

What Would You Do?

SECTION 1 · THE CARDS IN COLOR

CARDS Scenario Discussion Cards (Color)

Ten open scenarios, no printed answer. Print, cut on the dashed lines, and pull one card at a time for a morning meeting or small group. This is the color set; the same ten cards in the ink-saver set are on page 9.

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7  One Computer, Two Students Two students arrive at the classroom computer at the same time for free-choice time. Only one computer is open right now. WHAT WOULD YOU DO?	8  A Mistake Reading Aloud A student is reading a few sentences out loud to the class and mispronounces a word. A couple of students laugh. WHAT WOULD YOU DO?	9  Forgotten Art Supplies A student arrives at art class without the supplies needed for today's project. Everyone else is already getting started. WHAT WOULD YOU DO?
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A NOTE ON THE REPEATED PICTURE

The Dropped Lunch Tray and Nowhere to Sit both show a fork and knife (cards 1 and 4): the same cafeteria setting, two different moments. The card number, not the picture, keeps every card distinct. Every other card shows a different picture.

THREE QUICK WAYS TO USE THE DECK

- ☐ Pull one card a day for morning meeting; read the scenario, then ask the question.
- ☐ Hand a few cards to a small group and let each group pick one to discuss.
- ☐ Keep the deck in a basket so a student who finishes early can pick a card to think about.

Discussion Cards (Ink-Saver)

WHAT WOULD YOU DO

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What Is Inside, and Where

19 pages: 10 open scenario cards with no printed answer, a discussion log, and a weekly participation roll-up.

Before you begin

PAGE 4



**Start Here —
Three Steps
START HERE**

4

01 The Cards in Color

PAGES 6–7



**Scenario
Discussion Cards
(Color)
CARDS**

6



**Write Your Own
Scenario (Type or
Draw)
CARDS**

7

02 The Ink-Saver Cards

PAGE 9



**Scenario
Discussion Cards
(Ink-Saver)
CARDS**

9

03 Facilitating, Data and Home

PAGES 11–18



**How to Lead a
Scenario
Discussion
REFERENCE**

11



**Morning Meeting
Discussion Log
LOG**

12



**Weekly
Participation Roll-
Up and Graph
TRACKER**

13



**Filled Example
EXAMPLE**

14



**Family Page
NOTES**

15



**Hand-Off to
Another Adult or
Room
NOTES**

16



**Phrase Bank for
Writing a New
Scenario
REFERENCE**

17



**Storage and
Binder Labels
REFERENCE**

18

How the sections build on each other: Section 1 is the deck itself, in color, plus blank cards for a scenario of your own. Section 2 is the same deck in black-and-white ink-saver line art. Section 3 is how to lead the discussion, the log, the weekly roll-up and graph, a filled example, the family and hand-off pages, a phrase bank for writing a new scenario, and the storage labels.

What every card has in common: a two-sentence everyday moment, no student named, no outcome written in, and the same closing question. Nothing in this file scores a student's answer or marks one answer "right"; the log and roll-up count who took part, never what was said.

Start Here — Three Steps



1

Pick a card, read the scenario

Pull one card from the color set (page 6) or the ink-saver set (page 9) and read the two sentences aloud, or show the card.

The blank cards (page 7) are for a scenario of your own.



2

Ask “What Would You Do?” and discuss

Ask the same question every time and wait. Let more than one student answer; there is no single right reply.

The how-to page (page 11) has more open-ended questions, and what to do if a real incident just happened instead.



3

Log it, roll it up, send it home

One row on the log (page 12) each time a card is used: which card, who shared an idea, who was present.

Total the week on the roll-up (page 13) and dot the graph. Send the family page (page 15) home the week a card is new; the hand-off page (page 16) goes with the deck to any other adult.

WHAT THIS FILE IS

A fillable PDF: 10 open scenario discussion cards in a color set and an ink-saver set, blank cards for a scenario of your own, and the data pages behind them, with type-in fields throughout. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

Not an editable online slideshow or word-processor document, and no card prints a “right” answer, a score, or an ending. Not a social story, a behavior plan, or any legal or clinical procedure of any kind; it opens a discussion and counts who took part.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
Starting your first morning meeting discussion	How to lead a discussion, page 11; cards, page 6
A real incident just happened in your room	How-to page 11 (pick a different card, not the real moment)
A situation none of the ten cards covers	Blank cards, page 7; phrase bank, page 17
A quieter copy for the photocopier or a spare set	Ink-saver cards, page 9
The IEP meeting or a staff meeting	Roll-up and graph, page 13; example, page 14
A new adult taking over the deck for a week	Hand-off page, page 16

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open the file in Acrobat Reader or Preview, not a browser tab. **A picture reads as a different word.** Cover it and use a blank card instead; the **Ask a Question** tab reaches me for a free update. **Confidentiality:** initials only on anything that leaves your hands, first name only on the family page.

