

Using a Mock Trial to Support the Whole School, Whole Community, Whole Child Framework

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Abstract

The Whole School, Whole Community, Whole Child framework increases the capacity of supporting preK-12 grade students' wellness and educational success. This article describes a performance-based activity, a mock trial, focusing on coordinated school systems and is designed for college/university students. The main focus of this activity is for future health educators to experience how the ten components of the Whole School, Whole Community, Whole Child framework have the capacity to impact children's and youth's wellness, as well as the need for all components to purposefully collaborate with each other. By participating in a mock trial, students further understand the importance of collaboration between Whole School, Whole Community, Whole Child components as well as the need to be proactive in planning.

Keywords: Whole School, Whole Community, Whole Child, Coordinated School Systems

INTRODUCTION

Thousands of health educators assume some degree of responsibility for the health outcomes of millions of elementary, middle and high school students in the United States. Too often, when students' health behaviors do not produce desirable outcomes, school and community leaders might question the quality of a district's health education curriculum, the quality of instruction and/or the value of a school-based health education program.

Unfortunately, what is often overlooked is how the district applies a systematic approach for ensuring the best possible outcomes for its students, staff, and the community in which the school resides.

In 1988 the Centers for Disease Control and Prevention (CDC) released the Coordinated School Health (CSH) model to promote and coordinate efforts for improving students' health and their capacity to learn. This early CSH model identified eight components in three broad areas: instruction, services, and environment

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(Kolbe, 2005). In 2014 the CSH model was expanded and rebranded as the current Whole School, Whole Community, Whole Child (WSCC) framework. The revised model reflects the Association for Supervision and Curriculum Development (ASCD) Whole Child initiative and puts a stronger emphasis on the physical environment, social and emotional climate, as well as family and community engagement (Birch, Videto, & Catalano, 2024; Slade, 2020). By working together, these components promote a stronger health culture within the school and community, supporting healthier students who can learn more.

Using a Mock Trial to Support the WSCC Framework

Mock trials are intentional course assignments allowing students of different ages and backgrounds to utilize higher-level thinking and advocacy skills on diverse topics (Guide to Conducting Mock Trials - 19th Judicial Circuit Court, IL, n.d.). By researching specific information, updated terminology related to the subject areas can be learned and utilized within written and/or oral summaries, as well as be orally practiced when being put on the “stand” for defending points or for summarizing overarching thoughts (Safir, 2018). In addition, these types of activities provide a way for young people to learn about laws and how trials work for individuals, businesses, and organizations (Schiff, 2023) while applying higher-level thinking skills when placed into “what-if” scenarios on a chosen topic and viewpoint.

TEACHING METHOD

Purpose of Activity

The activity described in this article serves two purposes. First, it is designed to help future school health education teachers become familiar with the components of the Whole School, Whole Community, Whole Child (WSCC) framework. Secondly, and perhaps more importantly, it is designed to

help future professionals better recognize and understand a systematic approach involving intra- and inter-professional collaborations needed to bring about better health outcomes for children and youth.

Within this paper, the authors describe the background of the activity including the target audience, needed materials, teaching procedures, assessment, evaluation, and discussion with recommendations for other health educators.

Description of Course and Instructor

The mock trial activity was assigned in a graduate-level course focusing on the purpose, implementation, and administration of the WSCC Framework. Taught in a public research university in the United States, the instructor broke down the course into three parts: an overview of the WSCC framework, available resources to support the framework including WSCC assessment tools, and implementing changes to new and/or existing WSCC programs. This activity was infused early in the content for graduate students to gain a deeper understanding of how the framework requires multiple disciplines to come together to bring about systematic change to address complex problems that lack simple solutions.

The course instructor has extensive health education teaching experience at both the preK-12 school and university levels, as well as having been in the position of a district wellness coordinator. Hence, the instructor recognizes the existing challenges for how components may or may not work to support the WSCC framework. The second author of this manuscript assumed the role of prosecutor for the mock trial and has extensive experience with state education departments as well as a strong understanding of systems including how coordinated programs can enhance health outcomes.

