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Vanessa Reinsch: Introducing the class council, in: 02 / 2024 - The class council, p. 15-19.

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RITUALS TO INCREASE CONCENTRATION

Rituals can be an important part of everyday school life. They can both calm the mood of the class before the class council meeting and improve concentration during the session. The following rituals do not necessarily have to be performed; they can be replaced by others or even left out. What matters is that the class can identify with and understand them.

Exercise 1: the silent minute

This ritual attempts to build up the concentration and silence required for the class council by being completely silent for either one, two or three minutes. Usually, this is not an easy exercise for the pupils, especially at the beginning - but it becomes easier through practice and repetition. The pupils should adopt a relaxed sitting position. The exercise starts with a specific acoustic signal and ends with the same signal.

Implementation

The class is asked to adopt a comfortable sitting position. Make sure that the pupils feel comfortable and can relax. Once the signal sounds, everyone should remain very still until the exercise is over - that is, when the signal sounds for a second time. Afterwards, the pupils can be asked which sounds they perceived.

Exercise 2: hold your breath

This concentration exercise is borrowed from apnoea diving. Besides being a concentration exercise, the preparation of the exercise is already relaxing. Moreover, you can make it more exciting for the pupils by giving them a little challenge.

Implementation

The pupils are given a specific amount of time to hold their breath. This can range from ten seconds to one minute. If the pupils are to compete with each other, their eyes remain open during the exercise. They sit down again when they can no longer hold their breath. If they are not to compete against each other, they remain seated during the exercise and close their eyes. As a preparation, use a relaxing breathing exercise: the pupils breathe deeply in and out for one minute, so that one breath can last up to five seconds. Five seconds before the exercise starts, the pupils take a deep breath. The teacher counts down these seconds to give the pupils the opportunity to prepare for the exercise as best as possible. Then, the pupils try to hold their breath for the set amount of time. In order to be able to hold one's breath for a long time, the preparation must be done with due diligence. During the exercise, the class should concentrate on something else to distract themselves. With this exercise, the classroom becomes quiet: the class can build up the required concentration for the class council.

Exercise 3: time estimation

This exercise promotes calmness and concentration. In addition, the pupils learn to assess time periods more accurately.

Implementation

The pupils sit down on their chairs and are given a time to estimate, e.g., 30 seconds. Once the teacher gives the start signal, the pupils close their eyes. They open their eyes and quietly stand up when they think the time is up. Once the last person stands up, the teacher announces who was best at estimating the time.



EMOTION CARDS

in a good mood, relaxed



attentive, interested



full of expectations



happy



satisfied



cheerful



amused, foolish



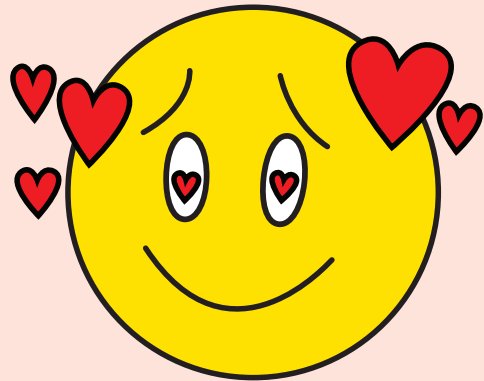
proud



excited



in love



timid, shy



innocent



hungry



confused



relieved



focused



thoughtful



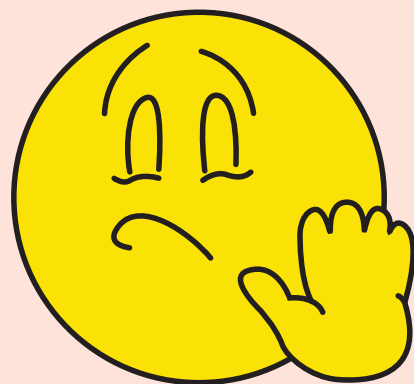
sceptical



bored



disapproving



tired



sick



disappointed



hurt, lonely



helpless, baffled



nervous



surprised



sad



regretful



scared



startled, frightened



disgusted



jealous



offended



irritated




angry





JUSTIFIED 'I'-MESSAGES

Try to rephrase the 'You'-messages printed in the left column into justified 'I'-messages.
An example serves as a guide.

| You-message | I-message |
|--|--|
| <p>'Take your stuff away!'</p> <p>[Situation: Desk mate distributes their school material everywhere]</p> | <p>'When you spread your school materials on my side of the table, I feel pestered and disrespected by you. I wish you would try to organise your things better in the future and leave them on your side, so that I also have space for my material.'</p> |
| <p>'Shut your mouth!'</p> <p>[Situation: Pupils talk about private affairs during a group project]</p> | <hr/> <hr/> <hr/> <hr/>  |
| <p>'You are so rude!'</p> <p>[Situation: Two pupils do not let a classmate play with them during the break]</p> | <hr/> <hr/> <hr/> <hr/> |

'Get lost, you nuisance!'

[Situation: Pupil prefers to remain alone during the break and feels pestered]

'You are so unfair!'

[Situation: Pupil complains because of another pupil cheating in a game]

'Are you out of your mind?!'

[Situation: Pupil gets back a borrowed object in a broken state]



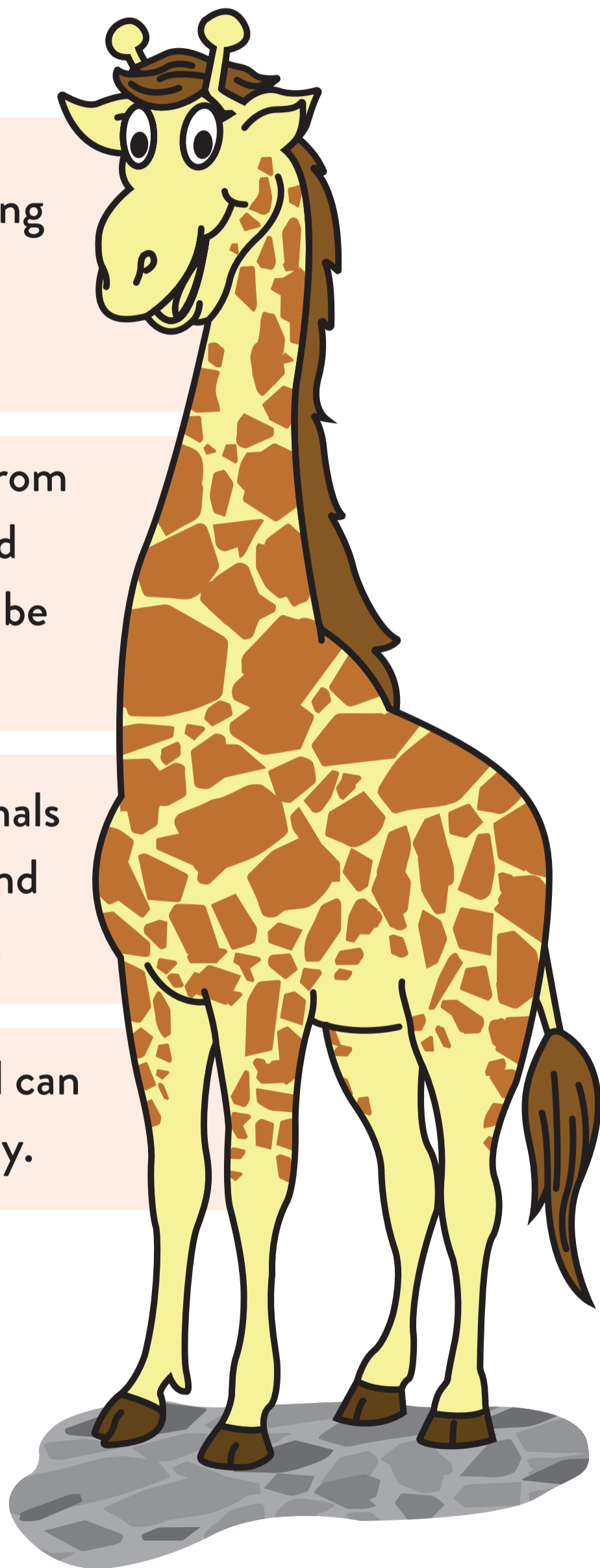
GIRAFFE LANGUAGE

... is a **friendly** and **peaceful** being which lives together with other animals.

