Alternative Suspension Activities

Story-based scenarios to teach empathy, problem-solving, & perspective taking



Cliternative Suspension Cletivities Thanks for purchasing this product!

One of the most difficult parts of working with students is helping them manage their behavior. Traditional discipline such as suspensions and expulsions that has been found to be ineffective at changing behavior has left teachers and administrators feeling powerless as to how to deal with negative school behaviors.

One of the best ways to help students learn to exhibit appropriate behavior is to teach them to think about their actions and their effect on others. While it's often difficult for students to think about their own actions after a behavioral situation, thinking about other people's similar actions is less threatening, which is where these scenarios can help. Scenarios address issues such as disruption, lying, disrespect, bullying, property damage, weapons at school, threats, LGBT bullying, racism, and physical aggression/ fighting.

NOTE: All scenarios are also EDITABLE, so you can change anything about them to fit your student's needs. However, this product does contain mature content related to issues such as drugs/alcohol, sex/dating, adult language, violence, and racism. Please preview ALL activities before presenting to students.

These processing activities help students to take the perspectives of others, think about cause and effect, and learn empathy. They're best used in small group or individual in-school suspension or counseling sessions to help create an open dialog

between the student and an adult in the school setting.



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Yearly Planner Binder Escape from Anger Volcano Game Social Superstar Game

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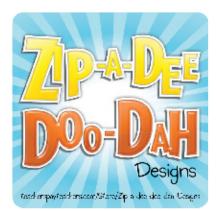
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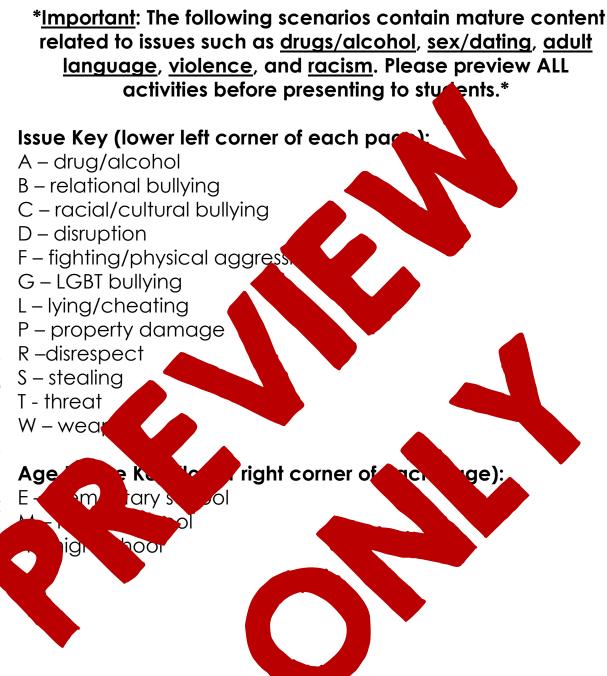






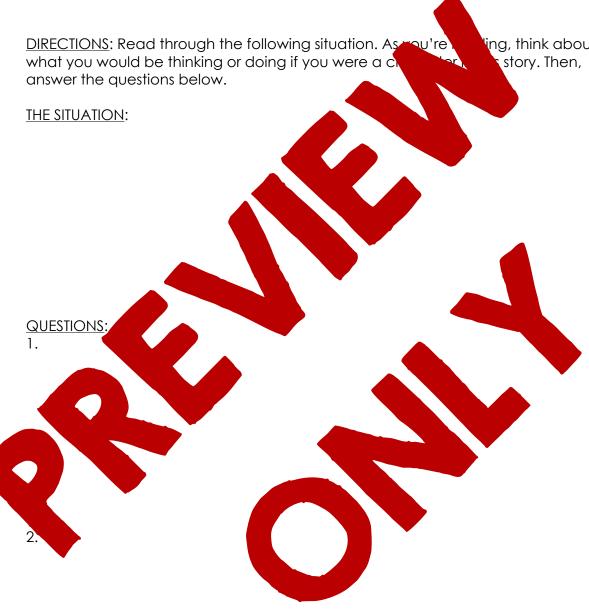


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and

DIRECTIONS: Read through the following situation. As you're ing, think about story. Then,





3.

