

CHANGE FACTORY

SAFE IN CLASS

tools for teachers



For you who are adults at school

You can be one of the adults who meet us children the most. You are a super important person to us. You can make a big difference in our lives. What title or length of education you have is not the most important thing to us. The most important thing is that you feel like a safe and good adult. You can mean more than you think!

We know you have at least one important reason why you chose to work with children. Maybe you wanted to make sure the school is safe. Perhaps you wanted to show children love and warmth. Perhaps you wanted us to have educational, exciting days. We hope you can still feel this reason.

We believe that the tools can help those who work in schools to meet us with security and warmth. No one should be afraid or dread anything. When we are safe at school, more people thrive and there is better space for learning. The school becomes more useful for many more people. It's nice, because all children have to go to school most days of the year. We cannot choose. Therefore, the school must feel safe.

We hope that you will absorb the knowledge from many children about what it takes to make the school feel safe.

Warm greetings from School Pros



Safety decides everything

- a main answer from qualitative surveys

Since 2014, Changefactory has systematically collected experiences and advice from children in school. In total, over 6200 children, aged 6-18 and from all over the country, have participated in surveys. Children have shared experiences about what is good at school and what they think can be improved. The themes have been learning, well-being and how the adults at the school must be, for the school to feel safe and useful for children.

The experiences and advice from children around the country have been summarised. Answers that are repeated by many children are presented as knowledge directly from children. This knowledge is presented to national authorities, professionals and students in higher education. One piece of advice that repeats itself in all the qualitative surveys is that the school must feel safe for all children who go there. When the school does not feel safe enough, it hinders both learning and well-being.

Many teachers know a lot about what it takes to make the class feel safe for children. Children talk about teachers who collaborate with them, and are curious about the answers children have. They talk about teachers who are good at listening to understand, even when children are angry, upset or sad. They also talk about teachers who meet them with a lot of human warmth. Some manage to stop bad situations in ways that feel safe for children.

Although many teachers do a lot of good, there are far too many children around Norway who do not feel safe enough at school. That is why schools all over Norway should have an even greater focus on making schools feel safe. Safety determines both learning and well-being. With this starting point, the tool booklet SAFE IN CLASS was created.

About the tool booklet

Welcome to the tool booklet SAFE IN CLASS. The tools are for grade 1-10, but must be adjusted according to age. The tools are designed to contribute to a safe and good learning environment. The starting point for the tools is knowledge directly from children in Norway. Building on this knowledge, children were invited to sessions, to suggest how the knowledge could be put to use in concrete tools. The tools are also based on children's procedural rights according to the UN Convention on the Rights of the Child. Dialogues between children and professionals have contributed to the development of the tool booklet. THANK YOU to all children and adults who have contributed.

The tools have clear goals, equipment lists and estimated completion time. Hours means school hours. The tools can be used in every classroom, in every school, every day. Using the tools must feel safe for professionals in the school. They should know that the tools are built on knowledge directly from children, about what the adults at school can do, so that as many children as possible experience learning and well-being. Children's views and children's rights are presented, which form the foundation for the tools in the booklet.

The knowledge directly from children provides more clear advice. If the school is to feel safe for children, human warmth from the adults is fundamental. It is also fundamental to feel safe among other children at school. Children need to know that they are being collaborated with by the teacher, in a good way, and that their opinions are important. They must also be confident that the adults at school are able to stop bad situations in ways that feel safe. Knowledge directly from children shows resoundingly that feeling safe leads to better learning and increased well-being.

The tool booklet is divided into: 1 The foundation, 2 Safety, 3 Warmth and feelings, 4 Collaboration, 5 Stopping safely, 6 To the school administration

1

THE FOUNDATION

for the tools



View of children

It is important that adults understand and store in their hearts that:
Children have a lot of knowledge about the school and the systems they are in

Children are worth just as much as adults

Children need to be believed in, taken seriously and they need love

Children must be understood behind behaviour, expressions of hurting and diagnoses

Children do the best they can based on how they feel inside

Summarised experiences from Changefactory's qualitative surveys show that how the teacher interacts with children can make a big difference to how the school feels. The teacher is crucial for safety in the classroom, by setting the framework for how the room can and should be. The teacher can be strict. But in order to be strict, children must first be sure that the teacher is kind and cares about them. Without it, strictness can be very scary and it can leave marks in children. When children know that the teacher can stop bad things that happen, in safe ways, without making a fool of anyone, the classroom becomes safer.

Children can quickly notice what kind of views the adults have of children. The schools must work on how adults talk to children, and about children. This applies in the classroom, at meetings, in the staff room, at lunch and to parents. Adults who are aware of and carry this view of children in a way that makes children feel it, are experienced more quickly as safe adults for children at school. Children want adults to meet them as people, with strengths and weaknesses. If adults put labels on children, it can do a lot of damage. Children want adults to react with emotion and being able to express that they care about them. Children want adults to explain in ways children understand. All this makes it easier for children to trust adults.

Children's rights

In recent years, Changefactory has systematically collected knowledge directly from children in school. The recurring advice has been clear. For the school to be a nice place to go to, it must feel safe for children. To feel safe, children need to know what is going to happen and why it is going to happen. They must also be able to talk to an adult they trust and they feel safe with. Adults must make agreements with children before they tell other adults anything that children have told them. Children must also be included in the process when decisions are to be made in their lives. Children must be collaborated with. While this is the main advice from children all over Norway, these are also rights children have, in accordance with the UN Convention on the Rights of the Child.

Children have procedural rights

The UN Convention on the Rights of the Child can be called the children's constitution. It is the highest law for children. The Norwegian special laws for schools must be understood in light of the Convention on the Rights of the Child. The Convention on the Rights of the Child gives children some procedural rights. These are rights that describe how children should be met, in all actions and decisions that concern them, so that adults can assess what is in the best interests of the child. The procedural rights are:

- Children's right to receive information
- Children's right to privacy
- Children's right to speak freely
- Children's best interests are a fundamental consideration

The procedural rights have not clearly enough become part of the special laws in Norway. A strong desire from children is therefore for all laws and guidelines for children to be changed and include the procedural rights. In order to assess what is in the best interests of children, the other three rights must be followed. The schools should immediately adopt these rights in all work with children and in all decisions the school makes. The four rights are briefly presented here.

The child's right to information

- Implicitly follows UNCRC art. 12 cf. general comment no. 12 sections 16, 25 and 41

General comment on the child's right to be heard paragraph 16: (...) States parties have to ensure that the child receives all necessary information and advice to make a decision in favour of her or his best interests.

According to the Convention on the Rights of the Child, children have the right to receive sufficient, honest and useful information. The information must be provided in a considerate manner, and it must be understandable and sufficient. Younger children must receive the same information as older children. The way in which the information is given must be adapted to the child. Whoever provides the information must, as far as possible, ensure that the child has understood the content and meaning of the information.

Children ask that adults at school give enough information about what is going to happen and why it is going to happen. Many children can go a long time without, for example, knowing why they learn what they learn, why they have to do homework, why absences are recorded or why various meetings are held where pupils are discussed.

When children don't understand why, it can make decisions or actions feel unsafe or strict. What happens may make little sense to the child. If the adults explain why, it becomes easier for children to understand, even when children disagree with the adults.

In order for a child to have the opportunity to freely express their opinion, the child must know what will happen, which choices and any decisions must be made and the consequences of these.

The child's right to speak freely

- UNCRC art. 12 and Norwegian Constitution, Section 104

Article 12, Children's right to express their views freely

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

According to the Convention on the Rights of the Child, children have the right to speak freely. In order for children's thoughts and wishes to come out, it must be safe enough to share honestly. The adults must make arrangements for the child to be able to share and show the child that they want to hear the child's answers. At school, the adults must know how children are feeling, what is important for children to feel good, what children think they need in teaching or in assessment situations - and what is needed for the school to feel safe.

For a child to be able to speak freely, the child must have received enough and useful information. The child must know that the adult will make an agreement with the child before something is to be shared with to parents, professionals or other adults. The child must be able to talk to an adult the child trusts, in a place that feels safe. Adults with whom the child is unsafe cannot be in the room. The child must not be influenced, pressured or persuaded.

The right to speak freely is not linked to the consent of parents or others. If a child does bad or mean things, has experienced bad things or feels hurt inside, it is crucial that the child is allowed to speak freely. It is always the responsibility of the adults at school to make arrangements for children to speak freely in these situations as well. For many children, it is crucial to be able to talk alone.

The child's right to privacy

- UNCRC art. 16, Norwegian Constitution, Section 102 and ECHR art. 8

Article 16, The child's right to privacy

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

According to the Convention on the Rights of the Child, children have the right to privacy. Children say that they can often notice if something they have told an adult is shared with other adults, without them having had a say in whether they think it is okay. Sharing children's information without children knowing can make them feel unsafe and can make them lose trust.

In many situations, the parents' rights are assessed without considering the children's right to privacy at the same time. A strong focus on collaboration between different services has meant that information from children has been passed on, without children's right to privacy being sufficiently secured.

