adhere to it.</p> <p>*Manage the discussion firmly yet flexibly, and intervene when rules are violated to ensure respect for the Discussion Manners.</p> <p>*Ask the students questions about the speaker and what they said to encourage them to pay more attention and focus on the speaker.</p>	<p>(8-2)</p> <p>*Draw the students' attention to positive role models by pointing out those who demonstrate good the Discussion Manners.</p> <p>*Assess the students' performance in adhering to the Discussion Manners during the session and guide them on how to improve their behavior.</p> <p>*Explain to the students how adhering to the Discussion Manners reflects respect and cooperation, values that are useful in everyday life.</p>	<p>(8-3)</p> <p>*Have the students evaluate their performance in applying the Discussion Manners during the session, to identify the the Discussion Manners they have mastered and the manners they need to improve.</p> <p>*Highlight positive examples from the discussion, such as listening to the speaker, respecting all opinions, etc., and give special thanks to students who adhered to these practices.</p>	<p>(8-4)</p> <p>*Express your appreciation to the students, individually or as a group, for their commitment and respect for the Discussion Manners, noting how this behavior contributed to the quality of the lesson.</p> <p>*Explain how adhering to the Discussion Manners promotes values such as respect, teamwork, and the ability to express opinions positively.</p> <p>*Celebrate adherence to the Discussion Manners as it becomes an essential part of the classroom culture, urging students to adhere to it as a permanent standard.</p>

# Progress and Action Check Sheet: Classroom Discussion Method 2 Session

**Classroom Discussion Activity Measurement Tool (Method2: Discussion for Taking Collaborative Actions)**

<b>School Name:</b> <b>Day/Date:</b>	<b>Form Filled Out By:</b> <b>Class/ Teacher Name:</b>
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**\*Note:**

For primary grades 1-6, it is preferable for the teacher to facilitate the entire discussion session. For grades 7-10, the teacher can conduct the discussion sessions themselves or delegate the task to the Student Discussion Council after training them.

Observation Table						
According to	Targetted Skills	Observation Field	Performance Level (Score)			
			Poor (1 Pt.)	Moderate (2 Pts.)	Good (3 Pts.)	Excellent (4 Pts.)
Teacher (Introduction)	Discipline	1. Preparing the class for the discussion session through: *Managing the the students. *Preparing the white board for the discussion session. *Reminding the students of the Discussion Manners.	(1-1) None of the observation points are applied to prepare the class for the discussion session.	(1-2) The class is prepared by applying one of the observation points.	(1-3) The class is prepared by applying two of the observation points.	(1-4) The class is prepared by applying all the three observation points.
Teacher or Facilitator (Comprehending the Topic)	Building One's Own Ideas and Self-Realization	2. Recognizing the topic of the discussion and the purpose of the session through: *Introducing the topic of the discussion session. *Clarifying the objective of the session. *Clarifying the expected results at the end of the session.	(2-1) None of the three observation points are applied.	(2-2) The topic of the session is introduced to the students by applying one of the observation point.	(2-3) The topic of the session is introduced to the students by applying two of the observation points.	(2-4) The topic of the session is introduced to the students by applying all of the three observation points.
the students (Suggesting Ideas or Solutions)	Promoting Positive Attitudes towards Life	3. Proposing logical practical ideas or solutions.	(3-1) The students have difficulty in proposing practical ideas or solutions to implement.	(3-2) The students propose superficial ideas or solutions that aren't directly related to the problem and lack realism or ease of implementation.	(3-3) The students propose ideas or solutions that are logically related to the problem and are practical and implementable, but lack innovation or inclusiveness and need guidance and support to improve their suggestions.	(3-4) The students propose integrate, practical, easy-to-implement, innovative, and inclusive solutions.
the students (Making Collaborative Decision)	Communication and Consensus Building	4. Building consensus and reconciling categorized opinions using these methods: *Combining multiple ideas. *Creating a new idea by adopting the good points of the most popular ideas. *Identifying multiple ideas to implement gradually.	(4-1) The students have difficulty finding commonalities between ideas and connecting them.	(4-2) The students are able to identify commonalities among ideas but had difficulty organizing or expanding them to a clear conclusion.	(4-3) The students were able to identify points of convergence between different ideas and make suggestions that sought to enhance their integration. Despite their attempts to integrate the ideas in a logical manner, they are unable to reach a result that satisfied all parties.	(4-4) The students are able to build consensus and reconcile opinions to come up with a final result that was satisfactory to everyone.
the students (During the Session)	Communication	5. Following the the Discussion Manners through: *Politely raising hands to participate. *Listening to the speaker. *Not interrupting classmates. *Respecting all opinions.	(5-1) the students don't apply any of the the Discussion Manners during the session.	(5-2) the students apply one or two points of the the Discussion Manners.	(5-3) the students apply three points of the Discussion Manners.	(5-4) the students apply all four points of the Discussion Manners.
Teacher of Facilitator (Wrapping-Up)	Review and Reflection	6. Reviewing the session through: *Summarizing the session. *Asking the Exit Card questions. *Recording the students' answers.	(6-1) The review isn't conducted at the end of the session.	(6-2) The review is conducted by applying one of the observation points.	(6-3) The review is conducted by two of the observation points.	(6-4) The review is conducted by applying all of the observation points.

