ACTI JEUNES

GUIDE
FOR STUDENTS AND
SCHOOL PERSONNEL

YOUTH HEALTH
QUALITY OF LIFE IN THE CLASSROOM

**Direction de l'adaptation scolaire
et des services complémentaires** (DASSC)
Ministère de l'Éducation

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Introduction

In both health and education, the importance of developing a comprehensive, integrated approach to health and the prevention of psychosocial problems such as suicide, violence and drug abuse is increasingly being recognized. "Prevention should involve more than just occasional awareness activities; it should be concretely reflected in every aspect of life at school, the behaviour of all school personnel, the school's values and its activities."[1]

This approach, which is known as health promotion, stresses the adoption and maintenance of a healthy lifestyle and the improvement of personal and social skills by young people. Students who acquire assertiveness, decision-making, conflict-resolution and communication skills are thought to be better able to withstand the pressures and difficulties that may arise during the various stages of their development.

The development of these skills requires the establishment of a context that teaches students to take responsibility. We cannot claim to improve students' ability to resolve conflicts or make decisions if an adult continually solves their problems or makes decisions for them. The establishment of a framework in which students are seen not as recipients of services but as agents is an essential condition for the development of psychosocial skills.

Since the question of students taking responsibility is the leitmotiv of ACTI-JEUNES, the Minister of Education felt it was natural to apply the expertise acquired in this program to health promotion. Thus, in 1996 YOUTH HEALTH was added to ACTI-JEUNES. Its purpose is to encourage students to take responsibility for their personal and social well-being.

YOUTH HEALTH is a flexible program that suits the needs and resources of the school. Since the orientations of the program are determined by each region, it may take different forms. The provincial animator of ACTI-JEUNES helps set up YOUTH HEALTH in the participating regions.

In several regions, YOUTH HEALTH has given rise to class animation projects to encourage students, especially those belonging to the silent majority, to take part in improving the quality of life in the classroom. This project has been tested with Cycle Two elementary school and Cycle One secondary school students.

This document suggests themes for thought and action that have arisen from the testing. First of all, we define what we mean by class animation. Then, we describe the five main stages of group development. Finally, we suggest various means to promote quality of life in the classroom.

1.	Conseil permanent de la jeunesse, Le suicide chez les jeunes : SOS Jeunes en détresse (1997), brief on prevention of youth suicide, p. 63 (translation by the DPLA).

2

I   Class Animation

Teaching is a complex art that requires the development of skills in a variety of areas, including group animation.

Animation involves conducting the class, and the methods, strategies and activities used to promote class dynamics based on acceptance, listening and mutual respect. Animation is the function whereby teachers work to fulfil one of the objectives of the education system, that of socialization.

Since the creation and maintenance of a high quality of life in the classroom is a condition of learning, everyone agrees on the importance of animation. However, some teachers are uncomfortable with this aspect of their work.

Insofar as we feel much more confident in the narrow confines of the transmission of knowledge than in the risky territory of human relations, questions concerning life in the classroom are often quickly dispensed with. Teachers lay down rules of classroom conduct and they expect them to be obeyed. When the rules are broken, they decide without discussion what measures to take.

However, it is clear that while teachers have primary responsibility for the climate in the classroom, they cannot take the entire responsibility for solving the problems of the class. Classroom life is a collective creation that requires cooperation from everyone. The aim of animation is thus to have the students–especially those belonging to the silent majority–take part in establishing a high quality of life in the classroom.

Using imagery, we might say there are three kinds of members in a group: mice, elephants and birds. The mice, calm and quiet, take up very little space in the group. They are often afraid to assert themselves and tend to let others dominate them. At the other extreme, the elephants take up a lot of space, or even all of it. They sometimes crush the other members. The birds are those members who are able to assert themselves while letting the others have some space as well.

As a student pointed out, "elephants are afraid of mice." Encouraging the mice to come out of their holes and take their share of space in the group, that is, to assert themselves rather than allow the elephants to dominate them, can have a positive effect on the group–and on the class. When the deviant members of a class feel their behaviour is disapproved of not only by their teacher but by the class as a whole, the chances of reaching a *modus vivendi* are generally higher.

Student participation in running the class is not a panacea. It is an approach that, as we will see, makes demands on both teachers and students. Animation is not a set of tricks or recipes, but a different way of envisioning class management.

This approach is based on having students take responsibility. Teachers are no longer the only ones responsible for the climate in the classroom. They act so as to encourage the largest

number possible of the students, little by little, to take part in running the class. This is a democratizing approach, in which life in the classroom is seen as a real, practical opportunity to help the students acquire personal and social skills (assertiveness, respect for others, communication, conflict resolution) that will enable them better to withstand the pressures and difficulties that may arise during the various stages of their development.

II Stages in Class Development

Classes are like individuals: each one is unique. A strategy that works with one class will not necessarily work with another. While animation is not an exact science, some knowledge of group dynamics may be useful.

A group is two or more persons who have something in common (such as an interest or goal). Thus not every collection of persons is a group; although 35 passengers on a bus share a means of transportation, unless they communicate with each other they do not constitute a group.

As Crozier and Friedberg point out, no group can exist without interaction, and no interaction is possible without a power relationship. In this perspective, power is not a desire or need to be satisfied or suppressed through a moral judgment. It is a fact to be reckoned with.[1]

Power, these authors remind us, is a taboo stronger than sex. It is generally seen as suspect or intrinsically bad, and its suppression is seen as an ideal. Every utopia conceived in our time readily does away with it, and there seems to be an irresistible desire in our societies to dispense with it along with guilt and death.[2]

Animation is based on a radically different vision. Its ideal is not to suppress power but, on the contrary, to encourage the largest number possible of the members of a group to take initiatives, play official or unofficial leadership roles and enter into the game of power relations with greater autonomy and freedom and the most choices possible. Animation is oriented towards *empowerment*, that is, the acquisition, development and use of skills to achieve greater self-mastery and exercise greater inter-personal influence.[3]

Since the goal of animation is in the realm of power, it is worthwhile to try to better understand how relationships are formed within groups. The study of the stages of development of a group is interesting in this regard.

Various theorists on group dynamics have developed models for determining the stages of group development. Although the number and names of these stages vary from writer to writer, the models are generally quite similar. Although they were originally developed to study task groups, self-help groups or

1. Michel Crozier and Erhard Friedberg, *Actors and Systems : The Politics of Collective Action,* translated by Arthur Goldhammer (Chicago : University of Chicago Press, 1980).

2. Crozier and Friedberg, 1980.

3. H. Hyramaya and K. Hyramaya, "Empowerment through Group Participation : Process and Goal," in *Innovation in Social Work : Feedback from Practice to Theory*, edited by M. Parnes (New York : Haworth, 1986), p. 130.

therapy groups, they can help us understand group dynamics in the classroom.

Our analysis is based on the model developed by Garland, Jones and Kolodny, as described by Céline Bédard.[1] This model consists of five stages.

Stage 1:   Pre-affiliation

Although relationships may already exist among some members, pre-affiliation is the first stage in the life of a class, when the students become sociable, get to know their teacher and learn how the group functions.

In this stage, Garland, Jones and Kolodny describe the members' behaviour in terms of approach and avoidance, engagement with each other because of the gratifications this procures and disengagement because of the frustrations and discomfort it also gives rise to.[2]

With all its unknowns–new teacher, new classmates, new room, new programs–life in the classroom initially seems threatening. The period of adaptation inevitably gives rise to some tension in the class. Strategies used to cope with this situation vary from student to student: they may include aggression, passivity, hyperactivity.

The duration of the pre-affiliation stage varies with the class. Some have a hard time getting beyond this stage; this often occurs when the majority of the students do not trust each other enough to enter into relationships and form relatively stable subgroups.

Stage 2:   Power and Control

Once the period of adaptation is over, the students confront each other to determine who holds power and control in the class. As Garland, Jones and Kolodny observe, this is a first engagement, involving questions of hierarchy, communication and influence. Physical strength, aggression and intellectual ability emerge, and the students group themselves in constellations: twosomes, subgroups, cliques, outcasts, loners, leaders.[3]

This is a stage in which, as Bertrand Mailhiot aptly describes it, before becoming a group people form subgroups. This is especially true in larger groups, such as classes.[4]

In these subgroups, the self-assurance resulting from the power of numbers often leads to antisocial behaviour and conflicts.

The personal involvement of the students is not sufficient for them to deal with their problems with respect to life in the classroom. They expect the teacher to take the entire responsibility for solving them.

1.   Céline Bédard, *Les étapes de développement du groupe*, unpublished text based on "A Model of Development in Social Work Groups," by James A. Garland, Hubert E. Jones and Ralph L. Kolodny, in *Explorations in Group Work*, edited by Saul Bernstein (Boston: School of Social Work, Boston University, 1965), pp. 12-53.

2.   Ibid., p. 2.

3.   Bédard, p. 3.

4.   Gérard Bernard Mailhiot, *Dynamique et genèse des groupes* (Paris: Éditions Épi, 1968).

The major challenge for most classes is to go beyond the stage of pre-affiliation to a certain sharing of leadership in the class. This is a condition for establishing a strong relationship of trust between the teacher and the students and among the students themselves. It requires time and openness on the part of both adults and young people.

Stage 3: Intimacy

In the stage of togetherness, the rivalry and competition that mark the stage of power and control give way to cooperation and intimacy. "There is an increased loyalty to the group and a deepened involvement in interpersonal relationships and in the ways in which the group may meet individual needs and goals. Trust in each other as individuals and sources of help replaces trust in a structural power and control."[1]

Little by little, the members of the silent majority begin to speak up. They more readily discuss experiences in the group and defend their own opinions, even when they are different from those expressed by the majority or the leaders in the class.

Unity and group cohesion increase, as does the feeling of belonging to the group. The members try to coordinate their efforts rather than compete.

Compared with the preceding stage, the students' interactions are gentler and less heavy–the calm after the storm–with the group taking advantage of the energy resulting from the unity it has discovered.

"However, this energy eventually diminishes, and the warm embrace begins to seem superficial and ritualistic unless genuine differences and interdependence are allowed to replace them."[2]

Stage 4: Differentiation

In the stage of differentiation, cooperative relationships develop based on respect for the individuality of each member of the group. Individual differences are no longer seen as a threat to the unity of the group; "they are accepted and even sought, and used to help the group reach its goals."[3] The members not only coordinate their efforts, ideas or actions, but also seek to understand each other.

