

Sociodrama Scenarios

To get you started ~ please adjust and use as you see fit!

Providing Student Supports. You are a second year first grade teacher with increased responsibility this year. Last year your district decided to cut back a number of positions, including that of an early intervention specialist. So now on top of everything else you are solely responsible for implementing response to intervention (RTI) in your classroom to be compliant with new district policy. The cutbacks come at a horrible time because you have concerns about quite a number of students in your class. One student in particular, Johnny, seems to be struggling academically and you wonder if this has to do with him questioning his gender identity. Additionally, you are unsure about his home support. The Student Support Team (SST) is meeting in a couple weeks and you plan on attending the meeting to discuss some of your students (especially Johnny) and get much needed guidance and support.

- How will you prepare for this meeting? What information will you consider including in your report to the SST?
- What kinds of supports will you advocate for?
- What will be your next steps?

Confronting Tragedy. You are a ninth grade teacher working in an urban, public school. Earlier this year a tenth grader committed suicide. In a note he cited his reasons: Daily torment and teasing from classmates for being gay. The administration responded initially with compassion and outreach, but as the weeks trudged on the incident seemed to be forgotten. Initial plans to start a Gay Straight Alliance (GSA) have since fizzled out, for example.

- What is the problem?
- What, if anything, can you do to address the problem?
- What information do you need to gather from staff, parents, and students to move forward?
- What obstacles might you face and how will you overcome these?

Student in Transition. A student you teach approaches you after class asking for a moment of your time. They open up and tell you that they have been questioning their gender identity, that they really identify with the opposite gender. They are scared of telling their parents and ask you for help.

- What clarifying and probing questions do you ask the student?
- What support, guidance, and resources do you provide?
- Does it change your perception to consider the student transitioning from one gender to another? Why or why not?

A Colleague Comes Out. Shortly after a staff meeting your close friend, a co-teacher in the building, approaches you in your classroom. You notice she is visibly upset. When you ask what is wrong, she admits she was just set up on a blind date by the principal who assumes she is straight. Now your co-worker feels like she either has to “come out” to her boss, which she was not previously prepared to do, or go on the blind date.

- What do you say to console your colleague?
- What, if any, advice do you give her?
- What, if any, further action do you take as an ally in a heteronormative work environment?

Homophobic Remark in Class. It is school spirit week and a group of students are working together to assemble a booth. One boy starts to fall off the chair he’s standing on, and another boy reaches out to steady him. While regaining his balance, the boy on the chair calls out *oh, no homo now.*” This is the third time this week you have heard a queer epithet.

- What do you say or do in the moment?
- What follow up action might be necessary?
- What, if any, fears do you have in addressing this issue?

Experience as a Sexual/Gender Minority. You are a teacher. You also identify as gay, lesbian, bisexual, or transgender. You notice early on that your students are genuinely interested in you as a person, your life outside work.

- What goes into your decision-making for determining what, if anything, to share about your sexual orientation or gender identity?
- What fears do you have in “coming out” to your students?
- What fears do you have in remaining “closeted” to your students?