

Teacher Micro-Dilemmas: US Election Edition

by Sara O'Brien and Meira Levinson

These short dilemmas (“micro-dilemmas”) are designed to help educators discuss possible responses to student talk about the 2024 election, both in the classroom and in non-curricular spaces. They are divided into dilemmas for both [elementary](#) and [secondary](#) schools. These dilemmas are fictional and informed by research into student talk in schools during the 2016 and 2020 US election cycles,¹ current news coverage of student talk about the 2024 election², and interviews with elementary and secondary educators. When it makes sense, we’ve provided two similar dilemmas, one left-leaning and one right-leaning. This document also includes a [facilitation guide](#) and [participant packet](#) that can be used during discussion, which includes some potential sentence starters educators can use. Our team at EdEthics hopes that our users will adapt both the resources and protocol as needed to make them most useful in their contexts.

ELEMENTARY SCHOOL DILEMMAS

Political Violence [right-leaning]

Third grade teacher Mrs. Ferris is just starting a unit on the American Revolutionary War. Today the class is studying the Declaration of Independence. The students have split into small groups to dive into the list of grievances against King George III. As Mrs. Ferris walks past one group, she hears Rowan saying, “My dad says we should get ready for a second revolutionary war. The president is using his power for bad things. He’s putting people in jail just because he doesn’t like them.”

Two of the other students in the group look confused; one looks anxious. Mrs. Ferris attempts to redirect back to the Declaration, asking what the group thinks Jefferson meant by “life, liberty, and the pursuit of happiness.”

Rowan pipes up again: “Liberty means freedom, right? Our freedoms are being taken away right now. You can’t even fly the American flag anymore! We’re going to have to fight for our country, just like it says here in the Declaration. Get ready, you guys.” Now all three of Rowan’s groupmates look anxious.

What should Mrs. Ferris say next?

Political Violence [left-leaning]

Mr. Brown teaches fifth grade social studies. The students spend the year studying American history. The current unit will focus on Abraham Lincoln, the Civil War, and the abolition of slavery. Mr. Brown is leading the students in completing a KWL chart at the start of the unit.

The students share various facts they know about Abraham Lincoln. (“He’s called Honest Abe.” “He wore a tall hat!”) Then Cam shares, “He died because someone shot him.”

Mr. Brown writes “He was assassinated” on the chart. As he’s writing, Blake calls out, “Donald Trump got shot, too!”

¹ [The Trump Effect](#), Southern Poverty Law Center.

² [We asked 10-year-olds about the election. Here’s what we learned](#) (CNN); [Why most teachers won’t be talking about the election in their classrooms](#) (EdWeek).

There are various responses to this around the room: “He did?” “Yeah, he did!” “Did he die?”

As Mr. Brown holds up his hand to bring the students back to order, Quinn tells the neighboring students, “He didn’t die, but my mom says we’d all be a lot better off if he did!”

Some students nod in agreement; others look anxious. Mr. Brown attempts to redirect the conversation back to Abraham Lincoln, saying, “We don’t want anyone to die here. What else should we add to our chart?”

Quinn calls out, “But Trump should die! He just wants to use his power to hurt people, like immigrants.”

What should Mr. Brown say next?

Out-of-Class Time

Mr. Walker teaches fourth grade in a politically diverse district where conversations about politics can get heated, whether between students or between adults. While the district hasn’t made any official policies on discussing the election with students, there’s a kind of unstated norm, especially in the elementary schools, that politics isn’t something kids should be talking about at school.

Walking down the hallway to his classroom, Mr. Walker passes several students chatting by the cubbies at the end of recess.

“Who are your parents voting for?” John asks his classmates.

“We have a Harris sign in our yard, so I think they’re voting for her,” Kyle says.

“My dad says he’s voting for Trump,” Nate says. “He says that Harris is a liar.”

“What does she lie about?” John asks.

“Everything,” Nate explains. “She’ll just say anything to get elected.”