<b>Total Points:</b>	( ) and expressed by percentage as: ( )
<b>Level of Performance:</b>	O ( ≤ 64% , Poor )    O ( 65 % - 79% , Moderate )    O ( 50 % - 94% , Good )    O ( ≥ 95% , Excellent )

Coordinator's Name and Signature:

Principal's Name and Signature:



# Progress and Action Check Sheet: Classroom Discussion Method 2 Session

Table of Proposed Actions According to the Performance Levels			
Performance Level			
Poor	Moderate	Good	Excellent
<p>(1-1)</p> <p>*Set up the classroom (the students seated, quiet, and attentive) before starting the session, and explain the the Discussion Manners and its importance, write them on illustrated cards, and display them in the room.</p> <p>*Use interactive activities such as role-playing or acting out real-life situations, and provide positive models of the Discussion Manners.</p> <p>*Involve parents by communicating with them to provide support at home and reinforce desired classroom behaviors.</p>	<p>(1-2)</p> <p>*Assign tasks to the students, such as reciting the Discussion Manners at the start of each session as a reminder or preparing the whiteboard for the lesson.</p> <p>*Focus on building relationships by finding time for individual interaction with the students to understand the challenges they face and build trust between them and you.</p> <p>*Remind the students to focus on points they don't apply during the session.</p>	<p>(1-3)</p> <p>*Discuss with the students new ideas or ways to improve the class, and highlight the value of their contributions.</p> <p>*Have committed the students advise their peers on how to develop positive classroom behaviors.</p> <p>*Involve the students in decision-making and invite them to participate in planning certain activities and sessions, which will give them a sense of ownership and responsibility.</p>	<p>(1-4)</p> <p>*Give the students leadership roles within the classroom, such as assigning them responsibilities for managing group activities or facilitating discussions among their peers, which boosts their self-confidence and demonstrates appreciation for their skills.</p> <p>*Provide appreciative feedback for outstanding student behavior.</p> <p>*Link student behavior to academic success by demonstrating how their self-control and commitment contribute to positive long-term outcomes, both in education and personal life.</p>
<p>(2-1)</p> <p>*Present the main objectives of the lesson in a clear and understandable way, such as "Today we will learn how to collaborate to solve a problem", using language appropriate to the the students' level.</p> <p>*Use visual aids to present the main points and objectives using a board, posters, or a projector to attract the students' attention and enhance their comprehension.</p> <p>*Link the discussion to the students' interests by pointing out how the topic relates to the the students' daily lives or personal interests to encourage their participation.</p>	<p>(2-2)</p> <p>*Prepare contingency plans for unexpected challenges (e.g., low participation or time constraints) to keep the session on track.</p> <p>*Provide the students with information related to the discussion topic a day or two before the discussion session.</p> <p>*Explain the expected outcomes of the discussion, such as, "By the end of the session, you will be able to present innovative solutions to a specific challenge."</p>	<p>(2-3)</p> <p>*Assign the students to prepare in advance for the discussion session and provide them with various reliable sources (books, websites, etc.) to enrich their background knowledge.</p> <p>*Use thought-provoking strategies such as brainstorming, mind maps, or asking stimulating questions at the beginning, such as "How can this topic be useful to you", to engage them more deeply with the topic.</p> <p>*Ask the students to contribute to setting goals for the discussion, which will enhance their sense of responsibility for learning.</p>	<p>(2-4)</p> <p>*Assign some students a day or two before the session to research or design innovative interactive activities that include educational games, critical thinking strategies, or role-playing activities that enhance the students' understanding and increase their enthusiasm for participating in the session topic.</p> <p>*Prepare exploratory and stimulating questions that deepen the discussion and draw attention to new points or a different perspective.</p> <p>*Ask the students to provide real-life examples relevant to the session topic, which will help them connect theoretical concepts with practical application.</p>
<p>(3-1)</p> <p>*Assign the students to brainstorm ideas and solutions to the problem as homework before the session day.</p> <p>*Guide the students on how to break the problem down into smaller, gradual parts.</p> <p>*Give the students the opportunity to think calmly and explore ideas and solutions without pressure. Provide examples of practical and logical solutions to the problem.</p> <p>*Urge the students to express their ideas without fear of being evaluated, and praise the students' efforts even if the solutions are not perfect.</p>	<p>(3-2)</p> <p>*Reframe or exclude ideas and solutions that are illogical and explain why.</p> <p>*Provide recommendations to help the students develop solutions that are more relevant to the problem and easier to implement.</p> <p>*Ask the students to review and draw inspiration from solutions propose by others.</p> <p>*Use videos, texts, or examples to demonstrate how initial ideas and solutions can be developed into innovative and comprehensive solutions.</p>	<p>(3-3)</p> <p>*Assign some the students to research ideas and solutions based on real-life experiences that are innovative and comprehensive.</p> <p>*Help the students apply the propose ideas and solutions in a demonstration to illustrate the meaning of innovation and comprehensiveness. Then guide them on how to develop these ideas and solutions to become more innovative and comprehensive.</p> <p>*Provide encouraging feedback that highlights the positive aspects of the students' ideas and guides them toward improving them.</p>	<p>(3-4)</p> <p>*Invite the students to explore out-of-the-box ideas by asking questions such as: What solution hasn't been propose before?</p> <p>*Have the students evaluate their propose solutions from all angles including (feasibility, cost, impact).</p> <p>*Introduce the students to SWOT analysis and use it as a tool to evaluate ideas and solutions to identify strengths, weaknesses, opportunities, and challenges.</p>
