



develop
the vision

- activities
- monitoring checklist
- tools

step two



Introduction

Universal access to education policy is creating opportunities for many children to go to school and develop skills that will improve their lives. This is a big step forward for the children in our communities. However, as we open our schools to more children, the quality of education within these schools must improve. We must ensure that the experience of school is meaningful and fulfilling for all students. We must ask ourselves, *In today's world, what is a good education? What kind of a school will prepare our students to succeed in today's world?*

Step Two

Overview of Step Two

- In Step Two, a core group of key stakeholders will enter a learning process that is designed to help your school reflect on the questions mentioned above. You will develop a vision for what you mean by a *Good School* and come to an understanding of what is needed to make your school a place of imagination, joy, safety and inspiration.
- The core group will develop an action plan for how your school will go about creating a *Good School* and assign roles and responsibilities to all the stakeholders.
- You will begin a school-wide reflection process to help students, teachers and parents reflect on what makes a *Good School*.
- You will launch the project by holding a community event through which community members will learn about your ideas and how they can participate.

Objectives of Step Two

- To examine your beliefs about what a *Good School* should be and compare it with the ideas proposed in the Toolkit
- To develop a guiding plan that will identify what needs to be done, who will do it and by when
- Learn about a wide range of views that already exist at your school and in your community

Reading

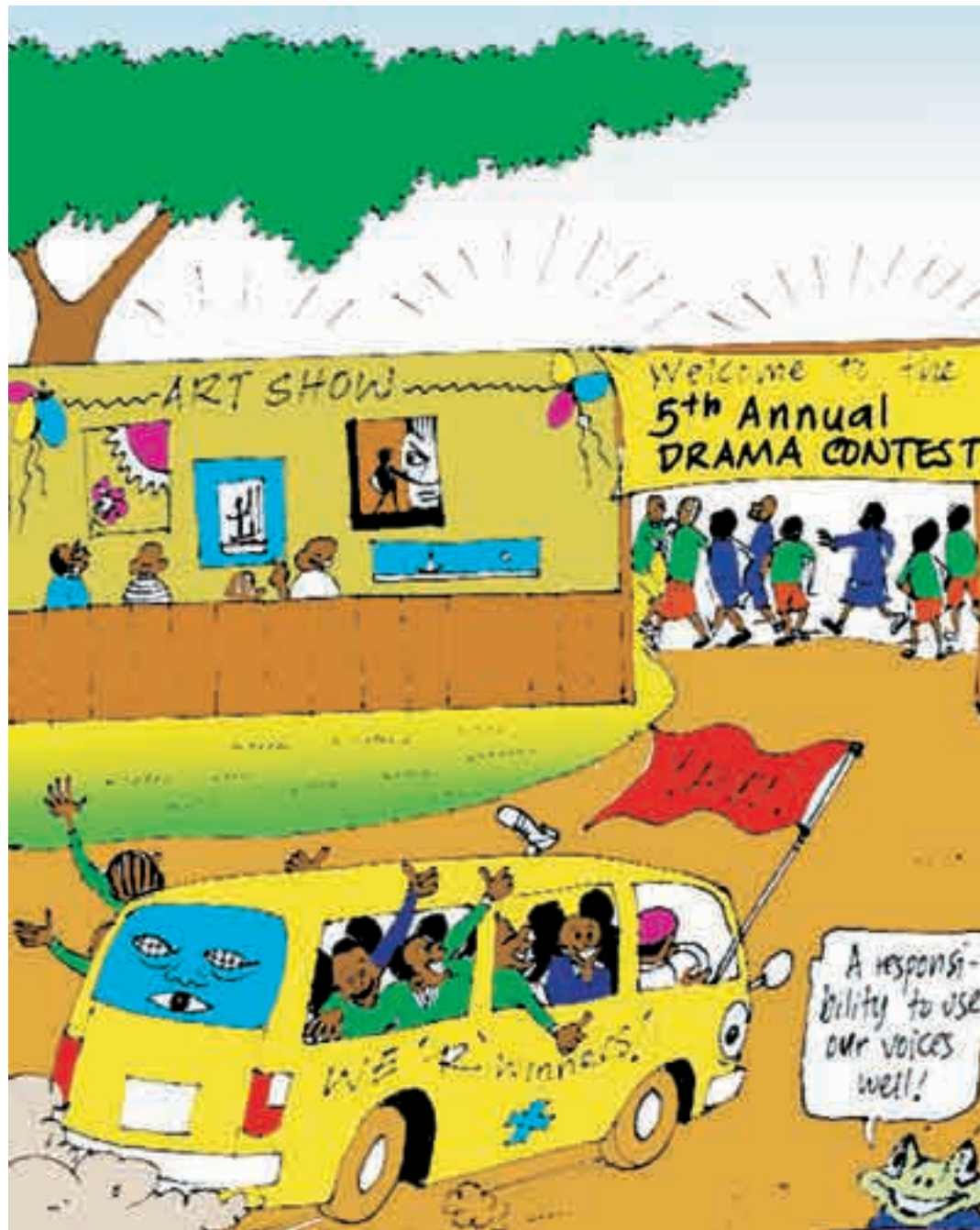
- *What is a Good School?* pages 5-11
- *What is a Good School: A Teacher's and Student's Companion* cartoon booklet