Children ask all adults to remember that they cannot know how it will be for children, when something is passed on to parents or other professionals, without the child first being told. Parents may become anxious, scared, sad or angry.

All adults in school must know that children have a right to privacy and that all children have the right to express themselves before information is shared. In the same way as for adults, safety related to the processing of sensitive information is essential for trust. Without trust, children will not be able to express themselves freely. As an adult, you must always talk to the child about what kind of information you want to share and to whom. You have to check if the child thinks it's okay. If the child does not want this, you must always have a clear legal basis if this is to be done.

The best interests of the child, a primary consideration

- UNCRC art. 3 and Norwegian Constitution section 104

Article 3, Best interests of the child

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

According to the Convention on the Rights of the Child, children have the right to have their best interests considered, based on the fact that the child has been allowed to speak freely. In order for the child's best interests to be secured, it must be done in a way that ensures that children can freely express their feelings and opinions. To ensure children's right to speak freely, two other important rights must be safeguarded: the child must receive sufficient and adapted information, and the child's right to privacy must be safeguarded. When the child has been allowed to speak freely, has been given information and the right to privacy has been secured, an assessment of the best interests of the child can be made.

At school, a lot of work is done with children. Many decisions are also made about children. Much of this is done without anyone having ensured that children are heard. This can have a major impact on children. If children had been allowed to speak freely, and the adults had collaborated with children on decisions to be made, the measures would often have been different. From now on, adults in schools must ensure that children are heard in ways that feel safe and ensure that children's voices, as far as possible, are important in all assessments made about children.

2

tools for
SAFETY



Tools for Safety

Knowledge directly from children shows that feeling safe leads to better learning. When we children do not feel safe, it is difficult to gather our thoughts. Hurtful things can get stuck inside us and grow even bigger. It's therefore important that you adults spend enough time making school a safe place for us to be. This applies in the classroom, the corridors and the school yard. If we feel safe enough, it will be easier to follow what you teach us. We cannot choose whether we want to be at school. Therefore, we ask you to take creating safety seriously.

In this section, we give you tools based on knowledge directly from children, which you can use to build relations and feelings of safety in the class. These tools should help us get to know each other better and make us feel safe. It's the best way to make room in your head for learning.

Speed-friending

Introduction: This tool can be used at the start of the school year. But it's also nice to use it regularly during the school year. It can get conversations started and make it easier for us to go up to someone and talk to them, for example during breaks.

Goal: The pupils get to know each other better

Equipment: Timer

Time: ½ - 1 hour

Implementation:

- This can be done in a classroom, in a sports hall or outside
- Make two rings with the pupils, one ring inside the other. The pupils in the two rings have their faces turned towards each other. They can sit on the floor, on chairs or they can stand
- Two and two pupils talk to each other. The adult asks a question out loud in the room. The two pupils are given a few minutes to talk together, and the time must be divided evenly between the two. The teacher can say when half the time has passed
- The teacher gives notice when the time is up and the pupils in the inner ring must move one notch to the right
- The teacher asks another question. They get two or three minutes to talk together
- It continues until everyone has spoken to everyone or until the time allotted for the activity is over

Pupils' suggestions for questions that can be asked:

- What would a perfect day look like for you?
- Tell about a good memory
- If you could choose any job in the world, what would it be?
- If you were an animal, which animal would you be?
- What is one thing you would like to do in your lifetime?
- Who do you look up to and why?
- What is your favourite subject at school and why?
- What is one thing people don't know about you?
- Which season do you like best and why?
- If you could travel anywhere in the world, where would you travel?
- Do you believe in ghosts? Why or why not?

Pupils of the week

Introduction: Many schools have an arrangement with 'pupils of the week' - where, for example, we are responsible for the garbage or fetching drinks. This tool can be used in this arrangement, so that in addition to practical tasks, we can have the opportunity to tell, and show, the class a little more about ourselves.

Goal: Get to know the personalities of the different pupils in the class better

Equipment: Varies

Time: 1/2 - 1 hour (10-15 minutes each)

Implementation:

- Choose two or three pupils to be the 'pupils of the week'. It can also be done with one pupil, but for some it can feel too unsafe
- New pupils are chosen at the start of each week
- The pupils of the week can, together with the teacher, agree which of the suggestions they want to make or present, and how they want to do it
- The teacher can ask the pupils if they want to stand in front of the whole class, or in front of smaller groups sitting around the classroom
- The teacher can also say that if one of the pupils thinks it's a bit scary, the teacher can stand next to them or talk a little with them
- If a pupil does not want to do something, the teacher should take the time to talk to the pupil and encourage the pupil and try to come up with something together. The teacher must talk with the pupil and really try to understand why the pupil doesn't want to. What can make it safer for the pupil?

Pupils' suggestions for how to present:

- The pupils present themselves to the class in a way they choose, for example by talking, showing pictures, creating a powerpoint, poster or film
- The pupils present a news item from the newspaper that they think is interesting and explain why
- The pupils choose an activity they like which the whole class will do together
- The pupils bring an item from home, for example a toy, a skipping rope, a book or a poster, and tell the others why they chose to bring this particular item. If the pupil wishes, the item can be passed around so that the others can take a closer look
- The pupils teach something to the class (for example whistling, drawing, knitting, something about cars, something with balls, magic, something about a deck of cards, folding a paper fortune teller, etc.)

Break assignment

Introduction: Many of us dread breaks. Maybe we don't have anyone to play with, or we are bothered by others. We feel safer if you go out with us, start games or walk around and make sure we aren't hurting. If you give us assignments that we have to solve during the break together with another pupil in the class, this can make things safer for us, and at the same time help us make friends.

Goal: Breaks feel safe for everyone, and it becomes easier to make friends

Equipment: Varies

Time: 1 break, for example once a week

Implementation:

- Before the break, the teacher puts pupils together in pairs. The teacher has decided in advance who will be in the group together. You may want to make new pairs every week
- Each of the groups gets its own break assignment. Pupils are welcome to help decide what an assignment can be. The assignments could, for example, be to find out three things they have in common, or two things the other pupil dreams about
- When the class returns to class after the break, they can tell briefly how they solved the assignment
- Eventually, the class can decide together whether they want other types of break assignments. This could be, for example, teaching one thing they are good at, or together preparing questions for a rebus that the class will work through

Knowing each other across classes

Introduction: It can be nice to get to know each other across classes. After all, we see the pupils from the other classes in the hallways and during break, and it feels much safer to know who they are. Maybe we can even make new friends.

Goal: The pupils get to know each other across classes and gain greater unity by finding things they have in common

Equipment: Varies

Time: 20- 30 minutes

Implementation:

- The teacher divides the pupils into small groups of two to four pupils, across classes
- The pupils are assigned to find one thing they have in common. It could be something they like to do, or something about them as a person
- The groups must then find a symbol of what they have in common
- The groups must find out how this object can be a symbol for the group and what they have in common
- The teacher gathers all the groups
- Each of the groups must one by one tell who they are and why they have chosen that particular thing as a symbol of themselves
- It is good if the activity happens once a month. Change groups every month so that everyone can get to know everyone

Different Day

Introduction: Social activities at school are important to many of us. Then it's nice to have a few days that focus on taking care of each other and creating good memories.

Goal: The pupils do something fun and different together across classes and levels

Equipment: Varies

Time: ½ - 1 school day

Implementation:

Before Different Day

- Decide whether it will be the whole school, a grade or a class that has a Different Day
- It is not wise to have competition between the classes. There may be a focus on being the best class and winning over the others, rather than working together and getting to know each other across classes
- The adults at the school can make a list of activities or ask the pupils to come up with wishes
- If the adults make a list of activities, the pupils can mark the activities they want
- The teacher must be responsible for putting together safe groups for the Different Day

On Different Day

- The pupils are divided into the predetermined groups at the start of the day. The teacher sets aside some time for the groups to get to know each other and learn names, for example through get-to-know-you games
- When the groups have become a little familiar, they are sent to the first activity or task. The tasks for the Different Day are created based on the pupils' wishes
- The school can use the day to collect valuable advice and tips on how something at the school can be improved. For example, it could be to collect advice on what makes the school safe
- It's good if some of the activities are outside the school. For example in the forest, in the park or on the beach
- During breaks teachers can play music, and at the end of the day the school can end with a joint dance. It can also be nice to have something nice to eat or drink

Welcome!

Introduction: The first day of school can be scary for everyone, but it feels extra unsafe if you're brand new. Being introduced to another pupil or being shown around the school building and outdoor areas can create a little more security for us. A teacher who plans well before a new pupil starts at school can help make the transition much safer.

