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SCENARIO CARDS**



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### FUN & EXCITEMENT SCENARIO 1

#### The Silent Hallways

The hallways are orderly, quiet, and efficient—but emotionally flat. Students move from class to class without energy, enthusiasm, or anticipation.

**Challenge:** Compliance is high, but joy is low. Students are present, but not fully alive in their learning.

**Action Question:** What is one small, visible change you could introduce this week that would make students look forward to walking into your school?



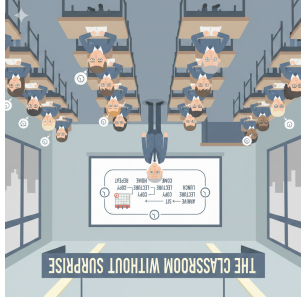
### FUN & EXCITEMENT SCENARIO 2

#### The Classroom Without Surprise

Students know exactly what will happen every day. The same mundane routine repeats every day.

**Challenge:** Predictability creates emotional safety—but eliminates excitement.

**Action Question:** What is one way you could introduce novelty or surprise into learning this month?



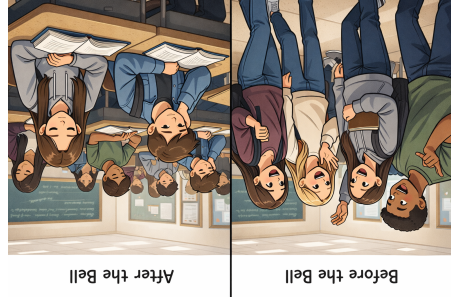
### FUN & EXCITEMENT SCENARIO 3

#### The Energy Drop After the Bell

Students are energetic and expressive before class, but their energy disappears once instruction begins.

**Challenge:** The structure of learning may be unintentionally suppressing engagement.

**Action Question:** How could you channel student energy into learning rather than trying to contain it?



### FUN & EXCITEMENT SCENARIO 4

#### The Safe but Predictable Classroom

Lessons are well organized and run smoothly. Students behave and complete tasks—but there are few surprises, risks, or moments of discovery.

**Challenge:** Learning is efficient but not adventurous.

**Action Question:** Where could you introduce uncertainty, exploration, or student choice without losing instructional purpose?



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### CURIOSITY & CREATIVITY SCENARIO 1 The Idea That Never Happened

**Scenario:** A teacher has an idea for a creative, unconventional project—but abandons it because it might not work perfectly.

**Challenge:** Fear of imperfection limits innovation.

**Question:** How could your school

create conditions where trying something bold is valued—even if it fails?



### CURIOSITY & CREATIVITY SCENARIO 2 The Curious Student Who Stopped Asking

**Scenario:** A student who once asked endless questions now stays quiet and does only what is required.

**Challenge:** Something in the system has taught them curiosity is inconvenient.

**Question:** What signals might students be receiving that curiosity is less important than compliance?



### CURIOSITY & CREATIVITY SCENARIO 3 The Disappearing Questions

**Scenario:** In class discussions, students rarely ask questions. They wait for instructions and focus on getting the “right answer.”

**Challenge:** Students have learned that school rewards standard answers more than curiosity.

**Question:** What structures could you introduce that reward students for asking bold, unexpected, or creative questions?



### CURIOSITY & CREATIVITY SCENARIO 4 The “Finish Early” Problem

**Scenario:** A student finishes their work early and asks, “What do I do now?” The default answer is more worksheets or silent reading.

**Challenge:** Opportunities for meaningful extended learning are missed.

**Question:** How could you redesign “early finisher” time to spark exploration instead of additional busy work?



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### SPIRIT OF ADVENTURE SCENARIO 1

#### The Student Who Took a Risk

**Scenario:** A student tries something creative that doesn't work. They receive a lower grade and become less willing to take risks.