... does not take anything away from other animals. It is **very tall** and only eats the leaves that cannot be reached by other animals.

... sees things that the other animals cannot see. It has a **long neck** and can see the world from above.

... has a **big heart**, so that its blood can be pumped throughout the body.



(Cf. Friedrichs, Birte 2009, page 76)





GIRAFFE LANGUAGE



Use this questionnaire to find out if you know the elements of giraffe language. Find out which statements tend to fuel a conflict (flame) or calm it down (giraffe). Put an additional cross next to the statements that you use in your everyday life ('I use this').

Personal evaluation:





| Question/Statement |  |  | I use this |
|---|---|---|------------|
| 01. When I have an argument with another person, I always try to speak in a calm tone. | | X | |
| 02. In case of dispute, I use words like 'always' and 'never', e.g., 'You never listen to me!' | | | |
| 03. When I want to convince someone of my opinion, I sometimes raise my voice. | | | |
| 04. If something does not interest me, then I do not listen properly. | | | |
| 05. When I stand in a conflict, I can admit my own mistakes. | | | |
| 06. When I am really angry, I call the person names and insult them. | | | |
| 07. I am not interested in other opinions. | | | |
| 08. When someone wants to explain or tell me something, I give the person my full attention to understand them. | | | |

| Question/Statement |  |  | I use this |
|--|---|---|-------------------|
| 09. I ignore problems to avoid conflict. | | | |
| 10. In my opinion, conflicts can also improve situations. | | | |
| 11. Voting is unnecessary because my opinion is the most important one. | | | |
| 12. When I want to tell a person what I do not like, I always try to name my feelings so that they can understand me properly. | | | |
| 13. Even if a person provokes me in a conflict, I try to hold back and discuss in a factual tone. | | | |
| 14. If I sometimes talk about a person behind their back, that is perfectly fine. | | | |
| 15. If various people are allowed to express their opinions, different views or approaches to a problem are obtained. | | | |
| 16. If I have had enough in a dispute, I simply walk away without a word and no longer respond to text messages, for example. | | | |
| 17. Even if a person has a different opinion, I try to explain my perspective to them. | | | |
| 18. When arguing, I also try to put myself in the other person's position to understand them. | | | |



TO HAVE THE CHOICE

(INTERACTIVE POSITIONING EXERCISE)

Instructions: Please stand in a circle. I will now make different statements. If you agree with the statement, come to the centre of the circle. If you disagree, step back. If you cannot decide, stay in the middle.

Exercise : To have the choice

Control statements (to check if the pupils understood the instructions)

01. I am a pupil.
02. I go to a school called [name of the school].
03. I am a pupil in class [name of the class].
04. I stayed at home today.

Statements


01. I decided when to get up this morning.
02. I decided what to eat for breakfast/lunch today.
03. I decided which class to join today.
04. In my family, we make a joint decision about where to go on holiday.
05. As a class, we can decide how our teachers design the lessons.
06. We can have a say in who will represent us in the student committee.
07. We all decide together, as a class, which excursions and projects we will do.
08. When I have an idea for my school, I know whom to share it with.
09. I know exactly who can decide what in my school.
10. As pupils, we have a lot of say in our class.
11. It is easy for our class to take joint decisions.
12. If we have to decide about something as a class, the majority takes the decision.
13. If some pupils are outvoted, that is their bad luck.
14. Even if some pupils are outvoted, they usually support the majority's decision.
15. We also try to convince the pupils who voted against an idea (consensus).
16. The more pupils have to find a common solution/decision, the more difficult the search and coordination becomes.
17. Sometimes it is also necessary to reach a compromise instead of a consensus.
18. In a democracy, everyone has the right to participate in decision-making.
19. Everyone always agrees with what politicians decide and implement.
20. Politics is everyone's business.



PARTICIPATION STRUCTURES IN SCHOOLS

In the chart, you will find different questions or statements in the left column. Read through each question/statement and think about which school body is concerned or responsible in relation to a particular task. The following participation bodies are available:

| | | | |
|--|----------------------------|---|------------------------------|
| Student committee | Parents' committee | Comité de la Conférence du Lycée | School administration |
| Cellule de Développement Scolaire (CDS) | Conseil d'Education | Class representative(s) | Class council |

| | |
|---|--|
| 01. A class elects its representatives at the beginning of the school year. Which ones? | <i>class representative(s)</i>  |
| 02. Which committee represents the entire student body? | |
| 03. This committee is an association of educators. | |
| 04. 7-13 pupils are represented in which body? | |
| 05. This is a regular meeting of the class. | |
| 06. From here, the school headmaster directs the school's operations. | |
| 07. Which body votes on the school budget every year? | |
| 08. This body often has a contact person from the school staff. | |
| 9. This committee is elected every second year by the student body. | |

| | |
|---|--|
| 10. This body represents the most important/highest body of a school. | |
| 11. For these pupils, the student committee is the direct contact. | |
| 12. School development is carried out in which body? | |
| 13. Problems or wishes that affect the class are discussed here. | |
| 14. During the meetings of this body, the class teacher should keep a low profile and also has to raise their hand to request to speak. | |
| 15. These pupils are the representatives of their class. | |
| 16. This committee includes members of the school management, the pupils' committee, the Comité de la Conférence du Lycée and the parents' committee. | |
| 17. The future of the school is discussed in which body? | |
| 18. Which committee has the right to organise a meeting with all class representatives of a school three times a year? | |
| 19. This body represents all professional employees at a school. | |
| 20. Which pupils are the link between the class and their teachers? | |
| 21. In this committee, there are, among others, timekeepers or referees/rule guards. | |
| 22. The entire school is controlled and managed from here. | |

| | |
|---|--|
| 23. Ideally, a school class leads this body completely autonomously. | |
| 24. No significant changes can be made to a school without the approval of this body. | |
| 25. This body even has representatives at national level (on the CNEL ('National Conference of Students in Luxembourg')). | |



PARTICIPATION STRUCTURES IN SCHOOLS



**Parents'
committee**

**Comité
de la conférence**

**Student
committee**

**School
administration**





**Conseil
d'Éducation**

Class council

CDS
(Cellule de Développement Scolaire)

**Class
representative**



Suggested exercise:

The cards are distributed in the classroom.
The questions listed on the previous pages are read out loud by the teacher.
The pupils 'answer' by moving toward the appropriate card.



WHAT IS THE PURPOSE OF THE CLASS COUNCIL?

I can explain my ideas to the class.

I can explain my ideas to the school.

I can say if I do not like something.

I can ask the class council to resolve a conflict.

I can thank and praise a classmate.

I can express my opinion on every topic.

I can vote.

I can co-decide on things.

I can help solve problems.





PROCEDURE OF THE CLASS COUNCIL

1. Introduction and greetings

- The pupils prepare the room.
- The roles are assigned.
- The chairperson gets the topic cards.
- The chairperson opens the session.

2. Last meeting's minutes

- The secretary reads last meeting's minutes out loud.
- Tasks that have not been completed are put back on the list.

3. Determining the procedure

- The cards are checked, then added to the list.
- Anonymous or insincere cards are left off the list.
- If there are too many topic cards, a decision has to be taken regarding those that should be added to the list for this session.

4. Discussing the topics in the class council

- The pupil who wrote the card explains what they meant by it.
- The class discusses the topics and comes up with ideas.
- The council votes on the ideas. The one receiving most votes is written down.
- The council defines tasks.
- The council distributes the tasks by assigning these to one or more pupils.

5. Closing of the class council meeting

- The chairperson fixes the next meeting.
- The secretary reads aloud today's minutes. Potential mistakes are corrected.
- If everyone is satisfied with the minutes, the session ends.
- The chairperson thanks the participants and closes the meeting.



