

## Possible Scenario Answers for Facilitators

**Facilitators:** Below are possible answers for each scenario. Please feel free to add others that will anchor this lesson.

- **Specific notes for Facilitators for Scenario #5: After students share their recommendations....**Make sure students know that this is scenario also has racial undertones. Please talk about acceptance, eliminating racism, and seeking to understand and connect with others that are different. Discuss the consequences of what happens in schools when this type of behavior is allowed and tolerated (i.e., less caring toward others with differences, separation and intolerance, racism, and displaced anger). Clearly, reiterate that it is never okay to touch someone, and this scenario would also be considered racial and gender harassment. Discuss how this would be handled in your school-is this a restorative justice moment, or should consequences only be centered on the students who harassed Imani and pulled her hair.
- Talk about referring to an African American person as a "Beyonce Wannabe" and how that is disparaging to African American people in general, as there is no one "type" of African American person.
- This is a great opportunity to talk about differences among groups. Explain that there are no monolithic groups, even among people of specific groups.
- This scenario is also loaded with bias, as Imani is a bright student who is being characterized as an entertainer. Remind students that people of color are all diverse. Talk about how not having diversity experiences with someone who is different from us, limits our thinking, and we often default to media portrayals or past experiences. Real authentic lives of African American people are not singularly focused on media representations.

### Possible Answers:

#### Scenario #1

- Groups of empowered girls in turn empower other girls and boys in refusing this type of behavior
  - Students ask for additional supervision near bathrooms at specific times
  - A parent letter is sent home or a mass e-mail is sent reminding parents about boundaries, and asking them to speak to their children regarding appropriate touch, behavior, and respect
  - Rules are posted in all bathrooms
  - The legal consequences of this behavior is discussed at multiple school assemblies
  - Additional  
Options:
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## **Scenario #2**

- Students develop "no touch" or appropriate boundary posters
  - Students lead classroom discussions after receiving training
  - Students develop school-based online apps to promote safety and appropriate behavior
  - Students develop a YouTube video demonstrating the concepts of boundaries and appropriate behavior
  - Students develop at-shirt campaign with boundary messages or a catchy slogan (i.e., "No Touch Zone")
  - Additional  
Options:
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## **Scenario #3**

- Students develop "circle apps" to make friends with students who have no friends or limited friends. Circle apps provide a safe space for student ambassadors to connect with students who are feeling lonely. Only those students who are approved are involved in the group, and act as ambassadors for students when they need support. This is an online app.
- Students develop a list of phrases that are not gender positive and

post around the school

- Additional Options:
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#### **Scenario #4**

- Students ask for authentic classrooms discussion in selected classes to make sure everyone understands how normalizing hurts students and academics
  - Students openly discuss fears of reporting and talk about ways in which to support each other
  - Students develop interesting hashtags to promote positive behaviors
  - Additional Options:
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#### **Scenario #5**

- Students create a diversity club to honor and embrace differences
  - Students ask for support in developing authentic and courageous conversations circles regarding race and racism from the District's equity team or other trained educators
  - Students get to know Imani and share who they are and ask Imani to talk about herself, if she so chooses
  - Students talk to school leadership about developing a welcome center utilizing students as school ambassadors for all new students
  - Students ask educators to infuse classroom discussions with more information and lesson regarding diversity, inclusivity, race/racism, shared history, and respect
  - Additional Options:
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