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Target Audience

The mock trial works best with graduate-level students who have experienced student teaching and/or are currently employed in a school district. Furthermore, the longer exposure individuals have to being in a preK-12 system, the better understanding they have about how systems work and the challenges to the system's change. The activity can also be adapted for undergraduates in which students would need to reflect on their own experiences and observations of the districts where they attended school. Experience at a specific grade level is not as important as any experience within a whole district, which would help when facing a legal challenge.

Learning Objectives

Student learning objectives for the mock trial include that students will be able to do the following upon completion of the activity: (1) differentiate the roles and responsibilities of people representing each component of the WSCC framework; (2) defend the aspects or variables in schools and communities that may influence the health and wellness of children and youth (as well as adults); and (3) reflect on the need for WSCC components to work with each other (not in "silos"), as well as recognize the value of working in a coordinated system to address specific health issues.

Materials

The materials needed for the mock trial include the activity's description for the preparation of questioning by the prosecutor (see Appendix A) and the reflection questions answered after the trial for processing both the case outcomes as well as how the WSCC components worked with one another (see Appendix B). Provided sample questions also serve as a basic guideline for students' preparation (see Appendix C).

Additionally, two people are utilized to support the more realistic nature of trials: an acting prosecutor and a judge. The

prosecutor used for past semesters was a colleague from another university who questioned each component's representative through an online video conferencing system. The judge was either a colleague within the instructor's department/university or a graduate-level student who completed the assignment during a previous semester.

TEACHING PROCEDURES

Prior to the activity students were provided information on the history of the Whole School, Whole Community, Whole Child (WSCC) framework, as well as an overview of its' ten components. These components include: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness, Family Engagement, and Community Involvement. Students further researched one assigned WSCC component with a partner and then presented their findings to their peers. After this comprehensive overview, it was explained that students are to imagine working and/or living in a fictitious school district facing a lawsuit. The claims for this lawsuit include the school district not resolving serious events impacting PreK-12 grade students (ex. incidences of bullying) in which members of each WSCC component need to be questioned by a "prosecutor" to defend their actions/positions (as referred to in Appendix A). Additionally, the instructor continuously stressed the need for collaboration and inter-professionalism.

Preparation

To prepare for the prosecutor's questions, students were assigned a WSCC component. When this activity was conducted in a course of twenty students, ten groups were created in which each pairing was assigned one WSCC component. In addition, to ensure fairness, an effort was made to assign students to an area outside

their major. Other instructors will need to decide what works best for the size of the audience. In its simplest form the framework can be presented in three dimensions. These include an instructional component, (health education and physical education), a service component, (health services, nutritional services, counseling, psychological, social services), and an environmental component, (administrative support, policies, physical, social, emotional environments, family or community engagement, employee well-being). If the audience is large, the framework can be broken down into as many as 10 components.

When students are preparing for the mock trial, they are told to “dig deep” and research their assigned component as though they are preparing to become an “expert witness”. Hence, students are expected to articulate how their assigned component can influence health behaviors of a specified health concern. Students’ research and preparation for the mock trial can take place over a class session, or be required as homework, but students should plan to commit two to two and a half hours to researching their assigned roles and responsibilities. Students need to be aware that as “experts” (student partnerships) representing the components they will “take the stand” and be questioned by a prepared and experienced “prosecutor” for approximately ten minutes.

The case referred to in this activity focuses on a lawsuit alleging the district does not effectively address bullying behavior among students, faculty, and staff. The lawsuit asks for monetary compensation from the district for counseling and other health needs of three (3) students and their family members. Therefore, the student partnerships will serve as an expert witness for their assigned WSCC component and need to analyze and describe how their WSCC component can positively and/or negatively influence behaviors associated with interpersonal violence, specifically

bullying. To ensure consistency with the mock trial, the following definition from the Centers for Disease Control and Prevention “About Bullying” page (2024) was utilized to define bullying:

“As any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. Common types of bullying include:

- **Physical** such as hitting, kicking, and tripping.
- **Verbal** including name-calling and teasing.
- **Relational/social** such as spreading rumors and leaving out of the group.
- **Damage to property of the victim**
- **Bullying can also occur through technology**, which is called electronic bullying or cyberbullying. A young person can be a perpetrator, a victim, or both.”

To support student success, time was provided in class for students to talk with their partners as well as peers representing other WSCC components. In addition, students were given sample questions the prosecutor may ask to provide some clues of how to prepare for their expert testimony (see Appendix C).