RULES FOR THE CLASS COUNCIL

We define the following rules for the class council:

- 1. We listen to each other.**
- 2. We let each other speak.**
- 3. We treat each other with respect.**
- 4. We listen to the leading team.**
- 5. We actively participate in the discussion and with a goal-oriented mindset.**
- 6. Everyone speaks for themselves.**
- 7. We write our topics on a card, add our names, and put it in the box ahead of time.**
- 8. ...**

Signatures :





RULES FOR THE CLASS COUNCIL

We agreed on the following rules:



Signatures of all class council members:





TOPIC CARDS

My topic for the next class council meeting

Name: _____ Class: _____

I like that.. I suggest that... I dislike that...

Date: _____ Signature: _____

My topic for the next class council meeting

Name: _____ Class: _____

I like that.. I suggest that... I dislike that...

Date: _____ Signature: _____

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Name: _____ Class: _____

I like that.. I suggest that... I dislike that...

Date: _____ Signature: _____

TOPIC CARDS



My topic for the next class council meeting

Name:

Class:

I praise... I suggest that... I criticise...

Date:

Signature:



My topic for the next class council meeting

Name:

Class:

I praise... I suggest that... I criticise...

Date:

Signature:



My topic for the next class council meeting

Name:

Class:

I praise... I suggest that... I criticise...

Date:

Signature:

My topic for the next class council meeting

Name:

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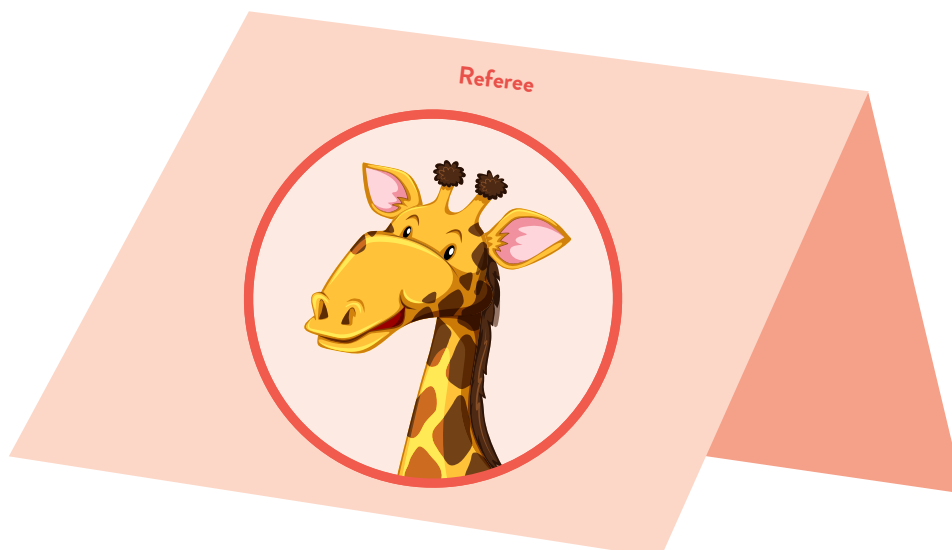




ROLE CARDS

These cards can be distributed to the pupils. The procedures and example statements should help them understand their roles. The cards can be used as a reminder before or during the council meeting.

These cards do not have to be used with classes that are more familiar with class councils.



Timekeeper

Start

I calculate how much time the class council has for a topic and communicate the remaining time to the class.

- 'Today we have ... topics, meaning that we have ... minutes per topic.'

In the class council meeting

I keep track of time during the discussions.

I check that we do not use up too much time for one topic.

- 'Sorry to interrupt, but we should soon move on to the next topic, as time is passing quickly.'
- 'Sorry to interrupt, but there is only five minutes left.'
- 'Sorry to interrupt, but there are only five more minutes left to close the meeting on time.'

Timekeeper



Referee

Start

I read through the rules of the class council and explain them to the members.
• 'We have defined the following rules for the class council:'

In the class council meeting

I check that everyone adheres to the rules.

If someone breaks the rules

I signal to the pupil that they broke the rules.

If the rules are broken numerous times

I interrupt the meeting and explain to the pupil which rules they have broken.

• '... sorry to interrupt, but ... you have broken the rules again. So, this is your first/second warning...'

I expel pupils from the meeting.

• '... you have disrespected the rules several times, therefore you can no longer participate in the meeting.'

I can ask the teacher for help if the rules are broken numerous times.

• 'Sir/Madam ... could you please support me here, as ... disrespects the rules the whole time and does not listen to me.'

I add the problem to the agenda of the next class council meeting.

• 'Since the rules have been repeatedly broken today, I want to talk about our behaviour in the next class council meeting and find solutions.'

Referee



Secretary

Start

I get the folder and start noting down the first pieces of information.

In the class council meeting

I read aloud last meeting's minutes.

• 'Dear classmates, I am going to read aloud last meeting's minutes.'

Using keywords, I write down what each topic is about.

I ask for a break when I cannot keep up with the note taking.

• 'Could you please stop for a moment until I have finished writing?'

I note down the voting results.

I note down the ideas or solutions decided upon by the council.

I ask questions if I do not understand something.

• 'Excuse me ..., could you please repeat what you have just said?'

Closure

I read the minutes aloud and ask if everyone agrees.

• 'To close the session, I will read aloud the minutes. If someone disagrees with anything, please speak up.'

Secretary



Class council member

Start

I can suggest a topic that should be discussed in the class council.

In the class council meeting

I quickly explain what my topic is about.
• 'I would like to explain to you what my topic is about.'
• 'I wish that ... / I dislike that ...'
I adhere to the rules of the class council.
I participate in the discussion and try to give an opinion.
• 'I think that ... / In my opinion, ..., because ...'
I participate in voting procedures.

Closing

I help implement the class council's solutions.

Class council member



Closing

- ... What do you think about this?
 - ... Any more questions?
 - ... It is important, because...
 - ... It is about ...
 - Today I would like to inform you about the following subject It is interesting, because ...
- I explain the subject to the council members.
- I write a brief summary of the subject and add it to the folder/to the notice board.

In the class council meeting

- I look for a map and an image to help me understand and explain the subject better.
- What? Who? Where? When? Why?

I look for an interesting subject, e.g., from the news.

Before the class council meeting

Expert

Expert



Chairperson

Start

- I greet the class council members and open the meeting.
- 'Dear members of the class council, I am pleased to welcome you to today's class council meeting.'
- To start, ... reads the minutes from last week's meeting.'

In the class council meeting

- I inform the secretary that they can read aloud the minutes from last time.
- '... , Could you please read our last meeting's minutes to us?'
- If any tasks remain from last time, they are added to the list.
- I present the first topic.
- 'I am going to start with today's first topic. ... wrote the following.'
- '... , could you please explain your topic to us?'

Discussing topics

- I call upon the pupils to speak up so that everyone can participate.
- '... , has spoken up in the discussion. ... , what do you want to say?'
- If nobody wants to add something to the discussion, I shall move on to the vote. Every idea shall be considered for the vote.
- 'The result of the vote ...?'
- I ask about which tasks have to be completed and who would like to be responsible for them.
- 'Which tasks have to be completed and who would like to be responsible for one?'

Closing

- I thank the class and close the session.
- 'Thank you very much for your participation. I hereby close today's council meeting.'

