

## **Do the WRITE Thing**

### **Scenarios for 2021-2022 School Year**

There are two ways to use the Scenarios:

1. Teacher Centered -
  - Read the scenarios
  - Choose 3 based on the topics presented
  - Present one scenario for the students to solve together and scribe for them on the board, overhead or Smartboard™. Consider the possible solutions and discuss why one could be considered a better solution over another.
  
2. Student Centered –
  - Scenarios are copied and given to students to review on their own.
  - Students are placed into groups.
  - They prepare their scenario to share with their peers (probing or open-ended questions)
  - After they become “experts” they move to another group to discuss and listen to the next group’s presentation
  - At the end of the session, the class comes to summarize what they have learned during the experience.

#### **SCENARIO #1 Facebook Drama**

*Key Question: How does Facebook (and other social media) hurt or help social friendships?*

Angela, a 7<sup>th</sup> grader, is best friends with Jolie who is new to the school. Angela made a negative comment about Jolie’s clothes at school and later that night Jolie posted the following comment on her Facebook page:

“At least I don’t buy my clothes at Goodwill.”

Even though Jolie meant this as a joke, Angela “defriended” Jolie and is now ignoring her at school. Jolie tried to apologize but now Angela and her friends don’t even look at her, and they laugh when she walks by.

1. Who is at fault in this scenario?
2. How could this have been avoided?
3. Are Angela and Jolie the only students impacted by this comment?
4. Have you ever had a conflict on Facebook? Explain.

### **SCENARIO #2 “Dad, Please stop hitting Mom”**

*Key question: Can emotional pain cause thoughts of suicide, or cause someone to use self-abuse?*

Mary, a diligent, quiet girl, has been very depressed lately. She has isolated herself. No one seems to be able to reach her. Her counselor tries to help her; however, Mary rejects the counselor. Mary has done her best to be a top, high achieving student, but her father constantly puts her down by saying, “You’ll never amount to much, Mary!” He yells at her often crushing her feelings. Furthermore, the father is physically abusive to Mary and Mary’s mother. The baby sister cries helplessly. Fortunately, the father does not pick on HER. Eventually, Mary cries out for help desperately to her math teacher. The situation is so bad, it has escalated to Mary wanting to commit suicide.

1. If you were Mary’s friend, what advice would you give her?
2. If you were having suicidal thoughts, who can you go to for help?
3. Describe the signs of depression. What may a person do or say if they are at risk of hurting themselves?

### **SCENARIO #3 “Bullying”**

*Key Question: When do joking words become hurtful?*

Miguel is walking down the hallway before school and yells to a group of kids,  
“Hey, Retards!”

Everyone laughs, but then a teacher comes out and calls Miguel over. Miguel lets the teacher know that it was just a joke, but the teacher wrote him up anyway.

Discussion:

1. Was the teacher right to write him up?
2. Was anybody negatively affected by the student’s words?
3. Does it change the situation if the group of kids are special ed.?
4. Why does it matter?

### **SCENARIO #4 “Facebook Drama #2”**

*Key Question: “How should you appropriately respond or react to negative comments on Facebook?”*

Elizabeth and Jasmine are friends on Facebook and both girls are on the cheerleading squad. Just recently Jasmine made a comment on Elizabeth’s Facebook about how Elizabeth made the squad, only because her mom is a teacher.

1. How much control should parents have on what is posted on Facebook?
2. What should Facebook etiquette be?
3. How can parents be updated on technology to be able to be involved?

### **SCENARIO #5 Who's in charge of this household?**

*Key Question: Should students be responsible for their parents' emotions?*

Rachel's mom is raising her as best she can, but her mom spends most of their time together on the phone complaining about her ex-husband. Rachel's mom behaves emotionally more like one of Rachel's friends than her parent. Many times Rachel has to calm her mom down or cheer her up. Rachel is in charge of the household and she is angry about it. Mrs. Terry, Rachel's science teacher, called on her to answer a question in class. Rachel verbally attacked Mrs. Terry.

1. What should the teacher do?
2. How is Rachel's neglect at home related to her behavior in class?
3. What should Rachel do about her home situation?
4. What is Rachel's mother's responsibility?

### **SCENARIO #6 Cartel Safety**

*Key Question: Do you feel safe in your neighborhood?*

Lupita recently lost her dad when he was shot and killed by the cartel in Mexico City. They kicked the family out of their home and business. Lupita's mom and 3 brothers and sisters moved to their aunt's house in the U.S. Lupita has become a very introverted student due to this experience and kids tease her because she is so shy and does not talk to anyone. Lupita has not been able to confide how she feels to an adult. The only people she can talk to are her friends.

