Preparing Socially Conscious Teachers: A SoTL Study of Teacher Education Students Responses to Seven Scenarios

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Abstract

Two University of Wisconsin professors brought together by a Wisconsin system SoTL initiative, attempted to measure how preservice teachers changed over the period of a semester. A pre and post-test were given two semesters to students at two UW campuses. The surveys consisted of seven real world scenarios addressing different types of oppression. The findings were that students changed in most every area, and infusing diversity into every course is necessary to impact the lives of students not only as teachers but also as human beings.
With the world changing and the realization that by 2050 half of the students in U.S. K-12 schools will be students of color, diversity needs to be at the forefront of teaching. Though this statistic is primarily about ethnic diversity, we define diversity as more than race, including class, affectional orientation, gender, age, religion, looks, and disabilities. Also, the realization that approximately 80% of U.S. pre-service teachers are white, non-Hispanic (Fox, 2008) makes it even more imperative that teacher education programs purposely address this topic of diversity.

Standard Three of the Ten Wisconsin Educator Standards for Teacher Development and Licensure mandates that “The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.” It concerns us that many believe that diversity can be sufficiently taught in just one class. Although we do believe that students should have to take a human relations class where the topic of diversity is solely taught, we also believe that it should be integrated into every course.

In teaching about diversity issues we also hope that pre-service teachers develop cultural competence, but it is not something that can be picked up quickly. When our students become teachers who then teach students of color, in order to be successful, it is not about “what to do” but “how we think about the social contexts, about the students, about the curriculum, and about instruction” (Ladson-Billings, 2006). Culturally relevant pedagogy is a philosophy. Hence, through our teaching, purposely not changing anything about what we usually do, we hoped to document how pre-service teachers might change in one semester.

In light of the fact that most pre-service students are European Americans, how do teacher education programs prepare students for a changing world? Teacher education students must be
culturally relevant if they are to be effective with all audiences and to display the qualities of a genuine integrated society.

We have experiences of urban educators in the Midwest and South that have convinced us that European American students must be impassioned to meet the needs of all students. The statistics tell us that half of all pre-service teachers will leave the profession in less than five years. We recognize that for society to be served, new professionals must move out of their comfort zone and grapple with issues new to them to help all students succeed.

In Wisconsin, teacher educators and citizens have long recognized the need for human relations education. The minority relations code was a Department of Public Instruction response to citizen petition in the 1970s for more effective teachers. A responsible teacher education program integrates diversity in every course. The competencies have been expressed through the Department of Public Instruction’s Human Relations (Minority Relations) Code and through legislation barring discrimination on the basis of sexual orientation.

As teacher educators at two regional universities, we have observed human relations challenges that students face during their college years and during the student teaching experience. We have sought to better understand student reactions to oppression and discriminatory incidents. To gain a better understanding of these reactions, we presented students with examples of different kinds of oppression.

**Problem Inquiry**

This study sought to answer the question, "How do teacher education candidates respond to human relation scenarios that reflect challenges they are likely to face in everyday life and their teaching career?"

**The Process of Developing the Study**
Teacher educators are concerned with the “unreadiness” of future teachers related to their lack of cultural responsiveness; some see it as the greatest challenge for teacher education (Futrell, Gomez, and Bedden, 2003). Many see a direct role between multicultural education and student achievement in urban schools. Simply said, there is “a need to engage and motivate pre-service teachers to acknowledge the need to consider intercultural dynamics and to actively incorporate multicultural education content and practices into their teaching” (White, 2008).

The use of scenarios is widely reported in the literature (e.g. Trumbull, Greenfield, Quiroz, Rothstein-Fisch, 1996) as a useful tool for qualitative studies. Much of the literature that refers to scenarios uses the term “cross-cultural.” Indeed, scenarios as a research tool seem to have grown from anthropology and cross-national efforts at international understanding. We believe the term is confusing because of the association with cross-nations and we prefer the term multiculturalism. Multiculturalism clearly addresses cultural diversity within a particular nation.

To assure that the scenarios we used for this study were consistent with common teacher preparation practice in Wisconsin, and the Wisconsin Department of Public Instruction Minority Relations Code, we developed our own scenarios based on our experiences.