<p>(4-1)</p> <p>*Clarify the meaning of consensus building and how to achieve it using practical examples of each method.</p> <p>*Reinforce basic understanding of ideas by beginning by explaining each idea separately and helping the students analyze it to understand the key elements of each. And use diagrams such as crossed circles to visually identify commonalities.</p> <p>*Use questions that prompt the students to explore similarities or mutual influence between ideas, such as "What do these ideas have in common?," "How can these ideas complement each other?," "What are the shared benefits?," "How can these ideas work together to achieve a goal?" or "How can this idea be developed?"</p>	<p>(4-2)</p> <p>*Organize working groups to enable the students to exchange views and analyze ideas with their peers, try to find commonalities, and work to develop and expand upon ideas.</p> <p>*Use deepening and expansion questions to stimulate critical thinking and help expand the connections between ideas, such as "What if we added a new dimension to this idea?," "How might this idea impact other areas?," or "What hypotheses can be built from these commonalities?"</p>	<p>(4-3)</p> <p>*Use voting to agree on a final solution.</p> <p>*Guide the students on how to use persuasion and negotiation techniques to foster collaboration, consensus, and conflict management.</p> <p>*Analyze the reasons for dissatisfaction among different parties and guide the students to focus on shared goals rather than points of disagreement.</p>	<p>(4-4)</p> <p>*Assign the students projects that require strategic plans to achieve consensus among groups with diverse interests.</p> <p>*Have the students attempt to build consensus in new or unfamiliar contexts, such as global discussions, cross-cultural issues, or proposing sustainable solutions to recurring problems.</p> <p>*Guide the students on how to use consensus-building skills in future work settings.</p>
<p>(5-1)</p> <p>*Add the Discussion Manners to the classroom rules wallpaper so that it is visible to all the students, helping them adhere to it.</p> <p>*Manage the discussion firmly yet flexibly, and intervene when rules are violated to ensure respect for the Discussion Manners.</p> <p>*Ask the students questions about the speaker and what they said to encourage them to pay more attention and focus on the speaker.</p>	<p>(5-2)</p> <p>*Draw the students' attention to positive role models by pointing out those who demonstrate good the Discussion Manners.</p> <p>*Assess the students' performance in adhering to the Discussion Manners during the session and guide them on how to improve their behavior.</p> <p>*Explain to the students how adhering to the Discussion Manners reflects respect and cooperation, values that are useful in everyday life.</p>	<p>(5-3)</p> <p>*Have the students evaluate their performance in applying the Discussion Manners during the session, to identify the the Discussion Manners they have mastered and the manners they need to improve.</p> <p>*Highlight positive examples from the discussion, such as listening to the speaker, respecting all opinions, etc., and give special thanks to the students who adhered to these practices.</p>	<p>(5-4)</p> <p>*Express your appreciation to the students, individually or as a group, for their commitment and respect for the Discussion Manners, noting how this behavior contributed to the quality of the lesson.</p> <p>*Explain how adhering to the Discussion Manners promotes values such as respect, teamwork, and the ability to express opinions positively.</p> <p>*Celebrate adherence to the Discussion Manners as it becomes an essential part of the classroom culture, urging the students to adhere to it as a permanent standard.</p>
<p>(6-1)</p> <p>*Prepare in advance for the session by reviewing the session steps and printing out the session plan and the Exit Card questions.</p> <p>*Give each student two minutes to answer the Exit Card questions, then listen to their responses before concluding the session.</p> <p>*Use creative methods to summarize the session, such as mind maps and diagrams.</p> <p>*Engage the students in summarizing the session or asking exit card questions and recording their responses.</p>	<p>(6-2)</p> <p>*Provide short challenges through stimulating questions that test the knowledge gained or an educational game related to the session's topic.</p> <p>*Check points that are not applied during the review step and make sure to apply them in the next session.</p>	<p>(6-3)</p> <p>*Assign the students some tasks, such as summarizing the session, reviewing what is learned, asking review questions, and recording notes.</p> <p>*Check for any points that are not applied and work on implementing them in the next session.</p>	<p>(6-4)</p> <p>*Personalize the review by connecting the summary to the teacher's or the student's daily lives and personal interests to make the information more relevant and engaging.</p> <p>*Leave a positive impact by concluding the session with a motivational message or advice related to the topic.</p> <p>*Provide additional resources or small tasks that the students can explore after the session to continue learning independently.</p>