Discussion Questions:

1. What should you do when you hear students tease Lupita?
2. What would help Lupita or other students in her situation?
3. If you were Lupita, how would you handle what she is going through?

### **SCENARIO#7 "Sportsmanship"**

*Key Question: What does it mean to have "Good Sportsmanship"?*

Monica was excited to begin her 7<sup>th</sup> grade year because she was going to be able to play sports in school. She had been active in kickball since she was very young, but now she had the opportunity to participate in other sports.

Although she had never played volleyball before, she was excited to try out for the volleyball team. Several of the girls in her class, including Veronica, Stephanie, and Melissa had been playing volleyball since elementary, so she knew her chances of making the team were slim. However, not only did she make the team, she made the "A" team.

Soon after making the team, Monica noticed that some of the other girls on the team were avoiding her in class and in the hallways.

One day during morning practice, Monica heard Veronica and Melissa laugh after she missed a serve.

“Yeah, and she’s on the “A” team?” Veronica laughed.

“I know, right? She shouldn’t even be on the “C” team,” Melissa responded.

Monica tried to ignore the comments, but throughout the day she kept replaying the scene over and over in her mind.

Later, during afternoon practice, when Monica was ready to bump the volleyball, Veronica ran in front of her and hit the ball.

Monica exploded! “That was my ball! Why did you hit it?”

Stephanie jumped in and said, “She didn’t think you could handle it.”

Stephanie then turned around and high-fived Melissa and Veronica.

“Are you kidding? What are you talking about?”

Melissa said, “You! You keep acting like you’re something. You haven’t even been playing that long, and you’re acting like you’re all that.”

Monica walked off the court in tears.

1. What should Monica do now?
2. Why did this conflict happen?
3. What/who could’ve prevented this conflict?
4. Should athletes be held to a higher level of conduct?

### **SCENARIO #8 Competition in Sports**

*Key Question: Should competition create jealousy among teammates?*

George, an 8<sup>th</sup> grader, is on the football team and has been bragging about his recent successes. John and a couple of other teammates are starting to feel frustrated with George.

John tells George to “shut up, you’re not that good.” George gets upset and pushes John telling him, “You don’t even start.” John returns George’s push with a punch. The teammates that were watching jump in and “gang up” on George, resulting with George being thrown in the trash can.

Discussion questions:

1. How could this scenario have been avoided?
2. Why did George feel the need to brag?
3. Who is responsible?

**SCENARIO #9 Facebook Revenge**

*Key Question: How can you successfully defend yourself on Facebook?*

Chantel was hurt that Dillon had broken up with her over a text. Later when she logged onto Facebook, she saw Dillon and Brandie talking. Chantel got onto Facebook and started posting lies about what they were doing and that they were doing it while Chantel and Dillon were together. Many of Chantel’s friends joined in attacking Brandie.

The next day of school Brandie confronts Chantel in the hallway. They were hollering and screaming and that lead to kids shoving. The friends surrounding them were yelling at them to fight. Then the girls attacked each other.

A teacher ran to the commotion and broke them apart.

Chantel ends up with a three-day suspension.

1. How does having immediate access to media impact this scenario?
2. When dealing with a situation where you are upset, how do you respond?
3. How would you have responded in this same situation?

**SCENARIO#10 Art class**

*Key question: How do you resolve conflicts?*

Jose was angry at Damian for a comment he made while passing him in the hall. The class was using X-Acto knives for a project in art class and Jose slipped the X-Acto knife into his pocket. In the science room Jose fingered the knife as he waited for Damian to enter.

During the lab, Jose looked up and saw Damian staring at him. In a split second Jose was up and lunged at Damian with the knife. As Ms. Whittle moved to stop the fight, she saw the blood on Damian’s shirt. Jose slashed Damian’s arm, causing the students to call out, “Ms. Whittle, Jose stabbed Damian!” As Damian was taken out of school by EMS, Jose was heard saying, “I’ll finish this.”

1. What would you do if you knew Jose and Damian were angry at one another?
2. What could Jose and Damian’s friends do to keep the situation from escalating?
3. How could Jose handle his anger differently?

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**Other resources** can be found in contemporary magazines, Google Search, YouTube, and music. Some teachers have found the following resources to be particularly helpful to intersperse among the Scenarios:

## **Google Search**

Search celebrities that have been affected by violence and how they've overcome it.

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### **Correlations to the Texas Essential Knowledge and Skills**

ELAR 14A Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea,

ELAR 14 B, Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare/contrast,) and building on ideas to create a focused, organized, and coherent piece of writing

ELAR 14C Revise drafts to ensure precise word choice and vivid images, consistent point of view, use of simple, compound and complex sentences, internal and external coherence, and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed

ELAR 17Aiii, Write a multi-paragraph essay to convey information about a topic that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies