



Educator's Manual for

"Study Climate – Study Environment"

**Part of Project Results 1 in the Erasmus + project DIGI
LIVES**

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Introduction to ”Study Climate – Study Environment”

“Study Climate - Study Environment” consists of three tools/ methods that focus on:

- Building a safe and good study environment
- Diversity
- Social inclusion

The Overall Purpose

The overall purpose of the 3 tools/ methods is to inspire and show ways to build a safe and good study environment/climate, a social including and diverse study environment that promotes health, well being and learning in your VET. Moreover, to let group work be more teacher-led: Composition of groups in relation to social relations, professionalism and co-working/collaboration.

Duration

3 hours in all

Preparations

Group work (team work) is a central part of the learning situation in many VETs and it is important for the students' wellbeing that the groups function well. When students work in groups, there may be some who experience being left out of the community, excluded or do not know how to collaborate with the others.

Therefore, the educators are responsible for the group formation and set up 3 groups with one educator and 4 students. Each group formation must be set up with regard to coworking/collaboration, professionalism and social relations.

After this DIGI LIVES course of study the educators and students will evaluate how the collaboration has worked in each group.

Material for each Tool/ Method

- **Tool/ Method 1**

Pen and paper, print the template for each student

- **Tool/ Method 2**

Print of the flower of components to a positive school climate for each group

- **Tool/ Method 3**

Pen and paper + print of “Your Class – Your Rights”.

Tool/ Method: Your Class – Your Rights

Purpose

The purpose of “Your Class - Your Rights” is to increase the mental well-being and to provide new innovative tools that will strengthen the students' competencies and social skills (interpersonal and social). On a social and personal level the students will gain life-coping strategies that will contribute to creating understanding, respect and tolerance for diversity and others' values and life choices.

Students will also develop competences when they reflect on themselves and others as part of different communities and how they can help to influence and build the a safe and good classroom environment.

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place: Classroom/Meeting room at school/ Room of subject

Time: 60 - 80 min.

Potential Applications: Any Subject

Preparations: Pen and paper, print the template for each student



Tool/ Method 1: Your Class – Your Rights

Please follow the step by step instructions.

Step 1: Sharing good experiences

The participants (students and educators) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom.

Step 2: Introduction and the first tool/ method

Here we will focus on the school environment/study climate. We can start by taking a look at Norway and how they do it.

In Norway students have rights:

Students have the right to enjoy a safe and good school environment that promotes health, well-being and learning.

This means that students should not suffer bullying or harassment from other children or from teachers.

In this tool/ method we will focus on exactly this – a safe and good school environment, a social including and diverse study environment that promotes health, wellbeing and learning and how we can create such an environment in your VET.

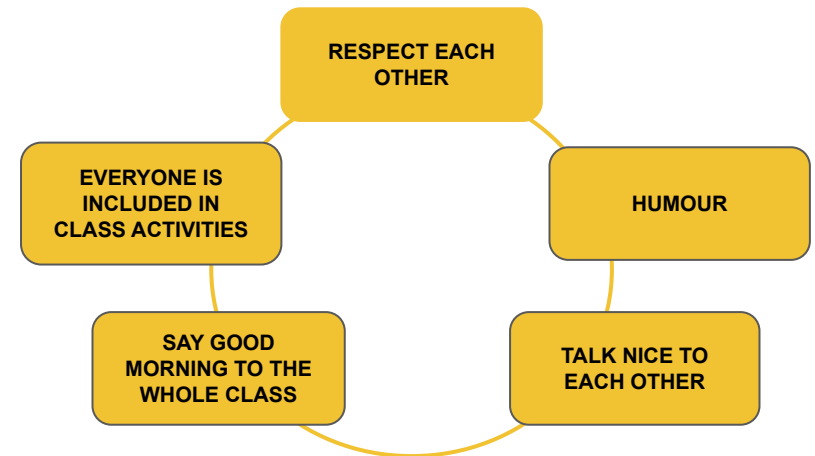
This first tools/ method is about creating students' own rights for the class:

What do you want to focus on in your class to build a safe and good environment, a social including and diverse study environment that promotes health, well being and learning?

