



## Practice Scenarios

Scenario 1: A student has a family crisis (illness, death, financial, or...) that interrupts his/her academic progress. During a learning community event, the student is visibly very upset – stressed, unsure where to turn, doesn't know process.

Student Instructions: Please pick a family crisis that you would be most familiar with to use as an example, either one that you have experienced first-hand or one that you have helped someone else through. You can choose the level that this family crisis has affected you academically and mentally.

PM Instructions: keep calm, try to understand nature of problem, and then refer the student accordingly to different resources. Who else should you bring this to? Who should the student talk to next?

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Scenario 2: The past two weeks have been rainy and today is a beautiful fall day (70 degrees and sunny). One student wants to skip class and go enjoy a lunch out somewhere instead. The student not only says this to the peer mentor but also tries to encourage other students in the learning community to go with them.

Student Instructions: Your goal in this scenario is to try your hardest to convince the peer mentor and other students to skip class and go out to eat. Put yourself into the shoes of the student and react accordingly to the peer mentor's actions.

PM Instructions: As a member of the learning community staff, you should encourage students to do their best academically. This scenario will challenge your skills of support. You need to come up with solutions to the problem created by this student. i.e. why it's not a good idea to skip, other options (meet later, meet another day), be a part of class discussion, exam coming up, etc.

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Scenario 3: A very common thing that happens with students is that they become disengaged midway through the semester. As a peer mentor, how would you deal with a student who says they are doing fine or is no longer responding? How might you encourage participation and staying engaged?

Student Instructions: Respond to the PM as they try to gather more information. You can look many different ways: quiet and aloof, defensive, happy go lucky and pretending everything is "fine", etc. Choose something that feels relevant and how you might have felt in a situation like this.

PM Instructions: Try to gather more information and dig deeper into what is going on with the student.