



### Facial Expressions & Gestures

Look at the girl. How does she feel about what's happening? How can you tell? *scared, nervous; eyes wide open, eyebrows are raised, mouth is turned down, is pulling away from the nurse, is tense, hand is up in a "stop" gesture*

What do you think the girl is trying to tell the nurse by holding up her hand? *Stop!, Wait a minute, Don't give me the shot.*

### 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.*

Hannah's school is offering free flu shots today. Each child who has a signed permission slip from a parent is getting a shot. Hannah hands her permission slip to the nurse and sits down. The nurse starts to give Hannah a shot.

### Dialogue

What might Hannah be saying? *I don't want a shot, I'm scared, Will it hurt?*

What might the nurse say next? *Calm down, Hold still, It will be okay, I understand, Don't worry, It will only sting for a second.*

What might Hannah say after the nurse gives her the shot? *It didn't hurt much at all, I'm glad it's over, I feel better now, That hurt!*

### Multiple Interpretations

Why is the nurse wearing gloves? *to protect herself from germs/diseases, to protect Hannah from germs/diseases, to keep her hands clean/sterile*

Why is the nurse giving Hannah a shot? *to protect Hannah from getting the flu, because Hannah has a signed permission slip*

Hannah's friend, Kent, doesn't have to get a flu shot today. Tell me a reason why Kent wouldn't have to get a shot. *parent didn't sign permission slip, already got a shot at the doctor's office, has a cold*

Hannah is getting a shot to prevent her from getting the flu. What is another reason someone might get a shot? *is diabetic/sick*

### Solving Problems

What is the problem in this picture? *Hannah is afraid to get a shot.*

Tell one way Hannah could solve her problem. *tell the nurse she's afraid and why, refuse to let the nurse give her a shot, control her emotions and let the nurse give her a shot*

What might happen if Hannah lets the nurse give her a shot? *parent will be happy, Hannah will be relieved shot is over, Hannah probably won't get the flu*

What might happen if Hannah doesn't let the nurse give her a shot? *parent will be upset/angry, Hannah might get the flu, Hannah will have to get the shot another time*

### Making Inferences

Why do you think getting a shot scares Hannah? *thinks it will hurt/sting, had a bad experience/reaction to a shot before*

Why do you think schools give free flu shots to their students? *some students can't afford the shots; if all students don't get flu shots, there could still be an outbreak of the flu in the school*

Why is the nurse holding Hannah's arm? *to keep Hannah's arm still*

### Supporting Friends

Pretend you're Hannah's friend. What could you say to her to make her feel better about getting a shot? *My shot didn't hurt much, Close your eyes and think about something else, It will be over fast.*

Some students saw Hannah get her shot. Tell me if you think what these children said or did to Hannah made her feel good or bad.

Brooke pointed at Hannah and started to laugh. *bad*

Evie smiled and said, "I know how you feel. I don't like shots either." *good*

Keith gave Hannah a thumbs-up. *good*

Brandon rolled his eyes at Hannah and walked away. *bad*

Marcos said, "What a wimp!" *bad*

### Relating Personal Experience

Tell me about a time when you had to get a shot. How did you feel? What did you say or do?

Tell me about a time when you were scared. What did other people say to you? How did they treat you?



## Facial Expressions & Gestures

Point to the girl who looks excited. *points to second picture*

How can you tell she is excited? *mouth is open, hand is in the air, eyes are wide*

Look at the girl in the first picture. How is she feeling? How can you tell? *looks serious; is concentrating, is biting lip, is looking down to focus, is writing something*

## What's Going On?

Tell me a story about what's happening in these two pictures.

*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.*

Maggie got two phone calls today. The first call was from her dad who was at work. He wanted Maggie to do some chores, so she listened carefully and wrote down his instructions. The next call was from her friend Alexis. Alexis invited Maggie to go skating with her tonight, and Maggie is excited to go.

## Dialogue

When Maggie answered the phone in the first picture, her dad said, "Hi, Maggie. I need you to do some chores for me today." What did Maggie say next? *Sure, Dad; What can I do for you?; Let me get a sheet of paper so I can write down the chores.*

When Maggie answered the phone in the second picture, her friend Alexis said, "Hey Maggie, do you want to go skating with me tonight?" What did Maggie say next? *Yes, I'd love to come; That sounds like a lot of fun!; I'll ask my mom, but I'm sure she'll say yes.*

What questions should Maggie ask her friend Alexis about going skating? *Where are we going to skate?, What time will you pick me up?, What time will you bring me home?, How much money do I need to bring?*

## Multiple Interpretations

In the first picture, Maggie is writing instructions her dad gives her. What's another thing she might write down during a phone call? *someone's phone number, directions to get somewhere, an address, the message*

In the second picture, Maggie is excited about going somewhere with a friend. What else might someone call her about that would make her excited? *she won a contest, a favorite relative is coming to visit*