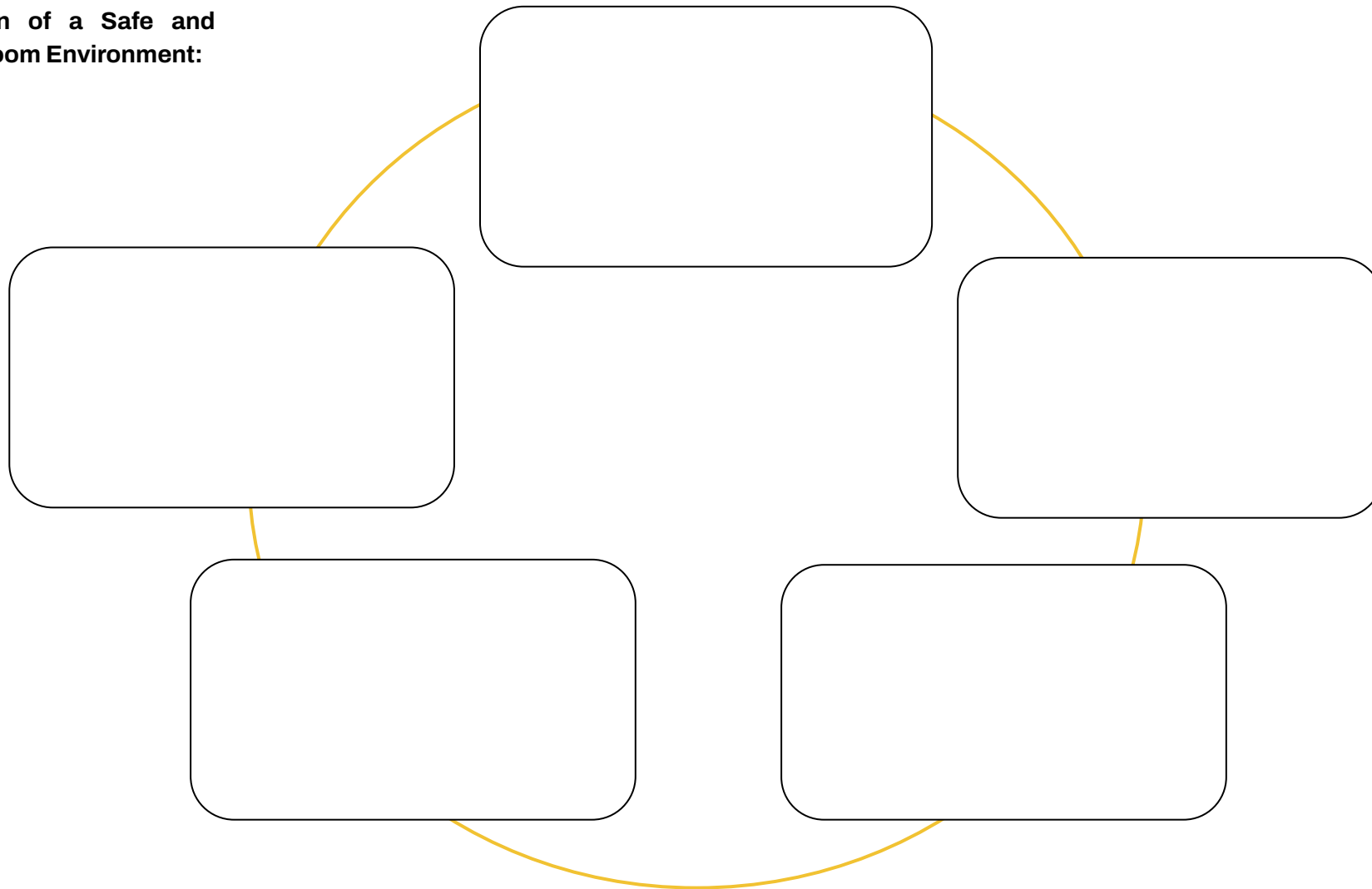
Step 3: It starts with you

Feeling safe and good in your school and class environment always start with you, and what makes you feel safe and good when you are in school and together with your classmates.

