





THE POINT MADE METHOD™

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- P** - PAUSE
 - O** - ONLY IF
 - I** - INQUIRE
 - N** - NAME THE THING SAID OR DONE
 - T** - TELL THE IMPACT

 - M** - MAYBE
 - A** - ACKNOWLEDGE & APOLOGIZE
 - D** - DO BETTER
 - E** - EDUCATE YOURSELF

1

CONTEXT

A few students are in the cafeteria brainstorming ways to celebrate Cinco de Mayo at school next month.

Jennifer: *Oh, I know! I'll stop at the party store near my house and get a bunch of sombreros and ponchos for us to wear to school that day.*

QUESTION

How do you handle this? One person should play the role of Jennifer. One person plays the role of a teacher who has just overheard this conversation.

2

CONTEXT

During History class, you are teaching a lesson on the Civil Rights Movement to a class with only a few students who identify as BIPOC. A few of your white students are glancing over at their BIPOC classmates, who notice this and speak up.

Mike: *Why is everyone looking at me right now? I wasn't there!*

Lara:
(white student) *We didn't mean anything by it. But it seems like this would affect you more than us so we were looking over at you.*

QUESTION

How do you handle this? One person should play the role of one of the students. One person should play the role of the teacher.

3

CONTEXT

During a faculty and staff meeting, colleagues are discussing the lack of racial diversity among the teaching staff. The assistant principal jumps into the conversation.

Michelle:
(asst principal) *Well, what are we supposed to do about this? We can't sacrifice skills and experience. We need the BEST teachers. Plus, people of color don't apply for teaching positions here.*

QUESTION

How do you handle this? One person should play the role of Michelle. One person should practice responding.

4

CONTEXT

A group of students has filed a petition with school administrators to have a gender-neutral restroom on each floor of the school building. The idea is being discussed during an admin meeting.

Jeanine: *This "woke culture" stuff is getting out of hand. I miss when things were normal. What's next*

QUESTION

How do you handle this? One person should play the role of Jeanine. One person should practice responding.

5

CONTEXT

A new faculty member has joined the school and needs to be introduced to the rest of the staff.

Sandra: *Nicole, let me introduce you to a new member of our team. This is Yukiko.*

Nicole: *Say what now? Um, I'm not sure I can pronounce that. I'll just call you "Kiki."*

QUESTION

How do you handle this? One person should play the role of Sandra or Yukiko. One person should play the role of Nicole.

6

CONTEXT

A small committee of students and staff are brainstorming activities for an end-of-year celebration.

Jamie: *Oh, I know! Let's rent one of those adjustable basketball hoops and do a dunking contest!*

Leslie: *Or, let's go even bigger and have a full-on American Ninja Warrior course!*

QUESTION

How do you handle this? One person should play the role of Jamie and/or Leslie. One person should practice responding to them.

7

CONTEXT

During a faculty meeting, the school special education & inclusion specialist is presenting to the group about new accommodations that will need to be made in classrooms to support all students.

Sara: We already have to deal with so much in the classroom and now we have to add this? I can't be expected to do this.

QUESTION

How do you handle this? One person should play the role of Sara. One person should practice address Sara's comments.

8

CONTEXT

Team members are discussing how to redistribute tasks when a colleague goes on maternity leave.

Susan: I don't mind taking this on until Beth gets back.

Mike: Well, I think you should get used to doing it because, even when Beth gets back, I doubt she'll be performing at the same level after having a baby.

QUESTION

How do you handle this? One person should play the role of Susan. One person should play the role of Mike.

9

CONTEXT

Two colleagues, who are in their 20s, are talking about a coworker, who is in her 50s.

Dylan: Sorry I'm late. I was helping Vicky figure out something with her computer.

Emma: Again? Wow. I had to help her last week. She just can't keep up. Sometimes, I wish I could say to her, "Um, maybe it's time to retire."

QUESTION

How do you handle this? One person should play the role of Jennifer. One person should play the role of Mike.

10

CONTEXT

Two colleagues are in a meeting and receive an email from one of their other team members, a mom who needs to shut down early for the day to take her daughter to the dentist.

Mark: Did you see this email that just came in from Gina? Why does she get to cut out early all the time and we always have to pick up the slack?

QUESTION

How do you handle this? One person should play Mark. One person should play the role of the colleague Mark has just made this comment to.

11

CONTEXT

The new assistant principal keeps confusing two African American teachers. After the third time of no one correcting him...

*Tim (asst principal, who is looking at and intending to address Damien):
Andre, did you get that assessment ready that we talked about?*

QUESTION

How do you handle this? One person should play the role of Andre or Damien or a colleague who has witnessed this. One person should play the role of Tim.

12

CONTEXT

Teachers and staff are preparing packets for back-to-school night.

Jane: I don't know why we go to all this trouble. Most of these parents aren't going to show up anyway. Why would you not come to school to meet your child's teachers?

QUESTION

How do you handle this? One person should play the role of Jane. One person should practice addressing her comment.