Methodology

The scenarios developed by the authors were based on their experiences and observations, and they were keyed to the definition of diversity described earlier. Each of the seven scenarios represent a different kind of oppression. The appendix describes each of the scenarios that were used. They are as follows: scenario one addresses heterosexism and name calling, scenario two describes cultural ignorance around the Thai culture and showing the bottom of one’s feet, scenario three focuses on ableism with the special education teacher bad mouthing three of her students with disabilities, the fourth scenario addresses classism with a college professor abusing a student who hunts, fishes and can’t afford school supplies, scenario five revolves around a woman who works in the Admissions office and bad mouths students who receive Affirmative Action and also tells a racist joke, scenario six addresses
sexism with some female students on spring break and a man working at a car rental, and scenario seven discusses American Indians and special rights. Survey Monkey™ was used as an online pre and post survey tool for students. Results were collected and tabulated using this data collection tool.

Basic demographic information was requested related to the year in school, age group, gender, ethnicity, and major, as well as their reaction to the seven scenarios.

The first group from the fall of 2007 involved nine sections of classes. One hundred sixty-seven students took both the pre and post survey. Many more students took the survey, but it was important to us that we use just those who took both surveys. 103 students were female, 64 were male, and no one self-identified as transgendered. There were 8 freshman, 41 sophomores, 44 juniors, 73 seniors and one graduate student. Of the 167 students one was African American, 2 American Indian, 112 European Americans, 1 Latino, 43 who self-identified as other and 9 who preferred not to answer. The second group, spring of 2008 had fewer students; only 58 completed both surveys.

The first drafts of the scenarios were peer reviewed by numerous individuals from the state SoTL group as well as other colleagues. Then the scenarios were pre-tested by a group of university pre-service students. The revised scenarios were used in this study. The instructors involved were teacher educators at two regional universities in the state of Wisconsin.

The students took one of the following courses:

- Ethnic and Gender Equity in Education - a general course for junior students preparing to become teachers.
- Senior Seminar (where we initiated our pilot survey) - a capstone course offered immediately prior to student teaching for students preparing to teach in programs from early childhood to grade 6.
- Middle Level Methods and Instruction - a required course for Secondary licensure.

Each of the instructors addressed the topic of diversity in their courses. In the Middle Level Methods course, though not a diversity course, many of the activities that took place addressed diversity. Students were asked to complete an activity entitled Circles of Our Multicultural Selves. Using a web graphic organizer, students wrote their names in a middle circle and then thought of at least five
categories in which they were members. These categories were shared and students would continue to add to their web. At least twenty categories were created such as student, gender, age, religion, hobbies, birth order, job, club membership, and neighborhood where they live. This helped the students to understand the many identities they have, especially when they feel that they are not around much diversity. It opened their eyes to the diversity around them.

Students read McIntosh’s (1989) article that addresses white privilege and were expected to list the various ways that they as European Americans have racial privileges, or if a person of color, the ways that they did not experience white privilege.

The wheel of oppression was taught helping students to name the various forms of oppression around them. Students were asked to draw a picture of a time where they encountered oppression. It could have been recently or when they were five years old. They were asked to write one word on the picture: agent or oppressor (they are the one who is doing the act of oppression), victim or target (they are the one who is being oppressed), bystander (they are the one who is standing by watching and not doing anything), or ally (they intervene in the act of oppression and try to help the person being oppressed). It was explained that each person has been these four roles during their lives, but students were to think of one incident to draw and discuss. It is at this time that the different forms of oppression were named: racism, classism, heterosexism, sexism, ageism, religious oppression, lookism, and ableism.

Results

The results are stated in a series of tables that follow. They indicate that deliberate instruction makes a significant difference in the way students react to discriminatory actions. In every situation,
responses demonstrated an enhanced and deepened sensitivity to oppression. In some cases, the improvement was profound.

For example, in response to the homophobic scenario (#one), the 2007 group improved by 17.9% and the 2008 group improved by 25.5%. The amount of students who said they would ignore the comment decreased in both groups. This scenario addressing heterosexism saw the largest change in behavior. This intrigued us because homophobia is so rampant in our K-12 schools and one of the areas of oppression that does not always get addressed. We were pleased that so many students changed in this one area. One student who marked “other” on the survey wrote that they would

"respond with a polite, but direct, “Excuse me?” Making a connection between homosexuality and a person's memory, even in a joking manner, is completely inappropriate, particularly in a professional setting; it devalues people and their personal life choices. So, saying, “Excuse me?” is a way of expressing one's discontent with his/her choice of joking expression while still keeping a line of communication open. I would probably follow that up with, "I don't see the connection between my memory of my former teacher and that comment." To me, this is a serious issue, and "ignoring the
comment," laughing, or continuing the joking are not remedies. Also, responding with outright offense might be misunderstood as hot-headedness; I’d rather discuss things in a more rational manner."

