

**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.

7. Stress that getting help from an adult may be the best option, particularly if students think they may also get hurt by trying to stop the bullying. Explain that if bullying is reported, you and all other school staff will be taking action.
8. Review again the negative consequences for bullying and the positive consequences that will occur for taking a stand against bullying.
9. View scenario 2 on the Teacher Guide DVD if you are working with students in grades 3 or lower, scenario 3 on the Teacher Guide DVD if you are working with students in grades 4–6, or scenario 5 on the Teacher Guide DVD if you are working with students in grades 7 and 8. Ask students to come up with positive ways to handle the situation if they were bystanders. For example, ask students:
  - **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?**

*Note:* If students say it would do no good to tell an adult or it would be “tattling,” explain that all adults in the school want to know about bullying and will do something about it. Also emphasize that telling an adult is not “tattling”; it is being a good friend and member of this school.

10. Ask: **If you were being bullied, do you think you would want someone to help you? In what ways?**

*Note:* If students suggest retaliation or violent options, talk about your school rules and why this is not appropriate.

11. Say: **To summarize what we've talked about today, there are several ways to help someone who is being bullied. Remember these options the next time you see someone being bullied. It is important that you do something not only because it is a school rule but also because it's the right thing to do.**
12. If time permits, ask if students have any questions or would like to talk through any other concerns.
13. Congratulate the class on working hard to understand how they can help someone who is being bullied.

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