Chairperson

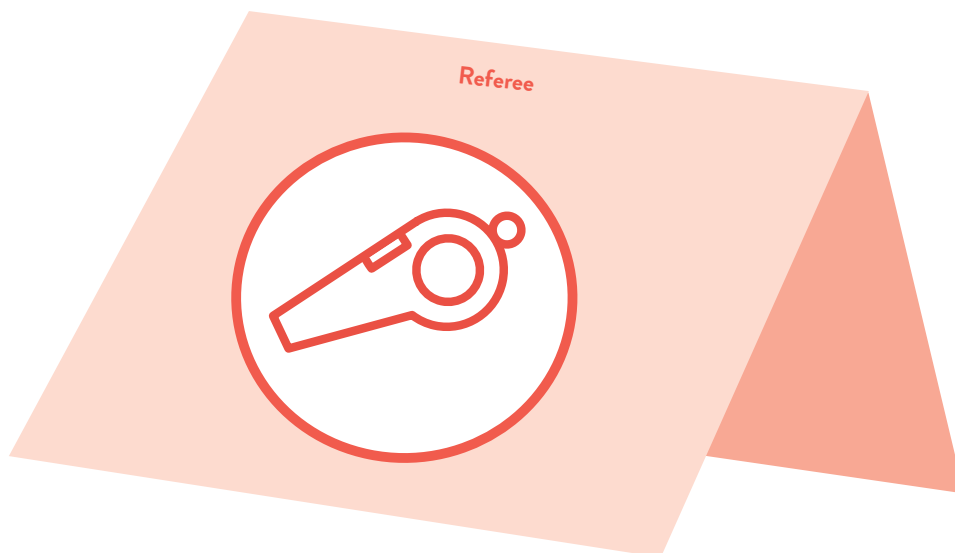




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- 'Today we have ... topics, meaning that we have ... minutes per topic.'

In the class council meeting

I keep track of time during the discussions.

- I check that we do not use up too much time for one topic.
- 'Sorry to interrupt, but we should soon move on to the next topic, as time is passing quickly.'
- I remind the class council when there is only five minutes left.
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Timekeeper



Referee

Start

I read through the rules of the class council and explain them to the members.
• 'We have defined the following rules for the class council:'

In the class council meeting

I check that everyone adheres to the rules.

If someone breaks the rules

I signal to the pupil that they broke the rules.

If the rules are broken numerous times

I interrupt the meeting and explain to the pupil which rules they have broken.

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I add the problem to the agenda of the next class council meeting.

• 'Since the rules have been repeatedly broken today, I want to talk about our behaviour in the next class council meeting and find solutions.'

Referee



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 - I note down the voting results.
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 - I ask questions if I do not understand something.
 - 'Excuse me ..., could you please repeat what you have just said?'
- I read the minutes aloud and ask if everyone agrees.
- 'To close the session, I will read aloud the minutes. If someone disagrees with anything, please speak up.'

Closure

Secretary



Class council member

Start

I can suggest a topic that should be discussed in the class council.

In the class council meeting

- I quickly explain what my topic is about.
- 'I would like to explain to you what my topic is about.'
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- I participate in voting procedures.

Closing

I help implement the class council's solutions.

Class council member



Expert

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I look for an interesting subject, e.g., from the news.

What? Who? Where? When? Why?

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In the class council meeting

I explain the subject to the council members.

- 'Today I would like to inform you about the following subject It is interesting, because ...'
- ... It is about ...
- ... It is important, because ...
- ... Any more questions?
- ... What do you think about this?'

Closing

I write a brief summary of the subject and add it to the folder/to the notice board.

Expert



Chairperson

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Closing

- I thank the class and close the session.
- 'Thank you very much for your participation. I hereby close today's council meeting.'

Chairperson





BUTTONS



CHAIRPERSON



SECRETARY



TIMEKEEPER



REFEREE



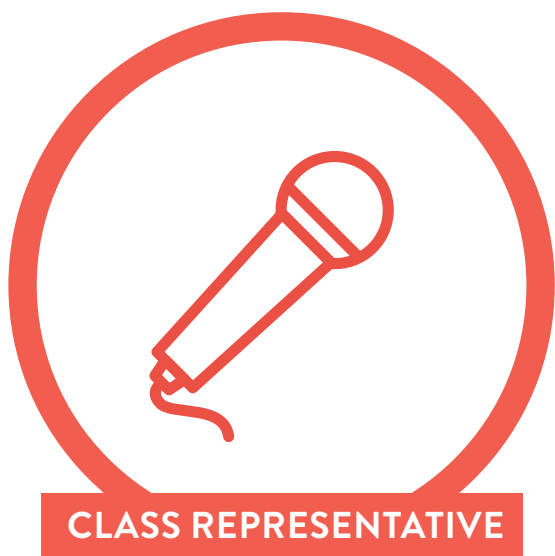
EXPERT



CLASS COUNCIL MEMBER



BUTTONS







MINUTES

| | | | |
|-------------------------------|--|---------------------|---|
| Class council of class | | Minutes from |  |
|-------------------------------|--|---------------------|---|

Role distribution

| | | | |
|--------------|--|------------|--|
| Chairperson: | | Referee: | |
| Timekeeper: | | Secretary: | |

| | |
|--------------|--|
| Asbent today | |
|--------------|--|

Minutes from last meeting

- Tasks completed
- Tasks not completed:

| |
|--|
| |
| |
| |

List (topic + order)

| | | | |
|------------|--|---------------|--|
| Topic n°1: | | Submitted by: | |
| Topic n°2: | | Submitted by: | |
| Topic n°3: | | Submitted by: | |
| Topic n°4: | | Submitted by: | |

| | | | |
|-------------------|--|--------------|--|
| Topic n°1: | | Time: | |
|-------------------|--|--------------|--|

| |
|---------------------------------------|
| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

Vote:

- Yes:
- No:

| | | | |
|-------------------|--|--------------|--|
| Topic n°2: | | Time: | |
|-------------------|--|--------------|--|

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|---------------------------------------|
| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

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|-----------------------------|
| Vote: |
| <input type="radio"/> Yes : |
| <input type="radio"/> No : |

| | | | |
|-------------------|--|--------------|--|
| Topic n°3: | | Time: | |
|-------------------|--|--------------|--|

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| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

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|-----------------------------|
| Vote: |
| <input type="radio"/> Yes : |
| <input type="radio"/> No : |

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|-------------------|--|--------------|--|
| Topic n°4: | | Time: | |
|-------------------|--|--------------|--|

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| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

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|-----------------------------|
| Vote: |
| <input type="radio"/> Yes : |
| <input type="radio"/> No : |

| |
|---|
| Date for the next class council meeting: |
|---|

Signatures

Secretary

Chairperson

Teacher



MINUTES

| | | | |
|-------------------------------|--|---------------------|---|
| Class council of class | | Minutes from |  |
|-------------------------------|--|---------------------|---|

Role distribution

| | | | |
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| Chairperson: | | Referee: | |
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| | |
|--------------|--|
| Asbent today | |
|--------------|--|

Minutes from last meeting

| |
|---|
| <input type="radio"/> Tasks completed <input type="radio"/> Tasks not completed: |
| |
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| |

List (topic + order)

| | | | |
|------------|--|---------------|--|
| Topic n°1: | | Submitted by: | |
| Topic n°2: | | Submitted by: | |
| Topic n°3: | | Submitted by: | |
| Topic n°4: | | Submitted by: | |

| | | | |
|-------------------|--|--------------|--|
| Topic n°1: | | Time: | |
|-------------------|--|--------------|--|

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|---------------------------------------|
| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

Vote:

- Yes:
- No:

| | | | |
|-------------------|--|--------------|--|
| Topic n°2: | | Time: | |
|-------------------|--|--------------|--|

| |
|---------------------------------------|
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| What is the class council's decision? |
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|-----------------------------|
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| <input type="radio"/> Yes : |
| <input type="radio"/> No : |

| | | | |
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|-----------------------------|
| Vote: |
| <input type="radio"/> Yes : |
| <input type="radio"/> No : |

| | | | |
|-------------------|--|--------------|--|
| Topic n°4: | | Time: | |
|-------------------|--|--------------|--|

| |
|---------------------------------------|
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| What is the class council's decision? |
| Which tasks were assigned? To whom? |

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| | | |
|-----------|-------------|---------|
| Secretary | Chairperson | Teacher |
|-----------|-------------|---------|



RULES FOR THE CLASS COUNCIL

We define the following rules for the class council:

- 1. We listen to each other.**
- 2. We let each other speak.**
- 3. We treat each other with respect.**
- 4. We listen to the leading team.**
- 5. We actively participate in the discussion and with a goal-oriented mindset.**
- 6. Everyone speaks for themselves.**
- 7. We write our topics on a card, add our names, and put it in the box ahead of time.**
- 8. ...**

Signatures :





RULES FOR THE CLASS COUNCIL

We agreed on the following rules:



Signatures of all class council members:





PROCEDURE OF THE CLASS COUNCIL

1. Introduction and greetings

- The pupils prepare the room.
- The roles are assigned.
- The chairperson gets the topic cards.
- The chairperson opens the session.