<table>
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<tr>
<th>SCENARIO</th>
<th>COMMENT</th>
<th>2007</th>
<th>2008</th>
<th>PRE</th>
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<td>46</td>
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<td>5.3</td>
<td>2</td>
<td>3.8</td>
<td></td>
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<tr>
<td></td>
<td>c) Respond that you are offended</td>
<td>40.9</td>
<td>57.9</td>
<td>38</td>
<td>63.5</td>
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<tr>
<td></td>
<td>d) Join in and make another joke</td>
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<td>0</td>
<td>2</td>
<td>0</td>
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<td></td>
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<td></td>
<td>e) Other--please specify</td>
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<td>9.9</td>
<td>12</td>
<td>3.8</td>
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<td>Two:</td>
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<td>0.7</td>
<td>2</td>
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<td>b) Talk to George alone and inform him of the cultural taboos of the Thai culture</td>
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<td>29.1</td>
<td>18.4</td>
<td>30.8</td>
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<tr>
<td></td>
<td>c) Talk to Rose alone and inform her of the Midwest culture</td>
<td>14.8</td>
<td>13.2</td>
<td>16.3</td>
<td>11.5</td>
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<td></td>
<td>d) Inform the class about the situation and make it a teachable moment.</td>
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<td>21.9 23.2 30.6 34.6</td>
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<td></td>
<td>e) Other--please specify</td>
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<td>c) Respond that you are offended</td>
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<td>d) Join in and make more comments/jokes</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e) Other--please specify</td>
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<td>Classism</td>
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<td>a) Ignore the comment</td>
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<td>20.8</td>
<td>18.4</td>
<td>27.5</td>
</tr>
<tr>
<td>b) Laugh, it's a joke</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>c) Respond that you are offended</td>
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<td>58.4</td>
<td>55.1</td>
<td>54.9</td>
</tr>
<tr>
<td>d) Join in and make more comments/jokes</td>
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<td>1.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e) Other--please specify</td>
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<td>19.5</td>
<td>26.5</td>
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<tr>
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<td>37.3</td>
<td>41.7</td>
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<tr>
<td></td>
<td>b) Laugh, it's a joke</td>
<td>14.9</td>
<td>8</td>
<td>10.4</td>
</tr>
<tr>
<td></td>
<td>c) Respond that you are offended</td>
<td>28.6</td>
<td>42.7</td>
<td>33.3</td>
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</table>
For the culture awareness scenario (# two) the 2007 group and the 2008 group improved. The amount of students who said they would ignore the behavior decreased in both groups. This scenario was interesting because there could be multiple “right” answers. Talking to George about his ignorance of the Thai culture went up in both classes, as did making this incident a teaching tool. Talking to Rose alone
went down in each class, which we see as a good thing. One student shared why they would not talk to Rose alone. "I don't think I would want to single out Rose, and make it a teachable moment, especially if I believe it will only serve to further embarrass her. However, I believe it is important for both people in the situation to understand the other's culture, and then come up with a solution together."

For the ableism question, the 2007 group improved by 5.3% and the 2008 group improved by 4.2% (they said they would respond that they were offended). One student said, "I would respond asking why she doesn't like those interesting kids and would call them that name. I would say that I still liked her as a teacher but disagreed with her labeling of these particular children." Another student said they would "respond with highlights of the boys' positive behavior and how wonderful it is that they've become friends. Their behaviors are different, yes, which is why their friendship is so amazing. I know that it's not exactly my place to critique my CT for this type of negativity, but hopefully with positive evidence, her perspective might be somewhat mitigated. These students have probably all had a rough time in school, especially because of emotional connectivity issues (e.g.: Aspberger’s is part of the autism spectrum), and the last thing that they need is a negative teacher. They need a teacher who's rooting for them, who's in their corner. I would also encourage her to look at the fun side of their interactions with each other. Making fun of students, on the other hand, through sarcasm or a poor attitude is always inappropriate, especially for a teacher. Again, responding with blatant offense is not a solution in this situation either, especially since the teacher did this in a private, confidential setting. She might have been simply expressing what she saw as frustrations, so hopefully a positive perspective would help her see the brighter side of things."

