

# CONVERSATION REWIND

- In groups of three, decide who will MEMBER ONE, who will be MEMBER TWO and who will be MEMBER THREE.
- Each member read through his or her part silently.
- Once everyone has reviewed their 'part', play out the dialogue with each other.

**PLEASE DO NOT TURN THIS PAPER OVER UNTIL INSTRUCTED TO DO SO BY THE PRESENTER**

| <b>CONVERSATION A</b> |  |                           |                     |
|-----------------------|--|---------------------------|---------------------|
| <b>MEMBER</b>         | <b>COMMENT</b>   | <b>STATEMENT TYPE</b>     | <b>CATEGORY</b>     |
| MEMBER ONE            | Our data says that 43% of students are receiving 2 or more referrals for disruption  | <i>Facts/figures</i>      | <i>Fact-finding</i> |
| MEMBER TWO            | So, 43% of our current student population across the campus has been referred to the office at least two times this year for interfering with instruction. | <i>Paraphrase</i>         | <i>Responding</i>   |
| MEMBER THREE          | Do we know what percentages are like at each grade level?  | <i>Narrow question</i>    | <i>Fact-finding</i> |
| MEMBER ONE            | The numbers don't break down into grade levels.  | <i>Answering question</i> | <i>Responding</i>   |
| MEMBER TWO            | Well, that might be a 'next step'.   | <i>Proposal</i>           | <i>Influencing</i>  |
| MEMBER THREE          | I agree.<br>It might be really helpful to know what the percentages are like at each grade level so that we could see if there are any patterns.           | <i>Agreement</i>          | <i>Integrating</i>  |
|                       |  | <i>Build</i>              | <i>Integrating</i>  |
| MEMBER ONE            | Maybe we could even get data by teacher  | <i>Proposal</i>           | <i>Influencing</i>  |
| MEMBER THREE          | That's a good idea!<br>I think we should be careful how we present findings to the staff at that level, though.  | <i>Agreement</i>          | <i>Integrating</i>  |
|                       |  | <i>Opinion</i>            | <i>Influencing</i>  |
| MEMBER TWO            | Good point!<br>It would be wise to keep teacher morale in mind so we don't jeopardize teacher buy-in.  | <i>Positive</i>           | <i>Integrating</i>  |
|                       |  | <i>Build</i>              | <i>Integrating</i>  |

## REWIND

- Each member read through his or her part silently.
- Once everyone has reviewed their 'part', play out the dialogue with each other.

| <b>CONVERSATION B</b> |   |                                |                     |
|-----------------------|---|--------------------------------|---------------------|
| <b>MEMBER</b>         | <b>COMMENT</b>  | <b>STATEMENT TYPE</b>          | <b>CATEGORY</b>     |
| MEMBER ONE            | Our data says that 43% of students are receiving 2 or more referrals for disruption | <i>Facts/figures</i>           | <i>Fact-finding</i> |
| MEMBER TWO            | That's not me! I never write referrals. I take care of my business!                 | <i>Self-defend</i>             | <i>Fight</i>        |
| MEMBER THREE          | And we're supposed to fix that?   | <i>Self-righteous question</i> | <i>Fight</i>        |
| MEMBER ONE            | The numbers don't break down into grade levels.                                     | <i>Facts/figures</i>           | <i>Fact-finding</i> |
| MEMBER TWO            | Of course not! That would be too easy!  | <i>Sarcasm</i>                 | <i>Fight</i>        |
| MEMBER THREE          | And we would never want to have anything easier, would we!                          | <i>Sarcasm</i>                 | <i>Fight</i>        |
| MEMBER ONE            | Maybe we could get data by teacher  | <i>Proposal</i>                | <i>Influencing</i>  |
| MEMBER THREE          | No way! That's NOT a good idea!   | <i>Dismiss</i>                 | <i>Competing</i>    |
|                       | Then we would just have a 'blame-game' on our hands!                                | <i>Negative prediction</i>     | <i>Obscuring</i>    |
| MEMBER TWO            | Hey! "Blame away" is what I say! It's not me causing this problems!                 | <i>Self-defend</i>             | <i>Fight</i>        |