



Facilitator note: Use fictional staff and children. Students may pass. Do not name real favorites, rank younger children, or audit an actual child's behavior in class. Teen assistants do not replace responsible adults. Actual activity, safety, discipline, staffing, and suitability rules stay with the program adults.

Activity 1: Follow the actual turns

Order:

- A. The leader approves a rotation for suitable small tasks.
- B. Oriella gives the first helper turn to the admiring child.
- C. She assigns the same child again and dismisses the quiet child's accurate count.
- D. Oriella apologizes to the quiet child without demanding affection.
- E. A frown from the admiring child does not change the new turn.
- F. Oriella closes the supply box after handing the plan to the leader.

Identify the point where a complaint about two choices gets treated as a verdict on the assistant.

Activity 2: Complaint or insult?

Mark O (observed or accurately reported), G (guess), or R (rule needing adult responsibility).

- 1. The same child gets both assigned turns.
- 2. The quiet child must dislike Oriella because she complains.
- 3. Flattery entitles a child to the next job.
- 4. Adults decide which tasks are suitable for children.





5. The new helper makes an error with a small stack.
6. A slower turn proves the old repeated choice is fair.
7. An assistant can feel pleased by praise without buying it with extra turns.

Explain 7 as a possible boundary, not proof every future choice will be fair.

Activity 3: Repair the reply

Rewrite "Always is a big word" as a response to the actual two-turn complaint. Include: acknowledgment of the pattern; a clear next step with the leader; no blame of the other child; no demand that the complaining child be nicer first. Keep it short enough to say to a younger child.

Activity 4: A rotation with adult checks

Four fictional children are present for two suitable paper-helper jobs on Monday and two on Tuesday. The adults confirm all four can do these small tasks with supervision. Build a turn plan that gives each one a chance before repeating a child.

On Wednesday, the only task involves equipment the adult alone handles. Explain why the plan does not assign it to a child to preserve a pattern. No real equipment use or staffing plan is authorized.

Activity 5: The compliment is not payment

For each moment, choose an action and explain:

- A child says the assistant is her favorite: accept kindly; offer an unneeded extra job; ask for more praise.
- A child frowns when a turn is declined: keep the suitable plan and offer normal support; punish the frown; change the turn to regain the smile.





- A helper makes a mistake: use adult-approved instruction and repair; publicly compare her to the previous helper; take her turn away permanently.

Add an adult-help point for a problem beyond the assistant's assigned role.

Activity 6: Feelings and choices on separate lines

Complete for Oriella:

Feeling: She enjoys . Choice to check: .

Feeling: She dislikes . Choice to check: .

Feeling: She feels embarrassed when . Repair she can make: .

Write a two-sentence private reflection that names choices, not "I'm a bad person" or "that child is difficult."

Activity 7: A plan, not a podium

Draw an object-only scene: closed supply box, teacher-approved material list, and turn plan in the adult leader's folder. Caption what each record does. Do not draw rankings of children or a winner's podium. Explain why a turn list cannot establish that a task is safe or suitable on its own.

Activity 8: Find the role words

Find eight words left to right. Explain PRAISE/TURN and FEELING/CHOICE (FEELING is not in the grid).





P	R	A	I	S	E	A	B	C	D
Q	T	U	R	N	A	B	C	D	E
C	H	O	I	C	E	A	B	C	D
Q	P	L	A	N	A	B	C	D	E
A	S	K	A	B	C	D	E	F	G
Q	R	E	P	A	I	R	X	Y	Z
H	E	L	P	A	B	C	D	E	F
Q	C	H	E	C	K	A	B	C	D
A	B	C	D	E	F	G	H	I	J
J	I	H	G	F	E	D	C	B	A

Words: PRAISE, TURN, CHOICE, PLAN, ASK, REPAIR, HELP, CHECK.

Teacher answer key

1. B, C, A, D, E, F. The error in interpretation arises when Oriella hears the quiet girl's count as dislike. It is an account of assigned turns, not established hostility.

2. 1 O; 2 G; 3 unsupported rule, reject; 4 R; 5 O; 6 G; 7 possible boundary, not a completed audit of future conduct. Precise explanations count more than labels that do not fit perfectly.

3. Example: "You're right that the same girl has both turns. I need to check a fair plan with the leader. You aren't wrong for asking." Other short accurate responses welcome. Do not blame the admiring child for the assistant's decisions.

4. Any approved four-child rotation across four slots before repetition fits. Wednesday remains an adult task. Fairness is bounded by actual suitability and safety, not identical exposure to every task.





5. Accept praise kindly; maintain appropriate turn and normal support; help repair with adult-approved teaching. Reject purchasing smiles, punishment for ordinary disappointment, comparisons, and permanent exclusion after a small error. Beyond-role concerns go to responsible adults.

6. Open. Praise versus extra opportunities; frowns versus changing plan; accuracy of complaint versus apology/process repair. Reflection should distinguish emotion from conduct, without global child or self labels.

7. Open. Records organize supplies and opportunities; adults still establish safety and suitability. No child ranking or private behavior information.

8. PRAISE row 1 columns 1-6; TURN row 2 columns 2-5; CHOICE row 3 columns 1-6; PLAN row 4 columns 2-5; ASK row 5 columns 1-3; REPAIR row 6 columns 2-7; HELP row 7 columns 1-4; CHECK row 8 columns 2-6. Praise is not payment for a turn. Feeling liked or disliked is not the same as deciding responsibly.