For the classism question (scenario four) the 2007 group improved by 16.8% and the 2008 group decreased by .2%. In the 2007 group the amount of students who said they would ignore the comment decreased, and in the 2008 group the amount of students who said they would ignore the comment increased.
We find it very interesting how each class is so different. One student justified her comment that she would not say anything to the teacher by saying, "I'm not sure I would say anything to the teacher, but once she was away, I would tell my partner that I would be happy to share my supplies with him until he can purchase his own." A number of students were very empathetic and while not talking to the teacher, they would make sure that the student was OK and taken care of. One student who marked "other" said that she would correct the teacher. "Stereotypes about hunting and fishing really offend me because my family is really involved in the two sports. Not only was the professor wrong by stereotyping the lab partner, but she was also out of line." Another student said that this was the one time that they would speak up.

"This time, I would express my extreme dislike of what the professor said directly to the professor. This involves direct, intentional humiliation of a student and a purposefully unfounded judgment about his work ethic. The gloves are off. How does she know whether or not he "wastes" his time hunting and fishing? What if these are the only cap and boots he owns? What if he wears them for his job? Who really knows why he doesn't have the money? I really don't know exactly what I'd say. I'd keep it coolly polite to let the professor know that this sentiment is a product of rational thought."
This shows us that each student is certainly an individual and through the life experiences they have had, they are unique and respond to each scenario differently.

For the racism question (scenario five) the 2007 group improved by 14.1% and the 2008 group improved by 24.4%.

![Figure 4. 2007 and 2008 Pre and Post Test Results for Racism](image)

The amount of students who said they would ignore the comment decreased in both groups. For those who said that they would respond that they were offended, it was the second biggest change in the scenarios. It seems racism and homophobia had the biggest gains.

For the sexism scenario (# six), the 2007 group responding that they were not offended improved by 7.9% and the 2008 group improved by 15%.
The amount of students who said they would both ignore the comments and wink decreased in both groups. The following are some quotes from three different students highly offended. “I think that by showing the man that I was offended and leaving his establishment will make him learn a little bit. He will have lost business because of his disrespect.” “If no other person is available, I would ask to speak with the manager.” “I would probably tell him that I'm offended that his place of business treats women that way and, either ask to speak to his manager, or take my business elsewhere and pay a little bit more money.”

Lastly for the American Indian scenario, the majority of both groups answered that they would either talk to the teacher alone or ask for more information about her thoughts on the topic. One student commented,

"I'd keep it conversational: I'd definitely want to know what she thinks 'special rights' are, to know what she's basing her definition of 'special' on. Then, I'd ask her if she knows about Wisconsin's Act 31, the state law giving American Indian tribes sovereignty, hunting and fishing rights, etc. because of treaties that were signed and promises that were made about a century and a half ago. Also, that the law requires that teachers teach about these rights so that students know that they aren't 'special', they're seen as what is
‘equal’ under the law. I'd politely suggest that she look up the Act 31 statutes because they're unique and that it's important to know why they've been enacted. I'd also say that I'd love to dialogue about the topic some more. I almost chose ‘other’ to say that I'd ask for more info and talk more about it when we were alone, but then I considered that we'd been carpooling for some time and that we probably have a pretty good conversational rapport.”

Students did change in their sensitivity and response to oppression in almost every case overall; however, there were some results where improvement was not evident, and their sensitivity was not deepened. In the first survey addressing homophobia, in the 2008 class, the laughing increased from 2% to 3.8%. That is not much, but it still bothers us.

We were also troubled with the ableism scenario. In both the classes, the laughing increased. Again, it is not by much, but regardless a few students felt it was acceptable to laugh. In the 2008 class, ignoring the comment also increased. While it is possible that some students may feel it is good to ignore discriminatory comments, we do not, and see this act as being a bystander and participating in the act of oppression. It might be helpful though to realize that there is a power differential in this, and other scenarios. It is the teacher that makes the discriminatory comment. With this realization that a student teacher was commenting to the cooperating teacher, we were especially pleased that our numbers were very high in this scenario. For the student teacher to intervene in this act of oppression and to tell her cooperating teacher that she was offended by the use of the term “weirdkateers” in light of this power differential is quite significant. So because of this power differential, it might be understandable for some students to not say anything just because of who made the comment. This adds another dimension, which could change if it was just a friend who had made the comment and not the teacher.

