

Our Class Climate

Learning Intentions:

- I can share my opinion about what our class is like
- I can state how I contribute to the class.
- I have thought about my class's climate, what influences it and how it impacts on me.

HEALTH AND WELLBEING OUTCOMES

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.

HWB 2-05a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 2-10a**

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 2-14a

I am aware that positive friendships and relationships can promote health and the health and wellbeing of others **HWB 2-44b**

I can Statements

Senior I can describe the rights and responsibilities of employers and employee and how these create a productive environment.

Q What does the classroom climate metaphor mean?

A The mood music or emotional weather, how we all feel about being in our class.

Show the **Climate Chart** activity paper (A3).

Explain that each sector represents a type of classroom – Sunny etc. Ask the learners to attach post it notes on the poster with things they like or don't like about the class, in appropriate sections.

Ask pairs to discuss the questions in **Classroom Climate** activity paper.

Small groups share their ideas about what they can do to make their class a sunnier place. Ask each member of the class to write down one thing that they could try to do to improve the climate.

Q Do classes have a reputation?

Q What is this class's reputation? Learners write their descriptions on post its. Collect and record the answers on the board, with the positive descriptions on the top half of a circle and the negative ones in the bottom half.

Class Identity

Q How does the class see itself?

Discuss with a class their memories of what the class was like in previous years.

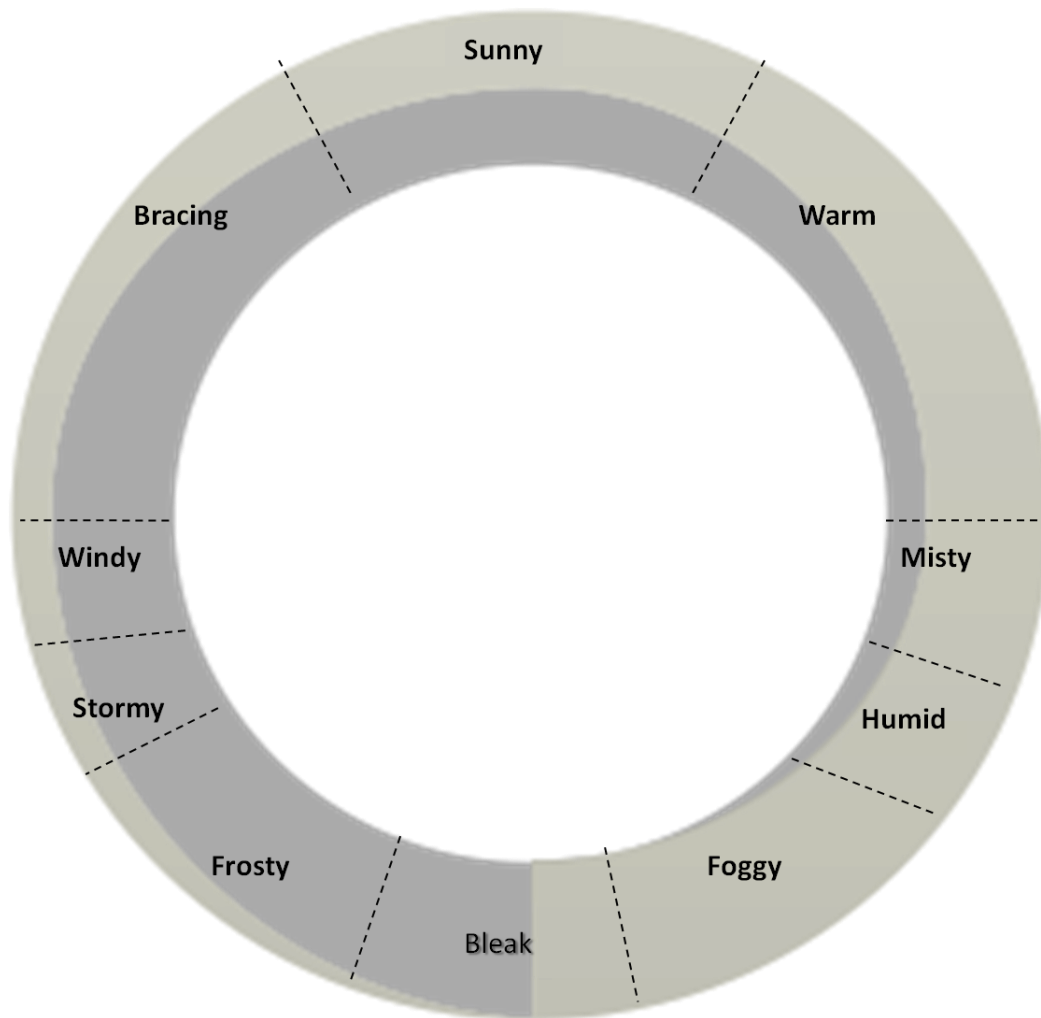
Q Has the class always been like this?

Q If this class has changed, when and how did it change?

Mention hair 'gel', what's it for? How does this class 'gel'? What would help it 'gel' better?

Invite each pupil to complete the **How Our Class Gets On Together** activity paper. Arrange for pupils to complete, then discuss their responses, question by question. Alternatively the class could complete the questionnaire as a collective (perhaps with voting)

Class Climates



Classroom Climate

1 Describe in one word what the learners and teacher would be like in each climate?
Record on the climate chart

2 Which climate best describes this class?

Good day

Bad day

3 How would a visitor know?

4 Who creates the climate in this classroom?

5 What do you do to make the classroom sunny?

6 What does the teacher do to make the classroom sunny?

How Our Class Gets On Together CLASS

Please circle 'Yes, No or Sometimes' for the statements below

1	We all like each other	yes no sometimes
2	It's hard to stay focused	yes no sometimes
3	Our class is good at sorting out arguments	yes no sometimes
4	We can say what we think	yes no sometimes
5	This class knows when to be serious and when to play around	yes no sometimes
6	Our class is full of gangs who only talk to each other	yes no sometimes
7	We put each other off in class	yes no sometimes
8	We look out for each other	yes no sometimes
9	Pupils stretch each other in a good way	yes no sometimes
10	Pupils fight and argue	yes no sometimes
11	People spread rumours	yes no sometimes
12	We encourage one another	yes no sometimes
13	There are a lot of <i>put downs</i>	yes no sometimes
14	People are frightened to answer in case they get laughed at	yes no sometimes
15	There is a positive feeling in the class	yes no sometimes
16	The class laughs a lot	yes no sometimes
17	This class gets on with the work	yes no sometimes
18	This class forgives people who mess up	yes no sometimes
19	People find it hard to talk to the whole class	yes no sometimes
20	We trust each other	yes no sometimes