The Mock Trial

The mock trial occurred during one class session of 2.5 hours in length. To begin the trial, everyone in the room stood up for the judge to enter and a brief overview of the fictional charges was read. The prosecutor was introduced (through Zoom) and the trial procedures were explained. After answering clarifying questions, the trial began in which partnerships approached the witness chair one WSCC component at a time. As the questioning occurred, students were expected to take notes on what they

observed/heard. The instructor served as the timekeeper, informing the judge, prosecutor, and students when two minutes were left for each component or partnership. After five components provided testimony, a brief break occurred in which the instructor checked in with all parties. After the short break, the remaining components then answered their questions from the prosecutor.

After all partnerships representing the WSCC components ended their questioning with the prosecutor, both the judge and prosecutor congratulated the students on a successful questioning period, as well as provided basic summarizing points on the realities of school trials.

Mock Trial “Results”

After the mock trial occurred, the instructor, judge, and prosecutor decided on the most realistic outcome. For example, for one semester, many WSCC component partnerships correctly identified what schools and districts would need to have in place to ensure safe and healthy environments, yet did not admit to any bullying situation occurring within their schools. Therefore, the decided outcome was for all school employees to complete a required training to recognize bullying and other violent situations and reporting procedures, as well as to remind administrators of the importance of reporting occurrences. Students then reflected over the following week by answering questions provided in Appendix B. In addition, students discussed the results as well as their opinions during the next class session.

ASSESSMENT PROCEDURES AND EVALUATION RUBRIC

Evaluation

The activity is evaluated in two phases. First, the initial assignment (see Appendix A) is evaluated based on students' preparing for the questioning by the prosecutor (mock trial). This preparation includes students'

researching and writing a summary of their findings regarding how their assigned Whole School, Whole Community, Whole Child (WSCC) component can influence interpersonal violence situations, particularly bullying. Additional evaluation for this phase focuses on how successfully students answer questions from the prosecutor and, if working with a partner, if teamwork is recognized. Within this evaluation students can also provide feedback on the success of their collaboration with their partners if working with one.

The second phase of evaluation occurs after the activity. Students are asked to provide individual written reflections on the overall experience (see Appendix B). For this reflection, a summary of “results” of the trial is posted on the course site and emailed to students with specific questions to consider for reflection. Questions require students to consider how each WSCC component's defense supported the collaborative effort of the defense.

Grading Rubrics

Two grading rubrics were provided for the activity. The first rubric (see Table 1) aligns with the preparation of questions asked by the prosecutor, as well as the actual responses provided during the trial. This rubric was given to all students before the mock trial. The second rubric (see Table 2) was provided the day after the instructor communicated with the prosecutor and judge and a final verdict was written. This verdict, as well as reflection questions, were sent to trial participants. All questions posed were to be answered in a written paper due before the next class session. Students were reminded to review the writing rubric when writing their paper. Questions were also discussed during the next class session to allow students to reflect on all components during the mock trial and within school districts.

DISCUSSION

The use of a mock trial for students to better understand the Whole School, Whole Community, Whole Child (WSCC) framework provides a unique opportunity for the field of health education. Identifying the need for a systematic approach involving all WSCC components can only enhance the opportunity for improved outcomes of students' wellness and academic success. In addition, participants should recognize the need and role of district and school Wellness Committees.

A common theme occurring within students' written work and class discussions was their realization of the importance of working with others "outside" their main area of training. This includes classroom educators identifying and connecting with faculty outside their own discipline as well as staff that assist with the everyday operations of their school/district. In an assignment before the mock trial activity, students were required to interview actual people found in each WSCC Component. Within this assignment, students needed to have a conversation with specific school employees, like the Director of Building and Grounds, a cafeteria worker, a guidance counselor, to recognize each component is about the people who deal with the specifics in their realm. This personal step reminded students of the humanness found within each WSCC component, including how, when dismissed, people can become lost in their own "silos." The humanness of who represents each WSCC component was further supported due to students sharing their realizations of how one person's comments to an outsider, like the prosecutor, can alter how the whole school district is perceived. In other words, the components themselves do not impact students' wellness; instead, it is the people who work within each component.