# Progress and Action Check Sheet: Classroom Discussion Review Session

**Classroom Discussion Activity Measurement Tool (Revision Session)**

<b>School Name:</b> <b>Day/Date:</b>	<b>Form Filled Out By:</b> <b>Class/Teacher Name:</b>
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**\*Note:**

For primary grades 1-6, it is preferable for the teacher to facilitate the entire discussion session. For grades 7-10, the teacher can conduct the discussion sessions themselves or delegate the task to the Student Discussion Council after training them.

Observation Table						
According to	Targetted Skills	Observation Field	Performance Level (Score)			
			Poor (1 Pt.)	Moderate (2 Pts.)	Good (3 Pts.)	Excellent (4 Pts.)
Teacher (Introduction)	Discipline	1. Preparing the class for the discussion session through: *Managing the students. *Preparing the white board for the discussion session. *Reminding the students of the Discussion Manners.	(1-1) None of the observation points are applied to prepare the class for the discussion session.	(1-2) The class is prepared by applying one of the observation points.	(1-3) The class is prepared by applying two of the observation points.	(1-4) The class is prepared by applying all the three observation points.
Teacher or Facilitator (Comprehending the Topic)	Building One's Own Ideas and Self-Realization	2. Recognizing the topic of the discussion and the purpose of the session through: *Introducing the topic of the discussion session. *Clarifying the objective of the session. *Clarifying the expected results at the end of the session.	(2-1) None of the three observation points are applied.	(2-2) The topic of the session is introduced to the the students by applying one of the observation point.	(2-3) The topic of the session is introduced to the the students by applying two of the observation points.	(2-4) The topic of the session is introduced to the students by applying all of the three observation points.
Students (Reviewing Actions)	Initiative	3. Applying actions in real life.	(3-1) The students don't remember the agreed-upon actions.	(3-2) The students are able to recall the agreed-upon actions, but encounter difficulties in implementing them in real life.	(3-3) The students remember the decisions and actions agreed upon in the previous session and have begun to implement them in real life, but they need additional support and guidance to fully implement them.	(3-4) The students remember the decisions and actions agreed upon in the previous session and rely entirely on themselves to implement them in real life.
Students (Reflection)	Self-Reliance and Self-Efficacy	4. Learning lessons from others' experiences and applying them to personal experience.	(4-1) The students ignore the results of others' experiences in implementing actions and have difficulty deciding whether to continue or replace the same action in the future.	(4-2) The students understand the results of others' implementation of procedures and are able to evaluate them, but they needed additional support to make a clear decision about continuing or changing the action in the future.	(4-3) The students internalized the results of others' experiences and demonstrated the ability to think critically about continuing or modifying actions, relying on some simple guidance to achieve this.	(4-4) The students are able to decide whether to continue or modify their actions in the future, based on their personal experiences and those of their peers.
Students (During the Session)	Communication	5. Following the the Discussion Manners through: *Politely raising hands to participate. *Listening to the speaker. *Not interrupting classmates. *Respecting all opinions.	(5-1) The students don't apply any of the the Discussion Manners during the session.	(5-2) The students apply one or two points of the the Discussion Manners.	(5-3) The students apply three points of the Discussion Manners.	(5-4) The students apply all four points of the Discussion Manners.
Teacher or Facilitator (Wrapping-Up)	Review and Reflection	6. Reviewing the session through: *Summarizing the session. *Asking Exit Card questions. *Recording students' answers.	(6-1) The review isn't conducted at the end of the session.	(6-2) The review is conducted by applying one of the observation points.	(6-3) The review is conducted by two of the observation points.	(6-4) The review is conducted by applying all of the observation points.

