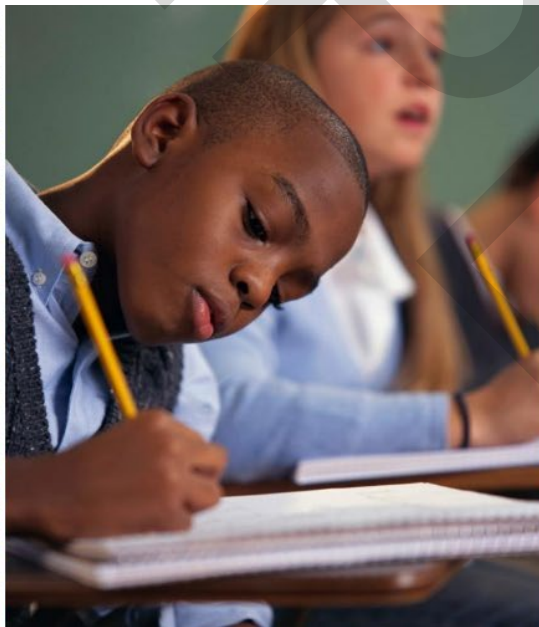




Module 5:

The Purpose and Value of Your School



Produced by:
Raise Up Global Ministries

All rights reserved. Last revised © 2021



Introduction

Through the power of God's Spirit, this course is designed to help you bring good changes to your living and learning communities. It is different from other courses. It provides a series of key questions geared toward facilitating reflection and discussion. This discussion should be relevant to your local community. It is not meant to be worked through alone. It should be used in a group. One person will facilitate the learning process, but each participant should have a copy of the lesson and should actively participate. The course is divided into five modules, each with lessons addressing a particular question.

The program is for those who are prepared to make plans, **to put their plans into action before the following manual**, and then report on them during the next learning session.

The Lessons

Three things happen during each lesson:

1. **Discover and Discuss:** Participants read the Bible and discuss the questions together. Group discussion teaches participants to listen carefully to each other and to present their ideas clearly.
2. **Apply:** Next, participants apply what they have learned to actual situations. Using a variety of activities, participants consider ways to use what they have learned in practical ways relevant to their local contexts.
3. **Reflect and Pray:** At the end of each lesson, participants personally and prayerfully consider how God is prompting change in and through their lives and service as they put into practice what they have learned. These reflections are brought before God for his guidance and blessing.

Training: An interactive learning process that develops leaders with Christ-like character, biblical understanding, and practical skills to join in the work of God in his world.

Learning Sessions

Each learning session (one to two modules) needs four to five days or approximately forty hours. The entire course takes four to five learning sessions. Educational Care facilitators, school administrators, or hosts work together to identify the best way to present the course—the number of learning sessions, the days required, the dates, time, and the venue.

Educational Care (EC) was prepared by John DeJager, Munyiva Wa Kitavi, Albert A. Hamstra, Tim Steenstra and Stephanie Sytsema and was produced by the Promoting Christian Education Globally Project of Christian Reformed World Missions. Revised by Diana Boot, Mwikali Wambua, Gillian Ferwerda with input from Kathy Bosscher, Sosthene Maletongou, Shreen Samuel, Mark Wiersma, and Paul Yu.

The Educational Care materials were inspired by and modeled upon the Timothy Leadership Training Program's training program for pastors and church leaders. We thank TLT for their generosity and support in the development of this EC program for educators.

This Educational Care manual is the property of Raise Up Global Ministries and is not to be reproduced without the prior permission of Raise Up Global Ministries.

Scriptures taken from the Holy Bible, New International Version®, NIV®. Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc.™ Used by permission of Zondervan. All rights reserved worldwide. www.zondervan.com The "NIV" and "New International Version" are trademarks registered in the United States Patent and Trademark Office by Biblica, Inc.™



Course Requirements

Welcome to Educational Care (EC)! Before we begin the course, we would like to review the basic expectations of this program.

