

## Class Culture II

### Purpose

Following up on how things are going with the community and the class culture as well as to round off the partnerships.

### Content (45 min.)

- Speed-meeting about communities (approx. 15 min.)
- The horseshoe - a community-building activity that is used as a tool to evaluate class ideals (approx. 20 min.)
- Ending the buddy program - how has it gone and what will we do about group work in the future? (approx. 10 min.)

### Practical

The lesson is introduced using the PowerPoint presentation. Here the students are told about the purpose of the lesson, and then you start with the speed-meeting exercise. The full description of speed-meeting and the subsequent exercise, the horseshoe, can be found on the website.

### Speed-meeting

In the speed-meeting exercise, the students should talk about communities, become aware of different perspectives on communities and what constitutes a good / bad community. Speed-meeting starts with the students standing on the floor, where they are all given a note with a question on it. The students now move around among each other, randomly finding each other in pairs, and taking turns asking each other their questions. Once both students have answered each other's questions, they swap questions and find a new classmate to ask. This means that they will ask the question they have just answered to the next one they meet. 10 minutes are set aside for the speed-meeting itself, and then 5 minutes to follow up on the answers in plenary (select some of the notes and ask what they answered, e.g. for the question "What is a good community?").

From the topic of communities, you should move on to talk about class culture, since a strong community is also connected with a healthy class culture. Therefore, you must now talk about the ideals of the class for a healthy class culture.

### The horseshoe and the ideals

The students must use the horseshoe to evaluate the ideals that they formed for their class culture in lesson 2. You have pre-selected ideals from the list, and you should use the horseshoe as an evaluation tool. You explain the principle of the horseshoe (download information on the horseshoe from the website) to the students, and then you find a place with room for them to be distributed on the arch of the horseshoe. You start by marking where the arc goes and where the two poles are - 'completely agree' and 'completely disagree'. Then the students must relate to the five ideals that you have selected, e.g. "We say good morning to everyone in the class - every morning". If the students think that they do this every morning, they agree with 'completely agree'. If students believe that it will never succeed, they will 'completely disagree'. Once they have placed themselves on the line, it is up to you to make a summary - where are most of them

located? Is there a general picture? Is there anyone who is standing in a completely different location than the others? Try to physically move a student from one point to another indicating a stronger agreement, and ask the question "What would it take for you to stand here instead?" This forces the student (and perhaps the other students as well) to reflect on why they stand where they do on the line. Make sure to choose a student who dares to talk about his or her attitudes in front of others. This tool is designed to help introverts make their opinion known without having to express themselves orally.

Continue this way with the remaining four ideals. For those two ideals, where the largest amount of students do not find that the class lives up to them, there is a common talk about what it takes to live up to the ideal to an even greater extent. Feel free to talk about other ideals that matter to the community of the class and can thereby impact the strength of the community. The horseshoe takes approx. 20 minutes.

The last 5 minutes of the lesson are spent finishing the buddy program. The students are given the opportunity to say a few words about how they think it has been, and then you talk about how working groups are established in the future.

The buddy groups continue as working groups that change once a month - the rest of the duration of the education, if that makes sense. Buddy groups can be used when no other working groups are specified. There is not much time, so it is recommended that you come up with a. It is a good idea to vary between groups being decided by students and teachers, and the teacher should be the one to decide when you do what. If you do not bring a proposal yourself, but choose to have an open discussion, set aside more than 5 minutes.

### Main points in lesson 5

- A good class culture must be worked on continuously.
- It is not uncommon for it to be difficult to live up to ideals - and therefore it is important to discuss them once in a while.
- What you focus your energy on grows. This means, for example, that the likelihood of you actually saying "hello" in the morning is bigger, if you focus your energy on remembering it, than if you focus your energy on being annoyed with those who forget it.

### Preparation

- Find a place where there is room to make a horseshoe.
- Select five of the class ideals and write them in the presentation.
- Read about speed-meeting (community) and the horseshoe
- Print and cut out the notes for speed-meeting.
- Prepare suggestions for how the group formation can be done in the future.