

Large Role Play, School Prank

L – 1

Background information to be read to all participants

Two 12th-grade students broke into the school as part of a senior prank toward the end of the year. They poured baby oil on the floor, and they scattered flour over other students' artwork. The students wore masks to conceal their identity from the surveillance system.

- The mess was discovered later that evening when the custodians came in for routine clean up. They called the principal, who came to the school right away to survey the damage.
- The police were called immediately. The custodial staff and the principal were at the school into the early morning hours to clean up the mess.
- The two students did not cover their tracks very well; there were posts about the incident on social media. The police obtained surveillance footage from a local store of the two students buying the products used in the prank.
- Because of this evidence, the two students were arrested, and they admitted to the offense.
- School policy dictated that the two students would be suspended for 10 days. Due to this suspension, both seniors could miss their graduation.
- The principal asked a school district social worker to facilitate a conference because the school administrators wanted to participate as victims.

Required Characters

B. Smith, Student: Admits to the offense and readily agrees to the conference. Is ashamed about the incident. Lost a soccer scholarship due to the incident.

M. Smith, B.'s Parent: Extremely concerned with B.'s actions and readily agrees to come to the conference.

N. Smith, B.'s Parent: Ashamed of what B. did and expresses anger toward B.

C. Boylan, Student: Admits to the offense and agrees to come to the conference.

R. Boylan, C.'s Parent: Seems reluctant to come to the conference and appears to be defensive over the incident.

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W. Truman, Head Custodian: Had to coordinate efforts to clean up the building. This effort lead to overtime pay, which caused an overage in their budget. Feels frustrated on many levels.

Dr. Washington, Principal: Very angry about the incident but confident that the conference is the best approach to achieve resolution. Is unsure now whether to allow the offenders to participate in commencement ceremonies.

R. Geller, Coach and B. and C.'s Supporter: B. and C.'s soccer coach. Genuinely concerned for B. and C., and readily agrees to come to the conference.

B. Avon, Teacher and Dr. Washington's Supporter: Wants to participate to represent the faculty. Furious at the offenders and does not think they should participate in graduation. Not easily swayed.

T. Lyons, Senior Class President and Dr. Washington's Supporter: Mad at their classmates. Is unsure if they should participate in commencement ceremonies. Thinks their actions caused embarrassment to the school. But is open to the possibility of letting them walk, based upon the outcome of the conference.

Optional Characters

A. Gonzales, C.'s Supporter and Fellow Student: C.'s best friend. Learned of the incident via social media. Thinks C. was stupid for doing it and is frustrated with C.'s choice.

Dr. Portman, Assistant Principal and W.'s Supporter: Is not completely on board with the idea of restorative practices and isn't sure the conference will teach the students a lesson. Thinks that the conference is a waste of time but agrees to participate out of respect for Principal Washington.

J. Brown, School Counselor and B. and C.'s Supporter: Seems very disappointed in B. and C. Counselor Brown has also spent time helping C. in school to improve C.'s GPA.

D. Morgan, Athletic Director and B. and C.'s Supporter: Knows B. and C. through sports and is shocked and saddened by their actions.

B. Smith, Student

L – 3

- You broke into the school and participated in creating the mess.
- You are very ashamed of what you did.
- You lost a scholarship because of what happened, and you are not sure what that means for your future.
- You become emotional during parts of the conference.
- You are very apologetic and agree to any reasonable consequences for your wrongdoing.
- During the break-in, you gave the middle finger to the school security camera. You admitted this in the pre-conference meeting but forgot to talk about it during the conference.

If someone brings this up, take responsibility.

Please do not exaggerate your role and make it difficult for the facilitator to conduct the role-play conference. Most real conferences run smoothly and without extreme behaviors.

This script is to be read only by the individual playing the role.

M. Smith, B.'s Parent

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- You are extremely concerned about B.'s actions and readily agree to come to the conference.
- When you are asked to speak, you immediately begin to cry.
- You have trouble maintaining your composure and occasionally interrupt your comments with more crying.
- You are very upset about the incident and want to help address the problem.
- You agree to any reasonable consequence for your child's wrongdoing.

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N. Smith, B.'s Parent

L – 5

- You are very embarrassed about what B. did.
- You want to let everyone know how much you disapprove of what B. did and how angry you are.
- You haven't been able to discuss the situation at home because of how angry you are. You struggled as a teen and don't want to see your child experience the same issues.
- During the agreement phase, offer an outrageous consequence – such as have the kids clean the building with a toothbrush and have it videotaped.

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C. Boylan, Student

L – 6

- You broke into the school and participated in creating the mess.
- You are scared about having so many people come together to talk about what you did.
- In the conference, you are humbled. As you hear people talk about how they have been affected, you become deeply ashamed.
- The prank was your idea, and you feel terrible that you involved B.

