



Estimated time:

40 minutes; divide this into two sessions if you are working with younger students

Note:

This class meeting outline is designed for students in elementary school. Introduce this rule to students at their developmental level.

For example, if you are working with students in middle school/junior high school, spend more time talking about the issue of cliques and peer pressure to belong to certain groups and exclude others from those groups. Talk about how this issue can be resolved at your school.

Outline for the Class Meeting about Rule 3

We Will Try to Include Students Who Are Left Out

1. Get students into their class meeting circle.
2. Review with students again the purpose of class meetings and the ground rules for their discussion. Hang the class meeting ground rules poster where all the students can see it.
3. Ask: **How have things been going this week in our classroom?** Allow several students to respond.
4. Explain that today you are going to talk about the third anti-bullying rule. Ask: **Do you remember the first anti-bullying rule? What is it, and what does it mean?** Allow several students to respond.

Rule 1: We will not bully others.

5. Ask: **Who can remind us of the definition of bullying? What are some examples of bullying?** Allow several students to respond.

6. Ask: **What is the second anti-bullying rule?**

Rule 2: We will try to help students who are bullied.

7. Ask: **What are some ways we can help a student who is being bullied?** Allow several students to respond.

8. Ask: **What is the third anti-bullying rule discussed in our school's kick-off assembly?**

Rule 3: We will try to include students who are left out.

RULE 1:

We will not bully others.

RULE 2:

We will try to help students who are bullied.

RULE 3:

We will try to include students who are left out.

9. Ask: **What does this rule mean?** Allow several students to respond.
10. Say: **Another way to say this rule is that “Everyone should have someone to be with.”**
11. Say: **Think to yourselves, without mentioning names, whether there are students in our school who are often isolated or left out. Does everyone have someone to be with during recess or at lunch?**
12. Ask: **Why do you think some students don’t include those who are alone? What might make including others so difficult?** Allow several students to respond. Note that peer pressure to exclude students can be strong.
13. Ask: **How can you include classmates who are often left alone at lunch, at recess or breaks, during group activities or other activities both during and outside of school hours?**
14. Make a list of the answers students give on a piece of poster board and post the ideas in your classroom. Encourage students to try these ideas out over the next few days. Be sure to reward or praise students who are putting these ideas into action.
15. Say: **Some students have a hard time making friends or connecting with others. Why might it be hard for some students to do this?**
Possible answers:
 - Some students are very shy.
 - Some students might not have much practice.
 - Some students may have been hurt by other students and have a hard time trusting others now.
16. Remind students that sometimes it takes patience, encouragement, and courage to help isolated students feel comfortable and safe getting involved.
17. Say: **We’ve come up with some good ways to try to include students who are often left out. I want to remind you to try out these ideas this week. I’ll be watching how this goes, hoping to “catch” you reaching out to those who are often left out.**
18. If time permits, ask if students have any questions or would like to talk through any other concerns.
19. Congratulate students on doing a good job in learning how they can follow this important rule.

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