Date:	

and

DIRECTIONS: Make up your own problem below. The proceed with 4 questions for a classmate to answer about the character's fee iors and about nswer each how to solve the problem. Then, switch papers and se other's questions.

THE SITUATION: QUES7 1.



MEREDITH and LAUREN

<u>DIRECTIONS</u>: Read through the following situation. As you're the ling, think about what you would be thinking or doing if you were a character that story. Then, answer the questions below.

THE SITUATION: Meredith and Lauren were eren super close. ienas, er really They had the same group of friends, but just the two of them because they didn't have a lot in cor .n. D' ng scien. ass, Lauren kept seeing Meredith out of the corner of ng her a glare. She had no idea what was going on; they'd bare en that yek. Lauren tried to talk to Meredith about it, but she would dt the day, another friend of the girls' told Lauren that Me ing rumors that she was th r bac badmouthing people behind

QUESTIONS:

1. What are some poss.

ns for Meredith's glares?

you were Lauren, what would



LASHANDRA and RYAN

<u>DIRECTIONS</u>: Read through the following situation. As you're the ling, think about what you would be thinking or doing if you were a character that story. Then, answer the questions below.

nce she was in first THE SITUATION: Lashandra had taken medication bottle N grade. Every month, she had to bring a keep in the nurse's office for after lunch. Today, she was 4 the us to sc. nd took out the bottle. Her friend Ryan asked if he co pill because he had an important math test and wanted to be able hand agreed and knew the nurse fo in she was opening the bottle, probably wouldn't even notice the bus driver walked by to h a window that wouldn't close an and noticed what Lashandra doin rely when the arrived at school, ne Lashandra and Ryan were sen he of

QUESTIONS: 1. Why did Lask and a declass on the medication with Receiver is a good or bad idea. Mowedo you know

at are some of the rules or hool?

cedures pring, medication from home at

y0

3. What do you think the principal's reaction will be to the situation?



DESHAWN and **OLIVER**

<u>DIRECTIONS</u>: Read through the following situation. As you're the ling, think about what you would be thinking or doing if you were a character that story. Then, answer the questions below.

THE SITUATION: Deshawn was really nervour apor noohn a new town. clear he was the He moved from a larger city into the tip n town outsider here. Most of the students wa nd there d to be maybe one nite ents in the entire school. People or two biracial students and no other asked him a lot if his family was p was **including**, and laughed at him if said was weird because in PE because he couldn't catch "black kids are always better ried to laugh it off, but 00 othe student, Oliver continued to eventually he couldn't let it go vmo make comments under his brea about awn's abilities all durig PE when Deshawn walked up ly said, seriously. Knock it off. I im and one!" ****** are the same. Always loo Oliver laughed and rep a for a fight!"

QUESTIONS.

1. Imagine you

nother tudent in the class. What you do?

2. to Oliver's comments re think he is?

t on his cheecter? What type of person do you

3. What assumptions have people made about you because of what you look like? How did it make you feel?



PAYTON

<u>DIRECTIONS</u>: Read through the following situation. As you're the ling, think about what you would be thinking or doing if you were a character between story. Then, answer the questions below.

THE SITUATION: One Tuesday, Payton was sitting in 's class. She ked he became very frustrated when her teach e computer away so that she could finish some other work slamn lid shut and pushed r avt it across the table. Mrs. Harrison then that she would not be able to use classroom computers for a week aytop ally mad. Payton stood up and walked out of the classroom af A. When the Principal another student's tray at him. caught up with her, Payton t arte d

QUESTIONS:

1. When did Payton for that feel angry? That could she have due at time to calm down?

at that

r all the pople who were affected this tion.

