

# Building Rapport with Students



## Scenario Guide

### Learner-Facing Vignette

You are teaching a class of 6th grade student avatars. Your students from left to right in the classroom include **Savannah** (quiet but helpful when feeling brave), **Dev** (conservative family background), **Harrison** (uncomfortable with most sexuality content but affable), **Jasmine** (helper and eager to please) and **Ethan** (likes to joke around, most students like him).

You are teaching a relatively new class of 6<sup>th</sup> graders. Your topic is on relationships as you try and build greater rapport with your students and among your students. You have already introduced the concept of ground rules and have a list of rules posted that you have created with your students. Engage your students in a **self-reflection** activity using these questions: *What is something you are good at? What is something you enjoy? Who is someone you like being with and why?* After giving your students a minute to write down their answers, ask them to **turn & talk** with a partner to share their responses. Next, facilitate a **share out** among the whole class.

You can reference these class ground rules as needed:

- One person speaks at a time
- Respect for others' opinions and viewpoints
- Right to pass
- No personal questions
- No side conversations

### Objectives:

- Demonstrate the ability to build rapport with students.
- Demonstrate the ability to intervene in homophobic and other bullying comments and actions.

### Planned Challenges

#### Challenge 1:

There are mixed responses from the avatars to this activity. Some are giddy and excited about the class, interrupting the educator and asking lots of questions. Some are surly and defiant, insinuating that this activity is stupid and that their classmates are losers for being excited. While others are quiet and shy about responding and interacting.

#### Performance Objective for Challenge 1:

The educator is able to work with the students different energy and enthusiasm (or lack of) showing respect, interest, and fairness and reinforces ground rules as needed. Educator may review learning outcome and explain the reasons why they are doing this activity as the educator begins to build a rapport with these students.

### Author(s)

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### Avatars

6 Grade - Middle School

### Learner Audience

Middle school health/PE teachers who implement sexuality education in public schools

When learners...	Avatars will...
<b>HIT</b>	<b>HIT</b>
Educator may review reasons/rationale for completing this activity - it is about getting to know their students and begin to build a rapport with one another. Educator capitalizes on some of the students' excitement while finding effective ways of engaging the others - a quiet word with individual students, treating all students with respect and equilibrium, showing genuine interest in student's responses, and respecting student's personal space and boundaries.	Avatars respond appropriately (and for some perhaps somewhat reluctantly) to educator's questions and/or prompts.
<b>MISS</b>	<b>MISS</b>
Educator may become flustered or frustrated trying to rein in some students while attempting to engage others; may try ineffective strategies/techniques to get a handle on the situation, like shouting at the students or raising their voice to reprimand them.	Avatars behavior continues as the educator is unable to get control of the class and engage all students in the task. If educator shouts at avatars, some shut down while others become angry and even more defiant.

*As stated above, learners may hit or miss the performance objective. In some cases, the performance objective must be hit before moving successfully to the Challenge 2; however, in other cases, learners may miss the objective but still be able to successfully complete Challenge 2.*

### **Challenge 2:**

The surly and defiant avatars make several unkind and mean-spirited comments under their breath about a couple of their excited and giddy classmates. One of them says aloud, just loud enough for all the students to hear: "God, you're so gay! You're such a loser. No wonder you don't have any friends." The recipient avatar becomes visibly upset. One of the other avatars speaks up as they try to defend their classmate. It is unclear if the educator has heard the content of the mean-spirited comments.

### **Performance Objective for Challenge 2:**

Educator recognizes and skillfully intervenes when homophobic/derogatory references are used and any other teasing or bullying comments are made. The educator sets a clear tone of respect and safety and uses techniques and tools to maintain this, including reinforcing ground rules as needed.

When learners...	Avatars will...
<b>HIT</b>	<b>HIT</b>
Educator intervenes when they hear homophobic language and uses the Stop It, Name It, Claim It intervention strategy to effectively stop the behavior - making the claim that there is no place for hurtful, disrespectful and homophobic language in this classroom. Educator recognizes teasing behavior and stops it without blaming or shaming students. Gets students to identify and recognize the behavior as hurtful.	Avatars stop the teasing and bullying behavior and do their best to engage in the activity.

