

Connecting Choices to Outcomes (Part 3)

Purpose: Examine the power dynamics in the ostracism case study and recognize that the outcome of the incident reflects the choices made by individuals and groups and was not inevitable.

APPROXIMATE TIME:

40 minutes

MATERIALS:

Signs for modified Four Corners (see Advisor Notes)

ADVISOR NOTES:**1. Set Up for a Modified Version of Four Corners**

The second part of this activity uses a modified version of the **Four Corners** strategy. To learn about this teaching strategy, visit facinghistory.org/advisory-media. Before the meeting, make six signs with the names of the individuals who were interviewed about the ostracism incident—Sue, Rhonda, Jill, Lorna, Patty, and Ms. Smith—and hang them around the room.

2. Choose Final Discussion Questions in Advance

The activity that follows this one includes a Socratic discussion of the ostracism incident. There is some overlap between this activity's final discussion questions and what you will find in the next activity. If you plan to do the next activity with your group, choose which questions you will use for each advisory meeting.

PROCEDURE:**1. Review Notes from Activity 57**

Depending on how much time has passed since your last meeting, advisees may need to review their notes on the Ostracism Case Study Group Activity handout. Divide into groups to review their handouts and add to their notes as needed.

2. Reflect on the Power to Change the Course of a Conflict

- In their journals, ask advisees to respond to the following question:
Who had the most power to change the conflict in the ostracism case study (Sue, Rhonda, Jill, Patty, Lorna, Ms. Smith)? What makes you say that?
- Debrief the activity using a modified version of the **Four Corners** strategy (visit facinghistory.org/advisory-media to learn about this teaching strategy). Ask advisees to move to the sign of the individual they feel had the most power, and

have advisees explain their choices to others in their group. Then have them share across groups. Remember that they can change places if they are swayed by the discussion.

3. Consider Alternative Choices and Outcomes

- Working in the groups they ended in after the Four Corners discussion (you can divide groups of four or more into smaller pairs and triads as needed), ask advisees to consider a different choice that their individual could have made and the potential outcome of that choice.
- Invite advisees to role-play these choices for each other or for the advisory group. Alternatively, they can write a dialogue on chart paper or in their journals, or, if you have time or want to spend an additional meeting on this activity, create a **story-board** (visit facinghistory.org/advisory-media to learn about this teaching strategy).
- Time allowing, facilitate a circle discussion that draws from the following questions:
 - What can we learn about the power of our choices in the face of bullying and ostracism from this case study?
 - What might this incident look like if it happened in our school today?
 - What choices can we make when we notice that a student or group of students is starting to be singled out in a way that is hurtful or harmful?
 - What choices can we make if we realize that an individual or group in our school community is being ostracized and that the situation shows no sign of stopping?
 - What factors make it challenging to be an upstander when we witness someone being ostracized or bullied?
 - What are big and small ways that you can help when you witness someone being ostracized or bullied?