Freedom of expression for all is recognized, encouraged and respected. Common tasks allow the members to validate themselves as individuals, and more and more of them take part in leadership in the classroom. As a result, the animator comes to play a less central role. It is in this stage that the group becomes conscious of its own dynamics and becomes able to exercise greater autonomy.

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1. Jocelyn Lindsay, *Le Développement d 'un groupe*, unpublished (Québec City: École de service social, Université Laval, 1987), p. 6 (translation by the DPLA).

2. Lindsay, p. 7 (translation by the DPLA).

3. Lindsay, p. 8 (translation by the DPLA).

The most advanced stage in group development, differentiation is more readily attained by small groups (10 members or less) than larger ones.

Stage 5: Separation

The stage of separation, which may occur at any time in a group's development, can lead to regression. In some cases, the approach and avoidance behaviour typical of Stage 1 recurs. "The ambivalence experienced in the early life of the group reappears as a result of the separation and the difficulty of breaking the ties of friendship."[1]

Since the end of the group can lead to a significant decrease in group unity and cohesion, the group may also revert to the stage of subgroups. This entails a return of the spirit of rivalry and competition among the members or directed against the animator. But the rivalry will be less intense than in the power and control stage.

"The animator's role is to . . . facilitate this separation and help in the transfer of learning outside the group. This means doing things such as talking about the end, encouraging the members to express their feelings about it, doing an evaluation, sharing his or her own feelings and focusing the members on the work to be done."[2]

The five stages described here–pre-affiliation, power and control, intimacy, differentiation and separation–constitute the major developments in the life of the group. As already stated, the stage of differentiation is harder to attain in large groups. In the case of a class, therefore, it seems more realistic to speak of four stages of development.

The duration of these stages varies from group to group, and the way they develop may be influenced by factors such as the characteristics of the members, the nature of the work to be accomplished and the context of the group. Regression to an earlier stage is always possible; it may come about as a result of the arrival or departure of a member, a new context (such as a class outing), the formation of a subgroup, conflict with a teacher or other causes.

As the person responsible for life in the classroom, the teacher has to help the students eliminate any obstacles to the group's growth and ease the passage from one stage to the next. There are two actions we feel are essential for this: establishing and maintaining a climate of trust in the class and providing the students with skills in the exercise of democracy.

III Establishing and Maintaining a Climate of Trust

Life teaches us early that human relationships are not always as harmonious and rewarding as we would like. Almost all of us in varying degrees come to mistrust others. This is the first and most important obstacle to establishing a high quality of life in the classroom.

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1.   Bédard, p. 6 (translation by the DPLA).

2.   Lindsay, p. 10 (translation by the DPLA).

Creating and maintaining a climate of trust in a group is not a matter of chance. It requires sustained effort, especially with students whose trust has too often been abused and who protect themselves by adopting defensive strategies such as aggression, passivity and hyperactivity.

As Christine Goyer points out, behavioural change requires work to establish a relationship of trust, and only in a relationship in a space of absolute trust can a person take the risk of acquiring an identity and, especially, questioning - that identity.[1]

Unfortunately, most of us spend the least possible time to establish a climate of trust in the class:15 minutes or, at best, a half-hour at the beginning of the year, during which the members of the class are expected to briefly introduce themselves. Any more than this and we start to feel guilty and think we are wasting time.

We forget that trust, by creating a good climate in the classroom, helps the students do work of high quality. Accomplishing the tasks required (transmission of knowledge) and creating a good climate in the class (establishing trust) are not mutually exclusive. Rather, they are two complementary focuses of action.

A climate of trust is not established once and for all. The arrival or departure of a member of the class, the emergence of conflicts and the formation of new alliances can change the atmosphere in the group. Thus it is not only at the beginning of the school year that it is important to make efforts to establish trust. As the person responsible for life in the classroom, the teacher must be concerned with this throughout the year.

Although there is no magic formula for maintaining a climate of trust, there are certain factors that definitely must be present. These include leadership by the teacher, rules for classroom behaviour, recognition of the students' individuality, and humour and relaxation.

1   Leadership by the Teacher

Leadership involves the exercise of influence on others. It arises from social life in groups, with the leader holding power by the consent, conscious or not, of the members of the group.

The leadership exercised by teachers should not be confused with their authority function. The authority function consists in the exercise of an official social influence whose source is outside the group, in this case the school administration. While the school administration vests teachers with authority to exercise a certain power over the students, that does not mean the students will necessarily recognize them as leaders.

There are three main ways of exercising influence or, to put it in other words, three styles of leadership.

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1.   Christine Goyer, quoted in *Apprendre la démocratie : guide de sensibilisation et de formation selon l '*apprentissage *coopératif*, by Claudette Évangéliste-Perron, Martine Sabourin and Cynthia Sinagra (Chenelière/McGraw-Hill, 1996), p. 9.

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1.1 *Authoritarian Leadership*

Authoritarian leadership is used when a leader feels that the best way to help a group is to decide things for it. The leader has a central place in the group.

Students in an authoritarian leadership situation take few initiatives and leave the entire responsibility for life in the classroom to the teacher. Some students become apathetic; others–often the most creative–show frustration and aggression towards the teacher or other students. Scapegoating often occurs.

1.2 *Laissez-faire Leadership*

Laissez-faire leadership is used when for various reasons a leader decides not to intervene and to allow the group to function on its own. The leader limits himself or herself to the minimum in terms of initiatives and suggestions.

This type of leadership leads some students to take initiatives, but the majority of them remain passive. While students initially like a laissez-faire leadership style, in the longer term the lack of real leadership causes some discontent. The absence of unity, low productivity and lack of progress become major irritants and often give rise to aggression.

1.3 *Democratic Leadership*

Democratic leadership is used when a leader feels the best way to help a group is to encourage the members to take part in decision making. Decisions concerning life in the classroom may involve seating arrangements, rules of conduct, conflict resolution, evaluation of class dynamics, etc. The leader has a prominent role in the group but avoids being too present.

This style of leadership favours more spontaneous and egalitarian discussion between students and teacher. It stimulates a feeling of belonging, cooperation and communication among the students. Since democratic behaviour is not innate, sharing the leadership in classroom animation with the students implies, as we shall see, that the teacher promotes the acquisition of assertiveness, respect for others and a critical spirit.

The leadership styles teachers adopt depend on the situation they are dealing with and the goal they are pursuing. Since, on the one hand, situations vary, and on the other hand, objectives are diversified, teachers will at different times be more laissez-faire, more authoritarian or more democratic.

With respect to the objective we are concerned with here–establishing and maintaining a climate of trust in the classroom–it is clear that the leadership style that works best is democratic leadership.

Students expect us as teachers to play a prominent role in the classroom. From their very first minutes in the classroom, they watch our behaviour for signs that will reassure them about our ability to exercise leadership: standing rather than sitting, speaking in a confident voice, moving around the classroom, looking them straight in the eye.

In fact, there is nothing that makes them more insecure than teachers who are unwilling or unable to take their rightful place. Because it opens the door to anarchy, laissez-faire leadership increases the insecurity that dominates the first stage of group development. In the absence of a democratic structure, authoritarian leadership is preferable to laissez-faire leadership.

While establishing and maintaining a climate of trust implies that teachers play a prominent role in the class, they should still avoid being too imposing. As previously stated, authoritarian leadership often gives rise to hostility and aggression in the class. The climate is friendlier and more relaxed when teachers share certain aspects of class leadership with the students.

2   Rules of Classroom Conduct

For life in the classroom to be enjoyable, there must be rules, and they must be respected. The absence of rules has the same effect as laissez-faire leadership: it increases the insecurity of the pre-affiliation stage and hinders group development. Establishing and maintaining a climate of confidence in a class, therefore, requires rules of conduct that are precise, clear and known to all, and teachers must not hesitate to apply the consequences of any failure to respect these rules.

The question of rules of conduct in the class deserves more time than is usually given it. Teachers should spend the time needed to inform students of their requirements regarding schoolwork and life in the classroom, illustrating them with examples and stating the reasons

for them. In order to be consistent with what was said above about democratic leadership, however, we should avoid taking the entire responsibility for making the rules for conduct in the classroom. The students should also take part.

Since it takes longer to make decisions collectively than individually, it might appear that this will only make things harder for the teacher. But students are much less inclined to contest the rules and more likely to respect them when they have taken part in making them, so it is well worth the trouble.

As Jacqueline Caron suggests, the students should also take part in determining the consequences of respecting or failing to respect the rules that have been established: "Determining the consequences means deciding with the students what will be the positive or negative, pleasant or unpleasant, results of their actions. This allows them to make connections between their actions and the consequences of those actions and to develop a healthy sense of responsibility."[1]

The rules of classroom conduct should be established after a few days of shared experience in the classroom. Caron suggests that teachers take advantage of a difficult situation that arises to raise the question of setting rules of conduct. She also says it is important that the disciplinary code (rules of conduct and positive and negative consequences) follow the development of the class and its group

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1.   Jacqueline Caron, *Quand revient septembre , guide sur la gestion de classe participative* (Éditions de la Chenelière, 1994), p. 108 (translation by the DPLA).

dynamics. Every month and at each stage, it should be reviewed with the students and revised where necessary.

An animation guide for collectively establishing rules of classroom conduct is provided below (Sheet 4.1).

3 Recognizing Students as People

Before they are students, the members of the class are people, boys and girls with ideas, talents and resources. The fact that they are recognized and valued as people contributes to establishing and maintaining a climate of trust in the classroom.

This recognition is first expressed in the simple things of life. Greeting them, calling them by name, saying a few kind words from time to time for no particular reason are some of the actions–provided they are sincere–that are important to students and that can have a positive effect on life in the classroom. Their influence will be all the greater if the teacher pays special attention to students belonging to the silent majority.

As we mentioned, there are different types of members in every group: the more talkative, enthusiastic and ex-troverted, who take up a lot of space, and the more reserved, timid, and calm, who take up less space. Since by definition those in the second category attract less attention, they are often forgotten. We may forget their names or talk and joke less with them.