To complete this module you must:

- Attend every session on time and participate in all the learning activities.
- Complete all assignments and homework as presented.
- Write an Action Plan and carry out the Action Plan in the following term.
- Present an oral and written report on your Action Plan.

To graduate from EC you must:

- Complete EC Modules 1-5 as outlined above.
- Successfully complete final evaluations where required.

Criteria to become an EC Facilitator, you must:

- Understand educational theory and practice.
- Show willingness to grow and develop as a facilitator, utilizing adult dialogue learning and its principles.
- Successfully complete the EC program.
- Be curious, teachable, and an ongoing learner.
- Show sensitivity to contextualize based on understanding of local culture.
- Have experience with diverse classrooms and realities.
- Show a coaching posture and servant leadership.
- Have good interpersonal skills and connectivity.
- Walk in authentic Christian faith and life.
- Demonstrate a passion for the church and Christian school in its community.
- Be a self-starter, and able to work with a team and complete tasks.
- Be endorsed by an Educational Specialist and/or Partner Organization.
- Have related certification and experience background.

Recommended Steps toward Becoming an EC Facilitator

- Apprentice with a certified EC Facilitator through a full EC process of five manuals, with evaluation and recommendations at the end.
- The apprentice will complete the Facilitator Development Guide under the guidance of the Coordinator.

Ongoing Facilitator Development

- EC Facilitators will meet regularly with other EC Facilitators for shared learning, encouragement and ongoing skill development. The meetings will take place in either one-to-one, small group, or virtual meetings.
- EC Facilitators will monitor work and effectiveness through reports, evaluations and feedback from partner schools.



Table of Contents

Reflection Log	3
Lesson 1 – Who Benefits from Your School?	4
Lesson 2 – What is the Hope in Your Community for Your School?	6
Lesson 3 – What Are the Purpose and Values of Your School?	9
Lesson 4 – What is the Purpose of Education?	13
Lesson 5 – What Changes Need to Take Place in Your School?	16
Lesson 6 – Make an EC Action Plan	20

Your facilitator is:

Phone:

WhatsApp:

Email:



Reflection Log

	Reflection Question	My Reflection Response
Lesson 1	Think of one person in your community who would be one of the “least of these.” What is one thing you will do this week to minister to that person in a way that honors God’s value in them?	
Lesson 2	Take time to pray together about God’s calling for your school, God’s purpose for its existence within your community, and God’s plans for how he will use your school to fulfill his kingdom work in your community. What is one new thing you hope to see God do in your school? What is one thing you can do to join God in this work?	
Lesson 3	Look back at the values you wrote for your school. What is something you do in your teaching practice that does not align with these values? What changes will you make in your practice?	
Lesson 4	From the above list of educational practices that will enable learners to more fully glory God, choose one that you will commit to implement. Record this in your Reflection Log.	
Lesson 5	What is one significant change you feel needs to happen to glorify God? What is your role in bringing about that change? What might be the first steps?	



LESSON 1

Who Benefits from Your School?

DISCOVER

1. Schools benefit many people both directly and indirectly.

Work in partners to list all the people who benefit from your school and how they benefit from it.

As a group, combine your lists.

The People Who Benefit	How They Benefit

2. Break into small groups of 4-5 people. Read and discuss the following verses. Return to the large group. Identify one person to share one thing that surprised and/or challenged your group.

A. Deuteronomy 10:12-13

How does your school bring delight to God? How is his kingdom advanced through your work? If so, how? If not, why not?

B. Matthew 5:14-16

How is your school like a “city on a hill”? What light do you bring to your community?

C. 1 Corinthians 15:57-58 and Colossians 1:9-12

What encouragement do these verses offer you in your work?

3. In the large group, read **Matthew 25:31-40**.

A. Who are the “least of these” be in your school community?



B. *How does this Scripture connect the “least of these” to Christ?*

C. *How would you bring a “glass of water” to Christ? How is this different from how people bring a “glass of water” to someone on the street?*

D. *How do the least of these benefit from your school?*

E. *What else can you do as a school to address the needs of those who are typically overlooked and underserved?*

4. As we apply the verses, we will brainstorm ways that the school can be a light to the community and a blessing to all, especially those whom Jesus calls “the least of these.”