“Well, my mom says Trump is the liar,” Kyle retorts. “He tells lies about immigrants to scare people. And he’s a criminal, too.”

“My dad would never vote for a criminal!” John insists loudly. “He’s a policeman!”

Nate and Kyle are now glaring at each other. John, meanwhile, is edging away from them. What should Mr. Walker say?

District Policy Against Election Conversation *[to remove the district policy, simply use without the first paragraph]*

Ms. Wells teaches second grade in a politically, racially, and economically diverse district. There were some incidents around the time of both the 2016 and 2020 elections: schools saw more fights, harassing behaviors, and classroom conversations that got overly heated. In response, the district this year has created a policy that teachers should not talk about the elections with or in front of students.

Ms. Wells is currently leading the second grade through a unit on family. They’re discussing how families can have different structures. The children are in a spirited discussion about whether non-human members of the household count as family. While there’s unanimous agreement that pets count as family, not everyone is certain that stuffed animals should count. And there’s debate about whether one person can be a family on their own.

“They can if they have pets,” Denver insists. “Like a cat lady!”

Gigi raises her hand. “I saw a sign today that said ‘Childless Cat Ladies for Harris.’ What does that mean?”

As Ms. Wells considers how to respond, Andie calls out, “Donald Trump says people are eating cats! Isn’t that disgusting?”

What should Ms. Wells say?

SECONDARY SCHOOL DILEMMAS:

Political Violence in the Classroom [right-leaning]

Mrs. Ferris teaches a senior elective on World War II. The class has started by studying the political unrest in Europe during the 1930s. Mrs. Ferris introduces the day’s task: “Last night you read in the textbook about the coup that precipitated the Spanish Civil War in 1936. Today we’re going to break into small groups to analyze two different primary sources from that time to better understand the causes of that war.”

Mrs. Ferris hands around the primary source packets as students take out their pencils, notebooks, and laptops. As Mrs. Ferris moves to her computer to project the slide with the small group assignments, there are various murmurs of conversation around the room. But in a quieter moment, Jordan’s voice comes through clearly.

“Here’s hoping we don’t have a civil war here in November,” Jordan jokes. “That would *really* suck.”

There are a few chuckles around the room, but not everyone is laughing. In fact, some students look very serious.

Corey responds from a few rows back: “Well, if that’s what it takes to take back the country. We’ve got plenty of patriots ready to step up if Democrats try to steal the election from Trump again.”

Mrs. Ferris moves away from the computer to step in, but before she can speak, Blake immediately pipes up: “Wait, so, you’re actually *advocating* for civil war?”

“I’m *advocating* for a stronger America, even if it takes some bloodshed,” confirms Corey.

Nobody is laughing now. What should Mrs. Ferris say next?

Political Violence in the Classroom [left-leaning]

Mr. Jackson teaches American history to juniors. The class has just started studying Andrew Jackson’s presidency. Last night they read an overview of key events from his tenure, and today they’ll work in small groups to study the Indian Removal Act and the events that followed.

Mr. Jackson moves around the room listening to the small groups and asking clarifying and probing questions as needed. He’s just joined one group when something he hears in the neighboring group catches his attention.

“I knew about Lincoln’s assassination, but I never knew that someone tried to shoot Jackson before that,” Aubrey says.

“Yeah, I guess the Trump shooting in July isn’t as big a deal as he was making it out to be—happens all the time,” Cam jokes.

“Maybe not *all* the time,” Blake chuckles.

“Too bad the shooter failed, though. We’d all be a lot better off if he’d managed to get Trump in the head instead of the ear,” Cam continues.

Mr. Jackson quickly pivots to join Cam’s group. What should Mr. Jackson say next?

