









# Scenario 1 (School corridor)

Question	Possible correct responses
 <p>Have you ever fell in front of other people? What happened?</p>	<p>Yes/No. Player must provide a descriptive example.</p>
 <p>How do you feel if you've made a fool of yourself?</p>	<p>Ashamed; embarrassed; self-conscious; humiliated; uncomfortable.</p>
 <p>Can you think of two meanings of the word 'sheep', with one relating to this picture? (Word Web)</p>	<p>A sheep on the farm; Counting sheep before falling asleep; She felt sheepish, tripping over the book.</p>
 <p>You are the girl in the yellow sweater. What will you say?</p>	<p>"Are you OK?" "Can I help you?" "Look out! Be careful!"</p>
 <p>You are the girl tripping over the book. What are you thinking?</p>	<p>"Oh no! Everyone's laughing." "I feel so ashamed/embarrassed."</p>
 <p>You have one minute to pantomime any funny incident. The other players must guess the action correctly.</p>	<p>The Reader may give the player a hint: Riding through mud; funny haircut; clown in the circus; slipping on a banana peel.</p>









## Scenario 2 (Art class)

Question	Possible correct responses
 <p>What kind of art projects do you like most?</p>	<p>Open-ended question. Model using “Why?” to stimulate conversation.</p>
 <p>How would you describe the boy without the pencils’ feelings</p>	<p>Self-conscious; lonely; helpless; frustrated.</p>
 <p>Based on this picture, can you think of two meanings for the word ‘plan’?</p>	<p>I plan my art project carefully (verb); When you forgot your pencils at home, you have to make a plan (noun)</p>
 <p>If you were the boy without the pencils, what could you do?</p>	<p>Ask the teacher for assistance; Borrow some from a friend; Ask to complete the project at home.</p>
 <p>If you were the boy without the pencils, how could you ask your teacher for help?</p>	<p>“Miss Morgan, could I please borrow some pencils from Craig or Sarah?” (emphasise formal, respectful language style).</p>
 <p>You have one minute to pantomime three different art forms.</p>	<p>Music (any musical instrument), Painting, Drawing, Sculpture, Photography, Theatre, Dance (discuss the terms visual arts, performing arts and fine arts).</p>



## Scenario 3 (Restaurant)

Question	Possible correct responses
 <p>What is your favourite restaurant? Can you explain to me how to get there?</p>	<p>Open-ended question. Emphasise use of landmarks when giving directions.</p>
 <p>How would you describe this boy (on his mobile phone).</p>	<p>Uninterested; indifferent; apathetic; rude; unsocial.</p>
 <p>What is funny about the following restaurant names? Frying Nemo (fish and chips) The Codfather (fish take aways) Lord of the Wings (chicken take away)</p>	<p>They are puns on famous movies: <i>Finding Nemo</i>, <i>The Godfather</i>, <i>Lord of the Rings</i>. Discuss the meaning of 'pun': the humorous use of a word or phrase so as to emphasize or suggest its different meanings or applications, or the use of words that are alike or nearly alike in sound but different in meaning; a play on words.</p>
 <p>The waiter has brought you the wrong order. How would you complain?</p>	<p>Using polite, yet specific language when addressing the waiter.</p>
 <p>How could you make sure that everyone is having a good time at the restaurant?</p>	<p>Player must identify potential difficult or distressing situations and problem solve, e.g. The mother doesn't have time to eat her own food. The brother or father can assist in feeding the little girl. Involve the older brother in the conversations.</p>
 <p>You are in your favourite restaurant. You need to place an order for drinks, main course and dessert.</p>	<p>Open-ended question. Player must use polite language when addressing the waiter.</p>





# Scenario 4 (Boy arriving late for school)



Question	Possible correct responses
<p>Have you ever been late for school? Why? Why not?</p>	<p>Yes/No. Provide valid and appropriate reasons.</p>
<p>Show me the person in the picture who looks: a) angry; b) concerned; c) embarrassed.</p>	<p>a) teacher; b) children looking through the window; c) boy arriving late for school.</p>
<p>Can you give me another way of saying "Hurry up!?" Synonyms for 'hurry up'.</p>	<p>Get a move on; Shake a leg; Step on it; Put your skates on.</p>
<p>How would you apologize to Mrs. Davis for being late for school?</p>	<p>Player must use polite language and provide a legitimate excuse, e.g. "Mrs. Davis, I am so sorry for being late. There was an accident in Reagan Street and mom had to take a different route to school."</p>
<p>Mrs. Davis looks really annoyed. What could she be thinking?</p>	<p>Player needs to demonstrate the ability to reason from another person's perspective, e.g. "I hate it when children arrive late. I am not going to be able to complete my lesson plan for today." "I was planning on taking the class on an outing, but now there is not enough time." "This is the second time Connor is late for school. I wonder what his excuse is this time."</p>
<p>You are one of the boys in the classroom. What could you do or say to make your friend feel less embarrassed once he's in class?</p>	<p>Player needs to demonstrate the ability to console a friend either through words or actions, e.g. Putting my arm around his shoulders; Smiling at him; Asking him, "Are you OK?" Asking him, "Do you need anything?"</p>





# Scenario 5 (Fire alarm)



Have you ever been convinced to participate in some form of mischief? How did you respond?