A. *Are there any other groups who should benefit from your school but currently don’t? Particularly consider groups whose needs are typically overlooked and underserved*

B. *How could God’s kingdom be advanced by reaching out to groups that have not yet benefited from your school?*

APPLY

5. Take 2-3 minutes and write a few ideas that stood out to you.

Then, in groups of 2-3 people, think about how your school could benefit individuals/groups of people who it does not currently benefit. Record your top five ideas to share with the large group. Return to the large group and have each small group share their ideas.

REFLECT AND PRAY

In silence, think of one person in your community who would be one of the “least of these.” What is one thing you will do this week to minister to that person in a way that honors God’s value in them?

Share that insight with the person next to you and pray for the Holy Spirit’s empowerment to show you how to apply that truth for Kingdom Change.



LESSON 2

What Is the Hope in Your Community for Your School?

DISCOVER

1. Look at this definition: **Hope is a wish or desire accompanied by confident expectation of its fulfillment.**

Discuss with a partner what you believe is the most important part of this definition and how it might apply to your school.

Return to the large group and share your thoughts.

2. Gather into groups of 4-6 people. Choose one person to read the following verses about hope for the group. Choose one person who will record the thoughts of the group. Discuss each verse: *What do they teach us about hope?*
 - A. **Isaiah 40:31**
 - B. **Jeremiah 29:11**
 - C. **Colossians 1:5**
3. As a group, create a picture with a poem or song to illustrate the biblical concept of hope. Make sure everyone has a role. Return to the large group and share your picture, and song or poem.
4. *How does your understanding of hope apply to your school?*

APPLY

5. A community is made up of individuals and groups. *What is your school's community?*
6. In the next few questions, we will explore why it is important for your community to have hope in your school. Complete the chart.

	What happens when these participants do not have hope for the school?
Community members	
Students	



Teachers	
Administrators	
Parents	

Summarize the common things that occur when these people lose hope for or confidence in the school.

7. In small groups, complete the chart.
- A. Discuss together what the hopes of each of the following groups of people in the community might be in regards to your school. (Column A)
 - B. Think about how these hopes reflect God's goodness and his purpose for creation. Write some principles down. Let this guide Question C. (Column B)
 - C. List 3 steps you can take to increase hope. (Column C)

	Question A: What Do They Hope For?	Question B: How does the hope a school can bring reflect God's goodness and his purpose for creation?	Question C: List 3 Specific Steps to Increase Hope
Teachers			1. 2. 3.
Students			1. 2. 3.



Administrators			1. 2. 3.
Support staff			1. 2. 3.
Parents			1. 2. 3.
Church leaders			1. 2. 3.
Community Leaders			1. 2. 3.
Other:			1. 2. 3.

REFLECT AND PRAY

Read **Romans 8:28** and **Jeremiah 29:11**. Take time to pray together about God's calling for your school, God's purpose for its existence within your community, and God's plans for how he will use your school to fulfill his kingdom work in your community. What is one new thing you hope to see God do in your school? What is one thing you can do to join God in this work?

Share that insight with the person next to you and pray for the Holy Spirit's empowerment to show you how to apply that truth for Kingdom Change.



LESSON 3

What Is the Purpose of Education?

DISCOVER

1. Learning is essential to human existence. Acknowledging this, we see that education is as old as humankind.

Think of education in your community before formal schools were introduced.

A. *Who were the teachers?*

B. *What were the most important things that children were taught?*

What was the goal of education?

2. Traditionally, the goal of education was to prepare members of their community to contribute to its well-being. Members worked together to meet their collective needs. Well-being depended on everyone's contribution—giving and getting. Community well-being was achieved through interdependence. Education taught the skills and knowledge needed for interdependence living.

Thus, interdependence became a strong cultural value that was important to pass along to the children of the community. Consider these examples.