So we will start this with you writing your own list of what makes you feel safe and good in your school and class environment. Use the printable template and write down 5 things that defines a good and safe classroom environment to you: **For template, see following page. Here is an example:**



My Definition of a Safe and Good Classroom Environment:



Step 4: Your Group

In your group of 4-6 students and 1 teacher you show your lists to each other and talk about what is important for you in a safe and good environment. As a group you have to make your list of 5 things that defines a safe and good classroom environment and everybody has to feel and agree that this is your group list of what is important and what creates a safe and good classroom environment.

Step 5: The Class

Last each group present the list to each other and the final task is to find "Your Class – Your Rights" – which is your class definition of a safe and good classroom environment, You will again make a final list of 5 things that defines your safe and good classroom environment and of course the whole class has to agree. The list can be printed and put up in the classroom.

Tool/ Method 2: Young People's Perceptions of School

Purpose

The purpose of working with young people's perception of school is that students should become aware of their own identity and their own identity development and understanding of the individual as part of different communities. Moreover, to increase students mental wellbeing that leads to social inclusion. Also, to strengthen educators' competencies and skills to deal with students' wellbeing and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class. On a social and personal level the students will gain competencies as team building, co-working, communications and building relations as well as strengthen their insight into how relationships and belonging are affected by interaction with others – physical/digitally (e.g. SoMe).

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place: Classroom/ Meeting room at school/ Room of subject

Time: 30 - 40 min.

Potential Applications: Any Subject

Preparations: Print of the flower of components to a positive school climate for each group

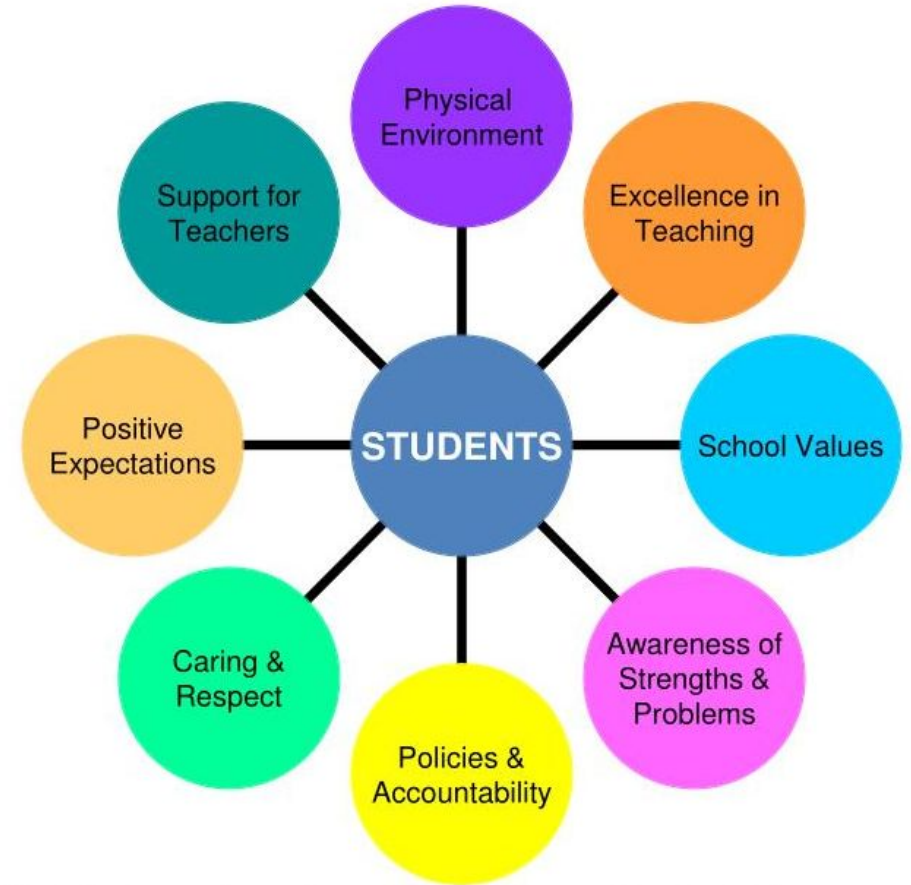
Tool/ Method 2: Students' Perceptions of School

Introduction: Here we take “Your Class – Your Rights” to the next level and try to find out what creates a positive school climate at your VET. This is beyond your own class and defines the whole school and not just the “mental” environment but also the physical. In groups the students will work and discuss their perception of the environment/ climate of their classroom/ school.