Open ended question.



How do you think the girl on the left feels about pulling the fire alarm?

She feels unsure/hesitant/uncertain/worried about what might happen/nervous/apprehensive.



The boy on the right is 'playing with fire'. Explain what this means literally and figuratively.

He is considering falsely pulling the fire alarm. He is looking for trouble.



You are the boy second from right. What will you say to discourage the boy from pulling the fire alarm?

"I don't think it is a good idea."  
Give a valid reason: "We might get into trouble."  
"We will cause unnecessary confusion/panic."



What do you think the boy on the right is thinking?

"Let's see what happens when I pull the fire alarm."  
"I want to see how the students react when the fire alarm goes off."  
"I want to annoy my teachers."  
"I want to dare my friends."  
"Let's see if my friends have guts to join me."









You are a fireman: Explain your school's fire drill to fellow students. Start with the following sentence: "If you hear the fire alarm going off you need to..."

Player must be able to explain actions and movements clearly to other players. If necessary, draw a simple floor plan of the school with corridors and fire exits to help the player with orientation.

Question	Possible correct responses
<p>Have you ever been convinced to participate in some form of mischief? How did you respond?</p>	<p>Open ended question.</p>
<p>How do you think the girl on the left feels about pulling the fire alarm?</p>	<p>She feels unsure/hesitant/uncertain/worried about what might happen/nervous/apprehensive.</p>
<p>The boy on the right is 'playing with fire'. Explain what this means literally and figuratively.</p>	<p>He is considering falsely pulling the fire alarm. He is looking for trouble.</p>
<p>You are the boy second from right. What will you say to discourage the boy from pulling the fire alarm?</p>	<p>"I don't think it is a good idea." Give a valid reason: "We might get into trouble." "We will cause unnecessary confusion/panic."</p>
<p>What do you think the boy on the right is thinking?</p>	<p>"Let's see what happens when I pull the fire alarm." "I want to see how the students react when the fire alarm goes off." "I want to annoy my teachers." "I want to dare my friends." "Let's see if my friends have guts to join me."</p>
<p>You are a fireman: Explain your school's fire drill to fellow students. Start with the following sentence: "If you hear the fire alarm going off you need to..."</p>	<p>Player must be able to explain actions and movements clearly to other players. If necessary, draw a simple floor plan of the school with corridors and fire exits to help the player with orientation.</p>









# Scenario 6 (Classroom Scene)

Question	Possible correct responses
 <p>Which subject do you find really difficult in school? What do you do when you don't understand something that the teacher has explained?</p>	<p>Open-ended question that needs to be followed-up with a possible solution, e.g. I ask the teacher to repeat the instruction; I ask my mom/dad to explain to me; I ask my best friend to explain to me; I try to find the answer in my textbook; I search for the correct answer on the internet.</p>
 <p>a) How would you describe the boy sitting in front to the left? b) How would you describe the other two boys sitting in front?</p>	<p>a) Bored, uninterested; b) Attentive, paying attention, interested.</p>
 <p>Which student in the classroom is 'all ears'?</p>	<p>The boy in the middle in front. He is listening attentively and eagerly.</p>
 <p>Mr. Smith, your maths teacher has just explained a really difficult concept that you don't understand. How could you ask him for help?</p>	<p>Player must demonstrate ability to ask for help in a polite and respectful manner, e.g. "Mr. Smith, could you please explain the last part about fractions again?"</p>
 <p>The girl sitting next to the window at the back is daydreaming. What could she be thinking?</p>	<p>Player must demonstrate the ability to verbalize possible thoughts, e.g. "I wish this class was over"; "I wonder what I'm going to wear to the movies tonight"</p>
 <p>You are the girl with the blonde hair sitting at the back. I am your friend sitting next to you and you are telling me a funny joke.</p>	<p>Player must be able to tell a simple, but funny joke.</p>