- Ubuntu is a concept from an African tribe, the Zulu. It is part of their worldview. Ubuntu emphasizes interdependence over self-sufficiency. It sees a person as incomplete unless there is harmony with others. This is a strong binding force that produces a sense of responsibility.
- Sang saeng (相生) is an Asian concept. It means mutual life-giving. Sang (相) means “mutual” or “together.” Saeng (生) means “live.” It encourages all to share community and resources to allow all to flourish together.

Discuss together:

A. *How do you experience the interdependence of ubuntu or sang seang in **your** context?*

3. Read **1 Corinthians 12:18-26**. Ubuntu and sang seang come from cultural worldviews. Many cultures show some aspects of God's truth. We can celebrate these!

A. *How does your traditional understanding of interdependence fit with a biblical understanding of diversity and unity? (There may be important differences as well.)*

B. *How does the current education system you work in support or work against the idea of interdependence? What changes can be made to promote interdependence in the educational system?*



4. In the next questions, we are going to work towards discovering God's purpose for education.

- A. In small groups of 2-3 people, complete the chart for the following four statements that describe purposes of education. What are the strengths of each statement? What are the limitations?

	Strengths of the Statement	Limitations of the Statement
1. Education provides students with a value system and a set of ideas.		
2. Education prepares students for specific jobs.		
3. Education provides students opportunity to form their faith as they learn.		
4. Education builds students' characters and prepares them with practical skills to benefit themselves and society.		
5. Education works for the highest good of the student (in skills, knowledge, faith, and character) and society (jobs, roles).		

- B. We can see that these goal statements for education still lack something. In the next section, we will explore the goal of education based on biblical teachings. We will summarize this by writing a **purpose statement for education based on biblical teaching**.



- C. Still in the small groups, discuss: *What is God's purpose for humankind?* God has two main purposes for humankind. Each member of the group can read a verse, and share their conclusion with the group. The group together will answer the question.

What is the first main purpose? Psalm 86:9; Isaiah 60:21; Romans 11:36; 1 Corinthians 6:20; 1 Corinthians 10:31; Revelation 4:11

What is the second main purpose? Psalm 16:5-11; 144:15; Isaiah 12:2; Luke 2:10; Philippians 4:4; Revelation 21:3-4

- D. Use your two answers to question C to complete the following sentence. Write it on poster paper.

The purpose of Christian education is to prepare or equip the learners to. . .

5. Now consider:

- A. *In what ways does our purpose statement differ from the statements above?*
- B. *How does it reinforce our calling and practice in the school?*
- C. *How is this purpose of education reflected in your current educational system?*
- D. *What practices are woven into your educational system to equip learners to glorify God?*
- E. *How does our education system help develop aspects of our students' lives beyond strictly individual achievement and excellence?*

Come back to the whole group to reflect on what you have discussed.



APPLY

6. The following two statements will help you think of educational practices that will help students learn to glorify and enjoy God.
- Whenever we acknowledge God—in thought, word and deed—we glorify him.
 - Whenever we obey God, we glorify him.

With a partner, make a list of four educational practices that will enable learners to more fully glorify God in every aspect of their lives. Include two current practices, and two practices you could implement.

1)

2)

3)

4)

After you have written four educational practices, share them with another partner group. Add their new ideas to your list:

5)

6)

7)

REFLECT AND PRAY

From the above list of educational practices that will enable learners to more fully glory God, choose one that you will commit to implement. Record this in your Reflection Log.

Turn to your neighbor. Pray for the Holy Spirit's empowerment to apply that truth for Kingdom Change.

But in fact God has placed the parts in the body, every one of them, just as he wanted them to be. . . . As it is, there are many parts, but one body.

1 Corinthians 12:18, 20, NIV



LESSON 4

What Are the Purpose and Values of Your School?

DISCOVER

1. The Bible gives us many opportunities to look at the same principles from different perspectives. Together as a group, read the following verses: **Deuteronomy 6:4-9** and **Matthew 22:34-40**.
 - A. *How do these Scriptures speak to and inform our purpose, actions, and values in education?*
 - B. *How do we help children come to love God with all their heart, soul, mind, and might [with the totality of who they are]?*
 - C. *How do our educational practices help our children love their neighbors as themselves?*

This is one example of a biblical value that we can apply in education. We will continue to discuss our school's values.