Political Violence on the Team Bus [left-leaning]

Mr. Jackson coaches the JV football team. It’s a rowdy group and quite diverse politically and racially, with freshman, sophomores, and juniors represented. One Friday afternoon, Mr. Jackson is in the front row of the bus, on the way to a game against a rival town. As usual, it’s a noisy ride with lots of boisterous conversation. About halfway through the drive, the boys behind Mr. Jackson transition to a conversation about the video game Call of Duty, which many team members like to play. The group is currently teasing one teammate about his terrible skills.

“Josh, you’re the worst!” Kyle laughs. “You can’t hit anything.”

“I know, I know,” Josh sighs. “I already told you, my mom won’t let me play at home.”

“You can always practice at my house,” Sam offers, playfully punching Josh in the arm.

“I know someone even worse than you, Josh,” Brian says. “That idiot who took a shot at Trump.”

“Right? If only his mom had let him play Call of Duty, maybe he could have actually hit Trump in the head and done us all a favor,” Kyle jokes.

The boys are silent for a moment. What should Mr. Jackson say?

Political Violence on the Team Bus [right-leaning]

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“Josh, you’re the worst!” Kyle laughs. “You can’t hit anything.”

“I know, I know,” Josh sighs. “I already told you, my mom won’t let me play at home.”

“You can always practice at my house,” Sam offers, playfully punching Josh in the arm.

“You better practice,” Brian says. “If they steal the election from Trump again, we may all need to be ready to step up and fight.”

The boys are silent for a moment. What should Mr. Jackson say?

Policy Debates vs. Existential Disagreements [*left-leaning*]

Mr. Garcia teaches A.P. Government. Each Friday, the class does a short “Policy Debate” as their warm-up activity; Mr. Garcia generally pulls from the headlines when choosing the topics. On Wednesday, a few students linger after class.

“Mr. Garcia,” Ali begins, “we’ve been trying to guess what this week’s Policy Debate topic will be. Tell us if we’re right.”

“When I was searching for current events this week, I read a long article about transgender kids in sports. Half the states have a ban now. So that’s my guess for the week,” Jude says.

“No way,” Ash objects. “Mr. Garcia isn’t going to let us debate something that’s just morally wrong, right, Mr. Garcia? Trans kids’ rights are getting trampled by those laws.”

“Actually, it’s girls’ Title IX rights that are being trampled by trans athletes competing on girls’ teams,” Quinn argues. “I think we definitely should be debating whether a trans kid should be able to take a team spot or a championship trophy away from someone who was, you know, *born* as a girl.”

“Trans kids are *born* as one gender or the other as well,” Ash challenges. “It just doesn’t necessarily align with their sex. That’s hard enough without other people debating whether trans kids deserve to belong to a group they already know they’re a part of!”

“The girl in the article I read really seemed like she deserved to be on the team,” Jude murmured.

“I don’t know anything about her,” Quinn retorts. “I’m just saying that whether or not kids like her get to join girls’ sports teams should be up for debate.”

“And I think that debate is dehumanizing for trans kids. This is a human rights issue, not a policy one,” Ash insists. “Right, Mr. Garcia?”

What should Mr. Garcia say next?

Political Meme

Ms. Ryder teaches ninth grade science. There’s a set of freshman lockers right outside her classroom, so she often encounters kids hanging out there between classes or after school. On her way back from lunch one day, she sees a cluster of students huddled around the lockers, looking at something on Quinn’s phone. Quinn and the other students she can see are laughing, though she can’t quite tell whether the students with their backs to her are similarly amused.

While Ms. Ryder doesn’t have Quinn in class, she does teach a few of the other students. As she passes by, she takes a peek at Quinn’s phone.

The students are laughing at a meme of Donald Trump holding two kittens protectively and running from two shirtless Black men. The caption reads “Make Kittens Safe Again.”

Most of the students there are White, but Ms. Ryder knows that one of the students present is Haitian on her mother’s side. She’s unsure about the family heritage of the other students of color. She’s completely unaware of any students’ politics, as it’s not something she’s discussed in her science class.

What should Ms. Ryder do?

