



Facilitator note: Fictional school analysis only. Students may pass or invent examples. Do not ask them to rate their real school publicly, disclose marks, identify peers, or prove gratitude. Unfair pressure, bullying, or harmful treatment deserves trusted-adult attention; the story does not tell a student to accept it because some memories are good.

Activity 1: Follow the changing answer

Order:

- A. Aderes privately asks the teacher to support the result-privacy rule.
- B. She feels relief after reading the closure letter.
- C. At the new school, she answers that she likes parts of the old one very much.
- D. Her friend challenges the map memory as insufficiently sad.
- E. Mama helps separate appreciation, pressure, worry, and relief.
- F. At the farewell, Aderes offers a tissue without imitating tears.

Beside two moments, write a feeling and a distinct action. Why is a feeling not a verdict on every person in the school?

Activity 2: Evidence or emotional rule?

Mark E (evidence shown), R (invented rule), or U (unknown).

1. Aderes's shoulders loosen when she reads the letter.
2. Relief means she never values the history teacher.
3. Her friend wants the program to reopen.
4. The new school will have no pressure or difficult days.





5. A farewell requires everyone to cry.
 6. She asks for support when mark questions continue.
 7. The geography mountain is a real shared memory in their friendship.
- Rewrite two invented rules without commanding a different feeling.

Activity 3: The one-memory page

Write a fictional farewell paragraph of sixty to ninety words about one specific school incident. It may be pleasant, awkward, mixed, or simply memorable. Do not use "everything is perfect" or "nothing matters." Add a sentence explaining what this paragraph can establish and what it cannot establish about an entire school experience. No real student or teacher needs to be named.

Activity 4: A result stays private

Role-play only with invented characters. Student A asks for a mark. Student B declines. A asks again. Write B's plain repeated limit, a possible change of topic, and a trusted-adult support step if pressure persists. Do not make B disclose the mark as proof of confidence. Then write one response A could use that respects the first no.

Activity 5: Different feelings, shared company

Choose helpful responses to a friend crying about a fictional school closure:

- Demand that she feel relieved too.
- Pass a tissue if wanted.
- Pretend to cry to avoid disagreement.
- Say honestly that some feelings differ.





- Argue that good memories prove the school should not close.
- Let responsible adults explain closure and next arrangements.
- Keep one shared memory without agreeing on the whole year.

Explain how respectful company differs from emotional imitation.

Activity 6: Do not make the new place a cure

Make a two-column plan for Aderes: What we can check or arrange; What we cannot guarantee. Include actual program expectations, an adult-help route, response to result questions, instant friendship, every teacher's style, and never feeling anxious. Add one small first-week action that does not require a new personality.

Activity 7: Two staircases, one question

Draw an object-only scene of the old narrow staircase, the new wider staircase, and a notebook with a question mark. Use captions to show what physically changes and what may travel with the student. Do not depict a staircase as medical treatment or decide a school is safe based on its width. Safety and access arrangements need proper adult checks.

Activity 8: Find the separate feelings and choices

Find the words left to right; explain RELIEF/VERDICT (VERDICT is not in the grid) and MEMORY/WHOLE (WHOLE is not in the grid).





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

Words: RELIEF, MEMORY, CHANGE, ASK, CARE, PRIVATE, PARTS, HELP.

Teacher answer key

1. B, E, A, D, F, C. Accept feelings and actions tied to scenes. Relief relates partly to ending specific pressure; it does not erase every valued teacher, lesson, or friendship.
2. 1 E; 2 R; 3 E; 4 U; 5 R; 6 E; 7 E. Appropriate replacements preserve varied emotions without making the closure desirable for everybody.
3. Open fictional memory. One account can document a particular incident and response, not prove all days are good/bad or command a farewell emotion. No forced positivity or disclosure.
4. Open: repeat "I'm keeping that private"; redirect to the question/topic; contact an appropriate trusted adult for persistent pressure. Respectful A response accepts no and changes topic. A calm delivery is not a condition for the right to a boundary.





5. Helpful: offered tissue, honest difference, appropriate adult ownership, shared memory without total agreement. Reject forced relief, performed tears, and using nostalgia to decide real closure arrangements. Company can include listening without matching the feeling.

6. Check/arrange: program expectations, adult-help route, response plan. Cannot guarantee: instant friendship, every style, no anxiety. A first-week action may be finding the correct room, asking one class question, or learning the help route. Not a graded exposure task.

7. Open object-only design. Physical change is not evidence that emotional patterns disappear or that the new school is ideal. The student can bring a familiar worry and still use a new support plan.

8. RELIEF row 1 columns 1-6; MEMORY row 2 columns 2-7; CHANGE row 3 columns 1-6; ASK row 4 columns 2-4; CARE row 5 columns 1-4; PRIVATE row 6 columns 2-8; PARTS row 7 columns 1-5; HELP row 8 columns 2-5. A feeling is information about an experience, not a universal verdict; a memory is a part, not the whole history.

