

# Our-Tokkatsu

توكاتسو-نا

Updated Version – July 2025

# Hand Book



# Purpose of Handbook

The purpose of this handbook is to serve as a resource for teachers in charge of Grade 1 to 10 at schools in Jordan. It aims to help them to understand, implement and promote the Jordanian model of TOKKATSU program, hereinafter, called *Our TOKKATSU* (School's life skills), 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 content of this handbook is 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 following;**

1. The concept of *Our TOKKATSU* (School's life skills), coordination mechanism, planning and monitoring methods.
2. Implementation methods for the activities, lesson plans, practical examples, good practices, and related materials.

We are also pleased to provide a separate volume titled *“Guidelines of Our TOKKATSU”* which can be used by Ministry of Education and Directorate of Education supervisors, school principals, and coordinators of each activity as needed.

This handbook is a revised edition of the version published in 2022, updated to reflect the insights and experiences accumulated since its initial release.

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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. Ghozia Al Amriya 1 Primary School for Girls
15. Arwa Bint Al Harith Primary School for Girls

Northwestern Badiya Directorate:

1. Al Mushrifa 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 Riyad 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

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## 1-1 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.

## 1-2 What is Our TOKKATSU (School's life skills)?

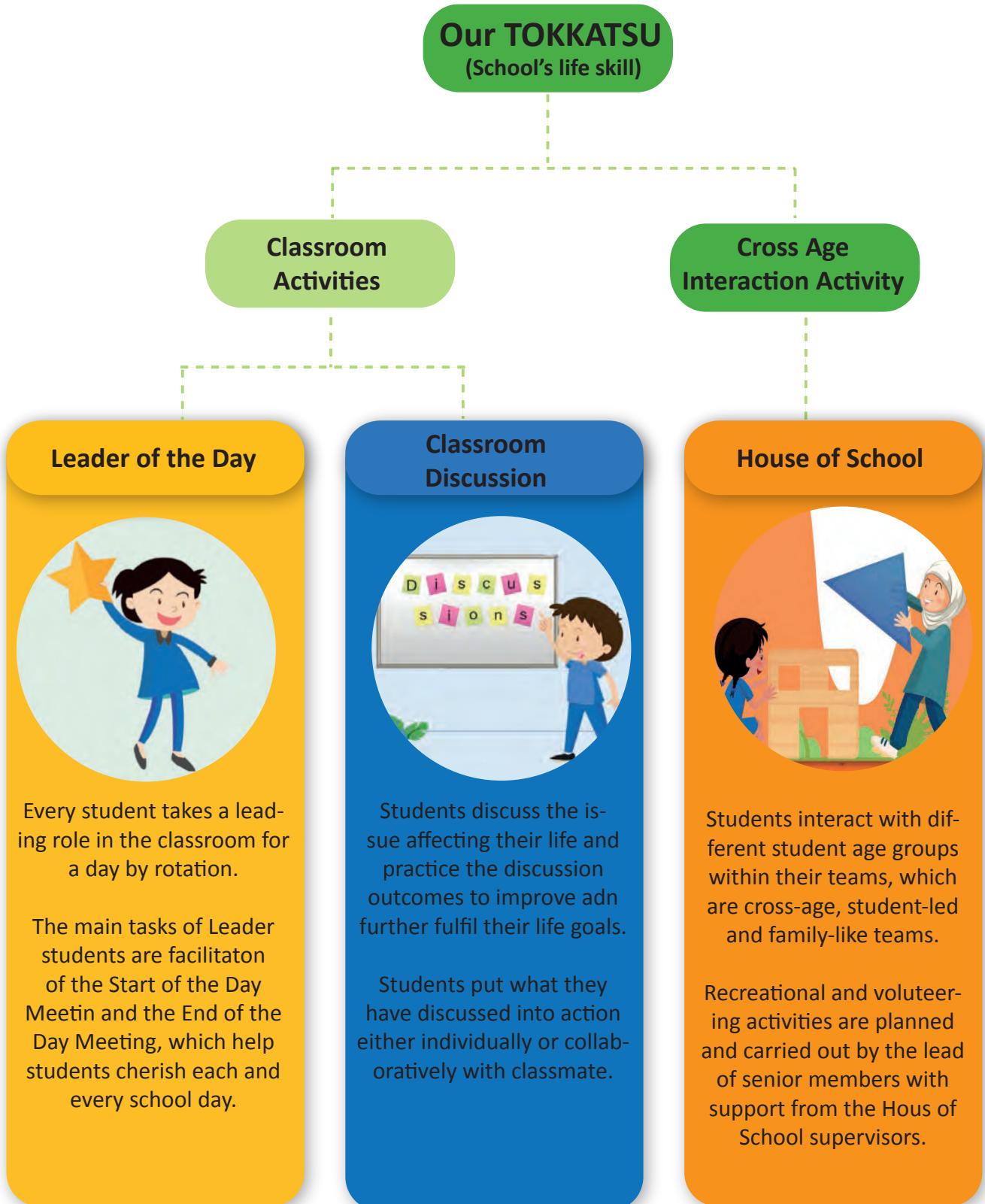
The TOKKATSU program for Jordanian schools, called Our TOKKATSU, was designed based on discussions, communication, contact, and formal consultations with the Education Administration/Formal Education Department in the Ministry of Education, as well as with teachers, students, and parents from the targeted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

## 1-3 Coordinating Our TOKKATSU (School's life skills)

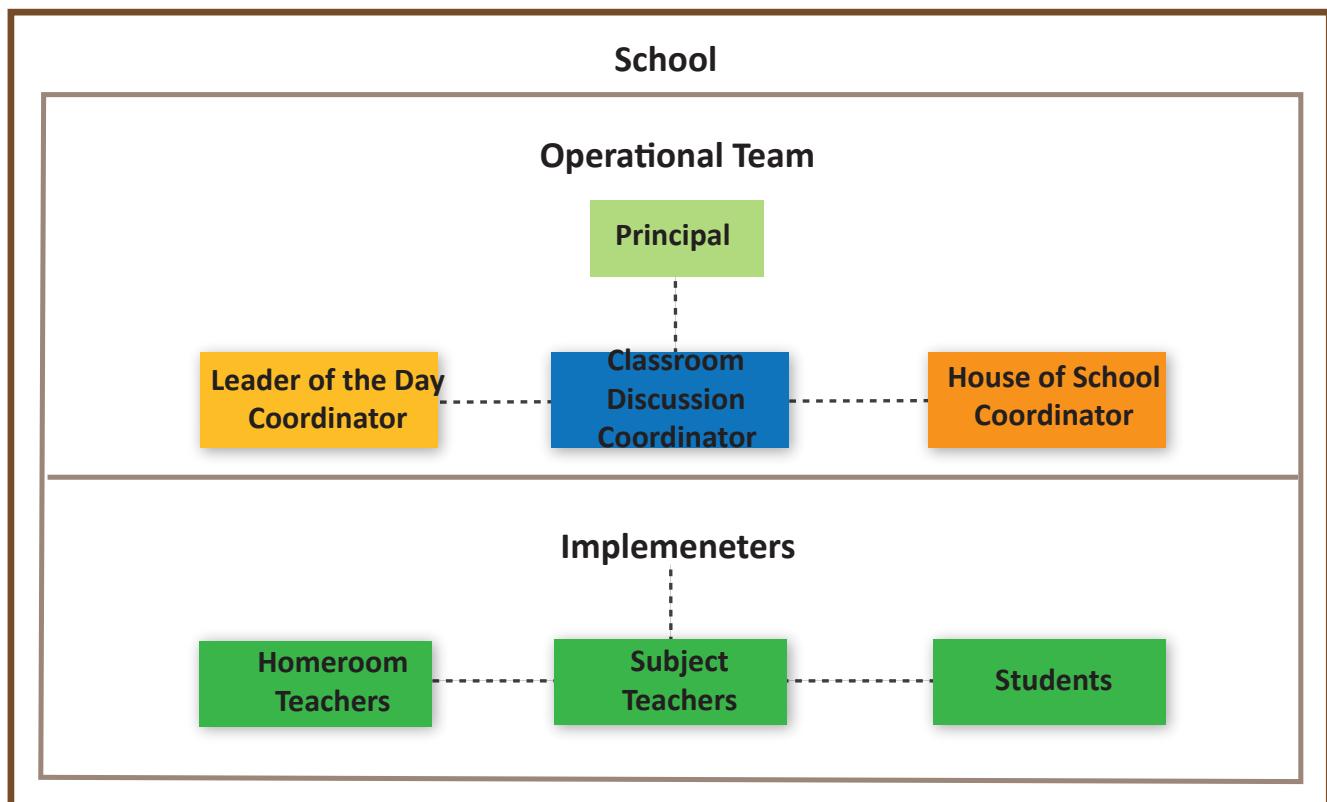
### 1-3-1

### 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**

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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**

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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.

**1-3-2**

### 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:

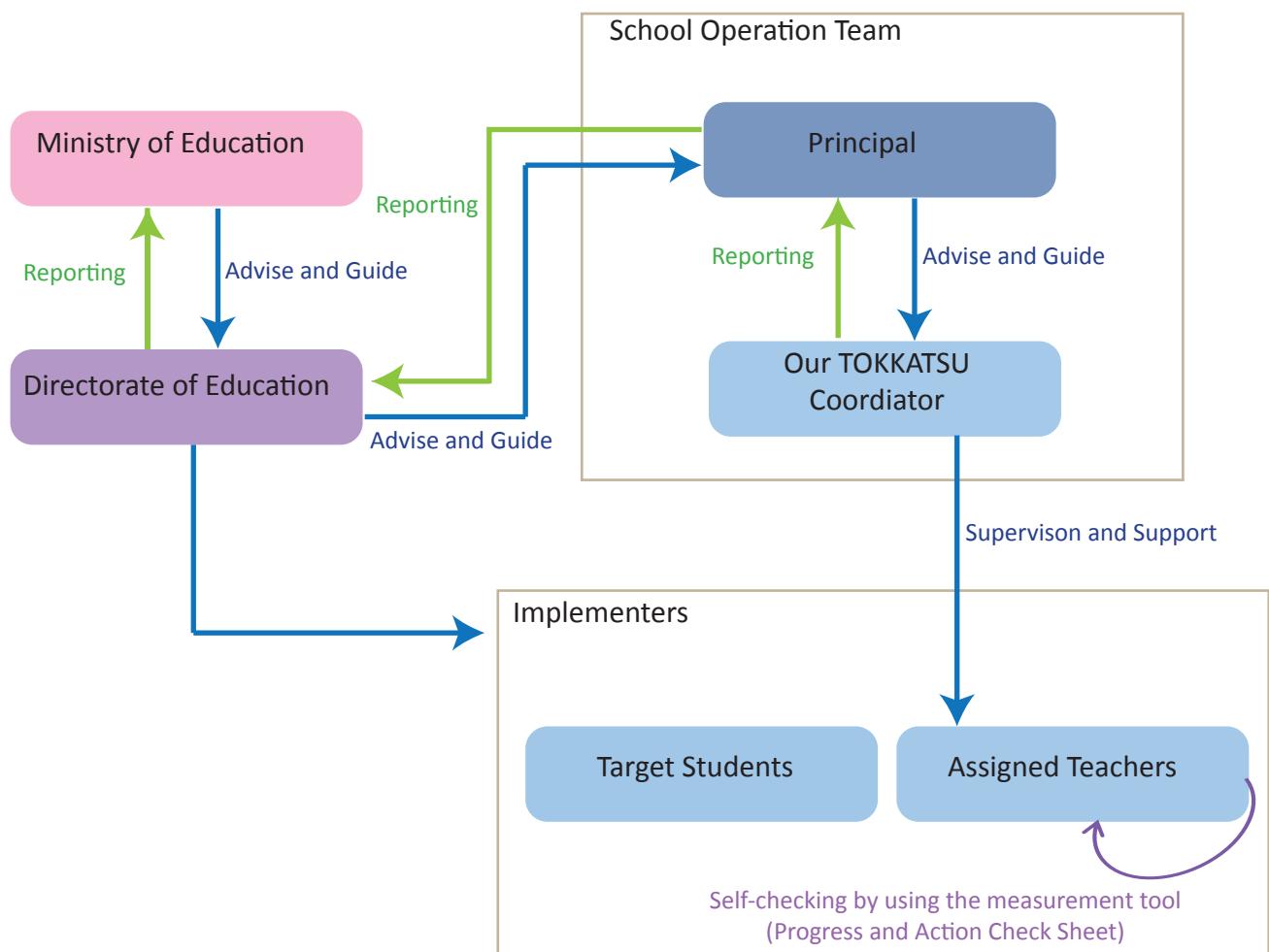
1. Meeting with the school principal to explain the activities of the Our TOKKATSU program and its objectives, the roles of relevant parties, the follow-up process, and the use of the Progress and Action Check Sheet (the measurement tool).
2. Guiding the school principal to encourage teachers to implement 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.



## 1-4 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	1. Teachers can explain the Leader of the Day activity to students. 2. Teachers understand the steps for implementation.	30 minutes	1. An introductory workshop is held for homeroom teachers on the Leader of the Day activity, including its details and implementation steps. 2. The Coordinator asks teachers to select a Class Representative and a Vice Representative.	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	1. Class Representatives follow up on the activity in the classroom. Initiatives are launched to promote a positive classroom environment	30 minutes	1. A meeting is held with Class Representatives and Vice Representatives to define their roles. They brainstorm initiatives to implement during the semester.	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	1. Students build positive relationships. 2. Students lead the Start of the Day Meeting. 3. Students increase self-confidence and responsibility.	2 minutes at the beginning of the first period	1. Teachers ensure the activity board is ready. 2. Teachers monitor and guide students as they perform the Leader of the Day role. 3. Teachers offer advice and support. 4. The Leader of the Day actively contributes throughout the school day. 5. The teacher fills in the leader's notebook and passes it to the next student.	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	1. Enhancing leadership skills among the students. 2. Promotion of positive behavior toward school	30 minutes	1. The Coordinator holds a follow-up meeting. 2. Class Representatives discuss challenges and propose solutions.	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	1. Each teacher invites a parent to attend the activity. 2. Teachers suggest ways for parents to participate. 3. A parent visits and participates in coordination with the responsible female teacher.	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	1. Enhanced leadership skills among students. 2. Promotion of positive school behavior.	30 minutes	1. The Coordinator holds a follow-up meeting. 2. Class Representatives discuss challenges and propose solutions.	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 Our TOKKATSU Coordinator	1. Identifying strengths, weaknesses, opportunities, and challenges of implemented activities. 2. Generating ideas for a better plan for the next semester.	30 minutes	1. The Coordinator shares the agenda a day before the meeting. 2. The Coordinator facilitates the review meeting. 3. A discussion is held on student performance, challenges, and opportunities. 4. Participants suggest ideas for improving next semester's plan.	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-up: Our TOKKATSU Coordinator Target group: Homeroom Teachers, Class Representatives and Vice Representatives

## 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>1. The Coordinator holds an introductory workshop for teachers about the Classroom Discussion activity, including details, implementation steps, and lesson plans.</li> <li>2. The Coordinator explains the PAC (Progress and Action Check) Sheet for the activity and how to use it.</li> <li>3. The Coordinator announces the start date of implementation.</li> <li>4. The Coordinator shares the follow-up process.</li> <li>5. The Coordinator answers teachers' questions.</li> </ol>	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-Up: Our TOKKATSU Coordinator Target Group: Homeroom teachers
The Second Week of October	Classroom Discussion Topic: Who Am I	<ol style="list-style-type: none"> <li>1. Students' ability to introduce themselves appropriately.</li> <li>2. Increased students' self-confidence.</li> </ol>	Free Activity Period	<ol style="list-style-type: none"> <li>1. Provide students with the worksheet as homework one day before the activity.</li> <li>2. On the day of the activity, the homeroom teacher explains to the Discussion Manner and emphasizes their importance during the lesson.</li> <li>3. The teacher holds a discussion session following the lesson plan.</li> <li>4. The teacher collects the worksheets for filing.</li> <li>5. 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
The Fourth Week of October	Classroom Discussion Topic: Family Tree	<ol style="list-style-type: none"> <li>1. Enhance students' self-confidence.</li> <li>2. Equip students with basic information about their families.</li> <li>3. 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>1. Provide students with the worksheet as homework one day before the activity.</li> <li>2. On the day of the activity, the homeroom teacher explains to the Discussion Manner and emphasizes their importance during the lesson.</li> <li>3. The teacher holds a discussion session following the lesson plan.</li> <li>4. The teacher collects the worksheets for filing.</li> <li>5. 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
The First Week of November	Workshop for Parents	Strengthening parents' roles in the school community.	30 minutes	<ol style="list-style-type: none"> <li>1. Introduction by Our TOKKATSU Coordinator.</li> <li>2. Presentation of the Classroom Discussion activity with videos.</li> <li>3. Collection of parents' ideas for participation in upcoming activities.</li> <li>4. 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>1. Students' ability to present their work to peers.</li> <li>2. Students' awareness of respecting others' points of view.</li> </ol>	Free Activity Period	<ol style="list-style-type: none"> <li>1. Provide students with the worksheet as homework one day before the activity.</li> <li>2. On the day of the activity, the homeroom teacher explains to the Discussion Manner and emphasizes their importance during the lesson.</li> <li>3. The teacher holds a discussion session following the lesson plan.</li> <li>4. The teacher collects the worksheets for filing.</li> <li>5. 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
The Fourth Week of November	Classroom Discussion Topic: School Uniform	<ol style="list-style-type: none"> <li>1. Enhance students' respect for the school uniform.</li> <li>2. Promote students' commitment to wearing the school uniform.</li> </ol>	Free Activity Period	<ol style="list-style-type: none"> <li>1. Provide students with the worksheet as homework one day before the activity.</li> <li>2. On the day of the activity, the homeroom teacher explains to the Discussion Manner and emphasizes their importance during the lesson.</li> <li>3. The teacher holds a discussion session following the lesson plan.</li> <li>4. The teacher collects the worksheets for filing.</li> <li>5. 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
The First Week of December	Classroom Discussion Topic: Who Lives in My House	<ol style="list-style-type: none"> <li>1. Introduce students to the Discussion Manner.</li> <li>2. Enable students to introduce their family appropriately.</li> <li>3. Increase students' confidence in themselves and their families.</li> </ol>	Free Activity Period	<ol style="list-style-type: none"> <li>1. Provide students with the worksheet as homework one day before the activity.</li> <li>2. On the day of the activity, the homeroom teacher explains to the Discussion Manner and emphasizes their importance during the lesson.</li> <li>3. The teacher holds a discussion session following the lesson plan.</li> <li>4. The teacher collects the worksheets for filing.</li> <li>5. 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 Second Week of December	Review meeting with the teachers by Our TOKKATSU Coordinator	<ol style="list-style-type: none"> <li>1. Identify strengths, weaknesses, opportunities, and challenges of the activities.</li> <li>2. Propose ideas to design a better plan for the upcoming semester.</li> </ol>	30 minutes	<ol style="list-style-type: none"> <li>1. Coordinator shares the meeting agenda one day in advance.</li> <li>2. Coordinator facilitates the review meeting.</li> <li>3. Discussion on student performance, strengths, weaknesses, challenges, and opportunities.</li> <li>4. Participants suggest ideas to improve the upcoming semester's plan.</li> </ol>	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-Up: Our TOKKATSU Coordinator Target Group: Assigned teacher

**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.	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Monitoring: Our TOKKATSU Coordinator Target Group: Captain and Vice Captain
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 videos 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: 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 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. 4. Points are recorded and posted on the team board.	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-Up: Our TOKKATSU Coordinator Target Group: Parents of students from 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 video 3. Collection of parents' ideas for future participation 4. Coordination of schedules and roles for parent participation	Preparation: House of School Supervisors and Captains Implementation: House of School Supervisors and Captains Follow-Up: Our TOKKATSU Coordinator and KNK Target Group: Classes 2A, 4A, 6A
The Fourth Week of November	House of School Activity: Collect and Transfer Ball	1. Enhance Captains' leadership in competition 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. Coordinators record scores on the team board and the House of School Supervisor announces winners.	Preparation: Our TOKKATSU Coordinator Implementation: Our TOKKATSU Coordinator Follow-Up: Our TOKKATSU Coordinator Target Group: House of School Supervisors and Principal
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 Follow-Up: Our TOKKATSU Coordinator Target Group: House of School Supervisors and Principal

## 1-5 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:

- $\leq 64\%$ : Weak
- 65%–79%: Moderate
- 80%–94%: Good
- $\geq 95\%$ : 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.

# Leader of the Day



## 2-1 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:

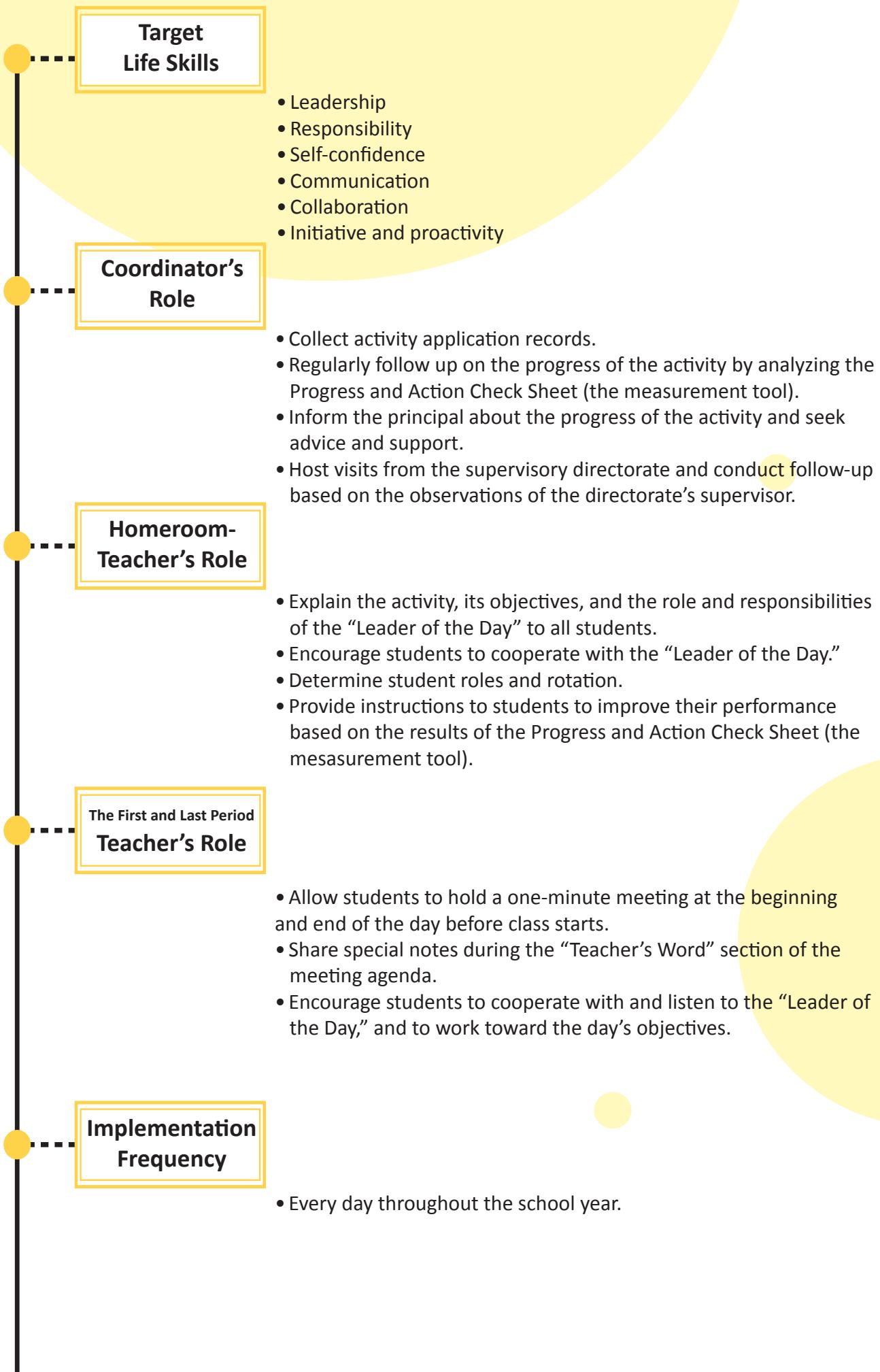


Start of the Day Meeting



End of the Day Meeting





## 2-2 Activity Preparation

Preparation for implementing activity is as follows;

1. Setting the Leader Student's tasks according to the class, school needs and level of students.
2. Setting contents of Start and End of the Day meetings.
3. Deciding the way how to select Leader students.
4. Setting the wallpapers related to the Leader of the Day.
5. Preparing items for identifying Leader student.
6. Preparing Star journal (Optional).
7. Informing students and parents about the Leader of the Day activity.

### **1. Setting the Leader Student's tasks according to the class, school needs and level of students.**

The daily tasks are determined by the school based on its needs. Teachers decide the contents of the agenda with the Leader of the Day coordinator. If students are aware enough to think of the Leader Student's tasks, teachers could have time with students to discuss them together.

#### **The standard tasks of Leader Student are as follows:**

1. Facilitating Start and End of the Day meetings (around two minutes each).
2. Suggesting Today's Target at Start of the Day meeting.
3. Reviewing Today's Target at End of the Day meeting.
4. Preparing for the lessons by setting the desks, textbooks and notebooks.
5. Greeting the teachers with classmates.
6. Assisting the teachers during the lesson. For example: compiling notebooks and distributing work papers.
7. Helping classmates. For example: searching for missing items.

#### **These are examples of extra tasks of Leader Students the Homeroom teachers can select depending on students' growth level:**

1. Checking attendance and absence of students.
2. Organizing the students' queuing in the morning queue and after the break time, then leading the queue to the classroom.
3. Conducting a health check of students at Start of the Day meeting. For example: inspecting nails.
4. Giving a one-minute speech at Start of the Day meeting where the Leader picks the topic they want to talk about.
5. Taking care of the whiteboard. For example: writing the day and date and cleaning them regularly.
6. Writing Star journal in which the Leader student writes the missions that were accomplished during the day and any other notes to the Homeroom teacher, which would be considered as a daily report that the Leader Student submits to the Homeroom teacher.



Leader Student distributes work papers to classmates.



Leader Student helps classmates in activities.



Leader Student lines up classmates during morning queue.

## 2. Setting contents of Start and End of the Day meetings

### **The facilitator in each grade:**

For Grade 1 to 3: Meetings are led by the Homeroom teacher and assisted by the Leader Student. The Homeroom teacher reads the meeting agenda and gives the student the opportunity to respond.

For Grade 4 and above: The meetings are led by the Leader Student and supported by the Home-room teacher, subject teacher, or the floor coordinator.

## 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	<b>Opening the meeting</b>	The Leader Student greets the teacher and classmates and announces the beginning of the meeting.	A Salaam Alaykum or Good morning. Let's start Start of the Day meeting.
2	<b>Introduction of the Leader student</b>	The Leader student introduces himself/herself.	I am the Leader student today. My name is ....
3	<b>Reading the lesson schedule of the day</b>	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	<b>Setting up Today's Target</b>	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	<b>Notification and announcement</b>	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	<b>Teacher's words</b>	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	<b>Closing the meeting</b>	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.

### 3. Deciding the way how to select Leader Student

There are several ways to select the Leader Student. Teachers in each class determine the way based on the needs and condition of the class.

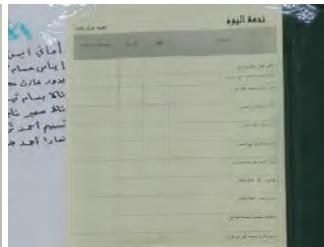
For example:

- According to students seating
- By lottery (Excluding the name of students who were already assigned to Leader Student)
- Students in alphabetical order

As a result of the experiences at the targeted schools, the most practical and easy way is to follow the alphabetical order of the student names. In case of a large number of students inside the classroom, teachers can select two students to be Leader Student.



The Leader student selects their successor and transfers the Leader badge to them.



The Home Class teacher prepares a list of Leader student names. When a Leader is selected, they sign next to their name.



The Leader student selects her successor and transfers the crown.



The next Leader student is selected by seating order and is given a star sticker to the forehead by previous Leader student.



Leader student selects her successor by lottery.

### 4. Setting the wallpapers related to the Leader of the Day.

The following are the essential information on wall papers for starting the activity:

1. Leader tasks
2. Agendas of meetings
3. Weekly lesson timetable



All wallpapers needed for Leader of the Day activity are set by a Homeroom teacher or a class representative.



## 5. Preparing items for identifying Leader Student

For highlighting Leader Student and motivating them to commit to their tasks, the items for distinguishing Leader Student are recommended. The photos of examples are as follows:



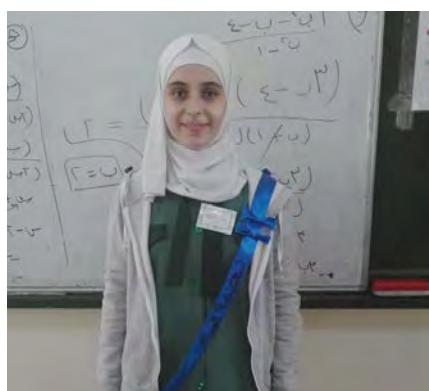
Leader badge



Star pin



Star badge



Leader ribbon



Star cap

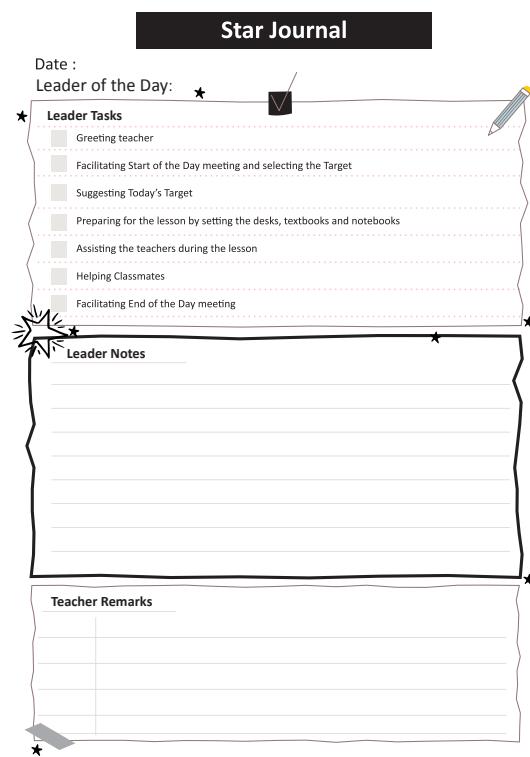


Star crown

## 6. Preparing the Star Journal (Optional)

The Star Journal could be utilized as the record or the diary to review of the Leader of the Day activities. And it would be helpful for teachers to monitor this activity.

For stable and effective implementation, it is more appropriate for student in Grade 4 and above to use it. The samples can be printed to be bunched as a book if needed.



## **7. Informing students and parents about the Leader of the Day activity**

Before starting the Leader of the Day activity, it would be important to let both students and their parents know and understand the contents of the activity and its purpose.

**For parents, the recommended methods are as follows:**

1. Notifying the activity through Social Media. For example: Whatsapp or School Facebook page.
2. Distributing brochures at the parents meeting or the students' registration term.

**For students, the recommended methods are as follows:**

1. The explanation meeting shall be set aside at the beginning of the school year. It would be preferable to finish most of the item preparation to thoroughly explain the activity.
2. Further tasks or modification of the agenda could be discussed on this occasion depending on students' growth level.

## 2-3 Tips and Good Practices

To activate the Leader of the Day, implementation will require additional tools or tips. Below are some practices and suggestions aligned with detailed activities and their targeted skills, as carried out by teachers in the field.

### 1. Today's Target

Today's Target is the role or goal which the Leader Student sets to be worked on, achieved and fulfilled by all classmates. Through working out Today's Target, all students have chances to cope with problem solving or improvement needed in their classes.



**One day before their turn, Leader Students choose a Target from a list prepared by the teacher. This gives them time to think about how to encourage classmates to follow the target.**

—Ameera Taha / Grade 1 (Meimouna Um Mo'mneen 1)

**Discuss the targets with the principal and coordinators before sharing them to students.**

—Eman Irdesat / Grade 5-6 (Al Sheimaa 1)

**Prepare cards with different targets written on them. Each morning, Leader Student can pick a card in a fun, game-like way to start the day.**

—Amneh Abbadi / Grade 6 (Amira Alia)

—Reem Silwady / Grade 1 (Thabit Bin Qais)

**For setting SMART Target:**

**Explain the meaning of SMART Targets, such as being simple, easy and practical so that students can participate with enthusiasm.**

**Provide examples then asking students to suggest their own targets.**

—Linda Abu Qamar / Grade 7-8 (Al Sheimaa 2)

**For setting SMART Target by junior students (From Grade 1 to 6):**

- Prepare the appropriate targets and write them on cards to let students choose from them.
- Let Leader Student ask their parents about the appropriate target.

**For setting SMART Target by senior students (From grade 7 to 12):**

- Guide Leader Student to decide practical and feasible targets.
- Allow Leader Student to discuss the Targets with classmates.



### Practical examples of SMART Target

“Help classmates at least once till the end of the day.”

“Let’s be quiet at the beginning of lessons.”

“Actively say “Thank you” to anybody who helps you.”

### Unpractical examples of the SMART Target

“Respect teachers”

“Protect the environment”

“Be positive”



Each Leader Student selects SMART Target from a card list the Homeroom teacher previously prepared.

## 2. Leader Tasks



**Write the name of the Leader Student where all teachers can see it, so they can directly assign tasks.**

**Encourage classmates to cooperate with the Leader student and seek help when needed. If a student raises their hand for assistance, the teacher should invite the Leader student to help.**

**Remind Leader students of their tasks and follow up with them.**

—Aysha Qatesh/Grade 5 (Meimouna Um Al Mo'mineen 1)

**Stand next to the Leader Student them to the class. Ask them to help with tasks like reading the lesson schedule or preparing the board.**

**Inform English teachers about the Leader of the Day role and encourage them to activate it during English lessons.**

—Basma Al-Jamaliah/Grade 2 (Amira Alia)

—Najwa Al Sarayrah/Grade 2 (Thabet Bin Qais)

**Give more tasks to Leader Student, such as collecting homework or helping classmates who haven't completed theirs.**

—Fatima Shakhatreh/Grade 4 (Amira Alia)

—Iftikar AbuGhaith/Grade 9 (Al Sheimaa 1)

**Assign Leader Student to help with student parliament elections.**

**For example, announcing nominees, collecting votes, and delivering the ballot to the admin office.**

—Hiba Mostafa/Grade 9 (Amira Alia)

**Involve Leader Student in the library tasks like maintaining order and distributing books.**

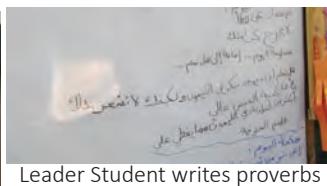
—Fatima Shakhatreh/Grade 4 (Amira Alia)

**Have Leader students prepare the whiteboard before the first lesson and write down information and proverbs like “Did you know?” facts as extra task.**

—Suhaila Amer, Mais Hamdan/Grade 3 (Amira Alia)



Leader Student facilitates the student council elections.



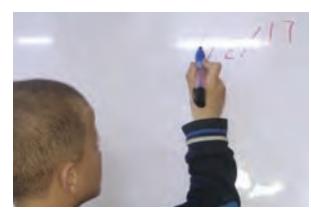
Leader Student writes proverbs for the day on the whiteboard.



Leader Student distributes books to classmates at library.



Leader Student assists classmates with cleaning classroom.



Leader student takes care of the whiteboard

### 3. Start and End of the Day Meetings

One of the most important and meaningful roles of implementing Start and End of the Day meetings is to let students get accustomed to hold the meetings and establish the routine in their school life.

Once they get used to holding the meetings every day, students will be able to set their mind to start their days in school and to review them to make sure the lessons are learned and to overcome challenges for the next day.



#### For holding the meeting every day (on time):

- Remind all classmates of a Leader Student for next day at End of the Day meeting.
- Let Leader Student inform their parents of their own turn to help them practice.
- Keep a short time for Leader Student to present themselves, their hobbies or talents to avoid dullness.
- Utilize the announcement part of the meeting agenda to let classmates join the meeting positively through asking them questions about their life after school.
- Let students share their plans after school or remind their classmates' birthdays in the announcement part of the meeting agenda.