<b>Total Points:</b>	( ) and expressed by percentage as: ( )
<b>Level of Performance:</b>	O ( ≤ 64% , Poor )    O ( 65% - 79% , Moderate )    O ( 80% - 94% , Good )    O ( ≥ 95% , Excellent )

**Coordinator's Name and Signature:**

**Principal's Name and Signature:**

# Progress and Action Check Sheet: Classroom Discussion Review Session

Table of Proposed Actions According to the Performance Levels			
Performance Level			
Poor	Moderate	Good	Excellent
<p>(1-1)</p> <p>*Set up the classroom (the students seated, quiet, and attentive) before starting the session, and explain the Discussion Manners and its importance, write them on illustrated cards, and display them in the room.</p> <p>*Use interactive activities such as role-playing or acting out real-life situations, and provide positive models of the Discussion Manners.</p> <p>*Involve parents by communicating with them to provide support at home and reinforce desired classroom behaviors.</p>	<p>(1-2)</p> <p>*Assign tasks to students, such as reciting the Discussion Manners at the start of each session as a reminder or preparing the whiteboard for the lesson.</p> <p>*Focus on building relationships by finding time for individual interaction with the students to understand the challenges they face and build trust between them and you.</p> <p>*Remind the students to focus on points they don't apply during the session.</p>	<p>(1-3)</p> <p>*Discuss with the students new ideas or ways to improve the class, and highlight the value of their contributions.</p> <p>*Have committed the students advise their peers on how to develop positive classroom behaviors.</p> <p>*Involve the students in decision-making and invite them to participate in planning certain activities and sessions, which will give them a sense of ownership and responsibility.</p>	<p>(1-4)</p> <p>*Give the students leadership roles within the classroom, assigning them responsibilities for managing group activities, facilitating discussions among their peers, which boosts their confidence and demonstrates appreciation for their skills.</p> <p>*Provide appreciative feedback for outstanding student behavior.</p> <p>*Link student behavior to academic success by demonstrating their self-control and commitment contribute to positive outcomes, both in education and personal life.</p>
<p>(2-1)</p> <p>*Present the main objectives of the lesson in a clear and understandable way, such as "Today we will learn how to collaborate to solve a problem", using language appropriate to the students' level.</p> <p>*Use visual aids to present the main points and objectives using a board, posters, or a projector to attract students' attention and enhance their comprehension.</p> <p>*Link the discussion to students' interests by pointing out how the topic relates to the students' daily lives or personal interests to encourage their participation.</p>	<p>(2-2)</p> <p>*Prepare contingency plans for unexpected challenges (e.g., low participation or time constraints) to keep the session on track.</p> <p>*Provide the students with information related to the discussion topic a day or two before the discussion session.</p> <p>*Explain the expected outcomes of the discussion, such as, "By the end of the session, you will be able to present innovative solutions to a specific challenge."</p>	<p>(2-3)</p> <p>*Assign the students to prepare in advance for the discussion session and provide them with various reliable sources (books, websites, etc.) to enrich their background knowledge.</p> <p>*Use thought-provoking strategies such as brainstorming, mind maps, or asking stimulating questions at the beginning, such as "How can this topic be useful to you", to engage them more deeply with the topic.</p> <p>*Ask the students to contribute to setting goals for the discussion, which will enhance their sense of responsibility for learning.</p>	<p>(2-4)</p> <p>*Assign some students a day or two before the session to or design innovative interactive activities that include educational games, critical thinking strategies, or role-playing activities to enhance students' understanding and increase their enthusiasm for participating in the session topic.</p> <p>*Prepare exploratory and stimulating questions that draw deep discussion and draw attention to new points or a different perspective.</p> <p>*Ask the students to provide real-life examples relevant to the session topic, which will help them connect theoretical concepts with practical application.</p>
<p>(3-1)</p> <p>*Use diagrams, charts, or written lists to remind the students of the agreed-upon procedures and place these tools in visible locations in the classroom, such as on the whiteboard or wall.</p> <p>*Set aside time at the beginning of each session to review the agreed-upon actions and write them on the whiteboard at the beginning of the session.</p> <p>*Have the students record the agreed-upon actions in their notebooks or on separate sheets and refer to them as needed.</p>	<p>(3-2)</p> <p>*Discuss the challenges the students face, whether related to skills, the surrounding environment, or available resources. Then, work to analyze these obstacles, help them identify them, and suggest ways to overcome them.</p> <p>*Simplify the concept for the students through gradual guidance, breaking the actions down into small, achievable steps to facilitate implementation. Or, provide practical examples that help the students understand how to apply these actions in a real-world context.</p> <p>*Support experimentation by creating a supportive environment where the students can experiment with actions without fear of making mistakes. Emphasize that mistakes are part of the learning process.</p>	<p>(3-3)</p> <p>*Provide ongoing support by closely monitoring students' implementation efforts, offering assistance when needed to overcome obstacles, and sharing your personal experiences.</p> <p>*Emphasize on students' importance and impact on their personal lives.</p> <p>*Highlight the students who have implemented the procedures and urge others to follow in their footsteps.</p>	<p>(3-4)</p> <p>*Create opportunities for practical application outside of the classroom as community projects or field experiments.</p> <p>*Provide advanced feedback by discussing students' achievements in detail, asking questions that encourage them to analyze their experience more deeply, and offering suggestions for improving their performance in the future.</p> <p>*Have the students work on developing new actions based on previous experiences as homework.</p>
