

# Scenario Lab

## The 'Not Political' Comment

### *Scenario 1*

**You're partnering with a local community group to host an event on multilingualism and identity. A staff member on your team voices concern: "We should keep it neutral. You know how political this stuff gets." How do you respond to that framing while still centering student voice and identity?**

# Scenario Lab

## Boardroom Pressure

### *Scenario 2*

You're invited to present about a youth mental health partnership at a local school board meeting. A board member stops you mid-presentation: "We don't want anything that promotes CRT or gender ideology here." The crowd reacts. What's your facilitation move? What's your follow-up with the partners?

# Scenario Lab

## Partnership Breakdown

### *Scenario 3*

You helped launch a partnership with a local community org. But your school administrator begins excluding them from key decisions and takes full credit in a press release. The partners call you and say, “This isn’t what we agreed to.” What are your next steps — internally and externally?

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## Crisis Response

### *Scenario 4*

**After a traumatic student incident, you're asked to support the school-wide response and lead a reflection activity. You sense pressure to "keep things light." But students are raw. Staff are split. How do you create space for grief, accountability, and next steps?**

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## The Professional Risk

### *Scenario 5*

You want to host a community roundtable on belonging, but you've been warned informally that "we can't be too public right now" because of national scrutiny on DOE activities. Do you host the roundtable? What boundaries, protections, or structures do you put in place?

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## Student Voice Overlooked

*scenario 6*

Students express frustration that their ideas for a school improvement project were not included in the final decision. How would you acknowledge their input? How do you ensure youth voices influence outcomes next time?

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## Language Barriers at a Parent Meeting

*scenario 7*

Families who speak languages other than English attend a school board meeting, but no interpretation services are provided. What immediate step could you take?

What long-term system needs to change?

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## Community Distrust

### *Scenario 8*

**A rural community group refuses to attend district engagement sessions, citing a history of being ignored. How can you rebuild trust? What's one way to invite them back authentically?**



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## Student Discipline Disparities

### *Scenario 9*

Data shows disciplinary actions disproportionately impact BIPOC or special education students. How would you frame this conversation with staff? What facilitation strategy could keep the space constructive?

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## Student Walkout

### *Scenario 10*

Students organize a walkout over racial or gender inequities. Staff are split between supporting and disciplining them. How do you facilitate dialogue after the action? How do you hold space for student leadership?

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## Invisible Populations

### Scenario 11

*LGBTQ+ students report their needs aren't represented in policy decisions.*

*How do you ensure representation? What facilitation move could amplify their voices?*

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## Political Pressure

### *scenario 12*

Local leaders pressure the district to scale back on initiatives involving Equity, Inclusion and diversity. How do you hold space for staff/community fear? What facilitation move protects equity dialogue?