Tools

In Step Two you will find the following tools:

- Guidelines for writing an action plan
- A sample action plan
- An action plan template for your school

Having a voice
Means our expression is valued.



create it

Contents



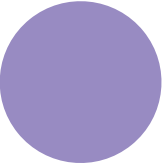
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activities




This series of activities will help your school develop the capacity to imagine a better school and take practical steps to create it. It will help you create a school-wide process of reflection and assist you in bringing community members on board.

step ⁷ two

2.1

Learning Process: Imagining a *Good School*



This series of training modules will help you and your teachers, students, stakeholders and parents to begin to imagine what it means to create a *Good School*. The trainings will guide you through developing your vision of a *Good School*; understanding how the physical and psychological environment affects a child's learning; thinking about what it means to be a good teacher; and becoming aware of how positive discipline can be developed in individuals, the classroom and the school administration.

If possible, plan to have a three-day residential training to go through all the sessions at the beginning of the term, or even before the term starts. If not, you can do them over two weekends or one day per week for a month.

The trainings are not meant for the entire school population. You will need to choose representatives (a core group that will provide leadership for this project), probably no more than 20-30, who can go through these trainings and help share the ideas with the entire school. Be sure to include your committee members. If your teaching staff is not too large, it is a good idea to have all teachers go through the trainings too. You may also choose to include parents, board members or other stakeholders, particularly Community Committee members.

Once the core group has been through the Introductory Workshop, they are ready to go through Sessions 2.1 to 2.7 (see pages 42-72 in *Learning* section). Each session can be used independently depending on the group's interest. The teachers may choose to adapt many of these training modules for use in their classrooms to train the entire student body about certain issues.

In the trainings section you will find a suggested schedule for the training and a step-by-step guide on how to conduct them. You will also find tips on facilitation techniques (see page 6). If you are a teacher who has taken this project on in your school, you can read through these tips and also study all of the training modules before you begin. You do not need a professional facilitator or expert to conduct these trainings. They are written for all teachers—anyone can do them if they first take the time to study them and read the resources in the Toolkit.

Write your Action Plan

2.2



Starting a step-by-step process to create a *Good School* can seem overwhelming at first. But if you take the time to plan your project, it can be easy, fun and exciting to implement each step. A great way to do this is to create an action plan.

An action plan is like a map—it tells you where you are going and how you are going to get there. It is a simple chart that clearly outlines what activities you are going to do, who is responsible for them and when they will be completed. Many organisations and managers write and follow action plans, so it is a very good skill to develop. Even parents and students should have a role in creating and following action plans, as it will help everyone to stay organised and focused.