Political Apathy [*Harris supporter*]

Mr. Johnson teaches tenth-grade social studies. Though the topic is world history, he has devoted some class time to the 2024 election as part of studying the rise of democracy in the eighteenth century. Today in class the students are looking at different forms of representative democracy in small groups. The group focusing on the United States is exploring sources that support the continued use of the Electoral College and sources that call for using the popular vote to elect the president.

Mr. Johnson moves around the room checking in with the small groups. As he walks up to the U.S. group, he hears that talk has strayed from the sources to the candidates in the 2024 election.

Mr. Johnson walks over just as John says, “I’m sick of hearing about the election. I honestly don’t care who wins. Let’s just focus on history here.”

Naomi immediately bursts out, “You honestly don’t care? What, you don’t care if Trump bans same-sex marriage or makes it illegal to get an abortion? That just doesn’t matter to you?”

As Mr. Johnson gathers his thoughts to respond, John retorts, “I’m not saying I want those things to happen. But I don’t get a vote. Why would I spend my time obsessing over things I have no say over?”

Naomi fires back, “Well, lucky you. There are a lot of us who don’t get the luxury of not worrying about these things. Do you hear how selfish you sound?”

The other students have their eyes down on their worksheets, though one student glances over at Mr. Johnson

What should Mr. Johnson say?

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Mr. Johnson walks over just as Naomi says, “I’m sick of hearing about the election. I honestly don’t care who wins. Let’s just focus on history here.”

John immediately bursts out, “You honestly don’t care? What, you don’t care if Harris closes all the mines and bans fracking and spends our tax dollars on forever wars abroad instead of taking care of Americans at home? That just doesn’t matter to you?”

As Mr. Johnson gathers his thoughts to respond, Naomi retorts, “I’m not saying I want those things to happen. But I don’t get a vote. Why would I spend my time obsessing over things I have no say over?”

Naomi fires back, “Well, lucky you. I don’t know what it’s like where you live, but there are a lot of us who don’t get the luxury of not worrying about these things. Do you hear how selfish you sound?”

The other students have their eyes down on their worksheets, though one student glances over at Mr. Johnson

What should Mr. Johnson say?

“Flush Trump” Shirt in Math Class

Mrs. Faulkner teaches tenth grade math. The class is a focused and quiet one; she doesn’t hear a lot of side chatter about the students’ personal lives, though they work well together on problem sets. Mrs. Faulkner hasn’t done a lot of real-world application in class yet and doesn’t have a strong sense of any students’ politics or beliefs.

She’s surprised when Chris walks into first period one day wearing a T-shirt that reads “Sometimes You Gotta Flush Twice” and shows an image of Donald Trump being flushed down a toilet. Few students around campus sport pro-Harris or anti-Trump gear as the student body generally leans Republican. That being said, Mrs. Faulkner suspects there are Harris supporters who simply don’t feel comfortable voicing their political opinions in front of their classmates.

A few students look askance at Chris as they file into class, though most pass by him without a second glance. His friend Ben sits down next to him and says, “Nice shirt.”

But when Marcus comes into class, he stops short by Chris’s desk. “Seriously?” he asks. “I can’t believe you’re wearing that. That’s our 45th president!”

What should Mrs. Faulkner say?

MAGA Hat in Math Class

Mrs. Faulkner teaches tenth grade math. The class is a focused and quiet one; she doesn’t hear a lot of side chatter about the students’ personal lives, though they work well together on problem sets. Mrs. Faulkner hasn’t done a lot of real-world application in class yet and doesn’t have a strong sense of any students’ politics or beliefs.

She’s surprised when Chris walks into first period one day wearing a red MAGA hat. Few students around campus sport Trump gear as the student body generally leans Democratic. That being said, Mrs. Faulkner suspects there are Trump supporters who simply don’t feel comfortable voicing their political opinions in front of their classmates.

A few students look askance at Chris as they file into class, though most pass by him without a second glance. His friend Ben sits down next to him and says, “Nice hat.”

