



**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, avoid using the term “tattling,” since that may seem childish. Use the language that students typically use in your school to talk about telling on someone.

Outline for the Class Meeting about Rule 4

**If We Know That Somebody Is Being Bullied, We Will Tell an Adult at School and an Adult at Home**

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 the classroom?** Allow several students to respond.
4. Say: **Today, we’ll be talking about the fourth anti-bullying rule. What is the first anti-bullying rule?**  

**Rule 1: We will not bully others.**
5. Say: **What is the second anti-bullying rule?**  

**Rule 2: We will try to help students who are bullied.**
6. Say: **Who remembers the third anti-bullying rule? What does this rule mean?**  

**Rule 3: We will try to include students who are left out.**
7. Ask: **Has anyone tried to help include someone who was left out this week?**  
 Remind students not to mention names.

**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.

8. Ask: **What is the fourth and final anti-bullying rule that was discussed in our school’s kick-off assembly?**

**Rule 4: If we know that somebody is being bullied, we will tell an adult at school and an adult at home.**

9. Ask: **Think for a moment to yourselves . . . which adult(s) at school could you talk to if you or another student is being bullied?** Remind students that every adult in your school has pledged to take bullying seriously and to do something about it if they are told it is occurring.
10. Say: **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.”**
11. Ask: **Why is telling so important? Why is it important to tell an adult at home *and* at school?** Allow several students to respond.
12. Explain that this rule is not just about telling an adult when you know that someone else is being bullied, but also about telling an adult if *you* are being bullied.
13. Ask: **Do you think that most students who are bullied actually tell someone? Who are they most likely to tell?** Explain that a lot of students don’t tell an adult when they are bullied, and then the bullying doesn’t stop.
14. Ask: **Why do you think students who are bullied often don’t tell anyone?** Allow several students to respond. If students say that adults won’t do anything, remind them that now they will at your school.
15. Ask: **What about bystanders? How common do you think it is for bystanders to report bullying?** Explain that compared to students who experience bullying, even fewer students who witness bullying report it to adults.
16. Ask: **Why don’t bystanders report bullying more often?** Discuss the “bystander effect”—the more witnesses there are, the less likely it is that anyone will get involved and help the student who is being bullied.
17. Remind students that they now have a rule that they must tell an adult if they or someone else is being bullied. Also stress that telling an adult is not “tattling,” but is following the rules.

## **RULE 4:**

If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

18. Remind students that everyone in school will be asked to follow this rule, so if you are thinking of bullying others, be aware that an adult will be told and that this adult will take action.

For older students: If you have data from your school's administration of the Olweus Bullying Questionnaire, tell the class the percentage of students at your school who have told an adult about bullying. Explain that bystanders can play a very important role in stopping and preventing bullying by telling an adult. Remind students that everyone has the right to go to school without being bullied or harassed.

19. Ask: **What could we do at our school to make it more likely that students will report bullying?** Ask a student to record other students' suggestions. Tell the class that you'll forward their suggestions to your school's Bullying Prevention Coordinating Committee.
20. Summarize the discussion by reminding students that telling an adult is not "tattling," but keeping someone safe.
21. Remind students that during class meetings, you have asked students not to use other students' names when talking about bullying. This does not mean you don't want to do anything about bullying. As has been mentioned in your class meeting rules, it is important for students to report bullying, but you encourage them to do so with you individually.
22. Answer any other questions or concerns students may have.
23. Congratulate students on doing a great job understanding how important it is to tell an adult if they or someone else is being bullied.

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