Originally, the focus of the mock trial was on chronic illnesses, including diabetes and obesity among children. Due to numerous

factors influencing factors on eating and movement choices within a district, including the local community, students did not seem to recognize how chronic illnesses require a strong socioecological approach. Therefore, the most recent focus of the mock trial was on bullying. When completing a Google search on news events dealing with schools being sued due to bullying situations, numerous recent accusations/cases were found including: a family on Long Island claiming their son was targeted by students and staff (Bauman, 2024), and a New Jersey school paying \$9.1 million to a family who lost their child to suicide after incidences of cyberbullying (Modan, 2023). As noted by the Washington Post, almost 200 student suicides occurred and were reported in their news source since 2016; all were linked to bullying situations (St. George, 2023). Focusing the mock trial on an accusation of the district being held accountable for bullying situations, students recognized how the simplest acts by adults within any of the WSCC components can positively or negatively influence violence situations. Students remarked on situations they witnessed or were involved in (growing up) in which they identified the need for all young people needing to be safe. Therefore, choosing a realistic situation for the case is recommended to demonstrate the realities of district challenges as well as ensure students' interest.

After implementing the mock trial several times, the processing of the activity has changed. Rather than focusing on monetary awards, the focus has shifted towards identifying changes to improve existing systems. During the activity debriefings, students expressed frustration that it is impossible to promote a system change from a single voice. Students also recognized that when a system-wide problem is addressed within a single component of the WSCC framework significant and lasting change is not likely to occur. Instead, true collaboration is needed as noted by many graduate students.

CONCLUSION

The concept that healthy children and youth are better learners is not new, yet the evidence around the outcomes for healthier students and better learners is spotty at best. There is evidence that when food insecurities are addressed, and nutritional needs are met, young people do perform better academically (CDC, 2020). It is also recognized that when students are healthy, they are more likely to have better attendance and thus more academic success than those who are ill or truant. Part of the reason for the lack of documentable evidence for the Coordinated School Health (CSH) model and/or the Whole School, Whole Community, Whole Child (WSCC) framework is the fact that within the systems being studied, there are up to 10 components to evaluate. While evaluators often focus on individual components, evaluating how these components work together as a system has been challenging. In a similar vein, teaching students about how these complex models are designed to work is also a difficult challenge.

Whereas characteristics related to each component can be presented via readings and lectures, understanding how these components are expected to work within a planned and organized system is more of an art than a science. In an attempt to overcome some of the pedagogical challenges of teaching about system models, an active learning strategy was developed. Using a role-play, the idea of a mock trial emerged as an innovative way to engage students while improving their understanding of the role of each WSCC component, but more importantly, how each component can proactively work to support other components within a system.

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Appendix A: Letter with Basic Instructions for Mock Trial

Dear School/Community Person of the [fictional] School District,

Families within the Central New York School District have filed a lawsuit alleging our district does not effectively address bullying situations within the district. The lawsuit includes asking for monetary compensation from our district for counseling and other health needs of three (3) students and their family members.

According to the provided legal paperwork, the families and their legal representatives use the following description for this behavior:

The Centers for Disease Control and Prevention defines bullying as any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, that involves an observed or perceived power imbalance, and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. Common types of bullying include:

- **Physical** such as hitting, kicking, and tripping
- **Verbal** including name-calling and teasing
- **Relational/social** such as spreading rumors and leaving out of the group
- **Damage to property of the victim**

Bullying can also occur through technology, which is called electronic bullying or cyberbullying. A young person can be a perpetrator, a victim, or both.

(Source: Fast Facts: Prevention Bullying, CDC, 2023)

To prepare for discussions with the prosecutor, I request you reflect on the possible influences you demonstrate/ support (in your WSCC role) regarding the above behaviors. This preparation is due [include date]; this information will be used verbally in the discussion in which a paper summarizing your research is also required).

The lawyers did provide the following questions you may be asked during our time with the prosecutor:

- *What is your role and how does your role pertain to the Central New York School District?*
- *What is your training as it pertains to your role?*
- *What responsibilities do you have regarding violence prevention, particularly bullying prevention?*
- *Are there specific guidelines/rules you follow pertaining to situations dealing with bullying?*
- *What personal behaviors do you display on school grounds and/or within the community that model negative or positive habits regarding interpersonal violence, including bullying behaviors?*

Please let me know as soon as possible if you have any questions or concerns about your preparation.