—Sukaina Obeidat/Grade 9 (Amira Alia)



#### For smooth implementation of End of the Day meeting:



Remind the other teachers that Leader Student shall hold their meeting and ask them to help Leader students facilitate the meetings.

—Abeer Al Sarayrah/Grade 5 (Meimouna Um Al Mo'mneen 1)

—Suhaila Amer (Amira Alia)

Praise classmates for their cooperation with Leader Student and for being good listeners to Leader students during the meetings.

—Hiba Hadad (Al Sheimaa2)

Make a small board for Leader Student to write down the check points of the Start of the Day meeting: Leader name, target, absences, teacher notes. Notify the students that this board is not erased until the End of the Day Meeting.

—Fatina Abdallat/Grade1 (Amira Alia)

Hold the End of the Day meeting at the beginning of the last period to let students focus on the meeting.

Stand next to the Leader Student while he/she faces the rest of the students and support him/her in the meeting.

Ask classmates to listen carefully to Leader Student who facilitate the meetings.

—Reem Silwady/Grade 1 (Thabit Bin Qais)



## 4. Communication Skills

Communication skills can be nurtured through experiencing Leader Student meetings, which Leader Student would be the person to facilitate, tell and share the topics and information for classmates like teachers or class leaders. Leader Student's Tasks also need communication skills because Leader students will directly have conversations with other students to ask or help or even plead with them about something to fulfill their tasks. Since not all students will get used to take such roles, practical suggestions and instructions will be needed.



**Entrench habits:** By encouraging students to practice their roles and repeat phrases, they'll become familiar with the language and phrases. This process helps students increase their confidence. Best way is to teach them essential phrases that they will use.

**Encourage peer assessment:** If Leader Student could assist and train other Leader students one day before, it will improve the performance of Star student.

**Don't correct the performance of Leader Student too much.** But instead, have extra time for them after the class to share notes and involve the parents in training them well for next turn.

**Encourage Leader Student to talk with their hands when they feel stuck,** it will help them feel more comfortable and naturally talk with certain words and phrases.

**Ask Leader students to practice their roles at home in front of the mirror and ask them to pay attention to their body language, voice tone and phrases.** Encourage them to take their videos while practicing and watch them again for instant performance feedback.

**Remind Leader Student of using polite words (Please, Thank you, or Sorry) whenever they talk among each other.**

—Hanadi Al-Ezza/Grade 1, Nisreen Qshuwa/Grade 1, Dana Hassan/Grade 4 (Meimouna Um Al Mo'mneen 2)

**Prepare a board on which are put some pictures that express and present good communication skills. Also ask Leader Student to remind their classmates to apply them.**

—Sana Saleh/Grade 1, Aya Khalifa//Grade 3 (Meimouna Um Al Mo'mneen 2)

—Mona Hamedan/Grade 1 (Tamador Bint Amr 2)

**Teachers play the role of the Leader Student in front of his/her students by focusing attention on raising their voices, speaking clearly and using polite words first time and ask the Leader Student to perform his/her roles as the teacher did.**

—Zahra Ismail/Grade 4, Hanin Alrud/Grade 3 (Tamador Bint Amr 2)



## 5. Initiative

The initiative will be necessary and important to implement activity on a voluntary and sustainable basis. If Leader Student can start meetings or set targets or Leader Student's Task by themselves, teacher support is no longer needed.

Practically speaking, these two points are key to ensure the initiative by Leader Student:

1. Fulfill Leader tasks without being reminded by teachers.
2. Hold meetings without being reminded by teachers.



**Share the purpose of the activity with students to inspire the spirit of initiative. Explain to students your ideal class vision in terms of their behavior and make sure that they understand how important their roles are in achieving the ideals.**

**Observe students to discover their skills and find ways to highlight and develop them in connection with the targeted Leader of the Day skills.**

**Make occasional small adjustments to tasks or meeting agendas to keep the activity fresh and engaging.**

**Have outstanding Student train their peers a day before their turn.**

**Remind each Leader student of their tasks in advance and explain the importance of prepping to carry them out without any help.**

—Hanadi Alaza/Grade 1, Areej Nazal/Grade 2 (Meimouna Um Al Mo'mneen 2)

**If you notice that Leader Student fulfill their roles independently, thank and reward them by introducing them as role models to other classes.**

—Zahra Ismail/Grade 4 (Tamdar Bint Amr 2)

**Ask the school principal to recognize and thank the Leader Student who demonstrated their roles excellently without any support during morning queue.**

—Dana Hasan/Grade 4, Lana Alqarneh/Grade 5 (Meimouna Um Al Mo'mneen 2)



## 6. Cooperative Mind

A cooperative mind can be nurtured among classmates through implementing the Leader of the Day. This social skill would be assured if all classmates try to fulfill and have the same aims. Even if the aims or targets could not be achieved, their attitudes which each classmate tries to do with the same aim would strengthen a cooperative mind.

Practically, cooperative mind will be nurtured when students start to help the Leader Student to fulfill tasks.



**Use games or ice breaking activities to enhance the cooperative mind.**

**Involve students in the process of setting the Leader Student's Task and the meetings agendas. When students feel that they were involved in the activity from beginning, they would become more cooperative.**

**Explain the importance of the activity to the students, make sure that each student has an important role to play and each student's attitude is reflected on the whole class.**

**Review the activity with students and try to consider their suggestions. Suggestions elicit cooperation.**

**If a teacher finds some difficult/stubborn students, try to suggest other choices or ways which eventually realize the same achievement.**

**Be patient: give students chances to share the challenges or difficulties which they are facing, then provide advice and guidance.**

**Encourage students to cooperate with the Leader Student and remind the students that each one of them will get his/her role and become a Leader student.**

—*Sohad Bahar/Grade 1, Amany Arwaq/Grade 1 (Tamdar Bint Amr 1)*

—*Nisreen Qshuwa/Grade 1, Yasra Almabruk/Grade 2 (Meimouna Um Al Mo'mneen 2)*

**Use the honor board or school broadcast program to highlight students who are cooperative with Leader Student.**

—*Mona Hamidan/Grade 1, Atheer Zuhdy/Grade 2 (Tamdar Bint Amr 2)*

—*Sajeda Omar/Grade 3 (Meimouna Um Al Mo'mneen 2)*

**Give students a sense of comfort and create a safe environment in the classroom so that the students can cooperate with Leader Student.**

—*Aya Khleifa/Grade 3 (Meimouna Um Al Mo'mneen 2)*

**Take photos of classmates cooperating with Leader Students and post them on the school's Facebook page.**

—*Wafa Abu Zahra (Amira Alia)*

—*Areej Nazal/Grade 2 (Meimouna Um Al Mo'mneen 2)*



## 7. Autonomy

Autonomy is also one of the most important aspects for ensuring the sustainability of the Leader of the Day activity. The autonomy nurtured through this activity can be observed in the atmosphere of the classrooms rather than individual social skills, such as initiative. Through continuous efforts that individuals face shared challenges and goals with a cooperative mindset, the class as a whole begins to develop autonomy. Once the class gains autonomy in the Leader of the Day activity, students gradually apply this attitude to other activities without the need for teacher instructions.

In practice, autonomy can be nurtured through the following points:

1. Students are seated in their places and be ready to start the meeting.
2. Students become quiet and pay attention to the Leader Student.



**Use a stopwatch during the Start of the Day meeting to help students quickly prepare themselves.**

—Areej Nazal/Grade 2 (*Meimouna Um Al Mo'mineen 2*)

**Explain to students that if they independently pay attention to the Leader student, teachers may ask the school principal to praise them and introduce them as role models in the school.**

—Mona Hamidaan/Grade 1 (*Tamdar Bint Amr 2*)

**Since parents have a major impact on their children's attitudes in school, teachers should not overlook their role in guiding and shifting students' perspectives toward school and class.**

—Rawan Shaker/Grade 2 (*Amira Alia*)

**Try to change the classroom atmosphere occasionally. Laziness and dullness suppress students' autonomous attitude.**

**Remember: Always facilitate and don't be dominant and preachy. When students are given more active roles and the space to act independently, they develop better attitudes. If students see their teachers actively supporting Leader Student, this scene has a stronger impact and encourages them to take initiative themselves.**

**Excitement is contagious. Show genuine happiness when students act voluntarily—it positively influences how students perceive their classroom.**

—Fatin Abdallat/Grade 1 (*Amira Alia*)

**Recognize cooperative behavior with a creative tool like "The Wall of Heroes." This can display photos of students who have shown cooperation. Teachers can turn student photos into hero images or paste them on famous character templates and label their "superpowers."**

**For example, "Special powers: Cooperation, listening to Leader students' instructions, Always helping the Leader Student, Being polite with the Leader Student," etc.**

**Create a class cheer at the beginning of the school year. This unique chant between the teacher and students can be used during Start and End of the Day meetings for motivation and bonding.**

**Encourage Leader students to show gratitude to classmates who helped or fulfilled tasks well by using "Complement Cards." On the card, Leader students write the names of cooperative classmates and describe what they did. These cards are then given in front of the class while classmates applaud. Teachers can also add encouraging comments or stickers.**



## 2-4 Implementing Online Activity

For implementing Leader of the Day by online, follow the below steps:

1. Teacher decides the order of Leader students and inform them it through class group chats.
2. Teacher shares the social media rules and meeting agenda with students through group chat.
3. Teacher decides the suitable time to share the meeting video.
4. Teacher encourages students to apply the Target individually after sharing meeting video, voice message or pictures from students.
5. Teacher encourages classmates to share videos or messages related to the Target through group chat.

### Online meeting agenda:

Teacher can change the red sentences in the agenda with the situation of remote education.

## Online Meeting Agenda

	Agenda	Contents	Leader Students Words
1	<b>Opening the meeting</b>	The Leader Student greets the teacher and classmates and presents himself/herself.	A Salaam Alaykom, I am.... I am the Leader student today.
2	<b>Sharing any advices</b>	The Leader Student reminds the classmates to check their health and notify their parents.	I would like to advise all of you to avoid crowded places when you leave the house. And I would like to remind you to check your health condition regularly, and if you feel sick, tell your parents immediately.
3	<b>Reminding about homework</b>	The Leader Student reminds the classmates of any homework they need to submit by today.	Remember copying page 10 from the Arabic language textbook.
4	<b>Setting up today's target</b>	The Leader proposes today's target with a brief explanation why hi/she proposes it and encourages all the classmates to individually try to achieve it.	Today's target is to take a walk for 30 minutes. I would like you to take a walk with your family as well, it has a lot of health benefits.
5	<b>Closing the meeting</b>	The Leader Student close the meeting with a proper finish.	Thank you for listening, I hope you have a nice day.

## Remote communication manners through chat groups or others

1	Taking into consideration the availability of appropriate conditions when recording voice or video shooting, as it is advised to choose a quiet location that has adequate lighting.
2	Paying attention to family members not to appear accidentally while photographing or recording, it is advised to review any video before sending it in order to preserve the privacy.
3	Committing to the time specified for each activity by the teacher.
4	Listening to classmates' participations with respect.
5	Adhering to the topic of the activity.
6	Respecting the privacy of classmates by not sharing their videos or recordings on other pages or groups without their permission.

## 2-5 Tips and Good Practices for Online Activity

Leader of the Day activity can be implemented online as well, here are tips and practices:



### For implementing online activity:

- Stimulate students' competitive mind.
- Publish students' videos through social media or school's Facebook.
- Involve parents in preparing and shooting video for the meeting.



### For activating mutual conversation during the activity:

- Ask simple questions any students can answer.
- Help Leader Student in setting today's target which is familiar or related to his/her daily life.



A Leader Student congratulates her classmates on the prophet's birthday anniversary in her video.



A Leader Student suggests memorizing some verses of the Quran as today's target.



A Leader Student shares health advice to his classmates in his video.

# Measuring Tool

**“Progress and Action Check Sheet”**

## How to Use the Measurement Tool for Start and End of the Day Meetings

### Who can use it:

Principal, activity coordinator, Our TOKKATSU instructor, or a teacher experienced in Our TOKKATSU activities.

### Step for Use

1. Fill in the basic information at the of the form.

2. Before the Activity

- Review the observation points in the first table (Observation Table).
- Each point is described across three performance levels: Poor (*1 point*), Intermediate (*2 points*), Excellent (*3 points*).

3. During the Activity

- Observe and select the scene that best matches what is happening in the classroom.
- Mark the matching level for each observation point.

4. After the Activity

- Add up the points from all selected levels.
- Calculate the percentage of performance using this formula:  
Total points / (4\*No. of observation points) \*100%

Example: 36 points from 9 observation points for the Start of the Day Meeting

If a certain classroom has 28 total points during the Start of the Day meeting, the level of the performance will be calculated as below;

$$\begin{aligned}\text{Level of performance} &= (\text{Total points} / (4*\text{number of observation points}))*100\% \\ &= (28/(4*9)) *100\% \\ &= (28/36) *100\% \\ &= 77.7\%\end{aligned}$$

Performance levels based on percentage:

≤64% = Weak

65–79% = Moderate

80–94% = Good

≥95% = Excellent

5. Improvement Suggestions

- Check the second table (Specifications Table) linked to each observation point.
- Suggest applicable strategies to the activity teacher based on selected scenes.
- Teachers can also use their own ideas to improve performance.

### Usage Frequency

- Teachers can use the tool at any time for self-reflection.
- The activity coordinator should evaluate each class at least once a month and file the results.
- Directorate of Education supervisors visits once per semester to monitor, check the Our TOKKATSU file, and observe some classrooms.

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

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

School Name:	Form Filled Out By:
Day/Date:	Class/The 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.)
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 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.
		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.
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:

**Table of Proposed Actions According to the Performance Levels**

<b>Performance Level</b>			
<b>Poor</b>	<b>Moderate</b>	<b>Good</b>	<b>Excellent</b>
<p>(1-1)            *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.            *Review the role of the first-period The teacher in encouraging the The Leader Student to hold the meeting on time.            *Post Leader'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 Leader 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 Leader Student to prepare well for the meeting by writing the agenda on paper or the board.            *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)            *Ensure the 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 parents.</p>
<p>(3-1)            *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.            *Explain what the SMART Target is, how to choose one, and the points for making a target SMART.</p>	<p>(3-2)            *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.            *Remind the student of the four SMART points.</p>	<p>(3-3)            *Ask the class to list the conditions that must be met for a target to be the SMART Target.            *Have the class comment on the target and help the Leader Student formulate it appropriately to make it a SMART Target.</p>	<p>(3-4)            *Draw the class's attention to the Leader's skill in choosing the SMART Target.            *Have the leader show classmates how the four SMART points are met by the target.</p>
<p>(4-1)            *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 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)            *Train the Leader Student to speak clearly and loudly by repeating what they said or by providing them with a loudspeaker.            *Repeat the Leader's words aloud to the entire class.            *Choose another student to support the Leader Student with a loud voice.</p>	<p>(4-3)            *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>(4-4)            *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>(5-1)            *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>(5-2)            *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 doesn't implement.</p>	<p>(5-3)            *Remind the Leader Student of the remaining points he/she need to consider implementing in the future.            *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)            *Show enthusiasm and appreciation for the Leader Student's strong, confident body language.            *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)            *Manage the class: the students seated, staying calm, and not distracted by side matters.            *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)            *Remind the students to listen attentively to the meeting.            *Notice any distractions that distract the class and try to fix them.            *Ask students questions related to the meeting content to test their attention and listening skills.</p>	<p>(6-3)            *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>(6-4)            *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>(7-1)            *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>(7-2)            *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>(7-3)            *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>(7-4)            *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>(8-1)            *Have the students applaud the The Leader Student after the meeting.            *Recognize the Leader's efforts in front of the rest of the class with words of praise.            *Mention positive qualities in the Leader Student'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 Student share his/her feelings about being recognized by their peers.</p>	<p>(8-4)            *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)            *Reassess the teacher's role in the activity and its impact on the effectiveness of the activity.            *Seek help and advice from 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 Student today.            *Review any points you £15 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: 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:					
<b>Observation Table</b>							
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.	
		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:

**Table of Proposed Actions According to the Performance Levels**

<b>Performance Level</b>			
<b>Poor</b>	<b>Moderate</b>	<b>Good</b>	<b>Excellent</b>
(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."	(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.	(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.	(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.
(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.	(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.	(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.	(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.
(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.	(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.	(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.	(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.
(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.	(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.	(4-3) *Remind the Leader Student of the remaining points he/she need to consider implementing in the future. *Ask the class about the points that the Leader Student doesn't mention and have them suggest ideas for how to mention them next time.	(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.
(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.	(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.	(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.	(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.
(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.	(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.	(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.	(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.
(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.	(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.	(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.	(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.
(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.	(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.	(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.	(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.
(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.	(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.	(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.	(9-4) *Search for new and creative ideas to add to the activity and propose them to the Leader Student and classmates.

# Classroom Discussion



### 3-1 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>

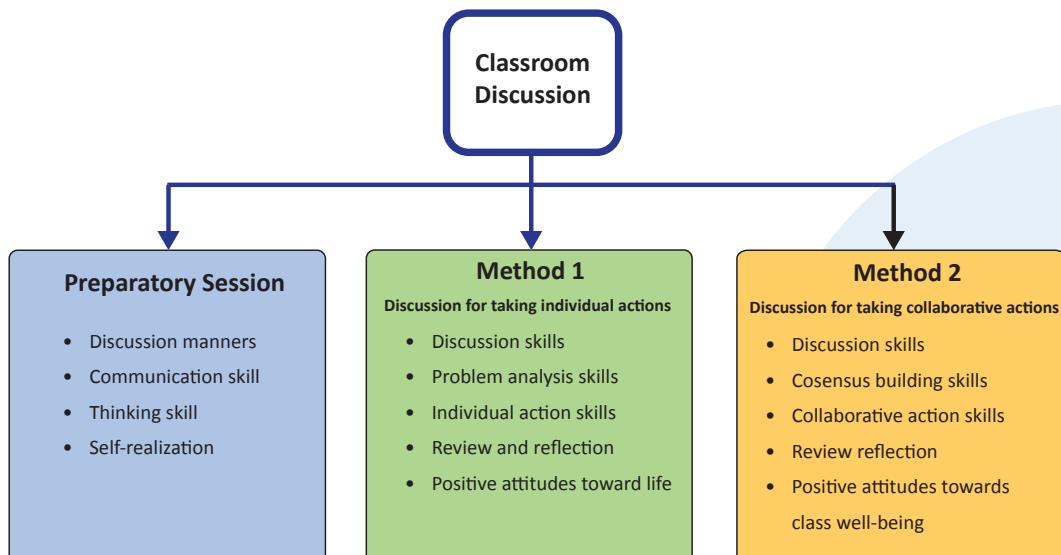


#### Type of Discussion Sessions

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.

### Assistant 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

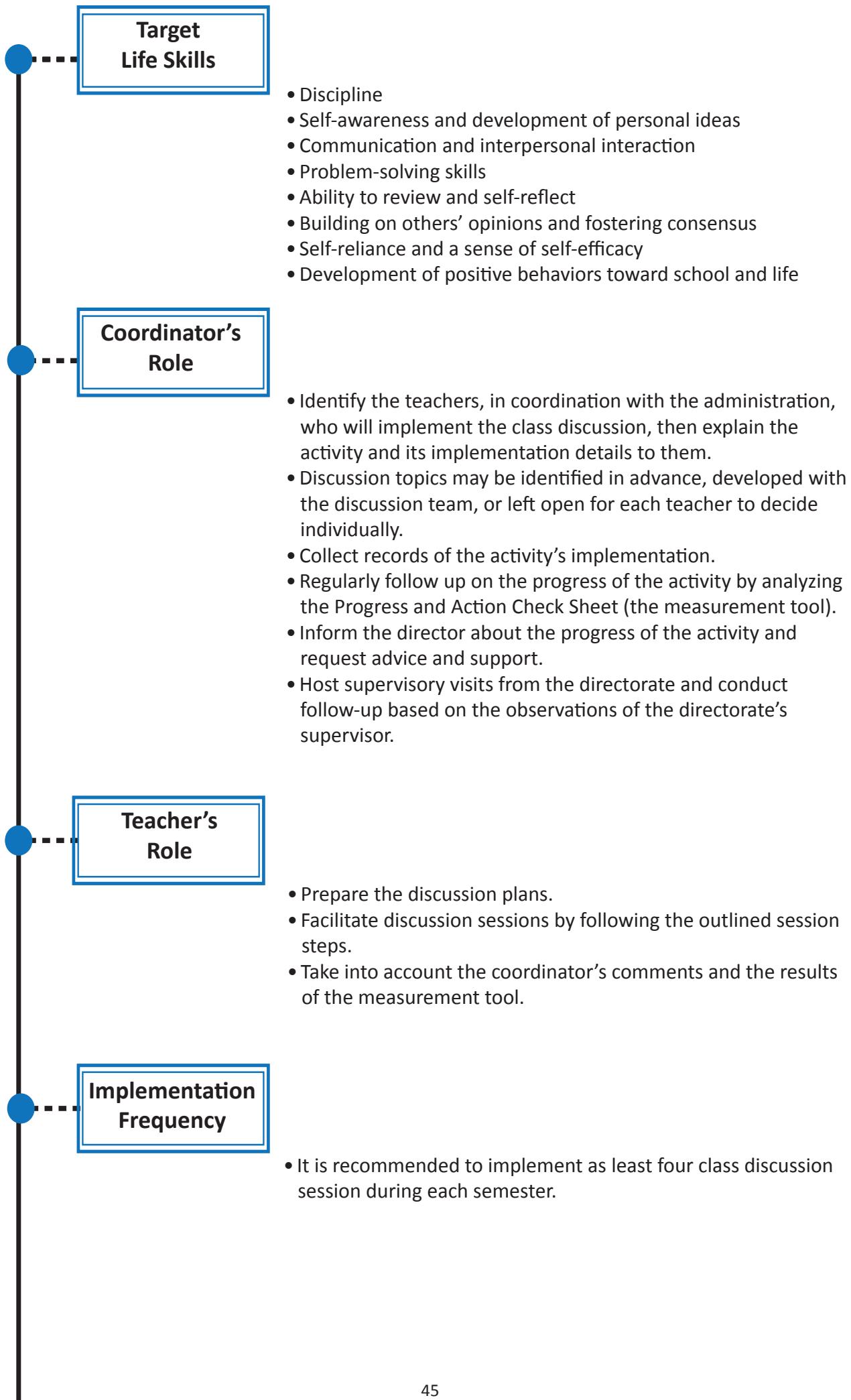
- Prepare the board (cleaning, write title, day and date).
- Record students' suggestions and opinions.
- Record session results and actions to be taken.
- Record teacher's notes.

### 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.



## 3-2 Item Preparation

Below is the list for the items needed for preparing for the discussion sessions:

1. Discussion manners
2. Exit Card
3. Hand signs (Optional)
4. Discussion Notebook (Optional)

### 1. Discussion Manners

Through discussion sessions students learn and practice a set of basic discussion manners, which are essential for every student to participate in discussions actively and effectively.

Example of such manners are:

Raise a hand politely to participate

1

Do not interrupt classmates

Respect all opinions

3

Listen to the speaker

Teachers can consider introducing other manners based on their observation of class needs.

The targeted discussion manners can be compiled in a wallpaper and be displayed in the classroom. These manners are not only to enhance their performance but also to maintain a good, organized and disciplined atmosphere for all class members to be part of the discussion.

As same as communication skills, manners are not acquired at once and teachers may find it challenging to introduce the manners to students at the beginning, but students gradually learn and develop them through exercise.

## 2. Exit Card

Exit Card is for teachers to review how the session progresses and what they have proceeded with regarding the discussion and identify improvement points for the future.

The teacher fills this card by asking the questions to the students at the end of every session.

Question	Answer
1- Did you express your opinion and do think your opinion was respected by your classmates?	<input type="checkbox"/> Yes ( No. of Students / percentage ) <input type="checkbox"/> No ( No. of Students / percentage ) Notes:
2- Did you find any interesting opinions from your classmates today?	<input type="checkbox"/> Yes ( No. of Students / percentage ) <input type="checkbox"/> No ( No. of Students / percentage ) Notes:
3- Did you enjoy today's discussion?	<input type="checkbox"/> Yes ( No. of Students / percentage ) <input type="checkbox"/> No ( No. of Students / percentage ) Notes:
4- What can we improve for the next discussions?	Notes:

## 3. Hand Signs (Optional)

A teacher might ask a student to share his/her opinion while other students might have an opinion or idea they would also like to share, but something is holding them back. Maybe they are worried that their ideas are not good enough to say out loud and the fear of embarrassment keeps them from raising their hand.

In a classroom of diverse learners it might be difficult to determine what students are thinking and feeling about the topics being discussed. There are many thoughts in student's minds that are very valuable for the teachers to know, but there are few opportunities to hear them.

Using hand signs is not only effective for classroom management but also provides immediate feedback on whether students understand what is being discussed.

The following are examples of hand signs and their meanings:



Meaning: "I agree or my opinion is similar to my colleagues"



Meaning: "I disagree or I have a different point of view"



Meaning: "I want to ask"



Meaning: "I would like to add something"

#### 4. Discussion Notebook (Optional)

Through a clear and complete record of the discussion session, a teacher stimulates individual student comments and interpretations, captures them, and builds on them. A teacher can ask students to refer to the record as a verification of decisions and actions to keep them on track.

The Discussion Notebook is also an interactive book which can be considered as a communication tool between students and the teacher, especially when students glue together their Action Card or their work as drawings or handcrafts, etc. A teacher should assist students and explain the concept of the notebook, and how to take record the discussions.

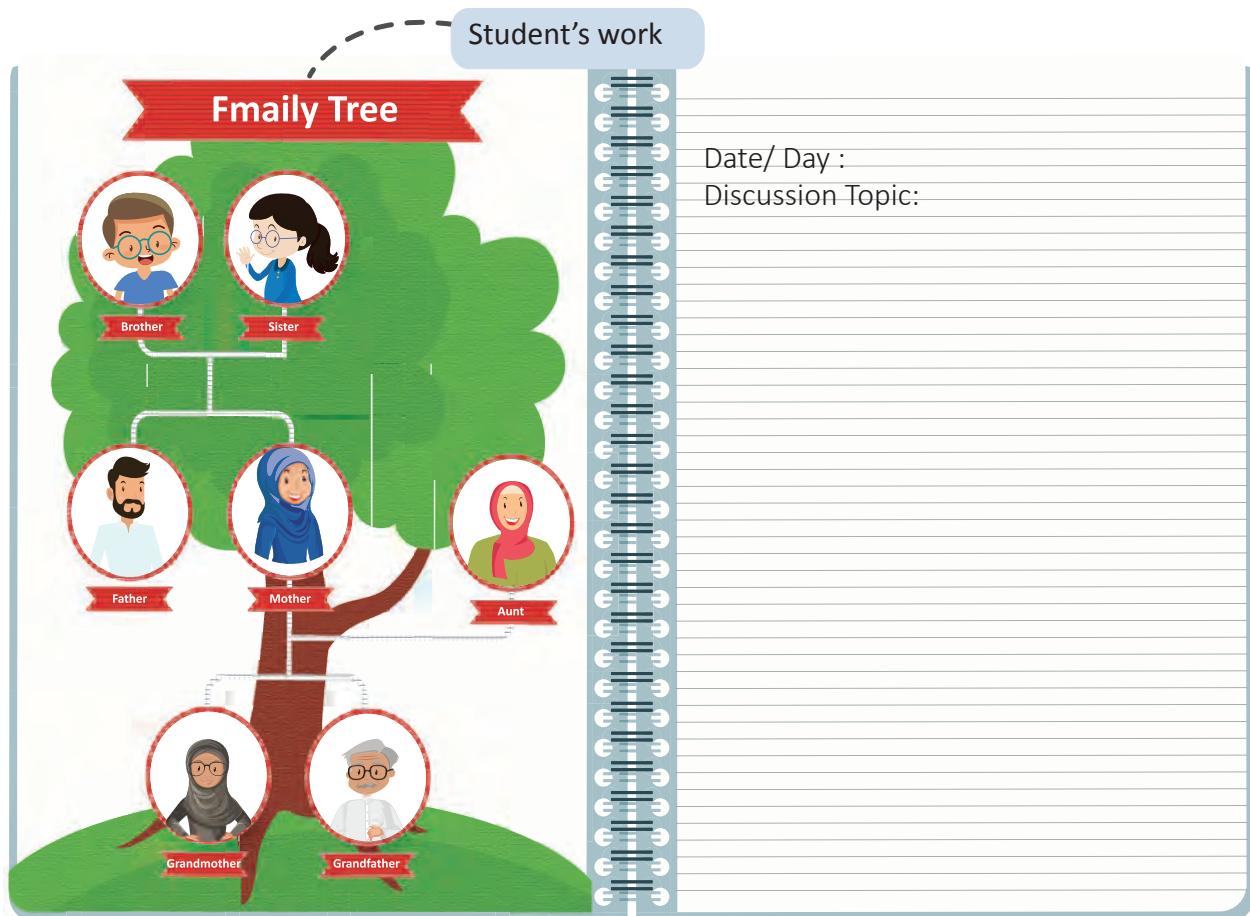
The following are points to record:

- If ideas or opinions are specific suggestions.
- If ideas or opinions are stated several times, and/or with obvious reasons.
- If the teacher directly requests to write down a point “for the record”.
- If a new idea or new information that has not been previously stated is introduced.
- If ideas or opinions are related to how money has been spent, how money will be spent, or how money should be spent.
- If a decision is made by an individual (Method 1) or by a group (Method 2).

The following tips can help the students recording easier and clearer:

- Use symbols to distinguish between suggestions and decision or actions.
- Use numbers to establish a priority of decisions or actions.
- Use underlining, coloring, etc., to highlight specific points or ideas.

The following is example of Preparatory Stage session Discussion Notebook.



The following is example of Method 1 session Discussion Notebook.

Date / Day : \_\_\_\_\_

Discussion Topic : \_\_\_\_\_

Reasons of the problem :

1- \_\_\_\_\_  
2- \_\_\_\_\_  
3- \_\_\_\_\_

Suggested solutions/ actions :

1- \_\_\_\_\_  
2- \_\_\_\_\_  
3- \_\_\_\_\_

**Action card**

Filled on \ \_\_\_\_\_

Discussion topic : \_\_\_\_\_

Planned action :  
-----  
-----

Applying the action : (Sad) (Happy)

**Method 1 Review Questions**

Part	Question	Answer
Revision	1. Did you implement and practice the decision you were supposed to implement?	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes: _____
Reflection	2. How did you feel when you implemented it? Or when you couldn't implement it?	Notes: _____
Reflection	3. Did you find any change in your life when you implemented the decision or since you implemented it, which may not be noticeable such as a change in perspective, feeling, behavior, etc.?	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes: _____
Reflection	4. Did you face any challenges in implementing the decision? How did you deal with that?	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes: _____
Reflection	5. Will the decisions continue to be implemented in the future or will you modify them and why?	Notes: _____
Reflection	6. How do you feel now? Do you have any comments?	Notes: _____

The following is example of Method 2 session Discussion Notebook.

Date / Day : \_\_\_\_\_

Discussion Topic : \_\_\_\_\_

Reasons of the problem :

1- \_\_\_\_\_  
2- \_\_\_\_\_  
3- \_\_\_\_\_

Suggested solutions/ actions :

1- \_\_\_\_\_  
2- \_\_\_\_\_  
3- \_\_\_\_\_

**Action Plan**

The event name : _____			
What the class has decided to do	1- _____ 2- _____ 3- _____		
Event target			
Leader's name :			
Member names :			
Work Schedule	In charge	Needed materials/ tools	Time Frame
1			
2			
3			

**Initiative Card**

Initiative Name :
Leader Name :
Members Names/Photos :
Initiative Tasks : 1: _____ 2: _____

**Method 2 Review Questions**

.....
.....
.....
.....

Review  
 Each student reviews their actions individually in revision session

Task group card is recorded for implemented actions through Classroom initiatives, Class

Group members review their actions at revision session collaboratively

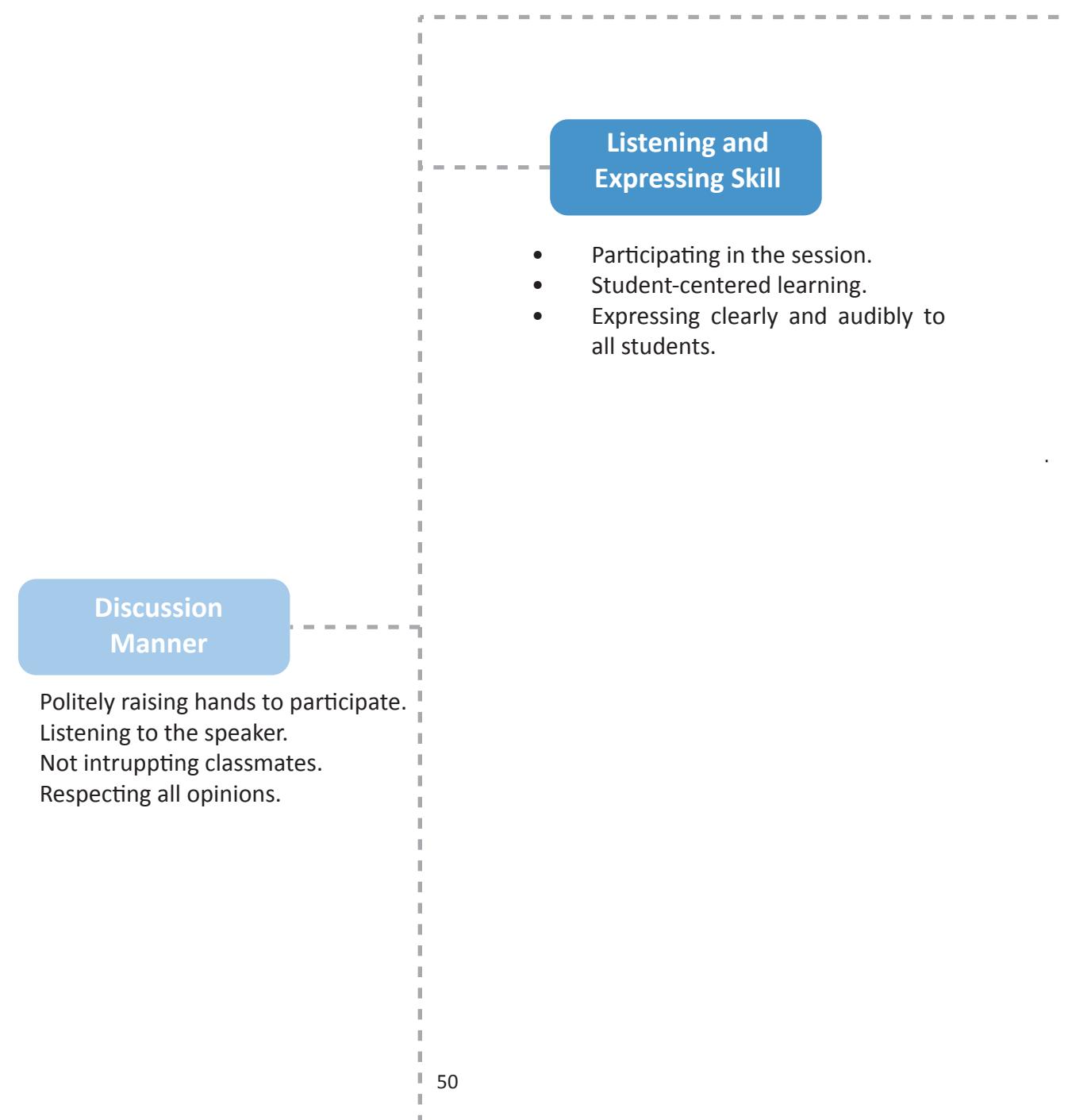
### 3-3 Preparatory Session

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.

