Class Meeting Practice

Introduction for Trainers
(Training Exercise: Allow approximately 25 minutes.)

This exercise is designed to give Olweus trainers, BPCC members and all classroom teachers an opportunity to practice leading a class meeting discussion.

A note about discussing anti-bullying rules with students:
It is important that the classroom teacher has thoroughly considered the school’s rules about bullying before discussing them with the students. Each teacher should read the Teacher Guide and review the Teacher Guide CD-ROM carefully before conducting class meetings about these rules.

The following Talking Points are designed for role play by adults as part of Olweus training, and are shortened versions of more detailed class meetings about the anti-bullying rules which are provided in the Teacher Guide CD-ROM (TG Documents #12-15).

Trainers should become familiar with the following Activity Instructions for facilitating the "Bullying Rules RELAY" exercise.
Activity instructions:

- Split into groups of 4 for role play and follow-up processing, and have one participant agree to be the “teacher” for the first role play. The remainder of the group members will portray students.

- Assume that the teacher has already discussed the following ground rules or guidelines for class discussions:
  - We raise our hand when we want to say something.
  - Everyone has the right to be heard.
  - We let others speak without interrupting.
  - Everyone has the right to pass.
  - We can disagree without being disagreeable or saying mean things; no “put downs.”
  - When talking about bullying or other problems between students, we don’t mention names.

- Distribute a copy of Talking Points for each of the four school rules. (Source, Teacher Guide CD-ROM, Documents #12-15)

- The “teacher” begins to facilitate a 3- to 5-minute mini-class meeting using Rule #1: “We will not bully others.” (Refer to Talking Points for Rule #1.)

- Immediately following the role-play, the “teacher” and group should take a few minutes to process what has taken place in the role-play.

- Once this step is completed, ask the “teacher” to pass the copy of the rules to another member of the group. This new “teacher” will then facilitate a class meeting about Rule #2, again followed by a brief group processing. (Refer to the sheet of Talking Points for Rule #2 for the role play.)

- When the Rule #2 role-play is completed, switch again and continue through rules #3 and #4, until each group member has had the opportunity to be in the “teacher” role.

- TIP: To save your voice as a trainer, agree on a signal to transition between phases of the role-play activity (e.g. flick the lights).

- Process their experiences as a large group.
Talking Points:

Rule #1. We Will Not Bully Others.

1. “What is bullying?” (Remind students that bullying is being mean or hurtful on purpose, it’s repeated and it involves an imbalance of power.) “What are examples of bullying behavior?”

2. “What are the differences between bullying and rough play? Between bullying and fighting?”

3. “What are the differences between good-natured teasing (or kidding) and bullying?”
   a. “Don’t answer out loud or raise your hands for this next question—just think to your selves. How many of you have ever teased someone or been teased by someone that was in fun and not bullying?”
   b. “Again, think to yourselves. How many of you have ever been teased by someone in a way that hurt your feelings and it was not in fun?”
   c. “How can teasing turn into bullying?”

4. “What are some things you could say if you are being teased or called a name you don’t like?

5. “What could you do if someone is bullying you? Who at school could you tell?” (Also relates to Rule #4) (Emphasize the importance of telling an adult.)
Talking Points:

Rule #2. We Will Try to Help Students Who Are Bullied.

1. “What are some ways you can help students who are being bullied?
   • Intervening directly by telling a student who is bullying to stop.
   • Get help from an adult.
   • Be a friend. Stand alongside the person who is being bullied.
   • Don’t join in on the bullying.

2. “If you saw bullying…
   • “What would you say? What would you do?”
   • “How hard would this be to do?”
   • “How would it make the person who is being bullied feel?”
   • “Do you think this solution will change the situation?”
   • “Does this solution fit with our school’s rules?”

3. “If you were being bullied, do you think you would want someone to help you? In what ways?”
Talking Points:

**Rule #3. We Will Try to Include Students Who Are Left Out.**

1. “What does this rule mean?” AND “Another way to say this rule is that everyone should have someone to be with.”

2. “Think to yourselves, without mentioning names, whether there are students in our school who are often isolated and left out. Does everyone have someone to be with during recess/breaks or at lunch?”

3. “Why do you think some students don’t include those who are alone? What might make including others so difficult?”

4. “How can you include classmates who are often left alone at lunch, at recess or breaks, or other activities both during and outside of school hours?”

5. “Some students have a hard time making friends or connecting with others. Why might it be hard for some students to do this?”
   
a. Some students are very shy.

b. Some students might not have much practice.

c. Some students may have been hurt by others students and may have a hard time trusting others now.
Talking Points:

Rule #4. If We Know That Somebody Is Being Bullied, We Will Tell an Adult at School and an Adult at Home.

1. “Think for a moment to yourselves...which adult(s) at school could you talk to if you or another student is being bullied?

2. “Sometimes students believe that telling an adult will make things worse for the person who is being bullied or they think that telling an adult is “tattling.”

3. “Why is telling so important? Why is it important to tell an adult at home AND at school?”

4. “Do you think that most students who are bullied actually tell someone? Who are they most likely to tell?”

5. “Why do you think students who are bullied often don’t tell anyone?”

6. “What about bystanders? How common do you think it is for bystanders to report bullying?”

7. “Why don’t bystanders report bullying more often?”

8. “What could we do at our school to make it more likely that students will report bullying?”