

## Game play rules for class discussions

The topics covered in Network are potentially sensitive, and therefore it makes good sense to draw up rules of the game for the discussions in class.

Students relate very differently to working with emotionally difficult topics. Most students know that talking about difficult things in class is a special discipline. They take it seriously and show respect towards each other.

However, there will often be a few students who have difficulty adjusting to the discussions. Either because they think it is hitting too close to home, or because they find that it does not concern them. This can be expressed by lack of concentration, small talk or giggling.

In order to counteract this type of behavior we encourage you to agree on some common ground rules before the discussions begin.

### Proposed rules of the game

- Show each other respect in the discussions:
  - Let everyone speak.
  - Let everyone speak out - no interruptions, no laughter, no giggles, and no small talk when others speak.
  - Avoid making the discussion personal - say one instead of you.
  - Raise your hand before you speak.
  - Switch off cell phones and computers (there is no reason at all to have the computer in Network lessons - unless you are told otherwise).
- Treat the information confidentially. Everything that comes up in the discussions stays within the four walls of the classroom.

### Think about:

- There are many ways to perceive things.
- Respect that others may have a different view of things than you have.
- Always start with yourself and your experiences.
- Listen for the positive in each other's comments.
- Avoid placing blame for bad experiences.

If some students still laugh or giggle during the discussions, it is important that you as a teacher handle this behavior in a constructive way. It is up to you to assess why there is giggling - and how it should be handled. For example, it may be okay to talk about a serious subject in a humorous way - we may all need it from time to time.

If, on the other hand, a student giggles because the subject comes too close, it can be an understandable defense mechanism. And other times, the giggle may be an expression that a student thinks the topic is irrelevant.

If it is a defense mechanism, it can be beneficial to put it into words, e.g. "Sometimes serious topics can make people giggle because they do not know exactly how to behave otherwise. It can be a 'valve' that makes it easier to be in a slightly difficult situation. "

Be aware that a giggle can be perceived differently by the person who has just said something in a discussion: "Are they laughing at me? Did I say something stupid? " If you think that giggling is about some students finding the topic irrelevant, it may also be a good idea to state it:

"Loneliness is a condition of life. It affects us all for shorter or longer periods. I think we have all tried to feel lonely at some point, and otherwise we probably will. "