But when Marcus comes into class, he stops short by Chris’s desk. “Seriously?” he asks. “I can’t believe you’re wearing that. Trump is the most racist person in America!”

What should Mrs. Faulkner say?

Responding to Student Comments About the 2024 Election: Participant Packet

Norms for Today's Conversation

- 1. Respect Yourself and Others**
Actively listen. Maintain confidentiality. Challenge ideas, not people.
- 2. Acknowledge the Different Backgrounds and Experiences of Others**
Consider the role of your identities and power dynamics.
- 3. Accept Challenge and Anticipate Discomfort**
Push your thinking. Hold yourself and others accountable. Contribute to the conversation.
- 4. Keep an Open Mind**
Allow for growth. Listen before responding. Stay engaged.
- 5. Embrace Uncertainty and Non-Closure**

Norms are adapted from "[Leveraging Norms for Challenging Conversations](#)," Developed by Whitney Polk in collaboration with Dr. Aaliyah El-Amin. Harvard Graduate School of Education. 2016.

Personal Reflection: Identity, Beliefs, and Values

Which parts of your identity, and/or the beliefs and values that you hold, feel most salient to you as you think about engaging in and/or leading conversations about the election?

Reflection on a Micro-Dilemma

Values, Interests, and Concerns

As you read the scenario, consider: *What are the key values, interests, and concerns for this teacher?*

(Possible Values: community, inclusion, integrity, safety, dialogue, truth, freedom of speech...)

“Missing Pieces”

What information is missing that might impact how the teacher responds? (*i.e., identity markers, demographics, school or community context, work role, etc.*) How would the answer change your thinking about the possible responses?

Micro-Dilemmas - What to Say?

Possible Action ³	Possible Sentence Stems
Interrupt	<ul style="list-style-type: none"> • “Who, whoa, whoa, wait.” • “Stop.”
Use curiosity	<ul style="list-style-type: none"> • “Can you explain that a bit more?” • “What would you say to someone who believed [the opposite]?”
Name a different perspective	<ul style="list-style-type: none"> • “Some people think about that differently. _____” • “I’ve heard [a different perspective].”
Give people the opportunity to correct	<ul style="list-style-type: none"> • “I think I heard you say _____. Is that what you meant?” • “Do you want to try saying that differently?”
Use confusion	<ul style="list-style-type: none"> • “I don’t think I’m following you. Can you say more?”
Pause and think	<ul style="list-style-type: none"> • “Hold on, I need a minute.”
Leverage the group	<ul style="list-style-type: none"> • “What do you all think?” • [Say nothing. Wait and see what others say.]
Ask for evidence or explanation	<ul style="list-style-type: none"> • “How do you know?” • “What makes you think that?”
Share feelings with “I” statements	<ul style="list-style-type: none"> • “I feel really uncomfortable hearing that.” • “I don’t like [that word, that joke, that idea].”
Affirm risk-taking	<ul style="list-style-type: none"> • “I appreciate your willingness to give us that to think about.” • “Thank you. I appreciate you trusting us with _____.”
Correct misinformation and disinformation	<ul style="list-style-type: none"> • “A lot of people think that, but it’s not really true. In reality, _____.”
Give the benefit of the doubt	<ul style="list-style-type: none"> • “You may not realize how this sounded...” • “I hear that you’re trying to make a joke, and yet...”
Call people in	<ul style="list-style-type: none"> • “How might someone else see things differently?” • “How might someone misinterpret what you said?”
Call people out	<ul style="list-style-type: none"> • “What assumptions might you be making?” • “I have to push back on that.”
Explain the potential impact	<ul style="list-style-type: none"> • “I could imagine that some people might feel _____ if they heard that.”
Offer an opportunity to engage in the future	<ul style="list-style-type: none"> • “I don’t think we have time to do this topic justice right now. I want to make sure we can return to this [later, tomorrow, etc.]”