Most of the scenarios actually do deal with a power differential. There were three scenarios that dealt with students as student teachers working with cooperating teachers (one, three, and seven – see appendix). Scenario number two dealt with the student as a professor in college and number four had the student as a college student and the professor made a classist comment. Scenario five had the student as a college student who interacted with a university employee in the admissions office. Lastly, scenario six is the only one where the student is with a bunch of friends off of campus. So even though we had
most of the scenarios dealing with different types of oppression, they were not equal. The power
differential probably impacted how students responded. That could have skewed the data.

It is enough to confront a friend, but it adds another layer to confront a teacher who will also be
deciding one’s fate. Therefore, the scenarios need to be rewritten, and we will need to create scenarios
that are similar to each other and do not deal with people in power as we do further research. However,
the current scenarios may be used as a teaching tool. Actually, following this study, we did find the
scenarios to be useful for structuring our own teaching. One instructor used them as a teaching tool the
following semester.

Conclusion

Although the study was exploratory and preliminary in nature, the findings are certainly interesting
and sufficiently provocative. In both categories of homophobia and racism, we saw major growth. With
respect to homophobia, one class improved by 25 % stating that they will speak up by saying that they
are offended when they hear a homophobic remark. This is quite timely given the number of gay teens
who have committed suicide fall of 2010. In the area of racism, one class improved by 24.4 %, stating that
they will speak up by saying that they are offended when they hear a racist remark. In almost every area,
we see that students will be assertive and not ignore oppressive remarks. As previously noted, the
“ignoring the comments” numbers have gone down from 4 % - 17 %. Students see the necessity to act.

Again, given that the great majority of pre-service teachers are White, and that there is a
significantly growing number of students of color in our public schools, we are sending out students who
can be allies to their students. They will not ignore the problems that face many of our students of color,
but will be able to understand and speak up for them.

We chose scenarios that students saw as relevant. In asking them to reflect on the action they
would take when seeing an injustice occur, most of our students did change their initial responses.
Whether they are standing in the hall between classes and calling students on the words that fly like,
“That’s so gay. You are such a fag” or responding to the woman in line behind them at the local grocery
store, who calls her friend a “retard,” our students will act in a just manner.
We have been affirmed in the value of integrating diversity into every course that we teach. One stand-alone course is not sufficient. Our research tells us that even in the course of one semester, impressive gains occurred. The integration of diversity not only affects how we teach, but it affects both the professional and personal lives of our students. In a changing world, we need to prepare all students to be ethical and persistent human beings who will make a difference in our world. As we are, they will also be change agents.
References


Appendix

The following scenarios were used:

**Scenario One**
You are with your 6th grade cooperating teacher and you have a team meeting out of the building over lunch one day. Someone asks your teacher if she is growing out her hair. She replies that she is and it is because she is sick of being mistaken for a lesbian. All of the other teachers laugh and the topic gradually changes. Later, as you are all walking back into the building, something about one of the teachers in the school comes up in conversation. This teacher is your past 7th grade English teacher from twenty-five years ago, and you mention this. You also say that it took a couple of days to realize she was who she was (her name changed), but when you saw her walking down the hall, it was her walk (which is quite distinctive) that triggered your memory. After saying such, your cooperating teachers says to you, “Oh you little lesbian lover you.” What would you do in this situation?

**Scenario #1**
a. Ignore the comment.
b. Laugh, it is a joke.
c. Respond that you are offended.  
d. Join in and make another joke.
e. Other (please specify)

**Scenario Two**
You are a professor of a class in a midwestern university and have the class arranged so that groups of students are sitting around tables in cooperative learning groups. One table in particular has six students sitting at it, which include George, Angela, Gary, Brad, Shelia, and Rose. All of these students are from the upper Midwest except Rose who is a foreign exchange student from Thailand. George sits across from Rose and is very outspoken and consistently sits with his feet propped-up on the table. As the professor, you notice that Rose is very distressed about something and will not make eye contact with or talk with George. Additionally, Rose never contributes to the class conversations. How would you handle this situation?

**Scenario #2**
a. Ignore the students’ behaviors.  
b. Talk to George alone and inform him of the cultural taboos of the Thai culture.  
c. Talk to Rose alone and inform her about Midwest culture.  
d. Inform the class about the situation and make it a teachable moment.  
e. Other (please specify)

**Scenario Three**
You are a student teacher who is placed with a Learning Disability teacher. You had a field trip to the Minnesota Zoo and your cooperating teacher and you split up the students to chaperone them on the trip. Your teacher has three students in her group that are very intelligent and unique boys and who have not
found a place to fit comfortably in the classroom, but they have found each other. They are the best of friends, and they often have interactions that are amusing. One of these students has Asperger’s Syndrome, one has an Emotional Disorder, and the other is currently being evaluated for special education services. Your cooperating teacher and you start to discuss the events of the field trip the day after and you tell her what a great time you had and how wonderful your group of students had behaved. Your cooperating teacher responds that she got stuck with the “Three Weirdkateers.” She continued on for a few minutes about this group of three boys, saying only negative comments directed at their behaviors. What would you do?