Good luck with your research and preparation,

Dr. Super Concerned Superintendent

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Appendix B: WSCC Reflection Paper

This paper is for you to reflect upon our past week's work, including the answering of questions from the prosecutor. According to educational standards, being a reflective practitioner (and person) allows each of us to process, then explain, our feelings and thoughts for an event or situation.

The acceptable length for this reflection paper is five (5) pages; **please do not have large margins or large font (size 11 is requested)**. Also, refer to specific points, adding citations (and a reference page) to strengthen your arguments/ statements. These points may be from the preparatory research you completed.

The provided verdict from our prosecution session held on [date] is:

The judge, prosecutor, and court-officer did not find sufficient evidence supporting the [fictional] School District as liable to the claims of not effectively addressing bullying situations within the district. All charges/accusations regarding the lawsuit are currently being dropped; no monetary compensation is currently being awarded.

*However, our district is noted as needing to ensure the Dignity for All Students Act is being utilized in which all students and staff members have a safe and supportive climate. In addition, the following is being **heavily recommended** for our district:*

- *Reviewing of our Wellness Policy and Wellness Committee in which interpersonal violence prevention is represented;*
- *Ensuring all students and staff/faculty can identify the varying types of bullying; physical signs of bullying were referred to during the prosecution, yet concrete examples of other types needed strengthening;*
- *Additional training for all staff/faculty members of the above point (recognizing types of bullying) as well as available resources to refer to;*
- *Providing a flow-chart for students AND staff in which concrete steps and resources are provided for reporting interpersonal violence situations and obtaining assistance; a flow-chart for staff/faculty was referred to during the prosecution, yet more information would be helpful;*
- *Ensuring students receive life-skill training in appropriate courses (ex. Health Education and SEL lessons in other classes) to support their wellness;*
- *Monitoring of potential bullying "hot spots," as referred to throughout the prosecution; and*
- *Ensuring all staff members are also provided life-skill training to support victims of interpersonal violence as well as how to obtain assistance if they are a victim, including being bullied/harassed by an administrator and/or reporting official.*

Note: All parties recognize that the Wellness Policy and Committee are both required to ensure the required Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Reauthorization Act of 2004 and the Healthy, Hunger-Free Kids Act of 2010 (HHFKA) are supported within the district. Yet both items can be utilized to ensure a healthier school overall. Information for these acts are found at these two sites:

- Local School Wellness Policies: Overview and Action Steps

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- NYS Wellness Policy Assessment Tool.

For your paper: After reading the above final verdict, answer the following questions while considering the steps for analyzing influences (IAEC):

- How surprised are you of the final verdict? Explain.
- What specific components of the Whole School Whole Community Whole Child (WSCC) Framework do you believe represented themselves as being a positive influence on non-violent/non-bullying behaviors? Which components represented themselves as being a possible negative influence? Note at least 5 specific examples within your paper between positive and negative influences.
- Were there any components that you believe *do not* bear some responsibility for this situation? If so, please explain.
- How well did you portray your component as being a positive influence on non-violent/non-bullying behaviors within our district? Be specific by explaining what your strengths and/or weaknesses were when you were answering the prosecutor's questions.
- After this experience, what steps do you recommend our district take to ensure this situation is fully addressed? Should this situation be addressed by our district health council/wellness committee? If yes, what areas need to be represented?
- Overall, what did you learn from this activity?
- Anything else you would like to share?

Appendix C: Questions from Prosecutor

Possible Questions Being Asked by the Prosecutor

Overall questions, as noted on the assignment sheet:

- *What is your role and how does your role pertain to the Central New York School District?*
- *What is your training as it pertains to your role?*
- *What responsibilities do you have regarding violence prevention, particularly bullying prevention?*
- *How do you define bullying?*
- *Are there specific guidelines/rules you follow pertaining to situations dealing with bullying?*
- *What personal behaviors do you display on school grounds and/or within the community that model negative or positive habits regarding interpersonal violence, including bullying behaviors?*

Questions for individual WSCC Components:

Health Education:

1. Are teachers who teach health in your state required to be licensed or do they have a specialty endorsement (or certificate) to teach health?
2. Are there any topics that are mandated to be taught? If so, what violence prevention, particularly the prevention of bullying, information is required to be covered?
3. Briefly describe what is meant by the terms “age appropriate” and “sequential” and tell the court how these terms might relate to this case.
4. Have you ever seen someone being bullied? Have you ever seen this occur in your building?
5. How are the National Health Education Standards used in educating students about violence prevention, particularly the prevention of bullying?

