3.4.7 SOCIOGRAM

A useful and effective tool for analysing relationships within a class group is the sociogram. By asking pupils a few questions, it is possible to arrive at a graphic representation that highlights the position of each pupil within the group. This makes it possible to develop a greater internal balance and to help some children solve their socialisation problems.

The questions are as follows:

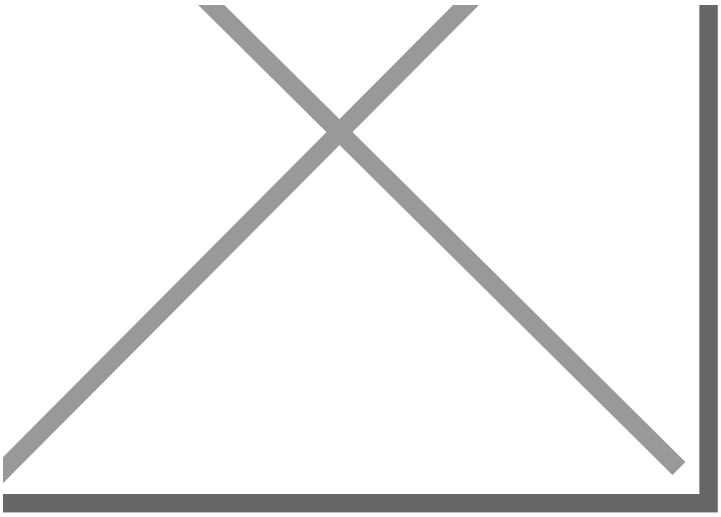
1- During break time, who would you choose to play outside in the garden? (choose two classmates)

2- During break time, who would you not choose to play outside in the garden? (choose two classmates)

3- If the teacher made you choose, who would you want with you to do a pair work? (choose two classmates)

4- If the teacher made you choose, who would you not want with you to do a pair work? (choose two classmates)

Now create a table (sociometric matrix) and a target sociogram, as in the example below.



Generally, five different positions emerge:

- ISOLATED: subject lacking any recognition by peers and therefore not in a position to establish any type of bond within the class (he/she has received neither choices nor rejections)
- MARGINAL: whose presence within the class is not fundamental. Its position is not central in the network of relationships (they received significantly fewer choices than average)
- EMARGINATED: not regarded positively by his peers (received the most rejections from his peers)
- POPULAR: is recognised by many comrades, but does not necessarily have ties (received many choices even if not reciprocated)
- LEADER: he/she is the most recognised by the group and has many bonds with his/her classmates (he/she has received many choices, most of which are reciprocated)

Starting from this breakdown, you can act to investigate the factors that create isolation and marginalisation, working to foster greater cohesion within the classroom context.

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