



Story order

Number these story moments in order. Look back at the story if you need to.

Faigy names her interest and wish for recognition to Mama.

She leaves an uncertain copy for Mrs. Stern.

She offers to sort archive copies.

She gives an accurate account of her role at the display.

She feels ashamed after enjoying a thank-you.

She says she cannot finish an extra box before her next lesson.



What is actually offered?

Sort each item using ENJOYMENT / USEFUL ACTION / ADDED DEMAND/TEST. Leave the answer in the empty cell. Discuss anything that needs more context.

Statement	Your label
Liking the old bridge picture	
Following the uncertainty instruction	
Expecting endless praise as payment	
Asking what work is needed	
Choosing unnecessary unpleasantness to prove purity	
Giving a clear time limit	

Question or explanation



A helpful path

Choose useful steps and draw arrows between their boxes. More than one route may fit; do not choose every box automatically.

Start

Faigy notices she enjoys the job.

☐ Inspect every feeling until all motives are perfect.

☐ Ask whether her actions serve the actual task.

☐ Follow instructions even if nobody thanks her again.

☐ Replace needed sorting with an unwanted hard job.

☐ Check available time before an extra promise.

☐ Finish the agreed portion.

Finish

Useful help with honest limits.



Feeling and demand

Use only Faigy if you prefer. Complete three columns for each story clue.

Feeling she notices	Demand she does or does not make	Useful choice available
Story clue: Pleasure in neat rows		
Story clue: Disappointment at brief attention		
Story clue: Interest in the bridge		



An honest helping offer

Invent a task or use the archive job. No private personal account is required.

Who needs the task?

What do they request?

What do you enjoy?

What can you offer?

What can you not promise?

How will you handle uncertainty?

A thank-you appreciated, not required as payment



Small reminders

**Useful is worth
checking**

**Enjoyment can
belong here**

**Ask what is
needed**

**Praise is not a
fee**

Name the limit

**Let the job be
the job**

Choose one useful reminder and one way it could be misused without context.



The archive table

Create an object-only line drawing: approved postcard copies in groups, a separate uncertain pile, sleeves and a clock. Color or shade it. Add labels for one instruction and one honest limit. Draw invented postcards, not copies of protected artwork.

Your scene, labels and captions



Find the helping words

Find the listed words. All run left to right. Pick two to describe a choice Faigy makes.

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

HELP**ENJOY****ASK****LIMIT****SORT****CARE****THANKS****CHOICE**



Parent notes and answers

Discussion questions: What does Mrs. Stern actually need?; Which feeling does Faigy mistake for proof the help is false?; How does she act when attention is brief and time is limited?

Tool: Ask whether the actual action helps and what was promised. Enjoyment or a wish for recognition need not be eliminated before ordinary service counts. Do not demand endless volunteering, dismiss a child's boundaries, or turn self-reflection into inspecting every motive.

1. Listed order: 3, 4, 1, 6, 2, 5.

2. Enjoyment: liking picture. Useful: uncertainty instruction, asking need, time limit. Added demand/test: endless praise, unnecessary unpleasantness. Wanting recognition is not itself a demand; behavior matters.

3. Useful: task question, follow instructions, time check, agreed portion. Reject perfect-motive inspection and unneeded job substitution. No requirement to accept all work.

4. Possible: pleasure does not demand a prize; disappointment does not require librarian to stay; interest does not claim ownership. Choices: sort accurately, continue agreed portion, give accurate attribution. Open thoughtful responses.

5. Open response. Clear scope and asking unknowns, not moral grading of inner feelings. Someone can decline a task or need supervision.

6. Open. For example, Praise is not a fee must not mean adults can exploit a child or dismiss a need for appreciation.

7. Open visual activity. The clock helps check availability, not decide virtue.

8. HELP: row 1, column 1, right; ENJOY: row 2, column 2, right; ASK: row 3, column 1, right; LIMIT: row 4, column 2, right; SORT: row 5, column 1, right; CARE: row 6, column 2, right; THANKS: row 7, column 1, right; CHOICE: row 8, column 2, right