Yet these students have as great a need as the others to feel recognized and valued by their teacher. Since the

development of the group requires that the members who belong to the silent majority assert themselves rather than letting others dominate or lead, establishing a climate of trust even becomes an essential condition for a high quality of life in the classroom. As teachers, therefore, we must take the time to get to know and recognize the students who attract less attention.

The teacher's individual relationship with students is not the only way of giving them recognition. Encouraging them to take part in establishing the code of classroom conduct is another way. The democratization of certain aspects of classroom life is vivid proof of the importance accorded to the students.

Giving the students a chance to put their talents and skills to use for the class is another way of giving them individual recognition. The potential of the students, especially those belonging to the silent majority, is too often neglected in the classroom. We forget or even are unaware that a student may be a budding videographer, a computer whiz, a piano virtuoso, etc. In most classes there are students who are just waiting to be asked to take attendance, illustrate the rules of classroom conduct or set up audio-visual equipment. In addition to helping us in our teaching or animation work with the class, validating the students' talents and skills is an excellent way of gaining their trust.

Sheet 4.2, provided below, is a ques-tionnaire to help teachers identify the students' talents and skills. Then, sheet 4.3 describes an activity to help each student discover what the teacher and the other students identified as his or her main strong point.

4   Humour and Relaxation

We could modify an old adage to say, "A group that laughs and plays together stays together." Humour definitely has a positive effect on group dynamics. We would like to make one thing perfectly clear: we are talking about a group that has fun laughing together, not one in which some of the members laugh without the others knowing why or, even worse, some of the members laugh at the others.

Unfortunately, we give humour a very small place in the classroom. A class heard laughing too much is considered not to be working. Some teachers almost never laugh in class.

It is not true that work and pleasure are antithetical. A certain amount of humour and relaxation is conducive to productivity. People work better in a pleasant, relaxed atmosphere.

Teachers can benefit from creating opportunities for the class to laugh and relax together from time to time. Sheets 4.4 to 4.16 below provide activities designed for this purpose.

COLLECTIVELY ESTABLISHING RULES OF
CLASSROOM CONDUCT

ANIMATION GUIDE

Introduction

The teacher asks the students to look at life in the classroom and think of ways to make it better for everyone.

Steps

1. The teacher writes on the board the beginning of a sentence such as: *This week, it was unpleasant in the class when...* and asks the students to finish the sentence. The teacher explains that the object of the activity is simply to list unpleasant situations that have arisen. Discussion of the problems that caused them will take place later.

2. The teacher writes the students' answers on the board, avoiding repetition, and participates in the activity by indicating what he or she found most unpleasant: lateness, failure to listen, rudeness, etc.

3. When the list has been made, the teacher asks the students if they think setting some rules could make life in the classroom more pleasant. If they agree, the teacher asks them what rules of conduct would be helpful to the class. The teacher writes the students' answers on the board and also makes suggestions.

4. With the students, the teacher formulates rules of classroom conduct, following Jacqueline Caron's suggestions:

   – use " I" rather than "you"

   – be positive

   – use the present tense

   – be brief

   – describe observable, measurable behaviour

   – avoid imprecise adverbs, e.g., "I walk calmly"[1]

5. With the students, the teacher decides on ways of rewarding students for respecting the rules of classroom conduct.
   E.g.:

   − Plan a special activity on Fridays or at the end of a cycle or term.

   − Allow students to work in groups.

   − Let the students listen to music while they work.

6. With the students, the teacher decides on ways of punishing students for failing to respect the rules of classroom conduct.

   E.g.:

   − Have the student make a written apology to the teacher or student who has been treated unfairly or rudely.

   − Take away the student's right to speak in class meetings or discussions.

   − Give the student a detention.

NOTE: Steps 4 to 6 may be carried out with all the students in the class or with a special committee of five or six students who work with the teacher to prepare the disciplinary code (rules of conduct and positive and negative consequences) for approval.

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1   Jacqueline Caron, *Quand revient septembre ..., guide sur la gestion de classe participative* (Éditions de la Chenelière, 1994).

MY TALENTS AND ABILITIES

Check (✓) the appropriate box to indicate how much talent you have for each activity. If you don t know, check the column under the question mark (?).

I have a talent for:	A Lot	A Little	Not at All	?
1. Drawing				
2. Writing				
3. Assembling things				
4. Knitting and sewing				
5. Making models				
6. Doing precision work				
7. Cooking				
8. Taking care of...				
9. Mechanical work				
10. Carpentry				
11. Cabinetmaking				
12. Sports				
13. Taking care of plants				
14. Gardening				
15. Raising animals				
16. Leadership				
17. Problem solving				
18. Making contacts				
19. Attention to detail				
20. Tolerating repetition				
21. Memorizing facts				
22. Summarizing information				
23. Doing several things at one time				

I have a talent for:	A Lot	A Little	Not at All	?
24. Classifying things				
25. Explaining concepts				
26. Typing				
27. Counting				
28. Inspiring confidence				
29. Encouraging people				
30. Persuasion				
31. Using my imagination				
32. Solving crises				
33. Listening				
34. Acting				
35. Organizing				
36. Public speaking				
37. Making people laugh				
38. Playing music				
39. Making changes in...				
40. Learning languages				
41. Leading discussions				
42. Working with children				
43. Observation				
44. Electronics				
45. Helping people				
46. Selling				
47. Computers				

I have a talent for:	A Lot	A Little	Not at All	?
48. Dancing				
49. Fixing things				
50. Photography				
51.				
52.				
53.				
54.				
55.				

STUDENTS OF QUALITY

Steps

The teacher

1. Asks the students to state the qualities they value in people around them and writes their answers on the board.

2. Gives each student a copy of Sheet 4.3.1 containing the names of the students in the class.

3. Asks the students to write beside their name the quality that best describes them, and to do the same for each of the students in the class.

4. Advises the students to avoid repeating the same quality, and suggests they use the list on the board.

5. Also completes Sheet 4.3.1.

6. Gathers the completed sheets.

7. Prepares or has two or three of the students prepare a personal profile (Sheet 4.3.2) of each student, containing:

    – Personal perception: quality the student uses to describe himself or herself

    – Teacher's perception: quality the teacher uses to describe the student

    – Students' perceptions: list of the qualities the other students use to describe the student; each quality is listed only once, with the number of students who used it indicated in parentheses.

8. Gives the students their personal profiles and asks if anything in them surprises them, and why.

9. Discusses with the students the reasons for the differences in the various perceptions of their qualities.

Name: _____

STUDENTS OF QUALITY

INSTRUCTIONS: We all have qualities that make other people like us. State the quality that best describes you. Do the same for each of the other students in the class.

NOTE: Avoid repeating the same quality.

Student	Quality
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
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28.	
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31.	
32.	

Name: _____

STUDENTS OF QUALITY

PROFILE

1. Personal perception:

2. Teacher's perception:

3. Students' perceptions:

ACCIDENT REPORT

(duration: 30 minutes)

Objective

To describe something that happened, after other people have reported it.

Materials

− The "Accident Report" and other accounts (see below)
− A chair for each student

Steps

− The students form a semi-circle.

− The teacher asks for six volunteers. The other students will be observers.

− Five of the six volunteers leave the classroom, because they must not hear what is said.

− The teacher slowly reads the ."Accident Report" to the first volunteer, who listens carefully and tries to remember as much information as possible because he or she will have to recount it to the second volunteer. None of the volunteers may take notes.

− The teacher asks the second volunteer to come back into the classroom. The other volunteers remain outside so they do not hear what is said.

− The first volunteer repeats the story the teacher read to the second volunteer.
  The volunteers have to tell the story in their own way, without help from the teacher, the other volunteers or the observers.

− The third volunteer comes back into the classroom, and the second volunteer repeats the story told by the first volunteer.

− The activity continues in this way until the sixth volunteer has heard the story.

− The sixth volunteer repeats the story as he or she understood it.

− The teacher then reads the original "Accident Report" and compares it with the story told by the sixth volunteer.

− The teacher may do the activity again with other volunteers and other stories.

ACCIDENT REPORT

STORY

"I witnessed an accident, but I can't wait until the police arrive because I have to go to the hospital immediately."

"A semi-trailer approaching the city was turning right at the intersection, when a sportscar coming from the city tried to turn left. When the two drivers realized that they were turning in the same direction, they started honking their horns, but they did not slow down. It even seemed to me that the sportscar speeded up right before the collision."

ACCIDENT REPORT

OTHER STORIES

"There was a redheaded woman wearing a grey suit who had a cast on one arm. She started to turn, but she couldn't turn the wheel and she hit a telephone pole. A young woman with black hair saw the accident from a telephone booth."

"A man in a blue suit ran out of a burning building holding a briefcase. I don't know what was in the briefcase. He could very well have been the one who started the fire. Some little girls who were skipping rope had seen him enter the building just before the fire broke out."

"There were several people in the principal's office – two men and three women. They looked concerned, and I could hear a man talking very loud. It sounded like someone was in trouble. But what was strange was that some of them were talking and laughing. No one was doing anything; they looked as if they were all listening."

"When I was looking out the window, I suddenly saw a very expensive car, but it was quite old. I couldn't see the driver very well, but I could see that something was going on in the back seat. Then two women and a man rushed out of the car, making a lot of noise. Two of the people got back into the car and one walked away but kept looking back. The car left, with its horn honking loudly."

"An elderly person and a young man were walking together towards a building. The elderly person was moving a lot and the young man was laughing or coughing. Suddenly there was a gust of wind, and the two of them ran away after something. A little later, the young man came back alone."

LIE DETECTOR

(duration: 30 minutes)

Objective

To discover which one of five students telling a story is lying.

Materials

A chair for each student

Steps

− The students sit in a semi-circle. Five chairs are placed in a row facing them.

− The teacher asks for five volunteers and explains to them that they will each tell a story of some unusual event they have seen or experienced. Except for one, the stories must all be true.

− The five students leave the room. Together they decide which one will be the liar and they also agree on the stories they will tell, in order to make sure it will be hard to identify which one is untrue.

− The five students come back and sit on the chairs placed in a row.

− The students tell their stories, one after the other.

− When all the students have finished telling their stories, the teacher takes a vote in the class on who they think is the liar.

− After the voting, the liar steps forward.
  The students who guessed correctly are the winners.