³ The following suggestions have been pulled from: [Facilitating Hot Moments in Classroom Discussion](#), by Dr. Aaliyah El-Amin and Kimberly Osagie; [Speak Up At School](#), by Learning for Justice; [Calling In and Calling Out Guide](#), by Harvard DIB Team; [Making the Most of Hot Moments in the Classroom](#), by University of Michigan CRLT

What *might* the faculty/staff member say?

(Remember, we're just brainstorming here!)

What *should* the faculty/staff member say?

*Which response do you believe the faculty/staff member **should** use? Why is that the best response to you? What values, interests, and concerns does it uphold?*

Reflection Questions:

- What language did you hear that you could imagine using with your students?
- What values, interests, and concerns will you try to keep in mind as you respond to or lead discussions about the 2024 election with students?
- Which of the “missing pieces” that we talked about today will you want to seek out or keep in mind when you’re responding to students?
- Which parts of this exercise might you use to make values-based choices in challenging conversations with students on topics beyond the 2024 election?

Additional Resources:



bit.ly/edethicselection

Responding to Student Comments About the 2024 Election: Facilitation Guide

Norms for Today’s Conversation	
1. Respect Yourself and Others	Actively listen. Maintain confidentiality. Challenge ideas, not people.
2. Acknowledge the Different Backgrounds and Experiences of Others	Consider the role of your identities and power dynamics.
3. Accept Challenge and Anticipate Discomfort	Push your thinking. Hold yourself and others accountable. Contribute to the conversation.
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Time	Activity	Facilitation Tips
5-10 min.	<p><u>Welcome, Introductions, Framing</u></p> <ul style="list-style-type: none"> • Welcome the group. • Go around the group and ask members to introduce themselves if this is a group that doesn’t work together regularly. • Provide some framing for the session. <ul style="list-style-type: none"> • We’re here to think about how we might respond to heated classroom conversations about the 2024 election. • Our goal isn’t to determine “the right thing to say” in any of these dilemmas, but rather to explore a process for thinking about some good responses. Different people may have different views about “the right thing to say,” depending on their context, students, identity, and values. 	<ul style="list-style-type: none"> • If the group doesn’t know each other well, or you anticipate discussion might be slow going, consider adding an icebreaker to the introductions. • If you have time, you might also consider having people share what they hope to learn or what concerns they have about classroom conversations about the election.

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5-10 min.	<p><u>Discussion Norms</u></p> <ul style="list-style-type: none"> • Let participants know that we have some discussion norms to guide the conversational space. • Ask participants to review the discussion norms in the participant packet. • Ask whether anyone present would like to talk more about the meaning of any norms on the list or would like to add a norm that's currently missing. 	<ul style="list-style-type: none"> • If you have enough time, you might ask participants to write a sentence about a norm they are particularly focused on for this conversation and ask a few volunteers to share. (This may work best with groups that have already built up some trust.)
5-10 min.	<p><u>Personal Reflection</u></p> <ul style="list-style-type: none"> • Direct participants to the personal reflection section of their participant packet and ask them to spend time thinking and/or writing about the questions there. • Ask participants to keep these reflections in mind as they consider how they might respond to the scenario. 	<ul style="list-style-type: none"> • If you have time and have a group that trusts one another, you might ask people to share some thoughts with a partner or ask a few volunteers to share with the group.
5 min.	<p><u>Micro-Dilemma</u></p> <ul style="list-style-type: none"> • Distribute the micro-dilemma to the group. • Read the micro-dilemma aloud while participants read along and make notes. • Give participants a few minutes to make notes in their packet about the values, interest, and concerns, as well as the missing information. 	<ul style="list-style-type: none"> • The participant packet includes a list of potential values at play in the scenario, but consider providing participants with a further list if discussion about values is new to them.
10-15 min.	<p><u>Values, Interests, and Concerns</u></p> <ul style="list-style-type: none"> • Lead the group through a discussion about the key values, interests, and concerns at play in the dilemma. • Possible Follow-Up Questions: <ul style="list-style-type: none"> • <i>Why does that [value, interest, concern] seem important here?</i> • <i>What value(s) do you think are behind that concern? Is the teacher thinking about inclusion, for example?</i> 	<ul style="list-style-type: none"> • Sometimes people struggle to name values. If you hear people talking around a value, feel free to name it for them. (“It sounds like inclusion might be an important value for this teacher. Does that seem right?”) • If there’s a value, interest, or concern that feels important to you but isn’t being mentioned, you can bring it into the conversation. • You might use pair-shares here to get more voices into the conversation.
10 min.	<p><u>Missing Information</u></p>	<ul style="list-style-type: none"> • The timing in this session