Physical Education & Physical Activity:

1. During your training to become a teacher, did any of the classes you took cover violence prevention, particularly the prevention of bullying?
2. **How often have you observed violence, particularly bullying, during your day at school?**
3. Tell me about students in your classes who are not athletic, overweight, or perhaps just not seeming “fit in” who are teased by other students? How would you handle these situations?
4. How do you ensure you teach to the SHAPE PE Standard #4 which reads: “The physically literate individual exhibits responsible personal and social behavior that respects self and others”? What training have you received to teach to this standard?

Nutrition Environment and Services:

1. What training is expected for you to serve in this role?
2. What training have you received about Social and Emotional Learning? About violence prevention, including preventing and/or intervening in bullying situations?
3. **How often have you observed violence, particularly bullying, during your day at school?**

4. Cafeterias are often a space for bullying to occur. How do you manage a positive and safe environment?
5. Do you spend any time discussing violence prevention, particularly the prevention of bullying, with your peers? With teachers and/or administrators?

School Health Services:

1. What credentials do you hold? Registered nurse (preferred) LPN or UAP?
2. Aside from acute care issues, what is your role in addressing violence prevention, including preventing and/or intervening during a bullying situation?
3. What training have you received about Social and Emotional Learning? About violence prevention, including preventing and/or intervening in a bullying situation?
4. Do you work with students who have been bullied or have chosen to bully others? Explain this please.
5. In what ways do you contribute to ensure that the school has a safe and positive environment as a school nurse professional?

Counseling, Psychological, & Social Services:

1. What professional credentials do you hold? BSW or MSW (preferred)?
2. In your opinion, does bullying occur often within the schools and/or district?
3. Are there any efforts made to track students who are involved in violent behaviors, including bullying? Who's responsible for tracking these types of behavior?
4. In what ways are you qualified to ensure the school has a safe and positive environment as a school health professional?
5. Do you consider yourself qualified to provide counseling to individuals who have been bullied, or those who do the actual bullying? What about the people who witness violence or bullying?

Social & Emotional Climate:

1. Please explain what Social & Emotional Climate is about.
2. What is in place to ensure a safe social and emotional climate in the district?
3. What is your training, as it pertains to the Social & Emotional Climate? (What training is available, and provided by whom)?
4. How safe do you believe students feel in your district?

Physical Environment:

1. To your knowledge, how often does violence, including bullying, occur with the district?
2. What training exists for those responsible for the care and maintenance of district properties? Anything about violence prevention and/or intervention?
3. Bullying can easily happen on the way to and from school. What support have your bus drivers been given to ensure the buses are safe for students? Do the drivers receive any training as to how to deal with violence prevention/intervention?
4. **When a report on violence occurs, what is the procedure that the district follows?**

Employee Wellness:

1. Would you please explain what is in place to help the employees of the school/district remain healthy or become healthier?
2. What bullying or harassing policies exist to help faculty/staff?
3. Are there statistics or reports shared with employees about accusations of bullying and/or harassment? How often is this information shared?

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4. Does your district's wellness program offer employees counseling, psychological, or social services to promote emotional, behavioral, and mental health for all employees?

Family Engagement:

1. Does your school/district have a formal process to recruit, train, and involve family members as volunteers to support student wellness? If yes, what is the process? If no, do you believe one is needed?
2. How much are you aware of the occurrence of bullying behaviors within the district?
3. Have you and/or your family ever been involved in a bullying situation? If yes, please explain (as a victim, a person who bullied, an onlooker).
4. Is there any opportunity for family members to reinforce learning at home that focuses on the prevention of violence, particularly bullying?

Community Involvement:

1. How involved are you in the schools? Please explain.
2. How important do you believe the community is regarding violence prevention?
3. What does your community put into place to support a healthy environment?
4. According to the local police department's records, fist fights and family disputes are common in the local community. Do you believe this behavior affects children and youth? Explain.