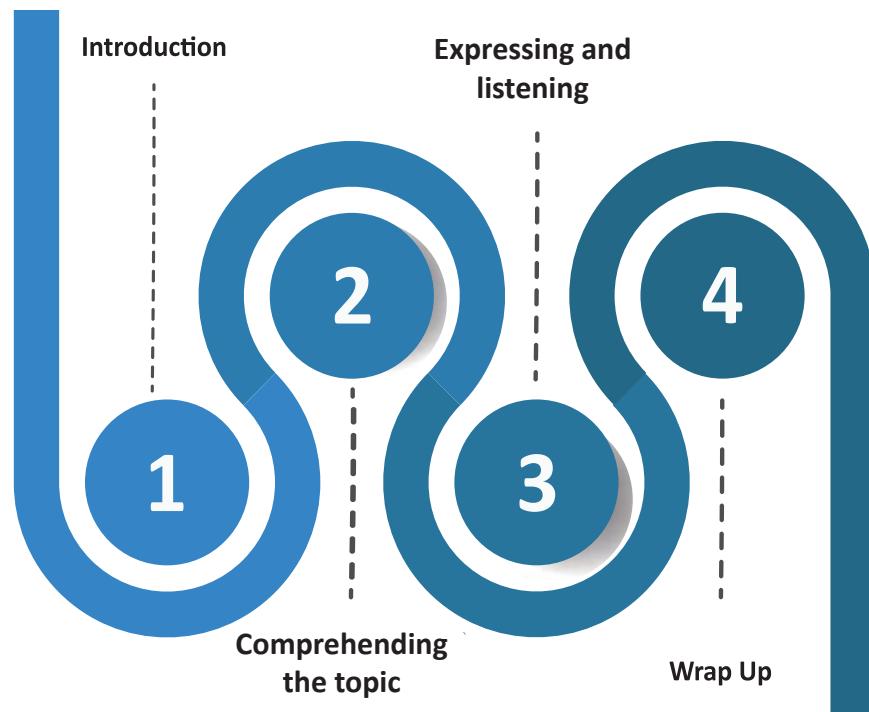
At this stage, the emphasis is on ensuring that all students participate in the discussion session, so the teacher may need to re-adjust the time distribution of the session steps according to the number of students in the class. Taking into account the rhythm and harmony of the session so that it does 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>

### 3-3-1

### Session Preparation

What is needed to prepare for the Preparatory Stage sessions is the session plan. The teacher prepares the session plans ahead for the sessions according to the targeted topics. These topics are selected based on students' needs and situation.

Preparing session plan for the session reminds the teacher of the discussion procedure and steps. Preparing key questions as well will help the teacher targeting the main points.

### 3-3-2

### Tips and Good Practices

For activating the preparatory stage, its implementation will need more tools or tips. Here are the tips and practices in line with detailed sessions and targeted skills done by the teachers in the targeted schools.

#### 1. Create Friendly Atmosphere in Class

Friendly classroom atmosphere is essential for the students to learn and develop. Friendly atmosphere increases the student academic achievements and self-esteem. It might need effort from both the teacher and students, but in the end, it can transform the classroom into a pleasant and learning-friendly environment.



Greet your students with enthusiasm every day. Find something positive to say whenever you can or if time permits.

Take time to talk about differences in the classroom. Diversity is everywhere, and students can benefit from learning about diversity at an early age. Talk about various cultural backgrounds, talents, strengths, and weaknesses. Provide opportunities for your learners to share their strengths and weaknesses. Even if the student is not good at running fast, he/she may be able to draw very well. These conversations always need to be kept in a positive light. Understanding diversity is a skill that will benefit students throughout their lives. It helps to build trust and acceptance in the classroom.

—Hunaida Bdair/Grade 5 (Amira Alia)

Give real praise and positive reinforcement often. The better students feel about themselves, the more compassionate they will be to themselves and others.

—Fatin Abdallt/Grade 1 (Amira Alia)

Call each student by their first and last name or nickname if they have it. We love our own names and we like people who call us by our names. It also shows that the teacher is interested in the student and it brings them closer together.





Explain to the students that they can talk about any opinion they have. We are listening and exploring different points of views. Everyone has their own life experiences and knowledge, and there is no right answer among them.

Assure the students that they are all welcomed in the session. And emphasize that they are welcomed to present any ideas freely as the teacher is interested to hear their thoughts and there are no wrong ideas. Let the students feel that the teacher appreciates their talking by listening with nods, taking notes, repeating what they said and giving compliments.

—Dala Al-Asta/Grade 4 (Amira Alia)

Implement the sessions in different places: school yard, library, theater, etc.

—(Meimouna Um Mo'mneen 1)

—(Dirar Bin Al Azwar)

Arrange students seating in a O or U shape to make sure all students can see each other and see the teacher.

—(Dirar Bin Al Azwar)

—(Meimouna Um Mo'mneen 1)

—(Amira Alia)



The teacher arranges students seating in a O or U shape in the classroom to make sure students can see each other when participating.



The teacher implements sessions in school yard, or library. Changing the place of holding the sessions will stimulate students thinking and make a new interesting learning environment.

## 2. Discussion Manners



Fix the Discussion Manners in an attractive way on a wall in a classroom and remind students of them regularly until they are ingrained in their minds.

—Basmah Jamaliah/Grade 2 (Amira Alia)

—(Meimouna Um Mo'mneen 2)

Appreciate those who have behaved well in front of the classmates and remind the classmates to apply the Discussion Manners in the next session.

—(Meimouna Um Mo'mneen 2)

Use boosting methods to encourage students to follow Discussion Manners. For example: preparing four stamps in different colors which are related to one of the manners. When students commit to any of the manners, put these stamps on the students' notebooks.

Motivate the students to pause when it comes to violations of Discussion Manners. For example: making a committee of four students the "Healthy Discussion Committee". Each member holds a stick with one of the manners written on it. If they find a student in the class broke one of the manners, they will raise that stick.

—Faten Al-Abdallat/Grade 1 (Amira Alia)

—(Al Sheimaa 1)

Let students read stories about manners.

Make a fun phrase or sound when the students break the manners.

Call attention to thoughtless and inconsiderate words and actions that may cause a change to the classroom environment.

Assert that any form of bullying including gossiping, exclusion, and aggression is unacceptable.

Emphasize the importance of treating others the way one would like to be treated.

Have a bulletin board that promotes manners. Have the students observe good manners in others, write down what they saw on a card, and add it to the board.

Tell the students that they are not allowed to be rude or interrupt when the teacher is speaking. For example, the teachers can say something like: "I am here to help you learn and you need to listen and follow instructions. I am worried that you may miss important information."



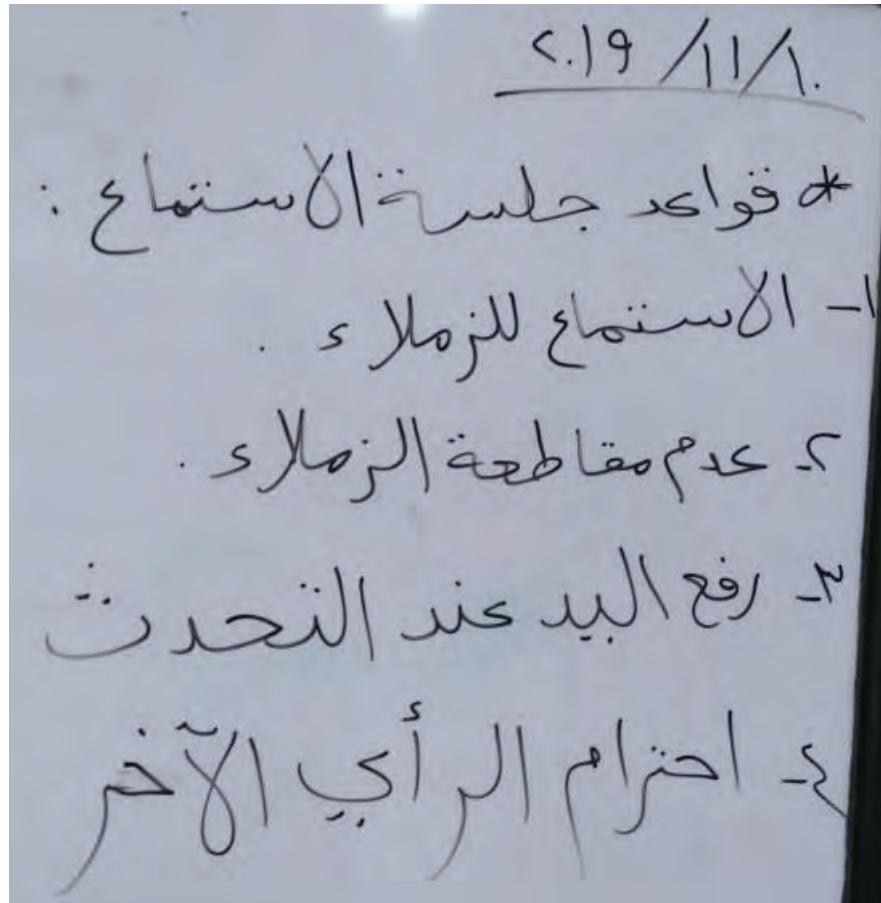
The teacher applies discussion manners even when the session was implemented in places other than classroom.



The teacher encourages students to apply discussion manners through giving points or stickers to the students' groups.



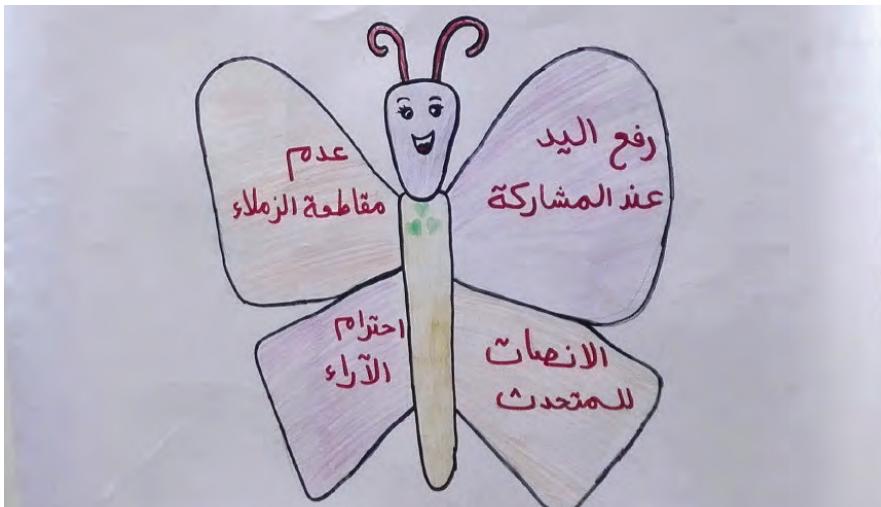
The teacher prints out the discussion manners and fixed them next to the whiteboard.



The teacher writes down discussion manners on a whiteboard at the beginning of each session.



The teacher asked students to make the discussion manners wallpaper and decorate it by themselves.



The teacher asks one of the students to make a wallpaper of discussion manners and they refers to it in every session.

### 3. Communication Skills

Students must be able to communicate effectively. Without communication skills, students run the risk of falling behind their peers or becoming emotionally overwhelmed or gradually withdrawn from discussions. The students are expected to develop basic communication skills gradually through exercise.

The targeted communication skills are:

1. Express confidently: sharing thoughts and opinions without hesitation and expressing them with a clear voice.
2. Interact with the speaker.



**Give students a sense of comfort and safety so that they participate and communicate without fear, hesitation, or embarrassment.**

—(Meimouna Um Al Mo'mneen 2)

**Divide the students into groups and give them opportunities to exchange information and prepare the ideas to share together.**

—(Meimouna Um Al Mo'mneen 2)

**Present a video of a student speaking clearly without hesitation in a discussion session and asks the students to imitate this student when participating.**

—(Meimouna Um Al Mo'mneen 2)

**Encourage the students to interact with a speaker by answering questions, sharing more information related to the topic, and give them the opportunity to ask more details about unclear points.**

—(Tamador Bint Amr 2)

**Pay close attention to the students' statements and reframe them to make them more understandable and eliminate ambiguity. If student answers a question in complicated ways, ask them to rephrase what they said.**

**Group work helps the students nurture oral and written communication skills. Working in small groups not only takes the pressure off, but also gives the students the opportunity to express their opinions with each other and work together toward a common goal.**

—Kawkab Khader (Amira Alia)



The student presents her opinion with confidence after her teachers trained her.



The student presents her road map drawing to classmates.

## 4. Thinking Skills

Some students, especially young students might never have been the activity such as CD before. The first step is to attract and encourage them to participate in a positive and voluntary manner. Students are encouraged to build and present their own opinions rather than relying on others to think and speak.

The targeted thinking skills are:

1. Comprehend the discussion topic: Participation, opinions, ideas and suggestions are related to the main topic.
2. Build own thoughts: Through expressing various and creating thoughts with reasons.



**Set a simple topic which is related to students' life in order to attract all students. Avoid setting complicating or big-scale topics which are difficult for the students to think over based on their own experiences, such as "How can we solve world poverty?"**

**Prepare an example to help the students imagine the outcomes of the discussion topic.**

**Present the topic with a story, pictures, video, role play, or puppets to make the topic more attractive to the students and so they can have a clearer image about it.**

**Encourage the students to prepare ideas or topics in advance, so that they participate in discussion related to the topic.**

—Ikram Mousa/Grade 8 (Balat Al Shohada)

**Use games and activities related to the main topic that enhance the students' thinking skills.**

—Faten Abdallat/Grade 1, Basmah Jamaliah/Grade 2, Mais Hamedan/Grade 3, Amneh Abbadi/Grade 4 (Amira Alia)

—(Tamador Bint Amr 2)

**Extend the students' abilities and knowledge by having them read books related to the topic being discussed and introduce them to other references or websites related to the topic.**

—(Meimouna Um Al Mo'mneen 2)

**Encourage the students to share their personal experiences.**

—Ikram Ali Al Musa/ Grade 8 (Balat Al Shohada)

—(Meimouna Um Al Mo'mneen 2)

**Use brainstorming before starting deep discussion.**

—(Tamador Bint Amr 1, 2)

—(Amira Alia)

**An open-ended question is useful for inspiring discussion and demonstrate that there are multiple ways to perceive and answer it. You might set a timer or short informal conversations or these questions.**





Be creative in how you ask questions. You will see the difference in how much more information you can get by asking, "Which song did you like the most?" rather than "Did you like the song?" Ask questions such as, "What message is the presenter or speaker trying to convey? What else can you learn by observing the speaker's facial expressions and body language?"

—Basmah Jamaliah/Grade 2 (Amira Alia)

Try some of these to promote further thinking:

Will you express that point in another way?

Can you give me an illustration or example?

Will you provide more details specifically?

Do we need to consider another point of view?

Is there another way to look at this question?



The teacher helps the student to express herself and explain her family tree.



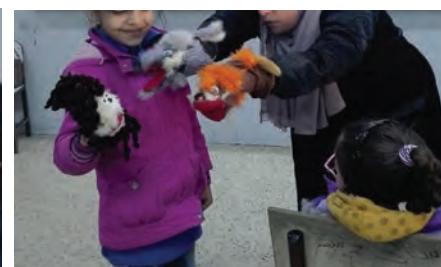
The teacher asks students to make a drawing as a way of expression during the session.



The teacher uses wallpapers as a tool in a discussion session.



The teacher uses a game with students related to the discussion topic.



The teacher uses puppets as a tool in a discussion session.



The teacher helps a student to explain her work to other students.

## 5. Self-Realization

Students are not just body or mind. They are not just emotions, thoughts, images or dreams. They are more than that, there is no doubt about it. Self-realization doesn't happen overnight. It will take several sessions to let students acquire this skill, but the end result of having students realizing their strengths, weaknesses, interests, preferences will give them the feeling that they have more control over their life and they will be able to get themselves to the next level.

The targeted self-realization points:

1. Acquire enough information about your own self, family, school and community.
2. Ability to recognize interests.



Select topics to let the students write about themselves. If they need a nudge, select topics like "I am creative." or "School uniform" to encourage students to dig a little deeper inside themselves to find out how they think and what they like.

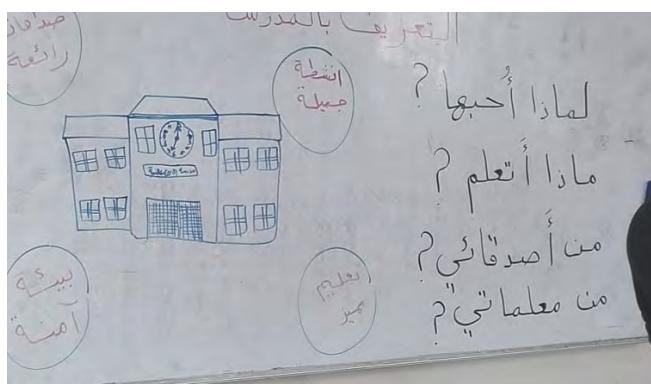
Discuss the circle of thoughts, feelings, and actions. Describe how thoughts change feelings, which lead to actions, which lead to thoughts again. Describe a situation that the students might encounter. Discuss how the situation will make them think and feel, and how they will act on those thoughts and feelings.

Ask students to keep an emotion diary. They may paste emoji faces that represent emotions on a daily basis. Taking the time or a daily "Emotional Assessment" helps the students to understand and explore their emotions.

Involve different activities in the discussion (painting, drawing, playing games, volunteering, interviewing) to help students recognize their skills and develop them.



The students acquire Self-Realization through session topics like family trees and road maps.



The students make ID cards and let students talk and introduce themselves to their classmates.

The teacher selects topics which are familiar to students and suitable to their growth level, like, Why do I like the school? What do I learn in it? Who are my friends?

## Who Am I

**Session Description:** At the beginning of the session, the teacher introduces themselves to the students, stating their name, age, favorite color, role model or superhero, favorite game, etc. They then have the students introduce themselves in the same way. The teacher may distribute a worksheet to the students before the session so they can prepare for the activity at home.

**Target Grades:** Grade 1 to 6

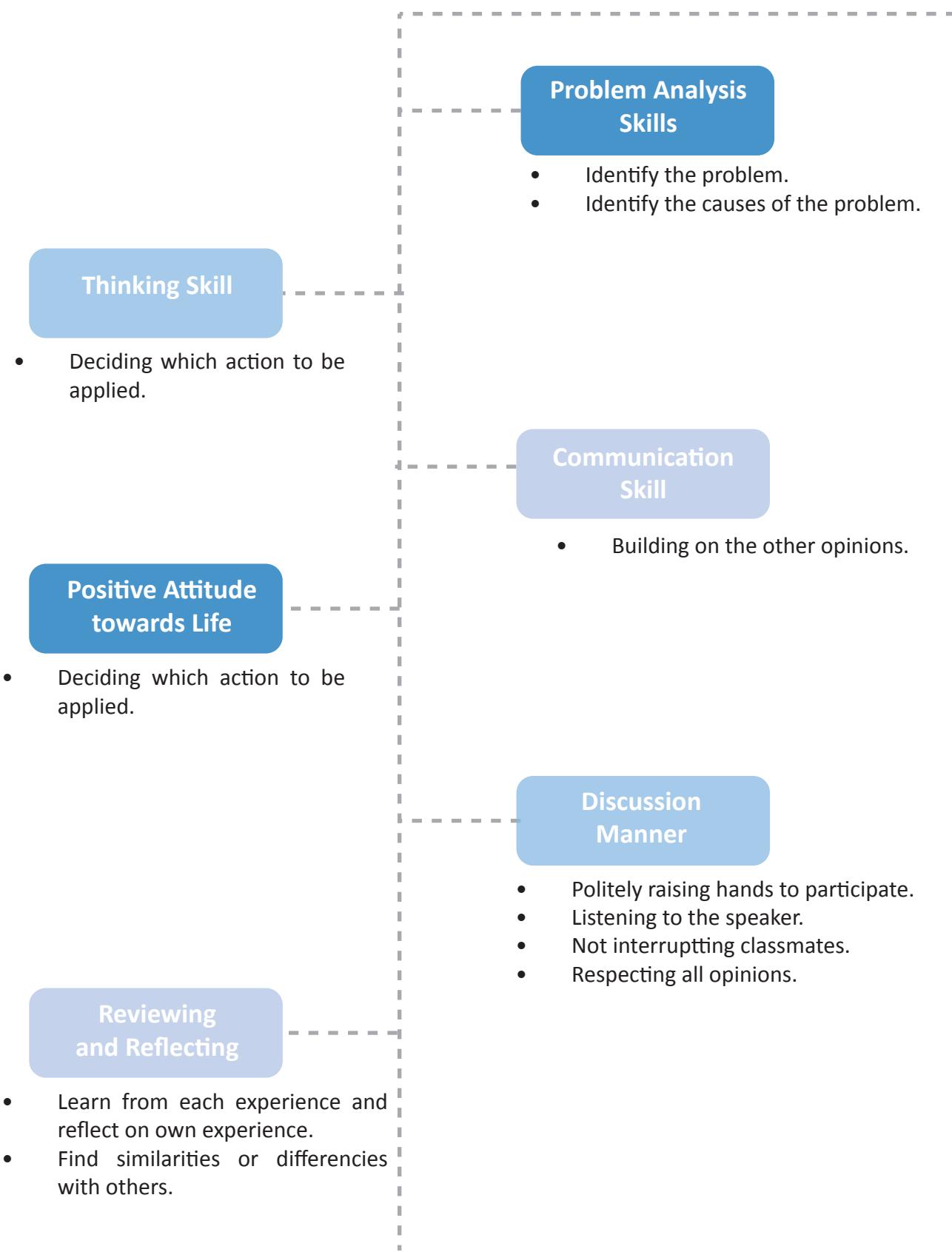
**Discussion Manners:** Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
<b>Introduction</b>	<ol style="list-style-type: none"> <li>1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them.</li> <li>2. Encourage the students to participate actively and review the Discussion Manners together.</li> </ol>
<b>Comprehending the Topic</b>	<ol style="list-style-type: none"> <li>1. Explain the purpose of this session to the students, as it aims to provide an opportunity for the students to express themselves and build their confidence.</li> <li>2. Introduce yourself to the students as an example, as shown in the worksheet.</li> </ol> <p>For example:</p> <p>Hello, my name is Hamza. I am 30 years old.    My favorite color is green because it represents nature.    My superhero or role model is Mohamed Salah because I love football.    My favorite game is football because I love sports.    I would like to become an architect in the future to design beautiful buildings like the designs of Zaha Hadid.</p> <ol style="list-style-type: none"> <li>3. After introducing yourself, ask the students what they admire most about you. Do you have anything in common with the students? What are they?</li> </ol>
<b>Listening and Expressing</b>	<ol style="list-style-type: none"> <li>1. Ask the students to introduce themselves, as you did before, one by one.</li> <li>2. Ask the students some additional questions to show your interest in them.</li> <li>3. Provide feedback and comments after each presentation.</li> </ol> <p>For example:</p> <p>Ahmed, you're an interesting person. Could you tell me more about yourself?    Dear Malak, you have wonderful hobbies and big dreams. You're amazing! I hope you achieve all your ambitions and dreams. How do you think we can achieve our dreams and ambitions?</p> <ol style="list-style-type: none"> <li>4. Draw the students' attention to some of the unique and unusual things you find in their classmates' presentations.</li> <li>5. Show your amazement and enthusiasm to encourage the students and spark their interest in each other's presentations.</li> <li>6. Don't forget to ask the students to applaud their friend who gave the presentation.</li> <li>7. Ensure that all students follow the Discussion Manners during this step.</li> </ol>
<b>Wrap-up</b>	<ol style="list-style-type: none"> <li>1. Ask the students to mention similarities or differences in each other's personalities.</li> <li>2. Provide practical tips for improvement related to applying the Discussion Manners.</li> <li>3. Praise the students appropriately.</li> <li>4. Ask the students the questions on the Exit Card and record their observations.</li> </ol>

### 3-4 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.

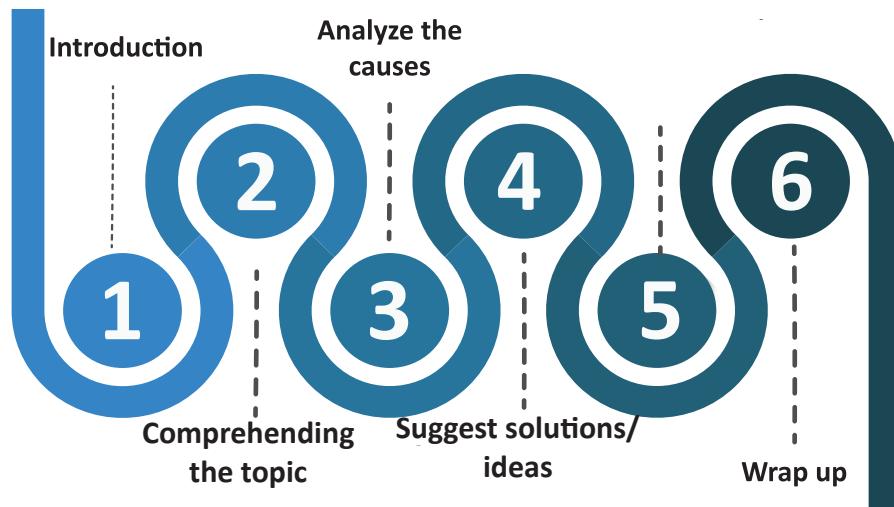
Method 1 consists of two sessions; the first session is to make individual decisions and the second is to review and reflect after taking individual actions. Here are the focus points for Method 1.



## 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><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></ul>
5. Making individual decisions	<ul style="list-style-type: none"><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>

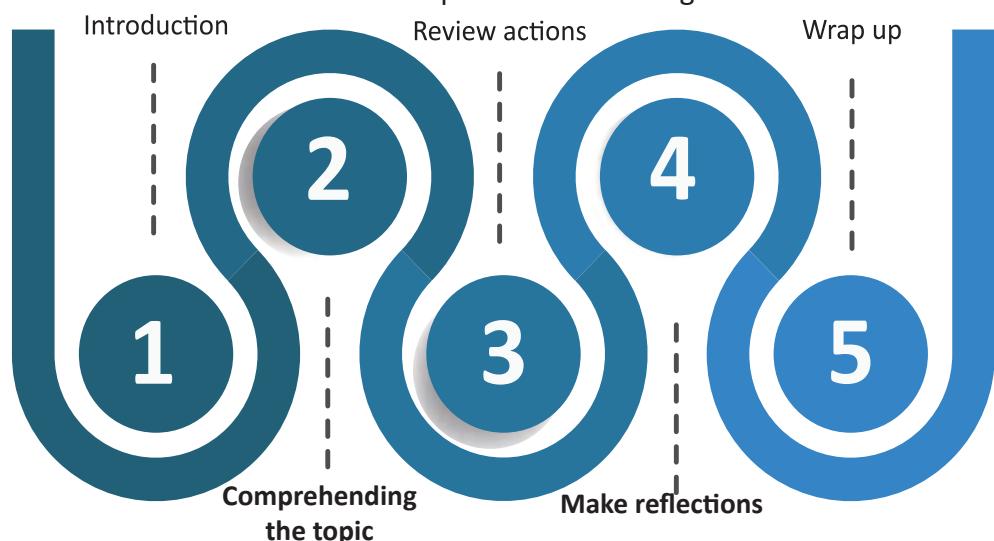
## Second Session Procedure: Reviewing and Reflecting

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 felt 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>

### 3-4-1 Session Preparation

Below is the list for the items needed for preparing the discussion sessions:

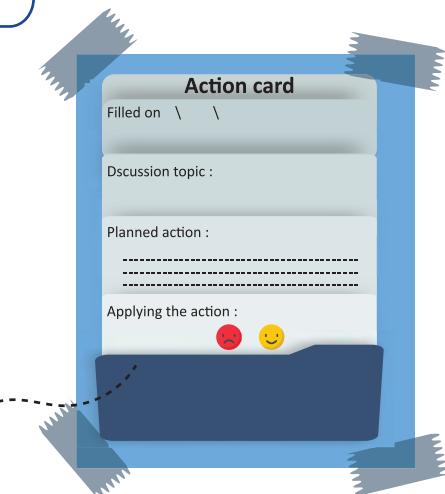
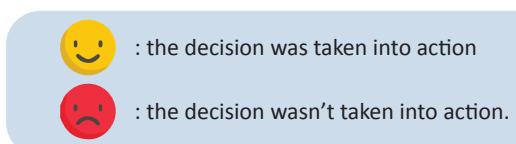
1. Action Card
2. Method 1 Review Question
3. Method 1 Session Plan
4. Review Session Plan

#### 1. Action Card

Based on the discussion, the students make an individual decision by selecting one solution or combining some solutions.

Every student sets their own targeted action and fills the Action Card and files it in the Discussion Notebook.

Students have to practice the targeted actions in their daily life.

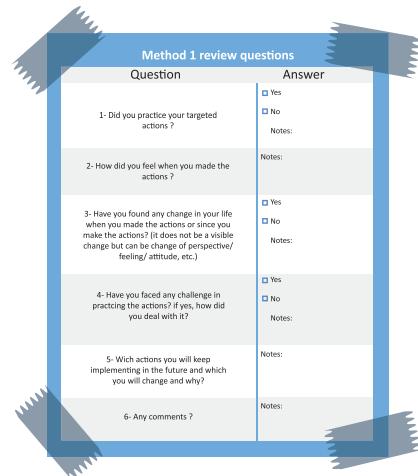


#### 2. Method 1 Review Question

A review session is held after every topic (if the same topic is dealt with in more than one session) completion.

In the review session, the students take time to fill Method 1 Review Questions individually and share their experiences with classmates.

The questions do not only help students review their actions but also help them reflect to improve their performance.



#### 3. Method 1 Session Plan

The teacher prepares lesson plans in advance for the sessions according to the targeted topics. These topics are chosen based on the students' needs and circumstances.

Preparing the lesson plan for the session reminds the teacher of the discussion procedures and steps. Preparing key questions will also help the teacher target the main points.

## 4. Review Session Plan

Some teachers may not believe in the necessity of preparing for the review session. However, the review and reflection session is of great importance, as it is not limited to reviewing procedures only, but rather its purpose is for students to realize that the process of review and reflection improves their performance and helps them overcome their challenges.

### 3-4-2 Tips and Good Practices

For activating Method 1, its implementation would need more devices or tips. Here are the tips and practices in line with detailed sessions and targeted skills done by the teachers in the targeted schools.

#### 1. Discussion Skills

The students learn and refine discussion skills through practicing. The discussion skills aim to let students have the ability to interact and respond to what other people are saying logically and persuasively. By using reasoning in discussions, the students are able to look at problems objectively, and draw reasonable conclusions on how to proceed.

The teachers have a key role to play in providing students with practical advice on how to present effective opinions and make constructive discussions.

The following are the targeted skills:

1. Present opinions logically and persuasively.
2. Examine and respond to others' opinions.



**Make sure the students know the difference between debate and discussion. The goal is not to defeat others by justifying your opinion, but to deepen your own knowledge by sharing different perspectives.**

**Ask the students to give reasons for suggesting their opinions. Things such as "Just because" or "because I like it" should not be considered valid reasons. Let classmates help their friend develop good reasons to support his/her argument.**

**Let the students do some research to gather facts or examples to support their reasons or share some of their life experiences. It helps them to distinguish between facts and opinions.**

- **Facts are statements that can be proven using objective data.**
- **Opinions are personal views, or judgments, that cannot be proven, but they can be built upon personal experiences.**

**Suggest to the students that they write down their opinions with reasons before presenting them to make sure they are logical and persuasive.**



## 2. Problem Analysis

The topics set for this method are the social or health issues affecting the life of students, for example, media literacy, bullying, safety in school commutes and how to prevent flu. In the activity, students are going to ask questions themselves with why, what and how. In order to participate in the discussion, they will prepare themselves by thinking about the issue and examining their experiences and the knowledge acquired from the subject lessons, undertaking research or consulting with family and friends. Through sharing the opinions and discussing with the classmates, they will deepen their knowledge and further develop their opinions over the issue.

The targeted problem analysis skills are:

1. Recognize the issue.
2. Identify the reasons.
3. Suggest practical solutions.



**Rephrase the Problem:** The way the teacher defines or frames the problem can limit students' creativity. If the teacher describes the issue in a different way, or let students look at it from a different angle, new solutions can emerge.

Once students developed a strong problem definition, break the problem down into manageable chunks and assign a timeframe for discussing each one.

Using real-life problems in explanations and examples will help students imagine the problem and practice problem analysis effectively.

—Ikram Ali Al Musa (*Balat Al Shohada*)

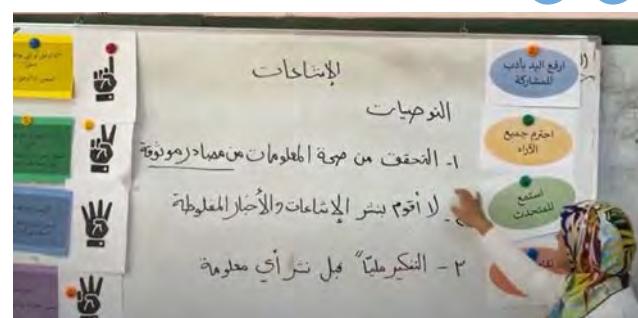
Help students understand the problem. This step is crucial to learn problem analysis skills. If teachers succeed in helping students answer the questions “what?” and “why?”, finding the answer to “how?” will be easier.

Use equations, make models, diagrams, tables, charts or percentages. All these are to support you in explaining the problem and its effect. Involve students by asking them to make a search for you before the session.

For example: “Cyberbullying” let students look up the percentage of people who have been affected by cyberbullying, or ask them to search the top 5 social sites where people have been victims of cyberbullying.



The teacher may use different methods, including stories and videos, to stimulate students' thinking about the topic or problem at hand. In this photo the teacher uses a storyboard.



After the discussion process is completed, students propose several solutions. The teacher summarizes these solutions as points on the board. Then the teacher asks students to think and choose which one would be the decision that would be put into action later.

### 3. Making Individual Decisions

Students are going to decide which actions they choose to practice from the suggested ideas. Some students may choose their own suggestions, while others may adopt other ideas. It is expected that students learn to be independent, responsible and confident when they make their own choices. It gives them a sense of control over their lives, reducing anxiety and promoting resilience.

It is important to understand that they are going to make simple decisions every day such as what to eat or wear, what gift to buy for their uncle's birthday and what privacy settings to use on social accounts.

The targeted skills for taking individual decisions are:

1. Selecting individual decision.
2. Practicing selected decisions. "Taking Action"



Remind the students that it is okay to make a mistake in making decisions. Because that's how they will gain experience and learn to make better decisions in the future.

The teacher can empower and help the students develop independence by trusting the decisions they make and encouraging them to implement them in their daily lives.

Explain to the students the difference between grappling and perseverance.

Perseverance means trying again and again, even after you've failed. Tell the students that it is okay to fail, if an action doesn't work, they can always change it from the list they discussed. Grappling, however, implies thinking. Grappling is working hard to understand the problem fully, then using whatever resources and actions needed to solve it.

For example, "First, I'll try it. Okay, it's not working. Let's go back to my notes. Okay, I have other actions I could try. I will ask my friend's advice."

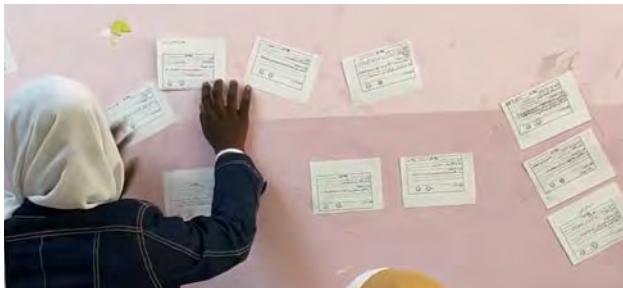
Encourage the students to think carefully before making any decision and to choose wisely.

—Ikram Ali Al Musa (*Balat Al Shohada*)

To encourage the process of independent decision-making, encourage the students to praise classmates when they make good decisions or when they see them carefully considering their options.

The Action Card is a tool used to remind students of their decisions and actions. The filled cards can be displayed on the classroom wall or filed in the student's Discussions Notebook, so that the students are always reminded of their target actions.

—Ikram Ali Al Musa (*Balat Al Shohada*)



The teacher asks students to fix the Action Cards on the wall after filling them out. So that students remember the actions they will take in their daily lives



The students fill in their Action Card with the decisions that suits them, while the teacher encourages them to implement the decisions in their daily lives.

#### 4. Positive Attitude towards Life

Having a positive attitude towards life means dealing optimistically with life situations, challenges, difficulties and interactions with people. It means seeing the best even in difficult situations and working towards it, thinking wisely and taking actions for a better life. Through this method students will approach every day with an appreciative and understanding mindset.

The targeted attitudes to promote are:

1. Building on others' opinions.
2. Understanding the different opinions without prejudice.



**The teacher may use a specific sign or photos that is agreed upon with their students, it is used when the teacher wants students to pay attention to a particular opinion.**

**Make the students feel comfortable when expressing opinions and do not pass on any prejudice. If the opinion is not clear or understood, encourage the students to ask for clarifications instead.**

**Encourage the students to refer to each other's opinions. It is also helpful to use hand signs. Explain to students how to refer to other opinions, as explained below:**

**A- For expressing an agreement and complementing the opinion, the students could say:**

"I agree with O because I also think \_\_\_\_\_."