APPLY

6. Your task as a team is to develop a purpose statement for your school and write 5 main values.

Central questions: What is the unique purpose of your school? What values underlie this purpose?

The process: Values are the foundational beliefs that drive purpose. For that reason, you begin by considering your values. Then the purpose of the school is stated. Verification checks to make sure the values and the purpose are in accord. Finally, the purpose statement and its underlying values are shared.

7. **Step 1: Values** are those things that you hold to be very important. For example, as a school we might value:
 - A. providing excellent academic education.
 - B. providing education to all children in our community, including the disadvantaged and disabled.
 - C. providing God-centered education.



Divide into groups based on your schools or grade divisions.

A. What are the five key values of your school now?

1)

2)

3)

4)

5)

B. What other values can you think of that you **want to see** reflected in your school?

1)

2)

3)

C. Reflecting on your value list above, what **should be the five key values** of your school?

1)

2)

3)

4)

5)

8. Step 2: Purpose.

Study the five key value statements that you believe are most important for your school. Write a purpose statement for your school that reflects these values.

The main purpose of our school is to...



9. Step 3: Verification

- A. Do your values clearly support your purpose statement? Make any changes necessary.
- B. Does this statement reflect what you perceive as God's purpose for your school? Make any changes necessary.
- C. Feedback from others. Each group should post their statement on a large piece of paper. Groups will then read each others' statements, and add: 1. one praise, 2. one question or suggestion to strengthen it.
- D. Revision. Each group should think again about their own purpose statement. What might need to be changed in light of the feedback given? Revise your purpose statement as necessary.

10. Step 4: Publish

Make a clean copy of your final statement of purpose and values. Keep the final statement for the last lesson.

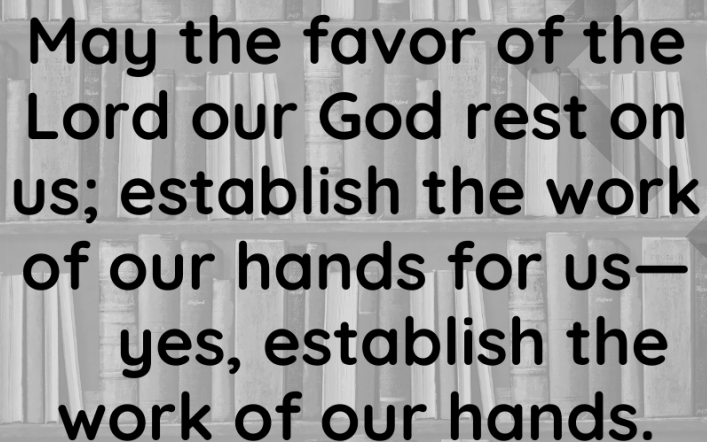
Come back to the large group. Read **Psalm 90:16-17** in unison as a prayer of commitment:

“Let us, your servants, see you work again; let our children see your glory.
And may the Lord our God show us his approval
and make our efforts successful. Yes, make our efforts successful!”

REFLECT AND PRAY

Individually, look back at the values you wrote for your school. What is something you do in your teaching practice that does not align with these values? What changes will you make in your practice?

Turn to your neighbor. Share your action step and pray for the Holy Spirit's empowerment.



**May the favor of the
Lord our God rest on
us; establish the work
of our hands for us—
yes, establish the
work of our hands.**

Psalm 90:17, NIV



LESSON 5

What Changes Need to Take Place in Your School?

DISCOVER

1. Where We Are

We have come to the final lesson. As we reflect back on all the modules, what are some foundational truths you learned about:

- The purpose of Christian education?
- The values that guide our actions?
- How our actions, in line with our values, help us to fulfill God's purpose for education?

