

## Guidance for students on running a meeting

### Step by Step:

#### 1. Creating a Session Plan

- Begin by creating a framework that sets out the common factors in a meeting you will need to give clear direction and guidance. These may include time, content, speakers etc. It may look a little like this...

| Time | Content | Who |
|------|---------|-----|
|      |         |     |

- **Next, think about the points in your Content portion that will also remain constant. These may include:**
  - **Welcome/Closing-** These relax the pace of meetings by allowing proper time to welcome and farewell attendees and give clear markers for a beginning/end.
  - **Ground rules-** It is important to set expectations/boundaries of the group to create an environment that values each representative, equality, and inclusivity. What do you think the ground rules should be?
  - **Icebreaker-** Icebreakers are a great way of creating an easy, friendly atmosphere in a meeting and setting up for a great discussion. Formal icebreakers do not have to be used every meeting as the group may become more familiar with each other. The person facilitating the opening of the meeting can decide how they would like to guide the meeting and settle attendees...
- **Then the points which may change...**
  - **Content-** The actual discussion portion of your meeting will change constantly as new ideas or issues arise. However, it will also be important to have standing agenda items, such as the wellbeing of marginalised voices within the school. Standing agenda items means priority wellbeing issues are constantly being re-evaluated. Your session plan may end up looking a little like this...

| Time | Content                                                                                                                                                                                          | Facilitator |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 8.00 | Welcome <ul style="list-style-type: none"> <li>• First meeting back/new members</li> </ul>                                                                                                       | Nikki       |
| 8.05 | Ground Rules <ul style="list-style-type: none"> <li>• Set rules with group for us all to agree on</li> <li>• Confidentiality, equality, listening, respect, challenge but no arguing.</li> </ul> | Nikki       |

|      |                                                                                                                                                                                                                                                                                                        |                          |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 8.15 | Icebreaker <ul style="list-style-type: none"> <li>• Introductions/ why did everyone want to be a Wellbeing representative?</li> </ul>                                                                                                                                                                  | Mark                     |
| 8.25 | Discussion <ul style="list-style-type: none"> <li>• Objectives for first year, what does everyone want to achieve?</li> <li>• What do we want to follow on from last year/tackle afresh this year?</li> </ul> Standing agenda items <ul style="list-style-type: none"> <li>• Suggestion box</li> </ul> | Jim/Everyone<br><br>Mark |
| 8.45 | Evaluation/End <ul style="list-style-type: none"> <li>• Anything to be done before next meeting?</li> <li>• Topics to discuss next?</li> <li>• Next meeting time</li> </ul>                                                                                                                            | Nikki                    |

- **Once you have a structured session plan, then you can add as much detail to your notes as you feel you will need in the meeting. = a completed session plan!**

## 2. Creating an Agenda

- An agenda is a schedule to be sent to attendees before the meeting to let them know what's going to happen and be discussed.
- This just needs to be a skeleton version of the session plan to be sent out to each attendee. Agendas can be formally drawn up for each meeting, sent round via message or not sent round at all depending on how well-informed attendees are with each other. They are a resource to aid communication and organisation. It may look a little like this...

| Time | Content      | Facilitator |
|------|--------------|-------------|
| 8.00 | Welcome      | Nikki       |
| 8.10 | Ground Rules | Nikki       |
| 8.15 | Recap        | George      |
| 8.25 | Discussion   | Everyone    |
| 8.45 | End          | Nikki       |

## 3. Running the Meeting

The meeting has been set, attendees know the place, time, what will be discussed and lead by who, thanks to a really helpful and organised agenda and session plan created beforehand...what happens next?

### **Introductions-**

- Proper introductions are important to make everyone feel comfortable and familiar with each other, reduce nerves and begin building those social relationships of respect and trust.
- For meetings to do with wellbeing, this is especially important due to the (can be) sensitive topic content. Of course, introductions don't have to be repeated after the initial meeting, but they are useful to repeat if for example, people join your meetings for a singular meeting. You may all know each other, but introductions will put the other person at ease.

### **Safety/Boundaries-**

- Meaningful pupil participation is contributing your opinion and making sure the issues of students are heard. This means challenging others when necessary but also being able to be challenged yourself and respecting the values and boundaries of others. When discussing wellbeing, people's personal boundaries and confidentiality must be respected.
- Ground rules are best to set in the first meeting and be recapped intermittently throughout the year so everyone is always clear on what is expected. Guidelines on how to do so can be found on the [next page](#).
- However, to embed pupil participation in student voice itself, students can be consulted on what they think the ground rules should be. Therefore, boundaries will be set that are important to them.