2. Last meeting's minutes

- The secretary reads last meeting's minutes out loud.
- Tasks that have not been completed are put back on the list.

3. Determining the procedure

- The cards are checked, then added to the list.
- Anonymous or insincere cards are left off the list.
- If there are too many topic cards, a decision has to be taken regarding those that should be added to the list for this session.

4. Discussing the topics in the class council

- The pupil who wrote the card explains what they meant by it.
- The class discusses the topics and comes up with ideas.
- The council votes on the ideas. The one receiving most votes is written down.
- The council defines tasks.
- The council distributes the tasks by assigning these to one or more pupils.

5. Closing of the class council meeting

- The chairperson fixes the next meeting.
- The secretary reads aloud today's minutes. Potential mistakes are corrected.
- If everyone is satisfied with the minutes, the session ends.
- The chairperson thanks the participants and closes the meeting.



PREPARING THE MEETING



We, the leading team, are responsible for preparing the meeting. Our team is composed of:

- the chairperson
- the secretary
- the timekeeper
- the referee

Recommendations for the preparation

1 WEEK BEFORE THE MEETING:

- Talk with your classmates about which social or political subject you want to discuss in the second part of the next class council meeting. Collect suggestions and always ask for a reason why the subject should be discussed. Once all suggestions have been presented, initiate a vote about which subject should be added to the agenda. Furthermore, agree on two experts in your class who will take care of introducing the subject. If more than two classmates would like to be responsible for this, vote again.

2 DAYS BEFORE THE MEETING:

- Remind your classmates of the fact that you will take out the cards from the topic-box to create the agenda. Tell them until when they can add a card to the box.



1 DAY BEFORE THE MEETING:

- As members of the leading team, you should meet up in a quiet space to evaluate all the submitted topic cards without distractions. Are the topics in line with the requirements for the class council (e.g., did the pupil who submitted the card add his or her name; does it contain private conflicts or insults)?
- Arrange the cards usefully: Which topic do they address? Which cards could be merged or discussed together? Formulate the keywords which will later be put on the agenda.
- Go over the fixed agenda items which stand at the beginning and end of each session. In which order do you want to discuss the topics? How many topics can be addressed during the meeting? How do you best portion out the time?
- Agree on an agenda, write it down on the template and visibly display it in the classroom. This helps your classmates prepare for the meeting.



TOPIC-BOX



OUR TOPIC-BOX

**If you have a topic for the class council,
please fill out a card and put it in here.**

Private and anonymous topics
cannot be addressed.





TOPIC CARDS

My topic for the next class council meeting

Name: _____ Class: _____

I like that.. I suggest that... I dislike that...

Date: _____ Signature: _____

My topic for the next class council meeting

Name: _____ Class: _____

I like that.. I suggest that... I dislike that...

Date: _____ Signature: _____

My topic for the next class council meeting

Name: _____ Class: _____

I like that.. I suggest that... I dislike that...

Date: _____ Signature: _____

My topic for the next class council meeting

Name: _____ Class: _____

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Date: _____ Signature: _____

My topic for the next class council meeting

Name: _____ Class: _____

I like that.. I suggest that... I dislike that...

Date: _____ Signature: _____

My topic for the next class council meeting

Name: _____ Class: _____


I like that.. I suggest that... I dislike that...

Date: _____ Signature: _____

TOPIC CARDS



My topic for the next class council meeting


Name:  Class:

I praise... I suggest that... I criticise...

Date: _____ Signature: _____



My topic for the next class council meeting

Name:  Class:

I praise... I suggest that... I criticise...

Date: _____ Signature: _____




My topic for the next class council meeting

Name:  Class:

I praise... I suggest that... I criticise...

Date: _____ Signature: _____


My topic for the next class council meeting

Name:  Class:

I praise... I suggest that... I criticise...

Date: _____ Signature: _____


My topic for the next class council meeting

Name:  Class:

I praise... I suggest that... I criticise...

Date: _____ Signature: _____

My topic for the next class council meeting

Name:  Class:

I praise... I suggest that... I criticise...

Date: _____ Signature: _____





AGENDA

Dear classmates,

the leading team has the pleasure to invite you to the next class council

Date: _____ 

Time: _____

These topics are on the agenda:





MINUTES

| | | | |
|-------------------------------|--|---------------------|---|
| Class council of class | | Minutes from |  |
|-------------------------------|--|---------------------|---|

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| | | | |
|--------------|--|------------|--|
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| Timekeeper: | | Secretary: | |

| | |
|--------------|--|
| Asbent today | |
|--------------|--|

Minutes from last meeting

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List (topic + order)

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|------------|--|---------------|--|
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| Topic n°2: | | Submitted by: | |
| Topic n°3: | | Submitted by: | |
| Topic n°4: | | Submitted by: | |

| | | | |
|-------------------|--|--------------|--|
| Topic n°1: | | Time: | |
|-------------------|--|--------------|--|

| |
|---------------------------------------|
| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

Vote:

- Yes:
- No:

| | | | |
|-------------------|--|--------------|--|
| Topic n°2: | | Time: | |
|-------------------|--|--------------|--|

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|---------------------------------------|
| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

| |
|-----------------------------|
| Vote: |
| <input type="radio"/> Yes : |
| <input type="radio"/> No : |

| | | | |
|-------------------|--|--------------|--|
| Topic n°3: | | Time: | |
|-------------------|--|--------------|--|

| |
|---------------------------------------|
| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

| |
|-----------------------------|
| Vote: |
| <input type="radio"/> Yes : |
| <input type="radio"/> No : |

| | | | |
|-------------------|--|--------------|--|
| Topic n°4: | | Time: | |
|-------------------|--|--------------|--|

| |
|---------------------------------------|
| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

| |
|-----------------------------|
| Vote: |
| <input type="radio"/> Yes : |
| <input type="radio"/> No : |

| |
|---|
| Date for the next class council meeting: |
|---|

Signatures

| | | |
|-----------|-------------|---------|
| Secretary | Chairperson | Teacher |
|-----------|-------------|---------|



MINUTES

| | | | |
|-------------------------------|--|---------------------|---|
| Class council of class | | Minutes from |  |
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| Topic n°1: | | Submitted by: | |
| Topic n°2: | | Submitted by: | |
| Topic n°3: | | Submitted by: | |
| Topic n°4: | | Submitted by: | |

| | | | |
|-------------------|--|--------------|--|
| Topic n°1: | | Time: | |
|-------------------|--|--------------|--|

| |
|---------------------------------------|
| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

Vote:

- Yes:
- No:

| | | | |
|-------------------|--|--------------|--|
| Topic n°2: | | Time: | |
|-------------------|--|--------------|--|

| |
|---------------------------------------|
| What is it about? |
| What is the class council's decision? |
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| |
|-----------------------------|
| Vote: |
| <input type="radio"/> Yes : |
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| | | | |
|-------------------|--|--------------|--|
| Topic n°3: | | Time: | |
|-------------------|--|--------------|--|

| |
|---------------------------------------|
| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

| |
|-----------------------------|
| Vote: |
| <input type="radio"/> Yes : |
| <input type="radio"/> No : |

| | | | |
|-------------------|--|--------------|--|
| Topic n°4: | | Time: | |
|-------------------|--|--------------|--|

| |
|---------------------------------------|
| What is it about? |
| What is the class council's decision? |
| Which tasks were assigned? To whom? |

| |
|-----------------------------|
| Vote: |
| <input type="radio"/> Yes : |
| <input type="radio"/> No : |

| |
|---|
| Date for the next class council meeting: |
|---|

Signatures

| | | |
|-----------|-------------|---------|
| Secretary | Chairperson | Teacher |
|-----------|-------------|---------|



THE CLASS REPRESENTATIVE



CLASS REPRESENTATIVES

We inform our classmates about our work as class representative/member of the student committee and ask for feedback, wishes and ideas.