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	<ul style="list-style-type: none"> • Lead the group through a discussion about what information is missing from the scenario (i.e., identity markers, demographics, school or community context, work role, etc.). • Possible Follow-Up Questions: <ul style="list-style-type: none"> • <i>Was there any missing demographic information? Or anything you needed to know about the context or the relationships between the characters, for example?</i> • <i>Why is that missing information important here? How would you use it to help you decide how to respond?</i> 	<p>is flexible, and the conversation may go back and forth between values, interests, and concerns and the missing information that would be helpful.</p> <ul style="list-style-type: none"> • You may want to use pair-shares to get more voices into the conversation.
5-10 min.	<p><u>What <i>Might</i> the Teacher Say?</u></p> <ul style="list-style-type: none"> • Direct the group to the page in their packet that lists possible strategies and language teachers might use in facilitating “hot moments.” • Help the group generate a list of possible responses the teacher in the scenario might use. It’s just a brainstorm! Remind teachers that there’s no “right answer” here. • Record those responses so that participants can see them (on chart paper, a white or chalk board, digital projection, etc.). 	<ul style="list-style-type: none"> • If there’s a response that you think might be a good one, but you’re not hearing anything like it from the group, you might suggest it yourself. • You may need to push people who are going with a more abstract response. (If someone says, “They should make sure all students feel safe,” you might ask, “What could they say to make sure all students feel safe?”) • You may need to redirect if participants are trying to move into what <i>should</i> be said. That part will come next!
5-10 min.	<p><u>What <i>Should</i> the Teacher Say?</u></p> <ul style="list-style-type: none"> • Lead participants through a discussion of what the teacher should say. Make sure to ask why the participant thinks a certain response is a good one: what values, interests, or concerns does it uphold? • You might want to indicate on your written brainstorm which responses are being chosen as good ones (by starring them, adding +1, etc.) and what values those responses uphold. 	<ul style="list-style-type: none"> • Be prepared to redirect if participants do start debating the “best” response. Different responses are the “best” one depending on which values and concerns you want to uplift, and that will depend on the circumstances and the person. The goal isn’t to come to consensus as a

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		group but to explore a range of “good” responses.
5-10 min.	<p><u>Reflection</u></p> <ul style="list-style-type: none"> • Direct participants to the reflection questions in their packets. (You can also supplement these with questions specific to your context and goals.) • Participants may think or write about these questions, or may talk through them with a partner. 	<ul style="list-style-type: none"> • Reflection is a key part of this activity and worth fitting in even if you only have two minutes for participants to write down a takeaway. • You might ask participants to share their reflections (anonymously or not) through a digital platform to make their learning visible to all.
10-15 min.	<p><u>Further Resources</u></p> <ul style="list-style-type: none"> • If you have time, participants might explore our further resources on leading discussion on the 2024 election and other controversial topics. • Give participants time (6-10 minutes) to explore 1-2 resources. They can then share what they learned with a partner or with the group. 	<ul style="list-style-type: none"> • If your school has any policies related to election talk, this is a good time to share them. It’s also a good time to share what supports exist in your school and/or district for teachers if they find themselves navigating hard conversations about the election.

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