− The game may be played again with five other volunteers.

THE BANKER

(duration: 20 minutes)

Objective

The banker must get back all the money he or she has put into the game.

Materials

–   A chair for each student

–   Crayons of different colours representing amounts of money

Steps

–   The players form a circle.

–   The teacher, who is the banker, holds a blue crayon, representing $15, in one hand, and a red crayon, representing $13, in the other hand. The teacher puts $15 into the game by lending it to the student to his or her left, and $13 by lending it to the student to his or her right.

–   The game is over when these amounts have gone all the way around the circle of players by means of loans by proxy, which are described below. Thus the banker must get back $15 from the student to his or her left, and $13 from the student to his or her right.

–   To make the game harder, the number of loans may be increased. The teacher names two students as assistant bankers. These students also hold two crayons of different colours representing different amounts of money. When the teacher gives the signal, all the amounts of money are put into play through loans by proxy.

Loans by Proxy

First Loan

a) The banker gives the blue crayon to the student to his or her left (Tony, for example), saying:
    "Tony, I am lending you $15."

b) Tony askes the banker:
    "How much?"

c) The banker answers:
    "$15."

d) Tony takes the crayon.

Second Loan

a) Tony gives the blue crayon to the student to his left (Melanie, for example), saying:
    "Melanie, I am lending you $15."

b) Melanie asks Tony:
    "How much?"

c) Tony asks the banker:
    "How much?"

d) The banker answers:
    "$15."

e) Tony answers Melanie:
    "$15."

f) Melanie takes the crayon.

Third Loan

a) Melanie gives the blue crayon to the student to her left (Bill, for example), saying:
    "Bill, I am lending you $15."

b) Bill asks Melanie:
    "How much?"

c) Melanie asks Tony:
    "How much?"

d) Tony asks the banker:
    "How much?"

e) The banker answers Tony:
    "$15."

f) Tony answers Melanie:
    "$15."

g) Melanie answers Bill:
    "$15. "

h) Bill takes the crayon.

    -   The $13 is put into the game as soon as the first loan of $15 has been made.

    -   The game continues until the banker gets back the $15 from the student to his or her right, and the $13 from the student to his or her left.

    -   If the class is very large, the teacher can stop the game after about 10 minutes, even if the crayons have not gone all the way around.

FINGERS IN YOUR NOSE

(duration: 20 minutes)

Objective

To take the leader's place by the end of the game.

Materials

A chair for each student

Steps

–   The players sit in a circle.

–   At the beginning, the teacher is the leader. The teacher takes the number **1** and gives **2** to the student to his or her left, **3** to the next student, and so on until each player has a number. As we will see, this number may change during the game, and the teacher may lose the position of leader.

–   The teacher sets a time limit for the game (about 10 minutes, excluding the explanation and demonstration).

–   Within the time allotted, the students will be able to play several games.

Steps for Each Game

–   Each game proceeds in the same way. The leader (Marc, for example):
    a)   stands
    b)   says "Who's been caught with their fingers in their nose? It's number ... (number **7,** for example)
    c)   sits down

− Number **7** (Sophie, for example):

    a) stands
    b) answers: "It's me. Marc?"
    c) sits down

− Marc:

    a) stands
    b) says: "Yes, Sophie"
    c) sits down

− Sophie:

    a) stands
    b) Says: "No, Marc, it's not me. It's number ... (gives another number)
    c) sits down

End of the Game

− If no one makes a mistake (i.e., does not stand or sit down at the right time, reverses the answers or gives an answer that is different from the one provided in the example, even by ONE word), the game continues until the time is up.

− As soon as a player makes a mistake (forgets to stand or sit down at the right time, reverses the answers or gives an answer that is different from the one provided in the example, etc.), the match is over and that student leaves his or her place and takes the place of the student with the last number. For example, if the student who made the mistake is number **7** and there are 30 players in all, then number **7** takes the place of number **30**; number **30** then takes the place of number **29**, who takes the place of number **28**, and so on, until the place held by the student who made the mistake has been filled.

− Then the leader starts a new match. The players who have changed places have to remember that their new numbers are one lower than the ones they had before.

STORY IN SEVERAL EPISODES

(duration: 20 minutes)

Objective

To relax.

Materials

− A chair for each student

− A story

Steps

− The students are seated in a circle.

− The teacher explains to the students that they should sit in a position that will allow them to relax and concentrate on listening to a story:
  - their back straight against the back of the chair
  - their arms crossed or at their sides
  - their feet slightly apart on the ground
  - their head bent slightly forward
  - their eyes closed

− When the students are sitting in this position, the teacher reads to them for about 10 minutes, either a short fable or an episode of a longer story. In the latter case, the teacher may read one episode a day over a week or two.

− The teacher may plan a review of the story to see whether the students' attention span is sufficient for it.

Suggested Reading

An appropriate edition of La Fontaine's or Aesop's fables.

INSTRUCTIONS GAME

(duration: 40 minutes)

Objective

To reproduce drawings on the basis of oral instructions.

Materials

– Graph paper and a pencil for each student
– Drawings (see examples, Sheet 4.9.1)

Steps

– The students are seated in a circle, facing outward.
– The teacher explains that the students will have to reproduce a drawing on the basis of oral instructions.
– The teacher distributes some graph paper and a pencil to each student.
– The teacher asks for a volunteer.
– The volunteer looks at the drawing and then gives the class oral instructions so that they can reproduce it.
– The students reproduce the drawing as closely as possible according to the information given.
– Initially the students are not allowed to ask questions, and the game is silent.
– The teacher asks for another volunteer, who takes the place of the first. The first volunteer sits down and does not speak, because he or she has already seen the drawing.
– In the next part of the game, the students may ask questions about the drawing. The teacher designates which student may ask a question, and the volunteer answers.

- After several tries, the teacher stops the game and asks the students to turn around and face the centre of the circle.

- The students compare their drawings with the original drawing.

- The game may be played again with another drawing. The number of volunteers may also be increased, and they may each be given a set number of instructions by the teacher (for example, five).

NOTE: The teacher may discuss with the students how difficult they find the game, depending on whether or not they are allowed to ask questions about the drawing.
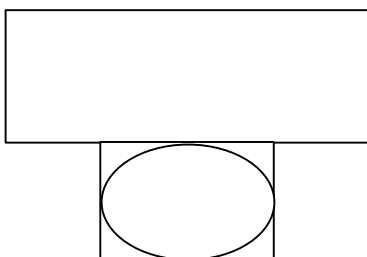
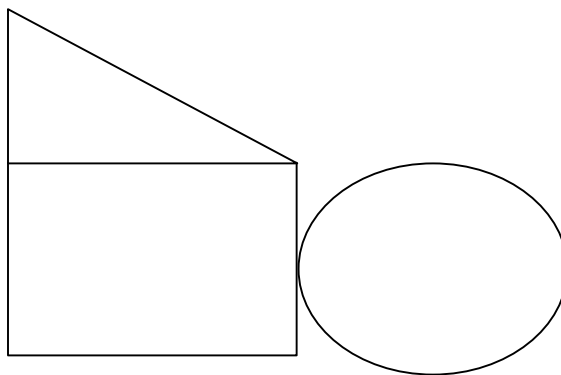INSTRUCTIONS GAME

SAMPLE DRAWINGS

Drawing 1
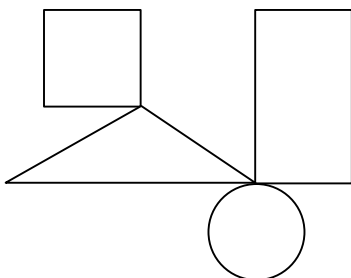
Drawing 2

Drawing 3

ELECTRICITY

(duration: 20 minutes)

Objective

To transmit a message all the way around a circle.

Materials

None

Steps

− The students form a circle, hold hands and close their eyes.

− The teacher goes around the circle touching each student's back.

− A student makes up a sequence of a maximum of three touches, e.g., one long touch followed by two short ones, and transmits it to the next student, using his or her right hand.

− Like an electric current, the message is transmitted from hand to hand, with each student repeating it as faithfully as possible.

− The students observe where the message gets lost.

− The game continues until the message gets back to its starting point or the time allotted runs out.

NOTE: The message may be very simple at first and then may gradually become more complicated, with the addition of pressure on individual fingers or sensations such as scratching or stroking.

GOING ON A TRIP

(duration: 20 minutes)

Objective

To find the key to going on a trip.

Materials

−   A chair for each student

−   Small pieces of paper representing airline tickets

Steps

−   The players form a circle.

−   The teacher acts as leader and starts the activity by saying:
    My name is **L**ouis [for example], and I'm going on a trip and taking a **L**adle [for example]."

−   Then the student to the right of the teacher must repeat the same sentence, giving his or her name and the name of something beginning with the same letter. If the student's answer is correct, the teacher gives him or her a ticket to go on a trip. If not, the teacher goes on to the next student.

−   The players must discover why some students can go on a trip and others cannot.

−   The teacher asks that students who have figured out what the key is (that is, that the name of the thing taken must start with the same letter as the student's name) do not tell it to the others.

−   The game is over when each student has a ticket.
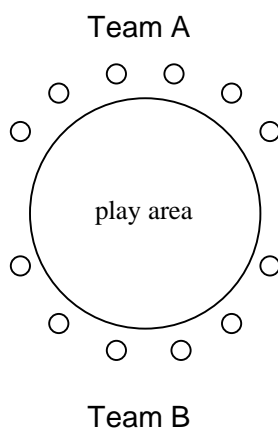
MIMES

(duration: 40 minutes)

Objective

To recognize a sport presented in mime.

Materials

– A chair for each student
– A board and chalk
– A chronometer
– Cards with the sports to be presented in mime (see Sheet 4.12.1)

Steps

– The teacher divides the class into two equal teams.
– Each team places its chairs in a semi-circle.

Team A

play area

Team B

The teacher explains that each team in turn must pick a card and mime the sport indicated on the card. Each card gives the name of a sport, the number of actors and the time allotted.

− Each team elects a captain, who distributes the roles among the team members.

− The teacher, who acts as referee, starts the game. The captain of Team A picks a card and chooses the number of actors indicated on the card.

− The actors have 30 seconds to go to one side of the classroom and prepare.

