

Class culture III + mini-survey

Purpose

To follow up on the class culture, the mini-survey and to round off the lesson in Network. The lesson course ends here, but the community-building activities continue for the rest of the school year, just as the re-establishment of the buddie program and discussions of class culture can be repeated if needed.

Content (45 min.)

- General talk about ideals and class culture, where the survey results are included (approx. 10 min.)
- Problem matrix - a tool for working with some of the class' challenges (approx. 25 min.)
- Rounding off the lesson course in Network and a short talk about which elements of Network continue (approx. 10 min.)

Practicalities

The lesson is introduced using the PowerPoint presentation. Here you tell the students about the purpose of the lesson, and then you move on to talk about class culture, where the students can come forward and put into words what they think makes a good class culture.

Mini-survey

Before this lesson, send out the mini-survey that belongs to the lesson. The mini-survey serves as a social barometer. You will gain an insight into the students' perspectives on class unity, well-being, etc. Use the results from the mini-survey in the lesson. In addition, the results of the survey contribute to you gaining knowledge about the individual well-being and class culture. The results from the survey can either support the positive impression of the class' culture and / or challenge it and are therefore useful background knowledge when you in this lesson are talking about the good things about the class, but also about the challenges.

In the survey, there are five quantitative questions. When you communicate the results to the students, you put the two positive answer options together and the two negative answer options together. You count the answers manually, and the positives are inserted into the PowerPoint presentation for lesson 7. You convey the negatives orally - see the comment box in the PowerPoint presentation.

In addition, there is also a qualitative question where the student is encouraged to write about his or her own well-being in class. The answers are only for you and give you an insight into whether there are students in the class who need support, either academically or socially, and whom you or a colleague should contact afterwards.

Problem matrix

Efter I har talt om det, der går godt, skal I arbejde med det, der kunne blive bedre. Her skal I gøre brug af problem-matrixen (problem-matrixen beskrives uddybende i PowerPoint-præsentationen og under fanen 'Fællesskabelse' på Netwerks hjemmeside). Hver elev skriver én ting ned (på en post-it), som de synes, at klassen kunne blive bedre til. Sedlen er anonym, og du indsamler alle sedlerne. Du sorterer dubletter og evt. useriøse inputs fra. Derefter sættes sedlerne én efter én op på problem-matrixen ud fra, hvor stort/lille problem det er, og hvor let/svært det er at løse. Du læser sedlen op for klassen, og i fællesskab vurderer I, hvor den skal sidde. Når alle sedler er sat op, udvælger du sammen med klassen tre til fem udfordringer,

som I vil prøve at løse – det vil sige de udfordringer, som I synes, det er vigtigst at tage hånd om. I fællesskab taler I således om, hvordan klassen kunne blive bedre til de konkrete udfordringer, I har udvalgt.

After you have talked about what is going well, you must work on what could be better. Here you will make use of the problem matrix (the problem matrix is described in detail in the PowerPoint presentation). Each student writes down one thing (on a post-it) that they think the class could get better at. The note is anonymous and you collect all the notes. You sort duplicates and possibly unserious inputs out. The notes are then placed one by one on the problem matrix based on how big / small the problem is and how easy / difficult it is to solve. You read each note to the class, and together you assess where it should be placed. Once all the notes have been put up, you, together with the class, select three to five challenges that you will try to solve – pick the challenges that you think are most important to take care of. Together, you thus talk about how the class could become better at the specific challenges you have selected.

Wrap up the lesson course

Lesson 7 is the last lesson in the lesson, and the students must have the opportunity to give feedback on how they have experienced the course. But even though the lesson is over, Network is far from over. Students should know that the community-building activities continue. In addition, the work with class culture continues, just as partnerships can be reintroduced at a later date if needed.

This lesson can also be repeated with a new survey collection, as its function as a social barometer is also useful later on.

NOTE: If you do not do the mini-survey, it is recommended that you get an insight into the well-being of the class and the students via other tools / activities (e.g. individual conversations).

Main points in lesson 7

- Culture is always in motion, and students must therefore give class culture ongoing attention to achieve the desired culture.
- All students have a responsibility for the well-being and community of the class.
- Challenges in the class are solved together.

Preparation

- Send out a mini-survey before this lesson. You can, for example, post it on student-intra, where students have the opportunity to hand it back to you without other students being able to see their answers.
- Talk with a colleague about the class - what works well and what could be better (focus on class culture).
- Read the results of the mini-survey and use it as background knowledge when talking to the class about what works well and what could be better.