Goal: The new pupil feels safer by getting to know others at the school, the school building and the outdoor areas

Equipment: -

Time: 1 hour

Implementation:

Before someone agrees to give a tour of the school

Before the new pupil arrives, the teacher talks to the class and asks if any of the pupils would like to give a tour of the school. Explain that it is important that the new pupil feels welcome, and say something about how it can feel to be completely new somewhere. Maybe some other pupils have been completely new somewhere and can contribute? If someone does not want to say out loud in class that they want to, they can tell the teacher after class

When one pupil volunteers

Talk to the pupil properly to see that they understand the importance of the responsibility and really want to do it. Talk about what can be shown, such as the classrooms, the schoolyard, who the different adults are and perhaps the good hiding places. Also suggest that the pupil can take the new pupil out during break and introduce them to more pupils

When several pupils volunteer

Say that you think it's great that more people want to, but that there will only be one pupil this time, so that the new pupil doesn't feel left out. You can then make a list with the names of everyone who signs up, so that the others are allowed next time

If no pupils volunteer

No pupil should be pressured to do this, but you can tell the pupils that you think they can do it. If no pupils want to, a solution could be for you to ask if someone wants to do it with you. But no pupil should be pressured to show the new pupil around



Get to know each other-talk

Introduction: What creates safety and how safety is experienced varies from person to person. It is therefore important that the teacher spends time getting to know each one of us, preferably at the start of the school year. This is done by talking to us about what is needed for us to feel safe in class.

Goal: The teacher gets to know each pupil and the learning environment becomes safer

Equipment: Stationery

Time: 20-30 minutes

Implementation:

- At the beginning of the conversation, it might be nice if the teacher asks if there is anything that can make the conversation safer for the pupil, so that it can be a nice and honest conversation
- If the pupil has no suggestions, it's a good idea if the teacher starts talking a little about themselves. It may be from their life outside of school, or perhaps why they have chosen to become a teacher. Please have a few different topics of conversation ready in advance. It can feel safe when the teacher opens up. Then it'll also be easier for the pupil to talk about themselves
- The teacher must reassure the pupil that the teacher will not share information with parents, other caregivers or other adults if it's not absolutely necessary. In that case, the teacher must always make an agreement with the pupil what is to be said, how it's to be said and to whom it is to be said. The teacher does not share anything behind the pupil's back
- It's good if the teacher and the pupil agree on what they can do if something feels unsafe, whether at school or at home, and together make a plan for what can be done. Write the plan down together. Be sure it is written down correctly
- If the teacher needs to collaborate with someone outside the school in order for the pupil to get better, the teacher must thoroughly explain why they believe that it needs to be said further. The teacher must then hear what the pupil thinks. The teacher and the pupil must decide together what needs to be done

Pupils' suggestions for conversation topics:

- Activities and interests outside school (for the pupil and the teacher)
- Friends and family
- How the pupil experiences the school
- How the teacher can make things better for the pupil at school
- How the pupil feels at home
- Whether the teacher can help with anything, outside of school
- Whether the teacher can help with something, at school
- The pupil's expectations of the teacher, themselves and others in the class
- The teacher's expectations of themselves in the relation with the pupil

Get to know each other better-talk

Introduction: Regular conversations with you give us safety. Safety determines whether we're able to learn and develop. Teachers who want to get to know us, and who dare to be open and honest about themselves, create trust. It feels safe to tell how we feel to a teacher who knows and understands us. When teachers and pupils get to know each other better, it can lead to less unrest or conflict in the class.

Goal: The teacher continues to get to know the pupils and the school becomes even safer for both pupils and teachers

Equipment: -

Time: 5 -10 minutes per pupil

Implementation:

- The teacher explains to the class that they are having these talks to get to know each other even better, and for the school to be a safe place for all the pupils
- The teacher sets aside fixed time for talking as often as possible, so that the pupils have regular one-to-one talks
- Everyone in the class helps suggest topics for the talks
- The suggestions are written down on post-its and placed in a box or similar
- The teacher regularly draws a topic from the box and talks to each pupil about that topic

Back at school talk

Introduction: When we've been absent from school for more than four days or are absent regularly, it's nice to talk when we get back. It can feel good and important that an adult at school asks how we've been, and if there is anything we need, to make it easier to return. If you're worried that we're not doing so well at home, these talks can be a good opportunity to ask about this.

Goal: It feels safe to return to school, and an adult at the school gets to know how the pupil has been during the period they've been away

Equipment: -

Time: 10 minutes

Implementation:

- An adult the pupil feels safe with, makes an agreement with them on when the right time for a "back at school" talk would be. It should preferably be done during the first day the pupil is back
- The adult asks the pupil how they have been and asks in-depth questions to understand better
- The adult asks how the pupil feels about returning to school, and whether there is anything that can be done to make it safer for the pupil to return
- If the adult thinks that more adults should be involved, the teacher and the pupil must make an agreement to whom, when and how something should be shared

Listening focus

Introduction: It can be scary to speak out loud in class. Pupils may be afraid that someone will whisper, laugh or look away. It is therefore important that we can practise being good at listening to each other.

Goal: It feels safe for everyone to speak out loud in class

Equipment: -

Time: 20 minutes

Implementation:

- Ask everyone in the class to think about what is important to them in order to feel safe speaking out loud in class
- The teacher says what they need to feel safe speaking in front of the class, and why it feels safe or unsafe. When the teacher shares first, it can feel less scary for the pupils to share
- Give everyone in the class the opportunity to say what is important for them to feel safe when speaking in front of the class
- When everyone who wants to has said something, the class talks together about what has come up
- Going forward, the class can practise extra on being good listeners when the teacher or the other pupils speak out loud during class
- Listening focus should be conducted before pupils in the class are to present something. The teacher can then ask the pupils who will present in front of the class what they need from those who will be listening

Safe presentation

Introduction: It can feel scary to give presentations in front of the class. There are many ways to present, and it's important that the teacher finds a solution together with each of us as to how it's best to present. It can make it more fun to be in the audience if the presentations are a little different. Then it can make it easier to listen well. We need to practise presenting safely and being a good audience. The pupils' wishes for how to present should ideally be used every time the pupils give presentations.

Goal: Everyone in the class should be able to present in safe ways

Equipment: Varies

Time: 10-20 minutes

Implementation:

- The pupils write down whether they want to present **in front of the whole class, alone in front of the teacher, in front of the teacher and a pupil they feel safe with, or in front of a smaller group**
- Pupils write down 1-3 presentation methods they prefer. Feel free to show the pupils the suggestions in this tool
- The teacher divides the pupils into groups based on how they want to present and which presentation method they prefer, so that they can practise with someone they feel safe with

Pupils' suggestions for different ways of presenting:

- **Make a video:** Pupils can make a video, for example a talk show, documentary, feature film, etc
- **Powerpoint:** The pupils can create a powerpoint with images, sound and video, and tell the other pupils about what is written/shown in it
- **Podcast:** The pupils can record their presentation on their mobile phone, or do it as a podcast episode, interview each other in characters, etc.
- **Talking from a script:** The pupils can write a script for themselves and bring it either on paper, or a tablet if they prefer, and read it out to the class
- **Poster:** The pupils can make a poster with pictures, drawings and text and point and explain to the class what the various things are and why they have chosen to include them
- **Mini-performance:** The pupils can create a small performance, where they can use, for example, props and music

tools for
WARMTH &
FEELINGS
3



Tools for Warmth og feelings

Knowledge directly from children says that children need adults in school who are warm and can show feelings. Showing warmth is about doing the little things in everyday life that make us feel that the adults care about us. It can be greeting each pupil at the door in the morning, giving a hug, saying warm words, giving a smile or having warm eyes that look at us kindly when we are sitting in the classroom.

It's important that you know that even though we may at first reject your attempts to show warmth, you must not give up. We may think that someone showing us warmth is unusual and strange. Maybe we haven't had as much of it in the past. Some of us may not get enough love at home. We can experience a lot of yelling, rejection and "coldness". When you offer a hug and we don't want it then and there, give us time and ask again. When adults at school show warmth and love, we may eventually be able to accept it. It can make us love ourselves and others more.

For most of us, it's important to be able to talk openly about our feelings in class. It can be very painful if we have to carry all our feelings alone inside. If we get to talk about what we're feeling, it can clear space in the head for learning. When we get to hear what others in the class feel, it can become easier for us to understand one another and have more patience with each other.

In this section, we give you tools based on knowledge directly from children, which you can use to work on showing warmth and talking openly about feelings in class.

Start & End of the week

Introduction: For many of us, it's difficult to return to school after the weekend, or difficult to know that it'll soon be the weekend. Then it can help that the week starts and ends with a pleasant activity. This can be a very useful use of time in terms of learning.

Goal: The pupils get a warm and good start - and end of the week

Equipment: Varies

Time: ½ -1 hour

Implementation:

- Set aside a small part of the first class on Monday and the last class on Friday for something nice for everyone, to start and end the week in a good way. It's best if the teacher and pupils talk together about what this could be
- Small groups of pupils can take turns together with the teacher to be responsible for deciding the activity
- The pupils must also be involved in giving feedback, to be sure the activities work for them

Pupils' suggestions for activities at the beginning and end of the week:

- **Outdoor activity:** It can be nice to start or end the week with a game or activity outside
- **Film clip:** A good start or end to the week can be a small film clip for inspiration
- **Song of the week:** Deciding what the song of the week can be, can be shared between the pupils, and it's played at the beginning and end of the week
- **Word of the week:** At the start of the week, pupils write down something they are looking forward to at school the coming week. At the end of the week, they write down a nice thing that happened at school during the week
- **Love for the whole class:** It creates unity for the class and makes it safe, when teachers show that they love their class. The teacher may have prepared a video clip or a song to be played for the class at the end of the day or week. The teacher can briefly explain why he or she chose this particular excerpt or song. For example, there may be something in the song or the film that made the teacher think about the class or something else important. Afterwards, the teacher can say to the class that they are good, nice people, and say have a good week or a good weekend to each pupil.