Summarize what we discovered:

1. **Thoughts on Change** – It is often easier to continue doing things the way you have always done them instead of making changes. But change can bring about growth and new understanding for those who are open to God's leading.
2. Think of some Bible stories you know where great changes happened. *How were these people challenged? How did people grow?*
3. Get together in groups of 3-4. Discuss the questions below.
 - A. *Do you usually feel positively or negatively about change?*
 - B. *Tell of a time when making a change was a negative experience for you. What made it a negative experience? What positive outcomes, if any, did you experience through a negative experience? What wisdom did you gain?*
 - C. *Tell of a time when making a change was a positive experience for you. What made it a positive experience? Were there any negative experiences that accompanied this positive experience? What wisdom did you gain?*



4. Return to the large group to share your thoughts. Make a list of the group's ideas about positive and negative experiences with change.

Positive Experiences with Change	Negative Experiences with Change

5. We can learn from previous experiences to **plan** for change.

A. *Can you see pitfalls to avoid when making changes?*

B. *What strategies work well in making changes?*

- C. **Proverbs 2:1-10** tells us we can expect God's help and guidance as we carefully implement change. Read this together as you move into groups for the next exercise.

Men: My son, if you accept my words, and store up my commands within you,

Women: turning your ear to wisdom and applying your heart to understanding

Men: indeed, if you call out for insight and cry aloud for understanding,

Women: and if you look for it as for silver and search for it as for hidden treasure,

Men: then you will understand the fear of the Lord and find the knowledge of God.

Women: For the Lord gives wisdom; from his mouth come knowledge and understanding.



Men: He holds success in store for the upright, he is a shield to those whose walk is blameless,

Women: for he guards the course of the just and protects the way of his faithful ones.

Men: Then you will understand what is right and just and fair—every good path.

Women: For wisdom will enter your heart, and knowledge will be pleasant to your soul.

- D. Pray together. Ask God for wisdom as we consider changes that would make our schools a place of hope and deepen our knowledge of the Lord.

6. Now you will consider the most important changes that are needed for school. What changes would make the biggest impact for good in your school—changes that would increase hope and deepen our fear and knowledge of the Lord?

Divide into groups of 5-6. Each group should have a recorder. If possible, leave the room in which you are working and find a quiet spot.

	Top 3-4 Changes You Would Like to See Happen in Your School	2-3 Barriers That Need to Be Addressed for These Changes to Take Place	What Practical Action Steps Need to Happen to Overcome?	Who Needs to Take the Steps?
1		1. 2. 3.		
2		1. 2. 3.		
3		1. 2. 3.		



4		1.		
		2.		
		3.		

7. Come back together as a large group and share the two most important suggested changes and barriers.

Analyze what you have shared. *In what areas do you see a common desire for change?*

We will refer back to these suggestions in Lesson 6.

APPLY

8. Divide the large group into 2 or 3 small groups. Each small group should create a 5-10 minute drama about an important major change being made in the school. Each drama should involve a teacher, an administrator, a parent and some students.

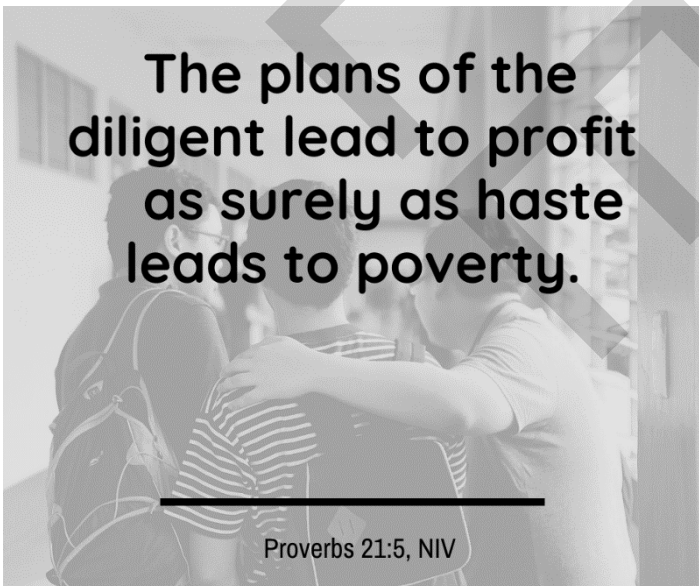
The groups should then perform their dramas for the large group.