3. What are some of the students in the cafeteria thinking and feeling?



MIKA and CAROLINA

<u>DIRECTIONS</u>: Read through the following situation. As you're the ling, think about what you would be thinking or doing if you were a character that story. Then, answer the questions below.

in the nallway. THE SITUATION: Passing periods were a alw s a s riod Co Students only had 3 minutes and this cla to get all the way across the school to get to Science. ere, an dirl, Mika ran from 1 no s books fell crashing onto the floor the other direct and bumped into he aroling was fuming. Mika didn't even and Mika got up quickly and wall a apologize! She stomped toward in Slace when all of a sudden their math teacher stepped appening. Mr. Green stepped anc in front of Carolina to separat ina threw out her arm to push e ain. **O**N past him, only it hit him right in ace.

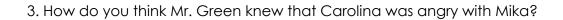
ext.

QUESTIONS:

F, R

1. Predict what think wind

ell the story from Mika's point





MIGUEL and JOSE

<u>DIRECTIONS</u>: Read through the following situation. As you're the ling, think about what you would be thinking or doing if you were a character that story. Then, answer the questions below.

I knew that he was THE SITUATION: Ever since he was in element ary s gay. He didn't make a big deal out of j zhool, a ily was very supportive of him. However, other stu s oft made omments to him, called him names, and talked about his back. Jose was totally weirded out by the fact that Miguel want vs. Here never met anyone else like him before and thought that Mig mal." He had to just be messing around. There's no v ant to date other guys! He he called Miguel "fag," left girl's ker as a joke, and warned his erwe other friends to, "Look out! Mig ciss you! night

QUESTIONS:

1. Retell the store

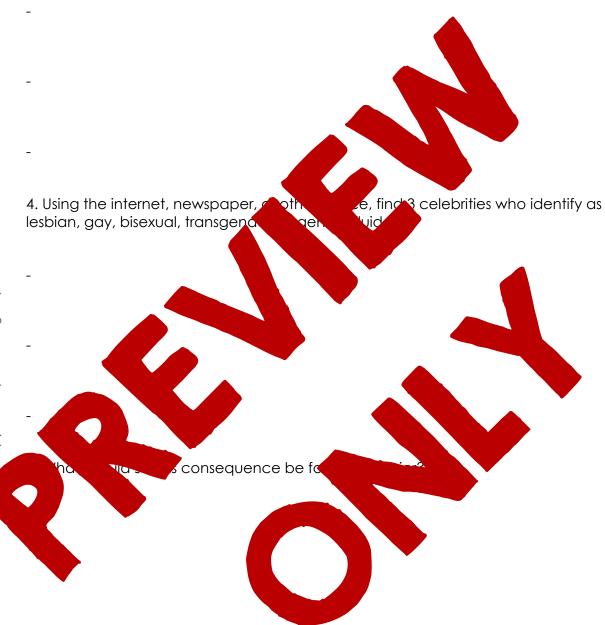
f view.

hat could ther students around "

m Migue

e done when Jose was

3. Using the internet, newspaper, or other source, list 3 statistics below regarding LGBT students.



DAVIS

<u>DIRECTIONS</u>: Read through the following situation. As you're the fing, think about what you would be thinking or doing if you were a character for the story. Then, answer the questions below.

round with a few THE SITUATION: While using the restroom, Devis we friends of his. When they left the bathrog heir tea lenkins told them they would receive a discipline referra her it other group of _avis ⁺ students that were the ones messing er all, it's not like anyone was ach other and laughing. This was so being mean. They were just flicking at ridiculous. After talking to the othe room, Mrs. Jenkins sent all the boys who were in the bad to ce to talk to the Assistant om Principal.