Feeling of the week

Introduction: We need to learn about and develop the various feelings we feel inside. This makes it easier to talk to each other about difficult things. It may also become easier to resolve conflicts. You must talk to us and be curious about our various feelings, together with us. Perhaps you can come up with examples of when you yourself feel these feelings? Then it can be safer for us to share afterwards.

Goal: Pupils get to know different feelings and understand each other better

Equipment: Post-its, box/jar

Time: 1 hour

Implementation:

- The class has a jar or box with notes on which different feelings are written. The teacher can create it or do it in collaboration with the pupils
- Regularly during a period of time, the teacher draws a note with an feeling from the jar
- The teacher creates a question related to this feeling. Each pupil must get the opportunity to say something about this
- In order for it to be safe to share, and to share honestly, the adult must take responsibility for stopping safely if there is restlessness, comments, giggling or laughter. (See also the tool booklet and the training videos "the class LIFE SKILLS" for tips)
- It may feel safer if the teacher starts with an example from themselves

Pupils' suggestions for questions:

- What makes you sad?
- What do you think of when you hear the word envious?
- What makes you feel happy?
- What do you actually feel inside when you feel angry?
- How do you look on the outside when you feel sad?
- What can help you when you feel scared?
- What can others do to help you when you feel angry?

Stuffed animal talk

Introduction: This tool is best suited for the youngest at school. Some of us may find it a bit difficult to talk about feelings. Then this is a good tool. It can feel safe if we get to bring our own stuffed animal, but if some of us don't have one, it's nice if you have some extra ones at school. Alternatively, the class can have its own class teddy bear that you can use to start the conversation.

Goal: Pupils practise what they can say to people who are sad, angry or having a hard time

Equipment: Stuffed animals, buns, fruit or something else good

Time: 1 hour

Implementation:

- The teacher determines groups of two to four pupils. In the groups, the stuffed animals can talk to each other about how old they are, what their name is and what their favourite colour is, so that it feels a bit safe
- Each group is then given a topic. Several groups can have the same theme
- All groups get time to practise their role-play
- When they have had some practise, everyone meets in a ring
- It might be nice to talk a little first about how the ring should be so that it will be nice and safe for the stuffed animals (pupils) to role-play. For example, the teacher can say that everyone has to be helpful and watch with warm eyes so that the stuffed animals (pupils) don't think it's scary
- The groups perform the role-plays. Tell the pupils that it doesn't matter if it doesn't turn out exactly as they planned. It's allowed to come up with new things along the way
- The other pupils can ask questions after each role-play, and the teacher arranges in such a way that it will be nice to ask and answer questions
- When all the groups have presented their role-play, you can make a premiere party for the stuffed animals

Pupils' suggestions for settings for role-plays:

- One of the stuffed animals is sad and wants to be comforted by the other one
- One of the stuffed animals has a birthday and invites someone who is not used to being invited to things
- One of the stuffed animals has no friends and wants to make friends
- The stuffed animals argue, but want to be friends again
- One stuffed animal has done something bad to another (pupils can decide on what)

Honest-talk

Introduction: For the slightly older pupils, another variant of Stuffed animal talk can be an Honest-talk. This tool has the same goal, but gives opportunity to go even deeper into thoughts and feelings that can be nice to talk about. Many pupils may not talk about feelings at home, so it can be extra nice to practise this together with those in the class.

Goal: Pupils practise talking about thoughts and feelings with each other in a calm and warm way

Equipment: A small ball or bean bag

Time: 1 hour

Implementation:

- The pupils sit in a ring
- They agree between two and four topics they can talk about
- This could be, for example, "something I'm afraid of", "something that makes me happy", "something that makes me worried", "something that makes me curious" or "something that makes me sad"
- It's important that the teacher talks to the pupils about how it's okay to say "pass", and that there can be many different reasons why someone doesn't want to answer a question
- The teacher has a bean bag or a ball in their hand, and starts by saying something, before passing the ball on to the next person in the ring. When the ball has gone around, the teacher asks another question, answers it, and passes the ball on to the next person in the ring
- If a pupil does not feel like saying anything, they can say "pass" and pass on the bean bag or the ball. The teacher can ask if the pupil can be asked again at the end of the round

Stand up if...

Introduction: It's important to be able to talk about feelings with those we go to class with. It can create community, and it can lighten an otherwise heavy atmosphere in the class. It can also be nice to get some energy and thoughts out before we start a work task, so that we feel a little calmer and safer.

Goal: The pupils feel less alone by seeing that others in the class experience the same feelings

Equipment: -

Time: 10-15 minutes

Implementation::

The pupils can start the sentences with: if you like/ if you enjoy/ if you want. These are things that do not appear on the outside. It's not allowed to say external characteristics such as "If you wear white trousers, have dark hair" etc. This tool can also be used to work with the Feeling of the week. The statements that are read out must then be about the feeling the pupils will learn about that week

Here we explain three different ways to carry it out, followed by suggestions for statements

Stand up if...

- The pupils sit on chairs, either at their desks, or in a circle
- The pupils stand up if they can relate to the claim that the teacher is making

Change seats if...

- All the pupils except one sit on chairs in a large circle facing inwards. There must be one chair too few relative to the number of pupils
- A pupil stands in the middle and says a statement, and those who relate it must stand up and switch places with someone else
- The person in the middle tries as quickly as possible to hijack a chair when people switch places
- It's not allowed to sit on the same chair that you sat on last time
- The person who now is without a chair goes into the middle of the ring and says a new statement

Thumbs up if...

- Pupils sit on chairs, at their desks or in a circle
- Each pupil can in turn come up with one statement. If a pupil does not want to, they can say "pass". Remind the pupils that the statements should be about something the pupils like, have experienced or felt
- The pupils show their thumbs up if they can relate to the statement

Pupils' suggestions for statements:

- You think it's nice when someone says nice things to you
- You have done something brave
- You care about someone
- You have felt left out
- You think it hurts when someone says mean things
- You think it can feel good to get a hug
- You think it's nice when someone smiles at you
- You have been envious of someone

Sharing strength

Introduction: It can be good to practise giving warmth and strength. A smile, a hug or a warm look can give us strength. It can also be nice to practise feeling where the strength is located in our bodies, and how we can spread it throughout the whole body.

Goal: Pupils learn how to give and receive strength

Equipment: -

Time: 5 minutes

Implementation:

- The teacher explains to the pupils that "strength" does not have to be about the physical, but that "strength" can also come from within
- The teacher asks the whole class to stand up and feel where in their body they feel strength today
- When everyone has found out where the strength is, they can turn it up even more, throughout the whole body and all the way into the eyes. Everyone tries to radiate as much strength as they can through their eyes
- When the pupils have had some time to feel, they can turn to another pupil in the class and get ready to share the strength they have inside
- The two decide who will give strength first. It can be with a warm smile, a hug or just warm eyes. When one has given strength, it's the other's turn
- Then everyone turns to a new pupil and does the same. This can continue until there's no more time or it feels like enough
- Finally, everyone can turn to the teacher, so the teacher can also give strength to their class



Warmth message

Introduction: This tool can teach us a lot about humanity and making others happy. It can give us lots of good feelings in the body. Those of us who feel that we aren't able to do much at school, or perhaps get scolded a lot at home and at school, can feel extra warm inside when we get to do something nice for others. It is also nice for you to see even more of our good sides.

Goal: The pupils become more aware and get to practise how they can make others around them happy

Equipment: Sheets of paper, stationery, mobile phone, envelopes

Time: 1-2 hours

Implementation:

- The pupils work together in pairs
- Together, the two of them will create four warm and good messages that will be sent to someone who they think will be happy for them. It could be, for example, a friend, someone in the family, or someone they would like to get to know better
- The messages don't have to be long, but can contain funny, comforting, kind words or a poem
- The messages can be written on a sheet of paper or digitally
- The pupils can choose whether they want to send the messages as a card or as a text message. If they are to be sent as text message, the mobile phone ban must possibly be lifted for a short while
- When all the groups have finished, they can gather and present one or more of their messages and cards to each other
- The teacher can ask questions when the pupils present, which the class can wonder about together

Pupils' suggestions for questions:

- How does it feel inside you to write nice things to others?
- Tell us about a message or card you have been very happy to get
- How does it feel to receive a message or a card?
- What message or card have you been the happiest to receive - ever?

Love in 5 seconds

It doesn't have to take a long time to show love. Here are several ways to show love in five seconds. These can be used by every single teacher, in every single school, every single day. And each of them only takes approx. 5 seconds.

Hi!

Introduction: How we are greeted at the start of the day can have a big impact on how the rest of the day feels. It feels good to be welcomed in a warm way.