The class representative's tasks in the class council:

- ✓ Inform your peers about your work as class representative/member of the student committee. There is a specific point for this on the agenda. You can talk about current discussions, decisions and actions that are important to your classmates.
- ✓ Ask your peers for feedback: Do they agree with what you are engaged in as student representative and how you are proceeding? Which expectations and wishes are directed at you?
- ✓ During and after the class council meeting, reflect on what you can do as class representative/member of the student committee to help find a solution to the discussed issues and fulfil the expressed wishes. Include your suggestions and ideas in the council discussions.

What a class representative can say in the class council:

'On the ... we had a meeting with ...'

'We spoke about/decided on...'

'In the next weeks/months, the following actions are on our schedule: ...'

'What do you think about this decision/action?'

'What do you need from us?'

'As class representative(s)/student committee, we can offer ... regarding this concern/wish/problem.'



THE CHAIRPERSON



I chair the meeting according to the agenda. I moderate the discussion and ensure fair speaking times so that we achieve good results and everyone can express their opinion.

What a chairperson could say in the class council:

'Dear classmates, I hereby open today's meeting of the class council. You submitted the following topics which are now on our agenda: ...'

'To start us off, ... reads the minutes from last session. Please check that everything is correct and that all the important decisions have been included.'

'We just heard last meeting's decisions again. What has happened since then? What have we been able to implement, which points require more work on our part?'

'Dear ..., do you have something to report from the student committee?'

'Do you have topics for the student committee?'

'Let us move on to the next item on the agenda. It is about ...'

'... expressed the wish to address this point today. Dear ..., please present your concern.'

'Who wants to say something about this?'

'What can we agree on? Who can propose a compromise?'

'We now have a concrete proposal. I am going to repeat it before we move on to the vote: ... If you are in favour of this proposal, please raise your hand. Who is against? Any abstentions?'

'Now we will discuss an important contemporary subject. We agreed that we will discuss about ... this time. May I request ... to give us a brief introduction to the subject?'

'Thank you very much for your positive participation. The next meeting will be held on I hereby declare today's session closed.'



THE SECRETARY



I document the topics and decisions in the class council so that they are not forgotten and can be worked on further by the class.

The secretary's tasks in the class council:

- ✓ You write down the discussed topics and taken decisions so that they are clear and easy to understand for everyone.
- ✓ You present the minutes in the next class council meeting and, if necessary, adapt it to the class's feedback.
- ✓ You add the finished minutes to the folder.

Tips for writing minutes:

- ✓ Write in the present tense.
- ✓ Use concise and clear sentences or keywords.
- ✓ Refrain from using judgmental language.
- ✓ Use abbreviations if they are commonly used in class.
- ✓ It is very important that the minutes show how votes were taken and what resolutions were passed. If things move too fast during the meeting, please ask that the proposed resolution or the number of votes be repeated.
- ✓ The minutes should also feature open questions or topics that have already been scheduled.
- ✓ It is best to write with a pen that allows you to make changes in the next session, should the class wish to do so.
- ✓ After discussing the minutes with the class, the chairperson and yourself sign them.



THE REFEREE



I point out when someone does not respect our rules in the class council. I advocate respectful interactions.

The referee's tasks:

- ✓ You take care that all rules are respected.
- ✓ You check that participants let each other speak and treat others with respect.

How do we handle disturbances in the class council?

This question should be discussed in detail in your class, and you should agree on solutions. Everyone should know exactly which rules apply and which consequences follow should they be disrespected.

Did you know that four disciplinary measures are currently possible in the Luxembourgish parliament? Depending on the degree to which a Member of Parliament disrespects a rule, they may receive a call to order or, in the worst case, may be temporarily excluded with a reprimand.

What a referee could say:

‘..., sorry to interrupt, ...’

‘To ensure that the class council works well, we have agreed on the following rule: ...’

‘Please calm down / listen to ... first / let ... speak out.’

‘..., what you have just said / done is against the rule ... I therefore give you your first / second warning.’

‘..., because you have repeatedly and seriously disregarded the rules, you can unfortunately no longer take part in the meeting.’



THE TIMEKEEPER



I pay attention to time during the meeting so that we can discuss all agenda items appropriately.

The timekeeper's tasks in the class council:

- ✓ Before the meeting, you prepare an agenda with the leading team so that all important issues can be discussed in plenty of time. You can, for instance, write in the margin next to the agenda how many minutes you plan to spend on the agenda per item or topic.
- ✓ You bring the intended timetable to the class council meeting.
- ✓ You indicate when the time allocated for an agenda item is about to run out. If considerably more time is needed than planned, you discuss with the leading team on how to organise the rest of the meeting.

What a timekeeper could say in the class council:

'We have allocated ... minutes for this agenda item.'

'Please note that we would like to reach a result on this item in ... minutes.'

'Because we do not have that much time left, we have to limit the speaking time. Anyone who still wants to say something on the subject will have a maximum of ... minutes.'

'We have already talked about ... for ... minutes. But there are still ... other topics on the agenda. Do we want to continue discussing this topic or do you prefer to bring it up again in the next session?'



THE EXPERTS



We have prepared ourselves well for the chosen contemporary subject. We get involved in the discussion with facts, different opinions and explanations.

The expert's tasks in the class council:

- ✓ Based on research in books, newspapers or on the Internet, you prepare a short introduction to the subject and present it to the class council.

These questions could help you:

- What is the subject/conflict about?
 - What important facts and differences in opinion should your classmates know about so that they can have a good discussion?
 - Who is arguing with whom and why? What different (economic, political or other) interests are the parties pursuing? What values do they emphasise?
 - Which laws are relevant? Who has which rights?
 - Who has the power to decide / change something? What are the possibilities of co-decision?
 - Do you know of any comparable reasons or similar situations from historical events or other places in the world?
- ✓ You bring discussion questions to the session, which might provoke different opinions and which can be thoroughly discussed by your classmates.
 - ✓ It is best to bring the notes from your research so that you can share important information with your classmates and answer questions during the discussion.

What experts could say in the class council:

'Today, we discuss the following topic / question / problem ...'

'This is important / concerns us because ...'

'The following points / aspects are mainly discussed: ...'

'On the one hand, the researcher ... believes that ...'

'On the other hand, the politician ... says that ...'

'One question we should discuss now is: ...'

'Where do you stand on the issue?'

'How do we want to deal with this issue further? What can we do?'



THE CLASS COUNCIL MEMBER



I contribute my opinion and ideas to the discussion. I also let others have their say, so that we can achieve good results together.

The class council member's tasks in the class council:

- ✓ You write down your topics before the class council meeting and put them in the box in plenty of time.
- ✓ You listen carefully to the leading team and your classmates.
- ✓ You speak up and contribute with your own opinion.
- ✓ You aim for good results for the class.

What a class council member could say in the class council:

- 'I formulated this topic, because ... It is about ...'
- 'I wish/think/would like to suggest that ...'
- 'If I understand correctly, you are saying that ... I see it like this: ...'
- 'In my opinion ... / from my point of view ... / I think that ...'
- 'I agree ... completely / partially.'
- 'I have to disagree on this point.'
- 'We agree that ...'
- 'What I actually wanted to say just now is ...'
- 'Perhaps I need to correct / clarify a little what I just said.'
- 'I would like to ask a follow-up question: ...'



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‘..., because you have repeatedly and seriously disregarded the rules, you can unfortunately no longer take part in the meeting.’



THE TIMEKEEPER



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The timekeeper's tasks in the class council:

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- ✓ You bring the intended timetable to the class council meeting.
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What a timekeeper could say in the class council:

'We have allocated ... minutes for this agenda item.'

'Please note that we would like to reach a result on this item in ... minutes.'

'Because we do not have that much time left, we have to limit the speaking time. Anyone who still wants to say something on the subject will have a maximum of ... minutes.'

'We have already talked about ... for ... minutes. But there are still ... other topics on the agenda. Do we want to continue discussing this topic or do you prefer to bring it up again in the next session?'