## Scenario 7 (Mobile phones)

Question	Possible correct responses
 <p>Do you think mobile phones are good or bad?</p>	<p>Player must show the ability to reason by supporting his/her answer with a valid reason, e.g. "Mobiles are good because you can phone someone in an emergency."; "Mobile phones are bad because children spend too much time on their phones."</p>
 <p>How would you describe the boy with the yellow shirt's expression?</p>	<p>Shocked; surprised; stunned; amazed; astonished.</p>
 <p>Can you think of two meanings for the word 'mobile'?</p>	<p>I am talking on my mobile (noun – phone); After his accident, he was not very mobile (adjective – able to move); A colourful mobile is hanging above the baby's crib (noun – toy).</p>
 <p>You are the boy in the yellow shirt and you've received a derogatory text message from a classmate. What could you text back or do to stop the bully from continuing?</p>	<p>Player must use firm and decisive language to mediate or stop the bullying, e.g. "Stop harassing me." or "Talk to me in person, not over the phone."; Block the person's number; Tell a responsible adult about the texts.</p>
 <p>The boy in the blue shirt is oblivious about his friend's situation. What could he be thinking?</p>	<p>Player must interpret the boy's expression as calm/content/ comfortable. His thoughts must coincide with his expression, e.g. "That's a beautiful photo."; "Also looking forward to see her tomorrow."; "Looks as if they had fun."</p>
 <p>One of your friends on Facebook has just made a mean remark to one of your posts. What are you going to do?</p>	<p>Reply to the remark by saying that you do not appreciate these kinds of remarks; Delete the remark from your wall; 'Unfriend' the person if he continues in this manner.</p>











## Scenario 8 (Jaywalking)

Question	Possible correct responses
 <p>What do you do when you need to cross a busy road?</p>	<p>Open ended question. Player must show age-appropriate awareness of 1-2 basic traffic rules, e.g. Using a pedestrian crossing; waiting for the traffic light to indicate a green pedestrian sign; holding my mother's hand; looking left and right; no running.</p>
 <p>Why does the girl look so apprehensive (hesitant)?</p>	<p>She knows that they should rather use the pedestrian crossing to safely cross the road.</p>
 <p>Do you know what a 'jaywalker' is? Can you think of another word for 'lawbreaker'?</p>	<p>"Someone crossing a busy road unlawfully or without regard for approaching traffic." Synonyms: Offender, wrongdoer, criminal, delinquent, felon.</p>
 <p>How would you convince your friend to rather cross the road at the pedestrian crossing?</p>	<p>Player must be able to identify possible consequences for jaywalking, e.g. "We may be hit by a car"; "We may cause an accident"; "We are going to annoy the drivers"; "The road is too busy. I am scared."</p>
 <p>What do you think the boy is thinking?</p>	<p>"I am going to take a chance." "I don't want to walk all the way to the crossing." "Let's see what happens if we run across the street." "I want to show Emma how brave/fearless I am."</p>
 <p>You have just jaywalked across a busy road, only to see an angry traffic officer waiting on the other side. What will you tell the traffic officer?</p>	<p>Player must show ability to apologize for wrongful behaviour by using polite language, e.g. "I am sorry Officer. I should have used the pedestrian crossing." "I apologize. I know I could have caused an accident."</p>



## Scenario 9 (Underground)

Question	Possible correct responses
 <p>Tell me step-by-step what you need to do if you want to use the Tube and Railway to visit a friend in Croydon?</p>	<p>Player must demonstrate the ability to relay a series of events logically and systematically, e.g. I must plan my route with a map; I must buy a ticket either from an automated machine or from a ticket officer; I must wait for the train on the platform; I must enter the train and find an empty seat; I must listen to the announcements to make sure I get off at the right station.</p>
 <p>How do you think the elderly lady with the two shopping bags feel?</p>	<p>She looks tired. Possible emotions: <i>weary</i>; <i>exhausted</i>; <i>helpless</i>; <i>vulnerable</i>; <i>isolated</i>.</p>
 <p>The boy with the headphones is blissfully unaware of the lady in need. Do you agree? Why or why not?</p>	<p>Yes. He won't be able to hear the lady if she asks for a seat and his eyes are closed – he is not able to respond to someone asking for help.</p>
 <p>If you were accompanying your grandma on the Tube, who and how would you ask for help on her behalf?</p>	<p>Player must demonstrate theory of mind, i.e. the ability to predict different people's possible responses, e.g. I would ask the two men as they seem most aware of their surroundings; I wouldn't ask the men as they seem to be involved in conversation; I may ask the girl reading her book as she looks friendly: "Excuse me, would you mind giving up your seat for my 80-year old grandma? She is really tired. Thank you so much."</p>
 <p>You are the boy with the headphones on your way visiting your friend in Croydon. What are you thinking?</p>	<p>Player must be able to interpret the boy's expression, i.e. he looks content and relaxed: "I am so looking forward to visiting Michael. Wonder what he's been up to lately?" "Oh, I love this song! Have to tell Michael about this new album."</p>
 <p>You are the businessman with the blue tie. You have one minute to pantomime what you've just seen on your way to the Tube station.</p>	<p>Reader may give the player a hint, e.g. "You have just witnessed a crime/a funny incident or something really interesting." Players must guess what he has seen based on his actions.</p>