<p>(4-1)</p> <p>*Aware the students to listen to their peers' experiences to identify lessons learned from each experience, which will contribute to improving outcomes.</p> <p>*Help the students see the connection between others' experiences and their own, making it more realistic for them by presenting real-life scenarios to demonstrate the benefits of learning from others.</p> <p>*Provide potential alternatives for the students to consider if they are having difficulty making a decision.</p>	<p>(4-2)</p> <p>*Summarize the positives and difficulties encountered in each action on the board to facilitate the decision-making process regarding whether to continue or change the action.</p> <p>*Help the students deeply analyze their own and their peers' experiences.</p> <p>*Form student groups to provide collaborative support and reduce the individual burden of decision-making.</p>	<p>(4-3)</p> <p>*Observe the students as they attempt to make decisions and provide constructive feedback without over-interfering.</p> <p>*Support the students to rely on themselves when making decisions and explain that even trying is a good thing.</p> <p>*Assign high-achieving the students to help their peers write the reflection section.</p>	<p>(4-4)</p> <p>*Express your appreciation for students' ability to make thoughtful decisions about the actions they will take to meet them to continue developing this skill and build their self-confidence.</p> <p>*Assign some of the students to explain the importance of reflection on the experiences of others and its role in improving decision-making.</p>
<p>(5-1)</p> <p>*Add the Discussion Manners to the classroom rules wallpaper so that it is visible to all students, helping them adhere to it.</p> <p>*Manage the discussion firmly yet flexibly, and intervene when rules are violated to ensure respect for the Discussion Manners.</p> <p>*Ask the students questions about the speaker and what they said to encourage them to pay more attention and focus on the speaker.</p>	<p>(5-2)</p> <p>*Draw students' attention to positive role models by pointing out those who demonstrate good the Discussion Manners.</p> <p>*Assess students' performance in adhering to the Discussion Manners during the session and guide them on how to improve their behavior.</p> <p>*Explain to the students how adhering to the Discussion Manners reflects respect and cooperation, values that are useful in everyday life.</p>	<p>(5-3)</p> <p>*Have the students evaluate their performance in applying the Discussion Manners during the session, to identify the the Discussion Manners they have mastered and the manners they need to improve.</p> <p>*Highlight positive examples from the discussion, such as listening to the speaker, respecting all opinions, etc., and give special thanks to the students who adhered to these practices.</p>	<p>(5-4)</p> <p>*Express your appreciation to the students, individually or group, for their commitment and respect for the Discussion Manners, noting how this behavior contributed to the class lesson.</p> <p>*Explain how adhering to the Discussion Manners promotes such as respect, teamwork, and the ability to express opinions positively.</p> <p>*Celebrate adherence to the Discussion Manners as it becomes an essential part of the classroom culture, urging the student to adhere to it as a permanent standard.</p>
<p>(6-1)</p> <p>*Prepare in advance for the session by reviewing the session steps and printing out the session plan and Exit Card questions.</p> <p>*Give each student two minutes to answer the Exit Card questions, then listen to their responses before concluding the session.</p> <p>*Use creative methods to summarize the session, such as mind maps and diagrams.</p> <p>*Engage the students in summarizing the session or asking Exit Card questions and recording their responses.</p>	<p>(6-2)</p> <p>*Provide short challenges through stimulating questions that test the knowledge gained or an educational game related to the session's topic.</p> <p>*Check points that are not applied during the review step and make sure to apply them in the next session.</p>	<p>(6-3)</p> <p>*Assign the students some tasks, such as summarizing the session, reviewing what is learned, asking review questions, and recording notes.</p> <p>*Check for any points that are not applied and work on implementing them in the next session.</p>	<p>(6-4)</p> <p>*Personalize the review by connecting the summary to the teacher's or students' daily lives and personal interests to make the information more relevant and engaging.</p> <p>*Leave a positive impact by concluding the session with a motivational message or advice related to the topic.</p> <p>*Provide additional resources or small tasks that the student can explore after the session to continue learning independently.</p>

# Progress and Action Check Sheet: House of School

## House of School Activity Measurement Tool

School Name:	Form Filled Out By:
Day/Date:	Team/Teacher Name:

**\*Note:**

the lower grades: These are primary school grades from 1st to 6th.

the upper grades: These are primary school grades from 7th to 10th.