- Gather together the core group of stakeholders who have attended the training process outlined in Activity 2.1.
- Use the guidelines on page 32 to create an action plan.
- Consult the sample action plan on page 34 to give you an idea of what it could look like. Use the blank one on page 36 as a template to help you think through the key issues you need to address.

2.3

School-wide Reflection



As you start this project, people in your school community will begin thinking and talking about what a *Good School* is. They may be confused about the ideas and curious about the project and its purpose. Helping people to think about these ideas is very important. Creating space and time for such a reflection is what these school-wide activities are for. They will help you create an opportunity for everyone to participate and prepare for change before you start putting some of the ideas into place. You can use one, all or any combination of the following suggested activities.

2.3 a Hold a School-wide Ideas Contest



The aim of an ideas contest is to encourage students to start thinking about a *Good School*. They will not have a lot of information at this point, but it is a good idea to get them thinking about what it means.

Inform students at a school-wide assembly as well as in each class that you are going to conduct an ideas contest. Students can either write up to two pages on one of the topics suggested below, draw a picture, or use another medium of their choice (song, dance, storytelling). Set a deadline for when entries are due. You can create posters and put them in the classrooms or on the school notice board as a reminder for students to participate.

After all the entries are collected, choose two winners, one boy and one girl, based on a fair criteria of judging entries (are they creative, are they new ideas, did the entrant do research, etc.). You may also decide to choose an overall winner. Announce the winners at assembly and post their names on the school notice board. You could even ask the students to present their entries to the school or post them where other students can see them. If possible, provide small prizes or recognition to the winners, such as extra time to complete an assignment, a special field trip or the chance to choose a game or activity for the afternoon.

Suggested topics for the ideas contest:

- Five things that make a *Good School*
- A *Good School* is a school where ...
- Why I go to school
- What does positive discipline mean to me?
- Five characteristics of a good teacher
- A safe environment means ...
- My hero is ...

Use the ideas that emerge through this contest and other, similar activities in your school's action plan.

2.3 b

Conduct a Debate



The aim of a debate is to build skills in students. They learn to start thinking more deeply about a topic and practice persuading others to accept their point of view. They may not know a lot about the topic, but they all have feelings and opinions, and it is a great chance to let them be heard.

Explain to the school that they are going to make an argument for and against the stated topic. If your school is very large, you can choose to conduct this activity separately in each class. If your school population is small, you can conduct the debate for the entire school.

Try to think of topics that reflect the objectives of the project so that people start thinking about the elements of what makes a *Good School*. Examples of statements for the debate are:

- Children's ideas and opinions should be used to make rules and changes in school.
- A stick is the best weapon a teacher has for ensuring that students learn.

You could also develop your own statements based on what students have been interested in at your school.

Conducting a debate in each class

Divide the class into two groups. One group will argue for the statement and the other against. Hold aside five members of the class to serve as a panel of judges.

Allow the groups to meet for 30 minutes to list as many reasons as they can for and against the statement. Ask each group to elect a leader who will present their ideas. After each group has presented their views, group members can challenge the opposing side on any specific issues that were raised.

The panel of five judges will then choose a winner.

(Adapt these ideas to conduct a school-wide debate.)

Create and Perform a Drama

2.3 c

Drama is an interactive and entertaining way to raise awareness around what makes a *Good School*. For the students who want to create and act in the drama, it might be a good idea to give them some basic training on what is a *Good School*. This way, they are prepared to challenge stereotypes and negative perceptions and can create a drama that can truly help people to think about their schools. You can select a few of the training modules from the training sessions and adapt them for children or have the drama group read through the booklets to gain a deeper understanding.



The students can practice the drama and then perform at a school assembly, at a parents meeting, for the school board members, or at various other events the school might conduct.

Dramas are most effective when they stick to a main point and don't wander around with many different ideas. Decide which issue you want to raise, and stick to it. At various points during the drama, a facilitator can stop the action and ask questions to the audience about what is happening in the drama. At the end, hold a discussion about what the audience saw and felt and try to brainstorm solutions.