− The actors go to the centre of the circle of chairs and mime the sport for the amount of time indicated on the card. The referee times the performance. The rest of Team A must recognize the sport, but they are not allowed to talk.

− When the time allotted has run out, the rest of Team A has 30 seconds to decide on the sport and tell the captain.

− If Team A guesses correctly, it wins a point.

− It is then Team B's turn to play.

− The winning team is the one that has the most points at the end of the time allotted for the game.

SUGGESTED SPORTS FOR MIMING

Sport: cycling
Students: 1
Duration: 30 seconds

Sport: cross-country skiing
Students: 2
Duration: 45 seconds

Sport: archery
Students: 2
Duration: 45 seconds

Sport: football
Students: 4
Duration: 1 minute

Sport: fencing
Students: 2
Duration: 45 seconds

Sport: water polo
Students: 3
Duration: 1 minute

Sport: badminton
Students: 4
Duration: 1 minute

Sport: diving
Students: 1
Duration: 30 seconds

Sport: golf
Students: 2
Duration: 45 seconds

Sport: basketball
Students: 4
Duration: 1 minute

Sport: hockey
Students: 4
Duration: 1 minute

Sport: car racing
Students: 3
Duration: 1 minute

Sport: jazz ballet
Students: 1
Duration: 30 seconds

Sport: speed skating
Students: 1
Duration: 30 seconds

Sport: canoeing
Students: 2
Duration: 45 seconds

Sport: figure skating
Students: 2
Duration: 45 seconds

Sport: javelin throwing
Students: 1
Duration: 30 seconds

Sport: weight-lifting
Students: 1
Duration: 30 seconds

Sport: water-skiing
Students: 2
Duration: 45 seconds

Sport: horseback riding
Students: 1
Duration: 30 seconds

REMEMBERING GESTURES

(duration: 30 minutes)

Objective

To finish the game without being eliminated.

Materials

None

Steps

Preparation

−   The students are seated in a circle.

−   Each student chooses a personal gesture (for example, touching both ears, sticking the tongue out). Each student's gesture must be different.

−   One by one, the students make their gestures and the rest of the class repeats them and tries to memorize them. This may be done twice, especially if there are a lot of students and thus a lot of gestures.

−   The teacher then asks the class to carry out the following sequence of actions over and over at a regular pace that is not too fast or too slow:

   a)   slap their thighs twice with their hands
   b)   clap their hands twice

−   While the class is doing this, the teacher, keeping the same rhythm, replaces step b, clapping the hands twice, with his or her own gesture.

−   The teacher asks the students to follow, each in turn, replacing step b with their own gesture. While each student makes his or her own gesture, the others clap their hands.

Playing the Game

The class keeps up the rhythm. To start the game, the teacher:

a)   slaps his or her thighs twice along with the class

b)   instead of clapping his or her hands, makes his or her own gesture

c)   slaps his or her thighs twice

d)   instead of clapping his or her hands, makes the gesture chosen by one of the students

That student:

e)   continues the sequence by slapping his or her thighs twice along with the class

f)   instead of clapping his or her hands, makes his or her own gesture

g)   slaps his or her thighs twice

h)   instead of clapping his or her hands, makes the gesture chosen by another student

End of the Game

−   The game continues until a student makes a mistake, such as forgetting a gesture, changing the order of the gestures or losing the rhythm. The game then starts again.

−   The rhythm can be speeded up to make the game more difficult.

IV   Acquisition of Democratic Skills

A basic principle of group animation is that establishing a high quality of life in a group is a collective task. The teacher is the first but not the only person responsible for the climate in the classroom. Participation in certain aspects of animation–for example, establishing rules of conduct–by the students, especially those in the silent majority, is an essential condition for the development of the class and its members.

This is a major difference from the traditional classroom. As shown above, authoritarian leadership tends to make students leave the entire responsibility for life in the classroom to the teacher. Thus democratization of the classroom requires changes in the students' behaviour. They have to become involved in improving their quality of life in the classroom by sharing responsibility for various aspects of classroom life with the teacher.

This change entails certain requirements for the students, such as assertiveness and an ability to state their opinions even if they differ from those expressed by the leaders or the majority. They also need an ability to listen, a critical sense and problem-solving and communications skills.

Obviously, few students have all these qualities. Democratic behaviour–this bears repeating–is not innate. If teachers want to encourage class development, they need to help the students acquire democratic skills.

Working towards this is a way of contributing concretely to the accomplishment of one of the important missions of the school, preparing students to be citizens. As the Task Force on Curriculum Reform stated, "Citizenship education cannot be reduced to a type of civic education based on an explanation of the role and operation of selected institutions. Although this is necessary, it must be extended to include the demonstration and promotion of the essential values of a democratic society"[1]: social justice, respect for others, equality, responsibility, participation.

There are two avenues we feel are especially interesting for helping students acquire democratic skills:

- forum on classroom experience
- self-observation and evaluation of behaviour

1   Forum on Classroom Experience

Democracy and the skills it requires are not acquired through theory. To learn to be assertive, to listen and to show respect for others, students need to have opportunities to express their points of view, listen to those of others and make decisions collectively. A forum on classroom experience, a time and place for discussing the strengths and weaknesses of the class and how it can function better is an essential pedagogical tool for helping students acquire democratic skills.

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1. Québec, Ministère de l'Éducation, *Reaffirming the Mission of Our Schools : Report of the Task Force on Curriculum Reform* (1997), p. 33.

The forum may take a variety of forms. In elementary school, more and more teachers are choosing to set up cooperative councils. This idea was developed by the great French pedagogical expert Célestin Freinet. In Québec, in 1994 Danielle Jasmin published an interesting work on cooperative councils, how they work and how to set one up.[1]

1.1 *Cooperative Council*

A cooperative council meets regularly (generally once a week) and all the students take part. The agenda is made up of subjects the students and the teacher have written in a journal on the wall. The journal has headings such as "I want to discuss ..." or "I would like to thank ..." or "I criticize ...," which structure the meeting. The journal on the wall reminds the students of the existence of the cooperative council and encourages them to think about subjects for the meeting at any time.[2]

Led by the teacher, meetings of the cooperative council last about 45 minutes. Points on the agenda that do not get discussed are carried ahead to the following meeting.

1.2 *Class Meeting*

Similar to the cooperative council, the class meeting may be an interesting alternative for closed classes in Secondary I or II. The class meeting includes all members of the class. It is led by a chair elected by the students. When needed, there is a resource person to help the class make decisions.

Class meetings take place less often than meetings of a cooperative council (once per cycle or term or as needed). A notebook is made available for the students to use to write down subjects to discuss.

1.3 *End-of-Term Evaluation*

Approaches that are less structured than the cooperative council or the class meeting are also possible. At the end of each term, the teacher may spend a half-hour discussing the rules of classroom conduct, looking at the ones that are not always respected and finding solutions to any problems raised. The teacher may also have the students answer a questionnaire on the climate in the class (one is provided on Sheet 5.1), analyze the answers with them and discuss ways to improve the quality of life in the classroom.

Although setting up a forum on classroom experience is very important, it is not a panacea. As we know, some situations cannot wait for a meeting of the cooperative council, a class meeting or an evaluation in order to be resolved, at least partially. Setting up a forum on classroom experience does not mean the teacher can dispense with discipline.

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1. Danielle Jasmin, *Le conseil de coopération : un outil pédagogique pour l'organisation de la vie de classe et la gestion des conflits* (Éditions de la Chenelière, 1994).

2. Hélène Asselin, *Le conseil de coopération dans le Québec français*, 1996, no. 103, fall 1996, p. 33.

That said, there is no reason why the teacher cannot discuss the situation with the class at the time a problem arises. Obviously, the use of this strategy requires judgment; the class cannot be called on any time just like that.

But, properly used, an appeal to the class can reinforce group cohesion and improve the climate. Asking students, especially those in the silent majority, to take a position rather than pretend not to care and let the teacher take the entire responsibility for solving such problems as lack of discipline reminds them that creating a suitable climate in the class is a collective task. When a deviant member of the class realizes that not only the teacher but also the majority of the students disapprove of his or her behaviour, the chances of reaching a *modus vivendi* are better.

2 Self-Observation and Evaluation of Behaviour

Setting up a forum on classroom experience or occasionally asking the students for their point of view on a situation that arises gives them opportunities to take part in some aspects of animation in the classroom. Because democratic skills can only be learned in action, this is an indispensible part of establishing a high quality of life in the classroom.

However, not all the students will spontaneously seize the opportunity to have their say, and those who do will not necessarily make an effort to listen to or show respect for others or exercise critical judgment. Merely setting a time for discussion of their experience in the classroom will not change their behaviour.

Those who are more timid, shy and quiet will remain so, while the more talkative and extroverted and the leaders will still tend to play a large role.

In order for the students to really learn from the opportunity to take part in classroom animation, the teacher must help some exercise their right to express themselves and teach others to do so democratically. One way to do both is to have the students observe and discuss their behaviour.

Changing behaviour is a complex and difficult task. One of the first problems is the closeness of the agent of change, the student, to the object of change, the student's behaviour. The reason it is always easier to see others' faults than our own is because we are too close to our own. It is a case of not seeing the forest for the trees.

Changing behaviour requires that the subject see his or her way of acting and the effects it has on himself or herself and others. Thus self-observation is a necessary part of changing behaviour.

Sheets 5.2 to 5.10 provide activities to help students become aware of their behaviour in the classroom. They may be used occasionally in meetings of the cooperative council or class meetings or to start discussion in end-of-term evaluations.

Evaluation is another way of having students take an objective look at their classroom behaviour. Sheets 5.11 to 5.15 provide various activities for evaluation and self-evaluation of behaviour. They may be used to help students find ways to improve the quality of classroom life for themselves and others.

Finally, the animator can help some members of the group to express themselves and others to show more respect by:

- making the silent members feel their opinions and suggestions are expected and important

- preventing the more talkative members from monopolizing the floor without silencing them completely

- preventing the discussion from going around in circles

- protecting members of the group from verbal attacks

- recognizing that conflicts are inevitable in groups and that they can contribute to the development of the group and the personal growth of the members; it is the inability to resolve conflicts constructively, and not merely the existence of conflicts, that can destroy relationships

- tolerating silences in the group instead of always trying to fill them; silences allow the members to start discussion.

