



Cap sur l'école inclusive
en Europe



Best practice Wellbeing days Section of the module /R

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1 Context

In our high school, we organize wellbeing days for 15-year-old teens.

Every class has the opportunity to attend activities outside the school. As there are 14 different classes, this project is organized on three days. Every day, four or five classes meet in a place not far away from our school.

This place is divided into different spaces in which the activities take place: 6 rooms but also green spaces outside.

Each class is supervised by :

- the class teacher,
- 2 students from the « Education Agent » section in their last secondary year,
- And one animator from the school harassment team¹ (team of 20 teachers and educators who followed a specific training to prevent harassment at school).

2 Objectives.

The main objective of these wellbeing days is to promote good relationship, cooperation, empathy and respect for differences in all classes.

These days are organised deliberately at the beginning of the schoolyear in order to try to encourage team spirit and appropriate behaviours among the different groups. The pupils share a positive experience to help them live together for the rest of the year.

These activities can have a positive impact on all the participants (pupils, teachers, educators, school principal,...) but also on the other pupils at school, on the playground for example.

¹ The training was given by the university 'Université de Paix de Namur' , see < universitedepaix.org > to find different tools against harassment (activities to get to know each other, cooperative games, games to understand one's emotions, mediation games,...)

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For the pupils, meeting their class teacher outside the school is an opportunity to discover the human being behind the teacher with his/her interests, background, strengths and weaknesses and to create meaningful links. These activities can also lead to discover and value pupils' competences which can't be easily noticed in class (artistic abilities, creativity, relationship skills,...)

These wellbeing days are part of a 'package' of school activities that are meant to live together in harmony.

3 Run of the " Good practice".

Before D Day :

- The organizing committee of the wellbeing days set up a first meeting with all the class teachers, harassment team members, students from the 'Education Agent' section in order to share out the tasks and the classes on the different days.
- The students from the 'Education Agent' section create cooperation games in class under the supervision of two teachers.
- The harassment team animators discuss with the different class teachers to get to know the profile of their pupils to be able to target appropriate activities.
- The class teachers explain the project to their pupils in class and to their parents by post. Altogether, teachers and pupils try to find ideas for a class project (see details below) and think about the equipment they'll need.

D Day :

A teacher, playing the role of the main animator of the day, welcomes a hundred pupils on the chosen spot. He/she explains the objectives, activities and rules of the day. The day often starts with a song or clip (for example : « Maux d'enfants » by Patrick Bruel, « Carmen » by Stromae) to encourage the pupils to think about their own behaviours.

Then each class is led to a room in which they'll start working with their class teacher, 2 students from the Education Agent section and a member of the harassment team.

The day activities :

- 8.45 am : welcome
- 9.15 am : cooperation games
- 10.15 am : morning break with all the other classes: giant flash mob
- 10.45 am: feedback about the cooperation games to help pupils to understand what harassment really is, what the consequences could be and to help them to develop their empathy and open-mindedness.
- 12 pm: lunch
- 12.40 pm: walk in the village
- 1.30 pm: creation of an object (that could be finished in class if necessary), symbol of the class.
- 3 pm : presentation of all the class symbols and last words by the main animator who sometimes reads a tale (for example « Histoire de Bernaches », unknown author)

4/Evaluation of the activity

About three months after the wellbeing days, the different partners meet to assess the activities and think about the way they could maybe be improved in the future.

5/Limits.

Even if they are worth doing, organizing these days is a time-consuming process which requires a lot of coordination between partners as well as a financial investment.

Besides, it wouldn't be enough if these days were the only activities organized to promote good relationship, respect and cooperation at school. It's necessary to work on these social skills every day, in every course and to develop other awareness activities to get significant results (see other good practice sheets).