In the groups you can use this “flower” and fill in the leaves with what you find important in your study climate/study environment.

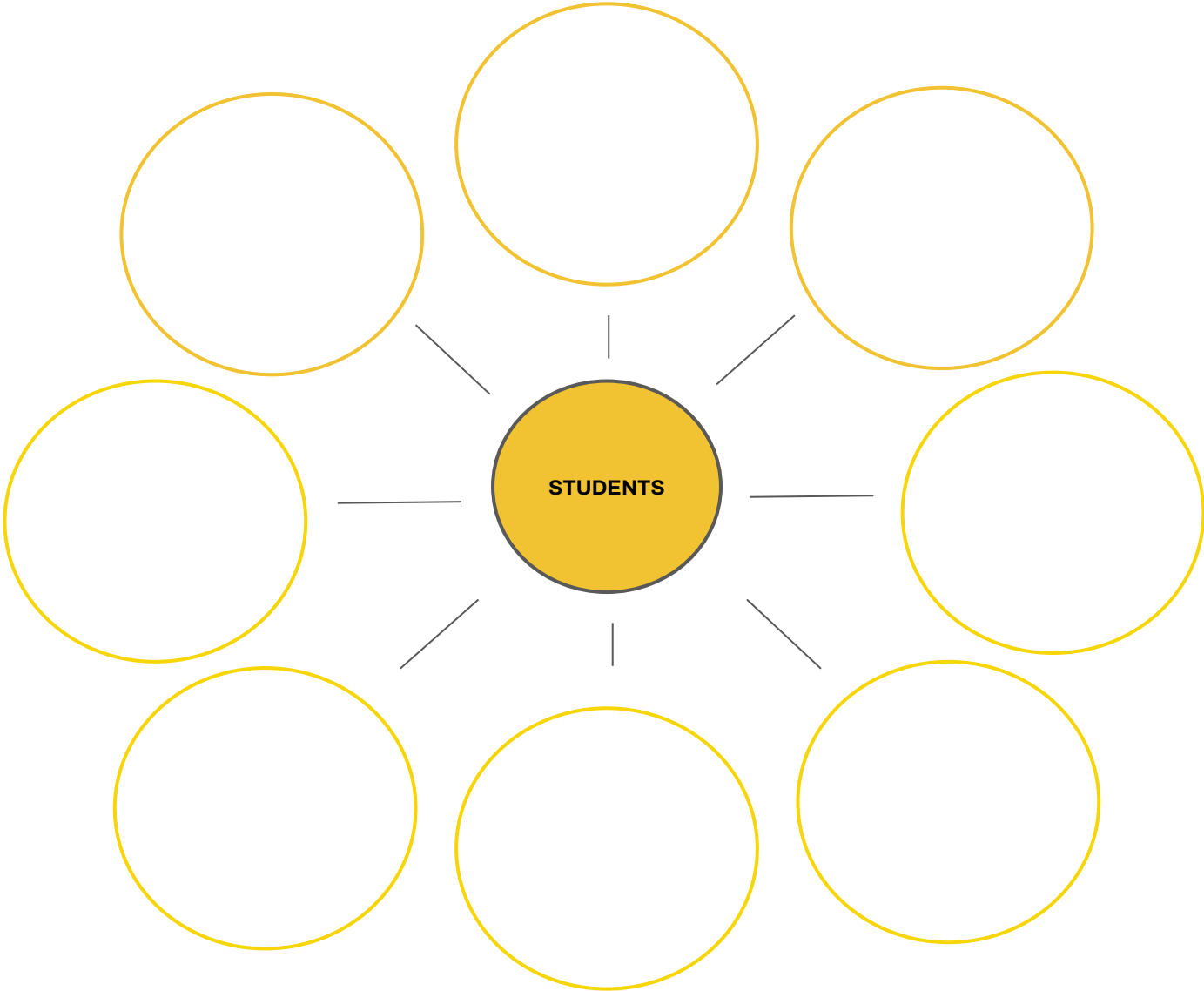
Opposite you find an example and on the next side a template for you to fill.