You can use the following suggested storylines for the drama and add characters or dialogue as desired.

i. It's hard to learn!

In class, the teacher calls on Sara for an answer. Sara doesn't know the answer. The teacher is annoyed and complains, "How many times have I taught this subject? What is wrong with this class?" The teacher calls Sara to the front and canes her, saying she is going to teach the whole class a lesson about paying attention.

Sara and her friends talk about the beating after class. Sara explains that she is so nervous. She is always afraid the teacher will call on her and that she won't know the answer. The more afraid she gets, the more she forgets. Her friend advises her to learn to speak up.

Sara really studies hard for the next class. When the teacher calls on her, she forgets again. The teacher gets really annoyed and canes Sara again. "This girl is so stupid. She knows she'll get beaten, but still she won't answer."

Sara faces the audience and says, "I know this will keep happening, but what can I do? Being caned makes it hard for me to learn; it makes me feel stupid."

After the drama, lead a discussion about how beating makes it hard for children to learn. What can be done about this? (See *What is Positive Discipline?* booklet to help guide the discussion.)

ii. It makes me violent!

The teacher asks Peter to sweep the classroom, but he forgets to do it. The teacher asks Peter for a reason, but before Peter has a chance to speak, the teacher beats him. Peter is very angry at his teacher.

Later in the compound, Peter is playing football with other kids. There is a smaller boy there and Peter starts pushing him around. He even pushes him hard enough to make him fall and dirty his uniform. "You stupid boy!" says Peter. "You're too little and slow! You can't play with us."

The little boy feels very bad. He doesn't know what he did to earn Peter's abuse. Peter pushes the boy again and takes his ball. "Give me that!"

The young boy turns to the audience and says, "Why me? What did I do wrong?"

After the drama, lead a discussion about how children who are beaten often act violently toward other children. What can be done about this? (See *What is Positive Discipline?* booklet to help guide the discussion.)

iii. School is my future!

In the village, Robinah's mother is doing a lot of work and feels overwhelmed. She talks to herself, *If Robinah keeps going to school, who will do all this work? Who will wash the clothes? Fetch the water? Collect firewood?*

A neighbour comes along and they start talking. The neighbour asks why Robinah's mother bothers to send Robinah to school. It is expensive and there is a lot of work to do at home. They talk about how the mother struggles to buy uniforms and to pay fees. "Just keep her home", the neighbour says. "What will school give her?"

Then, Robinah comes running with a letter in her hand. She is excited. "Look what I received", she says. She has been accepted to secondary school on a government scholarship. She is excited and talks fast. "I am going to learn so much. I am going to be somebody! I'm even going to go to university!"

Mother turns to her neighbour and says, "This is why I send her to school".

Mother talks about how the family is poor, and that if Robinah does well, the family will be able to get out of poverty. Robinah will not have to milk cows and dig in the garden. She will make money to support herself and the family.

After the drama, lead a discussion about the many reasons why we send children to school.

iv. We have a voice!

Several students are standing around and talking about a problem in their school. The cook has not been giving them enough food at lunch and all the students have been complaining. But no one knows what to do about it.


The students discuss many ideas. One of them decides to write a note and leave it on the head teacher's desk. The others are worried that they will get in trouble.

The head teacher sees the note. She is curious about who put it there, but she is also concerned about this problem, which she knew nothing about. She decides to investigate. She watches the cook at lunch and notices that the complaint is true. The next day, she asks someone else to serve the food and talks to the cook.

At the assembly, the head teacher tells students that she received the complaint and was happy that someone made an effort to tell her what was wrong. She tells them she is going to put a suggestion box up and that whenever students have a concern, they can write it down and put it in the box.

After the drama, lead a discussion on how important it is for students to have a way to express themselves. Does your school have such measures in place? What other ways can students be heard?