EVALUATION OF THE CLIMATE IN THE CLASSROOM

	Yes	Sort of	No
1. The atmosphere in our classroom is usually calm and relaxed.			
2. The members of the class listen to each other.			
3. The members of the class respect each other.			
4. The behaviour of some members bothers the majority of members of the class.			
5. I feel comfortable asking questions, even if they sometimes seem silly.			
6. I feel comfortable expressing my opinions, even if they differ from those of the leaders or the majority.			
7. We waste a lot of time in our class.			
8. If I could, I'd change classes.			
9. I feel rejected and excluded from the class.			
10. Too many students tend to remain silent when major conflicts arise.			
11. Too many students tend to let themselves be influenced by others.			
12. Too many students tend to interfere in things that are not their business.			

THE LABEL GAME

(duration: 30 minutes)

Purpose

– To focus on attitudes that reduce the quality of life in the classroom.

– To recognize that maintaining a high quality of life in a class involves rejecting negative labels and being open to the opinions, tastes and interests of all the students.

Materials

– Thirty adhesive labels with adjectives from the list in Sheet 5.2.1

– The students' chairs placed in a circle

Steps

– The teacher establishes the context of the game:

"You all come from different cities. You don't know each other but you all have one thing in common: each one of you has won an airline ticket to the destination of your choice. You all meet at the airport when you are about to leave. Maybe you would like to travel with others, or maybe you would prefer to travel alone. It depends on the tickets people have."

– The teacher explains that that each student will have an adhesive label on his or her back with an adjective on it (e.g., athletic, gentle, stupid), but that they must not know what the adjective is.

− The teacher explains that the goal of the game is to choose one or two travel companions on the basis of the labels on their backs.

− In other words, the students must act as if the only thing they knew about each other was the information on their labels, and choose their travel companions for that alone. They may refuse any invitation if they do not like the student's label. They may also choose to travel alone.

− The teacher asks the students to sit in the chairs with their backs to the centre of the circle.

− The teacher places a label with an adjective on it on each student's back. The teacher explains that once they have made their choice, the students should sit with the travel companion(s) they have chosen or alone, as the case may be.

− The teacher gives the students the signal to get up and move around within the circle of chairs.

− The teacher ends the game after about 10 minutes or when all the students are seated. The students keep their labels.

− The teacher takes off the students' labels as follows:

Students Travelling Alone

a) The teacher asks, "Who decided they wanted to travel alone?"

b) Those students raise their hands and the teacher asks them one by one if they made their decision on their own or if it was because nobody wanted to travel with them. After each student answers the question, the teacher removes the label from the student's back and shows it to the class.

c) The teacher asks, "Which students are travelling by themselves because nobody wanted to travel with them?"

d) Those students raise their hands. The teacher removes the labels from the students' backs and shows them to the class.

e) The teacher asks, "Which students are travelling alone because they refused invitations from other students? Why did you refuse?"

f) Those students raise their hands. The teacher removes the labels from the students' backs and shows them to the class.

Two Students Travelling Together

a)   The teacher asks, "Which students in groups of two are not very happy with their companion's label?"

b)   Those students raise their hands, and the teacher asks them, "Why did you choose your companion if you are not very happy with his or her label?"

c)   After the students have answered, the teacher removes their labels and shows them to the class.

c)   The teacher asks, "Which students in groups of two are very pleased with their companion's label?"

e)   Those students raise their hands, and the teacher asks them, "Why are you pleased with your travelling companion?"

f)   After the students have answered, the teacher removes their labels and shows them to the class.

Three Students Travelling Together

The teacher proceeds in the same way as with the groups of two travel companions.

Discussion

– The teacher asks the students to take part in a little survey on their experience in the game, and asks them, "Generally speaking, how did the other players react to your label?"

– The teacher writes a choice of possible answers on the board:
  ▪ rejected it
  ▪ ignored it
  ▪ accepted it

– The teacher asks the class to raise their hands for each answer, and writes the number of students who did so beside each answer.

– The teacher asks the students to discuss the following questions:
  ▪ "In real life, do some people get rejected?"
  ▪ "Is it always their own fault they are rejected?"
  ▪ "Could it be that people are sometimes rejected because of the labels put on them?"
  ▪ "When you feel accepted, do you enjoy being in a group? Why?"
  ▪ "When you are ignored or rejected, do you enjoy being in a group? Why?"

– The teacher explains that in life, just as in the game, when we put a negative label on an individual or group we usually adopt an attitude of indifference or rejection towards that person or group. If we want to enjoy being part of a group, we should avoid putting negative labels on people and should recognize that the opinions, tastes and interests of others should be listened to and respected.

LABELS

1. Snob	12. Liar	23. Respectful
2. Nice	13. Resourceful	24. Affectionate
3. Babyish	14. Friendly	25. Mean
4. Honest	15. Funny	26. Courageous
5. Whiner	16. Scrappy	27. Daydreamer
6. Bold	17. Gentle	28. Confused
7. Stupid	18. Sensitive	29. Hypocrite
8. Kind	19. Happy	30. Good-natured
9. Silly	20. Obedient	31. Discreet
10. Timid	21. Talkative	32. Intelligent
11. Tender	22. Moron	

I WANT TO BELONG

(duration: 40 minutes)

Purpose

To make the students aware of the strategies they use to be accepted by a group.

Materials

A chronometer

Steps

− The students stand close together in a tight circle so that nobody can get in.

− A volunteer or a student chosen by the teacher is outside the circle, and tries to get into it by various means, but without using force.

− The student "outsider" has 45 seconds to get into the circle or give up.

− The students take turns being the outsider.

Discussion

− The teacher leads a discussion on the students' experience in the game, the strategies used, etc.

− The students exchange ideas on their experience in trying to be accepted by groups and the strategies they use.

− The teacher and students discuss ways to help people gain acceptance by a group:

  ▪ The teacher asks the students who feel less accepted to say what they could do to improve the situation.

  ▪ The students who readily gain acceptance by a group and make friends easily are asked to share their strategies.

BOMB SHELTER

(duration: 30 minutes)

Purpose

To become aware that establishing a high quality of life in the class involves both assertiveness and respect for others.

Materials

− A chair for each student

− A photocopy of the hypothetical situation (Sheet 5.4.1) for each student

− A pencil for each student

− A card for each student

Steps

− The teacher reads the hypothetical situation.

− The teacher divides the class into three teams.

− The teacher chooses three team captains and takes them aside and assigns each one a particular leadership style: a timid leader (mouse), a fair leader (bird), an authoritarian leader (elephant).

− The captains go back to their teams, distribute the hypothetical situation and begin the discussion.

− The teacher stops the game after 10 or 15 minutes.

Discussion

– Each team in turn evaluates its captain on how well he or she helped them in the task they had to carry out. The teacher asks each team the following two questions:

"Were you able to choose five people?"
"Was (the name of the captain) a good leader? Why?"

– The teacher then explains to the class the roles that were assigned to the team captains:

Timid Leader (Mouse)

The student was not supposed to speak or give any opinions, like a little mouse hiding in its hole. This kind of leader does not help a team much.

Fair Leader (Bird)

The student was supposed to let all the team members speak and express their opinions. This kind of leader lets all the members of the team take part and does not exclude anyone. A fair leader is like a bird on a wire, who shares the space with others.

Authoritarian Leader (Elephant)

The student was supposed to impose his or her ideas and not take anyone else's views into account. This kind of leader is like an elephant, who takes up all the space. This causes frustration.

– The teacher makes the students aware of the importance of taking their rightful place. Nobody should take all the space (elephant) or hide (mouse), but rather they should all express themselves and allow others to do so as well (bird).

– The teacher asks the students to write on a card the two roles (mouse, bird or elephant) they most often take in the class.

BOMB SHELTER

HYPOTHETICAL SITUATION

Atomic bombs have just exploded all over the world. There are 20 survivors in a bomb shelter that is in danger of being crushed under the rubble on the surface.

However, there is a second bomb shelter that is safer, located next to the first one. There is only enough room and food in it for five people. It will take several years before the radiation from the bombs goes away. The survival of the human race is at stake.

Which of the following 20 people do you think should get into the bomb shelter?

Plumber

Nurse

Two-year-old girl

Mother of the two-year-old girl

Singer

Astronaut

Soldier

Woman doctor

Teacher

Inventor

Comedian

Architect

Astrologer

Pregnant lawyer

Cook

Priest

Psychologist in a wheelchair

Mechanic

Prime minister

Historian

THE PEANUT GAME

(duration: 30 minutes)

Purpose

To make the students aware of their reaction to pressure when they exert it or are subjected to it.

Materials

– Peanuts

– Five bowls

– Small cards:

   ▪ 20 with the words: "Eat a peanut and try to convince the other students to eat them."

   ▪ 5 with the words: "Don't eat peanuts and refuse any that are offered to you."

Steps

– The students form teams of five and sit on the floor.

– The teacher gives the students each a card and tells them to read their card carefully and lay it face down on the ground so that nobody else sees it.

– Four of the five students on each team receive a card that says: "Eat a peanut and try to convince the other students to eat them."

– One student on each team receives a card that says: "Don't eat peanuts and refuse any that are offered to you." (Note: these cards should be given to students who are quite sure of themselves.)

– When the students have all received their cards, the teacher puts a bowl of peanuts in the centre of each group and asks the students to follow the instructions on their respective cards.

– The game usually lasts four or five minutes. When there are no peanuts left, the teacher collects all the cards and asks the students to form a large circle.

Discussion

−   The teacher leads an initial discussion on what occurred in the small groups:

  ▪   Did all the students obey the instructions on their cards?

  ▪   How did the student who was not allowed to eat any peanuts feel and act?
      Did he or she resist the pressure to eat peanuts?

−   The teacher starts a second discussion:

  ▪   Was there influence or pressure in the group? How was it expressed?

  ▪   How did the students exerting the pressure feel? How did those subjected to it feel?

  ▪   What can people do to assert themselves when pressure is exerted on them?

  ▪   How can other people help a person assert himself or herself?

NOTE :

If some students are allergic to peanuts, some other snack food may be used in their place and the wording on the cards changed accordingly.