Table 1: Grading Rubric for Mock Trial Preparation

Category/Rating	Above Standard	On Standard	Below Standard
Summary Paper Outlining Research	<p>A thorough and thought-provoking summary was provided.</p> <p>Points included how people connected with the noted WSCC component can <u>positively</u> AND <u>negatively</u> influence <i>interpersonal violence, particularly bullying</i>, of children and youth.</p> <p>Appropriate (correct) internal and external citations were provided. This includes having a reference page.</p>	<p>A provoking summary was provided referencing relatable facts to the subject.</p> <p>Points included how people connected with the noted WSCC component can <u>positively</u> OR <u>negatively</u> influence <i>interpersonal violence, particularly bullying</i>, of children and youth.</p> <p>Internal and external citations were provided yet needed strengthening.</p>	<p>A summary was provided referencing some relatable facts to the subject.</p> <p>Points included how people connected with the noted WSCC component can influence <i>interpersonal violence, particularly bullying</i>, of children and youth., yet were brief in nature.</p> <p>Simple citations were provided and needed strengthening. For example, only website addresses were found.</p>
Questioning by Prosecutor	<p>All questions asked by the prosecutor were answered clearly and succinctly.</p> <p>Answers connected strongly to the specific WSCC component.</p> <p>Reference to reliable sources/resources were heard in responses.</p>	<p>All questions asked by the prosecutor were answered in a basic manner.</p> <p>Answers connected to the specific WSCC component yet seemed basic.</p> <p>Reference to reliable sources/resources were heard in responses.</p>	<p>Questions were attempted to be answered yet answers were confusing. Answers did not connect strongly to the specific WSCC component.</p> <p>No specific sources/resources were mentioned.</p>
Collaboration with Partner	<p>Both partners shared the responsibility of answering all questions asked by the prosecutor.</p> <p>Teamwork was apparent in which each person conferred with one another when/if needed and allowed each other to explain answers.</p> <p>Both partners were prepared.</p>	<p>Both partners attempted to share the responsibility of answering all questions asked by the prosecutor, yet an imbalance was apparent.</p> <p>Teamwork needed work as well as patience in allowing one's partner to answer questions.</p> <p>Both partners demonstrated some preparation.</p>	<p>One partner answered all or almost all questions asked by the prosecutor.</p> <p>Teamwork and patience was not demonstrated.</p> <p>More preparation was needed overall.</p>

Table 2: Reflection Grading Rubric

Category/Points	2 to 2.5 pts.	1 to 1.9 pts	0 to .9 pts
Answers to Questions	<p>All provided questions were answered and expanded upon. Higher level thinking was apparent.</p> <p>Five (5) examples from the components of the WSCC framework were referred to in which clear explanations for how this example supported the final decision were provided.</p> <p>APA formatting/citations/reference page were found (and were completed appropriately) if needed.</p>	<p>All questions were answered yet could have been expanded upon. Some higher-level thinking was apparent.</p> <p>Less than (5) components of the WSCC framework were referred to in which simple explanations for how this component supported the final decision were provided.</p> <p>Some citations/formatting/citations were found (and were completed appropriately) if needed).</p>	<p>No paper received or minimal answers provided, or answers were brief with no apparent higher-level thinking.</p> <p>Some components of the WSCC were referred to yet explanations for why they were referred to were too brief.</p> <p>No citations/APA formatting/reference page was found (if needed).</p>
Overall Written Reflection, including Professionalism	<p>Paper was organized with an introductory paragraph providing an overview of "what to expect."</p> <p>Conclusion reviewed points.</p> <p>No or few grammatical errors were found.</p> <p>The reflection was written in a professional manner; this includes comments being respectful to the reader and all participants of this activity.</p>	<p>Paper had some organization yet needed to be strengthened.</p> <p>Weak or no introduction/conclusion provided.</p> <p>Grammatical errors were found which were distracting to readers.</p> <p>Respect was shown to the readers yet could be strengthened to be more professional. Some comments were written in a disrespectful manner.</p>	<p>No paper received or the organization and was poor with many grammatical errors found.</p> <p>And/or comments were disrespectful to the reader.</p>