Or "O got a point. I can show examples for it. \_\_\_\_\_."

**B- For expressing a disagreement and stating reasons, students could say: "I cannot agree with O because \_\_\_\_\_."**

Or "O said , but I have a different opinion on it. ." Or "I understand O's point but I see it differently. I think \_\_\_\_\_."

Or "O's opinion is good in the sense that , however, I cannot agree on the point of \_\_\_\_\_."

**C- For summarizing or elaborating other 's opinion, the students could say: "I suppose O meant to say \_\_\_\_\_. Is it so, O?"**

**D- For coordinating various opinions, the students could say:**

"I see O's opinion is related to O's. I suggest to combine the two opinions and make them as \_\_\_\_\_."

Or "O's and O's opinions seem to be different, but actually their points are similar in the sense ....."

**E- For asking questions, the students could say:**

"I could not hear it clearly. O, can you please say it again?"

Or "I have a question to O. Why do you think ? \_\_\_\_\_ Please tell us the reason." Or "I am



## 5. Reviewing and Reflecting



Share some personal experiences with the students.

Encourage students to think by themselves, provide a minute or two for students to silently reflect on their actions and their experience. Ask them if they are satisfied with the actions they have taken.

Encourage the students to write about their experience as much as possible. Writing helps students express all their thoughts and experiences, feelings and worries on paper.

Provide social-learning environments such as those inherent in group works to allow the students to see other points of view. Promote partner chat or group chat, encourage the students to chat about their actions and their experiences with their partners or group.

Provide emotional supportive environments for the students in the classroom, don't overcorrect the students. It is a good idea to have classmates advise each other based on their own experiences, rather than imposing your own opinions.



### What Do We Do When We Lose Our House Key?

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session themselves, they may do so and take on the roles assigned to the council.
- The teacher can design several other sessions based on the “What should we do?” concept. For example: What should we do if a stranger approaches us on the way? What should we do if a stranger approaches us on the way? What should we do if we find our classmates being bullied behind the school?

**Session Description:** The Discussion Council repeatedly brings up a common issue—losing the house key and being unable to enter the home, especially when no family members are present. The Council discusses the causes of this problem and proposed solutions. Then, the students decide on the appropriate action they would take if they faced this problem in the future.

**Target Grades:** Grade 1 to 6

**Discussion Manners:** Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> <li>1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them.</li> <li>2. Encourage the students to participate actively and review the Discussion Manners together.</li> </ol>	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her tasks.	<ul style="list-style-type: none"> <li>• Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are...</li> <li>• Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are...</li> <li>• Peace be upon you. I am the white board notetaker. My name is... and my tasks are ...</li> <li>• Peace be upon you. I am the report taker. My name is... and my tasks are....</li> </ul>
	Facilitator Assistant	<ol style="list-style-type: none"> <li>1. Identify the topic and purpose of the discussion.</li> <li>2. Remind the students of the Discussion Manners and encourage the students to adhere to them.</li> </ol>	<ul style="list-style-type: none"> <li>• Welcome to today's discussion session titled “What do we do when we lose our house key?” The goal is to think of solutions to the problem to identify the different actions that we can take when it happens.</li> <li>• During the session, I remind you to follow the four Discussion Manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.</li> </ul>

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> <li>1. Explain to the students what today's discussion is about and its purpose.</li> <li>2. Ask the students about their own experiences and if they have encountered such a problem.</li> </ol>	<ul style="list-style-type: none"> <li>• Welcome colleagues to today's discussion session.</li> <li>• Our topic is “What do we do when we lose our house key?” And we don't find any family members at home.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Losing a house key can happen to any of us. It's likely happened before. We might return home to find no one there, and we don't have a key either. Who among you has experienced this? Who can tell us their story and what exactly happened?</li> </ul>
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Analyzing Causes	<b>Whiteboard Notetaker</b>	Record the students' answers on the board.	
	<b>Facilitator</b>	<ol style="list-style-type: none"> <li>1. Ask the students about the reasons why they lose their house keys.</li> <li>2. Ask the students why they do not find family members at home when they return from school.</li> <li>3. Listen to the students without judgment.</li> </ol>	<ul style="list-style-type: none"> <li>• Who can list the possible reasons for losing a house key? Why would we lose a key? Let's list the reasons one by one.</li> <li>• Who can tell me why we don't find our family members at home when we come home from school?</li> <li>• Teacher, do you have a comment?</li> </ul>
	<b>Teacher</b>	Review the reasons given by the students and explain which reasons are really relevant to the problem and which are not, then exclude them.	

Suggesting Solutions and Ideas	<b>Facilitator</b>	<ol style="list-style-type: none"> <li>1. Restate the problem.</li> <li>2. Ask the students what actions they could take if they encounter this situation in the future.</li> <li>3. Encourage the students to build on others' opinions. For example: "What do you think of your colleague's idea? Do you agree with him?</li> <li>4. Encourage the students to ask for clarification or explanations if they are unsure of the opinions that others are presenting. Make sure everyone understands their classmates' opinions.</li> </ol>	<ul style="list-style-type: none"> <li>• If we ever encounter this problem in the future "losing our house key and not being able to get in because no family members are home," what should we do? Where should we go?</li> <li>• And how should we spend the time waiting for our family to return home?</li> <li>• Teacher, what do you think about these solutions?</li> </ul>
	<b>Teacher</b>	<ol style="list-style-type: none"> <li>1. Make sure that the solutions and ideas proposed are relevant to the problem and are practical and realistic so that all students can apply them in their daily lives.</li> <li>2. Reformulate solutions and ideas if necessary.</li> </ol>	
	<b>Whiteboard Notetaker</b>	Record the solutions proposed by the students on the board.	

<b>Making Individual Decisions</b>	<b>Facilitator</b>	Now ask the students to choose the action they would take if the problem occurred to them in the future.	
	<b>Whiteboard Notetaker</b>	Draw Action Card on the board and fill it in as an example for the students.	
	<b>Facilitator Assistant</b>	<ol style="list-style-type: none"> <li>1. Distribute Action Card to the students.</li> <li>2. Explain to the students the importance of the Action Card and how to fill it out. Point to the example drawn on the board.</li> <li>3. Walk around the class and make sure everyone fills out the Action Card correctly.</li> <li>4. Have students keep the Action Card in their discussion book or post it on a wall in the classroom.</li> </ol>	<p>The card you hold is called Action Card. Their purpose is to help us identify the most appropriate solution for us to implement on the ground when faced with the problem we discussed today.</p>

<b>Wrap-up</b>	<b>Facilitator Assistant</b>	<ol style="list-style-type: none"> <li>1. Praise students for following discussion manners and praise some of them by name.</li> <li>2. Ask the students the questions on the Exit Card to end the session, and record your feedback.</li> <li>3. Ask the teacher if they have any comments to share before the session ends.</li> </ol>	<ul style="list-style-type: none"> <li>• Thank you very much for your participation in today's discussion session titled "What do we do when we lose our house key?"</li> <li>• Now I will ask you the Exit Card questions, and I hope you will answer clearly.</li> </ul>
	<b>Teacher</b>	<ol style="list-style-type: none"> <li>1. Share your remarks on the session in general.</li> <li>2. Encourage the students to implement the procedures immediately when a problem occurs with them.</li> </ol>	
	<b>Report Notetaker</b>	<ol style="list-style-type: none"> <li>1. Write down the teacher's comments on the report.</li> <li>2. Share the report with the teacher to write their remarks and save the report in a file.</li> </ol>	

## Method1 - Online Session Plan Example

<b>Session Topic</b> Cyberbullying- online 6,7 , 8, 9, 10	<b>Targetd Grades</b> Students identify the topic, and set actions to stop it. "It is an intentional act committed by an individual or group of individuals to harm others through the Internet and social media."	<b>Session Description</b> Ask students to watch a video before the session *Please refer to P. 47 for video list. • Announce the time to hold the session • Share SNS rules. Please refer to P. 32. • Check your students' level and communication status and decide the strategy to hold the session:	<b>Strategy</b> 1- Divide the session into 3 sessions 2. Divide the students into 3 groups and hold one session covering the topic 3. Hold one session and focus on the fourth step	<b>Notes</b> Session 1: For grasping the issue and analyzing the causes Session 2: For discussing problem solutions Session 3: For making individual decisions and wrapping up session
<b>Steps</b>	<b>Instructions</b>	<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• Make a friendly atmosphere by: Checking students attendance by asking them to send a smiling emoji, or a voice recording by the students, and welcoming students .</li> </ul> <p>1. Introduce the topic and its importance.</p> <p>2. Make sure students understand that everyone has their own opinions. And you are interested in hearing the variety of opinions from each of them.</p> <p>3. Ask the students all your questions and announce the deadline for submitting their answers.</p> <p>4. Ask students to think about the causes of the issue and share their answers with the group before the deadline.</p> <p>5. Ask students to suggest what they can do to prevent or avoid this issue.</p> <p>6. Encourage the students to pay attention and listen carefully to their classmates.</p> <p>7. Do not allow any misbehavior such as mocking.</p> <p>8. Encourage the students to build on others' opinions. *Please refer to P. 76.</p> <p>9. Encourage the students to ask for clarifications or for more explanations if they are uncertain about the opinions displayed by others.</p> <p>10. Summarize the students' responses into suggested actions and share them with the group. For example:</p> <ul style="list-style-type: none"> <li>• Hide E-mail and phone number.</li> <li>• Remove geographic locations for the pictures taken by your phone.</li> <li>• Do not interact with the bully (by reposting, liking or commenting on the bully's comments or posts).</li> <li>• Block the bully's account.</li> <li>• Contact an adult (parents, teacher, school social advisor).</li> </ul> <p>11. Ask the students to think and decide which suggested actions they wish to implement in their daily life on an individual basis.</p> <p>12. Ask the students to fill the Action cards with their selected action, and write it as full sentence then share it on the group.</p>	<ul style="list-style-type: none"> <li>• Please remember to follow the SNS rules during the session. Have you checked them ?</li> </ul> <p>• Do you think this a common issue nowadays?          • Has anyone experienced or witnessed anything related to it? Lets hear your stories.</p> <p>• What could be the reasons for that?</p> <p>• Let's think of actions we can start taking by ourselves. Let's think of possible actions for each point which we can do in our daily life.</p> <ul style="list-style-type: none"> <li>• Imagine if this issue happened to your friend, what would you do?</li> <li>• Imagine if this issue happened to you in the future how do you think you will react, how do you think you should react, how can you avoid this issue from happening in the first place?</li> </ul> <p>• Which one of these suggested solutions or actions you would like to start adapting from now on? Why?</p> <p>1. Encourage the students to implement what they have decided daily or regularly starting from the end of this session by telling them that you are looking forward to hearing great news from them.</p> <p>2. Praise students who submit their answers and action cards before the deadline.</p> <p>3. Send Exit card questions to students and ask them to share their thoughts.</p> <p>• Are you ready for implementing your targeted action?</p>
<b>6. Wrap up</b>				

\*Replace the red sentences to the corresponding of each topic on next page for implementing new topics.

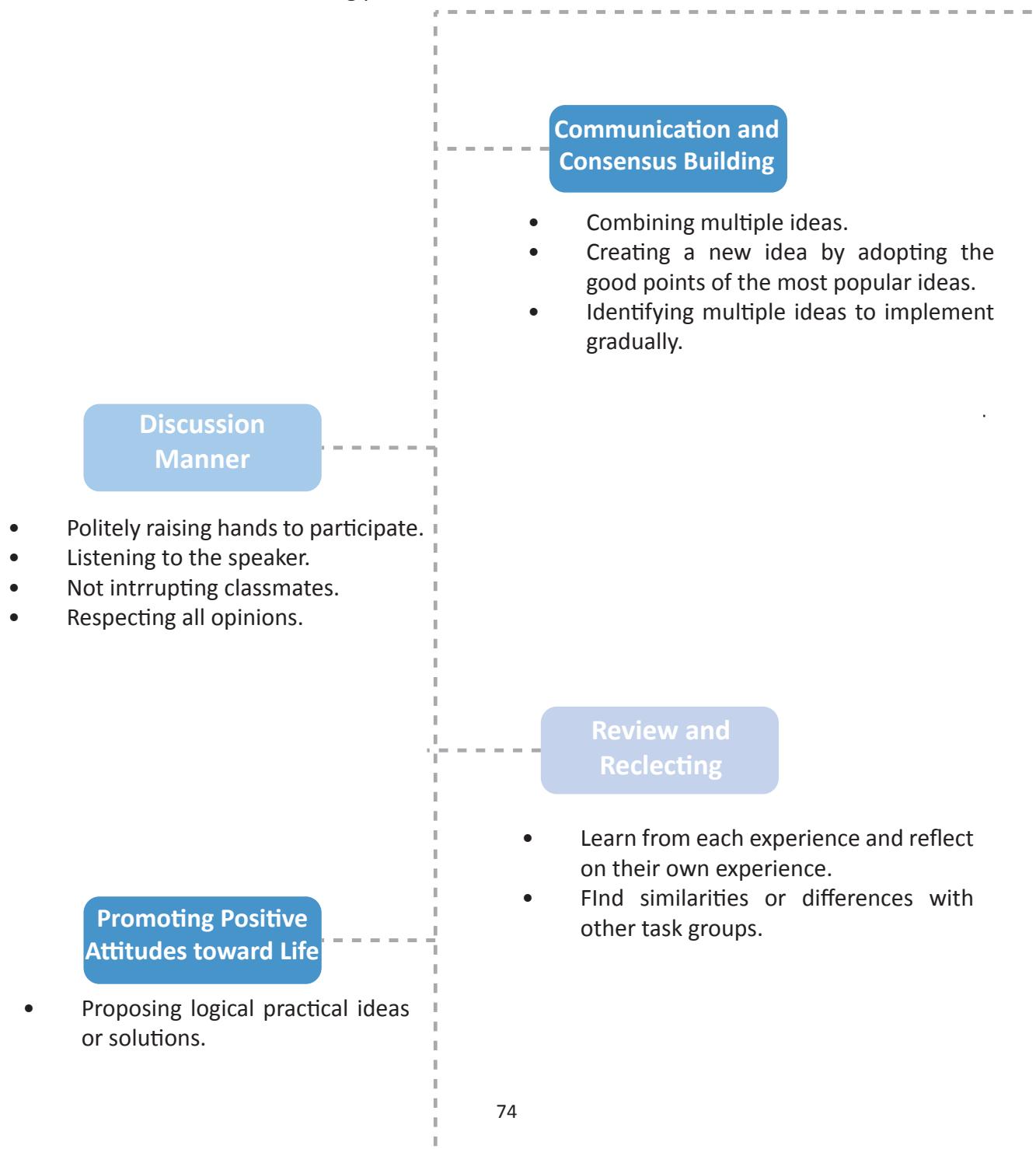
### 3-5 Method 2: Discussion for Collaborative Actions

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.

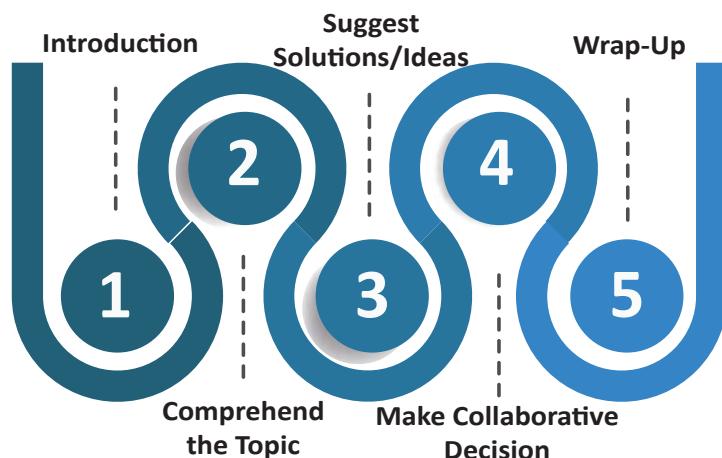
Method 2 focuses on the following points:



## 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. Warp 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>

## Consensus Building

Consensus building is the process of informally discussing and gathering support for an idea before it is formally presented. It involves ensuring that everyone is aligned, while identifying and addressing potential obstacles in advance. It's not only about gaining buy-in, but also about incorporating feedback to strengthen the proposal itself.

Consensus building enables groups to achieve broad agreement among participants and maximize benefits for all involved. Compared to decision-making based on majority rule, consensus-based approaches often lead to more stable, efficient, and thoughtful outcomes.

These methods aim to shift interactions from adversarial to collaborative, fostering a shared search for information and solutions that address the needs and interests of all individuals. When students bring different perspectives, the group considers multiple angles, often leading to innovative solutions. This diversity also enhances responsiveness, as various resources can be applied to problem-solving. Involving all the students in the decision-making process also reduces the risk of future impasses.

It is important to recognize that the effectiveness of teaching consensus building depends on several factors—such as the context in which it is applied, the methods of instruction, and the willingness of individuals and communities to adopt the approach. Nonetheless, by equipping future generations with the skills and mindset of consensus building, we can foster meaningful personal growth and community development.

The following steps are involved in the consensus-building process:

1. Comparing and sorting the various opinions.
2. Reconciling the sorted opinions to reach a shared agreement.

### 1. Comparing and Sorting the Varied Opinions

To compare and sort different opinions, the teacher can apply certain conditions to facilitate the process and may also set additional rules to help guide students in suggesting appropriate ideas. For example, the ideas should be relevant to the topic, easy to implement, and suitable for execution within the school setting.

For instance, if the student suggests playing video games, the teacher should explain why this idea is not appropriate for school and encourage the student to come up with a more suitable alternative.

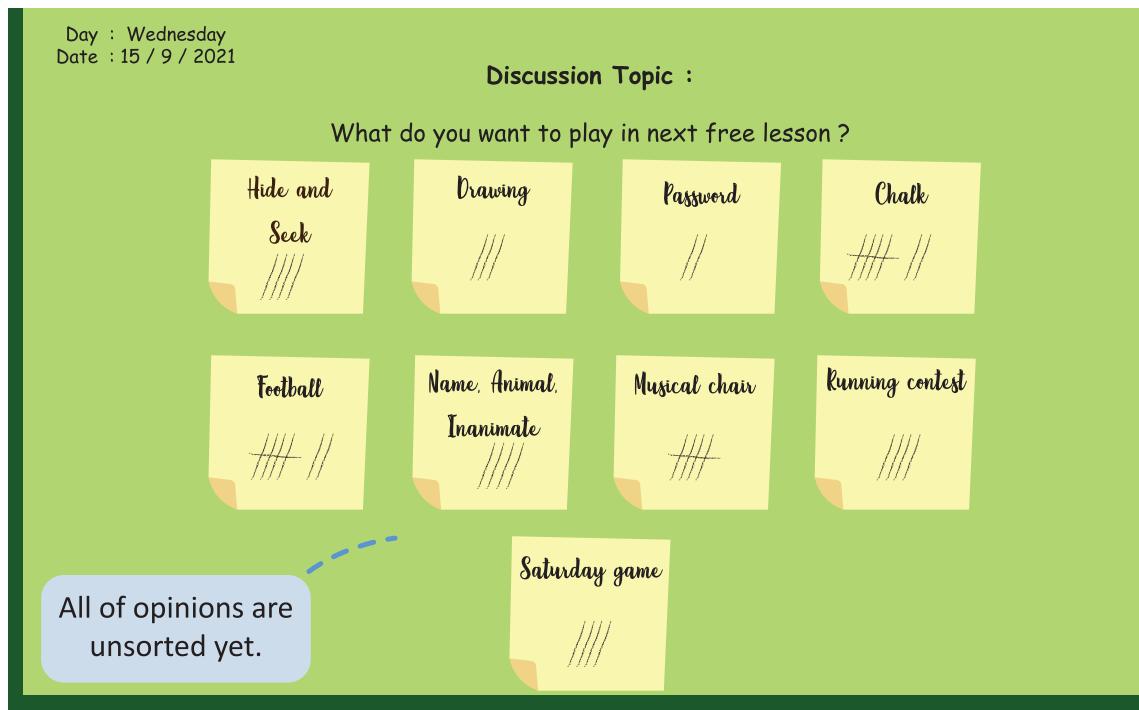
The figure on the next page illustrates a collection of ideas suggested by the students to decide on a game for the activity period. Each time a student proposes a game, the teacher writes it on the board. If multiple students suggest the same game, the teacher marks it with the symbol ( / ) instead of listing each student's name or number.

After all the students have had the opportunity to suggest the games they would like to implement, the teacher categorizes them—for example, into indoor and outdoor games. Then, the appropriate options are selected, and the others are excluded in preparation for the next stage: matching ideas.

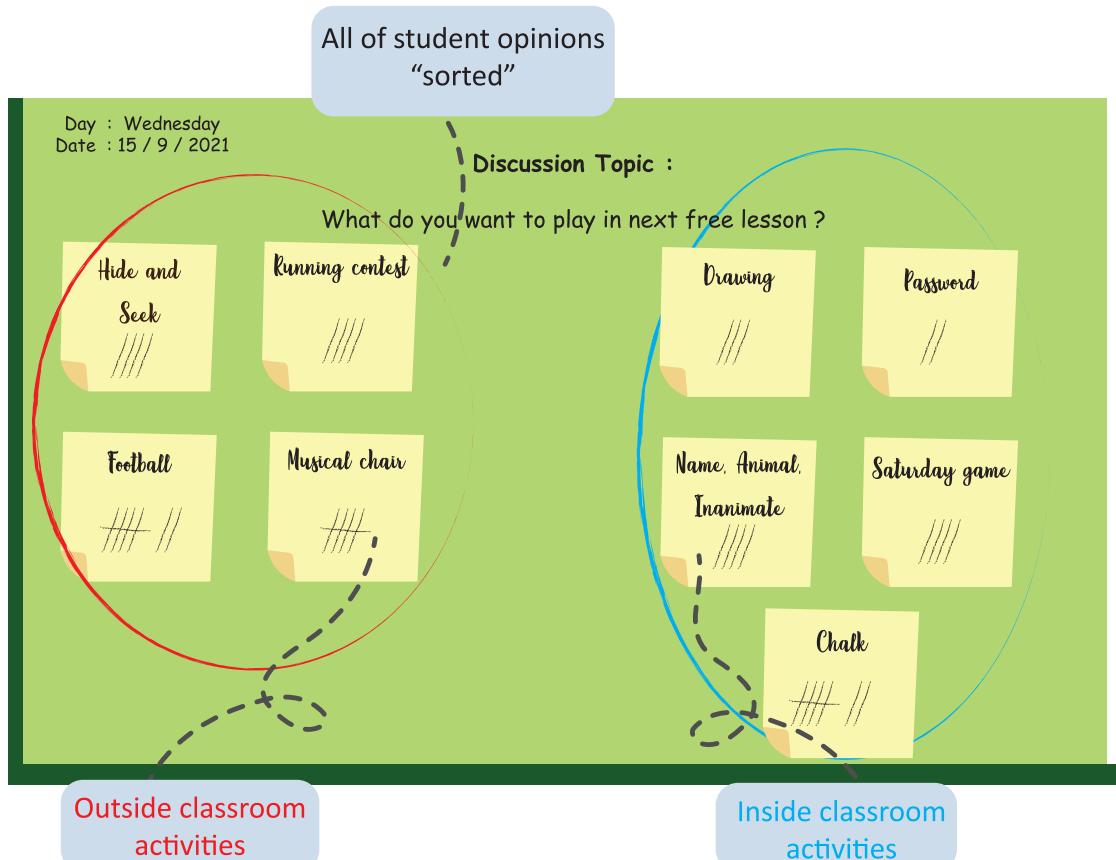
While collecting the opinions and suggestions, the teacher can follow the below conditions to hasten the process:

1. The ideas must be related to the topic.
2. The ideas must be easy to implement and suitable to be held at school.

If one of the students suggested playing the video games, the teacher should explain to the students why it is not proper to be done at school and asks him/her to think of another suggestion.



The next step is to sort these suggestions. The ideas could be sorted into **Red** group for indoor activities, and **Blue** group for outdoor activities.



## 2. Reconciling all the Sorted Opinions

For reconciling all the sorted opinions, the teacher analyzes them first. Ask students to share their views about the good and bad points of the organized ideas. Sharing students' views is important to make sure that all presented ideas are clear and understandable by all.

“I like Hanin’s idea because ...”

“I think Sami’s idea is difficult to be implemented because...”

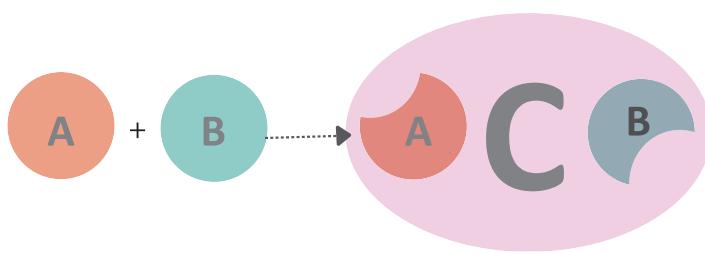
After the students share their views, the teacher leads students to build a consensus. There are several approaches for that:

- Creating a new idea.
- Combining several ideas.
- electing multiple ideas.

Following is detailed explanation of these approaches.

### Creating a New Idea

When several ideas are proposed, the teacher can combine the best elements from the most preferred ideas to create a new one.



For example:

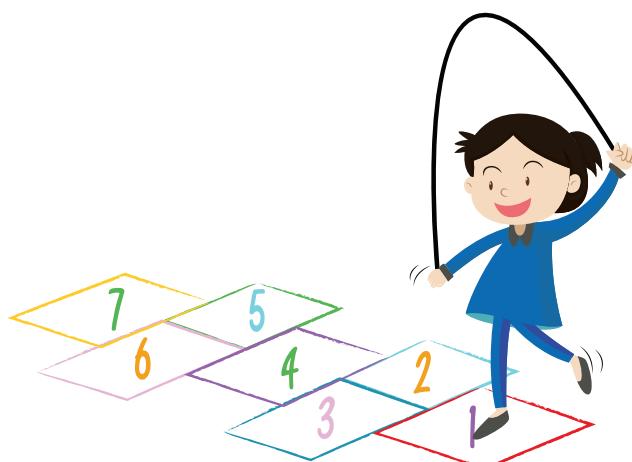
Let's decide on a game to play during break time.

- Idea A: Hopscotch — the fun and favorite aspect is jumping between squares.
- Idea B: Jumping with a rope — the appealing point is using a rope while jumping.

→ A new idea is then created:

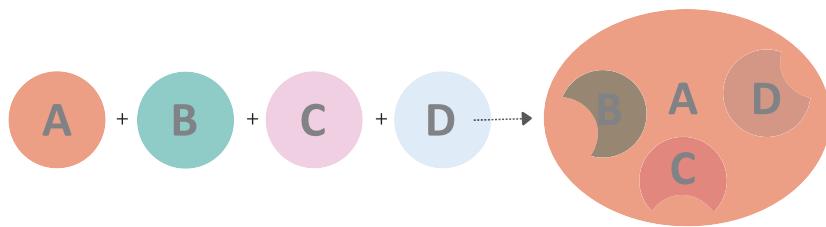
Idea C: Hopscotch with a rope.

The new generated idea C: hopscotching with a rope. The student play normal hopscotch but while jumping over a rope to make it more challenging.



## Combining Multiple Ideas

If the majority of students prefer a certain idea, it can be adopted as the main idea, while other suggestions can be included as supporting elements.



For example:

Let's participate in the Open Day event. The suggested ideas are:

- Idea A: A play (the majority of the students agree with this)
- Idea B: A dance show or dabke
- Idea C: A song
- Idea D: Stand-up comedy

→ The main idea is the play, which incorporates a dabke segment and a song.



## Selecting Multiple Ideas

When it is difficult to reconcile or combine ideas, all ideas can be implemented by allocating a specific time for each activity.

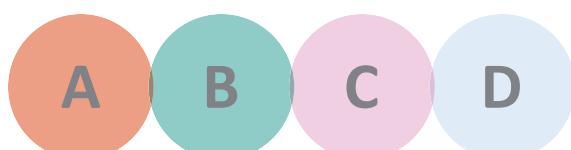
For example: Instead of spending all the time on just one game, manage the lesson time so that all the suggested games can be played.

- Idea A: Chase
- Idea B: Football
- Idea C: Sack race
- Idea D: Running competition

→ By managing the time effectively, all ideas can be implemented within the 45-minute sports class.

Activity Session Plan:

- 10 minutes – Warm-up with a running competition
- 5 minutes – Sack race
- 10 minutes – Chase game
- 10–15 minutes – Football game



## Using Multiple Approaches Together

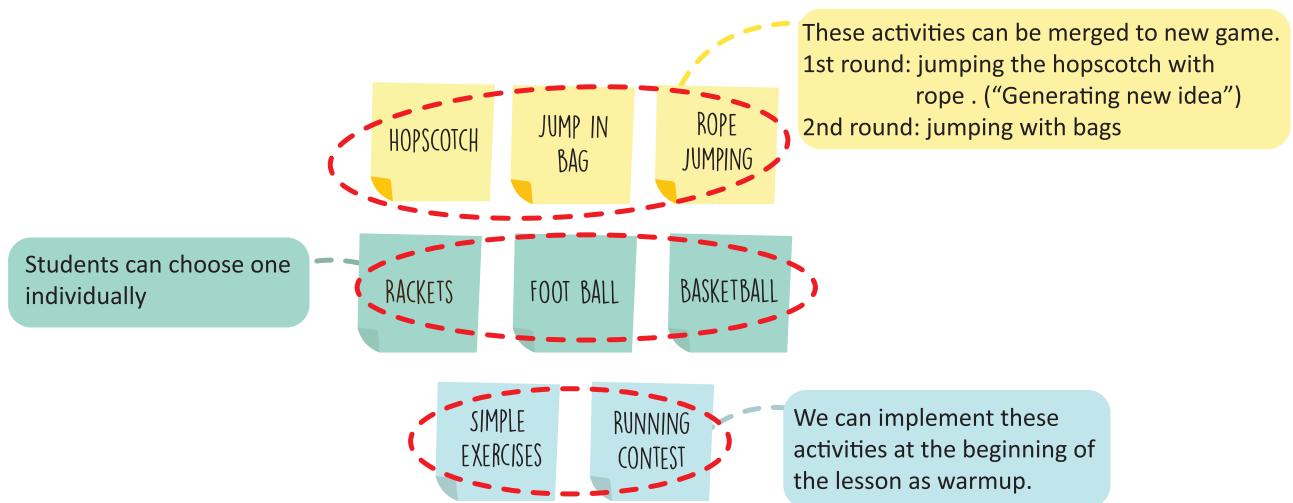
This involves creating a new idea, combining several ideas, and selecting several ideas for implementation.

For example:

Students suggested several activities for a 45-minute fun sport activity lesson:

- Idea A: Running competition
- Idea B: Hopscotch
- Idea C: Jump rope
- Idea D: Football
- Idea E: Simple exercises
- Idea F: Badminton with racket
- Idea G: Sack race
- Idea H: Basketball

By managing time wisely, a new idea can be created (e.g., hopscotch with a jump rope), compatible ideas can be combined (e.g., warm-up exercises followed by a running competition), and multiple ideas can be scheduled throughout the session.



## The Final Lesson Plan

Time	Activity
5	Simple exercises
5	Running around the yard one time
15	The new hopscotch game
20	Foot ball, basketball, rackets (free choice)

## Deciding by Majority Vote

A majority vote can be made only after the students sufficiently try to use the consensus building approaches to decide to reduce the number of options as much as possible. The teacher should remind students before voting that the best decision for the entire class should be made, and not for a specific group of the students.

How do we vote?	When do we resort to voting?
<ol style="list-style-type: none"><li>1. Ask the students to raise their hands to vote for the best option.</li><li>2. Count the votes for each option and record them on the board.</li><li>- If it is more appropriate to collect votes secretly, ask the students to close their eyes before raising their hands.</li><li>- If two options receive the same number of votes, discuss the positive and negative points of each.</li></ol>	<p>When only one option must be selected, it can be difficult to reach an agreement—even after using various approaches to reconcile different opinions.</p>

## Second Session: Reviewing and Reflecting

The same procedure steps for reviewing in Method 1 are followed in Method 2.

The only difference is in the teachers' instructions. Instructions are as follows:

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 Method 2 review questions with students or write them on the board and then ask students to answer them in groups (except questions 5 and 6).</li><li>• Make the leader of each group share the results of his group discussion with the rest of classmates.</li><li>• Ask them how they felt when they cooperated together and distributed the tasks on each other to implement the target and ask them about their feelings afterwards.</li><li>• Ask them if they have noticed any changes in their point of views regarding planning, task distribution and implementing different events.</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 their performance again after listening to their experiences of others. Then to make reflection of their performance.</li><li>• Ask them if they will follow the same process to plan for events and future activities, if they would make changes and modifications or how they can perform better in the future.</li><li>• Ask them to summarize these notes and comments on Question 5 and 6.</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>

### 3-5-1 Session Preparation

Below is the list for the items needed for preparing for discussion sessions:

1. Task Group Card (for regularly implemented actions)
2. Action plan (for one-time events)
3. Method 2 Review Questions
4. Method 2 Session Plan

#### 1. Task Group Card

For procedures that are implemented regularly throughout the year, this card is kept in the Discussion Notebook or posted on the classroom wall to help remember the required tasks.

This card is used for initiatives, cleaning groups, or the group responsible for turning off the lights and closing the windows at the end of each day, for example.

Task Group Card		
Task Group Name :		
Leader Name :		
Members Names/Photos :		
  		
Tasks :		
1: 2:		

#### 2. Action Plan

An action plan is useful for one-time activities such as decorating the classroom, welcoming a new student, or organizing a recess activity. It helps distribute tasks fairly and serves as a reminder to the students of their deadlines.

Action Plan			
The event name :			
What the class has decided to do	1- 2- 3-		
Event target			
Leader's name :			
Member names :			
Work Schedule	In charge	Needed materials/ tools	Time Frame
1			
2			
3			

#### 3. Method 2 Review Question

Both the one-time events and the regularly implemented actions shall be reviewed by the students using the Method 2 review questions.

- For the one-time events, the review session shall be held by the end of every event.
- For regularly implemented actions, the review session shall be held at the end of the year.

Method 2 Review Questions		
Filled on / / Discussion topic	Review point	Response
	1. Did we enjoy the activity / event?	<input type="checkbox"/> Yes (No of students or Percentage) <input type="checkbox"/> No (No of students or Percentage) None
	2. Did we actively participate in the discussion, preparations and implementation of the activity/ event?	<input type="checkbox"/> Yes (No of students or Percentage) <input type="checkbox"/> No (No of students or Percentage) None
	3. Did we make the plan well? (Was sufficient time allocated for preparation and implementation? Was the preparation organized efficiently?)	<input type="checkbox"/> Yes (No of students or Percentage) <input type="checkbox"/> No (No of students or Percentage) None
	4. Did we carry out each of our tasks responsibly?	<input type="checkbox"/> Yes (No of students or Percentage) <input type="checkbox"/> No (No of students or Percentage) None
	5. Were we a good team by supporting each other?	<input type="checkbox"/> Yes (No of students or Percentage) <input type="checkbox"/> No (No of students or Percentage) None
	6. Free comments from the students Eg: What they did well/ What they could have done better, etc.	<input type="checkbox"/> None

#### 4. Method 2 Session Plan

The teacher prepares lesson plans in advance for the sessions according to the targeted topics. These topics are chosen based on the students' needs and circumstances.

Preparing the lesson plan for the session reminds the teacher of the discussion procedures and steps. Preparing key questions will also help the teacher target the main points.

### 3-5-2 Tips and Good Practices

For activating Method 2, its implementation will need more tools or tips. Here are the tips and practices in line with detailed session and its targeted skills done by the teachers in the targeted schools.

#### 1. Consensus Building Process



It is ideal to write down every single idea presented by students; however, you may omit writing the same ideas repeatedly by asking the student if his/her idea is the same as the one previously presented. During the discussion, you may arrange the sticky note positions on the board by grouping according to the similarity or link by explaining to the students.

—Hamsa Fatlawy/Grade 6 (Amira Alia)

It is a key point to set deadlines. It can be very valuable for pushing the group towards a decision. Moderate time pressure can help rather than hinder a group decision-making process, if used effectively.