MISS	MISS
<p>Educator may not recognize homophobic language as bullying behavior, ignores it or does not know how to skillfully intervene to stop it;</p> <p>Educator may become flustered and/or frustrated as they may have difficulty getting the students to engage or get a handle on the situation;</p> <p>Educator may try ineffective strategies/techniques like shouting at students, reprimanding them, or shaming them to get them to comply with the activity.</p> <p>Instead of building rapport, classroom becomes hostile and unsafe.</p>	<p>Avatars gang up on one another and up the ante in making/shouting inappropriate, disrespectful and mean-spirited comments. Others shut down completely.</p>

## Background Materials

Skills video Teachers will watch prior to entering virtual classroom

## Reflection Prompts

What was it like to do that?

In order to use ground rules effectively in your classroom, what is one thing you would do differently next time?

## Employee's Report of Injury Form

**Instructions:** Employees shall use this form to report all work related injuries, illnesses, or "near miss" events (which could have caused an injury or illness) – *no matter how minor*. This helps us to identify and correct hazards before they cause serious injuries. This form shall be completed by employees as soon as possible and given to a supervisor for further action.

I am reporting a work related: <input type="checkbox"/> Injury <input type="checkbox"/> Illness <input type="checkbox"/> Near miss	
Your Name:	
Job title:	
Supervisor:	
Have you told your supervisor about this injury/near miss? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Date of injury/near miss:	Time of injury/near miss:
Names of witnesses (if any):	
Where, exactly, did it happen?	
What were you doing at the time?	
Describe step by step what led up to the injury/near miss. (continue on the back if necessary):	
What could have been done to prevent this injury/near miss?	
What parts of your body were injured? If a near miss, how could you have been hurt?	
Did you see a doctor about this injury/illness? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, whom did you see?	Doctor's phone number:
Date:	Time:
Has this part of your body been injured before? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, when?	Supervisor:
Your signature:	Date:

### Supervisor's Accident Investigation Form

Name of Injured Person \_\_\_\_\_

Date of Birth \_\_\_\_\_ Telephone Number \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

(Circle one) Male Female

What part of the body was injured? Describe in detail. \_\_\_\_\_

\_\_\_\_\_

What was the nature of the injury? Describe in detail. \_\_\_\_\_

\_\_\_\_\_

Describe fully how the accident happened? What was employee doing prior to the event? What equipment, tools being using? \_\_\_\_\_

\_\_\_\_\_

Names of all witnesses:

\_\_\_\_\_

\_\_\_\_\_

Date of Event \_\_\_\_\_ Time of Event \_\_\_\_\_

Exact location of event: \_\_\_\_\_

What caused the event? \_\_\_\_\_

\_\_\_\_\_

Were safety regulations in place and used? If not, what was wrong? \_\_\_\_\_

\_\_\_\_\_

Employee went to doctor/hospital? Doctor's Name \_\_\_\_\_

Hospital Name \_\_\_\_\_

Recommended preventive action to take in the future to prevent reoccurrence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

**Step 4: How can future incidents be prevented?****What changes do you suggest to prevent this incident/near miss from happening again?**

- ☐ Stop this activity    ☐ Guard the hazard    ☐ Train the employee(s)    ☐ Train the supervisor(s)
- ☐ Redesign task steps    ☐ Redesign work station    ☐ Write a new policy/rule    ☐ Enforce existing policy
- ☐ Routinely inspect for the hazard    ☐ Personal Protective Equipment    ☐ Other: \_\_\_\_\_

What should be (or has been) done to carry out the suggestion(s) checked above?

Description continued on attached sheets: ☐**Step 5: Who completed and reviewed this form? (Please Print)**

Written by:

Title:

Department:

Date:

Names of investigation team members:

Reviewed by:

Title:

Date: