



Facilitator note: Fictional comparison and unwanted feelings. No confession to peers, rankings of classmates, or required cheerful feelings. Distinguish private emotion, chosen attention, harmful behavior, and useful practice. If actual interference or mocking occurs in a different scenario, that action needs its own supported repair.

Activity 1: Sequence

Order:

- A. Yishai turns the notebook into a misses list.
- B. He sees the classmate's corrected striped-square error.
- C. He records his own checked practice note.
- D. He asks the instructor about the long piece.
- E. Tatty asks what the marks help him do.
- F. At a later session he leaves the other board unrecorded.

Why does removing the list not promise to remove the feeling?

Activity 2: Emotion, action, or evidence?

Label E, A, V.

- 1. Yishai feels private pleasure at the error.
- 2. He gives an undescribed request for help a miss mark.
- 3. His own long piece still does not fit.
- 4. He keeps watching the other board.
- 5. He dislikes still finishing later.
- 6. Two early pieces block the long piece's space.





Which items can guide a change to his own board?

Activity 3: A record with a job

Create two fictional notebook rows: one records another person's undescribed help request, the other records the specific place your invented puzzle becomes blocked. Give each row a proposed use. Which can support the actual puzzle question? Do not use real student names or scores.

Activity 4: Which action follows?

For each feeling, supply a possible action that does not interfere with the peer's work:

- Pleasure when a peer misses.
- Disappointment when the peer finishes sooner.
- Embarrassment when the instructor checks your error.

Do not require compliments, pretending, or telling the peer every feeling. Name how actual harm would change the repair needed.

Activity 5: The tray count

A fictional tray holds twelve pieces. Yishai has nine placed and three loose. He removes two of the placed pieces for checking. How many are now placed? How many are loose? After all twelve fit, how many loose pieces remain? Pieces do not multiply when an arrangement is revised.

Activity 6: What is the question for?

Rewrite "He needed help too, so my board is fine" as a specific instructor question about Yishai's long piece. Add one line showing that the proposed next step is uncertain until checked.





Activity 7: Object-only page

Draw a fictional practice page with pattern number, stuck place, question, and checked change. No peer scoreboard. Label which note belongs before a check and which belongs after it.

Activity 8: Word grid

Find eight words left to right. Row/column numbering begins at 1.

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

PIECE, BOARD, CHECK, FEEL, NOTE, CHOICE, SHAPE, TRAY.

Which two words help distinguish what arrives inside from what Yishai decides to do?





Teacher answer key

1. B, A, E, D, C, F. The list is a chosen practice and can stop; a feeling may arrive again without being a chosen harmful act. No promise of instant emotion change.
2. E, A, V, A, E, V. 3 and 6 directly concern his board and can support a checked question/change. Item 2 is not reliable evidence of a described mistake. The peer's performance doesn't settle Yishai's arrangement.
3. Open fictional rows. A specific blocked space can support an instructor question. Another person's help request does not describe their error, diagnose ability, or fix your board. No real student comparisons.
4. Open. Return attention to own work, take an allowed pause, ask a specific question, record a checked change. If he had mocked, spread an unfair claim, or moved the peer's pieces, that actual act would need proportionate repair and adult support. Feeling alone is not a required confession or a license for harm.
5. Seven placed; five loose; zero loose when all twelve fit. Seven plus five stays twelve. Assume all pieces present and the fictional supplied tray count.
6. Example: "Do these two placed pieces leave the wrong shape for the long one? I think I may need to remove them, but I want to check." The other boy's request for help is irrelevant to whether that arrangement fits.
7. Open. Question/proposed step precedes checking. Actual observed change follows it. A practice note does not predict universal puzzle results or rank people.
8. PIECE row 1 columns 1-5; BOARD row 2 columns 2-6; CHECK row 3 columns 1-5; FEEL row 4 columns 2-5; NOTE row 5 columns 1-4; CHOICE row 6 columns 2-7; SHAPE row 7 columns 1-5; TRAY row 8 columns 2-5. FEEL and CHOICE separate private emotion from the selected next action; either may require support without forced feeling change.

