BRIGHT HEARTS & MINDS SHINE: CHECKLIST

GETTING CHILDREN FROM BEING JUST *'MARKABLE'* TO *'REMARKABLE'*

"Hi, I'm excited that you are planning to try out the BHMS process for yourself! I hope you have gone through the pack and enjoyed seeing the videos.

I invite you to use this quick at a glance checklist as a reference to ensure that you do not miss out on any of the key ingredients! It's really very simple to execute, and here are some things that I keep in mind during the process. **Please feel free to innovate, translate and implement the way you want. And, I would love to know how you have done it. Do share your experience with us".**

- *Phoram Desai*

BEFORE

SETTING THE TONE

- ☐ Discuss the upcoming event with the students and explain how it is a great opportunity for the students to **showcase** what they **enjoyed learning** & how they learnt it during the term/year.
- ☐ **Timetable** for BHMS at the start of the year in your calendar. You could plan it as a term-end/year-end event.
- ☐ **Cocreate** with the students how they would like to organize the BHMS.
- ☐ Begin to **plan 2 weeks ahead** of the scheduled date.
- ☐ Plan to call parents in batches on the same day, or over different days to **accommodate** large numbers of parents (since this event involves many grades). Plan for **approximately 2 hours** for each batch of parents.
- ☐ Send an **email invite** to parents a week before the event. Follow up closer to the day. Send a Whatsapp/SMS **reminder** a day before the event. (*Check the sample email template to parents in Resources.*)
- ☐ Have clarity on the **possible beacons (subjects)*/themes** to showcase before brainstorming with the students.
- ☐ Give students the **choice and voice** to pick their area of strength to present around 2-3 selected themes or beacons (subject).

☐ For example, if the beacons (subject) selected are Logical Mathematical Thinking and Scientific Thinking, each of the grades in the Key Stage can showcase something around the chosen beacons (subjects), **relevant to their stage of learning.**

☐ **Map the spaces** in terms of where all what can happen, which will help you decide the formats better. Take help of a particular grade (e.g. grade 7) to map the spaces and take a decision on the **final format** of showcasing.

☐ One of the ways to organize could be to have **multiple stations** spread out in different spaces of the school. Each station is led by students of different grades. For instance, different classrooms could work as work-stations. One class room functions as a Math Station wherein all the Math groups from different grades would be stationed. Another class is a Scientific Thinking station where all the grades would be showcasing their experiments/games, etc. Another one could be an English station and so on. (*Examples of themes which can be chosen for a BHMS are shared on page 3 of this document.)*

☐ The children can start collating the necessary resources. Based on the units/topics occurring in the grade, **coordinate with the school's administrative staff** in organizing the event.

☐ Ensure that the students have ample opportunity to **prototype and test run** their presentation before the event. (Example: If it's a game they want to do with parents, how long will it take? what are the resources needed?, is it engaging enough?, etc.). Arrange for the students to be questioned or **scrutinized** on their presentation by different people, e.g. teachers of other grades, so they are more confident on the day of the event.

☐ Dedicate the last 2 days before the event for a **final run through.**

DURING

☐ Each student's **learning is celebrated** in the event with three components to each BHMS:

  o **Visibility of knowledge** (through charts, photo documentation)
  o **Process of learning** (through demonstrations)
  o **Understanding** (through presentations and interactions with visitors).

☐ On the day of the event, parents come in and **explore** the various stations led by students of different grades.

☐ **Encourage** parents to see all work stations and not just their child's station.

☐ Stay vigilant for the kind of questions being asked to the students in their station. Play a **supportive role** for the child and be around for any query raised by parents which the child is unable to answer.

☐ Put up a board at a visible location for taking **parent feedback** on it before they leave. This is important since the format of the event might not permit time for a direct address to all parents.

AFTER

☐ Close the event addressing the parents with **appreciation and applause** for the efforts of the students, as well as the teachers and thank the parents for the partnership through the year.

☐ Share about any upcoming major activity or any **key communication** with the parents.

☐ Close the Loop by doing **reflections** with the students on what went well and what can change.

☐ **Wind up** the spaces after the event. Involve students in that.

SOME IMPORTANT TIPS

☐ Since this is a large-scale event which is essentially interactive, it is essential to **discuss the 'How'** with students while exploring various formats to present.

☐ It is a good idea to spend some time every day in the two weeks before the event for the **preparations,** since it involves multiple grades.

*EXAMPLES OF SOME THEMES OR BEACONS THAT COULD BE SELECTED FOR A BHMS

• Doing well as well as doing good - any two academic beacons (subjects) plus citizenship.

• The language beacons (English and Hindi) plus Citizenship.

• Math and Science through games plus citizenship.

• One which was a series of mini workshops conducted by students for parents (for e.g. poem writing, fractions, Hindi 'muhaavre' (idioms), etc.).

• One was Buddy's' minds shine - where kids were in groups across Grades (in squads) and each group shared one highlight per grade, for example a grade seven student sharing what each grade did in Math, a grade 3 sharing what each grade did in citizenship, etc.

• A regular one where each space is demarcated for a theme/beacon and has students from each grade presenting a particular beacon.