THE EXPERTS



We have prepared ourselves well for the chosen contemporary subject. We get involved in the discussion with facts, different opinions and explanations.

The expert's tasks in the class council:

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These questions could help you:

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'The following points / aspects are mainly discussed: ...'

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'One question we should discuss now is: ...'

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THE CLASS COUNCIL MEMBER



I contribute my opinion and ideas to the discussion. I also let others have their say, so that we can achieve good results together.

The class council member's tasks in the class council:

- ✓ You write down your topics before the class council meeting and put them in the box in plenty of time.
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What a class council member could say in the class council:

- 'I formulated this topic, because ... It is about ...'
- 'I wish/think/would like to suggest that ...'
- 'If I understand correctly, you are saying that ... I see it like this: ...'
- 'In my opinion ... / from my point of view ... / I think that ...'
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BUTTONS



CHAIRPERSON



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REFEREE



EXPERT



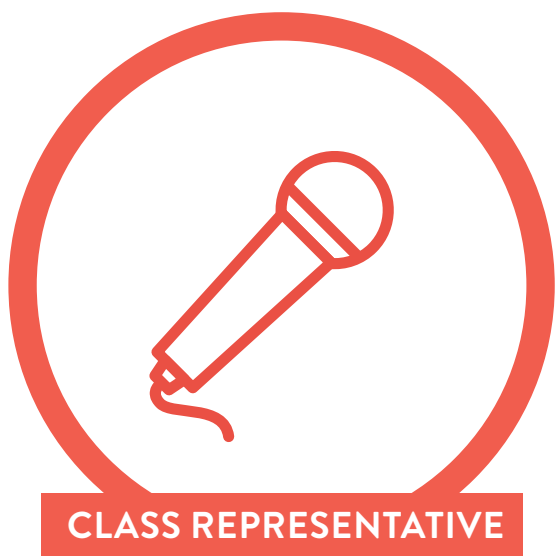
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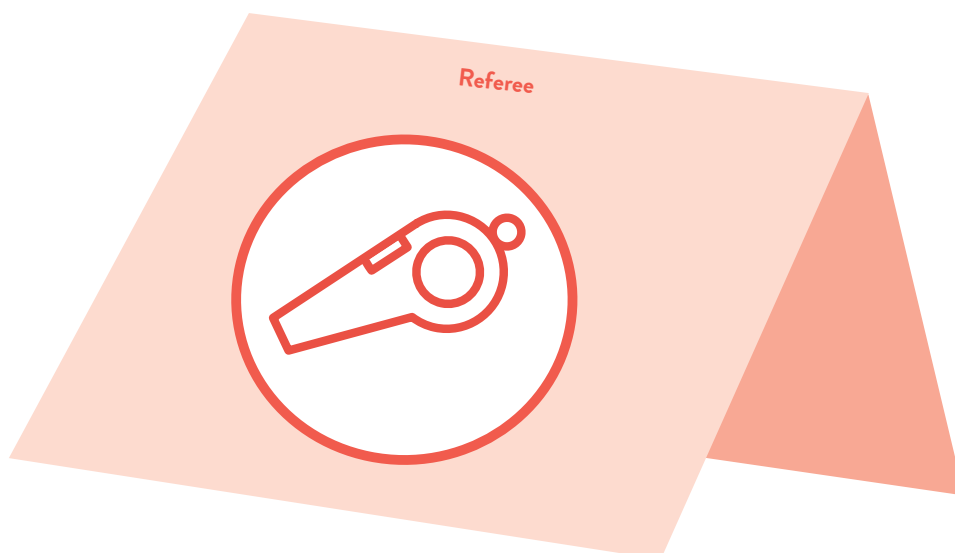




ROLE CARDS

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These cards do not have to be used with classes that are more familiar with class councils.



Timekeeper

Start

I calculate how much time the class council has for a topic and communicate the remaining time to the class.

- 'Today we have ... topics, meaning that we have ... minutes per topic.'

In the class council meeting

I keep track of time during the discussions.

- I check that we do not use up too much time for one topic.
- 'Sorry to interrupt, but we should soon move on to the next topic, as time is passing quickly.'
- I remind the class council when there is only five minutes left.
- 'Sorry to interrupt, but there are only five more minutes left to close the meeting on time.'

Timekeeper



Referee

Start

I read through the rules of the class council and explain them to the members.
• 'We have defined the following rules for the class council:'

In the class council meeting

I check that everyone adheres to the rules.

If someone breaks the rules

I signal to the pupil that they broke the rules.

If the rules are broken numerous times

I interrupt the meeting and explain to the pupil which rules they have broken.

• '... sorry to interrupt, but ... you have broken the rules again. So, this is your first/second warning...'

I expel pupils from the meeting.

• '... you have disrespected the rules several times, therefore you can no longer participate in the meeting.'

I can ask the teacher for help if the rules are broken numerous times.

• 'Sir/Madam ... could you please support me here, as ... disrespects the rules the whole time and does not listen to me.'

I add the problem to the agenda of the next class council meeting.

• 'Since the rules have been repeatedly broken today, I want to talk about our behaviour in the next class council meeting and find solutions.'

Referee



Secretary

Start

I get the folder and start noting down the first pieces of information.

In the class council meeting

- I read aloud last meeting's minutes.
 - 'Dear classmates, I am going to read aloud last meeting's minutes.'
 - Using keywords, I write down what each topic is about.
 - I ask for a break when I cannot keep up with the note taking.
 - 'Could you please stop for a moment until I have finished writing?'
 - I note down the voting results.
 - I note down the ideas or solutions decided upon by the council.
 - I ask questions if I do not understand something.
 - 'Excuse me ..., could you please repeat what you have just said?'
- I read the minutes aloud and ask if everyone agrees.
- 'To close the session, I will read aloud the minutes. If someone disagrees with anything, please speak up.'

Closure

Secretary



Class council member

Start

I can suggest a topic that should be discussed in the class council.

In the class council meeting

- I quickly explain what my topic is about.
- 'I would like to explain to you what my topic is about.'
- 'I wish that ... / I dislike that ...'
- I adhere to the rules of the class council.
- I participate in the discussion and try to give an opinion.
- 'I think that ... / In my opinion, ..., because ...'
- I participate in voting procedures.

Closing

I help implement the class council's solutions.

Class council member



Expert

Before the class council meeting

I look for an interesting subject, e.g., from the news.

What? Who? Where? When? Why?

I look for a map and an image to help me understand and explain the subject better.

In the class council meeting

I explain the subject to the council members.

- 'Today I would like to inform you about the following subject It is interesting, because ...'
- ... It is about ...
- ... It is important, because ...
- ... Any more questions?
- ... What do you think about this?'

Closing

I write a brief summary of the subject and add it to the folder/to the notice board.

Expert



Chairperson

Start

- I greet the class council members and open the meeting.
- 'Dear members of the class council, I am pleased to welcome you to today's class council meeting.'
- To start, ... reads the minutes from last week's meeting.'

In the class council meeting

- I inform the secretary that they can read aloud the minutes from last time.
- '... , Could you please read our last meeting's minutes to us?'
- If any tasks remain from last time, they are added to the list.
- I present the first topic.
- 'I am going to start with today's first topic. ... wrote the following.'
- '... , could you please explain your topic to us?'

Discussing topics

- I call upon the pupils to speak up so that everyone can participate.
- '... , has spoken up in the discussion. ... , what do you want to say?'
- If nobody wants to add something to the discussion, I shall move on to the vote. Every idea shall be considered for the vote.
- 'The result of the vote ...?'
- I ask about which tasks have to be completed and who would like to be responsible for them.
- 'Which tasks have to be completed and who would like to be responsible for one?'

Closing

- I thank the class and close the session.
- 'Thank you very much for your participation. I hereby close today's council meeting.'

