

# Relationship Skills Handout 2: Student Vignettes

## **Directions**

Read the vignettes and use what you have learned so far to brainstorm answers to the questions that follow. If completing this activity in a group, discuss your answers*.*

## **Vignette: Jasmine**

Jasmine’s fourth-grade classroom runs a morning meeting and afternoon reflection circle each day. Students are expected to practice the class discussion norms, including positive communication and listening practices. Jasmine enjoys participating in the meeting discussions and usually has something to share or add to the conversation. She is attentive to her peers and likes to add on or agree with what other people have said — one of the positive discussion norms of the class. Jasmine is typically respectful and fully participatory during the morning meeting, but lately she and a friend have been playing around and disengaging during the afternoon reflection circle. The two girls have a tendency to get silly and start giggling or whispering to each other while other students are talking. Today, a classmate got upset when Jasmine whispered something to her friend during his share time because he thought she was laughing at his story.

## **Reflection Questions**

Which of the following sub-competencies are strengths for Jasmine? (Mark with an “S”)

* Establishing and maintaining healthy relationships
* Utilizing positive communication and social skills to interact effectively with others
* Identifying ways to resist inappropriate social pressure
* Demonstrating the ability to prevent and resolve interpersonal conflicts in constructive ways
* Identifying who, when, where, or how to seek help for oneself or others when needed

Which sub-competencies are areas of improvement for Jasmine? (Mark with an “I”)

How could a teacher support this student in developing the relationship skills sub-competencies that are currently areas of improvement?

## **Vignette: Marco**

Marco just moved to a new city with his family and is starting seventh grade this week at his new school. Over the summer, Marco played on a neighborhood baseball team. He knows some of the other boys from his team attend his new school, so he feels less nervous about making friends. Marco sits with a group of his baseball friends at lunch and meets a few other students from his class. One girl sitting at his table during math class is wearing a basketball jersey from Marco’s favorite team, and they talk about the most recent games while they wait for the bell to ring at the end of class. After school ends, Marco goes outside to wait for the bus. One of the boys he knows from baseball walks by and asks Marco for $1 to buy ice cream. The same boy has asked Marco for money before, although he always sounds like he is half joking. Marco feels uncomfortable, shrugs, and laughs off the request. After the boy leaves, Marco spends time thinking about the interaction, wishing he felt comfortable telling the boy to stop asking him for things.

## **Reflection Questions**

Which of the following sub-competencies are strengths for Marco? (Mark with an “S”)

* Establishing and maintaining healthy relationships
* Utilizing positive communication and social skills to interact effectively with others
* Identifying ways to resist inappropriate social pressure
* Demonstrating the ability to prevent and resolve interpersonal conflicts in constructive ways
* Identifying who, when, where, or how to seek help for oneself or others when needed

Which sub-competencies are areas of improvement for Marco? (Mark with an “I”)

How could a teacher support this student in developing the relationship skills sub-competencies that are currently areas of improvement?

## **Vignette: Ana**

Ana is in eleventh grade and getting ready to apply for college. She is a good student and is planning to apply to at least four different colleges and universities. One of the schools has an interview included as part of its admissions process. Ana is an outgoing and extroverted person — she makes friends easily, is well liked by her peers, and enjoys performing in her church choir. Public speaking, however, is always difficult, and she struggles to find the right way to communicate when she is alone in front of a group. Even for low-key class presentations, Ana finds herself getting anxious hours in advance of the presentation. She wants to make a good impression on the admissions officer but is scared that she’ll freeze or make mistakes. She has researched possible interview questions, written a script for herself, and has been practicing with her sisters. Even with all this preparation, she is still dreading the interview date.

## **Reflection Questions**

Which of the following sub-competencies are strengths for Ana? (Mark with an “S”)

* Establishing and maintaining healthy relationships
* Utilizing positive communication and social skills to interact effectively with others
* Identifying ways to resist inappropriate social pressure
* Demonstrating the ability to prevent and resolve interpersonal conflicts in constructive ways
* Identifying who, when, where, or how to seek help for oneself or others when needed

Which sub-competencies are areas of improvement for Ana? (Mark with an “I”)

How could a teacher support this student in developing the relationship skills sub-competencies that are currently areas of improvement?

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