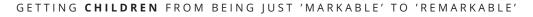


FUNDERSTANDING: CHECKLIST





"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.
o 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.



RIVERSIDE LEARNING CENTER

PARENT PARTNERSHIP PILLAR

□ 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.

