



# FUNDERSTANDING: CHECKLIST

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

"Hi, I'm excited that you are planning to try out the FUNDERSTANDING process for yourself! I hope you found value in and have enjoyed going through the pack and resources so far.

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".**

- Bhavika

## BEFORE

### SETTING THE TONE

- ☐ Discuss the upcoming event with the students and explain how it is a **fantastic opportunity** for them to **showcase** what they have learnt through the term and share their understanding in a fun way! **Encourage and inspire students** to take **complete ownership** of the program; by planning and **co-creating** every step with the students.

### PRE-WORK

- ☐ **Timetable for Funderstanding** at the start of the year.
- ☐ Begin to **plan 2 weeks** ahead of the scheduled date.
- ☐ For easy execution, plan it over 2-3 days by assigning the grades to **present on different days**. (Example: Pre-K showcases their learning on 1st day, K1 and K2 students on the 2nd day; while the 3rd day could be for Grades 1 & 2 students)
- ☐ Set aside an average of **1-1.5 hours for each day**.

- ❑ 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 resources for a sample email template that can be sent to parents.*
- ❑ **Week 1, Day 1:** Start with **revisiting** all that the children have learnt in that term and list it out for the students. (Example: Program of Inquiry such as Adaptation in animals, passion units on jewelry design, material exploration, Math, English, etc.). **Prioritize** with the students, what can be showcased.
- ❑ Make **CAF** as a class and make **FIP** list with the students – (Consider All Factors - CAF, First Important Priority - FIP) respectively.
- ❑ Also, discuss the **languages of learning** that the children might want to use to showcase their understanding, (Examples: Using videos, dance, games, PowerPoint presentation, data handling, hands-on demo etc., as various languages of learning). Ask / help students to identify in making their own choice as to 'who would like to present what' based on their area of strength.
- ❑ **By day 4:** Begin **design** of what and how you want to show along with the students.
- ❑ Initiate **student practice** in groups, assign roles and responsibilities (as per their interest and strength), start collecting relevant necessary resources.
- ❑ **Co-create props and costumes with students and involve parents if necessary.**
- ❑ Guide students to work on the **invitation cards** for parents.
- ❑ Provide ample opportunity for students to **prototype** their presentation before the event.
- ❑ In week 2 arrange for **dry runs with students of another grade**, such as a **buddy senior grade** or **teachers** of another grade, for **scrutiny** and feedback. This is helpful for children to refine their work and feel more confident on the day of the presentation.
- ❑ **List** down the **flow of events**, the name of students participating in each of the events, photocopy the list and share with the teacher team to avoid confusion.
- ❑ Divide **roles and responsibilities** of the co-teachers to be able to run it smoothly.

## DURING

- ❑ On the day of the event, **encourage** students to come in the school bus and not with their parents. Do not lose time or create anxiety by practicing on the day of the event.
- ❑ Begin the day by doing a **Conglom** with students to have a dialogue with them on the event. Go over the flow of events with the children assuring them that it is okay to be wrong or forget something by chance and **you will be there to support** them. Talk about behaviour at the event and how Funderstanding is their event (ownership)!
- ❑ Along with the teacher team, **go over the sequence and flow of the event of the day**, and their roles and responsibilities.
- ❑ Once the parents are ready as audience, before calling the students to run the show – **welcome** the parents and **set the tone** to encourage each and every child for their efforts.
- ❑ Have **3 adults who are playing key roles in managing the show**. One teacher can be on the stage, another teacher in the green room and a third teacher who is a link teacher who takes children back and forth. Other grade teachers can be requested for help if needed.
- ❑ **Stay by the young child's side constantly**, just to ensure that they are **comfortable**. By asking the children the right questions or prompting them, **encourage** them to share their learning.
- ❑ Parents get to ask questions to the children during the event, so there is an **evidence** of actual learning made visible; and not just rote presentations.
- ❑ For Grades 1 and 2, the format can involve **multiple stations** wherein each station showcases something different by the students. As parents enter, they are given different chits guiding their movement from Station 1 to 4, in small groups. Example: Station 1 - Music, Station 2 - Game, Station 3 - PowerPoint presentation and Station 4 - Demo.

## AFTER

- ❑ Close the event by addressing the parents with **appreciation and applause** for the efforts of the students, as well as the teachers.
- ❑ Ask the parents to write down their **feedback**, which will be shared with the students later on while closing the loop.
- ❑ While the children are taken backstage to change, the class teacher can share about any upcoming **major activity**, or any **key communication** with the parents.



- ❑ Close the loop by doing **reflections with the students**, appreciate their efforts and share the feedback given by parents, discuss how to make Funderstanding even better as a class and how the event helped each of them individually!

## **SOME IMPORTANT TIPS**

- ❑ Although the efforts are always to co-create everything with the students, the teacher team needs to be well prepared with a plan in terms of **design and implementation** as a backup. This is important since the children are very young and may not always be able to come with ideas on their own.
- ❑ During the **prototyping phase** (before the event), teachers can swap each other's class to observe and give feedback to the students. School Leaders can observe the **mock sessions** before the event to see and give feedback on the flow.
- ❑ Since the idea is to showcase what the students truly learnt, it may not be wise to encourage **memorizing blindly** or **rote presentations** by the young students.
- ❑ On the day of the event, stay by your students side constantly and assure them of your support. This will be particularly helpful for the very shy ones to build a **sense of confidence** and ease to present.