2.3 d Hold a Booklet Discussion Group



Stories can be very powerful learning tools. When students relate to characters, they are often reminded to think about their own lives. In the "Imagine it!" section of the Toolkit, you will find five cartoon booklets, each focusing on a different aspect of what makes a *Good School*. The stories are told from the perspective of students, teachers and parents and they illustrate many of the beliefs and attitudes that we hold about discipline and the quality of our schools. The booklets are a great way to get students and teachers talking about what exactly we mean by a good, safe school. You can use the booklets in many ways. For example:

- Ask each class to read one booklet at a time. Pass the booklet around the room and ask for students to read from it, one page at a time. Have a discussion about the ideas as you go along or save discussion until you finish the book, whichever method suits the learning style of your students.
- The teacher can hold the book up and read from it, using dramatic technique and miming for some of the actions.
- Small groups of students can get together to read the book until everyone has read it, and then hold a class discussion.

However you choose to use the booklets, it is suggested that you start with "What is a *Good School*?" The books can rotate through the different classrooms, so that while one class is reading "What is Corporal Punishment?" another class is reading "What is a Good Teacher?"

Conduct a Poster Talk

2.3 e

Posters are a good way to help children think and talk about what makes a *Good School*. When they are displayed around the school, students can talk about what is shown in the posters with their classmates.


In the “Imagine it!” section, you’ll find some posters about the various aspects of a *Good School*. You can use these to spark discussion in your classroom. Hold the poster up in front of the class and ask students what they see. Talk with them about the ideas in the poster. Do they make sense? What do they think about them? How could you make them real at your school? Whose responsibility is it to do so? The aim is to stimulate personal reflection and to think about how your school can begin a process of change to make a better learning environment for everyone.

You can conduct an art lesson and ask students to think about the ideas in the posters and then ask them to draw their own. They can be simple pen or pencil drawings on a piece of notebook paper. Select the best ones and display them on the walls of your classroom. Or, you can provide them with some chalks and have them create a mural on the blackboard. Have fun! Students love to draw and be creative. Encouraging their artistic side helps them to learn in new ways and challenges a different part of their brain.



2.3 f

Launch a Ribbon Campaign



One way to create awareness around the project and motivate your school population as well as your community is to have a ribbon campaign.

As part of a class project, ask students to create a ribbon with a message about your school. If you don't have any resources, use a piece of paper from an exercise book and a pen or a pencil. Design a fun ribbon, small poster or other decorative sign that can carry a message. Students can decorate the message anyway they want to make it interesting and fun to look at.

Messages can be anything that promotes the ideas of the project and your school's commitment to quality education and a violence-free environment. Examples might include:

- XXX school is a *Good School!*
- Teachers at XXX school use positive discipline
- XXX school has good teachers
- XXX school is child-friendly
- Creating a *Good School* is everyone's responsibility!

If you choose to make ribbons, you can simply cut the shape out of a piece of paper. Then, have the students pin them to their uniforms and wear the ribbons for a week. If you choose to make small posters or signs, post them around your school and encourage students to take them home and post them around their community. Ask owners of kiosks, saloons, garages or any place in your community to display the students' signs for at least one week.

The aim is to raise awareness and have people read about your school in a positive way. It will help more people think about the ideas and take part in creating a *Good School!*

Invite Guest Speakers


2.3 g

When students get an opportunity to hear about the real world, it can have a big impact on how they perceive their choices, their behaviours and their futures. Within your community, there are many people who can be influential role models or powerful examples to young people in your school.

Inviting people to speak to your students can be a life-changing encounter. You can invite a guest to speak to a particular class or to address the entire school at assembly. Your guests can talk about positive experiences and provide advice or they can discuss difficult and challenging experiences that expose the effects of poor decision-making. The important thing is to make sure they do not undermine the ideas you are trying to promote for the creation of a *Good School*.

2.4

Launch the Project in the Community



An important part of this project is to let the community around your school know what is happening and encourage them to get involved. Parents, local leaders, religious institutions, community members and other stakeholders need to be aware and involved in the project for it to be successful. After all, it's their school too!

