

Handout 2 – Communication Impact Scenario Cards

For each fictional card:

- (1) choose a classification;
- (2) identify possible intention and impact;
- (3) underline the feature that shaped impact; and
- (4) choose the safest next step.

Classifications: CAREFUL/APPROPRIATE – NEEDS REPHRASING – HARMFUL: STOP AND REPAIR – ADULT ACTION NEEDED.

CARD 1: Group-work feedback A student says loudly, “You are useless. You never do anything,” after two tasks are missed. The concern about the tasks is real, but the comment is personal and public. Class: ☐ careful ☐ rephrase ☐ stop/repair ☐ adult action Feature: words / tone / audience / privacy / repetition / power / safety	CARD 2: Respectful boundary A student says, “I do not want to lend my notes today. I need them to prepare for the test.” The other person feels disappointed. Class: ☐ careful ☐ rephrase ☐ stop/repair ☐ adult action Feature: words / tone / audience / privacy / repetition / power / safety
CARD 3: Name/pronunciation joke After a new student corrects the pronunciation of their name, classmates copy the pronunciation in an exaggerated voice and laugh. Class: ☐ careful ☐ rephrase ☐ stop/repair ☐ adult action Feature: words / tone / audience / privacy / repetition / power / safety	CARD 4: Digital privacy A student sends a screenshot of a private conversation to a larger group “because it was funny”. The original sender had not agreed. Class: ☐ careful ☐ rephrase ☐ stop/repair ☐ adult action Feature: words / tone / audience / privacy / repetition / power / safety
CARD 5: Honest correction A student quietly says, “The figure in your presentation is from 2019, not 2024. Shall we check the source before presenting?” Class: ☐ careful ☐ rephrase ☐ stop/repair ☐ adult action Feature: words / tone / audience / privacy / repetition / power / safety	CARD 6: “Only joking” A student makes repeated comments about a classmate’s clothes. When asked to stop, the student replies, “Relax—it is only a joke. You are too sensitive.” Class: ☐ careful ☐ rephrase ☐ stop/repair ☐ adult action Feature: words / tone / audience / privacy / repetition / power / safety
CARD 7: Online ambiguity A short group-chat reply says “Fine.” with an eye-roll emoji. Several students interpret it as hostile, although the sender says they were tired and did not mean anything. Class: ☐ careful ☐ rephrase ☐ stop/repair ☐ adult action Feature: words / tone / audience / privacy / repetition / power / safety	CARD 8: Public mistake A student posts a video of a classmate making a mistake during sport and tags other students. The caption says, “Funniest fail of the year.” Class: ☐ careful ☐ rephrase ☐ stop/repair ☐ adult action Feature: words / tone / audience / privacy / repetition / power / safety
CARD 9: Exclusionary laughter During a presentation, two students exchange looks and laugh each time the speaker pauses to find a word in the school language.	CARD 10: Adult action A student repeatedly receives sexualised comments and threatening messages from an older student. The sender says it is “flirting” and demands secrecy.

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CARD 11: Repair attempt A student says, "I interrupted and mocked your idea in front of the group. That was disrespectful. I will correct what I said to the group and wait for your full point next time." Class: ☐ careful ☐ rephrase ☐ stop/repair ☐ adult action Feature: words / tone / audience / privacy / repetition / power / safety	CARD 12: Necessary refusal A student says, "Stop touching my bag. I have asked twice. I am moving seats and telling the teacher if it continues." Class: ☐ careful ☐ rephrase ☐ stop/repair ☐ adult action Feature: words / tone / audience / privacy / repetition / power / safety

Safety note: Do not ask students to connect cards to named classmates. When a disclosure concerns repeated, discriminatory, sexualised, coercive or threatening behaviour, stop public exploration and follow school procedures.