If the classes participating in the activity are from the lower grades only, a team leader (the Captain) is chosen, but the teacher (the House of School Supervisor) carries out the task of leading the team, and evaluation is conducted accordingly.

If the classes participating in the activity include the upper grades, a team leader (the Captain) is chosen from the the upper grades and carries out the task of leading the team, and evaluation is conducted accordingly.

Observation Table						
According to	Targetted Skills	Observation Field	Performance Level (Score)			
			Poor (1 Pt.)	Moderate (2 Pts.)	Good (3 Pts.)	Excellent (4 Pts.)
Team Captain (Before Starting Activity)	Leadership and Responsibility	1. Preparing the team before each activity by : *Sharing the activity plan. *Reminding members of their roles towards each other. *Reminding members how to behave in case of success or failure. *Emphsizing the importance of cooperation.	(1-1) The team is not prepared according to the mentioned points.	(1-2) The team is prepared by applying one of the points.	(1-3) The team is prepared by applying two or three of the points.	(1-4) The team is fully prepared according to all four points mentioned.
		2. Communicating ideas and feelings, receiving them, and responding to them with team members by: *Using clear, concise, expressive language. *Negotiating and discussing logically to reach solutions. *Respecting others' opinions.	(2-1) The students don't apply any of the specified points in the communication process.	(2-2) The students apply one of the points in the communication process.	(2-3) The students apply two of the points in the communication process.	(2-4) The students apply all three points in the communication process.
		3. Committing to the specified timeframe for completing tasks by: *Committing to the specified timeframe for preparing the team. *Committing to the timeframe for implementing the activity. *Committing to the timeframe for reviewing the activity.	(3-1) Team doesn't commit to any of the timeframe.	(3-2) Team commits to one of the timeframe.	(3-3) Team commits to two or three timeframes.	(3-4) Team commits to all timeframes.
Team Members (During Activity)	Commitment and Discipline	4. Enhancing the care and attention of the lower grade students by the upper grade students through: *Treating the lower grade students kindly. *Providing advice and guidance to the lower grade students. *Assisting the lower grade students. *Praising the lower grade students' achievements.	(4-1) The upper grade students don't provide care and attention to the lower grade students.	(4-2) The upper grade students provide care and attention to the lower grade students by applying one or two of the points.	(4-3) The upper grade students provide care and attention to the lower grade students by applying three of the points.	(4-4) The upper grade students provided care and attention to the lower grade students by applying all four points.
		5. Reviewing the activity by: *Asking the team review questions. *Recording the team's answers and observations. *Discussing the necessary actions to improve performance with the team. *Appreciating the team's efforts. *Identifying the positive behaviors observed during the activity.	(5-1) None of the points mentioned are addressed during the activity review.	(5-2) One or two of the points are addressed during the activity review.	(5-3) Three or four of the points are addressed during the activity review.	(5-4) All five points are addressed during the activity review.
Team Captain (After Activity)	Reviewing and Reflecting					

