Coaches: Before going through the scenario below on the PowerPoint slides, tell students they will hear a story about a kid named Sammy and his mom. You can either play the audio I recorded on each slide or read the story in the notes section.

Depending on grade level, English level, or engagement level, feel free to do either of the following:

1. Have them all listen to the story the first time, paying special attention to how the mom feels and what she is thinking. Then, go through the discussion questions from the mom’s perspective together. Repeat a second time as needed, this time having students focus on Sammy.
2. Split the small group into two teams. Tell one team to listen to the story from the mom’s point of view, and the other team to listen from Sammy’s point of view. Then go through the discussion questions together, having students from each team answer from their designated character’s point of view.

The story is in the notes section of each slide, but here it is altogether just in case:

Sammy was in the middle of playing his favorite video game with a friend when he smelled something delicious from the kitchen.

“Hmm, mom must be making something tasty for dinner tonight!”, he thought to himself.

Just then, his mom came over, but he was right in the middle of an important part of the game, so he really had to focus on what he was doing.

“Sammy, please listen. The soup on the counter is not for you to eat. I am going to take it to our friend nearby who is sick, but first I need to go to the store to get one last ingredient. It’s important that you do as I ask. Do you understand?”

Sammy nodded his head yes, but he was so focused on his game that all he heard was “soup” and “store”.

“Okay, see you in a little while”, he told his mom.

Mom left, and soon Sammy finished his game.

“Wow, I’m hungry, and this soup looks amazing! What did mom say about the soup?”, he asked himself.

“Maybe I should check with her, but I don’t want to bother her while she’s at the store. I’m sure she wouldn’t mind if I ate one bowl of soup while she’s away.”

So, Sammy went to the counter and took some of the soup. He ate, and then ate some more.

Suddenly, mom walked through the door.

“Sammy, what are you doing?! I told you not to eat that soup. It was for our friends. Now I cannot bring it them.”

Sammy felt a sinking feeling in his stomach, and his cheeks turned hot and red. He felt embarrassed and upset with himself.

**PAUSE**

Discussion Questions:

Mom’s questions:

1. How is she feeling seeing Sammy eating the soup? Why?
2. What did she want Sammy to do differently?

Sammy’s questions:

1. How was Sammy feeling when he took soup?
2. How did Sammy feel after hearing his mom’s disappointment?

**Continue the story**

 “Mom, I’m really sorry I didn’t listen to you more closely. I’m also sorry I didn’t ask for permission before taking some soup. I will learn from this and make sure to ask permission next time.”

“Thank you, Sammy”, mom said. I want to be able to trust you, but I need to know that you can show integrity and do the right thing, even when I’m gone”.

“Okay, mom”, Sammy said softly. I know I need to show you I can listen and ask for permission before you trust me like this again”.

Below are more discussion questions to go over with students. Depending on time and if students seem open to sharing, feel free to extend the question to students’ own lives.

Mom’s questions:

1. How did Sammy’s choices affect mom and her trust in him?

Sammy’s questions:

1. Sammy’s choices impacted his mom. How would asking for permission first have helped build trust?

Real-world application:

Can you think of a time at home, at school, or with friends where you asked for permission before doing something? What was it? How did they respond? How did you feel afterwards?