Discuss together what you learned from this experience.

REFLECT AND PRAY

From the discussion of change today, what is one significant change you feel needs to happen to glorify God? What is your role in bringing about that change? What might be the first steps?

Share that insight with the person next to you and pray for the Holy Spirit's empowerment to show you how to apply that truth for Kingdom Change.



**The plans of the
diligent lead to profit
as surely as haste
leads to poverty.**

Proverbs 21:5, NIV



LESSON 6

Make an EC Action Plan

1. Small Group Reflection:

- A. Break into groups of 2-3 people. Each person should share with the small group the **most important thing they learned** through all the modules of Educational Care.
- B. Share any **Scripture or words** that the Holy Spirit used to speak to you personally during this course.
- C. Then, share together about the **changes** you have experienced in your own teaching or in your school resulting from your learnings from this course.
- D. Close the small group time by **praying** for each other, for your students, your schools, and your communities.

2. Large Group Reflection. Come back into the large group.

- A. Make a list of all the **important learnings** of the group.
- B. Make another list of the **changes the group members have experienced** as a result of these learnings.

3. Action Plans. Return to the group you worked with in Lesson 5.

- A. Review your revised purpose statement and values from Lesson 5. Also review the suggested changes for your school and the action steps you developed in Lesson 3.
- B. Together, write an **Action Plan** for your school based on these purpose and value statements. (You can see the SMART definitions in the Appendix.)

For your **SMART Kingdom Change Goal**, consider:

What is a significant Kingdom Change that needs to take place to bring your school in line with your purpose and value statements?



What **SMART activities** need to happen to bring about these changes? **Each member of your team should have some activities to carry out.**

Activity	Person Who Will Carry It Out	Date to Be Completed

4. This is the last module of Educational Care. Although you will not be reporting back on your Action Plans, how will you as a school group hold each other **accountable** for carrying out the activities in your Action Plan? Write your steps below:



5. Write your formal Action Plan

On a sheet of paper, write a clean copy. This should be strategically placed in your school to serve as a reminder of your commitments. Include:

- 1) Your school's purpose and values statement;
- 2) Your goals for Kingdom change;
- 3) The SMART activity or activities each person will do to accomplish your goal, including the way(s) you will hold each other accountable.

Each group member should make his or her own copy of their school's Action Plan (use the worksheet provided). When you return home, take your copy and hang it in a place where you will be reminded of it regularly.

One copy per group should be given to your facilitator. See the last page in this module.

6. Share your Action Plan

Place all Action Plans on a table or post them so that everyone can walk around and read them.

7. Commit each other to the Lord.

As a group, pray that God will bless these Action Plans. Read the following together as a prayer of blessing:

Now may the God of peace,
who through the blood of the eternal covenant
brought back from the dead our Lord Jesus,
that great Shepherd of the sheep,
equip you with everything good for doing his will,
and may he work in us what is pleasing to him, through Jesus Christ,
to whom be glory for ever and ever. Amen.

Hebrews 13:20-21, NIV





APPENDIX: SMART GOALS & ACTIVITIES

Both your goals and activities should be **SMART**. The chart below will define these.