Goal: The pupils get a good and warm start to the day

Time: 5 seconds

Implementation:

- Pupils can help decide different ways of greeting each other. It could be getting a hug, a high five or having a little dance together
- The teacher must arrive at the classroom five minutes before the pupils arrive
- The pupils line up in a long line as they arrive
- Just before the first class starts, the teacher opens the door and welcomes the pupils into the classroom one by one
- It is important that all pupils are greeted with a warm smile
- It's nice to use the pupil's name, it makes them feel noticed
- Inside the class, it is nice if the pupils also get some time to greet each other in warm ways. It could be doing this special greeting or giving each other a hug

Something kind for everyone

Introduction: Some of us may have had a bad evening or weekend, or had a slightly rough start to the day. Then it can feel very good to get some kind words from the teacher.

Goal: The pupils feel noticed

Time: 5 seconds

Implementation:

- The teacher says a few kind words when the pupil is entering the classroom, with a warm look and a warm voice
- Try to say something pleasant to each pupil during the day
- Giving kind words can be to remember things, such as that a pupil has got a sibling, has a birthday, has been on a trip, has read a book, or other big and small experiences recently. Many pupils then feel that the teacher has listened properly to what we've said

Welcome back

Introduction: If we have been absent for a while, it can feel a little strange to come back to school. We may have looked forward to, or dreaded coming back. In any case, it's important that the teacher makes us feel welcome back in the class.

Goal: The pupil feels properly welcome after being away from school for a period

Time: 5 seconds

Implementation:

- It's important that the teacher has a good overview of which pupils are absent and when they return to school
- It's good if the teacher thinks about how the pupil can be welcomed back. Perhaps there are some words that can make the pupil particularly happy
- When the pupil returns to class, the teacher must say a few pleasant words to the pupil. It could be, for example, "So nice you're back", or "I've missed you"

A hug

Introduction: A hug can be a great way to show warmth and love. It can feel nice anyway, and extra nice if one of us is a little sad or upset. We don't always feel like hugging, so it's important to always ask us first.

Goal: The pupils can get warmth and love if they want

Time: 5 seconds

Implementation:

- All pupils are regularly asked if they would like a hug
- When the teacher notices that a pupil seems sad or needs a little care, it is extra nice to ask if the pupil wants a hug
- The teacher can ask simply: "Can I give you a hug?"
- If the pupil says no, the teacher can reply: "It's great that you speak up!" or "I understand that you don't want it now. But I hope you'll have a hug another day," with a kind voice
- It's a good idea to ask again after a while. Maybe the pupil wasn't used to, or just didn't want a hug that day

Text message or Social Media

Introduction: It can be nice for adults at school to show warmth and love, also outside of school. It helps us to remember that they care about us and want us to be well. If any of us are having a bit of a hard time, it can be extra nice to get that little reminder.

Goal: The pupils know that adults at school care a lot about them by sending them some love via text message or social media

Time: 5 seconds

Implementation:

- Adults at the school should find out with each pupil how they wish to possibly be contacted when they are not at school and agree on when and how it feels okay to be contacted
- The adult can send some warm words or a funny GIF, especially when they know someone is having a hard time or is absent from class

tools for
COLLABORATION

4



Tools for Collaboration

Most of us would like to contribute. We have important experiences. We also have advice and concrete ideas for how the school can be made safer and more useful. It's sad that so many of us find that we are all too rarely asked for advice on how we can enjoy school more and learn better. Knowledge directly from children shows that many schools struggle to achieve collaboration with children (pupil participation) as a natural part of everyday school life.

After all, we are the ones who know the most about what it's like to be a pupil, and what works and doesn't work for us. The vast majority of us would have found that everyday school life was more useful if we had been asked more about how we experience the school and had been able to give advice to the school.

In this section, we provide you with tools based on knowledge directly from children, which you can use to ensure that the experiences and advice from the pupils are properly heard, and that the pupils are able to help create new solutions so that the school is perceived as useful as possible for the pupils.

Info hunt

Introduction: It's important that we get enough information about what will happen and how things will happen at school. In order for you to know what kind of information you must give us, you must ask us what kind of information we need.

Goal: The pupils get the information they need about the school from teachers and the school administration

Equipment: Stationery, post-its

Time: 45 minutes

Implementation:

- The pupils are given post-its and something to write with
- The teacher asks the pupils to write down three things they lack information on, that apply to the school. It could be anything
- While the pupils are writing, the teacher writes "teacher" and "school administration" on the board
- The teacher collects the notes and anonymously reads them out one by one. The class talks together about whether it's the teacher or management who can best answer each of the questions that have been asked
- The notes are hung under "teacher" or "school administration"
- When the post-its have been sorted, the management is invited into the class to answer the questions the management can answer
- When the management has answered the questions from the pupils, the teacher can answer the questions on the notes under "teacher"

The experts are coming!

Introduction: This tool can bring forward thoughts about how we experience everyday school life and whether or not we learn and enjoy ourselves. We get the opportunity to safely give advice, based on our experiences and feelings.

Goal: The pupils give important feedback and advice about the school, which the adults can follow up and work on

Equipment: Boxes, post-its, pens, sheets of paper

Time: 1 hour

Implementation:

- Teachers, social worker, public health nurse, management or politicians ask pupils questions about something they need the pupils' feedback and advice on
- An adult writes each of the questions to be used on a separate A4 sheet
- Each of the sheets is glued to a separate box. Make holes in each box, so that notes can be put in them
- The boxes are placed on tables that are scattered around the room. Pens and notes are placed on each table
- The pupils write their answers on the post-its. They can write a maximum of two answers (one post-it per answer) to each question
- All pupils get the opportunity to answer all the questions
- The notes are entered on a computer/tablet by an adult who does not know the pupils' handwriting. The answers must not be interpreted or altered
- The answers are summarised in categories. The answers that are repeated the most are the ones to be presented
- The adult tells the pupils which of the answers were repeated the most
- The class presents the results to those who want the pupils' experiences and advice. Images, film or other visual means can be used
- The class can ask those listening to the presentation to tell how they will use the answers from the pupils
- At the end, the class and the adult can talk together about how they experienced the activity

Pupils' suggestions for questions:

- When is it safe in the classroom?
- When is it not safe in the classroom?
- What is good about the breaks?
- What is not so good about the breaks?
- How do you notice that an adult is good or kind?
- When is it unsafe with an adult?
- What is good about the school rules?
- What is not so good about the school rules?
- What would the school rules have been like if you had made them?
- When do you learn a lot at school?
- When do you not learn that much at school?

Good and bad photo

Introduction: This tool will bring out our thoughts and experiences about what is good or safe and what is bad or difficult at school and in class. It's a creative way for us to give you good feedback.

Goal: Reinforce what the pupils experience as good, and change what they experience as less good in the class and at school

Equipment: Camera/mobile phone, projector, tablet, printer, posters, markers

Time: 1,5-3 hours

Implementation:

- The pupils are divided into groups of four (max. five)
- They choose three things that are good and three things that are bad, related to the question that has been chosen
- The pictures are planned by writing or drawing a sketch. The pupils have to be photographers and actors themselves
- The sketches are shown to the adult, before the group can start taking photos
- The pictures taken are shown on a projector, on a tablet OR the pupils print them out and make nice posters with them
- On the posters there are the headlines GOOD and BAD. The pupils create captions for each of the pictures. Speech bubbles and other illustrations can also be used
- The pupils sit in a semicircle. The groups present the results to each other. Each group says something about what is good and what is bad. The other pupils and the adult can ask questions to understand
- Each participant in the group should present at least one of the photos
- The adult takes diligent notes along the way so that the advice can be used further in the work with the classroom environment

Pupils' suggestions for questions:

- What is good and what is bad in the classroom?
- What is good and what is bad in the breaks?
- What makes you learn well and what makes you learn poorly?
- What makes you look forward to going to school and what makes you dread it?

Ideas in the open air

Introduction: In this tool, we can feel important, by coming up with ideas and input on how the learning environment can be improved. In addition, it's a fun and different way to give input. Our thoughts and ideas about how the school and the learning environment can be even better are super useful for the school. It's important that all pupils know that.

Goal: Ensure that pupils' ideas come forth

Equipment: Post-its, pens, clothespins, a plastic bag, 1 sticker for each group

Time: 1,5 hour

Implementation:

- The class chooses one question for all the groups to work on (see suggestions)
- The pupils are divided into groups of four (maximum five)
- Each pupil gets five post-its and must write on at least two
- The notes from everyone in the group are collected in the middle, with the writing down
- Each participant draws a piece of paper and reads what it says. The person who wrote the note can explain if anything is unclear
- When all the notes have been explained, the group chooses the notes they find most important. They vote for three ideas which they put in their bag, and put the group's sticker on the bag
- While the pupils work, the adult hangs a thread, either along a wall or through the classroom
- All the bags are hung on the thread with the clothespins
- One by one the groups present the ideas from their bag
- The rest of the class can ask questions or give constructive feedback on the ideas the groups come up with

Pupils' suggestions for questions:

- What can be done to ensure that more pupils feel comfortable in the class?
- What can be done for more pupils to learn more?
- What activities can be done to create a safe classroom environment?
- How can pupil-teacher conferences be improved?
- What can the teacher do to make it safer in the class?