THE HEADBAND GAME

(duration: 30 minutes)

Purpose

To identify behaviour that hinders the establishment of a high quality of life in the classroom.

Materials

−   Five headbands made of stiff paper, with the following words on them:

> *You listen to me*
> *You admire me*
> *You respect me*
> *You ignore me*
> *You ridicule me*

−   A stapler

Steps

−   The students place their chairs in a semi-circle. A row of five chairs is placed facing the semi-circle.

−   The teacher recruits five volunteers. The other students will be observers.

−   The teacher presents the following situation to the five volunteers:

"You are members of a committee that must organize the next activity day at the school. You are meeting to decide the program for the day."

−   The teacher explains to the five committee members that they will each wear a headband with an order written on it, and that they must obey the orders on each other's headbands.

− The teacher asks three of the five volunteers to turn their backs to the class and puts the following headbands on them without letting them see the writing: ***You listen to me, You admire me*** and ***You respect me***.

− The teacher asks the volunteers to return to their seats. Following the orders written on each other's headbands, they try to decide on the program for the activity day at the school. The rest of the class observes the discussion without reacting.

− After three or four minutes, the teacher stops the game and asks one of the other two volunteers to come in. The teacher puts the headband that says ***You ignore me*** on that student.

− The teacher asks the four committee members to continue the discussion, respecting the orders on each other's headbands. The rest of the class observes the discussion without reacting.

− After three or four minutes, the teacher stops the game again and asks the fifth committee member to come in. The teacher puts the headband that says ***You ridicule me*** on that student.

− The teacher asks the five committee members to continue the discussion, respecting the orders on each other's headbands. The rest of the class observes the discussion without reacting.

− After three or four minutes, the teacher stops the game.

Discussion

− The teacher:

▪ asks the observers whether the committee members had difficulty working together

▪ asks the committee members each in turn to figure out what was written on their headband and to describe their feelings, positive and negative, during the game

▪ asks the students whether the class ever experiences problems like those that occurred in the game

▪ asks the students how they are affected by problems in the class

CREATION OF A COLLECTIVE DRAWING

(duration: 45 to 60 minutes)

Purpose

To encourage the students to become aware of their attitudes and behaviour in class and their reactions to other students' behaviour.

Materials

−   The board at the front of the classroom

−   Coloured chalk

Steps

−   The students place their chairs in a semi-circle facing the board.

−   The teacher divides the board in half with a vertical line.

−   The teacher asks the students, working one at a time, to create two collective drawings, one on each half of the board. The game takes place in silence.

−   The students must obey the following rules:

"You may add one element to the drawing."
"You may remove one element of the drawing."
"You may modify one element of the drawing."

The students may do one of the above a single time when they go up to the board.

−   The teacher asks two students to start the drawings by providing one element (such as a circle or a line).

– When one student has finished, the teacher chooses another to contribute to either one of the drawings.

– The game continues for 20 to 30 minutes. Students may go up to the board more than once but they are not obliged to go at all.

Discussion

– The teacher begins an initial discussion on the following points:

- What were the students' contributions to the drawings?

- Did you react to any of the contributions? Which ones? Why?

- Did some of the contributions play a decisive role in the progress of the drawings?

– The teacher leads the discussion to the class's experience:

- Are there connections between the game and what occurs in class? What are they?

- During the game, the students may have experienced a variety of feelings in different situations. Some were positive (such as the feeling of being supported when a student has added to your element of the drawing) and others less so (such as frustration when a student has erased your contribution). Did situations like these occur during the game?

- What can each of us do to encourage situations that give rise to positive feelings such as caring and wanting to help?

- What can each of us do to prevent situations that give rise to negative feelings such as anger or frustration?

FABLES

(duration: 30 minutes)

Purpose

Varies with the fable (see Sheets 5.8.1, 5.8.2 and 5.8.3).

Materials (for All Fables)

– A chair or mat for each student

– Dimmed light, preferably

Steps

Vary with the fable (see Sheets 5.8.1, 5.8.2 and 5.8.3).

THE STRAY MINE

Purpose

−   To validate the role of each student in the class.

Steps

−   The students are seated in a circle on mats or chairs. The teacher dims the light to create a relaxing atmosphere.

−   The teacher recounts the following fable:

It is said that there was once a warship anchored in the port of Montréal. Two thousand men worked on the ship.

The watch spotted a mine a few dozen metres from the ship. The current was moving it unavoidably towards the ship. There was panic aboard the ship and the alarm sounded for everyone to assemble on deck.

They couldn t raise anchor because the mine was approaching quickly, and starting the motors would create a current that could make it move even faster. They couldn t shoot at it with a rifle, because the ship could blow up with it. Nor could they use a rope to capture it because it would explode as soon as the rope touched it.

What should they do?

As the minutes passed, the mine came closer and closer.

The captain and the officers couldn t find a solution, nor could the quartermasters and sub-lieutenants. Finally, the problem was presented to the whole crew. It was the ship s boy, who was usually ignored by everyone, who found the solution.

"*You just have to start the pumps for the hoses and direct the streams of water between the ship and the mine. That will push the mine slowly away from the ship, and you ll be able to explode it.*"

They immediately did that, and the ship and its crew were saved.

The ship s boy received a medal, a promotion and, especially, the esteem of the rest of the crew. He was very proud of himself.

Discussion

− The teacher leads an initial discussion on the story:

  ▪ Why was the crew of the ship afraid?

  ▪ What did they do to try to save the ship?

  ▪ Who found the solution?

  ▪ What did you learn from this story?

− The teacher starts a second discussion, on the class's experience, to bring home to the students that each member of the class is important. It may happen that some students' abilities are underestimated although they could be of value to the class as a whole. The teacher asks the following questions:

  ▪ Do any of you ever have problems in class? (Give an example.)

  ▪ How do you solve the problem? (List solutions on the board.)

  ▪ Do you ever help other students solve their problems?

− The teacher reads the solutions listed, and emphasizes that they are all different and come from different students. Thus it is important, as in the story of the mine, to get everyone to participate in solving problems. And the person who almost never says anything may just be the one that finds the solution.

THE BEEHIVE

Purpose

−   To improve the climate in the class.

−   To encourage the students to take responsibility.

Steps

−   The students are seated in a circle on mats or chairs. The teacher dims the light to create a relaxing atmosphere.

−   The teacher recounts the following fable:

Once in a beehive the queen bee was very disappointed in the quality of the honey produced by her subjects. Their honey had once been of the highest quality, but now things had changed and the bees were distracted, the clover they were foraging was not very good, they buzzed constantly, and sometimes they squabbled. The situation gradually worsened, and all the queen s suggestions did nothing to make it better.

One evening after all the bees had come home to sleep, something happened that shook the hive and destroyed the bees home. Luckily, they all managed to get out. They were very worried, and they gathered around the queen, who didn t understand what had happened.

The next day, the queen called on the prince of the bumblebees to study the situation. He came to the conclusion that the cause of the catastrophe was the bees themselves. They had paid little attention to their work and had stored all the honey on one side of the hive. This had finally caused it to tip.

The prince of the bumblebees called a meeting of the bees to tell them of his conclusions about the calamity that had occurred. They were astonished.

The bees had no choice but to start over, but this time they decided to make the necessary effort, because the queen did not want to supervise them. They promised her that things would change and that she would be pleased with their work and their behaviour.

The bees quickly shaped up. The atmosphere of the hive changed completely, and the bees were very proud of themselves.

The next spring at the annual honey festival, they won a gold medal.

Discussion

- The teacher leads an initial discussion on the story:

    - What caused the hive to tip?

    - Could it have been avoided? How?

    - What does this story teach us?

- The teacher begins a second discussion, on the class's experience, encouraging the students to realize the problems caused when the members of a group do not follow the group's rules. Rules are important for a class to run smoothly.

    - Does the situation described in the story (failure to obey the rules) ever occur in the class?

    - What happens when this occurs? Is it pleasant or unpleasant?

    - What can each one of us do to see that the rules are obeyed?

BUNNYKINS

Purpose

− To encourage greater discipline in the class.

− To encourage the students to show respect for each other.

Steps

− The students are seated in a circle on mats or chairs. The teacher dims the light to create a relaxing atmosphere.

− The teacher recounts the following fable:

Bunnykins is a little rabbit who is always daydreaming and who disrupts the class and talks out of turn. He often pulls the lion s mane, hits the giraffe or pulls the monkey s tail.

In his class, the bear and the camel find him funny and imitate him, but all the other animals find him annoying and don t like to play with him.

One day Bunnykins wanted to play with the giraffe, but she said, " No, I don t want to play with you. You re always hitting me and you bother me when I m trying to work. I ll play with you when you know how to behave properly." Bunnykins answered the giraffe, " I don t care if you won t play with me." But in his heart Bunnykins was sad. He thought to himself, " I m tired of always being sad because nobody wants to play with me. I want to have lots of friends and be happy."

Discussion

− The teacher leads a discussion on the following questions:

  ▪ What could Bunnykins do to win the respect and affection of the beautiful giraffe?

  ▪ Does this kind of situation ever occur in the class?

  ▪ Could the solutions suggested for Bunnykins be applied to certain students in the class?

CUT-OUTS

(duration: 60 minutes)

Purpose

−   To look at some aspects of cooperation through conflict resolution in groups.

−   To look at behaviour that can help or hinder problem solving in groups.

Materials

−   Three pieces of stiff paper in red, green and blue, cut in pieces according to the instructions in Sheet 5.9.1

−   Three large envelopes, each containing six of the cut-out pieces chosen at random, one envelope marked "square," another "rectangle" and the third "triangle"

−   Three desks located not too close together

Steps

−   The teacher divides the class into three teams. Each team takes a desk.

−   The teacher tells the students they will have to put a geometric shape together from the six pieces in one of the envelopes, but says nothing more.

−   The teacher gives each team one of the envelopes.

−   The teacher gradually gives the teams their instructions:

    ▪   When distributing the envelopes, the teacher tells the teams they will have to recreate the shape indicated on the envelope.

    ▪   After the students have been working for 10 minutes, the teacher tells them the teams can exchange pieces but they only have three minutes to do so and each team is free to accept or refuse any exchange proposed.

    ▪   After the teams have worked for 10 minutes, the teacher gives the final instructions concerning the colour of the shapes.

