



An Invitational Education®  
*Member Resource*

<b>Title:</b>	The Human Graph
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<b>Type of Activity or Resource:</b>	Small or large group
<b>Objective:</b>	To examine how Invitational Theory applies to a variety of scenarios in schools and encourage participants to examine their choices from a theoretical perspective.
<b>Recommended Age Group:</b>	Adult (May be adapted for student groups)
<b>Materials Needed:</b>	Four large charts/signs
<b>Time:</b>	45 - 60 minutes depending on # of scenarios
<b>Additional Notes:</b>	Scenarios may be changed in order to use this activity with students or in business settings

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## Activity 6

**The Human Graph**

**Note:** It is recommended that the strategy "Levels of Functioning" precede this strategy.

**Objectives:**

1. To examine how invitational theory applies to a variety of scenarios in schools.
2. To encourage participants to examine their choices from a theoretical perspective.

**Procedure:**

1. Place signs marked with the following levels of functioning on a continuum around the room: (use this order)
  - Intentionally Inviting
  - Unintentionally Inviting
  - Unintentionally Disinviting
  - Intentionally Disinviting
2. Review Levels of Function (Activity 5) with the participants.
3. Read each scenario aloud.
4. Say, "At what level do you think the designated person is functioning? Go stand by the sign."
5. Ask the participants to remain standing while the processing questions are discussed after each scenario.
6. Point out that the participants may move on the continuum at any time during the discussion.

### Scenario 1

Mr. Brown teaches a tenth grade algebra class. He has presented a concept by lecture and modeling. The students are asked to do their practice seat work. He notices that Sheila has her head down and appears to be asleep. He approaches her desk, taps her shoulder, and says, "I'd really like to see you practice this skill." She ignores his requests and turns her head away from him, whereupon he says, "Sheila, get busy." He then writes a behavior referral and sends her to the office. At what level was Mr. Brown functioning?

#### ***Suggested Questions for Processing:***

- A. Why did you select that level of functioning?
- B. How would you have handled that situation?

### Scenario 2

A history teacher sees Ashley in the cafeteria. Ashley had been absent from Ms. West's first period class that morning. She had also missed four days of first period within the last two weeks, yet Ms. West had seen her on campus. Ms. West approaches Ashley at the table in front of other students and says jokingly, "So you got to sleep late this morning, huh?" Ashley responds, "You didn't really see me today, O.K.?" She winked at Ms. West and moved on. At what level was Ms. West functioning?

#### ***Suggested Questions for Processing:***

- A. Why did you select that level of functioning?
- B. How would you have handled that situation?
- C. What do you think of the relationship between Janice and Ashley?
- D. How could the teacher have helped the student take responsibility for her classwork and behavior?

### Scenario 3

Mrs. Powell has a challenging group of students for Language Arts. Bobby, an Hispanic male student, turned in a book report one page in length when the assignment specified a minimum of three pages. Bobby padded his report with redundant sentences and had numerous spelling errors. When his paper was returned, Bobby was pleased to see the grade of a C, lots of smiling faces, and comments in large red letters that said, "Good Effort." At what level was Mrs. Powell functioning?

#### **Suggested Questions for Processing:**

- A. Why did you select that level of functioning?
- B. How would you have evaluated Bobby?
- C. Discuss Mrs. Powell's expectations of Bobby and factors that may have influenced her expectations.
- D. Why did you select that particular level of functioning?
- E. How would you have handled that situation?

### Scenario 4

Mr. Rogers, the school counselor, conducted a support group for children whose parents were going through a divorce. This group met once a week for an hour. Mrs. Fiehr, the fifth grade teacher, was disturbed because two of her students missed class time to participate in the support group. One day she approached Mr. Rogers and asked him if he could limit the meetings to every other week. She explained her concern of the students falling behind in their classwork. Mr. Rogers told her that at this point in the students' lives it was more important to be in the support group than make good grades. Mrs. Fiehr expressed concern about her students and asked if there was anything she needed to know in order to help her students. Mr. Rogers responded, "You know I cannot violate confidentiality." At what level was Mr. Rogers functioning? At what level was Mrs. Fiehr functioning?

***Suggested Questions for Processing:***

- A. Why did you select those particular levels of functioning?
- B. How would you have handled the situation?
- C. Discuss ways that Mr. Rogers and Mrs. Fiehr could solve the conflict.
- D. How can teachers and counselors work together within ethical guidelines to meet students' needs?
- E. Which should be the school's primary concern: the students' academic needs or emotional needs?

**Scenario 5**

Mrs. Lockhart, a principal on the "cutting edge" of school renewal, mandates an inservice for all her middle school staff members on "Alternative Methods of Assessment." Several teachers express concern about conflicting workshop schedules. Mrs. Lockhart placed the following statement in the school bulletin, "Any teachers who do not attend the Alternative Assessment Workshop will be viewed as failing to comply with administrative mandate and a letter will be placed in their personnel files." At what level was Mrs. Lockhart functioning?

***Suggested Questions for Processing:***

- A. Why did you select that level of functioning?
- B. How would you have handled the situation?
- C. What do you think of Mrs. Lockhart's management style?
- D. Which is more important, process or product?