Wishing Well

Introduction: It's nice to be able to talk about what we like at school and therefore want more of. If we get to talk about this, you can take our ideas further, to make them happen. Then both you and we get a little reminder of the important things about school.

Goal: Bring out what the pupils want more of in everyday school life

Equipment: Post-its, bucket or box, fabric, paint or paper to decorate

Time: 20 minutes

Implementation:

- Pupils can work alone, in pairs or in small groups
- Pupils must answer one question at a time (see suggestions)
- The pupils are given post-its and must write a wish or something important to them on each post-it. They can write on a maximum of three post-its each
- All wishes are placed in the "wishing well"
- The post-its are pulled up one by one and the wishes are read out
- When all the wishes have been read out, they can be sorted on the wall or on posters, which the pupils can decorate together with the teacher and hang up in the classroom or elsewhere in the school for inspiration

Pupils' suggestions for questions:

- What do I want more of in class?
- What do I want more of at school?
- What can the school do for us to learn more?
- What do I want more of from those in my class?
- What can I contribute more to in the class?
- How do I want teachers and pupils to feel at school?
- What should happen more during breaks?

Post-it in a hat

Introduction: It's important to feel that you need and want to hear our feedback. When you ask us what can be done to make the school better, and so that you can make it even better, we feel important.

Goal: The pupils give the teacher quick feedback about everyday school life. The teacher adjusts and develops the learning environment based on this feedback

Equipment: Hat, post-its in three different colours

Time: 10-15 minutes

Implementation:

- The pupils get three post-its in different colours. One colour for good, one for bad and one for giving advice
- The pupils choose whether they want to write their name on the notes
- The teacher says what they want feedback on (see suggestions). The teacher asks the pupils to write what is good, bad and what could be improved
- As the pupils finish writing on the post-its, put the post-its in the hat. When all the pupils' notes are in the hat, they sit in a semicircle
- The teacher sorts the post-its and then reads them out loud. The class talks together about what emerges. If any of the pupils want to tell which post-its they have written, it's important that the teacher thanks them for their advice and for daring to share
- The teacher must be clear about how the results are to be followed up on and used for improvement

Pupils' suggestions for questions:

- How was the trip today?
- How do you think the arrangement in the Norwegian lesson was today?
- How did you like the group work this week?
- What do you think of the pupil-teacher conference we had?
- What do you want from me as a teacher?

Bosses of all bosses

Introduction: It can feel good to have a say in decision-making. Some of us may feel that we are hardly ever allowed to, either at school or at home. Then it might be nice to have a teacher who is confident enough to let us decide. It's also a great way to show each other more of our personality and get to know each other better. In addition, the teacher can learn something about how each of us learns well, prefers to work and what makes us feel safe.

Goal: The pupils decide (some of) the content of a lesson, and get to practise being in focus and leading an activity

Equipment: Varies

Time: 1,5 hour

Implementation:

Here we explain two different ways of doing it

Option 1: Determine something as a contribution to teaching

- Pupils group together in pairs and will be allowed to decide the form and content of a (part of a) lesson. The teacher can provide some frameworks or options on the topic, but should think as broadly as possible
- After the times have been set, for when each pair gets to decide, each pair finds out what the lesson should contain and how it should be conducted
- The teacher provides guidance along the way and approves when the teaching plan is finished. It's nice if the teacher is generous when it comes to approving
- After two pupils have carried out their plan, the class can ask questions and give pleasant feedback. The two who were responsible can tell how they think it went

Option 2: Decide on something fun or enjoyable for the class

- Two pupils can plan something fun or pleasant that will, for example, take place for approx. 15 minutes on Fridays. They write the plan on a post-it
- The notes are placed in a box. On Monday, the teacher decides which two will have the activity so they can prepare
- After something fun or pleasant has been done, others in the class can give pleasant feedback. The pupils who were responsible can also tell themselves how they think it went

My plan

Introduction: Talking with us about how we learn well can lead to quieter and more concentrated lessons. We have many good opinions about how we learn well. We want you to be curious about this. Then we become safer and get more motivation.

Goal: The teacher talks to each of the pupils about what, why and how the pupil wants to learn, and how the teacher can be a good teacher for the pupil

Equipment: Poster, stickers, colours and pens, something to drink or eat

Time: 30 minutes for each talk

Implementation:

- The teacher says that the plan that will now be made is the pupil's plan for how the pupil learns well
- The teacher says that they are very keen to hear the pupil's thoughts about learning, and to make the plan as useful as possible for the pupil
- To get wise answers, it might be nice to talk a little about other things first. For example, the teacher can ask the pupil how school is going and what the pupil does in their spare time
- The pupil and the teacher must together make a plan for what, why and how the pupil wants to learn, and how the teacher can become as good a teacher as possible for the pupil
- If the pupil cannot come up with anything themselves, the teacher can give examples to get the conversation started
- They write down together on a piece of paper, which can be decorated a little
- The teacher and the pupil must agree on where they should keep the plan, and whether the pupil wants a copy
- It's important that the plan is followed up with 10-minute conversations, preferably once a month
- Then talk together about what works and what doesn't work, and whether there is something that the pupil or the teacher needs to do differently so that the pupil can learn in an even better way

Social Media contract

Introduction: The vast majority of us have accounts on social media. Many of us have experienced cyberbullying. It is therefore important that adults talk to us about how we can look after each other and avoid bothering each other online. It's great if you say that you know we're good people, and that you have faith that we can be good on social media too. Through this tool, we can create a "contract" with rules that we have agreed should apply to all of us.

Goal: The pupils agree together on rules for how they want to be with each other on social media

Equipment: Post-its, stationery

Time: 1,5 - 2 hours

Implementation:

- Each pupil gets five post-its and writes on at least three of them
- On each post-it, they write a proposal for a rule for how one should and should not be towards others on social media
- The pupils are divided into groups of four, maximum five
- The pupils explain one note at a time until all the notes have been explained
- All the notes are placed on the table. The group sorts the notes together. Proposals that are similar are placed in the same pile
- The pupils vote on which piles they think are most important. Each pupil can put a total of four dots, and a maximum of two dots on the same pile
- The five piles that received the most votes from each of the groups are placed together on a table
- Stacks that are similar are placed on top of each other. The pupils vote again, everyone participates. Each pupil can again put four dots
- The 6-8 proposals that get the most points are written on a poster that can hang in the classroom, with the title "Social Media contract"

Planning line

Introduction: This tool can build on, for example, "Good and bad", "Ideas in the open air" or "Wishing well". It's a great way to get us to propose change, to help make the change. We get to practise planning, sorting information and handing out tasks. Maybe this will lead to a better relationship with you. We notice that you listen to us and want to do something with our ideas.

Goal: Create a plan for how a proposal or an idea can be realised, and who will do what to realise it

Equipment: Cardboard roll, post-it notes, markers

Time: 2 hours

Implementation:

- The ideas to be worked on are presented
- The pupils write on a piece of paper which idea they want to work on. Those who want to work with the same idea end up in the same group
- Each group is given an piece from the cardboard roll, post-it notes and markers
- The pupils create a planning line where they mark what needs to be done to implement an idea they have. They must agree on the time span on the line. Then they have to write the various actions on post-it notes
- The notes are placed on the line. Above the line they write WHAT and below they write WHO IS RESPONSIBLE. Two different colours can be used for what they themselves have to do and what others have to do
- Each group shows the planning line they have made to the class and explains how they have thought. The other pupils and the teacher can ask questions and make suggestions to improve the plan
- Then the execution of the plan starts

5

tools for

STOPPING SAFELY



Tools for Stopping safely

When bad feelings sit inside the body, it can come out in different ways. It can come out as hurtful actions or words towards others, but also affect oneself. None of us really want to do bad things, and everyone wants it to be stopped. But it must be stopped safely. Then it's a good idea to have different tools. It can be good to know that there are many ways to get into and talk about the bad feelings pupils have after something bad has happened.

If you focus on removing our behaviour when we do bad things to ourselves or others, it can feel like you are not focusing on what's important. When something bad happens, it means that something hurts inside us. In order for the bad things to stop, you have to understand why the bad things happen and what the painful feelings are about.

Knowledge directly from children shows that children want adults to see hurtful actions as a language. Many of us use this language to show that something is troublesome, difficult or painful inside us. This can be comments, looks, fighting, exclusion or threats.

It's important that you remember that many of the actions we do to others can also be a way of doing bad things to ourselves. We can tease another pupil until they hit us. We can be rude to others because we are trying to push someone away from us. Maybe we don't feel that we deserve people who like us.

We can be tough on the outside, but can feel very small inside. What we do are usually reactions to something we're feeling. Some of us carry heavy and painful experiences with us. By looking at actions as a language, with curiosity and a desire to find out what they express, you have the opportunity to get into what feels difficult. Then, together with us, you will be able to find solutions for how we can make things better.

