



Facilitator note: A fictional commute. The story never asks Tuly to like the bus, and the class should not be asked to like anything either - re-choosing is not cheer. Notice that the re-fight impulse returns every morning on schedule; that is what it does, and noticing it is the skill, not defeating it once. Ordinary grumbling is allowed. One real letter is different from forty imaginary ones: acting on reality is a plan, arguing with it is a second ride. Students are not asked to share personal frustrations in class; the planning activity uses a made-up case.

Activity 1: Two mornings

From the story, describe a re-fight morning and a plan morning at the bus stop. What is different by 8 a.m.? What is exactly the same? (The bus is in both.)

Activity 2: Re-fight or plan?

Label RF (re-fight - argues with the fact) or P (plan - builds on the fact).

1. "Maybe today it will be empty."
2. Setting the alarm for the 7:20.
3. One letter to the transit office, written and mailed.
4. Composing the complaint letter in her head for the fortieth time.
5. Walking to the second stop.
6. Watching the full bus pass with the statistics ready.

Careful: a re-fight thought arriving is not a failure. Spending the ride inside it is the expensive part.

Activity 3: The tally

What does Tuly tally in her notebook, and what does the first week show? Why does she call it a mirror and not a verdict? What changes once she can see the argument from a step to the side of it?





Activity 4: Bus arithmetic (all numbers made up for practice)

Suppose the 7:20 leaves 20 minutes before the 7:40, and walking to the earlier stop adds 8 minutes - which option costs more morning time? Suppose Tuly rides 5 mornings and spends 2 of them re-fighting - what fraction is that? Suppose the review cards take 20 minutes of the 25-minute ride - how many minutes are left?

Activity 5: One real letter

Write one sentence from the letter Tuly actually mails, and one sentence from the fortieth imaginary one. What makes the first a plan and the second a re-fight, even if the words are similar? Why is she not angry when the answer is no?

Activity 6: Draw the stop

Draw the second stop on a dark January morning: Tuly with her hood up, the cards in her pocket, the girl from the younger grades, the bus coming half full. Only what can be seen - no labels for feelings. Caption with one line from the story.

Activity 7: The daily re-choice - planning for a fictional case

A teen named Nechy finds out the family washing machine needs a part that takes three weeks to arrive, so laundry means a trip to the laundromat on the corner. Write the fact sentence, one re-fight thought she might catch herself having on laundry day, two real plans she could build on the fact, and what re-choosing looks like on the third week. One sentence each, with names.





Activity 8: Word grid

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

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

BUS, DAILY, CHOOSE, REAL, PLAN, RIDE, FIGHT, SEAT. Which word names what the impulse wants to do every morning, and which word names what Tuly builds instead?





Teacher answer key

1. On a re-fight morning, Tuly arrives at school having taken two rides - the bus and the argument - and she is spent before the day begins. On a plan morning, she has cards in her pocket, or a seat from the earlier stop, or twenty extra minutes from the 7:20, and she arrives having taken one ride. Exactly the same in both: the bus, the crowd, the route. Different: which ride she skips.
2. 1 RF (the fact is six weeks old; maybe-today argues with it); 2 P; 3 P (a real request, made once, to someone who can answer); 4 RF (identical words, but no one receives them); 5 P; 6 RF (the statistics are for the letter, not the stop). A re-fight thought arriving is not a failure - her aunt says the argument shows up at the stop before the bus does, every morning. The choosing-again still counts.
3. She tallies mornings spent re-fighting versus mornings spent doing anything else; the first week shows four to one. A mirror and not a verdict because the tally exists to show her the pattern, not to shame her - and seeing the argument from a step to the side of it is what lets her choose instead of riding inside it.
4. The walk option costs 8 minutes; the 7:20 costs 20 - the earlier alarm costs more. $2/5$ of the mornings. $25 - 20 = 5$ minutes left.
5. Sample real: "Please consider a second bus at school hours; the merged route is over capacity every morning." Sample imaginary: "Do you have any idea what this is like every single day?" The first goes to someone who can answer and asks for one thing; the second goes nowhere, however good it feels. She is not angry at the no because the real letter was doing something and it did it - the answer is a fact to plan on, like the bus.
6. Open. The drawing should show the observable scene: hood up, cards in pocket, the half-full bus arriving, the younger girl mid-complaint. Strong captions quote "It is crowded, and it is just a bus" or "the argument shows up at the stop before the bus does" - both literal lines. Any honest rendering counts.
7. Open. Sample: Fact - "The machine needs a part; for three weeks, laundry means the laundromat." Re-fight thought - "Maybe the part will come early, so I won't plan a laundromat run" (the maybe-today move). Plans - "Nechy picks Tuesday as laundromat day and brings her history reading, and she batches darks with her sister so the trip is half as often." Third week - "The argument still shows up by the machine; she notices it, and packs the bag for Tuesday anyway."
8. BUS row 1 columns 1-3; DAILY row 2 columns 3-7; CHOOSE row 3 columns 2-7; REAL row 4 columns 4-7; PLAN row 5 columns 1-4; RIDE row 6 columns 3-6; FIGHT row 7 columns 2-6; SEAT row 8 columns 4-7. The impulse wants to FIGHT every morning; Tuly builds a PLAN instead.