Components of a Positive School Climate



Orpinas, P. & Horne, Arthur M (2006) *Bullying Prevention Creating a Positive School Climate and Developing Social Competence*. Washington DC: American Psychological Association. What is Positive School Climate? 79-105

**Your Components of a
Positive School Climate**



Tool/ Method 3: Diversity

Purpose

The purpose of this tool/ method is to increase the mental well being that leads to social inclusion and to provide new innovative tools that will strengthen the students' competencies such as interpersonal and social skills. Moreover, to strengthen educators' competencies and skills to deal with students' wellbeing, challenges and diversity to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class by for instance promoting a participant culture rather than recipient culture among students. On a social and personal level, the students will gain life coping strategies and competencies as collaboration, empathy, building an understanding of others, teambuilding and communication.

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place: Meeting room/ Classroom

Time: 60 minutes

Potential Applications: Any subject

Preparations: Pen and paper and print of "Your Class – Your Rights".

Tool/ Method 3: Diversity

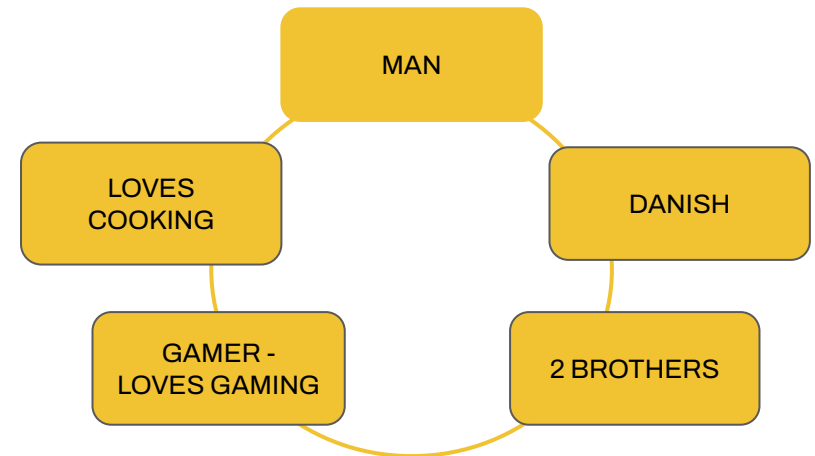
Introduction

What happens if "Your Class – Your Rights" are challenged or violated? How can you individually and as a class help each other not violating the rights? And how can you prevent it from getting in to a conflict? This is what this tool/ method is about