Healthy conflict can often drive group decision-making forward, when managed effectively. If there is an agreed-upon process for clarifying and resolving disagreements, everyone in the group will feel heard and supported. Trying to include disagreements in the group's final decision can help the team reach consensus and encourage inclusive compromise.

Do not internalize the words of the students without analyzing the information and checking the source first.

Continuously remind the students that what the problem is and what the target is in the discussion session. Ask them to revise and redirect their suggestions to solve the discussed issue.

Make sure the students know there are different meanings between facts and opinions. If it is not explained to them, help them to exercise:

“In my opinion, .....”, “Based on my experience, .....”

“According to the Amman news I heard in this morning, .....”

If the students cannot come up with ideas individually, you may suggest them to discuss with their seat partner.

—Kawkab Khader (Amira Alia)

Help students to come up with realistic ideas which can be disseminated within the school and within the given time, and without risks.





**Getting fresh perspectives** “Fresh eyes”: “Fresh eyes” means finding a different way to look at problems students are already familiar with or immersed in. Some suggested solutions may seem fine, until taking a few steps back and getting a wider perspective on how well it lines up with the environment, the timing, and the circumstances. Stepping away from the problem every now and then improves the quality of suggestions.

**For combining ideas:**

1. Ask the students to be quiet and think of possible ideas individually for five minutes. Welcome new ideas that help to innovate in new ways. At this step, any ideas should not be judged because the goal is to encourage creative brainstorming.
2. Consider a second (and third) round if the group is small or if the students are inspired with new ideas after the first round.
3. Make a list of the combinations that students make.
4. Make sure that all ideas are clear and understood by all.

**These key questions could help for combining ideas:**

1. Which ideas can be combined?
2. Can these purposes be combined?
3. How can combination be packaged?
4. How can we make it as useful as possible?
5. What do you expect to feel through this idea? Which other ideas can give you same feeling?

**For creating new ideas:**

1. Give the students time to approach issues from new perspectives. Talk to other people with different perspectives and backgrounds and try playing the “If I were...” game.
2. To encourage students to come up with fresh ideas, it is necessary to break away from established patterns of thought and find new paths. Using random pictures or objects helps the students to think of new ideas. For example, planning to welcome a new student to class:
  - a. Place pictures of flags, sweets, cute animals like birds, cats, roses or plants on a whiteboard.
  - b. Ask the students to look at these pictures for a minute or two and then remove them.

**Students may be inspired by the following ideas through the previous step:**

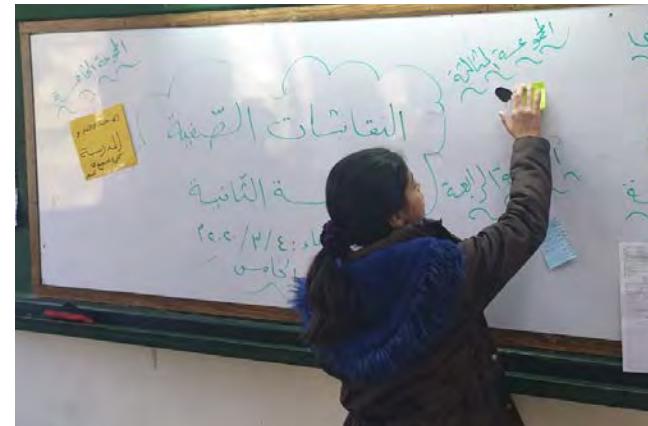
1. Decorate the classroom.
2. Have breakfast under a tall tree in the school yard.
3. Make a play about the animal kingdom and decide which new students could be the Lion King.

**Breaking old thinking patterns:** The teacher and the students can all get stuck in certain “tracks” of thought. They may be so comfortable that they don’t even realize they’re holding them back. So, to have fresh ideas, break away from established patterns of thought and start to see new paths ahead by challenging the assumptions. Students most likely bring a set of assumptions to each and every situation where many of them may turn out to be true, but challenging these preconceptions can also open up some exciting possibilities.





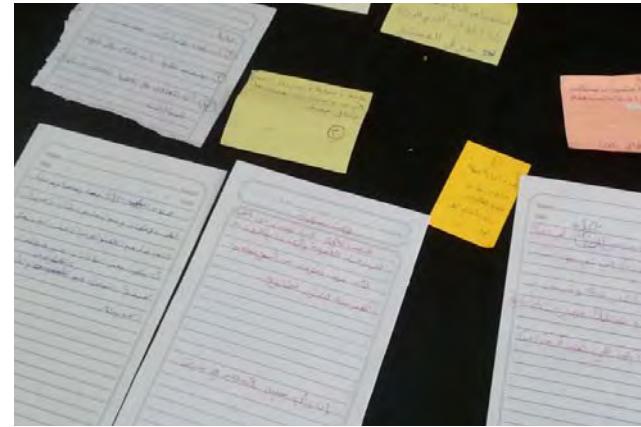
The teacher asks students to discuss their suggestions with their seat mates before presenting them.



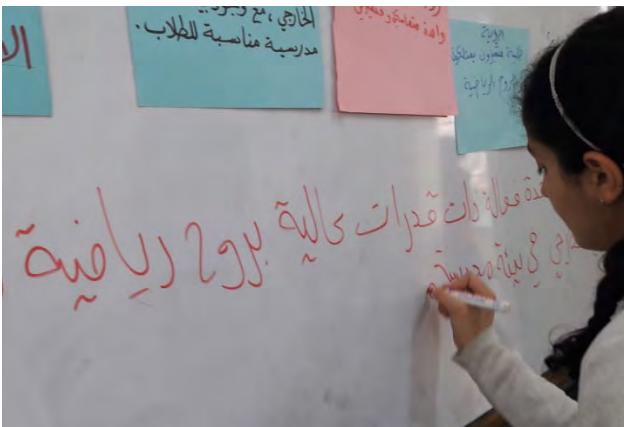
The teacher divides the class into groups, and all students' suggestions are posted on the whiteboard for further discussion.



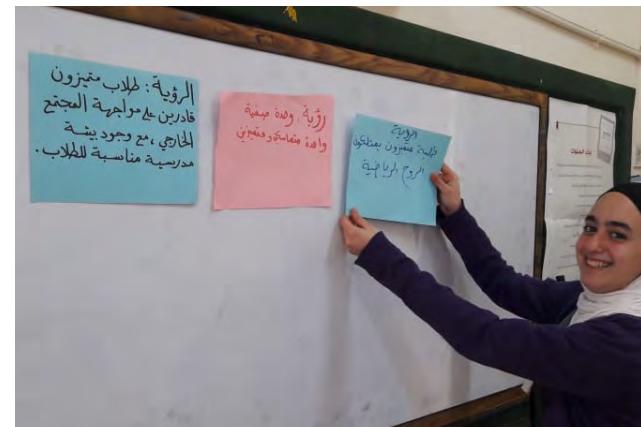
The teacher provides a certain time to students to think of their own suggestions and write them down on paper.



The teacher collects all students' opinions and started to build a consensus with students following such approaches.



After sufficiently discussing all the students' suggestions, building consensus a has been formulated.  
The final result is written on the whiteboard. The topic in these photos is "Class vision".



### 3. Making Collaborative Decisions and Taking Actions



Set clear and realistic deadlines. Keep in mind that your group will take as much time as they're given.

Set realistic expectation and celebrate students when they realize such expectations.

Help them understand what realistic progress looks like, and work with them on actions that are within their reach. When the students take these actions, have time to celebrate their achievements.

Excitement is contagious. Being with your students and showing them that you are happy to guide them on their journey will make a difference.

When you see the students making progress or hear of their accomplishments, try to take notice. More than that, tell them what you saw, what they achieved and that they should be proud of. Active positive observations are more than just praising your students. It is about pointing out when they have accomplished something that might not seem like progress.



### 4. Positive Attitude towards Class Wellbeing



Decorate a classroom with positive slogans from the session's results.

Put pictures of an ideal classroom, or descriptions on classroom walls.

Share positive comments and praise students early morning.

Celebrate the students' small actions, achievements and initiatives.

Embrace humor and allow yourself to laugh. It instantly lightens the mood and makes things seem a little less difficult. Even if you are not in the mood, pretending or forcing yourself to laugh can improve the atmosphere of a class and reduce stress.

Advise the students to turn failures into lessons. The students experience mistakes and failures in multiple contexts, in multiple tasks and with multiple people. Instead of focusing on how they failed, let them think about what they are going to do next time. The students turn their failure into a lesson learned.

Spend more time with your students, share your thoughts, feelings, ideas and dreams. Talk with your students about life, including books, news, and experiences they have had.

A smile can go a long way to cultivating positivity in our everyday life. When you smile, it will make you more receptive and friendly. A smile lets others know that you are easy to talk to and approachable, and people who have been straightforward and formal with you may gradually become more open. A smile is a simple tool, but a powerful one.



### Behavior Rules

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself he may do so and take on the roles assigned to the council.

**Session Description:** The Discussion Council will discuss the code of conduct with the class, write the agreed upon rules on a wall and have all students sign it as a pledge to abide by them throughout the school year.

**Target Grades:** Grade 1 to 10

**Discussion Manners:** Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> <li>1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them.</li> <li>2. Encourage students to participate actively and review discussion manners together.</li> </ol>	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> <li>• Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are...</li> <li>• Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are...</li> <li>• Peace be upon you. I am the white board notetaker. My name is... and my tasks are ...</li> <li>• Peace be upon you. I am the report taker. My name is... and my tasks are....</li> </ul>
	Facilitator Assistant	<ol style="list-style-type: none"> <li>1. Identify the topic and purpose of the discussion.</li> <li>2. Remind the students of discussion manners and encourage them to adhere to it.</li> </ol>	<ul style="list-style-type: none"> <li>• Welcome to a discussion session entitled "Behavior rules", the aim is agreeing on rules of behavior that we will commit to implementing during the current school year. Such as respect for others, and commitment to attendance.</li> <li>• During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.</li> </ul>
Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> <li>1. Ask students to explain from their point of view what a behavior rules.</li> <li>2. Ask students about the purpose of defining Behavior rules at the beginning of the school year.</li> </ol>	<ul style="list-style-type: none"> <li>• I welcome colleagues to today's debate.</li> <li>• Our topic is (Behavior rules). Who can explain what a code of conduct is?</li> <li>• Why do we have to set our own rules? What is the purpose of this?</li> <li>• What is the purpose of defining a code of conduct at the beginning of the school year?</li> <li>• Teacher, do you have a comment?</li> </ul>

		<p>1. Help students answer the facilitator's questions.</p> <p>2. Make sure that all students understand the purpose of the Behavior rules at the beginning of the school year.</p> <p>to behave in various situations.</p> <p>The importance of defining rules of behavior at the beginning of the school year:</p> <ul style="list-style-type: none"> <li>• It enhances a sense of responsibility and belonging, as students feel that they are involved in setting the rules and not just recipients of them. When they set the rules themselves, they have an internal commitment to observe them because they were part of the decision-making process.</li> <li>• Promote communication and understanding among students, as they discuss what behaviors they see as appropriate to create a positive learning environment. This discussion helps them develop dialog and constructive criticism skills, and they can come up with rules that reflect their shared values and meet everyone's needs.</li> <li>• Having the rules written and posted in the classroom makes them visible and clear to everyone, making it easy for students to be reminded of them when needed. It also fosters a sense of community, as everyone realizes that they are responsible for respecting these rules to ensure a structured and stimulating learning environment.</li> <li>• Develop planning and decision-making skills, which are essential not only in the classroom but also in their daily lives and careers.</li> </ul>
	<b>Whiteboard Notetaker</b>	<p>1. Write the definition of a code of behavior rules.</p> <p>2. Summarize the importance of defining a behavior rules. in brief bullet points.</p>

<b>Suggesting Solutions and Ideas</b>	<b>Facilitator</b>	<p>1. Give students two minutes to think and discuss in pairs the most important rules of behavior that they should adhere to in order to ensure a comfortable classroom environment where respect and harmony prevail.</p> <p>2. Ask students about the rules of behavior they came up with.</p> <p>3. Ask the teacher for help if needed.</p>	<ul style="list-style-type: none"> <li>• Take a couple of minutes to think about the most important rules of behavior that we all need to follow in order to ensure a comfortable and respectful classroom environment throughout the school year.</li> <li>• Now let's hear your suggestions. Who wants to participate?</li> <li>• Teacher, do you have any feedback?</li> </ul>
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	<b>Teacher</b>	<ol style="list-style-type: none"> <li>1. Help students talk about the most important rules of behavior that they need to follow.</li> <li>2. Make sure that the rules that students propose can be enforced by everyone.</li> </ol>	<p>Examples of successful rules of behavior that can help build a positive learning environment include:</p> <ul style="list-style-type: none"> <li>• Mutual respect: Treat everyone with politeness and respect, whether they are colleagues or teachers.</li> <li>• Active listening: Not interrupting others while they are talking and showing interest in what they are saying.</li> <li>• Personal responsibility: Commitment to schoolwork and punctuality.</li> <li>• Cooperation and teamwork: Supporting peers and working as a team to achieve common success.</li> <li>• Expressing opinions in an appropriate manner: Encourage constructive discussions without offending others.</li> <li>• Maintain the classroom environment: Maintain cleanliness and order in the classroom.</li> <li>• Abide by school rules: Respect general rules such as not leaving the classroom without permission.</li> <li>• Dealing with issues calmly: Resolve conflicts rationally without resorting to violence or yelling.</li> </ul>
	<b>Whiteboard Notetaker</b>	Record students' proposed solutions. record students' proposal for the Rules of behavior the whiteboard.	

<b>Making Collaborative Decisions</b>	<b>Facilitator</b>	<ol style="list-style-type: none"> <li>1. With the teacher's help, put similar suggestions together.</li> <li>2. Ask students to help rank sort and prioritize the proposed rules of behavior.</li> <li>3. Make sure the rules are written in a way that is clear and easy to understand.</li> <li>4. Make sure students are ready and willing to apply these rules throughout the school year.</li> <li>5. Announce the final rules after they have been categorized, paraphrased, and approved by the teacher.</li> </ol>	<ul style="list-style-type: none"> <li>• Okay, so now we're going to review your suggestions for rules of behavior and we're going to organize them and rephrase them as necessary.</li> <li>• I'm going to read you the behavioral rules that we'll be following throughout the school year. First...</li> <li>• Does anyone have any additions or changes they would like to share with us?</li> <li>• Does the entire class agree to adopt these rules as our behavioral rules for the entire school year?</li> </ul>
	<b>Teacher</b>	<ol style="list-style-type: none"> <li>1. Help the facilitator organize and categorize the students' suggestions and rewrite the rules if necessary.</li> <li>2. Make sure that all students are ready to commit to following</li> </ol>	

		these rules throughout the school year.	
	<b>Facilitator Assistant</b>	<ol style="list-style-type: none"> <li>1. Write the final agreed upon rules of behavior on a board.</li> <li>2. Let students one by one sign the board.</li> <li>3. Hang the board in an appropriate place in the classroom.</li> </ol>	
	<b>Report Notetaker</b>	Reclassify and organize the students' suggestions according to the teacher's instructions.	

<b>Wrap-Up</b>	<b>Facilitator Assistant</b>	<ol style="list-style-type: none"> <li>1. Praise students for following discussion manners and praise some of them by name.</li> <li>2. Ask students Exit Card questions to end the session and record your feedback.</li> <li>3. Ask the teacher if he or she has any comments to share before the session ends.</li> </ol>	<ul style="list-style-type: none"> <li>• Thank you very much for your participation in today's discussion session titled "Behavior rules"</li> <li>• Now I will ask you the Exit Card questions and I hope you will answer clearly.</li> </ul>
	<b>Teacher</b>	<ol style="list-style-type: none"> <li>1. Share your remarks on the session in general.</li> <li>2. Encourage the students' of the class to cooperate and apply the rules of behaviors during the academic year.</li> </ol>	
	<b>Report Notetaker</b>	<ol style="list-style-type: none"> <li>1. Write down the teacher's comments on the report.</li> <li>2. Share the report with the teacher to write his remarks and save the report in a file.</li> </ol>	

# Measuring Tool

**“Progress and Action Check Sheet”**

## Preparatory Session

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

School Name: Day/Date:	Form Filled Out By: Class/Teacher Name:
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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 (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 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 the Discussion Manners.	(6-4) The students apply all four points of the 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:

**Table of Proposed Actions According to the Performance Levels**

Performance Level			
Poor	Moderate	Good	Excellent
<p>(1-1)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Use interactive activities such as role-playing or acting out real-life situations, and provide positive models of the Discussion Manners.</li> <li>*Involve parents by communicating with them to provide support at home and reinforce desired classroom behaviors.</li> </ul>	<p>(1-2)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*Remind the students to focus on points they don't apply during the session.</li> </ul>	<p>(1-3)</p> <ul style="list-style-type: none"> <li>*Discuss with the students new ideas or ways to improve the class, and highlight the value of their contributions.</li> <li>*Have committed the students advise their peers on how to develop positive classroom behaviors.</li> <li>*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.</li> </ul>	<p>(1-4)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Provide appreciative feedback for outstanding student behavior.</li> <li>*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.</li> </ul>
<p>(2-1)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*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.</li> </ul>	<p>(2- 2)</p> <ul style="list-style-type: none"> <li>*Prepare contingency plans for unexpected challenges (e.g., low participation or time constraints) to keep the session on track.</li> <li>*Provide the students with information related to the discussion topic a day or two before the discussion session.</li> <li>*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."</li> </ul>	<p>(2-3)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*Ask the students to contribute to setting goals for the discussion, which will enhance their sense of responsibility for learning.</li> </ul>	<p>(2-4)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Prepare exploratory and stimulating questions that deepen the discussion and draw attention to new points or a different perspective.</li> <li>*Ask the students to provide real-life examples relevant to the session topic, which will help them connect theoretical concepts with practical application.</li> </ul>
<p>(3-1)</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* Prepare hand signals (⌚, 📺) or emoji cards for the students to use during the session.</li> <li>* Try to understand the reasons for the students' lack of participation through individual dialogue and support them to overcome any challenges they face.</li> </ul>	<p>(3-2)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*Employ interactive activities and include educational games or group work activities that encourage the students to participate in fun and non-threatening ways.</li> </ul>	<p>(3-3)</p> <ul style="list-style-type: none"> <li>*Use diverse learning tools such as videos, presentations, or interactive applications to engage the students and motivate them to participate.</li> <li>*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.</li> <li>*Involve the students in assessment and development by inviting them to evaluate their performance and suggest ways to improve future sessions.</li> </ul>	<p>(3-4)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Give the students the opportunity to present their work and ideas to peers or an external audience, enhancing self-confidence and communication skills.</li> <li>*Promote advanced teamwork by designing activities that require complex role assignments, such as forming multi-tasking teams that interact to achieve a single goal.</li> </ul>
<p>(4-1)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Identify the students' interests and customize lesson content to align with their interests and passions.</li> <li>*Create an atmosphere of trust and respect where the students feel valued and their ideas welcomed.</li> </ul>	<p>(4-2)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Have the students explore available resources on their own and search for answers using various sources, providing guidance as needed.</li> </ul>	<p>(4-3)</p> <ul style="list-style-type: none"> <li>*Stimulate open discussions by encouraging the students to transform their questions into group discussions with peers, increasing engagement and enriching the session.</li> <li>*Delegate responsibility and invite the students to take leadership roles, such as facilitating discussions or organizing classroom activities that rely on critical thinking.</li> <li>*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.</li> </ul>	<p>(4-4)</p> <ul style="list-style-type: none"> <li>*Recognize the students for asking unique questions or thinking creatively, enhancing their sense of the importance of their role in the learning process.</li> <li>*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.</li> <li>*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.</li> </ul>
<p>(5-1)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> </ul>	<p>(5-2)</p> <ul style="list-style-type: none"> <li>*Teach the students to speak loudly and clearly by repeating what they say or by providing them with a loudspeaker.</li> <li>*Repeat what the students say aloud to the entire class.</li> </ul>	<p>(5-3)</p> <ul style="list-style-type: none"> <li>*Emphasize to the students that their voice doesn't reach the entire class.</li> <li>*Teach the students to speak louder and clearly by having them repeat what they said.</li> </ul>	<p>(5-4)</p> <ul style="list-style-type: none"> <li>*Have the students in the back row repeat what the speaker said to draw everyone's attention to the range of their voice.</li> <li>*Emphasize the importance of making their voice clear and audible to everyone.</li> </ul>
<p>(6-1)</p> <ul style="list-style-type: none"> <li>*Add the Discussion Manners to the classroom rules wallpaper so that it is visible to all the students, helping them adhere to it.</li> <li>*Manage the discussion firmly yet flexibly, and intervene when rules are violated to ensure respect for the Discussion Manners.</li> <li>*Ask the students questions about the speaker and what they said to encourage them to pay more attention and focus on the speaker.</li> </ul>	<p>(6-2)</p> <ul style="list-style-type: none"> <li>*Draw the students' attention to positive role models by pointing out those who demonstrate good the Discussion Manners.</li> <li>*Assess the students' performance in adhering to the Discussion Manners during the session and guide them on how to improve their behavior.</li> <li>*Explain to the students how adhering to the Discussion Manners reflects respect and cooperation, values that are useful in everyday life.</li> </ul>	<p>(6-3)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> </ul>	<p>(6-4)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Explain how adhering to the Discussion Manners promotes values such as respect, teamwork, and the ability to express opinions positively.</li> <li>*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.</li> </ul>
<p>(7-1)</p> <ul style="list-style-type: none"> <li>*Prepare in advance for the session by reviewing the session steps and printing out the session plan and exit card questions.</li> <li>*Give each student two minutes to answer the exit card questions, then listen to their responses before concluding the session.</li> <li>*Use creative methods to summarize the session, such as mind maps and diagrams.</li> <li>*Engage the students in summarizing the session or asking the Exit Card questions and recording their responses.</li> </ul>	<p>(7-2)</p> <ul style="list-style-type: none"> <li>*Provide short challenges through stimulating questions that test the knowledge gained or an educational game related to the session's topic.</li> <li>*Check points that are not applied during the review step and make sure to apply them in the next session.</li> </ul>	<p>(7-3)</p> <ul style="list-style-type: none"> <li>*Assign the students some tasks, such as summarizing the session, reviewing what is learned, asking review questions, and recording notes.</li> <li>*Check for any points that are not applied and work on implementing them in the next session.</li> </ul>	<p>(7-4)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Leave a positive impact by concluding the session with a motivational message or advice related to the topic.</li> <li>*Provide additional resources or small tasks that the students can explore after the session to continue learning independently.</li> </ul>

## Method 1 Session

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

School Name: Day/Date:	Form Filled Out By: Class/Teacher Name:
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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.  4. Identify the causes of 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.
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.

**Table of propose Actions According to the Performance Levels**

<b>Performance Level</b>			
<b>Poor</b>	<b>Moderate</b>	<b>Good</b>	<b>Excellent</b>
<p>(1-1) *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. *Use interactive activities such as role-playing or acting out real-life situations, and provide positive models of the Discussion Manners. *Involve parents by communicating with them to provide support at home and reinforce desired classroom behaviors.</p>	<p>(1-2) *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. *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. *Remind the students to focus on points they don't apply during the session.</p>	<p>(1-3) *Discuss with the students new ideas or ways to improve the class, and highlight the value of their contributions. *Have committed the students advise their peers on how to develop positive classroom behaviors. *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) *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. *Provide appreciative remarks for outstanding the student behavior. *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) *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. *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. *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) *Prepare contingency plans for unexpected challenges (e.g., low participation or time constraints) to keep the session on track. *Provide the students with information related to the discussion topic a day or two before the discussion session. *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) *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. *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. *Ask the students to contribute to setting goals for the discussion, which will enhance their sense of responsibility for learning.</p>	<p>(2-4) *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. *Prepare exploratory and stimulating questions that deepen the discussion and draw attention to new points or a different perspective. *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) *Share the discussion topic in advance and ask the students to explore it with their families. *Introduce the basic concepts clearly and directly. *Use concrete examples to illustrate how to recognize and define the problem. *Pose targeted questions (e.g., "What seems abnormal in this scenario?") to prompt critical thinking. *Show brief videos or illustrations demonstrating problem identification. *Offer interactive exercises—such as games that require spotting flaws or missing elements in a scenario. *Let the students have multiple-choice prompts to practice identifying the correct problem.</p>	<p>(3-2) *Assign the students who have the ability to identify problems into groups to help their peers identify problems as well. *Show the students a video that explains the steps involved in identifying any problem related to a given topic. *Link the problems presented to concrete real-life situations that make them easier for them to understand and relate to.</p>	<p>(3-3) *Urge the students to think from different perspectives. *Observe the students' attempts to define the problem, pointing out the correct steps they took, and providing hints on what could be improved. *Have the students explain the problem in their own words through presentations or essays.</p>	<p>(3-4) *Urge the students to think predictively and anticipate the future implications of problems. *Introduce new scenarios that require creative thinking to explore unconventional dimensions of problems to broaden students' horizons.</p>
<p>(4-1) *Share the discussion topic with the students in advance and ask them to define the problem with their families as an assignment. *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. *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) *Assign the students the task of investigating the causes of the problem. *Support the students in overcoming frustration and emphasize that analytical thinking improves with practice. *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) *Create mind maps, tables, or visual displays to show relationships among influencing factors. *Organize small-group work for collaborative problem-cause analysis and idea sharing. *Have the students explain the relationship between the suggested reasons and the problem.</p>	<p>(4-4) *Show your admiration for the students' ability to independently identify the causes of the problem. *Express warm approval or admiration of the students and provide positive feedback to encourage them to continue thinking deeply.</p>
<p>(5-1) *Assign the students to brainstorm ideas and solutions to the problem as homework before the session day. *Guide the students on how to break the problem down into smaller, gradual parts. *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. *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) *Reframe or exclude ideas and solutions that are illogical and explain why. *Provide recommendations to help the students develop solutions that are more relevant to the problem and easier to implement. *Ask the students to review and draw inspiration from solutions proposed by others. *Use videos, texts, or examples to demonstrate how initial ideas and solutions can be developed into innovative and comprehensive solutions.</p>	<p>(5-3) *Assign some students to research ideas and solutions based on real-life experiences that are innovative and comprehensive. *Help the students apply the proposed 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. *Provide encouraging feedback that highlights the positive aspects of the students' ideas and guides them toward improving them.</p>	<p>(5-4) *Invite the students to explore out-of-the-box ideas by asking questions such as: What solution hasn't been proposed before? *Have the students evaluate their proposed solutions from all angles including (feasibility, cost, impact). *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) *Share and explain ways to build on others' opinions with the students before starting the session. *Have the students agree or disagree with their peers' opinions to begin. *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) *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? *Help the students use arguments and evidence to support their ideas. *Guide students in asking critical questions about the ideas presented to open up discussion and expansion.</p>	<p>(6-3) *Focus on the importance of developing ideas rather than simply endorsing or modifying them. *Provide an opportunity to reframe the ideas discussed in a new way or to suggest a new, improved idea. *Express warm approval or admiration for students' efforts and provide feedback to help them improve the quality of their contributions.</p>	<p>(6-4) *Discuss with the students potential obstacles and how to address them to ensure successful implementation of proposed ideas. *Urge the students to think about the actual impacts expected and resulting from implementing their ideas and solutions. *Engage the students in practical projects or real-life case studies to apply the ideas they developed.</p>
<p>(7-1) *Help the students consider their personal life circumstances and capabilities before making a decision and choosing the right one for them. *Ensure the students that a decision made now can be changed later if it is difficult to implement. *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) *Form groups of the students to listen to the perspectives of others in the same group before making a decision. *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. *Observe the students as they consider options and offer suggestions or hints without directly intervening.</p>	<p>(7-3) *Ask the students about their peers' experiences and prior experiences with the proposed decisions, and guide the rest of the class to consider their peers' experiences when making decisions. *Express your pride when the students successfully make independent decisions and explain to them the importance of informed decision-making in real life. *Highlight the students' strengths in thinking and analysis to support their independence.</p>	<p>(7-4) *Help the students think about the positive outcomes expected from the decision they make. *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) *Add the Discussion Manners to the classroom rules wallpaper so that it is visible to all students, helping them adhere to it. *Manage the discussion firmly yet flexibly, and intervene when rules are violated to ensure respect for the Discussion Manners. *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) *Draw the students' attention to positive role models by pointing out those who demonstrate good the Discussion Manners. *Assess the students' performance in adhering to the Discussion Manners during the session and guide them on how to improve their behavior. *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) *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. *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) *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. *Explain how adhering to the Discussion Manners promotes values such as respect, teamwork, and the ability to express opinions positively. *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>

## Method 2 Session

School Name: Day/Date:	Form Filled Out By: Class/ Teacher Name:
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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 areunable 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 the Discussion Manners.	(5-4) The students apply all four points of the the Discussion Manners.
Teacher or 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.
Total Points:		( ) and expressed by percentage as: ( )				
Level of Performance:		<input type="radio"/> ( ≤ 64% , Poor ) <input type="radio"/> ( 65 % - 79% , Moderate ) <input type="radio"/> ( 50 % - 94% , Good ) <input type="radio"/> ( ≥ 95% , Excellent )				

Coordinator's Name and Signature:

Principal's Name and Signature:

Table of Proposed Actions According to the Performance Levels

Performance Level			
Poor	Moderate	Good	Excellent
<p>(1-1)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Use interactive activities such as role-playing or acting out real-life situations, and provide positive models of the Discussion Manners.</li> <li>*Involve parents by communicating with them to provide support at home and reinforce desired classroom behaviors.</li> </ul>	<p>(1-2)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*Remind the students to focus on points they don't apply during the session.</li> </ul>	<p>(1-3)</p> <ul style="list-style-type: none"> <li>*Discuss with the students new ideas or ways to improve the class, and highlight the value of their contributions.</li> <li>*Have committed the students advise their peers on how to develop positive classroom behaviors.</li> <li>*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.</li> </ul>	<p>(1-4)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Provide appreciative feedback for outstanding student behavior.</li> <li>*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.</li> </ul>
<p>(2-1)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*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.</li> </ul>	<p>(2-2)</p> <ul style="list-style-type: none"> <li>*Prepare contingency plans for unexpected challenges (e.g., low participation or time constraint) to keep the session on track.</li> <li>*Provide the students with information related to the discussion topic a day or two before the discussion session.</li> <li>*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."</li> </ul>	<p>(2-3)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*Ask the students to contribute to setting goals for the discussion, which will enhance their sense of responsibility for learning.</li> </ul>	<p>(2-4)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Prepare exploratory and stimulating questions that deepen the discussion and draw attention to new points or a different perspective.</li> <li>*Ask the students to provide real-life examples relevant to the session topic, which will help them connect theoretical concepts with practical application.</li> </ul>
<p>(3-1)</p> <ul style="list-style-type: none"> <li>*Assign the students to brainstorm ideas and solutions to the problem as homework before the session day.</li> <li>*Guide the students on how to break the problem down into smaller, gradual parts.</li> <li>*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.</li> <li>*Urge the students to express their ideas without fear of being evaluated, and praise the students' efforts even if the solutions are not perfect.</li> </ul>	<p>(3-2)</p> <ul style="list-style-type: none"> <li>*Reframe or exclude ideas and solutions that are illogical and explain why.</li> <li>*Provide recommendations to help the students develop solutions that are more relevant to the problem and easier to implement.</li> <li>*Ask the students to review and draw inspiration from solutions proposed by others.</li> <li>*Use videos, texts, or examples to demonstrate how initial ideas and solutions can be developed into innovative and comprehensive solutions.</li> </ul>	<p>(3-3)</p> <ul style="list-style-type: none"> <li>*Assign some of the students to research ideas and solutions based on real-life experiences that are innovative and comprehensive.</li> <li>*Help the students apply the proposed 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.</li> <li>*Provide encouraging feedback that highlights the positive aspects of the students' ideas and guides them toward improving them.</li> </ul>	<p>(3-4)</p> <ul style="list-style-type: none"> <li>*Invite the students to explore out-of-the-box ideas by asking questions such as: What solution hasn't been proposed before?</li> <li>*Have the students evaluate their proposed solutions from all angles including (feasibility, cost, impact).</li> <li>*Introduce the students to SWOT analysis and use it as a tool to evaluate ideas and solutions to identify strengths, weaknesses, opportunities, and challenges.</li> </ul>
<p>(4-1)</p> <ul style="list-style-type: none"> <li>*Clarify the meaning of consensus building and how to achieve it using practical examples of each method.</li> <li>*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.</li> <li>*Use questions that prompt the students to explore similarities or mutual influence between ideas, such as "What do these ideas have in common?", "How do 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?"</li> </ul>	<p>(4-2)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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?"</li> </ul>	<p>(4-3)</p> <ul style="list-style-type: none"> <li>*Use voting to agree on a final solution.</li> <li>*Guide the students on how to use persuasion and negotiation techniques to foster collaboration, consensus, and conflict management.</li> <li>*Analyze the reasons for dissatisfaction among different parties and guide the students to focus on shared goals rather than points of disagreement.</li> </ul>	<p>(4-4)</p> <ul style="list-style-type: none"> <li>*Assign the students projects that require strategic plans to achieve consensus among groups with diverse interests.</li> <li>*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.</li> <li>*Guide the students on how to use consensus-building skills in future work settings.</li> </ul>
<p>(5-1)</p> <ul style="list-style-type: none"> <li>*Add the Discussion Manners to the classroom rules wallpaper so that it is visible to all the students, helping them adhere to it.</li> <li>*Manage the discussion firmly yet flexibly, and intervene when rules are violated to ensure respect for the Discussion Manners.</li> <li>*Ask the students questions about the speaker and what they said to encourage them to pay more attention and focus on the speaker.</li> </ul>	<p>(5-2)</p> <ul style="list-style-type: none"> <li>*Draw the students' attention to positive role models by pointing out those who demonstrate good the Discussion Manners.</li> <li>*Assess the students' performance in adhering to the Discussion Manners during the session and guide them on how to improve their behavior.</li> <li>*Explain to the students how adhering to the Discussion Manners reflects respect and cooperation, values that are useful in everyday life.</li> </ul>	<p>(5-3)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> </ul>	<p>(5-4)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Explain how adhering to the Discussion Manners promotes values such as respect, teamwork, and the ability to express opinions positively.</li> <li>*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.</li> </ul>
<p>(6-1)</p> <ul style="list-style-type: none"> <li>*Prepare in advance for the session by reviewing the session steps and printing out the session plan and the Exit Card questions.</li> <li>*Give each student two minutes to answer the Exit Card questions, then listen to their responses before concluding the session.</li> <li>*Use creative methods to summarize the session, such as mind maps and diagrams.</li> <li>*Engage the students in summarizing the session or asking exit card questions and recording their responses.</li> </ul>	<p>(6-2)</p> <ul style="list-style-type: none"> <li>*Provide short challenges through stimulating questions that test the knowledge gained or an educational game related to the session's topic.</li> <li>*Check points that are not applied during the review step and make sure to apply them in the next session.</li> </ul>	<p>(6-3)</p> <ul style="list-style-type: none"> <li>*Assign the students some tasks, such as summarizing the session, reviewing what is learned, asking review questions, and recording notes.</li> <li>*Check for any points that are not applied and work on implementing them in the next session.</li> </ul>	<p>(6-4)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Leave a positive impact by concluding the session with a motivational message or advice related to the topic.</li> <li>*Provide additional resources or small tasks that the students can explore after the session to continue learning independently.</li> </ul>

## Revision Session

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

School Name: Day/Date:	Form Filled Out By: Class/Teacher Name:
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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	Targeted 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 (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 need 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 the Discussion Manners.	(5-4) The students apply all four points of the 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.