# Scenario 10 (Bus scene)









Question	Possible correct responses
Do you like riding a bus? Why or why not?	Open ended question. Discuss pros and cons about public transport.
How would you describe the bus driver's facial expression?	He seems <i>impatient/annoyed/irritated</i> .
The girl seems to be in two minds. What does that mean? Can you think of another word to describe her state of mind?	She is unable to decide about something. She is <i>hesitant, undecided or uncertain</i> about something.
This is the girl's first trip on a bus. She needs to get to Crystal Palace. What could she ask the bus driver?	Player should demonstrate the ability to use polite language asking for relevant information, e.g. "At which stop should I get off for Crystal Palace?"; "How much is the ticket to Crystal Palace?"
What do you think the elderly lady in the front is thinking?	Player must be able to recognize that the lady looks helpful and caring, e.g. "It seems as if the young girl needs help. I know the bus route well. I can certainly help her."; "I travel by bus every day. I know how to get to Crystal Palace. She can sit next to me and I will assist her."
Can you show and tell me in five simple steps what to do if I want to use a bus to get me from Point A to Point B?	Player must be able to logically explain the following steps: <ol style="list-style-type: none"> <li>1. Make sure which stop you need to get off.</li> <li>2. Make sure of the correct bus route by checking the number on the bus and the map at the bus stop.</li> <li>3. When the bus stops, check the bus fare and pay the bus driver unless you have a paid ticket.</li> <li>4. Find an empty seat and sit down.</li> <li>5. Ring the bell if you need to get off at the next bus stop.</li> </ol>











## Scenario 11 (Wheelchair park scene)

Question	Possible correct responses
 <p>Do you know anyone who uses a wheelchair? What do you think they find difficult and challenging that you take for granted every day?</p>	<p>Open ended question. Player must demonstrate awareness of possible challenging situations for people in a wheelchair e.g. going shopping, brushing teeth, going to the toilet, playing outside.</p>
 <p>The girl in the wheelchair looks depressed and downhearted. Do you agree?</p>	<p>No, she seems happy and interested in her environment.</p>
 <p>Could you make two sentences with the word 'disabled' illustrating two different meanings?</p>	<p>If you have a disabled parking disc you need to display it in your car's windscreen. The spy disabled the dangerous bomb. I disabled the app on my mobile phone.</p>
 <p>You are meeting someone your age in a park that is in a wheelchair. What could you say to him/her?</p>	<p>Player must demonstrate ability to address someone with a disability with respect, yet friendly and inviting e.g. "Hi, my name is _____. Nice to meet you."; "I see you also like dogs? My dog's name is Max. He's really cute. Would you like to hold him?"</p>
 <p>You are the girl on the bicycle. What are you thinking?</p>	<p>Player must demonstrate ability to empathize with someone with a disability, e.g. "It must be really hard being in a wheelchair. I am so fortunate to be able to ride my bike."; "She looks so happy and content. I wish I could meet her. I wonder why she is in a wheelchair?"</p>
 <p>Pretend that you are in a wheelchair and trying to make yourself a cup of tea. Who could you ask for help and why?</p>	<p>Player must be able to problem solve the situation and provide a valid reason for his/her choice, e.g. "I will ask my mother because she is tall enough to reach the cups."; "I will ask my best friend because she is always willing to help me."</p>



# Scenario 12 (Playground)

Question	Possible correct responses
 <p>What do you like/don't like about break-time at school?</p>	<p>Open ended question. Player must support his/her statement with a valid reason.</p>
 <p>Which children in the picture seem: a) Lonely b) Humiliated c) Malicious</p>	<p>a) Girl eating lunch all by herself. b) Boy with hands in his pockets. c) Boy pointing towards the other boy.</p>
 <p>Can you think of three different meanings for the word 'ball' (Word Web)</p>	<p>They are playing soccer with a ball; They are enjoying themselves and having a ball; They dressed up for the fancy ball; Mom used three balls of grey wool to knit the jersey; Emily was really on the ball and answered all the questions correctly.</p>
 <p>You are the girl with the white shirt eating sandwiches. How could you ask the girl sitting on the rock in front to join you?</p>	<p>Player must show ability to approach a lonely classmate in an inviting and friendly tone, e.g. "Hi, would you like to come and sit with us?"; "Hi, my name is Deborah. What's your name?"; "Hi Emma! What do you think about our new Maths teacher?"</p>
 <p>Have you ever felt like the boy with his hands in his pockets? What were you thinking at the time?</p>	<p>Player must be able to verbalize emotions of loneliness, isolation, embarrassment or shame.</p>
 <p>You have 30 seconds to pantomime your favourite break-time activity at school.</p>	<p>Other players must be able to correctly identify the activity within 30 seconds (e.g. chatting to friends/eating lunch/playing soccer/listening to music.</p>