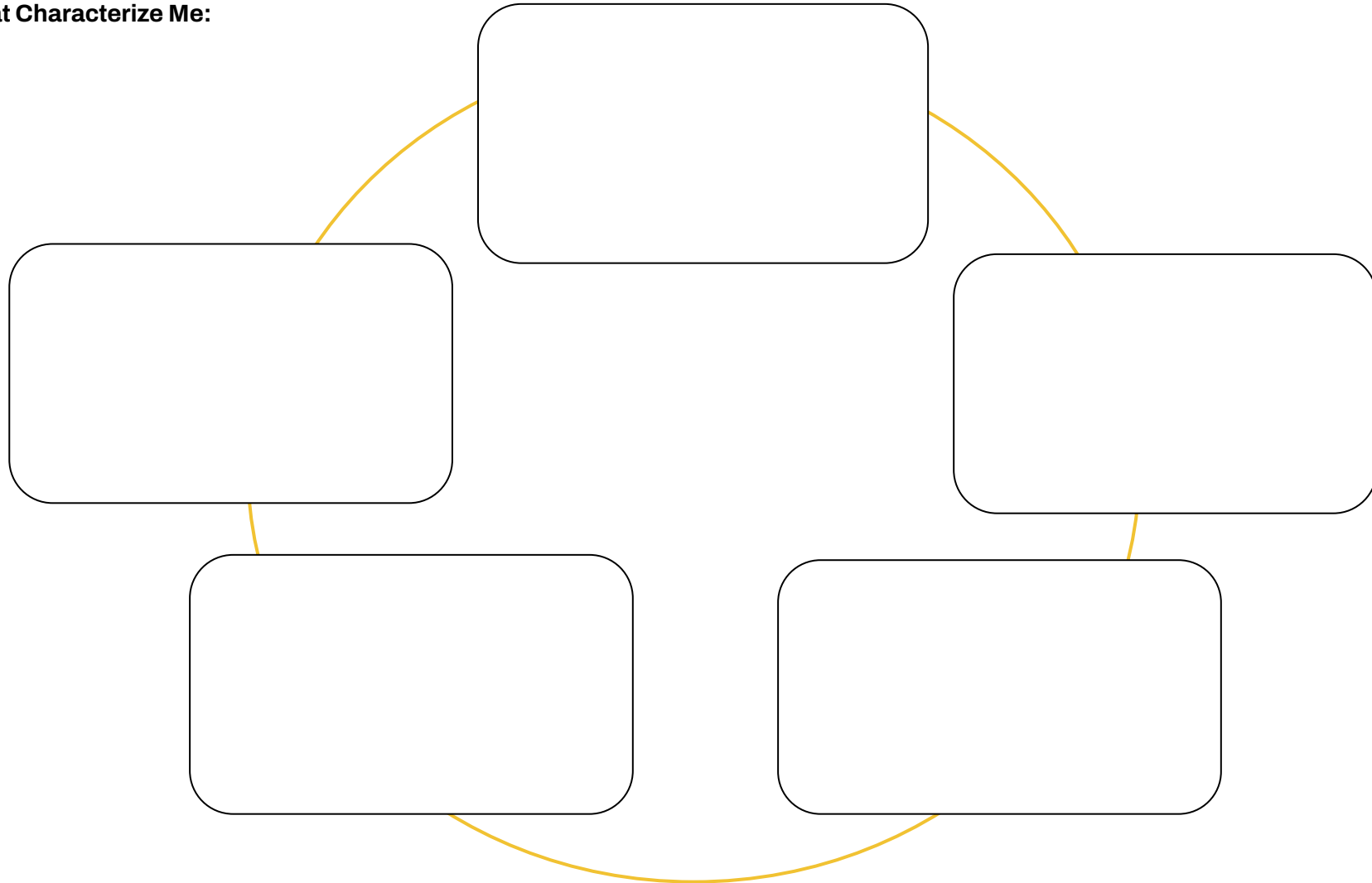
Please follow the step by step instructions

Step 1: In each group you start by making your list of 5 aspects that characterize you as a person not only what you like (for instance gaming, music, sports) but also which social group you belong to (woman, 2 sisters, Danish).

For template, see following page. Here is an example:



5 Aspects that Characterize Me:



Step 2: In each group you talk about the following:

- Was it difficult to choose five aspects that characterize you as a person?
- Do these aspects represent everything we are?
- Which of these are our choices and which are not?
- Which are visible (eg how we dress) and which are not (e.g. our tastes and opinions)?
- Did you find things in common?
- What is different ?

At the end of the discussion, dwell on the common or most recurring elements of aspects that characterize you as a person in the classroom or in your group (eg Italians, teenagers, students, children, etc.) Choose one of them together and list stereotypes commonly associated with this group of people (eg Italians = mammoni (single Italian men who live at home with their mothers), mafia, romantic; adole-scenti (lazy, undisciplined, rebellious, etc.).

You can answer the following questions:

- What do you think is a stereotype?
- Where do stereotypes come from?
- What are the differences between stereotype and prejudice?
- What is discrimination?
- Can you give some examples?
- Which youngsters do you think are discriminated against in your country today?

Step 2 is part of Amnesty International Italian section's publication: "Stop bullying: educational activities against discrimination and bullying".

Step 3: Pick one list of aspects that characterize you as a person in each group and compare to the list of "Your Class – Your Rights" answering the following questions:

- What could be violations or challenges to "Your Class- Your Rights" when you compare the lists?
- How can you individually and as a class help each other not violating "Your class – Your Rights"?
- And how can you prevent it from not getting into a conflict of bullying, harassment, discrimination etc.?

After the 3 Tools/ Methods

Thanks for putting time and energy into working with the tools/ methods. Before you go, we kindly ask both you as educator(s) and the students to evaluate on "Study Climate - Study Environment.

Time: 5-10 minutes approx.



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