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

Coordinator's Name and Signature:

Principal's Name and Signature:

**Table of Proposed Actions According to the Performance Levels**

<b>Performance Level</b>			
<b>Poor</b>	<b>Moderate</b>	<b>Good</b>	<b>Excellent</b>
<p>(1-1)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Use interactive activities such as role-playing or acting out real-life situations, and provide positive models of the Discussion Manners.</li> <li>*Involve parents by communicating with them to provide support at home and reinforce desired classroom behaviors.</li> </ul>	<p>(1-2)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*Remind the students to focus on points they don't apply during the session.</li> </ul>	<p>(1-3)</p> <ul style="list-style-type: none"> <li>*Discuss with the students new ideas or ways to improve the class, and highlight the value of their contributions.</li> <li>*Have committed the students to advise their peers on how to develop positive classroom behaviors.</li> <li>*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.</li> </ul>	<p>(1-4)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Provide appreciative feedback for outstanding student behavior.</li> <li>*Link student behavior to academic success by demonstrating their self-control and commitment contribute to positive outcomes, both in education and personal life.</li> </ul>
<p>(2-1)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*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.</li> </ul>	<p>(2- 2)</p> <ul style="list-style-type: none"> <li>*Prepare contingency plans for unexpected challenges (e.g., low participation or time constraints) to keep the session on track.</li> <li>*Provide the students with information related to the discussion topic a day or two before the discussion session.</li> <li>*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."</li> </ul>	<p>(2-3)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*Ask the students to contribute to setting goals for the discussion, which will enhance their sense of responsibility for learning.</li> </ul>	<p>(2-4)</p> <ul style="list-style-type: none"> <li>*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 in participating in the session topic.</li> <li>*Prepare exploratory and stimulating questions that deep discussion and draw attention to new points or a different perspective.</li> <li>*Ask the students to provide real-life examples relevant to the session topic, which will help them connect theoretical concepts with practical application.</li> </ul>
<p>(3-1)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*Have the students record the agreed-upon actions in their notebooks or on separate sheets and refer to them as needed.</li> </ul>	<p>(3-2)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*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.</li> </ul>	<p>(3-3)</p> <ul style="list-style-type: none"> <li>*Provide ongoing support by closely monitoring students' implementation efforts, offering assistance when needed to overcome obstacles, and sharing your personal experiences.</li> <li>*Emphasis on students' importance and impact on their personal lives.</li> <li>*Highlight the students who have implemented the procedures and urge others to follow in their footsteps.</li> </ul>	<p>(3-4)</p> <ul style="list-style-type: none"> <li>*Create opportunities for practical application outside of the classroom, such as community projects or field experiments.</li> <li>*Provide advanced feedback by discussing students' achievements in detail, asking questions that encourage them to analyze their performance more deeply, and offering suggestions for improving their performance in the future.</li> <li>*Have the students work on developing new actions based on previous experiences as homework.</li> </ul>
<p>(4-1)</p> <ul style="list-style-type: none"> <li>*Aware the students to listen to their peers' experiences to identify lessons learned from each experience, which will contribute to improving outcomes.</li> <li>*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.</li> <li>*Provide potential alternatives for the students to consider if they are having difficulty making a decision.</li> </ul>	<p>(4-2)</p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Help the students deeply analyze their own and their peers' experiences.</li> <li>*Form student groups to provide collaborative support and reduce the individual burden of decision-making.</li> </ul>	<p>(4-3)</p> <ul style="list-style-type: none"> <li>*Observe the students as they attempt to make decisions and provide constructive feedback without over-interfering.</li> <li>*Support the students to rely on themselves when making decisions and explain that even trying is a good thing.</li> <li>*Assign high-achieving students to help their peers write the reflection section.</li> </ul>	<p>(4-4)</p> <ul style="list-style-type: none"> <li>*Express your appreciation for students' ability to make thoughtful decisions about the actions they will take to motivate them to continue developing this skill and build their self-confidence.</li> <li>*Assign some of the students to explain the importance of reflecting on the experiences of others and its role in improving decision-making.</li> </ul>
<p>(5-1)</p> <ul style="list-style-type: none"> <li>*Add the Discussion Manners to the classroom rules wallpaper so that it is visible to all students, helping them adhere to it.</li> <li>*Manage the discussion firmly yet flexibly, and intervene when rules are violated to ensure respect for the Discussion Manners.</li> <li>*Ask the students questions about the speaker and what they said to encourage them to pay more attention and focus on the speaker.</li> </ul>	<p>(5-2)</p> <ul style="list-style-type: none"> <li>*Draw students' attention to positive role models by pointing out those who demonstrate good Discussion Manners.</li> <li>*Assess students' performance in adhering to the Discussion Manners during the session and guide them on how to improve their behavior.</li> <li>*Explain to the students how adhering to the Discussion Manners reflects respect and cooperation, values that are useful in everyday life.</li> </ul>	<p>(5-3)</p> <ul style="list-style-type: none"> <li>*Have the students evaluate their performance in applying the Discussion Manners during the session, to identify the Discussion Manners they have mastered and the manners they need to improve.</li> <li>*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.</li> </ul>	<p>(5-4)</p> <ul style="list-style-type: none"> <li>*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 session.</li> <li>*Explain how adhering to the Discussion Manners promotes respect, teamwork, and the ability to express opinions positively.</li> <li>*Celebrate adherence to the Discussion Manners as an essential part of the classroom culture, urging the student to adhere to it as a permanent standard.</li> </ul>
<p>(6-1)</p> <ul style="list-style-type: none"> <li>*Prepare in advance for the session by reviewing the session steps and printing out the session plan and Exit Card questions.</li> <li>*Give each student two minutes to answer the Exit Card questions, then listen to their responses before concluding the session.</li> <li>*Use creative methods to summarize the session, such as mind maps and diagrams.</li> <li>*Engage the students in summarizing the session or asking Exit Card questions and recording their responses.</li> </ul>	<p>(6-2)</p> <ul style="list-style-type: none"> <li>*Provide short challenges through stimulating questions that test the knowledge gained or an educational game related to the session's topic.</li> <li>*Check points that are not applied during the review step and make sure to apply them in the next session.</li> </ul>	<p>(6-3)</p> <ul style="list-style-type: none"> <li>*Assign the students some tasks, such as summarizing the session, reviewing what is learned, asking review questions, and recording notes.</li> <li>*Check for any points that are not applied and work on implementing them in the next session.</li> </ul>	<p>(6-4)</p> <ul style="list-style-type: none"> <li>*Personalize the review by connecting the summary to the teacher's or students' daily lives and personal interests to information more relevant and engaging.</li> <li>*Leave a positive impact by concluding the session with a motivational message or advice related to the topic.</li> <li>*Provide additional resources or small tasks that the students can explore after the session to continue learning independently.</li> </ul>

# House of School



## 4-1 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.

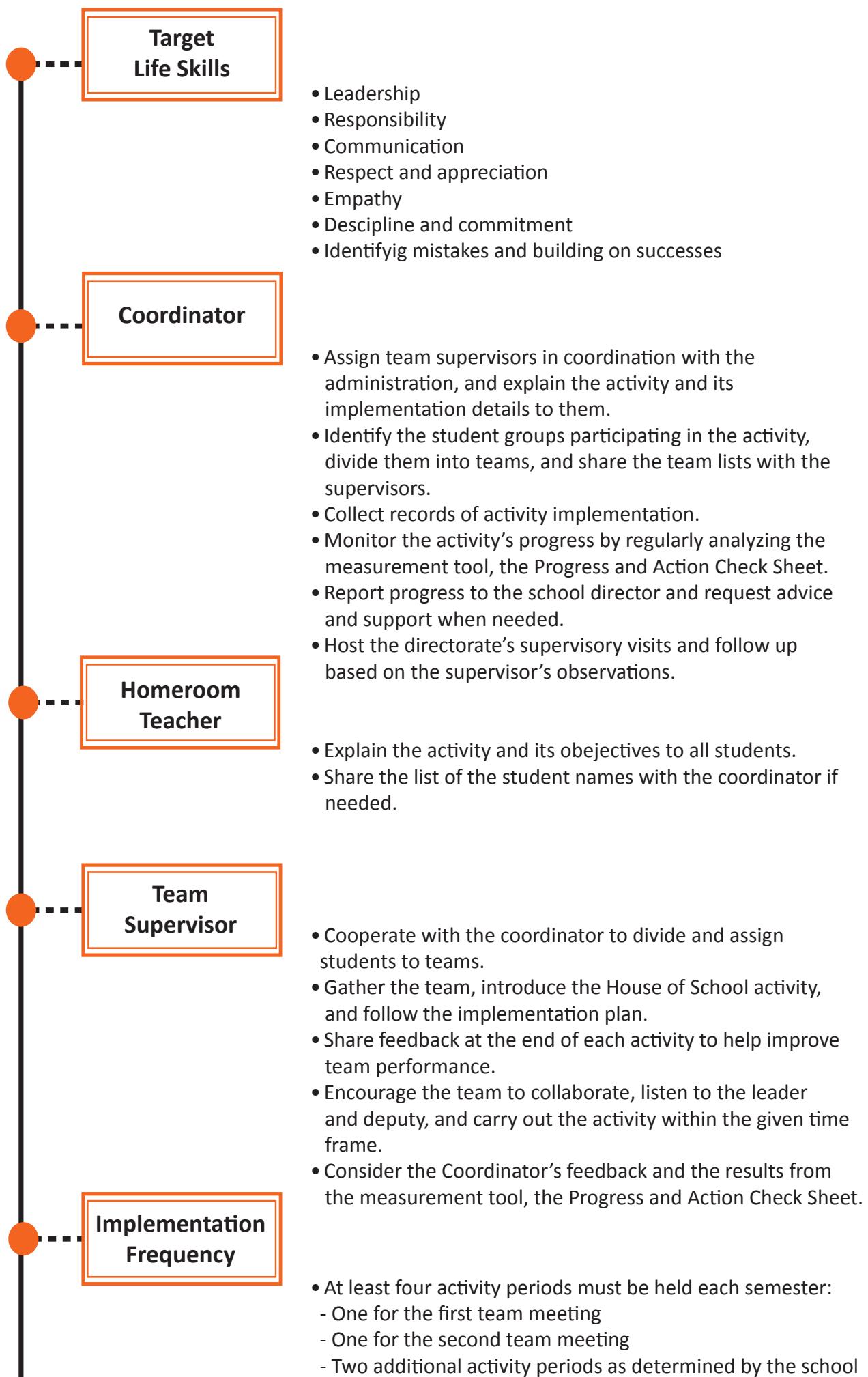
The primary purpose of House of School is to provide the students with opportunities to interact with others. It is important that all of the teachers have a clear understanding of how such interactions contribute to children's emotional and social development.

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/3HW8IIO>





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.

## Competiton

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.

## 4-2 Activity Preparation

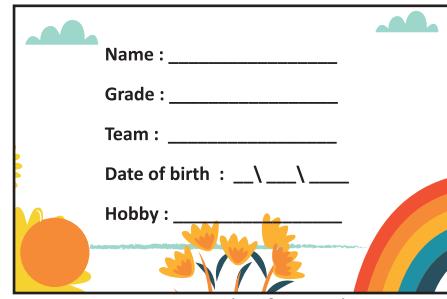
Below is the list for the items needed for preparing the House of School activity:

1. Teams ID cards
2. Captain's Notebook
3. Activity plan

### 1. Teams ID Cards

In the first team meeting, members make their ID cards which contain the following main points (name, grade, team name). Members present themselves to each other with proper instructions from the House of School Supervisor.

It is advised to encourage the students to use this ID card during whole school day and specially during the House of School activity time.



Example of ID card

### 2. Captain's Notebook

Captain's Notebook is to keep records of meetings and activities. It also serves as a communication tool between Captains and the House of School Supervisors. The standard contents of the Captain's Notebook are below:

#### 1. Basic Information of Team

Recording teams basic information which are: name of team supervisor, name of team's Captain and Vice Captain, names of members, members grades and classes, and the planned activities for the semester.

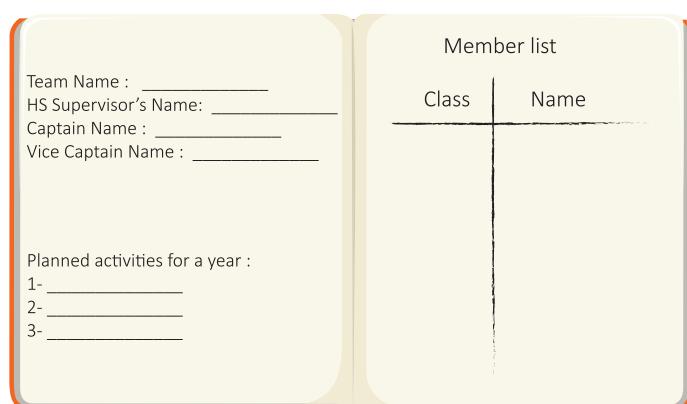
#### 2. Meeting or Activity Record

Recording the Team meetings regularly is to follow-up the meetings progress and outcomes for the supervisor, Captain and Vice Captain. It is also a good way to keep record of all the ideas suggested by members.

#### 3. Activity Review Record

Activity reviewing is fun specially when it's well done. In the reviewing time, many more ideas of future activities and events could emerge. Reviewing highlights the members' feelings of achievement, responsibility, pride and respect. During the reviewing time, the House of School Supervisor share notes, advice and guidance to all members to ensure better performance by all members in the future.

Below is an example of Captain's Notebook:



## Meeting Record template

Date	/ /
Team meeting topic :	
Meeting Notes (Ideas, Needed preparations, Task distribution, Time limit)	
Meeting Results	The results of the team meeting :
Reflection	<p>1. Did all of the members participate actively?</p> <p>2. Did all of the members cooperate with each other?</p> <p>3. Did all of the members enjoy the meeting?</p> <p>4. Remarks: Session highlights/ Things to be improved</p>

## Review Questions

Date :	/ /
Activity / Event title :	
Question	Response
1. Did you enjoy the activity / event?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
2. Did you actively participate in the discussion, preparations and implementation of the activity/ event?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
3. Was sufficient time allocated for preparation and implementation?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
4. Did we help and support each other? Any stories we would like to share?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
5. What did we do well in the course of planning, preparation and implementation?	Notes :
6. What could we improve in next time?	Notes :
7. Any other comments ?	Notes :

## 3. Activity Plan

Activity planning is as important as subject lesson planning. It is ensure that the supervisor and Team members are all confident in running an activity together. Through fair distribution of tasks according to the decided activity.

### House of School Activity Plan

Team Name/ Supervisors Name:			
Activity Title			
Activity Description			
Target of Activity			
Preparation			
Day /Lesson	Activity Contents	Distribution of Roles	Notes
	Supervisor		
	Captain Vice Captain		
	Senior Students		
	Junior Students		

## 4-3 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</b>   <b>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>

## 4-4 Designing Activity Program

When the principal and the coordinator want to choose the forms of activities, it is recommended to consider two points:

### A. Checking school calendar:

The House of School activity provides students with the opportunities to interact with each other throughout the year. Before planning for the House of School activity, checking the school calendar and deciding activity's frequency helps the principal and the coordinator to choose the activity form to implement in school.

### B. Considering the ages of students:

The task division between House of School Supervisors and Captains differs according to the age of the students. By considering their age and number of the teachers, it becomes easier to think about the most efficient way of managing the program.

The below table explains the difference of the task division between the House of School Supervisors and Captains according to students ages or grades:

Grade	HS Supervisors	Captains
<b>“Juniors” (From grade 1 to 6)</b>	Take an overall coordination role (Ex. Plan, prepare and facilitate the activity).	Assist the supervisors in preparation and coordination of the activities.
<b>“Seniors” (From grade 7 to 10)</b>	Assist and advise the Captains.	Take a leader role in coordination of the activities and facilitation of meetings.

For deciding number of the team members, the below conditions are followed:

**First:** deciding the meeting rooms per each team.

For example:

Red team meeting room → Grade 1A classroom

Blue team meeting room → Grade 1B classroom

Yellow team meeting room → Grade 2A classroom

**Second:** the maximum number of members for each team is equal to the maximum capacity of the team meeting room (classroom).

For example: If a school has 14 classrooms, the meeting rooms are decided for each team as below:

Classroom	Team meeting room	Max. number of students per classroom
1 <sup>st</sup> grade A classroom	Red team	40
1 <sup>st</sup> grade B classroom	Blue team	49
2 <sup>nd</sup> grade A classroom	Yellow team	42

= Maximum number of team members

For calculating the number of students who join each Team from each class:

Number of team members from each class	=	Maximum number of students per meeting room	÷	Number of classrooms in a school
	=	40	÷	14
	=	2.8		

The result means that the team will consist of:

36 members from 12 classrooms (3 members from each class)

4 members from 2 classrooms (2 members from each class)

Total number of members is 40, which is the maximum capacity of **Red team** meeting room.

## 4-5 Establishing Teams

Based on the previous example, the Homeroom teachers allocate the students into the several teams by taking gender balances and students' characters into consideration and make team list as below. Team list should be fixed on classroom's wall for whole school year.

Grade : 1A							
H.C Teacher : Hanin							
Total no. of students : 40							
Red House	Yellow House	Green House	White House	L. Green House	Brown House	BlackHouse	
Firas	Salim	Bashar	Musa	Mazin	Mustafa	Hanaa	
Ali	Mohammad	Bayan	Muhammad	Naser	Lutfi	Murad	
Aseel	Reem	Dana	Asma	Mustafa		Malik	
	Shorouq						
Purple House	L. Blue House	Pink House	Orange House	Blue House	Fushia House	Silver House	
Attallah	Rayan	Zaid	Yusef	Omar	Taha	Ahmad	
Ahmad	Abdullah	Abdulrahman	Zain	Ibraheem	Abbas	Dalia	
Jana	Rimas	Layan	Sara		Amani		
Amneh					Odi		

This is the Homeroom teacher's list. It is fixed on each classroom's wall.  
The coordinator keeps a copy in the file

Each coordinator and the House of School Supervisor keeps a copy of the list in their files. House of School Supervisors make the list with all member's names. An example of the list is below.

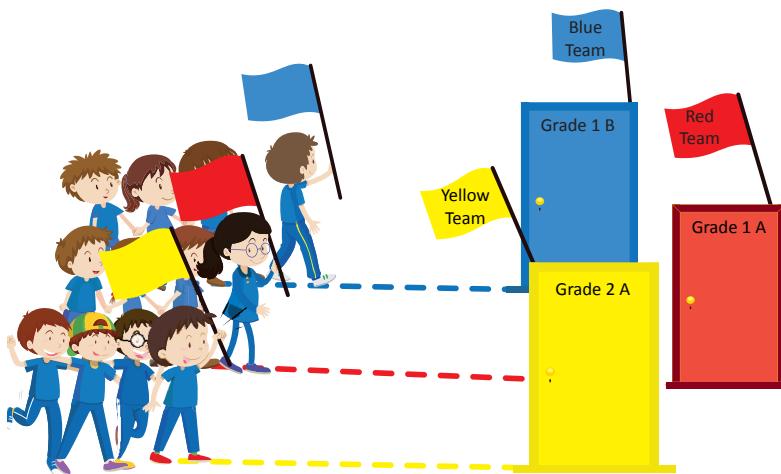
\*Each team can name it as members want. For example: name of popular leaders, prophet family and friend's name, names of flower, etc.

Red team.members.list			L.Green team.members.list			L.Blue team.members.list		
Grade & Class	#	Name	Grade & Class	#	Name	Grade & Class	#	Name
1-A	1	Firas	1-A	1	Musa	1-A	1	Bashar
1-A	2	Ali	1-A	2	Muhammad	1-A	2	Bayan
1-A	3	Aseel	1-A	3	Asma	1-A	3	Dana
1-A	4	Hanaa	1-A	4	Salma	1-A	4	Riham
1-B	1		1-B	1		1-B	1	
1-B	2		1-B	2		1-B	2	
1-B	3		1-B	3		1-B	3	
1-B	4		1-B	4		1-B	4	
Brown team.members.list			White team.members.list			Pink team.members.list		
Grade & Class	#	Name	Grade & Class	#	Name	Grade & Class	#	Name
1-A	1		1-A	1	Samah	1-A	1	Zaid
1-A	2		1-A	2	Hiba	1-A	2	Abdulrahman
1-A	3		1-A	3	Farah	1-A	3	Layan
1-A	4		1-A	4	Rasheed	1-A	4	Bashier
1-B	1		1-B	1	Mohammad	1-B	1	Attallah
1-B	2		1-B	2	Tayseer	1-B	2	Ahmad
1-B	3		1-B	3	Asma	1-B	3	Jana
1-B	4		1-B	4		1-B	4	Riham
Blue team.members.list			Black team.members.list			Fushia team.members.list		
Grade & Class	#	Name	Grade & Class	#	Name	Grade & Class	#	Name
1-A	1	Omar	1-A	1	Halah	1-A	1	Hana
1-A	2	Ibraheem	1-A	2	Khalil	1-A	2	Murad
1-A	3		1-A	3	Sahar	1-A	3	Malak
1-A	4		1-A	4		1-A	4	
1-B	1		1-B	1		1-B	1	
1-B	2		1-B	2		1-B	2	
1-B	3		1-B	3		1-B	3	
1-B	4		1-B	4		1-B	4	
Orange team.members.list			Green team.members.list			Purple team.members.list		
Grade & Class	#	Name	Grade & Class	#	Name	Grade & Class	#	Name
1-A	1	Salim	1-A	1	Asya	1-A	1	Farouq
1-A	2	Mohammad	1-A	2	Murad	1-A	2	Sinamer
1-A	3	Reem	1-A	3	Sara	1-A	3	Aziza
1-A	4	Shorouq	1-A	4		1-A	4	Anas
1-B	1	Hasan	1-B	1		1-B	1	Alli
1-B	2	Jamal	1-B	2		1-B	2	Khawla
1-B	3	Duaa	1-B	3		1-B	3	Oday
1-B	4		1-B	4		1-B	4	Muhammad
2-A	1	Jumana	2-A	1		2-A	1	Bilal
2-A	2	Sahar	2-A	2		2-A	2	Mohammad
2-A	3		2-A	3		2-A	3	Lina
2-A	4		2-A	4		2-A	4	Mubara
White team.members.list			Pink team.members.list			Silver team.members.list		
Grade & Class	#	Name	Grade & Class	#	Name	Grade & Class	#	Name
1-A	1		1-A	1		1-A	1	
1-A	2		1-A	2		1-A	2	
1-A	3		1-A	3		1-A	3	
1-A	4		1-A	4		1-A	4	
1-B	1		1-B	1		1-B	1	
1-B	2		1-B	2		1-B	2	
1-B	3		1-B	3		1-B	3	
1-B	4		1-B	4		1-B	4	
2-A	1		2-A	1		2-A	1	
2-A	2		2-A	2		2-A	2	
2-A	3		2-A	3		2-A	3	
2-A	4		2-A	4		2-A	4	

## 4-6 Launching Teams

The **First Step** is that the coordinator presents the House of School activity to students by following these processes:

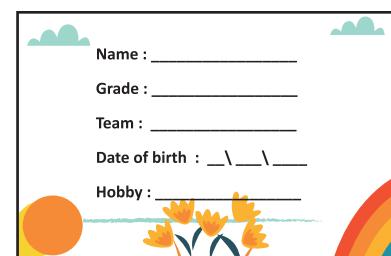
1. The Coordinator decides a classroom for each team.
2. The Coordinator decides a day on which students line up in the school yard as teams and go to their meeting room.
3. The Coordinator introduces the House of School Supervisors for each team and explains the activity to students.
4. The teams move into their team meeting rooms with the House of School Supervisors.



Students are lining up as a Team ready to head to their meeting rooms.

The **Second Step** is that the House of School Supervisors hold the first team meeting. The objectives of the first team meeting are:

1. The House of School Supervisors welcome members and explain about Team meeting .
2. The members write information on ID cards and present it to others.
3. The House of School Supervisors ask members to think of Team logo for next meeting.
4. The House of School Supervisors ask students to inform parents about the activity.



Example of ID cards

The **Third Step** is that the House of School Supervisors hold the second team meeting. The objectives of the second meeting are:

1. Members select Captain and Vice Captain after the House of School Supervisor explains the roles briefly.
2. The members discuss and select team logo.



The Roles of Captain	<ul style="list-style-type: none"> <li>• Suggesting new ideas and activities</li> <li>• Contributing to a sense of belonging among the team members</li> <li>• Helping build positive relationships within the team</li> <li>• Acting as a role model for team members</li> <li>• Identifying and encouraging positive qualities in others</li> <li>• Reminding members to demonstrate appropriate behavior when winning or losing</li> </ul>
The Roles of Vice Captain	<ul style="list-style-type: none"> <li>• Assisting team members during activities</li> <li>• Taking care of the team board</li> <li>• Filling out the Captain's Notebook</li> </ul>

The **Fourth Step** is that the coordinator holds the Captain training with support of the House of School Supervisors. The objectives are:

1. The Coordinator explains the activity and how it is engaged with different school events.
2. The Coordinator explains the roles of Captains and Vice Captains.
3. House of School Supervisors explain how to use the Captain's Notebook.
4. House of School Supervisors make an exercise how to facilitate meetings with members.

Below are notes that Captains should pay attention to when they facilitate meetings:

Steps	Notes
<b>1. Introduction</b>	<ul style="list-style-type: none"> <li>• Suggest contents of the activity for members or ask them if they have any ideas that would like to do.</li> </ul>
<b>2. Discussion</b>	<ul style="list-style-type: none"> <li>• Remind the members to stay in the meeting room always.</li> <li>• Give the members the opportunity to express their opinions freely.</li> <li>• Ask Vice Captain to write down ideas and notes on Captain's Notebook.</li> <li>• Follow consensus building progress to make decision and distribute tasks to the members with taking into account their individual difference.</li> </ul>
<b>3. Wrap-up</b>	<ul style="list-style-type: none"> <li>• Ask members the questions on Review Questions.</li> <li>• Give thanks to the members for participation and cooperation.</li> </ul>

## 4-6-1 Activity Plans

### First Team Meeting

Before the Meeting	Before the meeting, the House of School Supervisor arranges the seating so that each student from the upper grades sits next to a student from the lower grades.
<b>Steps</b>	<b>Instructions</b>
1. Introduction	<ul style="list-style-type: none"> <li>House of School Supervisor introduces themselves to the team and explains the activity and its purpose.</li> <li>House of School Supervisor asks the students reflective questions about the concept of family and home: <i>What is a family? What is a home? How do older siblings behave toward younger siblings? How should younger siblings behave toward older siblings?</i></li> <li>House of School Supervisor links the concept of family to the activity and explains the roles of team members by referring to their specific tasks.</li> </ul>
2. ID Card Activity	<ul style="list-style-type: none"> <li>Each team member introduces themselves to the group, mentioning their name, grade, date of birth, and hobby.</li> <li>The House of School Supervisor asks the upper-grade students to assist the lower-grade students in filling out their ID cards, while supervising and checking on the process.</li> </ul>
3. Wrap-up	<ul style="list-style-type: none"> <li>Once everyone has completed their ID cards, the House of School Supervisor summarizes the meeting by restating its purpose and key takeaways and reminding members of their responsibilities toward one another.</li> <li>The House of School Supervisor highlights and thanks the upper-grade members who demonstrated cooperation and initiative in helping others.</li> <li>The House of School Supervisor announces the next meeting's purpose: <i>Selecting the team's Captain and Vice Captain</i>.</li> <li>The session concludes with a review through questions posed by the House of School Supervisor, who records the answers (or adds more questions if necessary).</li> <li>Finally, a group photo of the team is taken.</li> </ul>

### Second Team Meeting

Before the Meeting	Before the meeting, the House of School Supervisor arranges the seating so that each student from the upper grades sits next to a student from the lower grades.
<b>Steps</b>	<b>Instructions</b>
1. Introduction	<ul style="list-style-type: none"> <li>House of School Supervisor introduces the activity and explains its purpose.</li> <li>House of School Supervisor asks the students about the role of a Captain: <i>What do you think a Captain is? What does a Captain do?</i></li> <li>House of School Supervisor explains the responsibilities of the Captain and Vice Captain by referring to the task list of team members.</li> </ul>
2. Captain and Vice-Captain Selection	<ul style="list-style-type: none"> <li>The students are invited to nominate themselves for the role of Captain. House of School Supervisor writes the names of the candidates on the board.</li> <li>Each candidate stands in front of the team to introduce themselves and explain why they should be chosen as Captain. The team members may ask them questions.</li> <li>Members vote for their preferred candidate.</li> <li>The House of School Supervisor counts the votes and announces the candidate with the highest number of votes as Captain, and the second-highest as Vice Captain.</li> </ul>
3. Wrap-up	<ul style="list-style-type: none"> <li>The House of School Supervisor congratulates the Captain and Vice Captain on their election and reminds them of their responsibilities, referring again to the team tasks.</li> <li>The newly elected Captain asks the team some review questions, while the Vice Captain records the answers.</li> <li>A photo is taken of the Captain and Vice Captain to commemorate the occasion.</li> </ul>

## 4-7 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.

### Cleanliness Activities

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

For example:

1. Daily Classroom Cleaning
2. Yard Cleaning

### 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 perform during morning queue.



The teams gather for breakfast during break time.

### 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
<b>Daily classroom cleaning</b>	10 min. before 1st lesson
<b>Yard cleaning</b>	10 min. after break
<b>Broadcast</b>	<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>
<b>Gathering breakfast</b>	<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>
<b>Break time games</b>	<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: Competition

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 ice 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
	Person in Charge	House of School Supervisor		Captain*2		Captain*2	Captain*2
2. Planning	Assistant	-		House of School Supervisor		House of School Supervisor	House of School Supervisor
	Person in Charge	House of School Supervisor		Seniors		Seniors	Seniors
3. Preparation	Assistant	Juniors		Seniors		Juniors, Seniors	Seniors
	Person in Charge	Juniors		Seniors		Juniors, Seniors	Seniors
4. Implementation	Audience	-		-		-	Juniors
	Person in Charge	House of School Supervisor		Captain, Vice Captain		Captain, Vice Captain	Captain, Vice Captain
5. Review	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.

## Daily Activities Plan – Break Time Games

Activity Description	Members discuss what kind of games they would like to play together during break time.(Running contest, X Y Z, rise flower, etc)	
Preparations	N/A	
Steps	Responsibility	Instructions
1- Introduction	House of School Supervisor	<ol style="list-style-type: none"> <li>1. Open the meeting by welcoming members.</li> <li>2. Support Captain during activity by encouraging members to listen carefully to Captain, and participate actively.</li> <li>3. Remind Vice Captain of making record of activity in Captain's notebook.</li> </ol>
	House of School Supervisor	<ol style="list-style-type: none"> <li>1. Support Captain during activity by reminding seniors and juniors of their roles towards each other.</li> <li>2. Remind Captain of any points forgotten.</li> <li>3. Do not neglect or ignore any misbehaviours from members.</li> <li>4. Assist Captain in summarizing the ideas.</li> <li>5. Assist Captain in making schedule for breaktime games.</li> </ol>
2- Discussion	Captain	<ol style="list-style-type: none"> <li>1. Ask members to suggest games and activities to play during breaktime.</li> <li>2. Remind seniors to take into account juniors age and capabilities.</li> <li>3. Write down all ideas on whiteboard.</li> <li>4. Rearrange ideas, and summarize them into a list.</li> <li>5. Make a schedule for each game one a week, and decide a place for playing the game in the yard.</li> </ol>
	Vice Captain	<ol style="list-style-type: none"> <li>1. Keep record of meeting.</li> <li>2. Take photos of meeting.</li> </ol>
	Seniors and Juniors	<ol style="list-style-type: none"> <li>1. Suggest games and activities.</li> <li>2. Participate in arranging and prioritizing the games.</li> </ol>
	House of School Supervisor	<ol style="list-style-type: none"> <li>1. Share notes members need to pay attention to for next meeting or activity.</li> <li>2. Encourage members to thank and appreciate Captain efforts, and to enjoy the games.</li> <li>3. Remind seniors to take care of juniors.</li> </ol>
3- Wrap up	Captain	<ol style="list-style-type: none"> <li>1. Review the activity outcomes.</li> <li>2. Answer the review questions and Exit card with members.</li> <li>3. Inform members about next meeting or activity topic, and ask them to prepare ideas for it.</li> </ol>
	Vice Captain	<ol style="list-style-type: none"> <li>1. Record members' answers of review questions on Captain's Notebook.</li> <li>2. Post break time games schedule on the Team board.</li> <li>3. Remind members to join activity on the same day of the game through announcement on the morning broadcast.</li> </ol>

## School Event Plan – Seasonal Cleaning Event

Activity Description	Members clean cooperatively.	
<b>Preparations</b>	1. Coordinator discusses with Supervisors the distribution of teams over school areas. 2. Supervisor informs Captain and members of their cleaning area and cleaning event date. 3. Brooms, cleaning fabrics, cleaning soap, water, scraper	
Steps	Responsibility	Instructions
1- Introduction	House of School Supervisor	1. Welcome members. 2. Encourage members to cooperate, and remind them of their roles towards each other. 3. Support Captain in dividing the members into groups, appointing a leader for each and distributing tasks to groups. <ul style="list-style-type: none"> <li>• Divide members into groups, select a leader for each, and distribute tasks.</li> </ul>
2- Cleaning process	Captain	<ul style="list-style-type: none"> <li>1. Give instructions to members how to help and support each other.</li> <li>2. Remind Captain of checking on the members.</li> <li>3. Do not neglect or ignore any misbehavior from members.</li> <li>4. Support the Captain in distributing the needed materials.</li> <li>5. Monitor the cleaning process.</li> </ul>
3- Wrap up	Vice Captain	<ul style="list-style-type: none"> <li>1. Check on cleaning process and members.</li> <li>2. Remind seniors to take care of juniors.</li> <li>3. Join the activity.</li> </ul>
	Seniors	<ul style="list-style-type: none"> <li>1. Show juniors proper way to use the tools.</li> <li>2. Take responsibility of cleaning high places, lifting heavy equipments or boxes, etc.</li> </ul>
	House of School Supervisor	<ul style="list-style-type: none"> <li>1. Share notes members need to pay attention to for next meeting or activity.</li> <li>2. Encourage juniors to thank and appreciate Captain and seniors.</li> </ul>
	Captain	<ul style="list-style-type: none"> <li>1. Answer the review questions to members.</li> <li>2. Inform members about next meeting or activity topic, and ask them to prepare ideas for it.</li> <li>3. Appreciate members' efforts.</li> </ul>
	Vice Captain	<ul style="list-style-type: none"> <li>• Record members' answers of review questions on Captain's Notebook.</li> </ul>

## School Event Plan – Preparations to Participate

Activity Description	Each team discusses what they perform and distribute the tasks fairly
<b>Preparations</b>	<ol style="list-style-type: none"> <li>1. Coordinator shares the schedule of activities with Supervisors.</li> <li>2. Supervisor informs Captain and members of the activities schedule.</li> <li>3. Vice Captain posts Team activities' schedule on Team board and asks members to prepare ideas to discuss.</li> </ol>
Steps	Responsibility
<b>1- Introduction</b>	<p><b>House of School Supervisor</b></p> <ol style="list-style-type: none"> <li>1. Open meeting by welcoming members.</li> <li>2. Encourage members to participate in the discussion actively and ask seniors to show support for juniors during this meeting.</li> </ol> <p><b>Captain</b></p> <ol style="list-style-type: none"> <li>1. Introduce meeting topic, "Planning for participating in broadcast, planning to prepare performance to participate in one of the seasonal events, or planning to prepare performance for open day."</li> <li>2. Announce the date of event.</li> </ol>
<b>2- Discussion</b>	<p><b>House of School Supervisor</b></p> <ol style="list-style-type: none"> <li>1. Remind Captain to consider juniors' abilities.</li> <li>2. Do not neglect or ignore any misbehavior from members.</li> <li>3. Support the Captain in facilitating discussion. *Please refer to P. 84 for consensus building process.</li> </ol> <p><b>Captain</b></p> <ol style="list-style-type: none"> <li>1. Remind members of usual performances.</li> <li>2. Ask one senior to write the date of event on the whiteboard (notetaker).</li> <li>3. Ask members to share what they can do or perform.</li> <li>4. Ask notetaker to write members suggestions on whiteboard.</li> <li>5. Ask Supervisor to assist "Consensus building" and decision-making process.</li> <li>6. Distribute tasks among team members. Ask them to volunteer, remember to involve juniors.</li> <li>7. Ask notetaker to write on whiteboard final decided performance, and distribute tasks.</li> </ol> <p><b>Vice Captain</b></p> <ol style="list-style-type: none"> <li>1. Keep record of meeting.</li> <li>2. Take photos of the meeting.</li> </ol> <p><b>Seniors</b></p> <ol style="list-style-type: none"> <li>1. Suggest ideas.</li> <li>2. Encourage next seated juniors to share ideas.</li> </ol>
<b>3- Wrap up</b>	<p><b>House of School Supervisor</b></p> <ol style="list-style-type: none"> <li>1. Share notes members need to pay attention to for next meeting or activity or training.</li> <li>2. Set a day, date and place to start practicing the performance.</li> </ol> <p><b>Captain</b></p> <ul style="list-style-type: none"> <li>• Ask the review question to members.</li> </ul> <p><b>Vice Captain</b></p> <ol style="list-style-type: none"> <li>1. Record members' answers of review questions on Captain's Notebook.</li> <li>2. Announce decided performance and tasks distributed on the Team board.</li> </ol>

## School Event Plan - Practice

Activity Description	Team members train and support each other		
Preparations	Captain and Vice Captain reminds members of their tasks before practicing.		
Steps	Responsibility	Instructions	
1- Introduction	Captain	<ul style="list-style-type: none"> <li>• Remind members of performance plan contents and tasks distributed.</li> </ul>	
	House of School Supervisor	<ol style="list-style-type: none"> <li>1. Welcome members.</li> <li>2. Encourage members to listen to Captain notes and cooperate and support eachother.</li> </ol>	
2- Practice	House of School Supervisor	<ol style="list-style-type: none"> <li>1. Do not neglect or ignore any misbehavior from members.</li> <li>2. Support Captain in facilitating training, by sharing notes and advising to make any changes on the task distributions or contents if needed.</li> </ol>	
	Captain	<ol style="list-style-type: none"> <li>1. Ask certain seniors to help training juniors.</li> <li>2. Check each member's tasks and preparations.</li> <li>3. Ask advice from Supervisor for improving members' performance.</li> </ol>	
3- Wrap up	Vice Captain	<ol style="list-style-type: none"> <li>1. Record training process, and any changes on the tasks or contents, etc.</li> <li>2. Take photos of practices</li> </ol>	
	Seniors	<ul style="list-style-type: none"> <li>• Support and help juniors to memorize and practice their tasks or performances.</li> </ul>	
	House of School Supervisor	<ol style="list-style-type: none"> <li>1. Share notes members need to pay attention to during the event day.</li> <li>2. Ask juniors to show support and proud of their team after they finish their performance.</li> <li>3. Remind Vice Captain to take photos of event day.</li> </ol>	
	Captain	<ul style="list-style-type: none"> <li>• Ask the review questions members.</li> </ul>	
	Vice Captain	<ul style="list-style-type: none"> <li>• Record members answers of review questions on Captain's Notebook.</li> </ul>	

## 4-8 Reviewing and Planning Activity for Next Year

At the end of the year, the Coordinator and the House of School Supervisors review their implementation during the year. It is to analyze how the House of School activity was effective in achieving the expected objectives and to think how it can be improved for next year.