**Explain your choice:**

**Scenario #3**
- Ignore the comment.
- Laugh, it was a joke.
- Respond that you are offended.
- Join in and make more comments/jokes.
- Other (please specify)

**Scenario Four**

You are in your Chemistry 100 class with around one hundred students. Your professor is trying to figure out a fair way to split up the class into lab table groups and partners. She finally decides to assign partners based on alphabetical order on the class roster. As your lab table group gathers, the professor directs the class to the list of supplies needed to be purchased for the class. Your lab table group introduces themselves to each other and you notice that your partner is wearing a camouflage-print cap and large boots. After introductions, your new partner turns to you and says that he will be unable to buy any of the supplies because he cannot afford them at this time. As he is saying this, the professor walks by and overhears the conversation. She asks your partner where he is from, and she immediately laughs saying, “Well, that explains it. Maybe if you actually tried to get a job instead of just wasting money and time on hunting and fishing, you would be able to get the supplies for my class.”

**Explain your choice:**

**Scenario #4**
- Ignore the comment.
- Laugh, it was a joke.
- Respond that you are offended.
- Join in and make more comments/jokes.
- Other (please specify)

**Scenario Five**

You are just enrolling for another year at the university and go into the admissions office to discuss payment. As you walk into the office the woman behind the desk is on the phone. She seems upset at first and then begins to laugh. As she hangs up the phone, wiping tears from her eyes because of laughing so hard, she asks how she can help. As you ask her questions about the payment plan you are interested in, she stops and states that she is sorry for you. She only wished that people like you could get enough free financial support as those “other kids” who got into the university purely because of Affirmative Action. Then, she laughs and says that as you were walking in, her friend on the phone came up with the funniest “Pollock” joke and proceeds to tell it to you.

**Explain your choice:**
Scenario #5
a. Ignore the comment
b. Laugh, it's a joke.
c. Respond that you are offended.
d. Join in and make another joke.
e. Other (please specify)

Scenario Six

You and your friends have decided to take a nice spring break get-away trip to San Diego, California. When you arrive, you all decide that the cheapest option of transportation would be to rent a car. The four of you walk into the nearest rent-a-car place and find another group ahead of you waiting to be helped. The four women, who are in their early twenties, are patiently waiting and chatting with one another. The man behind the desk continues his conversation on the phone without giving recognition to the line. Finally, he hangs up the phone, looks up at the women, and continues doing something at his desk without a word. After a few more minutes, the man says, “All right girls, here is the form you need to fill out to rent a car and it is waiting right outside for you.” The women seemed surprised at not being asked what kind of car they wanted to rent. They hesitantly start to read over the document when the man interrupts with a comment about how it is just manly business stuff and they can just sign; it is more important that they get out to the beach to work on their tan lines. He also recommends insurance on the car just in case they get into an accident. The women ask to see the car before they sign and the man sighs, rolls his eyes, and says, “Well, sure you can, but what difference is that going to make to you? Let’s be honest, four young, beautiful girls like yourselves don’t know what to look for… I’m just the man to show you around the vehicle.” As he leads the women out of the store to the parking lot, he turns to you and your friends and winks. What do you do?

Explain your choice:

Scenario #6

a. Ignore the comments and wink
b. Laugh, he’s joking around.
c. Respond that you are offended.
d. Join in and make more comments and wink.
e. Other (please specify)

Scenario Seven

You are student teaching in the fifth grade. For the past couple of days your cooperating teacher, another fifth grade teacher and you have been car-pooling. As you near the end of your trip the other fifth-grade teacher says, “Tomorrow we start on that new required unit. You know the one on special rights. The other groups want equal rights, but these Indians want special rights. I guess it's something I have to do.” What would you do in this situation?

Explain your choice:

Scenario #7

a. Ignore the comment.
b. Talk to the fifth grade teacher alone and inform her that they aren't special rights.
c. Ask this fifth grade teacher for more information about her thoughts.
d. Agree that they do want special rights.
Other (please specify)
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