Chairperson

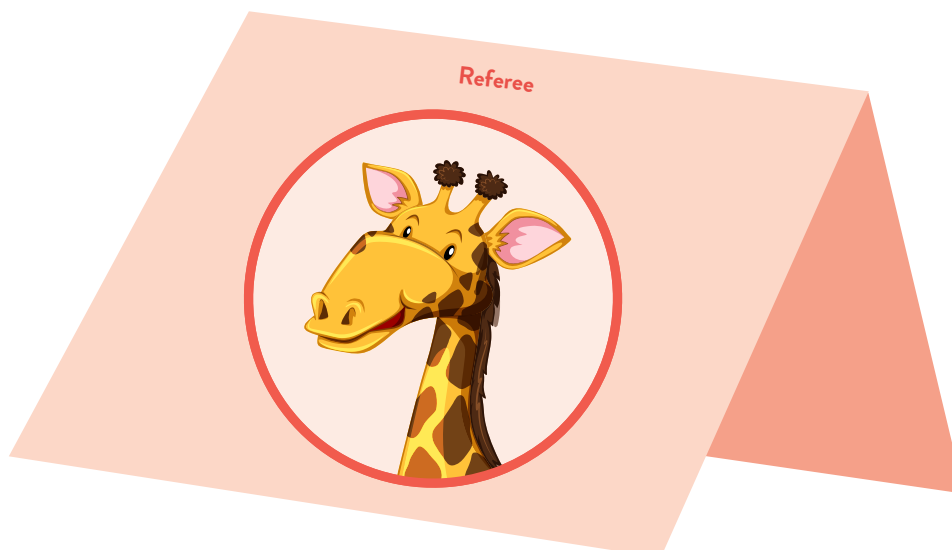




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I read aloud last meeting's minutes.

• 'Dear classmates, I am going to read aloud last meeting's minutes.'

Using keywords, I write down what each topic is about.

I ask for a break when I cannot keep up with the note taking.

• 'Could you please stop for a moment until I have finished writing?'

I note down the voting results.

I note down the ideas or solutions decided upon by the council.

I ask questions if I do not understand something.

• 'Excuse me ..., could you please repeat what you have just said?'

Closure

I read the minutes aloud and ask if everyone agrees.

• 'To close the session, I will read aloud the minutes. If someone disagrees with anything, please speak up.'

Secretary



Class council member

Start

I can suggest a topic that should be discussed in the class council.

In the class council meeting

I quickly explain what my topic is about.
• 'I would like to explain to you what my topic is about.'
• 'I wish that ... / I dislike that ...'
I adhere to the rules of the class council.
I participate in the discussion and try to give an opinion.
• 'I think that ... / In my opinion, ..., because ...'
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Closing

I help implement the class council's solutions.

Class council member



Closing

- 'Today I would like to inform you about the following subject It is interesting, because ...'
 - '... It is about ...'
 - '... It is important, because...'
 - '... Any more questions?'
 - '... What do you think about this?'
- I explain the subject to the council members.
I write a brief summary of the subject and add it to the folder/to the notice board.

In the class council meeting

- 'I look for a map and an image to help me understand and explain the subject better.'
- 'What? Who? Where? When? Why?'

I look for an interesting subject, e.g., from the news.

Before the class council meeting

Expert

Expert



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Start

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In the class council meeting

- I inform the secretary that they can read aloud the minutes from last time.
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Closing

- I thank the class and close the session.
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Chairperson





THE CLASS REPRESENTATIVE



CLASS REPRESENTATIVES

We inform our classmates about our work as class representative/member of the student committee and ask for feedback, wishes and ideas.

The class representative's tasks in the class council:

- ✓ Inform your peers about your work as class representative/member of the student committee. There is a specific point for this on the agenda. You can talk about current discussions, decisions and actions that are important to your classmates.
- ✓ Ask your peers for feedback: Do they agree with what you are engaged in as student representative and how you are proceeding? Which expectations and wishes are directed at you?
- ✓ During and after the class council meeting, reflect on what you can do as class representative/member of the student committee to help find a solution to the discussed issues and fulfil the expressed wishes. Include your suggestions and ideas in the council discussions.

What a class representative can say in the class council:

'On the ... we had a meeting with ...'

'We spoke about/decided on...'

'In the next weeks/months, the following actions are on our schedule: ...'

'What do you think about this decision/action?'

'What do you need from us?'

'As class representative(s)/student committee, we can offer ... regarding this concern/wish/problem.'



THE CHAIRPERSON



I chair the meeting according to the agenda. I moderate the discussion and ensure fair speaking times so that we achieve good results and everyone can express their opinion.

What a chairperson could say in the class council:

'Dear classmates, I hereby open today's meeting of the class council. You submitted the following topics which are now on our agenda: ...'

'To start us off, ... reads the minutes from last session. Please check that everything is correct and that all the important decisions have been included.'

'We just heard last meeting's decisions again. What has happened since then? What have we been able to implement, which points require more work on our part?'

'Dear ..., do you have something to report from the student committee?'

'Do you have topics for the student committee?'

'Let us move on to the next item on the agenda. It is about ...'

'... expressed the wish to address this point today. Dear ..., please present your concern.'

'Who wants to say something about this?'

'What can we agree on? Who can propose a compromise?'

'We now have a concrete proposal. I am going to repeat it before we move on to the vote: ... If you are in favour of this proposal, please raise your hand. Who is against? Any abstentions?'

'Now we will discuss an important contemporary subject. We agreed that we will discuss about ... this time. May I request ... to give us a brief introduction to the subject?'

'Thank you very much for your positive participation. The next meeting will be held on I hereby declare today's session closed.'



THE SECRETARY



I document the topics and decisions in the class council so that they are not forgotten and can be worked on further by the class.

The secretary's tasks in the class council:

- ✓ You write down the discussed topics and taken decisions so that they are clear and easy to understand for everyone.
- ✓ You present the minutes in the next class council meeting and, if necessary, adapt it to the class's feedback.
- ✓ You add the finished minutes to the folder.

Tips for writing minutes:

- ✓ Write in the present tense.
- ✓ Use concise and clear sentences or keywords.
- ✓ Refrain from using judgmental language.
- ✓ Use abbreviations if they are commonly used in class.
- ✓ It is very important that the minutes show how votes were taken and what resolutions were passed. If things move too fast during the meeting, please ask that the proposed resolution or the number of votes be repeated.
- ✓ The minutes should also feature open questions or topics that have already been scheduled.
- ✓ It is best to write with a pen that allows you to make changes in the next session, should the class wish to do so.
- ✓ After discussing the minutes with the class, the chairperson and yourself sign them.



THE REFEREE



REFEREE

I point out when someone does not respect our rules in the class council. I advocate respectful interactions.

The referee's tasks:

- ✓ You take care that all rules are respected.
- ✓ You check that participants let each other speak and treat others with respect.

How do we handle disturbances in the class council?

This question should be discussed in detail in your class, and you should agree on solutions. Everyone should know exactly which rules apply and which consequences follow should they be disrespected.

Did you know that four disciplinary measures are currently possible in the Luxembourgish parliament? Depending on the degree to which a Member of Parliament disrespects a rule, they may receive a call to order or, in the worst case, may be temporarily excluded with a reprimand.

What a referee could say:

‘..., sorry to interrupt, ...’

‘To ensure that the class council works well, we have agreed on the following rule: ...’

‘Please calm down / listen to ... first / let ... speak out.’

‘..., what you have just said / done is against the rule ... I therefore give you your first / second warning.’

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I contribute my opinion and ideas to the discussion. I also let others have their say, so that we can achieve good results together.

The class council member's tasks in the class council:

- ✓ You write down your topics before the class council meeting and put them in the box in plenty of time.
- ✓ You listen carefully to the leading team and your classmates.
- ✓ You speak up and contribute with your own opinion.
- ✓ You aim for good results for the class.

What a class council member could say in the class council:

- 'I formulated this topic, because ... It is about ...'
- 'I wish/think/would like to suggest that ...'
- 'If I understand correctly, you are saying that ... I see it like this: ...'
- 'In my opinion ... / from my point of view ... / I think that ...'
- 'I agree ... completely / partially.'
- 'I have to disagree on this point.'
- 'We agree that ...'
- 'What I actually wanted to say just now is ...'
- 'Perhaps I need to correct / clarify a little what I just said.'
- 'I would like to ask a follow-up question: ...'