The following tables indicate the review points and sample questions or each area:

	Review area	Review point	Key question	Answer
1	Designing the House of School activity	1.1 House of School activity plan in Our TOKKATSU annual plan	<ul style="list-style-type: none"> <li>- Which kind of difficulties were found in planning the House of School activity?</li> <li>- What are the suggested solutions to take into account for next year's plan?</li> </ul>	Coordinator
		1.2 Understanding the House of School activity objectives	<ul style="list-style-type: none"> <li>- Have all the teachers and students been informed about the House of School activity?</li> </ul>	Coordinator
2	Establishing teams	2.1 Making teams	<ul style="list-style-type: none"> <li>- Were students rounded to teams smoothly and efficiently with a cooperation from Homeroom teachers? What were the difficulties?</li> <li>- What are the suggestions to overcome these challenges?</li> </ul>	House of School Supervisor
3	Launching teams	3.1 Team meetings	<ul style="list-style-type: none"> <li>- Was the process of the students going into their team meeting rooms conducted smoothly?</li> <li>- Were the team meetings arranged properly? Were the meeting objectives achieved?</li> <li>- What were the difficulties and how to overcome objectives?</li> </ul>	House of School Supervisor
		3.2 Captain training	<ul style="list-style-type: none"> <li>- Did the Captains understand their roles and receive appropriate information on how to coordinate team activities and meetings?</li> </ul>	House of School Supervisor
4	Carrying out the House of School activity	4.1 Leadership	<ul style="list-style-type: none"> <li>- Did the Coordinator work efficiently (leading and guiding)?</li> <li>- Was the communication effective between the Coordinator and House of School Supervisors? Were there any difficulties? How to overcome them in the future?</li> </ul>	House of School Supervisor
		4.2 Activity preparations and implementation	<ul style="list-style-type: none"> <li>- Did the students actively participate in the activities?</li> <li>- Did members cooperate together in the activities? Did members cooperate together on preparing and implementing activities? What were the challenges? How to overcome them in the future?</li> </ul>	House of School Supervisor

4	<p><b>Carrying out the House of School Activity</b></p> <p>4.3. Communication</p> <p>4.4. Monitoring</p>	<ul style="list-style-type: none"> <li>- Were the House of School Supervisors and Captains communicating regularly and efficiently?</li> <li>- What could be done in the future to improve the communication?</li> <li>- Were there difficulties in communicating with the members?</li> <li>- What could be done in the future to overcome them?</li> </ul> <ul style="list-style-type: none"> <li>- Did the coordinator conduct regular monitoring by using Measuring Tool “Progress and Action Check Sheet”?</li> <li>- Did the school receive monitoring visits from the Directorate and have a discussion with the Directorate Supervisor?</li> </ul>	House of School Supervisor
5	<p><b>Review</b></p> <p>5.1. Activities and meetings</p>	<ul style="list-style-type: none"> <li>- Did the members have a review together every time they completed an activity?</li> <li>- Have the review results contributed to improve next activities?</li> <li>- What could be done to activate the review time efficiently?</li> </ul>	House of School Supervisor
6	<p><b>Program objectives</b></p> <p>6.1. Interacting with other age students</p> <p>6.2. Caring</p> <p>6.3. Leadership</p> <p>6.4. Appreciation and respect</p> <p>6.5. Reaching goals</p>	<ul style="list-style-type: none"> <li>- Were the opportunities for the students to interact with other age students provided throughout the year?</li> <li>- How do you increase this opportunity in the future?</li> </ul> <ul style="list-style-type: none"> <li>- Did the senior students enhance a sense of caring towards the juniors?</li> <li>- How do you increase this opportunity in the future?</li> </ul> <ul style="list-style-type: none"> <li>- Have the senior students had experience to support and lead the juniors?</li> <li>- How do you increase this opportunity in the future?</li> </ul> <ul style="list-style-type: none"> <li>- Did the junior students enhance their respect and appreciation toward the senior?</li> <li>- How do you increase this opportunity in the future?</li> </ul> <ul style="list-style-type: none"> <li>- Have the students got enough experience to reach goals by working together with their team members?</li> <li>- How do you increase this opportunity in the future?</li> </ul>	House of School Supervisor

## 4-9 Tips and Good Practices

For activating the preparatory stage, its implementation will need more tools or tips. Here are the tips and practices in line with detailed sessions and targeted skills done by the teachers in the targeted schools.

## 1. Establishing Teams

**Homeroom teacher:** divide classroom into team members, a team list is fixed on each classroom wall for the entire year. And these groups of students can also be used for group study in different subjects.

**Homeroom teacher and coordinator: cleaning the classroom by rotation can be coordinated by using Teams on the classroom list.**

**Homeroom teacher: rearrange the students' seating order into teams for all semester or school year.**

—(Meimouna Um Al Mo'mneen 2)

**Homeroom teacher: paint the seats with team colors or use cards.**

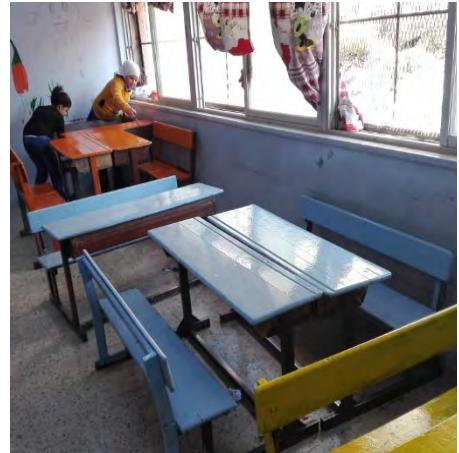
—(Meimouna Um Al Mo'mneen 2)



Classroom exams list is fixed on the classroom wall and was visible to all.



Homeroom teacher uses colored paper on which name of each team is written.



Homeroom teacher prefers to color the entire desks in team colors

## 2. Introducing the House of School Activity to Students

“

**House of School Supervisor: explain to the team what is the activity with details.**  
—(Dirar Bin Azwar)

**Coordinator and the House of School Supervisor: let all students line up in the school yard as teams. Ask the students to pay attention to coordinator for brief introduction about the activity before all teams head to their meeting room with the lead of their House of School Supervisors.**

—(Dirar Bin Azwar)

**House of School Supervisor: coordinate the voting process to select the team Captain while students are in the school yard.**

—(Meimouna Um Al Mo'mneen 2)

**House of School Supervisor: making the students sit in circles as teams will be easier to manage.**

—(Meimouna Um Al Mo'mineen 2)

”



After students line up in the school yard as teams and head to their meeting rooms, the House of School Supervisor introduces the House of School activity to the students.



Students sit in circles in the school yard which make managing the teams and selecting the Captains easier.

### 3. First Team Meeting

Items such as ID cards and head caps could enhance sense of belonging among members. Making the ID cards by themselves while the House of School supervisor encourage seniors to assist juniors.

—Amneh Wrekat, Fatima Shakhatreh, Sukaina Ebidat, Hiba Mostafa (Amira Alia)  
—Hanady Al Azza (Meimouna Um Al Mo'mneen 2)

Supervisors could come up with many ideas to welcome the members into the team during the first meeting. For example: balloons, drawing on members' faces, making short icebreaker games, and enjoying sweets. These made the members happy and more excited.

—Amneh Wrekat, Hunaida Bdair, Dala Al Asta (Amira Alia)  
—Hanady Al Azza (Meimouna Um Al Mo'mneen 2)  
—Duaa Mubeideen (Meimouna Um Al Mo'mneen 1)

After the 1st team meeting finished, it was encouraged to take a photo of the whole team to post it on the school's Facebook page or team board.

—Amneh Wrekat, Sukaina Ebidat, Hiba Mustafa, Fatima Shakhatreh (Amira Alia)  
—Hanady Al Azza (Meimouna Um Al Mo'mineen 2)  
—Hiba Haddad (Al Sheimaa 2)



Example of teams ID cards. Each team prepares their ID in a way reflecting the color or theme of the Team.



Green team supervisor holds activity in the school yard. Contents was drawing on the members' faces and celebrating launch of their Team with balloons. And the other supervisors celebrate launching their Teams in different ways.



All teams pause for their 1st team photo with their caps or badges.

#### 4. Holding the Captain Training

**Coordinator:** it is recommended to prepare and plan ahead for the Captain's training by sharing printed papers of the Captain and Vice Captain roles, a brief introduction of the House of School activity, and stationary items that the Captain and Vice Captain use to follow-up the activities or keep records.

—Inas Rawahneh (Thabet bin Qais)

**Coordinator:** make sure the Captains and the Vice Captains understand the difference between leadership and bossing by mentioning life examples and experiences. Encourage them to suggest the proper way of communicating with members and leading them.

**Coordinator:** after the Captain training, accompany the Captains on a tour of the classrooms to greet their members and announced that these Captains will take care of members and be responsible role models.

—Amneh Wrekat (Amira Alia)



Roles of the Captains and the Vice Captains are introduced.



Captains and Vice Captains are taking tours around classes to introduce themselves to members



Captains are introduced to all school students in the morning queue by coordinator.

Captains hand a set of stationary, notebook, and craft tools which are helpful in fulfilling the Captain's roles and tasks.

## 5. Roles of Captain and Vice Captain



**House of School Supervisor: explain Captain's role in front of all members of the team to make sure that these members are aware of the Captains roles.**

—Khitam Al Khateeb, Hanady Al Azza (Meimouna Um Al Mo'mneen 2)

**1. Coordinator: put the Captain's photo on the teams board as an appreciation for their efforts.**

**2. Coordinator: show appreciation for the excellent Captains by rewarding them with a medal in front of other teams and members during the morning queue. This will stimulate other Captains to make greater efforts.**

—Naheel Al Fatafta (Meimouna Um Al Mo'mineen 2)

—Shuheira Kassab (Al Sheimaa 1)

**Coordinator encourages the Captain for their attitude and fulfilling the tasks by exchanging roles between the House of School Supervisor and Captain for one day.**

—Mona Hamedan (Tamador Bint Amr 2)

**House of School Supervisor and Coordinator: show the pride of Captain's performance and work by posting photos and appreciation expressions on school's Facebook page or teams board.**



Captain is taking notes of members' names and information in the Captain's Notebook.



Captain is taking care of teams board through hanging her Team's activity news in the Blue Team area.

## 6. Captain and Vice Captain Assist the Supervisor

Captains and Vice Captains are required to assist the supervisor through:

1. Suggesting new ideas and activities.
2. Contributing to spreading the sense of belonging among the members towards the House of School activity.
3. Contributing to building positive relationships among the members.



**House of School Supervisor:** ask the Captain to prepare ideas for the activity. Supervisor also suggests websites and books for the Captain to search ideas.

—Noor Mustafa (Al Sheimaa 1)

—Doaa Mobaideen (Meimouna Um Al Mo'mneen 2)

—Sajeda Omar (Meimouna Um Al Mo'mneen 2)



**House of School Supervisor:** involve the Captain in making the activity plan.

—Naheel Al Fatafta, Hanadi Al Aaza (Meimouna Um Al Mo'mneen 2)

## 7. Active Participation

All members are expected to participate in the discussion, preparation and implementation, these are the targeted points:

1. Prepare for team meetings in advance
2. Suggest ideas
3. Implement the tasks on time



**Coordinator:** encourage the Captains to remind members to prepare ideas and activities and icebreak games which they can do as a team.

—Reeman Alatoum (Tamador Bint Amr 2)

**House of School Supervisor:** always remind the Captains to be careful of their attitude with members because they are role models. They need to use polite words such as (please, excuse me, thank you) to leave a positive impression with the members and respect the Captain.

—Mona Hameedan, Hanin Alrud, Zhra Taufiq, Atheer Zahdi (Tamador Bint Amr 2)

—Nisreen Qshuwa, Sana'a Albari, Mai Naseef (Meimouna Um Al Mo'mneen 2)

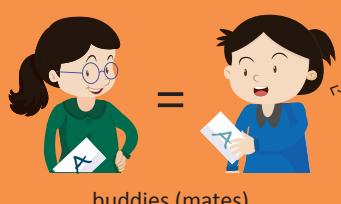
**Supervisor :** make buddies (mates), which will help juniors participate in the activity without hesitation and shyness.

To make buddies (mates):

1. Prepare two boxes with cards written in alphabetical letter.
2. Senior and junior students take a card from each box.
3. Those who take the same letter will be buddies (mates).

—Naheel Al Fatafta (Meimouna Um Al Mo'mneen 2)

—Abeer Sraira (Meimouna Um Al Mo'mneen 1)



“

**Supervisor:** ask Captain to remind the members to prepare well before each meeting or activity.

**Supervisor:** show Captain and members photos and videos of other HS Teams from different schools. It stimulates the sense of competition and encourages them to suggest new creative ideas.

—Dana Hasan, Khitam Mustafa (*Meimouna Um Al Mo'mneen 2*)

**Coordinator:** coordinating a competition between one school's House Team and another schools' House Team will drive everyone to carry out the activities with creativity and termination.

—Reeman Alatoum (*Tamador Bint Amr 2*)

—Naheel Al fatafta (*Meimouna Um Al Mo'mneen 2*)

**Supervisor:** suggest to get together during break time and play simple games such as “tag”, “cops and robbers,” or “Mr. Fox”.

—(Al Sheimaa 2)

—Azaheer Zuhdy (*Amira Alia*)

—Nida Alsheikh, Aya Khalifa (*Meimouna Um Al Mo'mineen 2*)

—Ibas Ruwahina (*Thabet bin Qais*)

”



Team participates in Marka Directorate's Drama competition with other schools. Team wins the 2nd place.  
Diana Abu Ouf (*Meimouna Um Al Mo'mineen 2*)



Orange team distributes oranges to the juniors from other teams to be aware the importance of vitamin C, especially in winter.



Teams implementes different activities; handcrafts and decorations for school halls and corridors.



Seniors take care of the cutting while juniors folded and glued the papers.



Green team made soap with guidance from the Captain and the House of School Supervisor.



## 8. Seniors Acquire Positive Attitude towards Juniors

These are the attitudes to enhance in the seniors:

1. Help the juniors participate in the meetings.
2. Support the juniors in implementation and preparation.
3. Enhance caring attitude towards juniors.

“

**House of School Supervisor: explain the role and expected behavior from the seniors and how they should help and assist the juniors.**

—Hanadi Al Azza (Meimouna Um Al Mo'mineen 2)

**House of School Supervisor: show your respect to the seniors emphatically to encourage the members to respect them too.**

—Zahra Tawfiq (Tamador Bent Amr 2)

—Noor Mustafa (Al Sheimaa 1)

**House of School Supervisor: assist seniors by suggesting gentle tactics that make members with special needs, stubborn issues, learning difficulties or retard more cooperative in the activities.**

—Areej Nazal (Meimouna Um Al Mo'mineen 2)

—Suha Talafah (Al Sheimaa 2)

**House of School Supervisor: appreciate the committed and well-behaved seniors by selecting them as “Best Member of the Month” and post the member’s photo with decorations**

”

## 9. Juniors Acquire Positive Attitude towards Seniors

These are the attitudes to enhance in the juniors:

1. Listen to the senior's instructions
2. Ask the seniors to help
3. Talk with the seniors politely
4. Find good traits in the seniors
5. Be thankful for the senior's help

**House of School Supervisor:** teach the juniors to use polite words when they communicate with the older members such as, please, thank you and excuse me through continuous reminder.

—Dana Hasan (*Meimouna Um Al Mo'mneen 2*)

—Ifkar Abugais (*Al Sheimaa 1*)

**House of School Supervisor:** explain to the juniors the role of seniors towards them. Encourage them to be cooperative and respectful.

**House of School Supervisor:** appreciate the committed and well behaved juniors by selecting them as “Best Member of the Month” and post the member’s photo with decoration on the teams board with the reason.

## 10. Activity Category 1: Daily Activities

**Coordinator:** remind the Captains to check the cleanliness of classrooms on a rotating basis and report back to the coordinator. Announce the names of the cleanest classrooms at the morning assembly.

—(*Meimouna Um Al Mo'mneen 2*)

**Coordinator:** when conducting a clean-up event, set up a cleanup area for each Team. Remind team supervisors to monitor the cleaning process. Record the event with photos and videos.

—Azaheer Zuhdy (*Amira Alia*)

—(*Meimouna Um Al Mo'mineen 2*)

—Inas Rawahneh (*Thabet bin Qais*)

—Doaa Mubeidan (*Meimouna Um Al Mo'mneen 1*)



Captain and Vice Captain check the classroom cleaning status.



In cleaning event, each Team take responsibility for specific places in the school including laboratories.



Recording Team activities and meetings with notes and photos is commendable.

## 11. Activity Category 2: School Events



**Coordinator:** assign specific events for each team to prepare for. A morning queue is a good way to celebrate a seasonal event. Each team can prepare a performance for the event and present it to the other students.

—Hanady Al Azza, Khitam Al Khateeb, Yasira Al Mabrouk (Meimouna Um Al Mo'mneen 2)

**Coordinator:** appreciate teams for their participation with simple gifts or certificates during the event.

—Mona Derak (Al Sheimaa 2)

—Raja Otoum (Al Sheimaa 1)

**House of School Supervisor:** encourage the members to wear their color's clothes or their Team ID card at the Open Day to distinguish them from other teams. It will spread joy among the team members for appearing as one unit.

—(Tamador Bint Amr 1, 2)

**Coordinator:** hold contests between the teams and record points, which will inspire and stimulate all the teams. The sense of competition can be used for Open Day to enhance the belonging among team members.

—(Tamador Bint Amr 1, 2)

**Coordinator:** encourage each team to display their handcrafts, drawings, photos of their own meetings and activities during the year. The seniors could take the role of exhibitors to explain the Team's activities to the audience or guests. Each Team can also prepare a performance to present at the Open Day opening.

—(Tamador Bint Amr 1, 2)





Red team celebrates Karama Day by performing in front of the students during morning queuing.



White team celebrates Prophet's Mohammad birthday by presenting a performance which includes a play, songs and sport activities during morning queuing.



Teams proudly take their colors' clothes and got ready to enjoy the Open Day.



Teams prepare and presents their performances.

# Measuring Tool

“Progress and Action Check Sheet”

## House of School Activity Measurement Tool

School Name: Day/Date:	Form Filled Out By: Team/Teacher Name:
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\*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. *Emphasizing 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.
Team Members (During Activity)	Communication	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.
	Commitment and Discipline	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.
	Promoting Positive Attitudes towards the lower grade students	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.
Team Captain (After Activity)	Reviewing and Reflecting	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.

**Table of Proposed Actions According to the Performance Levels**

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

# Parents' Participation in the Activity



## Parental Involvement in Our TOKKATSU (School's life skills) Program

The partnership between schools, parents, and the local communities is a fundamental pillar for the success of any sustainable educational project. Thanks to the positive results achieved by Our TOKKATSU (School's Life Skills) program since its launch in 2018 in the Jordanian public schools, it has been expanded by the Japanese NGO Children without Borders (KnK), in partnership with the Japan International Cooperation Agency (JICA) and the Jordanian Ministry of Education in Jordan, to include the active participation of parents. This expansion stems from the importance of cooperation between the school and the family in achieving an integrated educational environment that benefits students, teachers, and parents.

Schools are institutions that can prepare children to contribute to the improvement of the society where the school operate by equipping them with skills that are important in that society. Since each group plays a different role in contributing to children's education, efforts must be made to build a bridge between them to maximize their contributions. Education occurs efficiently and effectively when these different groups of people cooperate. Accordingly, it is important to continuously establish and develop the partnership between schools, parents, and communities.

The family is the primary incubator for a child's upbringing, and the school complements this role by supporting the development of their personality and enhancing their self-confidence. Studies also indicate that parental involvement in education positively affects children's academic performance at various stages, leading to cognitive development, improved thinking skills, reduced behavioral problems, and increased commitment and belonging. From here, instilling moral values and developing communication skills, acceptance of others, and social responsibility become an integral part of a child's comprehensive development.

### The Objectives of Parental Involvement in Our TOKKATSU Program Activities

The hallmark of cooperation between the parents and the school is their agreement to establish an independent structure to achieve goals that are difficult for either of them to achieve alone. Although the parents may have primary affiliations elsewhere, they commit to working together under specific circumstances to achieve a common vision and shared goals.

Integrating parents into the Our TOKKATSU activities in a number of public schools is a pivotal step aimed at developing students' personalities, enhancing their social skills, and refining their behavior to boost their self-confidence. The importance of this participation lies in the benefits that accrue to all parties involved—students, parents, and teachers—as follows:

#### Teachers

Enhancing communication and understanding students' families.

Gaining a wider understanding of students' environments and family situations.

Supporting collaborative work between the school and the family and exchanging educational experiences.

#### Parents

Taking an active role in building their children's character.

Acquiring new knowledge and methods in parenting and interaction.

Becoming more deeply involved in their children's school life.

#### Students

Boosting self-confidence and a sense of pride.

Developing social performance and strengthening character.

Fostering a sense of belonging to the school environment.

## What is Meant by Parental Participation?

It can be interpreted as follows:

- Participation by providing a service to their school, such as parents helping to register their children in the school.
- Participation by contributing (or raising) money, materials, and volunteering.
- Participation through attendance, such as attending parent-teacher meetings or maintaining continuous communication with the school.
- Participation by providing consultation on a specific issue.
- Participation in service delivery, often in partnership with other actors like organizations or institutions.
- Participation as implementers of delegated powers.
- Participation in actual decision-making at every stage, including problem identification, feasible studies, planning, implementation, and evaluation.
- It is worth noting that the last three points involve a high level of effectiveness and commitment.

## What is Meant by Parental Participation?

The primary goal of involving parents in the educational process is to enhance the quality of education, ensuring that children can learn more effectively and equip to deal with a rapidly changing world. Many educational studies support this idea, illustrating the positive impacts of parental involvement in the following areas:

- **Improved Investment of Limited Resources:**  
In light of the challenges many schools face due to a lack of resources, parental participation helps compensating for this deficit by providing volunteer support and community expertise.
- **Development of Curricula More Connected to the Child's Environment:**  
When school activities are linked to the student's daily life and local community, it becomes easier for them to understand and interact with them, making learning more realistic and effective.
- **Effective Diagnosis and Treatment of Problems:**  
Parental involvement is not limited to listening to complaints; it includes their contribution to analyzing the root causes of problems and creating collective solutions through channels such as regular meetings, community committees, and awareness campaigns.
- **Supporting the Quality of Education:**  
Through class discussions and joint activities, parents contribute to highlighting the factors affecting the quality of education and proposing new visions that enrich the school environment.
- **Building a True Partnership with the School:**  
The local communities can provide added value to the school, such as inviting influential local figures (like a community elder or leader) to share cultural heritage and local history with the students.
- **Consolidating Principles of Democracy and Equality:**  
Parental participation is one of the practical methods for establishing social justice within the school environment and creating a space where everyone feels their voice is heard and influential.
- **Enhancing Community Accountability:**  
The involvement of parents in school governance contributes to making the educational institution more transparent and accountable to the community it serves.
- **Achieving Long-Term Sustainability:**  
The higher level of parental involvement, the greater chances of sustaining programs and initiatives even after external support ceases. Planning and active participation provide them with the experience to lead projects independently and effectively later on.

## **Building and Maintaining Effective Cooperation**

Building genuine cooperation between the school, the family, and the community requires organized and continuous efforts aimed at strengthening ties and achieving an effective partnership. To ensure these initiatives are not merely formal or marginal, it is essential to systematically integrate parental involvement into the school's development plans.

Success in this area can only be achieved through careful planning, thoughtful implementation, and genuine capacity building. Although formal cooperation often takes the form of committees or meetings, its effectiveness depends heavily on the facilitation style and its efficiency. Despite the great enthusiasm that everyone feels at the beginning of their participation, poorly facilitated work sessions quickly turn into just another meeting, with more useless talk and little action, representing another burden and a waste of time. This is particularly likely to happen when the focus is primarily on unfocused delegation (cooperation), rather than driving the vision and mission forward through effective action procedures.

When these sessions are managed without clarity or organization, they gradually turn into routine meetings dominated by talk with no tangible results, which burdens participants and wastes time and effort. This usually happens when the effort is focused on the idea of "cooperation" as a general concept, without linking it to a clear vision or a practical plan that translates goals into concrete steps that move the work towards positive change.

## **Essential Steps for Building an Effective and Sustainable Partnership**

To achieve true and effective cooperation between the school, the parents, and the community, a fertile ground must be created to pave the way for this cooperation and ensure its continuity. This includes four essential pillars:

### **1. Aligning Motivations with Capabilities:**

Real change does not happen by chance; it requires harnessing positive energies and directing them thoughtfully towards an unified vision and common goals. For participants to feel ready and committed, strategies must be used to ensure their internal motivations are aligned with their practical abilities, which enhance active and lasting participation.

### **2. Enhancing Motivational Readiness:**

In the first stage, it is important to convey key messages to the parents in clear language and in ways that help them realize that the expected gains from the change far outweigh the current situation. For this, it is preferable to allow sufficient time to build this psychological and motivational readiness, especially among parents who are enthusiastic about volunteering, in addition to empowering them with the necessary knowledge and skills.

### **3. Selecting Inspiring Leaders:**

Any successful change requires a committed and qualified leadership that consistently follows up on implementation. Leaders here do not just welcome the parents at the beginning; they are accompanied, monitored, and their efforts are appreciated through various stages of changes, which enhance the continuity of giving.

### **4. Marketing New Ideas Smartly:**

When introducing new initiatives, it is important to highlight their advantages and positive promises, and to simplify the associated procedures as much as possible. It is preferable for the school administration to facilitate ways for the parents to participate, rather than involving them in the complex bureaucratic mechanisms that may weaken their motivation.

## **The Role of Stakeholders in Activating Parental Involvement**

To achieve a true and sustainable partnership with the parents, there must be a harmonious interaction among the various stakeholders, which each party is assigned a clear role that contributes to activating participation in an effective and integrated manner:

### **The Role of Ministry of Education and Directorates of Education:**

- Include parental involvement in educational plans and policies.
- Provide technical support to the school administrations to enhance the role of the parents and build their capacities in supporting the Our TOKKATSU activities.
- Periodically monitor the impact of participation.

### **The Role of School Principal:**

- Create a welcoming and supportive environment for parents.
- Maintain continuous and transparent communication with parents.
- Plan the nature of parental participation in the Our TOKKATSU activities.
- Open channels for participation at different levels and appreciate all contributions, no matter how small they are.
- Obtain approval from the Directorate of Education for the types of participation that parents will implement.
- Include parental participation in the school's development plan.
- Provide opportunities to enhance parents' abilities to support the Our TOKKATSU activities.
- Submit reports to the Ministry of Education and the Directorate on the progress and impact of parental participation upon their request.

### **The Role of Educational Development Council Member:**

- Act as a key liaison between the school and the local community, specifically the parents. Their roles include:
- Hold awareness sessions on the importance of the Our TOKKATSU activities and their impact on enhancing the students' social and life skills.
- Maintain continuous and effective communication between the school administration and the parents by sharing updates on the school events and participation opportunities through appropriate means (messages, apps, meetings).
- Facilitate periodic meetings, or discussion sessions that involve the families in school issues.
- Identify the parents who are motivated and willing to volunteer, and encouraging them to participate to leverage their experiences and skills in supporting the Our TOKKATSU activities.
- Propose the simple and flexible participatory mechanisms that suit the parents' needs and facilitate their involvement.
- Document the parents' participation and achievements in Our TOKKATSU activities.
- Hold th periodic review meeting at the end of each semester to identify strengths, weaknesses, challenges, and opportunities related to parental participation and use this feedback to develop future plans.
- Acknowledging parental participation in a manner appropriate to their level of contribution.

### **The Role of Teachers:**

- Create a positive environment where the parents feel appreciated and welcomed when they participate in the activities.
- Provide open channels for dialogue with the parents about the development of their children's social and life skills.
- Clarify the nature of the parents' role in the planned activities, providing the necessary support to help them clearly understand their tasks and the requirements of their participation.
- Propose diverse options for the nature of parental participation in the Our TOKKATSU activities at different levels that suit parents' abilities (in-person, remote, individual, group, etc.), taking into account the cultural and resource diversity.
- Express gratitude for the parents' support and emphasize the importance of their role as the partners in the educational process.
- Inform the parents about the impact of their participation on their children's learning and behavior.
- Document the parental participation with photos and videos, ensuring prior consent is obtained from those concerned, in preparation for sharing on platforms like Facebook or WhatsApp to highlight their role and promote a spirit of partnership.
- Attend the periodic review meeting at the end of the semester to identify strengths, weaknesses, challenges, and opportunities related to the parental participation and use this feedback to develop future plans.

### **The Role of Parents Themselves:**

- Show commitment and interest in education as partners, not as observers.
- Provide the constructive feedback and participate in the school initiatives.
- Volunteer in the Our TOKKATSU activities.
- Bring the positive family values that promote learning into the school.

### **The Role of Local Community and its Institutions (Municipalities, local institutions, local leaders, local organizations):**

- Support the school with educational and cultural resources and programs.
- Participate in fostering a sense of community belonging among the students.
- Contribute to the building bridges between the school and its surrounding environment.



Mrs. Mona, the mother of Aya, a first-grade student, helps her daughter prepare to lead the morning meeting at the start of the first class. She supports Aya in clarifying the goal she chose for her classmates and provides additional information during the "Announcement and Notes" part of the Leader of the Day meeting agenda.



Mrs. Suad, the mother of Aws, participates in the "Announcement and Observation" part of the Start of the Day meeting. She speaks with the students about the goal chosen by the Leader Student and hand out balloons to make them feel happy.

## **Steps to Activate the Role of Parents in the Our TOKKATSU Program**

Activate the role of the parents in the school activities requires smart planning and warm communication that opens the door for genuine and sustainable participation. The following are practical and organized steps to achieve this:

**1. Define a Clear Vision for Participation:**

Formulate specific objectives for the role of the parents in light of the school's development plan, linking their participation to enhancing the students' social and life skills and building a supportive community.

**2. Prepare an Annual Plan for Joint Activities:**

Include a variety of activities that suit the abilities and resources of the parents, and distribute the implementation schedule throughout the year, taking their availability into account.

**3. Establish Effective Communication Channels:**

Use multiple means (WhatsApp, Facebook, text messages, regular meetings, home visits) to inform them of updates and assign a coordinator at the school for direct communication with the parents.

**4. Create a Welcoming and Motivating Environment:**

Welcome the parents with appreciation and respect, making them feel the importance of their role as the partners, not just guests.

**5. Clarify Tasks and Provide Guidance:**

Explain their role in each activity in simple and direct language and provide them with written instructions or a model that outlines the tasks step-by-step.

**6. Documentation and Appreciation:**

Document the parental participation with photos and videos (after obtaining consent) and present the certificates of appreciation or words of thanks at the end of each activity.

**7. Continuous Evaluation and Development:**

Collect feedback from the parents and the teachers after each activity through the periodic review meeting at the end of the semester, then reflect the feedback in future plans and use them to improve the future activities and make them more engaging and interactive.

## **Classifying School Level Based on the Degree of Parental Involvement in the Different Activities**

Parental involvement is a key element in supporting the educational process and enhancing the school belonging, as its benefits are not limited to the students but extend to the teachers and the entire school community. Given the importance of this role, it has become necessary to develop objective assessment tools that enable the schools to measure the extent of the parent interaction and participation in the various activities.

This classification seeks to determine the level of each school based on the degree of the parental participation and interaction, which allows for analyzing gaps, identifying areas for improvement, and benefiting from the successful models in promoting educational partnership. This classification also fosters a spirit of positive competition among the schools and directs efforts toward creating the more cooperative and interactive school environment among all concerned parties.

Classification Point	Level Descriptors by Classification Point		
	Beginner Level School (Weak parental involvement)	Intermediate Level School (Moderate parental involvement)	Expert Level School (Excellent parental involvement)
Attendance	Parents do not attend the school meetings. They only come to school when a problem occurs or when specifically summoned by the administration.	Parents only attend the meetings related to exams and report cards.	Parents attend the various school meetings and events.
Interest in Our TOKKATSU	Parents are not concerned with their children's academic level or their social and life skills.	Parents are only concerned with their children's academic level.	Parents are concerned with both their children's academic level and their social and life skills.
Interaction	Parents do not interact in WhatsApp groups or on the school's Facebook page.	Only the parents of high-achieving students interact with the teacher in WhatsApp groups or on the school's Facebook page.	Parents actively interact in WhatsApp groups and on the school's Facebook page.
Initiative	Parents do not take the initiative to offer help or volunteer to assist the teachers in any way.	Parents provide assistance only when requested or specifically assigned by the administration or the teachers.	Parents volunteer to provide assistance to the school and the teachers.
Decision-Making	Parents do not participate in the school's decision-making process.	Only the parents of high-achieving students participate in the school's decision-making process.	Parents participate in the school's decision-making process.

 Classification levels are grades or categories used to measure and analyze the performance of an entity such as a school according to a specific criterion, in our context: the extent of parental participation in various school activities.

 Classification points are a set of specific criteria or indicators used to measure and evaluate a school's performance in a particular area, which here is the parental participation in the school activities. Each point represents a specific element that can be observed and measured.

 Each point represents a specific element that can be observed and measured.

 Descriptors for each level according to the classification points.

## Procedures and Plans to Enhance the Role of Parents in the Our TOKKATSU Activities

Given the importance of enhancing the role of parents in the school activities, as they are the key partners in supporting the student learning and building a comprehensive educational environment, a set of practical and targeted plans has been developed. These plans take into account the level of each school in terms of the parental participation. This approach is based on classifying schools into three levels (Beginner - Intermediate - Expert), which allows for the formulation of the flexible interventions that are appropriate to the needs of each school and guide it towards the gradual improvement of the partnership with the parents.

These plans aim to achieve a qualitative shift in the nature of the parental participation within the school, where participation is not seen as a transient event, but as a carefully designed strategic path based on communication, empowerment, and sustainability, thereby enhancing the effectiveness of educational activities and the spirit of Our TOKKATSU in the student's daily life.



Below are the examples of proposed plans according to each school level.