## Identifying Problems

While Maggie's dad is giving her instructions for the chores he wants her to do, the phone quits working and she loses the call. What problem will that cause? *Maggie won't know all the chores she's supposed to do, She won't get all of her dad's instructions.*

Right after Maggie's friend asks her to go skating, the phone quits working and she loses the call. What problem will that cause? *Maggie won't know what time to go skating, where they're going, or what time they'll be home.*

## Making Inferences

Maggie is home alone when she gets these phone calls. What are some reasons why she would be home alone during the day? *It's a holiday, It's Saturday/Sunday, It's summer vacation, She's sick.*

Look at the first picture. How do you know Maggie is serious about doing the chores correctly for her dad? *She's writing his instructions, She's listening carefully.*

Look at the second picture. How do you know Maggie and Alexis are good friends? *Maggie is happy to hear from her, She's excited to go skating with her.*

## Reading Between the Lines

Maggie asks her mom, "Can I go skating with Alexis tonight?" Her mom answers, "Are you sure you did all of the chores on your dad's list?" What is her mom really saying? *You can't go skating unless you've done all the chores first; you can go skating after all the chores are done.*

When Maggie's dad gets home from work he says to her, "Looks like someone did a good job following my directions." What is he saying to Maggie about the chores she's done? *You did a nice job doing all the chores I asked you to do, I'm proud of you for doing a good job.*

## Relating Personal Experience

Tell me about a time a friend/family member called you with good news. What happened? What did you say?

Tell me about a time a friend/family member called you about something serious. What happened? What did you say?



## Facial Expressions & Gestures

Look at the three people in this picture. How do you think each person feels about what's happening? Describe how their facial features and gestures helped you determine their feelings.

boy: *excited, happy; is smiling, has foot on next step, is eager to get on bus*

girl: *sad; is crying, is holding on tightly to her dad*

dad: *concerned, sympathetic; is trying to comfort his daughter*

## 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.*

Cooper and Kira are 6 years old and have been looking forward to their first day of school for weeks. On the big day, their dad helps them put on their backpacks and walks them to the bus. Cooper gives his dad a quick hug and starts to climb into the bus. Kira holds on tightly to her dad and starts to cry.

## Dialogue

Cooper is eager to leave. What do you think he's saying to Kira? *Come on, Kira!; Let's go!; Get on the bus; What's taking you so long?; Why are you crying?*

What might Kira be saying to her dad? *I don't want to go to school, I'm scared.*

What could Kira's dad say to make her feel better? *It will be okay, There's no reason to be scared, You'll be with Cooper all day long, I'll be right here when you get home, I promise you'll have fun.*

## Multiple Interpretations

Cooper and Kira will ride the school bus to school. What's another way they could get to school? *walk with an adult, have their dad drive them, ride in a car pool*

When Kira gets home, she tells her dad that she loved school. What's something that might have happened at school to make her feel that way? *She made some new friends, She likes her teacher, They did fun things in class, She liked playing with the other students.*

## Identifying Problems

What is the problem in this picture? *Kira doesn't want to get on the school bus/go to school.*

How does Kira's problem affect Cooper? *He wants to go to school, but he can't leave until Kira gets on the bus.*

## Making Inferences

Cooper and Kira are brother and sister. How can they both be 6 years old? *They're twins.*

Why do you think Cooper and Kira's dad is the one who helped them get ready for school? *Their mom doesn't live with them/is working, Their dad is a stay-at-home dad, He has a day off work.*

Cooper and Kira are starting first grade. What school supplies do you think they're carrying in their backpacks? *crayons, pencils, eraser, glue, pocket folders, washable markers, safety scissors*

Kira seemed to be just as excited about going to school as Cooper. Why do you think she doesn't want to go now? *She pretended to be excited because Cooper was, It didn't seem real to her until the school bus arrived.*

## Respecting Others

An older girl sitting in the bus sees Kira crying and holding onto her dad. When Kira gets on the bus, she smiles at Kira and asks her to sit with her. How does that make Kira feel? *less frightened, relieved, important, pleased*

## Interpersonal Negotiation

Kira's dad finally convinces her to get on the bus. What do you think he says to convince her? *Cooper's waiting for you, The bus needs to leave, School will be fun, You'll make new friends, Cooper will be with you.*

## Reading Between the Lines

Kira's dad gives her a big hug before she gets on the bus. Then he whispers in her ear, "Remember, I'm just a phone call away." What does he mean? *If you need me, call me and I'll be there.*

When Kira gets on the bus, the bus driver tells her, "The first day is always the hardest, honey." What is the bus driver telling Kira? *Things will get better.*

## Relating Personal Experience

Tell me about a time when you were frightened to try something new. Why did it frighten you? Did you end up trying it? If you did, how did you get over being afraid?