ONE DECK, MANY ROOMS

The same ten cards work for a whole-class meeting, a small group, or one student; the log (page 12) and roll-up (page 13) work the same way at any size — fill in “Group or class” with whoever actually met.

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CARDS

Write Your Own Scenario (Type or Draw)

WRITTEN BY

DATE

1 My scenario WHAT WOULD YOU DO?	2 My scenario WHAT WOULD YOU DO?	3 My scenario WHAT WOULD YOU DO?
4 My scenario WHAT WOULD YOU DO?	5 My scenario WHAT WOULD YOU DO?	6 My scenario WHAT WOULD YOU DO?
7 My scenario WHAT WOULD YOU DO?	8 My scenario WHAT WOULD YOU DO?	9 My scenario WHAT WOULD YOU DO?

KEEPING A NEW SCENARIO IN THE SAME SPIRIT

Two sentences, present tense, no student named and no ending written in. Say what is happening and stop there; the question ("What Would You Do?") is what opens the discussion, not the card. The phrase bank (page 17) has openers to borrow.

WHERE A NEW CARD GOES ONCE IT IS WRITTEN

- ☐ Cut it out and add it to the deck (page 6 or the ink-saver set, page 9).
- ☐ Check it against the phrase bank's checklist before it is printed for the room.
- ☐ Give it a row on the log the first time it is used, the same as any printed card.

REFERENCE

How to Lead a Scenario Discussion

BEFORE THE FIRST DISCUSSION

Tell the group plainly: there is no single right answer on these cards. Pick a calm, unhurried time — morning meeting or a small group works — and print the color set (page 6) or the ink-saver set (page 9).

READING A CARD

Read the two sentences aloud, or show the card. Ask “What Would You Do?” and then wait. Let more than one student answer before moving on; a quiet pause is part of the discussion, not a sign to jump in.

QUESTIONS THAT KEEP IT OPEN

“What are some different things someone could do?” “How might each person in the scene feel?” “What could happen next, either way?” None of these has one correct reply; the phrase bank (page 17) has more.

WHAT THESE CARDS ARE NOT FOR

Not a debrief of a real incident between real students. If something similar just happened in your room, pick a different card from the deck rather than retelling the real moment; your school’s own procedure for a real incident, if it has one, has a blank line on the hand-off page (page 16).

WHAT COUNTS ON THE LOG

“Shared an idea” is any time a student offers a response to the question — right, wrong, or in between does not matter here; this counts participation, never correctness. One row per meeting on the log (page 12); the roll-up (page 13) totals the week.

THE BLANK CARDS

The blank cards (page 7) are for a scenario this deck does not have: write two sentences, keep the same question, and use the phrase bank (page 17) for openers in the same plain voice.

WHAT THIS FILE IS, AND IS NOT

Ten short, open scenarios for a group discussion, with one constant question and no printed resolution. It follows no named method, scores nothing, and is not a social story, a behavior plan, a lesson script, or any legal or clinical procedure of any kind.

SENDING IT HOME, AND HANDING IT OFF

The family page (page 15) names the card used this week and gives the family a place to talk about it at home. The hand-off page (page 16) lets a paraprofessional or another room run the same deck the same way.

CHOOSING WHICH CARD TO START WITH

A lower-stakes moment (the same book, one computer) is often an easier first card than a harder one (left out, a mistake laughed at); which card first is your team’s call, not this file’s.

A NOTE ON TONE

Keep the voice warm and unhurried; nothing on a card says one scenario is “the hard one.” The same calm reading for every card.

ONE QUESTION, THE SAME EVERYWHERE

“What Would You Do?” and nothing more scripted than that, whichever adult leads it. The hand-off page (page 16) exists so every room asks it the same way.

 LOG

Morning Meeting Discussion Log

One row per discussion. It counts two things: how many students shared an idea, and how many were there to be asked.

GROUP OR CLASS

WEEK OF

FACILITATOR

#	DATE	SCENARIO CARD USED	STUDENTS WHO SHARED AN IDEA	STUDENTS PRESENT	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

WHAT “SCENARIO CARD USED” MEANS

The card title, not the number — a card may come back around after every card in the deck has had a turn. Leave the row blank on a day no discussion was held.

WHAT THE TWO COUNT COLUMNS MEAN

Students who shared: anyone who offered a response, any response. Students present: everyone in the room for that meeting. Total both on the roll-up (page 13) at the end of the week.