S- Specific

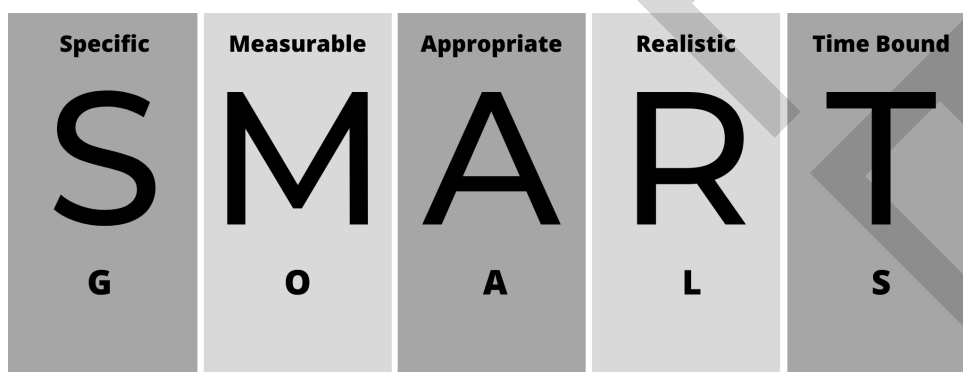
M- Measurable

A- Appropriate

R- Realistic

T- Time bound

	Goal	Activities
Specific	What Kingdom Change needs to happen as I implement this Action Plan?	What are the specific activities I will do to implement my goal?
Measurable	How will I measure the change that has taken place?	How will I measure that the activities have been achieved?
Appropriate	Is the goal in line with God's will and Word, appropriate to the cultural context and my students' age and abilities?	Are the activities in line with God's will and Word, and appropriate to the cultural context and my students' age and abilities?
Realistic	Can I realistically achieve this goal? Have I considered my resources and limitations as well as the resources and limitations of the community?	Can I realistically do each activity? Have I thought about the resources I have as well as the resources of the community? What would make it difficult to do the activity?
Time bound	Is there a clear beginning and evaluation time for this goal?	Is there a clear beginning and end for each activity?





Action Plan Form: The Purpose and Values of Your School

Name: _____ Date: _____

Group members:

The purpose of our school is:

The values for our school are:

Goal for Kingdom Change:

Is this Goal for Kingdom Change SMART (Specific, Measureable, Appropriate, Realistic, Time bound)?

Activities:

Activity	Person Who Will Carry It Out	Date to Be Completed

Are your planned activities SMART (Specific, Measurable, Appropriate, Realistic, Time-bound)?



EVALUATION FORM for EDUCATIONAL CARE LEARNING SESSIONS

Module # ____ Facilitator's Name(s) _____

Name (optional) _____

1. What do you like best about this course?
2. What would you like to change about the course?
3. What are the facilitator's strengths?
4. What suggestion do you have to improve the facilitator's teaching?

Circle the appropriate choice of the three below for yourself as a participant.

1= Never

2= Sometimes

3= Always

- | | | | |
|---|---|---|---|
| 1. As a participant, I was usually well-prepared for class. | 1 | 2 | 3 |
| 2. I understood what was expected of me in preparation and participation. | 1 | 2 | 3 |
| 3. Assignments were clear. I understood what I needed to do and why. | 1 | 2 | 3 |
| 4. I kept time on arrival each day and returning from breaks. | 1 | 2 | 3 |
| 5. I observed the protocols established for use of my mobile phone. | 1 | 2 | 3 |

Circle the appropriate choice of the three below

1= Never

2= Sometimes

3= Always

The Facilitator:

- | | | | |
|---|---|---|---|
| 1. Gave clear directions. | 1 | 2 | 3 |
| 2. Explained course content clearly. | 1 | 2 | 3 |
| 3. Effectively directed and stimulated discussion. | 1 | 2 | 3 |
| 4. Effectively encouraged participants to ask questions and share ideas. | 1 | 2 | 3 |
| 5. Indicated important points to remember. | 1 | 2 | 3 |
| 6. Showed genuine interest in participants. | 1 | 2 | 3 |
| 7. Was tolerant of different opinions expressed in the learning sessions. | 1 | 2 | 3 |
| 8. Explained the thinking behind statements. | 1 | 2 | 3 |
| 9. Was well prepared. | 1 | 2 | 3 |
| 10. Treated participants with respect. | 1 | 2 | 3 |



REFLECTIONS

Please take time to reflect on these questions and write your response on the paper.

1. What significant lessons did you learn this week? Do not give a summary of what the lessons were; reflect on new ideas you learned personally. What made you think? What challenged you? What surprised you?

2. In addition to your Action Plan, what changes do you hope to make in your life and service because of what you learned?

3. Is there anything else you would like to share? Please feel free to share.



SAMPLE