A great way to do this is to launch the project in the community. You can choose to launch on an already established parent's day or have a special day just for this occasion. Encourage students to make posters and banners or use some of the materials provided in this kit to promote the project. Send notes or messages home with your students and write personal letters of invitation to your local political and religious leaders and special guests. You can also post signs around the neighbourhood, encouraging people to attend.

You can invite a local leader to be the master of ceremonies and have a few speeches by the head teacher, the chair of the school management committee, the LC leader, the local district education officer, or former students who have gone on to be successful. Whoever you choose to speak, be sure that the head teacher makes a short presentation about the project, its objectives and activities.

A fun way to do this is to think about the four elements of a *Good School*: having a vision, creating a healthy learning environment, fostering good teachers and emphasising positive discipline. Assign a team for each of these objectives and ask them to prepare a short talk, drama, song or other presentation about their assigned topic. Ask the head teacher to sum up the presentations by explaining the objectives of the *Good School* Project.

You can choose from many different activities for your event. You can hold a sports match or students can stage a drama, music, or dance performance to help celebrate the day (see Activity 2.3c). You can hold a speech or debate competition to let your students shine in front of the community. The day can also be combined with a school pride day. (see Step 5, page 21).

The aim is to let the community know that your school is starting a project that will make the school a good learning environment for everyone and to let community members feel a part of the process. Invite them to come to the school often, even to volunteer to be a part of the work you are doing. Let them know that you will continue to seek their input and advice. Be

positive and encouraging—help them feel proud to be a part of your school community and eager to learn what’s happening.

IMPORTANT NOTE: Make an announcement during the launch that you are seeking community volunteers to join with you to work on this project. Post a sign up sheet and encourage anyone who is interested to sign their name and provide contact information. Your Community Committee can work with these volunteers to help raise awareness in your community.





