



Facilitator note: Work with fictional characters only. Students may pass or use invented examples. Do not invite diagnosis, treatment, body-size, or medical-history disclosure. This is not medical guidance. Clinicians and responsible adults set medical arrangements; peers cannot clear physical activity. Privacy and ordinary inclusion can coexist.

Activity 1: Put the afternoon back together

Number these events in story order, then explain which two decisions remain separate.

A. After Yiska sends her note, the teacher confirms that there will be no speech and that the agreed return arrangements will be used.

B. A classmate asks to stay seated for one round; Yiska accepts.

C. Yiska discovers an opening sentence on her kitchen table.

D. Her friend asks whether she wants the neighboring chair occupied.

E. Yiska finds claims about her body on a second sheet and asks for the speech not to be read or shared.

F. Yiska goes home at the time in her plan, despite wanting to stay.

Separate decisions: wanting to attend the event; wanting a public description of her medical experience. Write one sentence explaining why agreeing to the first does not imply agreeing to the second.

Activity 2: What can anyone actually know?

Mark each statement O (observed or stated), G (guess), or D (decision the named person can make). Some require an explanation.

1. The friend visits with notes during the weeks at home.





2. Yiska wakes every morning feeling her body cannot be trusted.
3. Yiska wants no surprise welcome.
4. The friend can decide that an extra game is medically safe.
5. Yiska's refusal proves she is ungrateful for the visits.
6. The friend can ask whether Yiska wants her beside the chair.

Rewrite two guesses or unauthorized decisions as questions or respectful actions. Do not ask a classmate to answer a personal medical question.

Activity 3: Edit the welcome

You are reviewing this fictional draft before anyone reads it:

"You teach us bravery every day. We know this is the hardest time of your life. Everyone needs to hear your story. Please stand so we can celebrate you."

Underline claims the writer cannot establish. Cross out demands that require consent or conflict with an agreed access plan. Write a replacement private message of no more than forty words that expresses care without making the recipient an example. Include one genuine choice. The recipient may still decline.

Activity 4: Choose the next branch

For each point, choose a next step and give a reason.

- A. Yiska sees the unwanted draft: snatch and destroy it; clearly ask that it not be read or shared; silently skip school forever.
- B. The friend hears no speech: argue that hours of writing create an obligation; confirm the limit and ask what welcome, if any, Yiska wants; explain publicly that Yiska is very sensitive.





C. The event includes movement outside the student's medical plan: let a peer decide based on appearances; follow the agreed plan and ask the responsible adult about the planned alternative; prove independence by attempting it.

D. A peer wants to help carry a folder: take it without asking; ask and accept either answer; refuse to offer any help after an earlier refusal.

Add a branch where an adult's help is useful without making the adult responsible for forcing a friendship apology.

Activity 5: Two wishes on one page

Use Yiska only. Complete these pairs with story evidence, not a lesson slogan:

- She appreciates ___ and dislikes .
- She wants to attend ___ and does not want .
- She wants less focus on her brace and still needs .
- She accepts ___ while refusing .

Then write two lines of dialogue in which a friend makes room for both wishes. Do not include "but you should be grateful."

Activity 6: The ordinary-help menu

Design six small reminder cards for peers, using only this fictional event.

Include: asking before carrying an object; not sharing medical details; checking an access question with the responsible adult; asking whether company is wanted; accepting a declined offer; returning to a shared interest.

On the back of each card, write one sentence that would undermine the front. Example: front "Ask whether company is wanted"; back "I'm staying beside you whether you like it or not."





Choose the two cards that would have prevented the unwanted speech. Explain your choices. This is an analysis activity, not stickers to place on a student's belongings.

Activity 7: Design a place, not an exhibit

Draw an object-only floor plan for the fictional school afternoon: entrance, tables, chairs, activity area, and adult-help point. Mark where a student can use the already approved plan without an announcement to the room. Do not invent medical requirements or move exits or safety equipment. Write two questions an organizer would ask the responsible adults before finalizing the layout.

Add a caption that explains how privacy differs from hiding somebody in a corner. No finished coloring illustration is supplied or needed.

Activity 8: Find words, then make distinctions

Find the eight words, all left to right. Rows and columns start at 1. Choose two pairs and explain why the words in each pair are not interchangeable in the story: ASK/ASSUME (ASSUME is not in the grid), HELP/CONTROL (CONTROL is not in the grid), PRIVACY/ISOLATION (ISOLATION is not in the grid), CARE/SPEECH (SPEECH is not in the grid).





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

Words: PRIVACY, CHOICE, ASK, HELP, PLAN, CARE, NOTES, RESPECT.

Teacher answer key

1. C, E, A, D, B, F. Attending is not permission for a public medical narrative. Wanting the friend's company also does not retroactively approve the speech.

2. 1 O; 2 G; 3 O (her stated preference, not a guess); 4 not a valid peer decision, so reject the claim and refer to the agreed clinician/adult plan; 5 G; 6 D. Accept explanations that separate making an offer from deciding its acceptance.

Replacement examples: ask privately what welcome, if any, she wants; follow the agreed activity plan rather than guessing from appearance.

3. All four sentences contain unsupported claims, demands, or both. Bravery and hardest time are not established; everyone is not entitled to the story; standing cannot be demanded. Example: "I'm glad you're coming. Would you like me to sit beside you, or would you rather find your seat first? We won't read or share a speech about you." Other respectful versions welcome.





4. A second option; B second; C second; D second. Adult-help branch: contact the teacher privately about the unwanted public speech and access arrangements. The teacher can manage the event, not guarantee reconciliation.
5. Visits/notes and the invented speech; the afternoon and public medical interpretation; ordinary conversation and agreed practical arrangements; folder help and the speech. Other pairs supported by the story are valid. Dialogue should acknowledge the limit without withdrawing all care.
6. All six fronts should offer genuine choices or uphold a specific boundary. Back sentences should demonstrably violate those choices. Preventive cards include not sharing details, asking what is wanted, and accepting no; reasons matter more than one fixed pair.
7. Open design answer. No diagnosis-specific design requirement is prescribed. Good questions concern the existing agreed seating/participation plan and who is responsible for confirming it. Privacy allows participation without public explanation; isolation removes ordinary access or company without asking. Keep medical and safety decisions with responsible adults.
8. PRIVACY row 1 columns 2-8; CHOICE row 2 columns 1-6; ASK row 3 columns 2-4; HELP row 4 columns 1-4; PLAN row 5 columns 2-5; CARE row 6 columns 1-4; NOTES row 7 columns 1-5; RESPECT row 8 columns 2-8. Open explanations should preserve the recipient's choice, ordinary company, medical limits, and privacy. A kind intention alone does not establish consent.

