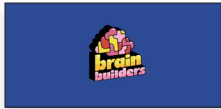


Objective

Students will be able to ask questions to determine how someone feels and a kind act they might want.

Key **Bold**—Teacher’s script
Italics—Anticipated student responses

Brain Builder (4 min.)



Let’s warm up our brains with a Brain Builder: Level 3 of Disappearing Dots!

Play video and observe how many students can successfully do the challenge.

Getting Started (1 min.)



We know empathy and kindness are important for friendships, but sometimes knowing the right things to do or say can be tough. Today we’ll practice asking questions to find out the best way to help others.

Practice (15 min.)



Pair students. Have space on the board to record helpful questions.

In this story, Nabilah sees her friend, Jaylee, looking sad. Listen for questions Nabilah asks to understand how Jaylee’s feeling.

Play video, part 1. When it pauses, read each question aloud and have students turn and talk before discussing as a class.

- **What questions did Nabilah ask to understand how Jaylee was feeling?** Record questions, replaying video if needed. *Are you okay? Do you want to talk about it?*
- **What other questions could Nabilah ask?** Record questions. *How do you feel? Is everything okay?*



Let’s find out how Nabilah helps Jaylee feel better. Again, listen for helpful questions.

Click the play button to resume video, part 2. Then read each question aloud and have students turn and talk before discussing as a class.

- **What question did Nabilah ask Jaylee?** Record question. *Is there anything I can do to help?*
- **What did Jaylee want?** *To go on the field trip. To learn about dinosaurs.*
- **What kind thing did Nabilah offer?** *Offered Jaylee her book.*

Asking questions can help us have empathy for others. It gives us a chance to hear what they might want or need.



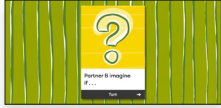
It’s kind to listen to your friends when they tell you what they want or need. This time, listen for what Nabilah needs.

Play video 2. Then ask these questions:

Practice, continued

- **What did Nabilah want?** *To be alone.*
- **Did Jaylee listen to what Nabilah needed?** *Yes. She let Nabilah be alone.*

Sometimes people want to be alone. It doesn't mean they don't like you or are mad at you. They just need time to themselves. It's kind to respect this.



Now it's your turn to ask these questions. Review questions on board. Pair students as Partner A and Partner B.

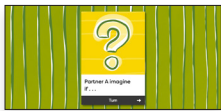
Point to the card. **Partner B, the back of this card describes something that just happened to you. When I flip the card, read what happened. Think about how you would feel and what you would want. Partner A will ask you questions to find out more.**

Partner A, it's your job to ask questions to find out how your partner's feeling and what they need. When I flip this card, cover your eyes, so you can't see it. Ready? Pause.

Partner B, read what happened. Click to reveal scenario. Then click again to hide it.

Partner A, it's time to find out what happened to Partner B. Remember, you want to understand how they feel and what they need. Look at our list of questions to help you. Give role-play time, then ask these questions:

- **Partner A, what did you learn by asking questions?** *Various answers.* If needed, guide students toward answers about what Partner B would feel and want.
- **If you were Partner B, how did it feel to have someone ask about your feelings?** *Like someone cared how I felt.*



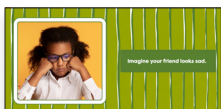
It's time to switch! If you're Partner B, cover your eyes. Pause. **Partner A, read what happened to you.** Click to reveal next scenario. Then click again to hide it.

Now Partner B will ask questions. Give role-play time, then ask these questions:

- **If you were Partner B, what did you learn by asking questions?** *Partner A left their friend's basketball at the park. They feel worried. They need help finding it.*
- **If you were Partner A, how did it feel to have someone ask about your feelings?** *I was excited to share my good news.*

Asking questions can help you understand how a friend is feeling and how to help.

Check (5 min.)



Distribute handouts to each student. Read questions aloud, then give writing time to complete handout.

Collect the handouts to assess students' ability to choose questions that would elicit information about how someone is feeling and what they might want.