Discussion

– The teacher leads an initial discussion on the steps of the game:

  ▪ Aside from the instructions given, what helped you put the shapes together (e.g., cooperation)?

  ▪ How did the teams get organized?

  ▪ How did the students feel?

– The teacher starts a second discussion, on the class's experience:

  ▪ Does the game remind you of situations or feelings you have experienced in class? What were they?

  ▪ When were the situations or feelings pleasant (e.g., when the students helped each other)? What can each of you do to make it more pleasant the next time?

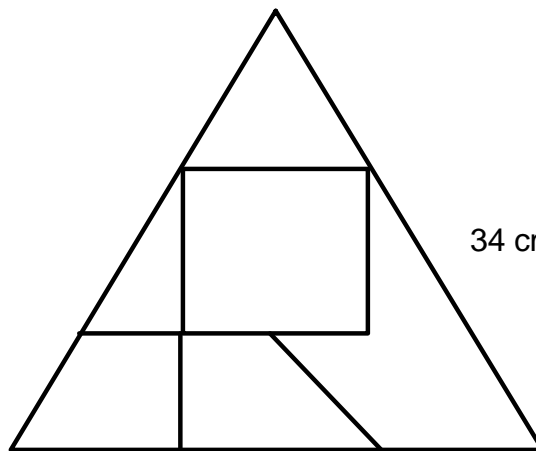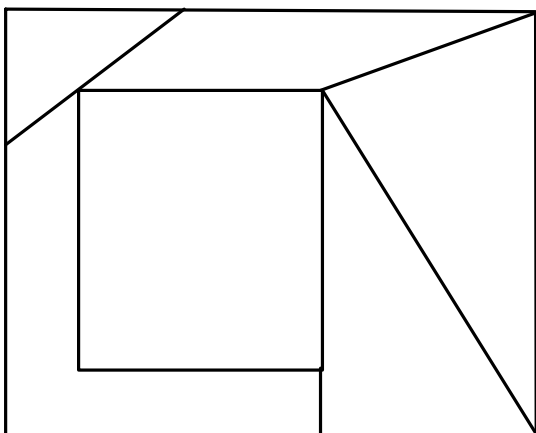CUT-OUTS

SOLUTION

Red square
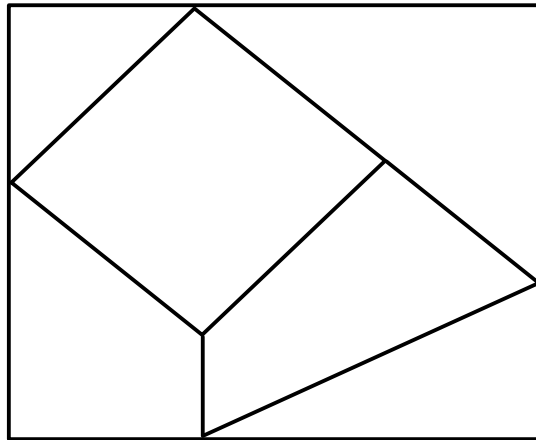
30 cm

Blue triangle

34 cm

30 cm

Green rectangle

30 cm

38 cm

A DROP IN THE BUCKET

(duration: 20 minutes)

Purpose

To make the students aware of what reduces the quality of life in the classroom.

Materials

–   An opaque glass

–   A transparent glass jar

–   Lots of water

–   Black colouring

Steps

–   The teacher asks the students, one by one, to take the glass, fill it with water, and empty it into the jar.

–   After the students have all done this, the teacher asks the following question: "Did everyone take part by emptying the glass of water?"

–   The students become aware that the teacher did not take part.

–   The teacher then empties a glass of murky water (prepared beforehand by adding black colouring to the water) into the jar filled with pure, clear water the students have poured into it.

Discussion

– The teacher starts a discussion in order to make the students realize it takes only one negative element to ruin the atmosphere in a whole group:

- What was your reaction when the teacher poured the murky water into the jar?

- What do you think of that action?

- Do you ever experience this kind of situation in the class? When?

- Do you find it pleasant when students ruin the atmosphere in the class?

- What can you do to change the situation when this happens?

TYPES OF STUDENTS

Name: _____

Instructions: Say how you see yourself and each of the other students in the class.

Mouse: Mice are students who don't take up a lot of space in the class. Calm and quiet, they don't bother anyone. They tend to let others dominate. They are afraid to assert themselves and take their share of space.

Elephant: Unlike the mice, the elephants take up a lot of space in the class. They may even sometimes take all the space, and crush everyone else. Respect and sharing are not their strong points.

Bird: Birds know how to take their fair share of space while letting others assert themselves as well. They respect others and know how to listen. Other students enjoy working with them.

Sheep: Sheep are easily influenced, and they tend to take the elephants as models. They are followers, and in imitation of their model they try to take up a lot of space.

Student	Mouse	Elephant	Bird	Sheep
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				

Student	Mouse	Elephant	Bird	Sheep
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				

TYPES OF STUDENTS

PERSONAL PROFILE OF

_____
(name of student)

I (student) describe myself as: _____

My teacher describes me as: _____

The other students describe me as:

Mouse: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ Total: _____

Elephant: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ Total: _____

Bird: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ Total: _____

Sheep: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ Total: _____

1) When I look at the above, I see that:

☐ The perception of others is very different from mine.
☐ The perception of others is slightly different from mine.
☐ The perception of others is slightly similar to mine.
☐ The perception of others is very similar to mine.

2) Two things the mice could do to take up more space in the class:

3) Two things the elephants could do to show more respect for others and listen to them:

YOUTH HEALTH – QUALITY OF LIFE IN THE CLASSROOM

Name: _____

Week of _____ **to** _____

MY WEEK

Instructions:

− At the end of each day, indicate whether you have been a mouse, a bird, a sheep, or an elephant by putting an **X** in the appropriate circle. Ask the teacher to do the same.

− At the end of the week, connect all the **X**s in the **S** column with a blue pencil, and all the **X**s in the **T** column with a red pencil. What do you observe?

	Monday		**Tuesday**		**Wednesday**		**Thursday**		**Friday**	
Mouse	S	T	S	T	S	T	S	T	S	T
	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Bird	S	T	S	T	S	T	S	T	S	T
	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Elephant	S	T	S	T	S	T	S	T	S	T
	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Sheep	S	T	S	T	S	T	S	T	S	T
	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

S: student　　　　　　　　　　　　　　　　T: teacher

Mouse:　　Mice are students who don't take up a lot of space in the class. Calm and quiet, they don't bother anyone. They tend to let others dominate. They are afraid to assert themselves and take their share of space.

Elephant:　　Unlike the mice, the elephants take up a lot of space in the class. They may even sometimes take all the space and crush everyone else. Respect and sharing are not their strong points.

Bird:　　Birds know how to take their fair share of space while letting others assert themselves as well. They respect others and know how to listen. Other students enjoy working with them.

Sheep:　　Sheep are easily influenced, and they tend to take the elephants as models. They are followers, and in imitation of their model they try to take up a lot of space.

Name:

EVALUATION OF INTERACTIONS

Instructions: For each statement, choose two members of the class that you think the statement applies to. You are not allowed to choose yourself.

Which two members of the class ...	First Name	First Name
1. … respect others and listen to them?		
2. ... are accepted by most of the students?		
3. ... are always ready to protect and defend a classmate who is being attacked?		
4. .... participate actively in discussions?		
5. ... participate in resolving conflicts?		
6. ... encourage the quieter members of the class (mice) to participate?		
7. ... try to create a warm, friendly, pleasant climate in the classroom?		
8. ... have a cooperative, helpful attitude?		
9. ... help all the others make themselves heard?		
10. ... try to get students who take up too much space to take up less?		

Name: _____

SELF-EVALUATION

|	Never	Hardly Ever	Sometimes	Usually	Always
1. I participate actively.					
2. I feel like an outsider.					
3. I express myself easily.					
4. I encourage others to participate.					
5. I respect and listen to others.					
6. I help create a pleasant climate.					
7. I express my feelings.					
8. I don't find the activities interesting.					
9. I am able to reduce tensions among the students.					
10. I tend to rebel against authority figures.					
11. I'm good at determining my resources.					
12. I tend to underestimate myself.					
13. I fulfil my responsibilities.					
14. I say when something bothers me.					
15. I'm good at understanding why I remain silent in certain situations.					
16. I find it hard to respect each person's different rhythms.					
17. I tend to create tensions.					
18. I sometimes find myself being aggressive towards other students.					
19. I encourage others.					
20. I tend to be critical.					

SCALES

Here is a set of scales that you can use to evaluate your contribution to the quality of life in the classroom.

Instructions

– On the left side, list words describing actions that can have a **negative effect** on the quality of life in your class (e.g., fighting with a friend, refusing to play with another student).

– On the right side, list words describing actions that can **contribute** to the quality of life in your class (e.g., encouraging another student, participating in activities).
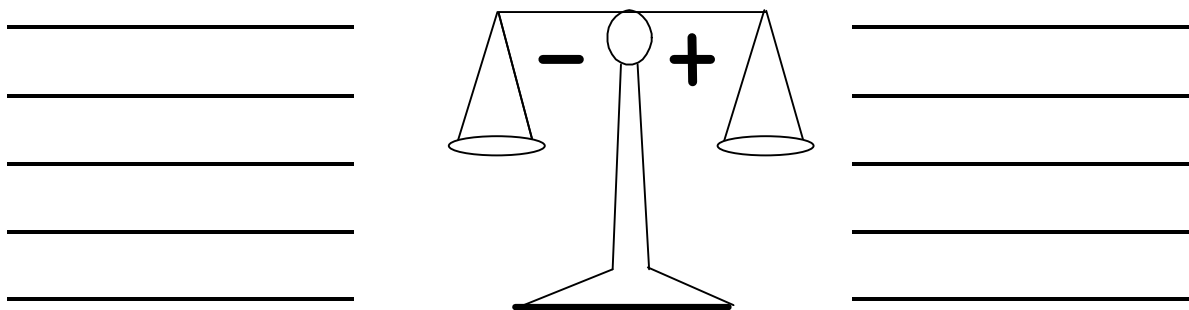
– Describe in a few words what you could do to weigh the balance on the positive side.

_____

_____

_____

_____

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