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R. Boylan, C.'s Parent

L – 7

- You are reluctant to attend the conference and feel very defensive about the prank.
- You are also embarrassed and think that people will view you as a bad parent.
- Early in the conference, when the principal is asked to speak, you interrupt and express anger because you felt the 10-day suspension was too much.
You also think that B. losing a soccer scholarship is unfair.
(If redirected, stop interrupting.)
- Later, when it is your turn to speak, you apologize to everyone for what your child did.
- You readily agree to any consequences for your child's wrongdoing.

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W. Truman, Head Custodian

L – 8

- You were responsible for coordinating the clean-up efforts and were the person most affected by the incident. This was a major hassle for you and your staff, and there was a substantial cost for the school.
- You are not overly upset, but you are frustrated and overworked.
- As the conference proceeds, you feel sorry for the students and support them.
- During the agreement phase, you suggest they work with you for community service hours. You also thank the principal for having you be part of the conference; you often feel left out of the discipline procedures.
- At the end of the conference, you thank the offenders for their honesty and let them know you admire them and their parents for attending.

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This script is to be read only by the individual playing the role.

Dr. Washington, Principal

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- You strongly disapprove of what B. and C. did.
- You went into the school the night of the incident and helped the custodial staff with the clean up. You were impacted by the incident.
- You wanted to address it in a way that would get the message across to them and the rest of the school.
- You are hopeful that the conference will have a positive effect on changing B. and C.'s behavior.
- You would like to see some consequences for the offense and have an open mind.
- As a result of B. and C.'s participation in the conference, and for the parents, you decide to allow both students to participate in graduation.
(Only if both students cooperate.)

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R. Geller, B. and C.'s Coach and Supporter

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- You just wanted to be part of the conference to offer support to both B. and C.
- They are both good athletes and have been overall well-behaved students.
- You were very surprised by what they did.
- You share with the group about how your child always loved coming and watching B. and C. play soccer. Talk about how you don't know how to tell your child about this incident.

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B. Avon, Teacher and Dr. Washington's Supporter

L – 11

- You are representing the teaching staff and are there to be a supporter for the principal, Dr. Washington.
- You can't believe students would do something so hurtful, and you and the other teachers feel that they should not participate in graduation.
- You want a direct apology to the entire faculty and suggest that during the agreement phase.

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**T. Lyons, Senior Class President
and Dr. Washington's Supporter**

L – 12

- You speak about what B. and C. did, saying it was destructive and caused embarrassment and harmed the reputation of the school.
- You don't think they recognize who has been affected and want to make them realize this.
- As the conference proceeds, you are satisfied with B. and C.'s expressions of remorse and support them in the agreement phase of the conference. You suggest they address the student body at graduation practice and talk about the conference.

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A. Gonzales, C.'s Supporter and Fellow Student
(optional character)

L – 13

- You feel kind of awkward being at the conference but think the conference is a good way to deal with what happened.
- You felt uncomfortable knowing about C.'s involvement before it all came out.
- You want to let C. know that you are still willing to be friends but are a bit worried that others will think you were involved in the prank because of the friendship.

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**Dr. Portman, Assistant Principal
and Dr. Washington's Supporter (optional character)**

L – 14

- You believe in old-fashioned punishment and express that view in a very clear way. You are on the fence about restorative practices.
- You only agreed to participate in the conference because you want to make sure you have a say in the punishment.
- ***One of the things you are most offended by is that one of the students gave the middle finger to a school security camera, and you demand an answer!***
- As you watch the conference unfold, you realize that B. and C. have been powerfully impacted.
- You become less concerned about the extent of the punishment in the agreement phase. This is only because of the true empathy you witness from the students.

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J. Brown, School Counselor and B. and C.'s Supporter
(optional character)

L – 15

- You know both students very well and had a considerable amount of respect for them prior to this incident. You do not want to remember them this way.
- You also feel for W. Truman and Dr. Washington and all the work they did cleaning the school.
- You have been trying to help C. do better in school.
- You are optimistic that the conference will represent a turning point for both students.
- You offer all the help that you can through the school to make this conference work.
- ***If any parent begins to berate their child, voice your concern. If warned by the facilitator, respect that instruction.***

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D. Morgan, Athletic Director and B. and C.'s Supporter
(optional character)

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- You are very disappointed and frustrated with both of your players; they were looked at by the soccer team as leaders.
- You are embarrassed because they represent the school. You thought that the values that you instilled in them over their years in the program were enough to discourage this type of behavior.
- You do feel bad for B. about losing the scholarship. You are willing to help B. with this issue, but only if you see true empathy from B.
- ***During the agreement phase, you offer for B. and C. to be volunteer assistant coaches. You want them to show the underclassmen that making a mistake has consequences, but through positive actions you can find redemption.***

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