

## Sample script for a 15-minute VTS session

Here is a sample script for a 15-minute VTS session using a hypothetical image (e.g., *Edward Hopper's "Nighthawks"*—a late-night diner scene).

### The Setup

- **Image:** A scene showing people sitting in a diner late at night through a glass window.
  - **Goal:** Demonstrate the strict adherence to the 3 Questions and the importance of paraphrasing.
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### 0:00 – 1:00: The Silent Observation

**Teacher:** "Okay everyone, please take a moment to look at this picture silently. Let your eyes wander around the whole image."

*(Wait for a full 60 seconds. Resist the urge to speak. Silence is active thinking time.)*

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### 1:00 – 12:00: The Loop (Q1, Q2, Q3)

**Teacher:** "What is going on in this picture?" (*Question 1*)

**Student A:** "It looks like a really lonely place. Like it's the middle of the night and no one has anywhere to go."

**Teacher:** "So, you are sensing a feeling of loneliness here, and the time of day suggests it's late, leaving these people with nowhere else to be." (*Paraphrase: Validating the mood and setting*) **Teacher:** "What more can we find?" (*Question 3*)

**Student B:** "I think the man and woman in the red dress are arguing. They aren't looking at each other."

**Teacher:** "What do you see that makes you say they are arguing?" (*Question 2: Asking for evidence*)

**Student B:** "Well, their hands are on the counter but not touching, and the man is staring straight ahead like he's ignoring her."

**Teacher:** "I see. You noticed their body language—specifically their hands not touching and his gaze—which suggests to you that there is tension or an argument happening between them." (*Paraphrase: Connecting the visual evidence to the interpretation*) **Teacher:** "What more can we find?"

**Student C:** "I disagree with B. I don't think they are arguing. I think they are detectives. The man in the suit has a hat like a detective."

**Teacher:** "Okay, looking at the same figures, you have a different idea. You noticed the costume—specifically the hat—and it reminds you of a detective, implying they might be on a job rather than arguing." (*Paraphrase: Validating the differing opinion neutrally*) **Teacher:** "What more can we find?"

**Student D:** "The light is really bright inside, but it's pitch black outside."

**Teacher:** "What do you see that makes you say it's pitch black?" (*Question 2*)

**Student D:** "There are no streetlights. The only light is coming from the diner spilling out onto the sidewalk."

**Teacher:** "You are noticing the contrast in lighting. The interior is bright, but the outside relies entirely on the spillover light from the diner to be seen." (*Paraphrase*) **Teacher:** "What more can we find?"

(*Silence for 10 seconds*)

**Teacher:** "We have noticed the relationships between the people and the lighting outside. What else can we find in the background?" (*Rephrasing Q3 to break the lull*)

**Student E:** "There is no door. There is no way to get out of the diner."

**Teacher:** "You've observed a structural detail—the lack of a visible exit—which makes it seem like they are trapped." (*Paraphrase*)

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## 12:00 – 15:00: The Wrap Up

**Teacher:** "Thank you all for your observations today. Let's recap what we found."

**Teacher:** "We started by noticing the **mood**—many of you felt it was lonely or late at night. We had a debate about the **relationship** between the man and the woman; some saw an argument based on body language, while others saw a narrative about detectives based on clothing. Finally, we looked at the **environment**, noticing the harsh contrast of the light and the strange lack of a door."

**Teacher:** "Great work looking closely today."

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## Facilitator Checklist for This Session:

- Did I remain neutral? (I did not say "Good job" or "That's right," I only repeated what they said).

- **Did I ask for evidence?** (Whenever someone made an interpretation like "arguing" or "lonely," I asked: *What do you see that makes you say that?*)
- **Did I paraphrase?** (I repeated their comment to show I understood and to ensure the whole class heard it).

## Next Step

Would you like me to generate a **"Cheat Sheet" card** (PDF-style text) that you can print out and hold in your hand during your first session?