

The horse shoe

Purpose

To take up class culture and well-being in a way where one does not have to express oneself verbally, but instead expresses one's opinion by moving physically.

Description

The horseshoe forms a value scale, and students move actively to the point on the scale that best represents their answer. The horseshoe can be visualized using a leash.



- Show students the horseshoe and the two poles that define the values of the scale.
- Ask a question that everyone in the class should address. Make sure that it is understood by everyone and that everyone can answer it. One question may be: "We as a class are good at living up to... [Insert one of the class ideals]".
- One pole can be defined as "Strongly agree" and the other "Strongly disagree".
- Now have students 5-10 seconds to think about their positioning, and then go to the point on the scale that represents their answer. It is important that this part takes place in silence.
- Pick a couple of students and ask why they stand where they. You may also ask what it takes for all students to move further towards the more positive end. In this way, the class can once again talk about what makes a good class culture.
- You can also take one student and move them two meters more towards the positive end and ask them what it would take for them to stand there instead. Choose a student that you know is fine with being put on the spot.
- The most important point of the horseshoe is that no one is wrong. Everyone makes their opinion visible, but no one needs to say anything out loud, because you show your opinion using your body.

Practical

- Time consumption: The duration depends on how many questions you choose to ask the students. It is better to have a few questions and spend time doing thorough summary. Spend at least 20 minutes on the exercise.
- Requirements: There must be space in the room to make a horseshoe.
- Preparation: A string or rope to visualize the horseshoe (optional).

Tip!

The activity can be used both to follow up on the well-being in the class, and for questions that are relevant to the teaching. Suggestions for other questions:

- What is most important to you - the professional or the social?
- Would you recommend Network to other classes next year?
- Would you recommend that other classes to have buddies? Buddy groups?