### **Discuss!**

Once introductions have been said and ground rules have been set, you can move onto the most exciting part- discussion! To ensure a smooth discussion, consider the following points:

- **Listen and be respectful**-Positive listening goes beyond simply using ears, feedback can demonstrate you've taken on the opinion of another. If on the other hand, someone says something you don't agree with, talk about why you don't agree and hear all angles. Differing opinions are opportunities, not arguments.
- **Hear from everyone**- Setting a discipline to hear from all who want to speak creates an atmosphere of inclusion, respect and continues to make each other feel comfortable beyond introductions and icebreakers. Hearing from multiple

voices also ensures the discussion is a fair representation of all voices and opinions.

- **Work to solutions and actions instead of just discussion-** When discussing student issues and the experiences of others, it can be easy to get caught up in discussing what happened and not solutions and actions. For example, if one meeting a student wants to share a negative experience in school where they didn't feel the wellbeing of students was valued, it can be easy to get swept in discussing how that may have affected each other and the unjust situation. Time should certainly be taken so speakers don't feel rushed or invalidated but to make the time you do have effective, be sure to move discussion from about the situation **to** what could be different? Is there something we can do as a group?
- **Time aware-** You don't want to get to the end of a meeting and find out you've only discussed one item on the agenda but you also don't want move people along too fast so issues can't be thoroughly discussed. Keep an eye on the time and be realistic about what can be achieved.

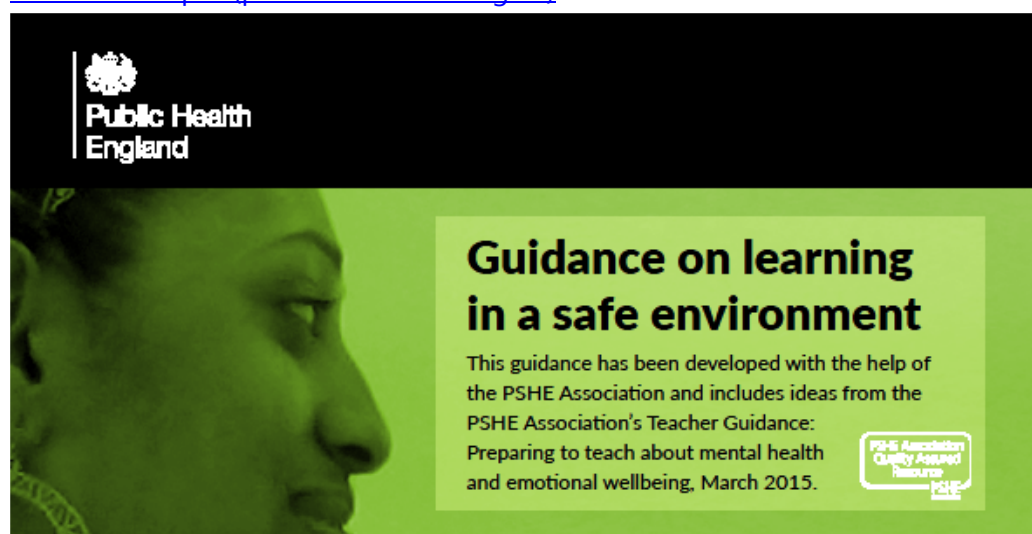
### **Take notes**

- A tedious job, or the most important? Proper notes enable you to keep everyone up to date with what has been discussed, are useful for any issues or disputes that may arise and can track the progress of the group and student voice in the school.

### **Thank you and Goodbye!**

- Closings are just as important as the opening. Thank everyone for their attendance as it shows value in the time they are volunteering and themselves as people.

**Creating a safe environment - Teachers Guidance on creating a safe learning environment can be found here [Every Mind Matters Guidance on learning in a safe environment.pdf](https://www.pshe-association.org.uk/EveryMindMattersGuidanceonlearninginasafeenvironment.pdf) (pshe-association.org.uk)**



### Every Mind Matters and effective PSHE provision

Public Health England recognises the important role that teachers play in supporting and guiding young people to make positive and healthy choices. To that end we have developed these Every Mind Matters lessons: a set of PSHE lesson plans to support teachers of 11 to 16 year olds in delivering key health messages and learning outcomes. The lesson plans aim to help teachers to engage young people in a variety of issues, including digital topics and mental health, and have been developed in conjunction with the PSHE Association.

Before you plan and deliver the Every Mind Matters lessons it is recommended that you read through the [Put safeguarding at the heart of your classroom practice](#) section, which provides advice and guidance around handling sensitive topics, best practice in PSHE, safeguarding and involving students with Special Educational Needs and Disability (SEND).

The [Every Mind Matters](#) website is designed to support young people's mental health and to equip them with self-care strategies. The lessons feature Every Mind Matters videos and other online resources, as well as including time for students to browse the website independently in pairs or small groups using either their mobile phones or class devices. For guidance on using mobile phones in class and how to deliver the lessons without online access, read through the [the Accessing Every Mind Matters](#) section, below.

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