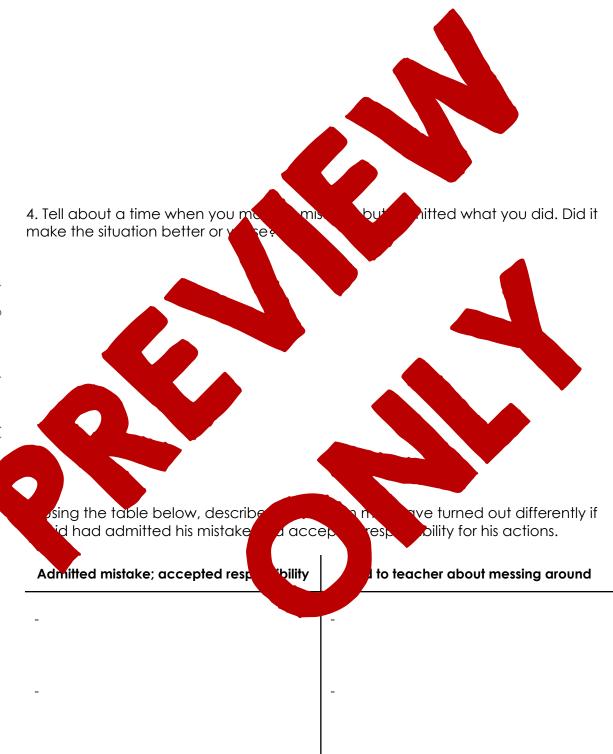
QUESTIONS:

1. Since no one was here the think Mrs. Jenkins cared if the two messing around the bathree to the tent of tent of

were

etell the story from Mrs. Jenkir

3. What does the word "responsibility" mean? Tell about someone you know who is very responsible. How do people view them?



KALI

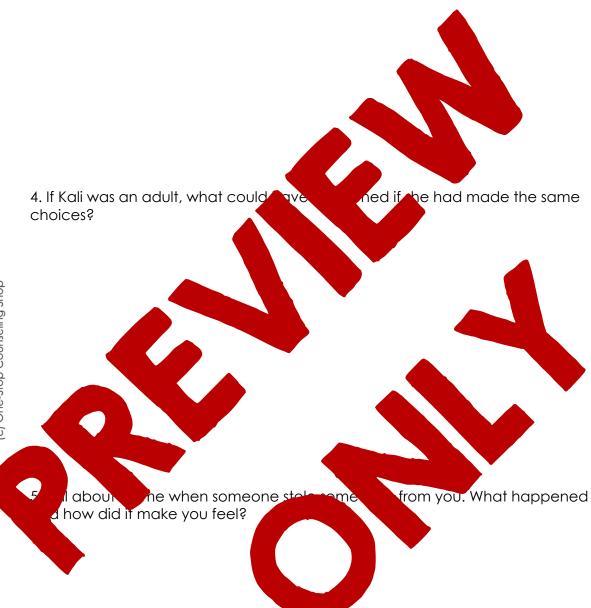
<u>DIRECTIONS</u>: Read through the following situation. As you're the ling, think about what you would be thinking or doing if you were a character that story. Then, answer the questions below.

he nonced her THE SITUATION: Kali was working in her studeball teacher was working with another stude ention. Her teacher nd not p had just brought in lots of new supplig the nss to Us elly markers, colored pencils, calculators, and mechanical e figured no one would miss a box of colored pencils and she really e able color at home, so she ntè quickly took a box and put it ip he at at night, she got them out to color as she was sitting on he d. ame in to say goodnight, she uic, thought up a story, but her asked her, "Where did you ge seş mom didn't believe her and co the s

QUESTIONS: 1. What do you would be a comprist consequence of the more of the

her in the future?

3. How did Kali's actions affect the other students in her class?



NICHOLAS and CADEN

DIRECTIONS: Read through the following situation. As you're ing, think about what you would be thinking or doing if you were a c story. Then, answer the questions below.

Id poor up with Caden. THE SITUATION: Nicholas wasn't sure how part ch lo to be annoying, he He was constantly bothering. Even whe den wa was. Even the way he talked annoye nole One du holas had just had it and told Caden that if he didn't stop was going to punch him in the quick tepped between the boys face so he couldn't talk anymore te and escorted Nicholas to the Prin ed up getting suspended from school.

QUESTIONS:

about threat to punch Cade Why or why 1. Do you think Nich as seri not?

Often times, it doesn't matter j . The consequences can b

ne same

not about a threat they Why do you think this is? er w

3. Retell the story from Caden's point of view.

