



Nonverbal Communication

How does the boy in the striped shirt feel? What facial and body language clues tell you that?

How do the other students feel?

What's Going On?

Tell me a story about what's happening in this picture.

Provide appropriate feedback and ask questions to elicit additional details. Then present the following story as a foundation for the remainder of the items on this card.

It's Conner's turn to read the story he wrote to the class. Now he's standing in front of the class and he's terrified.

Dialogue

What might the teacher say when she asks Conner to read his story?

What might Conner say to his teacher?

What might Conner's friend say to him as he gets up to read?

Multiple Interpretations

Conner gets nervous when he has to read in front of the class. What are some other situations that might make him uncomfortable?

Solving Problems

What are some ways Conner could cope with his extreme fear of speaking in front of people?

Conner wants to get over this fear so he can speak better in public. If you were Conner, how would you ask the teacher for help?

Making Inferences

Why do teachers think it's important for students to speak in front of the class?

Multiple Perspectives

What thoughts are going through Conner's head?

What are you thinking if you're one of the students watching Conner?

What might you be thinking if you're the teacher watching Conner?

Interpreting Idioms & Sarcasm

Conner looks like a deer caught in the headlights. What does that mean?

Relating Personal Experience

Are you afraid to speak in front of a group of people? Tell about a time when you had to talk in front of people.

Do you think being able to speak in front of people is a good skill to have? Why?



Nonverbal Communication

Look at the boy in the middle of the picture. How does he feel? What facial and body language clues tell you that?

Look at the boy on the left. How does he feel? How can you tell?

What's Going On?

Tell me a story about what's happening in this picture.

Provide appropriate feedback and ask questions to elicit additional details. Then present the following story as a foundation for the remainder of the items on this card.

Bam! Someone hits Devan and sends his books and papers flying. Devan feels angry at first, but then he sees Max running down the hallway, grabbing his stomach. Devan watches Max run into the nurse's office.

Dialogue

What might Devan say when his books and papers are knocked out of his hands?

What might Devan say when he realizes Max knocked the stuff out of his hands on his way to the nurse's office?

What might Max say when he gets to the nurse's office?

Multiple Interpretations

What are some other reasons someone might run through the halls?

How could Max have avoided running through the halls and endangering others?

Solving Problems

As Max runs by, a teacher says, "Stop right there." What should Max do or say?

Making Inferences

How can you tell Max doesn't feel well?

Why do you think Max feels like he has to run?

Why do you think Devan is the only student in the hallway?

Multiple Perspectives

How do Devan's feelings change when he sees Max running down the hall?

Why doesn't Max try to avoid running into Devan?

What would a teacher think if she walked around the corner and saw what happened?

Interpreting Idioms & Sarcasm

When another kid comes into the hall, Devan says, "Did you see Max? He was a blur when he came through here." What does that mean?

The nurse says to Max, "You look a little green around the gills." What does she mean?

Relating Personal Experience

Has someone ever accidentally caused you to drop or spill something. What happened? How did you react? What did the person who bumped into you say or do?



Nonverbal Communication

These people are having the same reaction to a situation. How do they feel?
Who do you think the man and woman are angry with? Why do you think that?
Look at the boy's facial expression and posture. What do you see that tells you he's angry too?

What's Going On?

Tell me a story about what's happening in this picture.
Provide appropriate feedback and ask questions to elicit additional details. Then present the following story as a foundation for the remainder of the items on this card.
Jay's parents agree to let him borrow the car to go to a friend's house. Jay gets home an hour after his midnight curfew. His parents are waiting in the living room when he tip-toes into the house.

Dialogue

What might Jay say to his parents when he sees them in the living room?
Jay's parents are relieved that he's okay, but angry that he came home late without calling them. What might they say to Jay?
His dad says, "Why didn't you call us?" What would be an appropriate way for Jay to respond?

Multiple Interpretations

What might be some reasons Jay was late getting home?

Solving Problems

Jay thinks his parents treat him like a little kid. What could he do to solve this problem? Why is that a good solution?

Making Inferences

Why do you think Jay tip-toes into the house?
Why do you think Jay's parents are still dressed?

Multiple Perspectives

Why might Jay's parents be worried when he isn't home at midnight?
Jay's dad thinks Jay should be grounded for a week for missing his curfew, but his mom says that's too harsh. Who do you agree with and why?
How do you think Jay feels about having a midnight curfew? Why?

Interpersonal Negotiation

Jay thinks he should have a later curfew, but his parents disagree. What could he say to change their minds?

Interpreting Idioms & Sarcasm

Jay's parents decide to let him off the hook since this is his first offense. What does that mean?

Relating Personal Experience

What do you think is an appropriate curfew for someone your age? Why do you think that? Should there be consequences if you get home late? If so, what should they be?



Nonverbal Communication

Describe the relationship of these teens based on their proximity to one another.

Why is one boy resting his hands on two other people's shoulders?

Does this seem to bother the other people? How can you tell?

These teens are all having the same reaction to what's on the laptop screen. How do they feel? What clues tell you that?

What's Going On?

Tell me a story about what's happening in this picture.

Provide appropriate feedback and ask questions to elicit additional details. Then present the following story as a foundation for the remainder of the items on this card.

Harry and his friends made a video of their science fair project for YouTube. Joe wrote the script and acted as host, Therese did the project demonstration, Kristy selected the background music, and Harry did the taping and posted the video on YouTube. The group is looking to see how many times their video has been viewed.

Dialogue

What might any one of these teens be saying?

The teens' project won an honorable mention award at the fair. What do you think their science teacher said to them?

Multiple Interpretations

What are some other things the teens might view on Harry's laptop?

What other kinds of videos might the teens find on YouTube?

Making Inferences

The group helped Joe brainstorm tips for speaking well. What were some of their ideas?

Why do you think the group wants to know how many people have viewed their video?

Do you think the teens are pleased with the number of times their video has been viewed? How can you tell?

Multiple Perspectives

Did the science fair judges think the teens' project was the best? How do you know?

Social Interaction

Therese didn't like the original music Kristy chose for the background. What are some appropriate things she could have said to Kristy?

Why is it important to show respect for a person's point of view, even when you disagree with it?

Interpersonal Negotiation

How do you think the group decided who would do each part of the video?

Interpreting Idioms & Sarcasm

Harry clicked "Save" on his laptop and said, "We're ready to go live with the video!" What did he mean?

Relating Personal Experience

Tell me about an experience you had working on a group project.