**“Learning About Veterans”**

**Example Classroom Scenarios**

**As of: January 9, 2017**

The following scenarios are completely hypothetical and are intended for discussion and/or educational purposes during a Faculty/Staff symposium that will be conducted at Mercer County Community College on January 12, 2017.

**Scenario 1: A Veteran is Locked Out of a Classroom**

A Professor/Instructor may have a policy that if a student is late to class by more than 10 minutes, students are not permitted entry into the classroom.

On one particular day, based on the occurrence of a tragic family situation at home (of which you have no prior knowledge), a Veteran attempts to gain access to your classroom, after being 15 minutes late. You notice that the Veteran becomes agitated and adamant about gaining entry, loudly shouting words to do so at the point of being overtly disruptive to everyone in close proximity.

What would you do?

**Scenario 2: A Veteran desires to sit by the window (or in the last row of the classroom)**

A Veteran enters a classroom late and has asks you if sitting either by a window or in the last row of the classroom would be possible. You look around and notice that all of the seats are full and that there are none available. In the meantime, you notice that the Veteran is becoming increasingly concerned, apprehensive and somewhat uncomfortable.

What would you do?

**Scenario 3: A Veteran describes an actual combat situation**

Let’s say, for example, the entire class is engaged in an open discussion in response to an Instructor’s question: “Can you describe a situation, where you felt stressed?” When it’s time for a Veteran to respond, the Veteran begins to describe detailed events surrounding an actual combat experience. You notice that several other members of the class appear to be somewhat uncomfortable listening to the graphic detail.

What would you do?

**Scenario 4: A Veterans Is Asked if she/has ever killed anyone.**

The question of Have you ever killed anyone could surface during Scenario 3 by another student. In addition, let’s say that a Veteran enters your classroom wearing a boldly patriotic tee-shirt (and may even have several tattoos of either branches of Service or units in which served), which indicate potential Veteran status. You overhear another student ask this Veteran, “So, Mr. Marine, did you ever kill anyone?”

What would you do?

**Scenario 5: A Veteran Becomes Outraged at receiving an unexpected/poor Grade**

You are passing out graded exams to the class and a Veteran, upon receipt, becomes verbally upset with the fact that he/she cannot believe how poorly he did. The Veteran continues to publicly rant about how you failed to give him sufficient credit for his answer to test question Number 5, which would have improved the Veteran’s overall grade on the exam significantly.

What would you do?

**Scenario 6: Female Muslim student sits next to a Veteran**

Two female Muslim students wearing full Burqa attire enter your classroom and proceed to sit next to a Veteran. At some point during class, the Veteran makes a derogatory comment about Muslims in general, and then proceeds to focus comments specifically toward the female Muslim students sitting next to him.

What would you do?

**Scenario 7. Confrontation during Office Hours**

A Veteran had previously made an appointment to see you during your office hours to discuss a grade which the Veteran recently received on a paper (or to get some additional tutoring assistance). Although your office door remained open throughout, you and the Veteran were alone in your office. During the course of the conversation, you notice that the Veteran is becoming increasingly uncomfortable with your responses and is demonstrating increasingly argumentative and somewhat aggressive behavior which, in turn, is now making you uncomfortable.

What would you do?

**Scenario 8. A Veteran Becomes Frustrated With Peers**

You have assigned your class to work on a project in Groups. One group has a seasoned, slightly more mature Veteran on it. By overhearing some comments made, you are noticing that the Veteran is becoming increasingly frustrated with what may appear to be a lack of dedication and commitment among the other students on the Team. The Veteran has confided in you the desire to remain a relatively low-key member of the team and not necessarily become a take-charge Sergeant again, presumably to ensure that the task at hand gets accomplished.

What would you do?

**Scenario 9. A Veteran Begins to show signs of a diminishing level of motivation.**

You notice a particular Veteran, who began the semester, highly motivated and excited about being in your class. However, after several weeks into the semester, you begin to notice that the Veteran attends class sporadically, consistently arrives late to and unprepared for class. You then notice that the Veteran has stopped attending class altogether.

What would you do?

**Scenario 10. A Veteran has a Conduct Issue**

You observe that the recently recurring conduct of a Veteran in your classroom may warrant disciplinary action. On several occasions, you have noticed that the Veteran receives telephone calls and sends text messages during class. The Veteran is occasionally disruptive and has a tendency to not always get along well with others.

What would you do?