# Progress and Action Check Sheet: House of School

Table of Proposed Actions According to the Performance Levels			
Performance Level			
Poor	Moderate	Good	Excellent
<p>(1-1)</p> <p>*Remind the Captain and the Vice Captain of the need to prepare the team before starting the activity as mentioned in the observation points.</p> <p>*Prepare a text that covers all the points to prepare the team in advance and to ensure all points are covered.</p> <p>*Postpone starting the activity until team is prepared as it should.</p> <p>*Explain the importance of proper team preparation before starting the activity and its impact on the team's performance.</p>	<p>(1-2)</p> <p>*Distribute tasks proportionally between the Captain and the Vice Captain to reduce the burden on the Captain.</p> <p>*Assign the Captain and the Vice Captain to write an introduction in the form of a text containing all the points necessary to prepare the team before the activity.</p>	<p>(1-3)</p> <p>*Distribute tasks equally between the Captain and the Vice Captain to reduce the burden on the leader.</p> <p>*Remind the Captain and the Vice Captain of observation points that they forgot to do, explaining their importance.</p>	<p>(1-4)</p> <p>*Highlight the efforts of the Captain and the Vice Captain in fulfilling their roles to the fullest and explain the impact this has had on the team's performance.</p> <p>*Propose ideas to the Captain and the Vice Captain to maintain their excellent performance.</p>
<p>(2-1)</p> <p>*Explain the observation points that enhance communication skills among members through providing real-life examples that can be applied during activities.</p> <p>*Note the reasons for not following the observation points, then discuss them with the team and suggest practical solutions for implementing them.</p> <p>*Explain the impact of communication skills on increasing the level of cooperation among members and improving the quality of activity implementation.</p>	<p>(2-2)</p> <p>*Remind the students of the observation points that they forgot to implement and explain their importance and impact on improving the activity.</p> <p>*Suggest examples of actions the team could have implemented during the activity that could have led to achieving the points they forgot.</p>	<p>(2-3)</p> <p>*Remind the students of the observation points that they forgot to implement.</p> <p>*Have the team hold a quick discussion to suggest examples of actions they could have implemented during the activity that could have led to achieving the points they forgot.</p>	<p>(2-4)</p> <p>*Highlight the best practices related to communication skills observed during the activity.</p> <p>*Advise the team to continue implementing communication skills during future activities.</p> <p>*Mention the impact of commitment to applying communication skills on harmony and cooperation among team members.</p>
<p>(3-1)</p> <p>*Remind the team of their roles and redistribute them appropriately for each activity.</p> <p>*Help the team cooperate to complete tasks within the allotted timeframes.</p> <p>*Clarify the relationship between enjoyment of the activity and adherence to time.</p>	<p>(3-2)</p> <p>*Guide the upper grade students on how to help the lower grade students complete the task within the allotted time.</p> <p>*Inform the team of the time allotted for each part of the activity in advance and then remind them of this during the activity.</p> <p>*Note the reasons for non-compliance with the activity time and provide appropriate instructions to the team.</p>	<p>(3-3)</p> <p>*Before the activity begins, assign the upper grade students to think about actions they can take to help lower-grade students complete the task within the allotted time.</p> <p>*Assign a team member to time the activity and remind the team of this.</p> <p>*Assign the team to hold a quick discussion to investigate the reasons for the lack of full commitment and suggest appropriate solutions for the next activity.</p>	<p>(3-4)</p> <p>*Thank the team for their commitment to the activity and ask them to continue to do so in future activities.</p> <p>*Remind students of the relationship between cooperation and commitment to the activity's time, and between commitment to the activity's time and enjoyment.</p>
<p>(4-1)</p> <p>*Clarify the role of the upper grade students towards the lower grade students.</p> <p>*Provide examples of ways to care for and help the lower grade students.</p> <p>*Help the upper grade students take the initiative by offering assistance to the lower grade students.</p>	<p>(4-2)</p> <p>*Prepare the upper grade students to pay attention to and care for the lower grade students before each activity, as each activity is different.</p> <p>*Remind the upper grade students of the points they have not applied and encourage them to practice them during upcoming activities.</p> <p>*Explain the importance of the upper grade students playing their role towards the lower grade students and its impact on activity and relationships between team members.</p>	<p>(4-3)</p> <p>*Before the activity begins, assign the upper grade students to think about actions they can take to care for and provide for the lower grade students during the activity.</p> <p>*Remind the upper grade students of the observation points that they did not implement and ask them to implement them during future activities.</p>	<p>(4-4)</p> <p>*Have the lower grade students express their impressions and feelings about the assistance provided by the upper grade students during the activity.</p> <p>*Highlight and cite real-life examples of the upper grade students' assistance to the lower grade students and ask them to continue doing so in all activities.</p>
<p>(5-1)</p> <p>*Remind students of the observation points that should be addressed when reviewing the activity and the importance of each point.</p> <p>*Explain the importance of the review and its impact on improving the quality of the activity in the future.</p> <p>*Ask questions related to the review points to the team and answer them with examples to help the team visualize what is required.</p>	<p>(5-2)</p> <p>*Remind students of the remaining observation points that should be addressed during the activity review before beginning the review.</p> <p>*Write the review points on a piece of paper and post it in a convenient, visible place.</p> <p>*Distribute the review points to the team members to reflect on their answers, making it easier to cover them completely.</p>	<p>(5-3)</p> <p>*Assign the team to small groups of five to discuss the review points and then share their findings.</p> <p>*Emphasize the importance of focusing on all review points without exception, especially those that have not been addressed.</p>	<p>(5-4)</p> <p>*Ask the team to review the activity thoroughly and ask what else could be discussed in the review section.</p> <p>*Assign some students to speak about the importance of the review process and how it positively impacts team performance and the overall quality of activities.</p>