**Challenge:** Systems unintentionally punish healthy risk taking in the learning process.

**Question:** How could you reward courage, experimentation, and effort—not just successful outcomes?



### SPIRIT OF ADVENTURE SCENARIO 2

#### The Forgotten Sense of Adventure

**Scenario:** Learning is confined to desks, screens, and routines. Students rarely explore beyond the classroom walls.

**Challenge:** School feels contained rather than expansive.

**Question:** Where could you create opportunities for students to explore, discover, or experience learning in new environments?



### SPIRIT OF ADVENTURE SCENARIO 3

#### The Moment of Unexpected Joy

**Scenario:** A spontaneous activity leads to genuine enthusiasm, deep engagement, and memorable learning—but it wasn't part of the plan.

**Challenge:** The most powerful learning moments can emerge from flexibility, not strict control.

**Question:** How can you design conditions where moments like this happen more often?



### SPIRIT OF ADVENTURE SCENARIO 4

#### The Student Who Lit Up

**Scenario:** A disengaged student becomes fully alive and academically successful during a creative hands-on activity.

**Challenge:** Traditional structures may prevent student strengths from emerging.

**Question:** How could you redesign learning so more students experience moments where they feel fully alive and capable?



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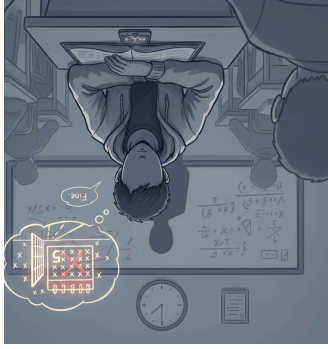
### HIGH STAKES SCENARIO 1

#### The Student Who Is Already Gone

**Scenario:** A once-curious student now does the bare minimum. They comply, stay quiet, and never cause problems—but they are emotionally and academically disengaged. Teachers describe them as “fine.” Inside, they are counting the years until they can leave school.

**Challenge:** The greatest risk is not disruption—it’s silent disengagement. A student can disappear without ever being noticed.

**Question:** What would need to change in your school for this student to feel something again—interest, excitement, or purpose?



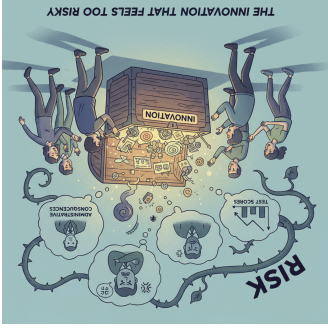
### HIGH STAKES SCENARIO 2

#### The Innovation That Feels Too Risky

**Scenario:** Your staff has ideas that could transform student engagement—projects, exhibitions, real-world learning experiences. But they hesitate. They fear test scores dropping, parent pushback, or administrative consequences.

**Challenge:** Playing it safe protects adults—but may slowly extinguish student engagement and love of learning.

**Question:** What message does your school send when status quo is valued over exploration?



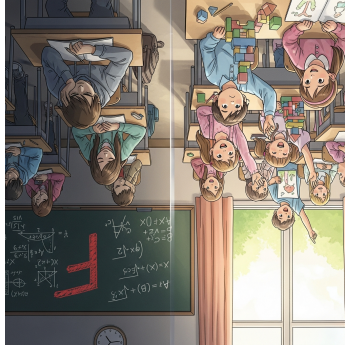
### HIGH STAKES SCENARIO 3

#### The Moment Students Stop Trying

**Scenario:** Students enter kindergarten full of imagination, questions, and excitement. By middle or high school, many are passive, cautious, and focused only on grades.

**Challenge:** The system may be unintentionally stifling curiosity in students over time.

**Question:** At what point in your school do students begin to lose their sense of adventure—and how could that shift be reversed?



### HIGH STAKES SCENARIO 4

#### The Choice That Defines Your Culture

**Scenario:** A teacher wants to try something bold and different—an unconventional project that could deeply engage students. It may not work perfectly. Leadership must decide whether to support the risk or steer them toward safer, predictable instruction.

**Challenge:** One leadership decision will signal whether creativity is truly valued—or quietly discouraged.

**Question:** When a teacher takes a risk to create more meaningful learning, will your system support and protect them?