In this section, we give you tools based on knowledge directly from children. They can be used to work to prevent bad things from happening. It can also be used to face difficult situations in a good way. We also hope you will use them to find solutions in collaboration with us, after something bad has happened. We want you to see our actions as a language, and know that there is always a reason why we do something bad or mean. Often the reason is that something hurts inside us.

The first two tools in this section are a foundation for stopping safely at school. It's easier to meet each other in good and safe ways when we know a little about what the others are feeling. When something bad happens, it feels safe that the teacher has spent time thinking through what they want to do when something bad happens.

Check-in and check-out

Introduction: It's often easier to meet each other in a good way if we have some understanding about how the others in the class feel. It can be good and useful for us to check in with our feelings and thoughts at the start and end of the day. It can also be nice to hear the voices of everyone in the class. Then maybe we can be more patient and have more understanding for each other.

Goal: The pupils and the teacher gain a better understanding of the mood of everyone in the class and what shape they're in that day

Equipment: A small ball or bean bag

Time: 10 minutes

Implementation:

Check-in:

- Everyone starts the day by sitting in a circle. Alternatively, it can be done from the desk
- The teacher brings out the ball. It's nice if the teacher is the first to check in. Then it can feel less scary
- The teacher must explain clearly that only the person with the ball should speak. It's important that the class listens well and pays attention to the person speaking. The teacher must explain that it can feel unsafe if someone laughs when others are talking
- The teacher can use themselves as an example and say something about what happens in their feelings if someone whispers, laughs, rolls their eyes, etc.
- The teacher says the heading for what everyone should check in with. For example, it could be: I hope today... When I woke up today I thought about... Today I'm looking forward to... A feeling I feel today is...
- The teacher completes the sentence and then says "I'm checking in"
- The teacher passes the ball to the next person in the ring
- If a pupil does not want to say anything, they can just say "I'm checking in" and pass the ball on

Check out:

- Before the pupils go home, they check out
- The teacher takes the ball and says the heading for the check-out. It could be something nice that happened at school today, something to look forward to tomorrow etc.
- The teacher says "I'm checking out", and passes the ball on to the next person in the ring
- If someone doesn't want to share, they can just say "I'm checking out", and pass the ball on

Adults' 5 sentences

Introduction: When something bad happens in class, it can feel safer both for us and for you adults at school if you have thought through a few sentences you can say to us right then. These sentences can make us feel safer.

Goal: Adults at school face hurtful actions in safe ways

Equipment: Stationery

Time: 20 minutes

Implementation:

- The adult sets themselves the task of thinking up five sentences that they can say when something bad happens in the classroom (see suggestions)
- It's good to spend time getting to know the sentences, to get to know each of them with your heart. The sentences must come from the heart so that the pupils can take it seriously
- The adult sits down with stationery and makes a plan for when something bad happens in class. They write five sentences that they can say, almost no matter what happens
- This must be something that creates security and warmth, does not give the pupils a bad conscience or make them sad

Pupils' suggestions for what adults can say:

- This turned out a bit unfortunate, but I understand that it was not done on purpose
- I want to understand and everything will be okay, even if I'm a little uneasy now
- I think several people here may be a little scared. We must remember that everyone in the classroom is a kind person. Nobody wants anything bad to happen
- Now I'm a little scared, but I'm trying my best to stay calm
- My dears, now it's getting a little unsafe here, can we help each other a little?
- I want you to know that I love you all, even now when things are a little unsafe here

Stop-agreement

Introduction: All classes are different. Therefore, each class must make its own agreement on how to prevent bad things from happening and how to stop as safely as possible if something bad happens. The agreement can contain concrete things for what we can do together in the class and what each of us pupils can do.

Goal: The class and the teacher have a joint agreement on how the class can work to prevent bad things from happening, stop safely when something bad happens, and make it safe again in the class after something bad has happened

Equipment: Stickers, colourful posters, markers, coloured pencils

Time: 2 hours

Implementation:

Preparation for making a stop-agreement:

- The class and the teacher gather in a circle
- The teacher facilitates a conversation about what a stop-agreement is and when it may be needed. The teacher explains that such an agreement contains three parts: 1. So that something bad does not happen, 2. When something bad happens and 3. After something bad has happened. The teacher gives examples of what can be included under each of the three headings in the stop-agreement
- The teacher explains that they will first make the agreement together, then try it out and that it can be changed after it has been tried out, for example it can be adjusted 1-2 times every six months
- The teacher talks to the class about the situations in which the teacher must be able to stop the pupils or a pupil in a safe way. They also talk together about why bad things happen and what kind of feelings the pupils can have, which can make it happen
- The pupils are given the task of starting to think about what should be included in the class stop-agreement

When stop-agreements are made:

- The teacher has notes in three colours, one colour for each theme
- The pupils get a post-it in each of the colours and write down their most important suggestions, one for each theme
- The teacher collects the notes and writes them into a document, topic by topic
- It's important that the teacher does not interpret or reformulate
- The teacher divides the class into three groups: so that something bad doesn't happen, when something bad happens and when something bad has happened
- Each group is given a document that belongs to their theme
- Each group makes a poster for their topic and writes the suggestions from the document on the poster. Those that are very similar can be written as one, for example in larger font
- When the three parts are finished and decorated, each of the groups can present their poster to the rest of the class, and hang them up in the classroom where everyone can see them
- The teacher talks to the pupils about what they thought it was like to make this agreement
- After a few weeks, the pupils can give feedback to the teacher and each other about what has worked and what has not worked with the stop-agreement
- What has not worked can be crossed out, and new points can be added
- Pupils who have not been present must be given information and the opportunity to give their advice on the stop-agreement

Stopping honestly

Introduction: Sometimes there is a lot of unrest and insecurity in the class. This could be, for example, that there is a lot of talking and noise, or that someone laughs or whispers when a pupil or the teacher speaks. It can feel unsafe both for us and for the teacher. Both those who cause unrest, and those who do not, need this to be stopped. But it must be stopped safely. A teacher who dares to be brave, and who manages to be completely honest about how they feel when there is unrest in the class, makes us understand that the teacher is also doing the best they can. Knowing this, maybe some of us can help too.

Goal: The teacher uses honesty to stop unrest

Equipment: -

Time: 5 minutes

Implementation:

- When there is unrest and noise in the class, the teacher must stop it
- The teacher must talk to the pupils about what is happening, not just continue with the lesson
- The teacher can tell what they feel when the pupils are restless and do not pay attention or listen. It's important that the teacher is as honest as possible with the pupils
- The teacher must be brave and talk about this, even if they're insecure. It can also be good to tell the pupils that the teacher thinks it's scary or difficult to talk about this
- The teacher must say that they know that the pupils do not mean to do anything bad, but that they want to be honest with them about what unrest does to them
- The pupils and the teacher can talk together about how they can try not to have so much unrest in class



Bad and nice things to say and do

Introduction: When something bad happens, there are some things that are important for you adults to know. There are some things it's important that you do not say or do. Those things often make the situation worse for us. There are also nice things you can say and do, which can make the situation safer for us.

Goal: Adults at school meet and stop bad actions in safe ways, with a good knowledge of what the pupils think works and doesn't work

Equipment: -

Time: 5 minutes

Implementation:

- All adults at school read the advice below
- The adults talk together about each piece of advice and try to store it in their hearts
- This can be done regularly, perhaps delving into some pieces of advice each time

From pupils about what is bad to say and do

- Speak moralising
- Raise your voice or shout
- Laugh at us or make fun of what we say
- Assume what has happened
- Take sides and blame some of us
- Be frustrated or angry
- Speak harshly or scold
- Say we just want attention
- Say we are mean or lying
- Threaten to call home
- Threaten to give punishment
- Have threatening body language
- Use physical force to stop us

From pupils about what is nice to say and do

- Ask if we want to talk to an adult we feel safe with
- Use kind words and a kind voice
- Speak warmly and say you want to help and understand
- Be honest about how the situation feels to you
- Say you care and want to figure this out together with us
- Say that you understand that we are in pain and that we do not deserve it
- Remind us that we are good people
- Say that you understand that we didn't want to do anything bad or mean
- Lighten the mood with smiles and encouraging words
- Tell us honestly that you are afraid, if we are angry or aggressive

Silence sign

Introduction: If there is a lot of unrest and insecurity in the class, it can be nice for us to have the opportunity to speak up when it feels unsafe. It might be a good idea for the class to create a sign together that we can use when we think there is too much unrest in the class.

Goal: Everyone can speak up if they think there is a lot of unrest in the class

Equipment: -

Time: 10 minutes

Implementation:

- The teacher prepares a talk about unrest in the class and how it can be felt inside people if the class is very restless. The class jointly finds a sign that can be easily made at the desk. It must be a sign that does not make a sound, but is easy to see
- The class agrees on what should happen when someone shows this sign. One idea could be that when someone in the class sees someone showing the sign, they also do the sign, until everyone in the class has shown the silent sign
- New pupils and substitutes are introduced to the silent sign
- To prevent the silent sign from being used up, it may be a good idea to change it regularly
- It may also be a good idea to talk regularly about how important it is to take good care of the silence sign

Safety plan

Introduction: For those of us who often do bad things to others, it can be nice to have our own safety plan. We have important answers to what we need, when something bad happens.