TRACKER

Weekly Participation Roll-Up and Graph

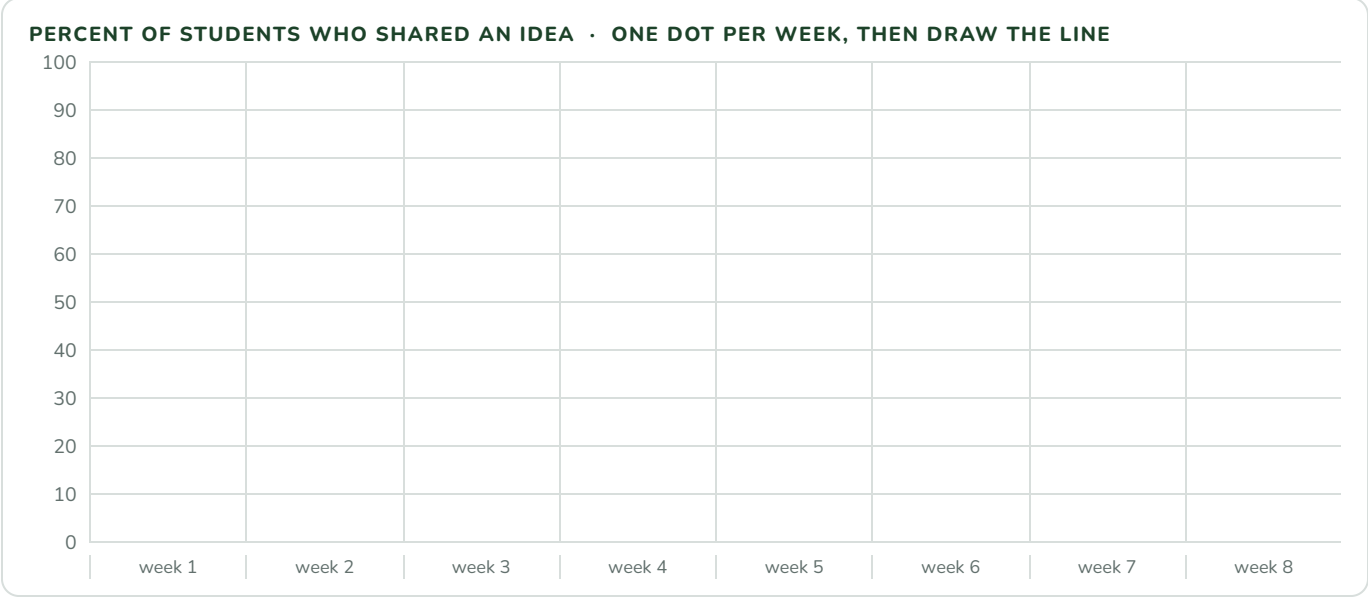
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

GROUP OR CLASS

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	MEETINGS HELD	SHARED AN IDEA (TOTAL)	PRESENT (TOTAL)	PERCENT	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Add the log’s two count columns (page 12) for the week. Shared an idea divided by present, times 100, rounded to the nearest whole number.

Meetings held is how many rows that week name a card.

BRINGING THIS PAGE TO A MEETING

A rising line says more students are offering an idea when asked, in more of the meetings held — it says nothing about whether any one answer was “right.” The criterion field above is where your team’s own number goes, so every dot is read against the same line.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Room 12 Morning Meeting is invented, and so is every mark on this page. One week on the log, then three weeks on the roll-up, to show how the two pages read once real marks are on them.

The log, one week (page 12)

#	DATE	SCENARIO CARD USED	SHARED AN IDEA	PRESENT
1	9/8	The Dropped Lunch Tray	7	18
2	9/9	Left Out at Recess	9	18
3	9/10	One Computer, Two Students	6	17
4	9/11	A Bump in Line	10	18
5	9/12	A Group That Cannot Agree	8	18

The roll-up, three weeks (page 13)

#	WEEK OF	MEETINGS HELD	SHARED AN IDEA	PRESENT	PERCENT
1	9/8	5	40	89	45%
2	9/15	5	44	90	49%
3	9/22	5	49	88	56%

READING THE NUMBERS

The week above: 89 total present across 5 meetings, 40 shared an idea, 45 percent. Five different cards were used that week, one per day, so no scenario repeated. The three weeks: 40 of 89 (45 percent), then 44 of 90 (49 percent), then 49 of 88 (56 percent) — a line rising week on week. Every percent is that row's own shared-an-idea count divided by its present count.

A LINE THIS SHEET COULD WRITE

"With 5 discussions held that week, 49 of 88 students present shared an idea during the week of 9/22 (56 percent), up from 40 of 89 the week of 9/8."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 45, 49 and 56, joined by a line that rises. Nothing on the graph says which students' ideas were "better" — only how many shared one.

WHAT THIS EXAMPLE IS NOT

One invented group's week and three weeks of totals. It sets no typical rate, scores no answer as correct, and the criterion field would hold whatever Room 12 Morning Meeting's team wrote — not a number this file supplies.

THE FIVE CARDS USED THAT WEEK

The Dropped Lunch Tray, Left Out at Recess, One Computer, Two Students, A Bump in Line, A Group That Cannot Agree — a different card every day, so no scenario repeated within the week.