



Facilitator note: Discuss fictional loss and uncertain memory without asking students for bereavement stories or prized-object disclosures. No real searching in unsafe, private, closed, or restricted places is requested. Students may pass. The notebook is missing, not proved destroyed; ordinary memories may remain incomplete without making a relationship false.

Activity 1: The search and the visit

Order:

- A. The cousins compare memories and find three uncertain old rules.
- B. Benaiah checks the known home places with Tatty.
- C. They make a version labeled for today.
- D. The school storage check does not find the notebook.
- E. Benaiah sees another student's blue notebook.
- F. He places the new materials in the game box.

What is still unresolved at F?

Activity 2: Four kinds of information

Label R (both remember), U (uncertain old rule), N (new agreed choice), or X (unsupported claim).

- 1. The cousins agree on four old rules.
- 2. The original crossing cost is certainly two.
- 3. For today's first round they choose one counter to cross.
- 4. The notebook has certainly been destroyed.
- 5. Finishing at the last town reached is labeled new.





6. They cannot recall one old supplies rule.

Why should today's choice not be rewritten as proof of yesterday's rule?

Activity 3: A search with actual places

Make a two-column fictional search record: checked and reasonable remaining follow-up.

Use the known bag, home shelf, game box, school cupboard, office description, and caretaker's found-property update. Which follow-up depends on new information rather than repeating the same inspection? Add one limit concerning another person's belongings or closed storage.

Activity 4: The accusation hidden in the question

Compare "Do you remember the crossing rule?" with "Did you even like this one?"

Write what each asks the cousin to supply. Rewrite the second as a statement about Benaiah's loss and a request the cousin can answer without proving the whole friendship. Do not label either boy's character.

Activity 5: Make the labels accurate

Draft a version sheet with three sections: remembered together, uncertain original, agreed for today. Include the crossing-cost uncertainty and the new end rule. Explain why a playable version need not be an exact reconstruction and why it does not erase the original loss.

Activity 6: Time in the actual visit

Imagine the cousins have forty minutes left. They may spend ten comparing memories and twenty trying a round, leaving ten for cleanup and departure.





Check the total. If memory comparison takes fifteen, how much remains for the round if cleanup still takes ten? Why does the arithmetic not require them to use every minute on this game or extend the family's departure arrangement?

Activity 7: Old unknown, new known

Draw an object-only picture of the counter box with the fresh map and version sheet. On a separate empty outline labeled ORIGINAL NOTEBOOK, write "not found." Add a caption that keeps hope of finding it separate from a promise. Do not draw a recovered notebook or secretly restored pages.

Activity 8: Find the words

Find eight words left to right. Rows and columns begin at 1.

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

Words: MAP, RULE, SEARCH, KNOWN, COPY, PLAY, VISIT, NEW.

Choose two and explain what each can and cannot do about the missing notebook.





Teacher answer key

1. E, B, D, A, C, F. The original notebook's location remains unresolved. New materials and a completed visit do not retrieve it or prove destruction.

2. 1 R; 2 U (the old cost is disputed); 3 N; 4 X; 5 N; 6 U. A present agreement permits a current game; it is not historical evidence. Accept U/X for 2 if the student explains that certainty itself is unsupported while the original amount remains unknown.

3. Checked: own bag, low home shelf, game box, approved school storage, initial office found-property inquiry. Remaining follow-up: school keeps the description and reports if new found-property information appears. A new identified location could justify an allowed check; repeated checking of the same empty box gives no new lead. Limits include no opening another student's notebook beyond identifying ownership, searching others' possessions, restricted rooms, or rubbish.

4. First asks for a remembered rule. Second asks the cousin to prove past enjoyment through present recall. Example: "I miss the book and hoped we could reconstruct it. Which rules do you remember, and would you like to try a version with gaps marked?" The cousin may remember incompletely or decline playing. No private disclosure or memory test for students.





5. Open. Four mutually remembered rules; original crossing cost one or two uncertain; supplies rule not recalled; first-round crossing cost one; end at last town reached explicitly new. Do not invent the content of the four agreed rules beyond the story's examples. Playability and faithful recovery are different goals. The actual pages, drawings, and original wording are still missing.
6. $10 + 20 + 10 = 40$. With fifteen minutes comparing and ten cleaning up, fifteen remain for the round. These are fictional options, not compulsory use or permission to change family arrangements. They can choose another activity or stop early.
7. Open. Caption example: "The office may report if it turns up; today's map does not guarantee that." The empty outline is a representation of absence, not proof that no one will ever find it.
8. MAP row 1 columns 1-3; RULE row 2 columns 2-5; SEARCH row 3 columns 1-6; KNOWN row 4 columns 2-6; COPY row 5 columns 1-4; PLAY row 6 columns 2-5; VISIT row 7 columns 1-5; NEW row 8 columns 2-4. SEARCH may check a justified safe location but cannot guarantee recovery. COPY preserves today's accurate sheet but cannot restore the lost original. PLAY can use current agreements without proving perfect memory.

