

PERSISTENCE: CHECKLIST

BEING THE CHANGE; CHANGES THE BEING

“Hi, I’m excited that you are planning to try out the **Persistence** 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 with us.”**

- Priti Patel

BEFORE

SETTING THE TONE

- ☐ Sensitize the students by having **dialogues** with them and **create awareness** by giving them exposure through visits, meeting new people, conversations with experts, etc. (For example, visits to places like orphanages, old age homes, neighbouring communities, school for children with special needs, NGOs, hospitals, etc.).
- ☐ Giving the students an **authentic experience** is a powerful tool to sensitize them. Experiences are helpful in busting myths, building empathy and creating a perspective or a deeper understanding of a situation.

Examples of such experiences could be:

- Students work in a community and are expected to earn 100 Rupees;
- The ‘10 rupee challenge’, that is, students spend just 10 rupees for all needs (commute, food, etc.) in the entire day;
- Blindfold children for them to understand how important senses are and how the other senses become stronger when one sense is weak. That people with disabilities are not helpless, and do not need just sympathy.

[NOTE: Highlight in the post experience conversations, how we can develop empathy and feel gratitude for our privileges.]

PRE-WORK

- ☐ **Timetable** for the Persistence process at the start of the year.
- ☐ **Brainstorm** with students to **identify** the social initiative they would like to join, based on their **passion, skills and talent**. Along with this, it is important that it is something that matters or bothers them.
- ☐ Take the students along to **explore opportunities and avenues** where these social initiatives can be implemented. As a teacher ensure that you take the lead in planning the initiatives, obtaining approvals and permissions from authorities.
- ☐ **Mixed groups** (comprising of students from grades 9-12) can be created for each initiative.
- ☐ The youngest grade in this group (Grade 8) can begin to engage with an **idea within the school** campus; both for **safety reasons** and giving them a year to develop the necessary **skills and attitudes**.
 - *Check for examples of initiatives that can be done under Persistence in Resources.*
- ☐ Each group **ties up** with an **organization or NGO**, or can be given a choice to start their own initiative, e.g., Riverside students made regular visits to pediatric Cancer wards in government hospitals to bring smiles to children.
- ☐ On an average, students plan to give **2 hours** every week to their initiative. In addition to this, they invest about **an hour per week** for **planning and reflection**.
- ☐ Assist students in forming teams and defining a **collective identity** for each group, typically expressed by a logo and a name. (The name is representative of and drives them to reach their collective goal)
- ☐ Each initiative elects one student as **CEO to represent** their group. CEOs are generally chosen based on their **inclination towards social causes** and demonstrated **leadership skills**. CEOs of each initiative lead their group and facilitate the distribution of responsibilities to volunteers from the team for different leadership roles such as **funding and budgeting, resource management, planning and reflection**. One important role of a CEO is that they keep the inspiration alive by guiding and motivating the volunteers and ensures that everybody gets a chance to try different leadership roles.
- ☐ These student CEOs come together to make a **board of CEOs** who look after the overall persistence initiative at school level. The CEOs **work collaboratively** by reflecting and ideating to strengthen each other's initiatives by sharing insights and lending a helping hand, whenever required.
- ☐ The student volunteers organize, plan and lead these sessions themselves every week and engage in **weekly reflections**, to ensure they are **doing right by the people** they are working for.
- ☐ Once in two months, students plan a **master class** with a person who can be a role model and inspire them with their work. (E.g., The chosen guest could be someone who is personally involved in social work and has driven change by persisting with a cause long enough.)

- ❑ Every month the whole Key stage comes together for **reflections, appreciation of exemplar work**, and participation in **inspirational talks**.
- ❑ The student CEO of each initiative is also part of an **advisory board**. The advisory board conducts board **meetings twice in a year** with experts on the panel who help to **resolve problems** and also **ensure accountability**. The experts are generally selected and invited to join the board based on their contribution in the field of social work / good work for the benefit of the society.

DURING

- ❑ Students on an average spend a total of **2 hours / week** at their initiative.
- ❑ Student volunteers meet up at the respective initiatives at the **decided time** and do a **quick run through** of the plan.
- ❑ They **greet people** at the initiative and get the **space and resources** ready for the session.
- ❑ The time is divided with first few minutes of **interaction** with the user, followed by the **activity** planned for them.
- ❑ Students spend last 5 to 10 minutes on a **verbal reflection, quick takeaways** for the time spent at the initiative.

AFTER

- ❑ Ensure that children spend time in reflecting on the **relevance and outcomes** of their weekly interventions. It is always a good idea to **spotlight** what went well and what needs to improve in the following weeks. Most importantly children should be able to identify how persisting with their initiative is helping them to **grow**.

SOME IMPORTANT TIPS

- ❑ Help sustain student **enthusiasm and engagement** by sharing inspiring videos, presentations or experiences that emphasize the **value of good work**, and the need to stay engaged with their initiative.
- ❑ Facilitate **planning and allocation of responsibilities**, and support student teams in managing accountability. Teachers have to regularly follow up with the students on reflections, hand holding and talking to NGO's if a tie-up is required.
- ❑ Assist in **identifying and applauding** exemplary students during each month's Key Stage meeting.

PERSISTENCE

- ❑ Maintain a **Persistence board** (soft board) to make visible the process using **photographic evidences, appreciation notes and reflections**.
- ❑ Assist in developing **appropriate tracking & reflection formats**.
- ❑ Teachers should also **actively participate and volunteer** in student initiatives to **lead by example**.
- ❑ Teachers have to **ensure safety and security** of the students when they step out of school for the various initiatives.