monitoring checklist

step ²³ two

Activity 2.1: Learning Process: Training

Plan for training, including schedule, dates, location and facilitators

Date completed: _____

Comments: _____

Read facilitation techniques notes and review all training modules

Date completed: _____

Comments: _____

Conduct training

Date completed: _____

Comments: _____

Review and evaluate training process

Date completed: _____

Comments: _____

Activity 2.2: Write your Action Plan

Gather input from stakeholders

Date completed: _____

Comments: _____

Write action plan for Term 1

Date completed: _____

Comments: _____

Review and monitor progress of action plan

Date completed: _____

Comments: _____

Write action plan for Term 2

Date completed: _____

Comments: _____

Review and monitor progress of the action plan

Date completed: _____

Comments: _____

Write an action plan for Term 3

Date completed: _____

Comments: _____

Review and monitor progress of the action plan

Date completed: _____

Comments: _____

Activity 2.3: School-wide Reflection

Hold a school-wide essay contest

Date completed: _____

Comments: _____

Conduct a debate

Date completed: _____

Comments: _____

Create and perform a drama

Date completed: _____

Comments: _____

Hold booklet discussion groups

Date completed: _____

Comments: _____

Conduct a poster talk

Date completed: _____

Comments: _____

Launch a ribbon campaign

Date completed: _____

Comments: _____

Invite guest speakers

Date completed: _____

Comments: _____

Activity 2.4: Launch the Project in the Community

Plan schedule, details, and invite participants for community launch

Date completed: _____

Comments: _____

Hold a community launch

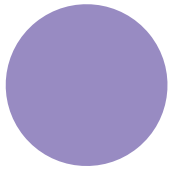
Date completed: _____

Comments: _____

Notes


step ²⁹ two





tools

step ³¹ two

- 
1. Review the Toolkit and each of the six steps. Decide which steps you will be able to implement during the term.
 2. If you are already in the middle of the process, remember to think about ongoing steps that continue through every term. These should also to be included in your action planning.
 3. Set an action plan meeting with the Teachers', Community and Students' Committees. Discuss with the members that for any process to be effective, everyone's opinions and ideas must be taken into consideration. Part of their role as committee members includes talking to and involving other members of the teacher, student and parent communities and sharing their thoughts and ideas with their committees.
 4. It is suggested that you write an action plan for each term. This way you can break down the program into small steps and realistically see what can be accomplished in each term.
 5. At the meeting, discuss each step you are going to implement during the term. Read the opening page of each step together and discuss the objectives. On the blackboard write each step you are going to work on and any activities that you are planning to do during the term from each step. Use the Toolkit, including the monitoring checklists, to guide you.
 6. Record the outcomes from the meeting on your action plan. Make sure to fill in the details under each column as described below:
 - a. Step: Record the step number you are working on.
 - b. Activity: Write the name of the activity.
 - c. Description: Describe the activity and its objective.
 - d. Steps/Time frame: Write down each step that needs to be taken and assign a deadline to complete each one.
 - e. Resources: List the resources you will need to complete the activity.
 - f. Point person: Assign a primary person who is responsible for the activity to happen. You can assign one teacher, one parent and one student to ensure involvement from everyone. There may be other people helping, but these are the people in charge of the activity.

7. After you have completed writing your action plan, make copies for all committee members. If this is not possible, post it in the staff room or another visible place where everyone can check in on it.
8. Every week during your committee meetings, a report should be given on the progress of the action plan. It can be updated and revised as necessary.
9. Note that in each step, there is a Monitoring Checklist. You can use this checklist hand-in-hand with the action plan, to ensure that all the activities you choose to do are on track and actually take place.
10. At the beginning of each term, review the previous term's action plan and carry over any items that have not been completed to your next term's plan.

2.2

Good School Project: Sample Action Plan

Term 1: September-December 2008

Step	Activity	Description
2- Implement Vision	2.4 Community Launch	A half-day celebration with speakers and drama to let the community know about the project. To be held on Sept. 22 from 2-5 p.m.
2- Implement Vision	2.3a: Essay Contest	All students from P3-P7 invited to write essays on the topic "My hero is..."
2 - Implement Vision	2.3b: Debate	A class-by-class debate on the topic "A <i>Good School</i> does not use corporal punishment" to be held on Oct. 25.

Steps/Time frame	Resources	Point person
Plan program - Sept. 10 Send invitation letters to important stakeholders - Sept. 12 Make posters and banner about launch - Sept. 15 Send letters home with students - Sept. 15 Organise student drama - Sept. 15-20 Organise music and dance performance - Sept. 15-20 Arrange for key speakers - by Sept. 20 Arrange for photographer - by Sept. 20 Prepare committees to talk about program - Sept. 20 Hold launch - Sept. 22	Posters, banner, letters, paper, drama costumes, drums and instruments, chairs, sodas for guests of honor	Teacher XX Student XX Parent XX
Create rules and guidelines for contest - Sept. 30 Announce contest in assembly/classes - by Oct. 1 Post signs in school - by Oct. 3 Collect all essays - Oct. 10 Read essays and select winners - by Oct. 15 Announce winners and award prizes - Oct. 16	Paper for signs, prizes for winners	Teacher XX Student XX Parent XX
Create rules and guidelines for debate - Oct. 20 Announce debate in assembly/classes - by Oct. 21 Post signs in school - by Oct. 22 Teachers organise for debates in class - Oct. 23 Classes prepare for debate - Oct. 24 Debate takes place from 2-4p.m. - Oct. 25	Paper for signs	Teacher XX Student XX Parent XX

2.2

Good School Project: Action Plan



Term: _____

Step	Activity	Description

Steps/Time frame	Resources	Point person

Overview of Step Two

- In Step Two, a core group of key stakeholders will enter a learning process that is designed to help your school reflect on the questions mentioned above. You will develop a vision for what you mean by a *Good School* and come to an understanding of what is needed to make your school a place of imagination, joy, safety and inspiration.
- The core group will develop an action plan for how your school will go about creating a *Good School* and assign roles and responsibilities to all the stakeholders.
- You will begin a school-wide reflection process to help students, teachers and parents reflect on what makes a *Good School*.
- You will launch the project by holding a community event through which community members will learn about your ideas and how they can participate.



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