Goal: The pupils who can do bad things have a plan for what they need from adults at school when something bad happens

Equipment: Stationary

Time: 30 minutes

Implementation:

- The pupil who needs a safety plan chooses an adult they trust, with whom they create the plan
- The pupil needs a lot of warmth to create this plan. It's good to have a warm smile and a calm voice. It can make the situation safer
- The pupil and the adult put together a plan for how adults at the school can stop the pupil safely and warmly, when something bad happens
- Remind the pupil that this is the pupil's plan, and that it is made so that the pupil feels safe when something bad happens
- Tell them that it is open for the pupil to later change things in the plan, together with the safe adult
- Write down very specific things that adults at school can do so that the pupil will feel that they are being stopped in a safe way
- When the safety plan is finished, agree who needs to see this plan, which adults should know about it, and when and how it should happen
- The plan must not be shared with anyone without making an agreement with the pupil

Example of things that can be included in the safety plan

- Which adults at school the pupil feels safest with and who can be fetched, if possible
- What kind of words and phrases the pupil can bear the best or like to hear, when something bad has happened
- What is safest to do, when something bad has happened

Safety-friend

Introduction: Sometimes we have to be allowed to leave the classroom when something bad has happened. Then it can be nice not to go out alone. It might be nice if the teacher asks the pupil if they want to bring a safety-friend with them.

Goal: The pupils feel that someone cares, and can also support when something bad has happened

Equipment: -

Time: 10 minutes

Implementation:

- If a pupil wants to leave the classroom, the teacher asks if there is anyone they want to take with them. The teacher asks the pupil alone, not in front of the class
- If a pupil often needs to leave class, feel free to make a fixed agreement regarding this, perhaps it's wise to ask for the names of two or three pupils
- If the pupil can't think of anyone, it's nice if the teacher can suggest someone they think might be a good person for the pupil to bring with them. It can be pupils in the class or an adult that the pupil feels safe with
- The teacher must not promise anything until they have spoken to those whom the pupil wants as a safety-friend. For example, the teacher can say:
"There could be a reason why they can't right now, it might interfere with something"
"It's not certain that it'll work, but we just have to try"
- When the teacher asks the person(s) the pupil wants as a safety-friend, the teacher must make sure that it's safe for them to say no. Then the teacher can say, for example: "There are also others I can ask, so you must not feel that you have to do it. Only do it if you yourself think it's nice"

6

TO THE SCHOOL
ADMINISTRATION



To the school administration

What the school administration decides has a lot to say about how things turn out in the classrooms. Although many of the tools in this booklet are to be used in the classroom, it's important that there is a good framework from the administration for pupils and teachers.

Here comes the main advice from pupils to the administration, about what frameworks must be in place, so that the school and classrooms can be safe and warm for both teachers and pupils. We hope that you would like to use some of this advice, so that your school will be as safe as possible for the pupils.

Talking-people

A main piece of advice from pupils who have taken part in Changefactory's qualitative surveys is that schools must have people to talk to. Teachers can often be very busy, and there may be little time for one-on-one contact with pupils. Public health nurses are also not always at school as often as children would like. Some schools have school social workers, who can act as a talking-person. Perhaps part of the social pedagogue's job is also to be a talking-person. Anyway, all schools need talking-people, according to knowledge directly from children. Money spent on this, the school will get back by more pupils becoming safe, and there will be more peace in the classes.

A talking-person is an adult who is at school all week and whose main task is to be out with the pupils and talk to them about big and small things. When a school decides to hire a talking-person, pupils should be involved in the hiring process. They can write proposals for a job advertisement in which they highlight which personal qualities the person should have. The pupils can also come up with suggestions for which tasks will be the most important for the talking-person.

All pupils must know how to find the talking-person. All pupils who wish to have it, have the talking-person's contact information, and can make contact whenever they wish. If a pupil is in a very difficult situation or has experienced something very painful, the talking-person can help with safety.

Scolding and consequences don't work

Knowledge directly from children shows that consequences such as scolding, demerits, calling home or expulsion do not work. They say that safety disappears and that much is destroyed between pupil and teacher when such consequences are used. Consequences usually provide short-term and superficial solutions, and can contribute to the situation becoming worse. In addition, it can feel painful for pupils who try to tell something through an action, only to be met by adults who do not try to understand, but give consequences to the actions.

Reward systems mean that some children receive rewards often, some rarely and some never. Knowledge directly from children says that reward systems can therefore be experienced as a form of punishment. Through consequences or rewards, children may stop making noise or bothering others for a period of time, but this does not help to make them feel better inside. It's not certain that adults will be able to pick this up. They may believe that when the noise or harassment is gone, the measure has been successful. But what feels difficult can later result in bad actions towards others or oneself.

Knowledge directly from children also says that in many schools there are a lot of rules and that the rules can be difficult to understand. They ask that pupils help create the rules together with the adults, and that there is then a vote to see which rules are most important to the pupils.

From inspection to inclusion

Knowledge directly from children shows that children want adults who help with social matters at school. By changing the name from inspection to inclusion, pupils hope that the adults will think differently about their work tasks during breaks. Working with inclusion must surely be more exciting than inspecting.

Pupils say that a lot of things that are not okay happen during breaks. They want adults who pay attention and stop what is not okay in warm and understanding ways. The adults then have to wonder, ask questions and find solutions together with the pupil. Warm adults create safety in the schoolyard. Safe adults talk, laugh, dance, initiate activities, ensure that everyone has someone to be with and carry out get-to-know-you games.

If the classroom environment is safe enough, pupils will dare to tell when something is difficult. Then the pupils can, for example, talk together about what it's like to be alone during breaks. They can also talk about what the other pupils or the adult can do to help. The teachers must regularly talk to the pupils in the class about the fact that EVERYONE in the school has a responsibility for inclusion.

The class LIFE SKILLS

One of the pieces of advice directly from children is that pupils must be allowed to talk more together about how school and life feels. They want to talk about how it can be safe in the classroom, what they can do if someone is in pain during breaks and how they can comfort friends in good ways. If pupils are allowed to talk openly about this, it will be safer in the classroom. When you feel safe in class, it will also be easier to learn.

It's good that coping with life is part of the professional renewal in Norway. All pupils carry many feelings. Not everyone learns that it's okay to have or show their feelings at home. If children learn more about feelings at school, it can make many more pupils aware of whether they have other feelings inside, when they get angry. It becomes easier to tell with words instead of actions about having a bad day, feeling unsafe or if something scary has happened, at school or at home. If children learn to talk about feelings, they can understand each other better. There may be less bullying.

Children simply need an hour a week where they talk about LIFE SKILLS. That is why the class LIFE SKILLS is available as a tool booklet in the Changefactory Knowledge Centre. It's made for adults in schools, based on experiences and advice directly from children.



CHANGEFACTORY

KNOWLEDGE CENTRE

Why knowledge directly from children?

Children and young people have to feel that the school, kindergarten, support services, police and legal system are safe and useful for them. Children and young people all over Norway have experiences from meeting these systems and advice on how they can be the best possible. Authorities, professionals and students often lack this knowledge from children and young people, when frameworks and what constitutes good practice are to be determined, nationally and locally. Therefore, it must be brought in to a much greater extent and, together with other knowledge, be part of the knowledge base, in order to develop and ensure the quality of good systems for children and young people.

More than 10 years of collecting knowledge

For more than 10 years, Changefactory (CF) has systematically collected experiences and advice from children and young people about how they experience school, kindergarten, support services, the police and the legal system. In 2017, the Prime Minister opened Changefactory Knowledge Centre, to collect knowledge from children and young people about the public systems. As far as we know, there are few knowledge centres in Europe whose main purpose is to gather and disseminate knowledge directly from children and young people about the systems they are in. CF seeks collaboration with similar organisations.

Participatory and practice-oriented method

In order to collect, systematise and disseminate summarised experiences and advice from children and young people, a participatory and practice-oriented method is used. CF has called it the Changemethod. The Changemethod has been developed in close collaboration with children and young people. It greatly considers that children have the right to express their opinion, in ways that feel safe for them. The method consists of process descriptions and tools that help many diverse children and young people to participate. It's based closely on a participatory method used in action research, called Participatory Learning and Action (PLA).

Safety is most important

The experiences and advice are collected directly from children and young people in sessions or interviews. The sessions are organised with an emphasis on ensuring that they are experienced as safely as possible for the children and young people who participate. The adults who facilitate are, among other things, trained by children to meet children and young people with openness and human warmth. This is based on the main findings from children about what adults have to be like, in order for children to be able to tell honestly.

Experiences and advice are summarised

Experiences and advice from the sessions are documented in transcripts and other written and visual documentation. The data is summarised and systematised. No links are made to theory. Experiences and advice that are repeated by many children and young people in many places in the country, become the main answers. We call this knowledge directly from children.

Children and young people present

The knowledge from children is presented in reports, films, podcasts, books and online. Participants in the qualitative surveys can also be invited, as pros, in communication and professional development. The pros present knowledge directly from children to politicians, national authorities, professionals and students.