

SHEET 1

DISRUPTIVE STUDENT

Misbehaviour Informal Meeting Role Play

The misbehaviour incident happened as follows:

A student was consistently disrupting others in their group. The class Teacher asked the student to stop messing around and join in with the others, asking a Teaching Assistant to help the student get back into the group activity.

A short while later, the same student began shouting at the Teaching Assistant saying, "Get out of my face!" When the class Teacher intervened, the student continued shouting and violently shoved a chair over, which narrowly missed hitting the Teaching Assistant's legs. The disruptive student then stormed out.

Disruptive Student (Use your own name)

- You have no objections about coming to the meeting and feel worried and ashamed.
- You apologise immediately at the outset of the meeting.
- You just don't like the activity (**YOU CHOOSE THE ACTIVITY**) because you find it too difficult and nobody seemed to be listening to your concerns.
- You never thought about the impact of your actions on the Teaching Assistant and the Class Teacher.
- As you listen to others describe how they were affected, you feel very ashamed.
- You are cooperative and in the agreement phase of the meeting are willing to accept any reasonable consequences.

Please do not exaggerate your role and make it difficult for the facilitator to conduct the role play conference. Most real restorative meetings run fairly smoothly without extreme behaviours.

SHEET 2 TEACHING ASSISTANT

Misbehaviour Informal Meeting Role Play

The misbehaviour incident happened as follows:

A student was consistently disrupting others in their group. The class Teacher asked the student to stop messing around and join in with the others, asking a Teaching Assistant to help the student get back into the group activity.

A short while later, the same student began shouting at the Teaching Assistant saying, "Get out of my face!" When the class Teacher intervened, the student continued shouting and violently shoved a chair over, which narrowly missed hitting the Teaching Assistant's legs. The disruptive student then stormed out.

Teaching Assistant *(Use your own name)*

- You are shocked by the disruptive student's behaviour and readily agree to come to the meeting.
- You are embarrassed to be at the meeting, but you are very cooperative.
- You worry about how this kind of behaviour will affect the student's future.
- You think they are actually a good person.
- You realise that maybe you didn't really listen to their viewpoint.
- You feel that you may have let the class teacher down.

Please do not exaggerate your role and make it difficult for the facilitator to conduct the role play conference. Most real restorative meetings run fairly smoothly without extreme behaviours.

SHEET 3
CLASS TEACHER

Misbehaviour Informal Meeting Role Play

The misbehaviour incident happened as follows:

A student was consistently disrupting others in their group. The class Teacher asked the student to stop messing around and join in with the others, asking a Teaching Assistant to help the student get back into the group activity.

A short while later, the same student began shouting at the Teaching Assistant saying, "Get out of my face!" When the class Teacher intervened, the student continued shouting and violently shoved a chair over, which narrowly missed hitting the Teaching Assistant's legs. The disruptive student then stormed out.

Class Teacher *(Use your own name)*

- You are annoyed with the disruptive student and want to confront their behaviour towards both the Teaching Assistant and yourself.
- You are also upset by their behaviour towards you.
- You left the Teaching Assistant to supervise them and now feel that maybe you should have done so yourself.
- When you hear that the student finds the activity too difficult you decide to offer them extra support.

Please do not exaggerate your role and make it difficult for the facilitator to conduct the role play conference. Most real restorative meetings run fairly smoothly without extreme behaviours.

SHEET 4 (OPTIONAL) FELLOW STUDENT

Misbehaviour Informal Meeting Role Play

The misbehaviour incident happened as follows:

A student was consistently disrupting others in their group. The class Teacher asked the student to stop messing around and join in with the others, asking a Teaching Assistant to help the student get back into the group activity.

A short while later, the same student began shouting at the Teaching Assistant saying, "Get out of my face!" When the class Teacher intervened, the student continued shouting and violently shoved a chair over, which narrowly missed hitting the Teaching Assistant's legs. The disruptive student then stormed out.

Fellow Student (Use your own name) (OPTIONAL ROLE)

- You were a member of the class and saw and heard the entire incident.
- You like the disruptive student but are annoyed with them for messing about in the group activity which you all were enjoying.
- You want to confront them about this.
- You are also not happy with their behaviour towards the Teaching Assistant and Class Teacher.
- When you hear that the disruptive student finds the activity too difficult you offer to help them take part.

Please do not exaggerate your role and make it difficult for the facilitator to conduct the role play conference. Most real restorative meetings run fairly smoothly without extreme behaviours.

Misbehaviour Informal Meeting Role Play

The misbehaviour incident happened as follows:

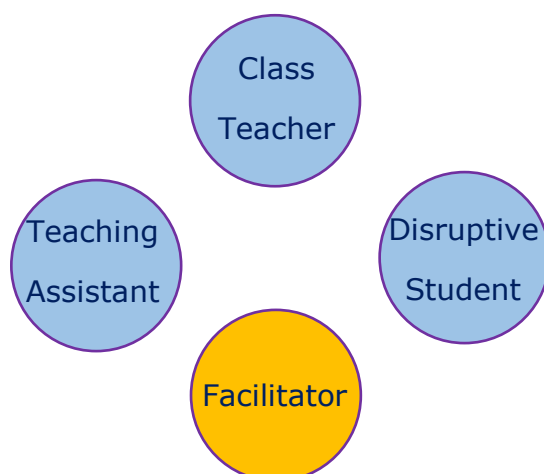
A student was consistently disrupting others in their group. The class Teacher asked the student to stop messing around and join in with the others, asking a Teaching Assistant to help the student get back into the group activity.

A short while later, the same student began shouting at the Teaching Assistant saying, "Get out of my face!" When the class Teacher intervened, the student continued shouting and violently shoved a chair over, which narrowly missed hitting the Teaching Assistant's legs. The disruptive student then stormed out.

Meeting Facilitator (Use your own name)

You were asked to facilitate (run) an informal restorative meeting. You have spoken with the following meeting participants using the appropriate relational questions in preparing them to meet and found the following:

- **Disruptive Student:** - has no objections about coming to the meeting and seems appropriately worried and ashamed.
- **Teaching Assistant:** - was shocked and upset by the student's behaviour and readily agrees to come to the meeting.
- **Class Teacher:** is annoyed with the student and wants to confront their behaviour towards both the Teaching Assistant and them self.



**TEACHING
ASSISTANT**

Harmed Person

**DISRUPTIVE
STUDENT**

Wrongdoer

**CLASS
TEACHER**

Harmed Person

**FELLOW
STUDENT**

(Optional Role)

**TEACHING
ASSISTANT**

Harmed Person

**DISRUPTIVE
STUDENT**

Wrongdoer

**CLASS
TEACHER**

Harmed Person

**FELLOW
STUDENT**

(Optional Role)