Proposed Action Plan for a Beginner Level School														
Necessary Materials	Implementation Period								Responsibility	Procedures	Activities			
	Second Semester				First Semester									
	6	5	4	3	2	1	12	11	10	9	8			
Plan Template												Principal, Educational Development Council (EDC) Member, Teachers	<ol style="list-style-type: none"> <li>1. Prepare a semester plan for the parental involvement in the Our TOKKATSU activities.</li> </ol>	Prepare a plan for the parental involvement in the Our TOKKATSU activities
Communication channels like WhatsApp and the school's Facebook page												Social Advisor, Facebook Page Admin	<ol style="list-style-type: none"> <li>2. Prepare an awareness-raising post about the impact of parents attending meetings on their children's behavior, academic level, and mental health, and publish it at the beginning of each semester.</li> </ol>	Hold an introductory meeting about Our TOKKATSU activities
Communication channels like WhatsApp and the school's Facebook page												EDC Member, Teachers	<ol style="list-style-type: none"> <li>3. Contact parents and invite them to the introductory meeting about the Our TOKKATSU activities.</li> </ol>	
Content for the introductory meeting (*To be attached later)												Counselor, Coordinators	<ol style="list-style-type: none"> <li>4. Hold the introductory meeting about the Our TOKKATSU activities.</li> </ol>	
Our TOKKATSU brochure (*To be attached later)												Coordinators, Teachers	<ol style="list-style-type: none"> <li>5. Distribute the the Our TOKKATSU activities brochure to students.</li> </ol>	Raise parents' awareness of Our TOKKATSU activities
												Facebook Page Admin	<ol style="list-style-type: none"> <li>6. Share a video on the impact of the Our TOKKATSU activities on children's future on WhatsApp groups and the school's Facebook page.</li> </ol>	
												Facebook Page Admin	<ol style="list-style-type: none"> <li>7. Share videos of the Our TOKKATSU activities implemented at the school.</li> </ol>	
												Teachers	<ol style="list-style-type: none"> <li>8. Assign parents to conduct interviews with their children after they participate in various the Our TOKKATSU activities to learn about the children's impressions of the activities.</li> </ol>	
												EDC Member	<ol style="list-style-type: none"> <li>9. Assign active parents to create posters that support the implementation of various the Our TOKKATSU activities, such as: the Start of the Day meeting agenda, Leader student's tasks, end-of-day meeting agenda, proposed goals, discussion etiquette, team board.</li> </ol>	Support the Our TOKKATSU activities
												Facebook Page Admin	<ol style="list-style-type: none"> <li>10. Post photos documenting the parents' posters hanging in classrooms with a word of appreciation for each volunteer.</li> </ol>	
												EDC Member	<ol style="list-style-type: none"> <li>11. Encourage the parents to interact on WhatsApp groups, express their admiration for the activities, comment on videos, and share them on their personal pages.</li> </ol>	

Proposed Action Plan for an Intermediate Level School																
Necessary Materials	Implementation Period										Responsibility	Procedures	Activities			
	Second Semester					First Semester										
	6	5	4	3	2	1	12	11	10	9	8					
Plan Template												Principal, EDC Member, Teachers	<ol style="list-style-type: none"> <li>1. Prepare a semester plan for parental involvement in Our TOKKATSU activities.</li> </ol>	Prepare a plan for parental involvement in the Our TOKKATSU activities		
Communication channels like WhatsApp and the school's Facebook page												Counselor, Facebook Page Admin	<ol style="list-style-type: none"> <li>2. Prepare an awareness-raising post about the impact of parents attending meetings on their children's behavior, academic level, and mental health, and publish it at the beginning of each semester.</li> </ol>	Hold an introductory meeting about the Our TOKKATSU activities		
Communication channels like WhatsApp and the school's Facebook page												EDC Member, Teachers	<ol style="list-style-type: none"> <li>3. Contact the parents and invite them to the introductory meeting about the Our TOKKATSU activities.</li> </ol>			
Content for the introductory meeting (*To be attached later)												Counselor, Coordinators	<ol style="list-style-type: none"> <li>4. Hold the introductory meeting about the Our TOKKATSU activities.</li> </ol>			
Our TOKKATSU brochure (*To be attached later)												Coordinators, Teachers	<ol style="list-style-type: none"> <li>5. Distribute the Our TOKKATSU activities brochure to the students.</li> </ol>			
QR code for the video below												Facebook Page Admin	<ol style="list-style-type: none"> <li>6. Share a video on the impact of Our TOKKATSU activities on children's future on WhatsApp groups and the school's Facebook page.</li> </ol>	Raise parents' awareness of the Our TOKKATSU activities		
												Facebook Page Admin	<ol style="list-style-type: none"> <li>7. Share videos of the Our TOKKATSU activities implemented at the school.</li> </ol>			
												Teachers	<ol style="list-style-type: none"> <li>8. Invite parents to the Our TOKKATSU activities inside the classrooms, with at least one parent per class section during the semester, and document with photos and videos.</li> </ol>			
												Facebook Page Admin	<ol style="list-style-type: none"> <li>9. Post the parents' participation on the school's Facebook page and WhatsApp.</li> </ol>			
												EDC Member, Teachers	<ol style="list-style-type: none"> <li>10. Monitor student success stories related to enhancing their social and life skills through the Our TOKKATSU activities.</li> </ol>			
												Facebook Page Admin	<ol style="list-style-type: none"> <li>11. Publish student success stories on the school's Facebook page and share them with parents' WhatsApp groups.</li> </ol>			

Proposed Action Plan for an Expert Level School																		
Necessary Materials	Implemented Period										Responsibility	Procedures	Activities					
	Second Semester					First Semester												
	6	5	4	3	2	1	12	11	10	9								
											Principal, EDC Member, 5 Parents	1. Hold a focus group discussion with 5 engaged parents to determine the nature of activities that parents can lead.	Prepare a plan for parental involvement in the Our TOKKATSU activities					
Plan Template											Principal, EDC Member, Teachers	2. Prepare a semester-long plan for parental involvement in the Our TOKKATSU activities.						
Communication channels like WhatsApp and the school's Facebook page											EDC Member	3. Contact engaged parents and invite them to participate in the introductory meeting about the Our TOKKATSU to talk about their own experiences and the impact of the activities on their children.	Hold an introductory meeting about Our TOKKATSU activities					
Content for the introductory meeting (*To be attached later)											Counselor, EDC Member, and concerned parents	4. Hold the introductory meeting on the Our TOKKATSU activities with the participation of parents.						
QR code for the video below											Facebook Page Admin	5. Share a video on the impact of the Our TOKKATSU activities on children's future on WhatsApp groups and the school's Facebook page.	Raise parents' awareness of the Our TOKKATSU activities					
											Facebook Page Admin	6. Share videos of the Our TOKKATSU activities implemented at the school.						
											Teachers, EDC Member	7. Invite parents to participate in the Our TOKKATSU activities according to the plan and document with photos and videos.						
											Facebook Page Admin	8. Post the parents' participation on the school's Facebook page and WhatsApp.						
											EDC Member	9. Conduct documented interviews with the parents (video or messages on social media) about their positive impressions of the activities.	Support the Our TOKKATSU activities					
											Facebook Page Admin	10. Post parent interviews on the school's Facebook page.						
											EDC Member, Teachers	11. Monitor student success stories related to enhancing their social and life skills through Our TOKKATSU.						
											Facebook Page Admin	12. Publish student success stories on the school's Facebook page and share them with parents' WhatsApp groups.						
											Principal, EDC Member	13. Acknowledge parents' active attendance at activities with certificates of appreciation.						

## **Tips for Overcoming Some of the Challenges the Schools May Face in Their Efforts to Enhance Parental Engagement**

Regarding the parent meetings to introduce the Our TOKKATSU activities: What we need is not just a traditional general meeting, but a truly interactive space. While a parent meeting is a necessary step, the classic model based on a fixed agenda, a formal platform, and rows of live speakers can create an environment fraught with conflict rather than constructive dialogue. Challenges associated with this model include the diversity of interests among attendees, varying levels of understanding and empathy, and the difficulty of adhering to a strict agenda, especially given the parent's desire to raise various issues that may not have been included. Furthermore, some feel marginalized, as many do not have the opportunity to express their opinions.

Instead, we propose an alternative approach based on identifying common themes and interests in advance, organizing informal meetings around them, and conducting parallel working sessions targeting different groups of the parents based on their interests. Finally, the meeting concludes with a review session which everyone can participate to share outcomes and exchange insights.

When preparing documents for publication: A stylish brochure, an engaging video, or a visual exhibit may seem like effective ways to communicate a message, but they can hide a common trap: focusing on form at the expense of substance. Therefore, when developing any communication material, it is important to keep the primary goal in mind by asking questions such as: Is the goal simply to convey information? Or is it to stimulate genuine participation and engagement? Shifting from simply receiving information to actively seeking commitment and contribution requires an entirely different approach.

One point to consider when preparing documents for publication is: What is the appropriate level of engagement? Providing information is very different from brainstorming opinions, ideas, and initiatives. What kind of response is expected? Does the school have the capacity and the structure to handle it? Can we achieve a deeper impact with simpler tools and direct communication?

Resistance among the teachers: Not all teachers welcome parental involvement in education. They tend to feel they are losing power in the school, as parents assume authority over certain matters. At the same time, they are encouraged to engage the parents who sometimes do not want to participate in any school activities. Therefore, building trust and changing the prevailing perception requires:

- Emphasizing complementary roles, not competition: Using examples to illustrate how the parental involvement does not weaken the teacher's role, but rather enhances it, because the parent is a partner in supporting the educational process from the outside, while the teacher is the educational leader in the classroom.
- Involving the teachers in formulating the partnership vision: Organizing an open dialogue session with them to formulate a collective vision on how and why the parents should be involved, i.e., making them the partners in the decision-making process rather than merely being asked to implement it.
- Presenting real-life success stories: Sharing examples of positive parent-teacher partnerships, and the impact on the student in particular.
- Focusing on flexibility: Partnership does not mean everyone participating equally, but rather finding multiple models that suit each party.

In conclusion, this section highlighted the importance of enhancing the parental involvement in the Our TOKKATSU activities, given its profound impact on supporting students' personal development, honing their social skills, and building positive self-awareness. We have found that this participation is not only a supportive element, but also an essential pillar that contributes to shaping an integrated educational environment that benefits all stakeholders—students, teachers, and parents themselves.

In this section, we have discussed a range of inspiring experiences from the various public schools, embodying the diverse parental involvement, ranging from leading the entire activity, contributing to a the specific component, or providing the logistical support such as timekeeping and organizing the students.

It is important to emphasize that activating the role of the parents is a shared responsibility, distributed among the key school components such as the administration, the teachers, and the educational development councils. Furthermore, participation may vary in nature and level depending on the capabilities of each school and the level of coordination between it and the parents, which calls for the implementation of flexible mechanisms that are appropriate to different contexts. Based on the positive results observed, both in terms of the classroom environment and the mother-child relationship, we recommend incorporating this practice as an integral part of the Our TOKKATSU program and expanding its implementation to more schools. This will become a solid foundation for building a vibrant school community that reflects the values of interaction and respect.



Mrs. Amira Abdel Hadi, the mother of Joud Allan, a second-grade student, lead a full Classroom Discussion session on the topic of "Organizing Priorities." She uses various methods during the session, including cards, role-playing, and storytelling.



Mrs. Duha, the mother of Ahmed, participates in the Classroom Discussion session titled "I Am Creative." She organizes an outdoor activity where students present their drawings, ask them why they complete half of the circle in a certain way, and helpe connect their artwork to real-life situations.

# Activity Materials

## Leader of the Day

You can print these materials and use them instantly.

# Our TOKKATSU (School's life skills) Plan

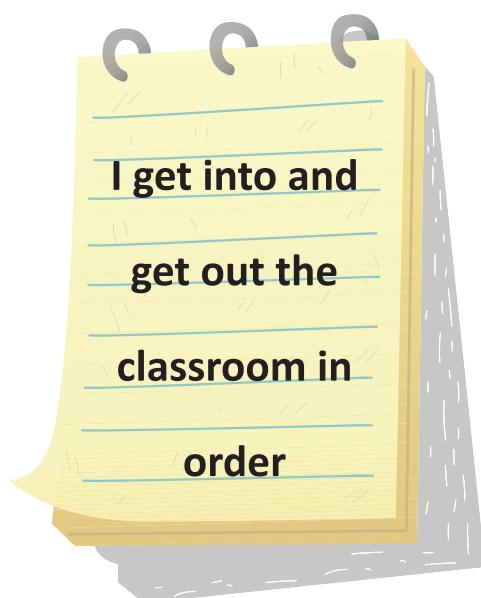
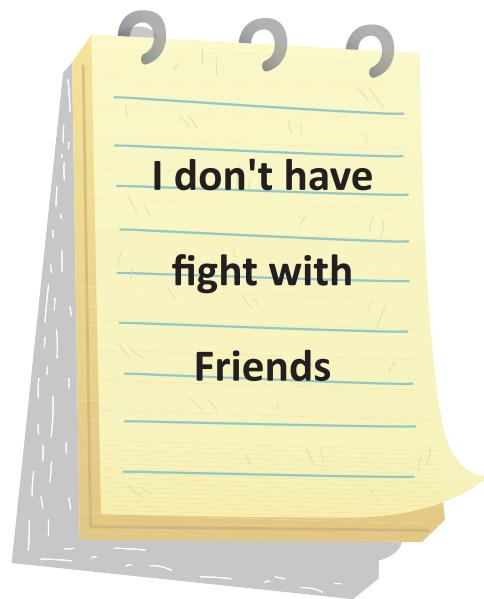
Our TOKKATSU (School's life skills) Procedural Plan for the Semester: \_\_\_\_\_  
School: \_\_\_\_\_

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

# Examples of Today's Target





# Star Journal

Date :

## Leader of the Day:

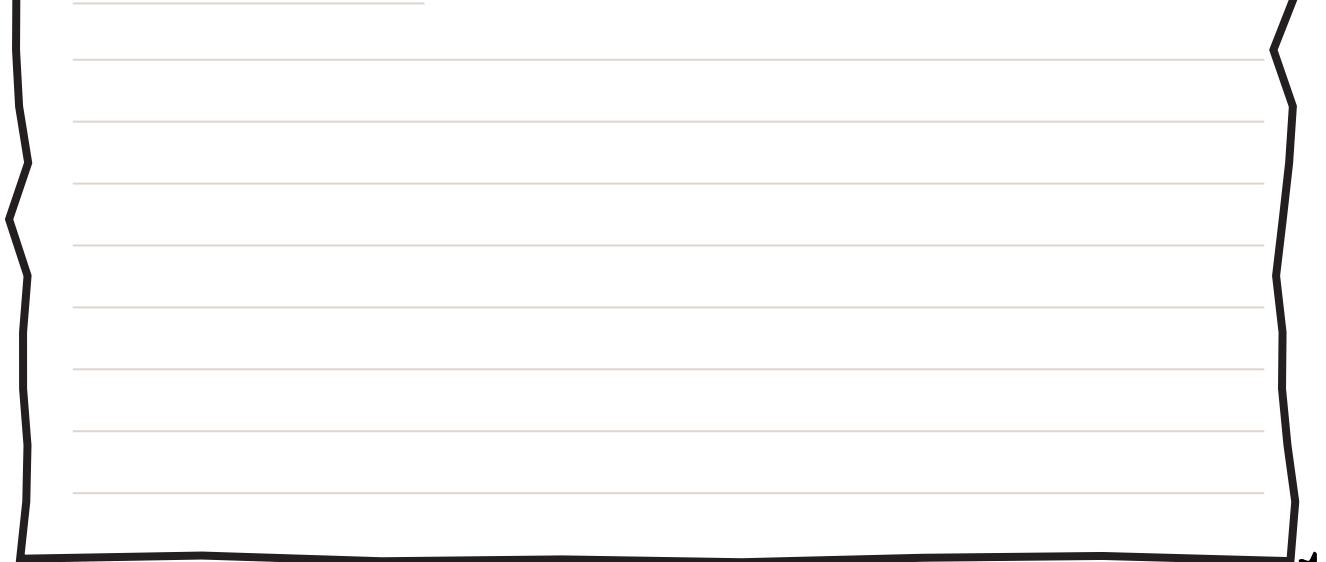


## Leader Tasks

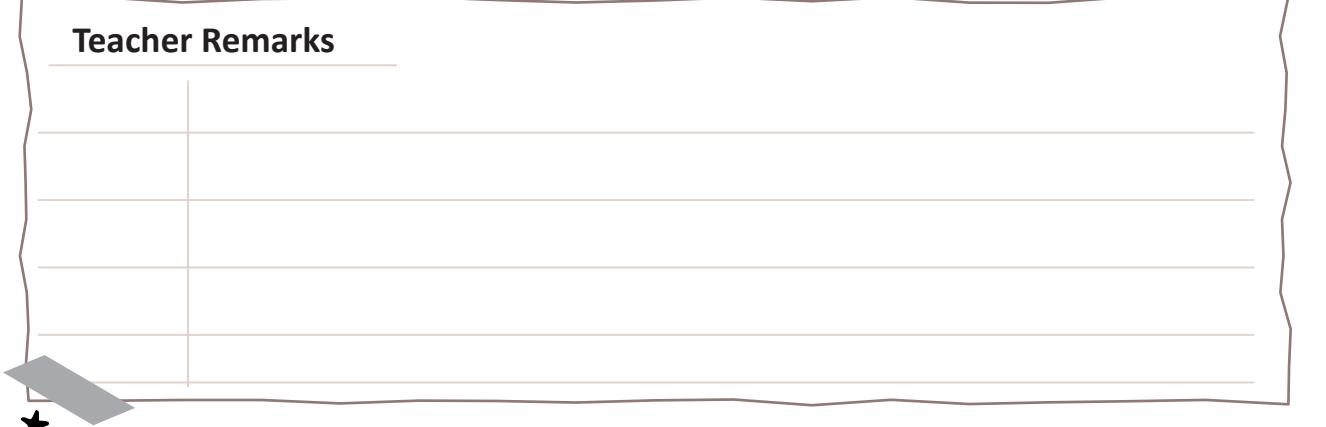
- Greeting teacher
- Facilitating Start of the Day meeting and selecting the Target
- Suggesting Today's Target
- Preparing for the lesson by setting the desks, textbooks and notebooks
- Assisting the teachers during the lesson
- Helping Classmates
- Facilitating End of the Day meeting



## Leader Notes



## Teacher Remarks



## Lessons Table

# Leader of the Day Tasks

## The Tasks



Greeting the teacher at the beginning of each lesson



Facilitating the Start and End of the Day Meetings



Suggesting Today's Target



Assisting the teacher during the lessons



Assisting the classmates



# Start of the Day Meeting Agenda

Agenda	Leader Student's Words
1 Opening the meeting	A Salaam Alaykom or Good morning. Let's start Start of the Day meeting.
2 Introduction of the Leader student	I am the Leader student today. My name is ...
3 Reading the lesson schedule of the day	Our schedule starts with the first lesson is... and the second lesson is...
4 Setting up Today's Target	I suggest Today's Target to be ... and the reason is .... Do you agree with me?
5 Notification and announcement	Are there any notes or announcements that you would like to share with the class?
6 Teacher's words	Teacher, do you have any notes that you would like to share with the class?
7 Closing the meeting	We now close the meeting. Have a nice day.

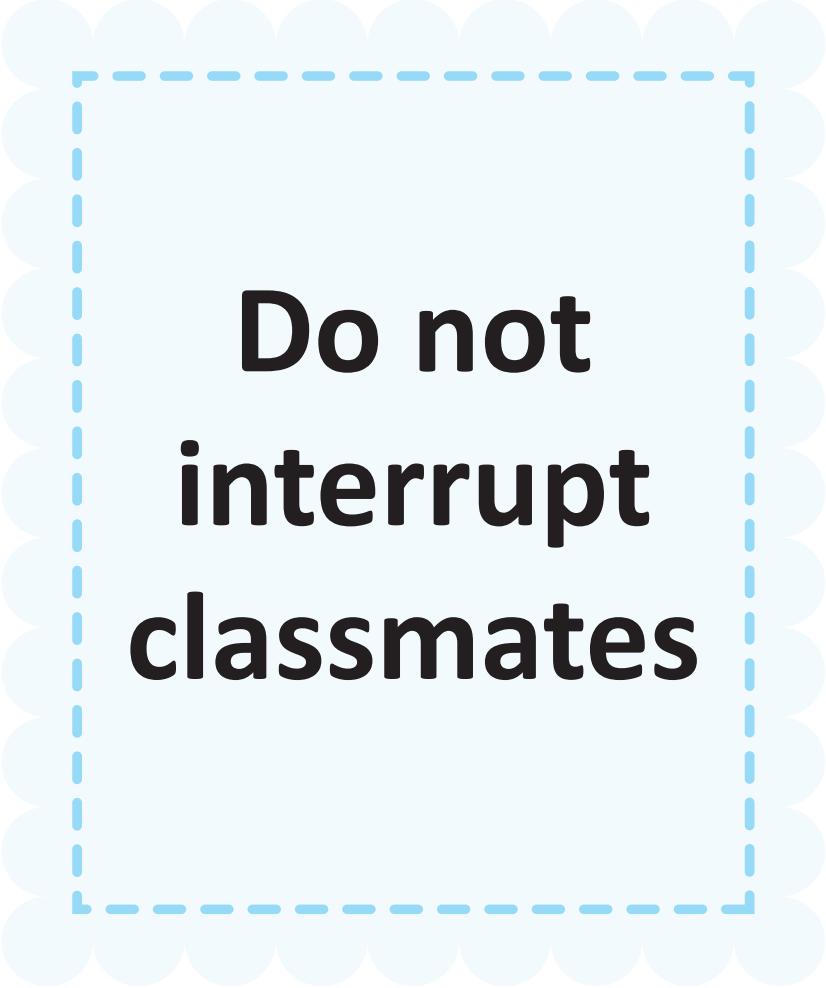
# End of the Day Meeting Agenda

Agenda	Leader Student's Words
1 <b>Opening the meeting</b>	A Salaam Alaykom or Good morning. Let's start End of the Day meeting.
2 <b>Reviewing Today's Target</b>	Today's Target was... I think we achieved it because ... / we couldn't achieve it because....
3 <b>Reviewing next day's schedule</b>	Tomorrow we start with the first lesson of ... and followed by ....
4 <b>Notification and announcement</b>	Are there any notes or announcements anyone would like to share with the class?
5 <b>Teacher's words</b>	Teacher, do you have any notes that you would like to share with the class?
6 <b>Announcing the name of the next Leader</b>	The next day Leader Student is...
7 <b>Closing the meeting</b>	We now close the meeting. Have a nice day. A salaam alaykom.

# Session Materials

## Classroom Discussion

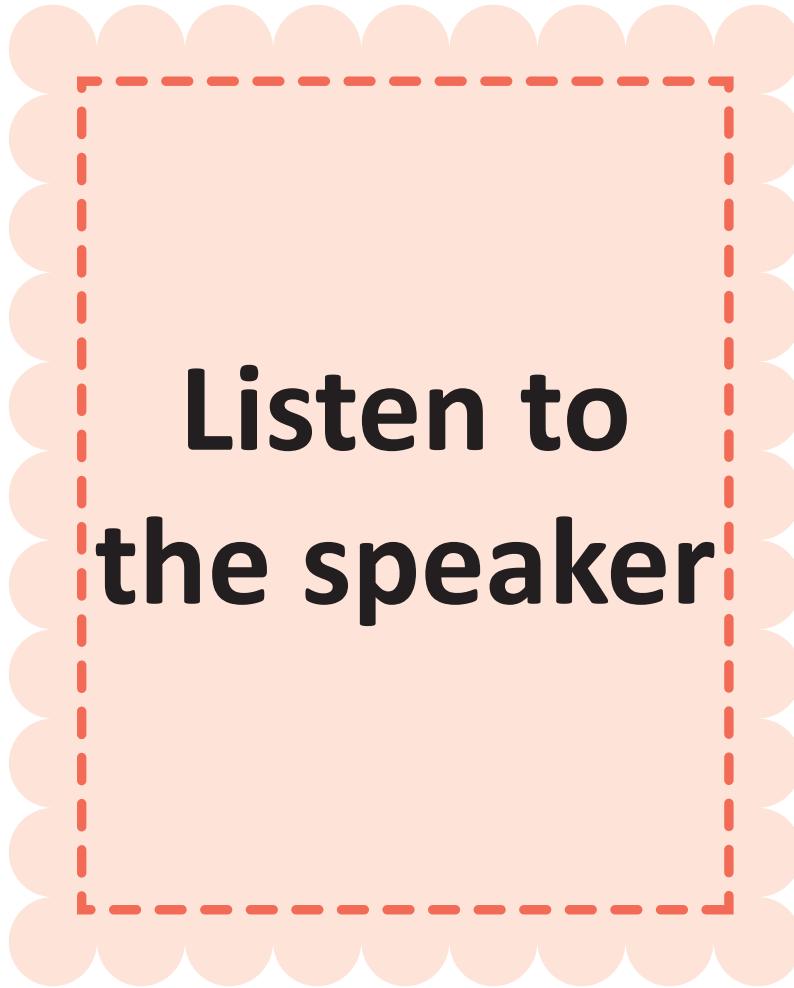
You can print these materials and use them instantly.



**Do not  
interrupt  
classmates**



**Raise a  
hand  
politely to  
participate**



**Listen to  
the speaker**



**Respect all  
opinions**

# Exit Card

## Question

## Answer

1- Did you express your opinion and do you think your opinion was respected by the classmates?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
2- Did you find any interesting opinions among the ones presented by your classmates today ?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
3- Did you enjoy today's discussion?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
4- What can we improve for the next discussions?	<input type="checkbox"/> Notes:

## Question

## Answer

1- Did you express your opinion and do you think your opinion was respected by the classmates?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
2- Did you find any interesting opinions among the ones presented by your classmates today ?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
3- Did you enjoy today's discussion?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
4- What can we improve for the next discussions?	<input type="checkbox"/> Notes:

# Exit Card

## Question

## Answer

1- Did you express your opinion and do you think your opinion was respected by the classmates?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
2- Did you find any interesting opinions among the ones presented by your classmates today ?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
3- Did you enjoy today's discussion?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
4- What can we improve for the next discussions?	<input type="checkbox"/> Notes:

## Question

## Answer

1- Did you express your opinion and do you think your opinion was respected by the classmates?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
2- Did you find any interesting opinions among the ones presented by your classmates today ?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
3- Did you enjoy today's discussion?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
4- What can we improve for the next discussions?	<input type="checkbox"/> Notes:

## Question

## Answer

1- Did you express your opinion and do you think your opinion was respected by the classmates?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
2- Did you find any interesting opinions among the ones presented by your classmates today ?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
3- Did you enjoy today's discussion?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
4- What can we improve for the next discussions?	<input type="checkbox"/> Notes:

<b>Action card</b>	
Filled on \ \ \	
Discussion topic :	
Planned action :	
Applying the action :	

<b>Action card</b>	
Filled on \ \ \	
Discussion topic :	
Planned action :	
Applying the action :	

<b>Action card</b>	
Filled on \ \ \	
Discussion topic :	
Planned action :	
Applying the action :	

## Preparatory Session Lesson Plan

**Title:**

**Session Description:**

**Target Grades:**

**Discussion Manners:** Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	

Comprehending the Topic	
-------------------------	--

Listening and Expressing	
--------------------------	--

Wrap-up	
---------	--

<b>Method 1 Review Questions</b>					
Filled on / / Discussion topic:		Filled on / / Discussion topic:			
Part	Question	Answer	Part	Question	Answer
Revision	1. Did you implement and practice the decision you were supposed to implement?	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	1. Did you implement and practice the decision you were supposed to implement?	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	
	2. How did you feel when you implemented it? Or when you couldn't implement it?		2. How did you feel when you implemented it? Or when you couldn't implement it?		Notes:
	3. Did you find any change in your life when you implemented the decision or since you implemented it, which may not be noticeable such as a change in perspective, feeling, behavior, etc.?	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	3. Did you find any change in your life when you implemented the decision or since you implemented it, which may not be noticeable such as a change in perspective, feeling, behavior, etc.?	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	
	4. Did you face any challenges in implementing the decision? How did you deal with that?		4. Did you face any challenges in implementing the decision? How did you deal with that?		<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:
	5. Will the decisions continue to be implemented in the future or will you modify them and why?		5. Will the decisions continue to be implemented in the future or will you modify them and why?		Notes:
	6. How do you feel now? Do you have any comments?		6. How do you feel now? Do you have any comments?		Notes:

<b>Method 1 Review Questions</b>					
Filled on / / Discussion topic:		Filled on / / Discussion topic:			
Part	Question	Answer	Part	Question	Answer
Reflection	1. Did you implement and practice the decision you were supposed to implement?	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	1. Did you implement and practice the decision you were supposed to implement?	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	
	2. How did you feel when you implemented it? Or when you couldn't implement it?		2. How did you feel when you implemented it? Or when you couldn't implement it?		Notes:
	3. Did you find any change in your life when you implemented the decision or since you implemented it, which may not be noticeable such as a change in perspective, feeling, behavior, etc.?	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	3. Did you find any change in your life when you implemented the decision or since you implemented it, which may not be noticeable such as a change in perspective, feeling, behavior, etc.?	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	
	4. Did you face any challenges in implementing the decision? How did you deal with that?		4. Did you face any challenges in implementing the decision? How did you deal with that?		<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:
	5. Will the decisions continue to be implemented in the future or will you modify them and why?		5. Will the decisions continue to be implemented in the future or will you modify them and why?		Notes:
	6. How do you feel now? Do you have any comments?		6. How do you feel now? Do you have any comments?		Notes:

## Method 1 Session Lesson Plan

**Title:**

**Session Description:**

**Target Grades:**

**Discussion Manners:** Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher		
	Discussion Council		
	Facilitator Assistant		

Comprehending the Topic	Facilitator		
-------------------------	-------------	--	--

Analyzing Causes	Whiteboard Notetaker		
	Facilitator		
	Teacher		

<b>Suggesting Solutions and Ideas</b>	<b>Facilitator</b>		
	<b>Teacher</b>		
	<b>Whiteboard Notetaker</b>		

<b>Making Individual Decisions</b>	<b>Facilitator</b>		
	<b>Whiteboard Notetaker</b>		
	<b>Facilitator Assistant</b>		

<b>Wrap-up</b>	<b>Facilitator Assistant</b>		
	<b>Teacher</b>		
	<b>Report Notetaker</b>		

## Action Plan

Topic:	What the class has decided to do:	Group target:	Leader's name:	Member names:	Work Schedule	In charge	Needed materials/ tools	Time Frame

## Action Plan

Topic:	What the class has decided to do:	Group target:	Leader's name:	Member names:	Work Schedule	In charge	Needed materials/ tools	Time Frame

<b>Task Group Card</b>	
Task Group Name :	
Leader Name :	
Members Names/Photos :	
Tasks :	

<b>Task Group Card</b>	
Task Group Name :	
Leader Name :	
Members Names/Photos :	
Tasks :	

<b>Task Group Card</b>	
Task Group Name :	
Leader Name :	
Members Names/Photos :	
Tasks :	

<b>Task Group Card</b>	
Task Group Name :	
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Members Names/Photos :	
Tasks :	

<b>Task Group Card</b>	
Task Group Name :	
Leader Name :	
Members Names/Photos :	
Tasks :	

<b>Task Group Card</b>	
Task Group Name :	
Leader Name :	
Members Names/Photos :	
Tasks :	

## Method 2 Session Lesson Plan

**Title:**

**Session Description:**

**Target Grades:**

**Discussion Manners:** Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect opinions

Steps	Role	Instructions	Script
Introduction	Teacher		
	Discussion Council		
	Facilitator Assistant		

Comprehending the Topic	Facilitator		
	Teacher		
	Whiteboard Notetaker		

Suggesting Solutions and Ideas	Facilitator		
	Teacher		

	<b>Whiteboard Notetaker</b>		
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<b>Making Collaborative Decisions</b>	<b>Facilitator</b>		
	<b>Teacher</b>		
	<b>Facilitator Assistant</b>		
	<b>Report Notetaker</b>		

<b>Wrap-up</b>	<b>Facilitator Assistant</b>		
	<b>Teacher</b>		
	<b>Report Notetaker</b>		

<b>Method 2 Review Questions</b>		
Filled on            /            / Discussion topic:		
Part	Question	Answer
Revision	1. Did we enjoy the event/ initiative?	<input type="checkbox"/> Yes (No. of students ____ or percentage____) <input type="checkbox"/> No No. of students ____ or percentage____) Notes:
	2. Did we participate actively in the discussion, preparation and implementation?	<input type="checkbox"/> Yes (No. of students ____ or percentage____) <input type="checkbox"/> No No. of students ____ or percentage____) Notes:
	3. Did we make the implementation plan well?	<input type="checkbox"/> Yes (No. of students ____ or percentage____) <input type="checkbox"/> No No. of students ____ or percentage____) Notes:
	4. Was there enough time to prepare and implement?	<input type="checkbox"/> Yes (No. of students ____ or percentage____) <input type="checkbox"/> No No. of students ____ or percentage____) Notes:
	5. Were the preparations and tasks coordinated effectively between us?	<input type="checkbox"/> Yes (No. of students ____ or percentage____) <input type="checkbox"/> No No. of students ____ or percentage____) Notes:
Reflection	6. Will we continue to implement the decisions (ideas, method of distributing tasks, planning method, etc.) in the future or will we modify them, and why?	<input type="checkbox"/> Yes (No. of students ____ or percentage____) <input type="checkbox"/> No No. of students ____ or percentage____) Notes:
	7. How do we feel now? Do we have any comments?	

# Activity Materials

## House of School

You can print these materials and use them instantly.

## Meeting Record template

Date	/ /	Date	/ /
Team meeting topic :	<p><b>Meeting Notes</b>  <b>(Ideas, Needed</b>  <b>preparations, Task</b>  <b>distribution, Time limit)</b></p>		
Meeting Notes (Ideas, Needed preparations, Task distribution, Time limit)	<p>The results of the team meeting :</p> <p><b>Meeting</b>  <b>Results</b></p>		
Reflection	<p>1.Did all of the members participate actively?</p> <p>2. Did all of the members cooperate with each other?</p> <p>3. Did all of the members enjoy the meeting?</p> <p>4. Remarks: Session highlights/ Things to be improved</p>		

## Activity Review Questions

Activity Review Questions			
Date :	/ /	Date :	/ /
Activity / Event title :			
Question	Response	Question	Response
1. Did you enjoy the activity / event?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:	1. Did you enjoy the activity / event?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
2. Did you actively participate in the discussion, preparations and implementation of the activity/ event?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:	2. Did you actively participate in the discussion, preparations and implementation of the activity/ event?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
3. Was sufficient time allocated for preparation and implementation?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:	3. Was sufficient time allocated for preparation and implementation?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
4. Did we help and support each other ? Any stories we would like to share?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:	4. Did we help and support each other ? Any stories we would like to share?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
5. What did we do well in the course of planning, preparation and implementation?	Notes :	5. What did we do well in the course of planning, preparation and implementation?	Notes :
6. What could we improve in next time?	Notes :	6. What could we improve in next time?	Notes :
7. Any other comments ?	Notes :	7. Any other comments ?	Notes :

## Activity Review Questions

Activity Review Questions			
Date :	/ /	Date :	/ /
Activity / Event title :			
Question	Response	Question	Response
1. Did you enjoy the activity / event?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:	1. Did you enjoy the activity / event?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
2. Did you actively participate in the discussion, preparations and implementation of the activity/ event?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:	2. Did you actively participate in the discussion, preparations and implementation of the activity/ event?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
3. Was sufficient time allocated for preparation and implementation?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:	3. Was sufficient time allocated for preparation and implementation?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
4. Did we help and support each other ? Any stories we would like to share?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:	4. Did we help and support each other ? Any stories we would like to share?	<input type="checkbox"/> Yes (No. of students or Percentage) <input type="checkbox"/> No (No. of students or Percentage) Notes:
5. What did we do well in the course of planning, preparation and implementation?	Notes :	5. What did we do well in the course of planning, preparation and implementation?	Notes :
6. What could we improve in next time?	Notes :	6. What could we improve in next time?	Notes :
7. Any other comments ?	Notes :	7. Any other comments ?	Notes :

## House of School Activity Plan

House of School Activity Plan	
Team Name/ Supervisors Name:	Team Name/ Supervisors Name:
<b>Activity Title</b>	<b>Activity Title</b>
<b>Target of Activity</b>	<b>Target of Activity</b>
<b>Preparation</b>	<b>Preparation</b>
Day /Lesson	Activity Contents
	Distribution of Roles
	Notes
	Supervisor
	Captain Vice Captain
	Senior Stundets
	Junior students

## House of School Activity Plan

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Team Name/ Supervisors Name:	Team Name/ Supervisors Name:
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