

The Name on the Clipboard

Facilitator note: The skill is redirecting misassigned credit without theater - silence lets a wrong record compound, but a public correction speech can embarrass the honest error-maker, turn the real worker into a spectacle, and buy the corrector more glow than it returns. Keep the frame on channel choice: Blimy corrects privately the person who made the error, proposes a concrete honoring (the visible organizer role, plainly announced), and keeps her own real contribution named - the speech was hers and it mattered; both things are true at once. The principal is decent throughout, and Tirtsa is never a victim - she is good at the machine, knows it, and only needed the record set right where records live. Do not let this become "credit doesn't matter, only the work" (the story's whole point is that the record matters - it decides who gets trusted next) or "always correct publicly" (the public speech is the version the story rejects, with reasons). Students are not asked to disclose real experiences of lost credit; Activity 7 is a fictional case.

Teacher answer key

1. The organizing - the clipboard, lists, swaps, slips, room numbers - is Tirtsa's, done "quietly, completely, and at a volume that does not travel." The voice - the programs and the closing speech - is Blimy's. The blur: praise is given publicly and publicly it attaches to the visible person, so four weeks of thanking the speaker out loud taught the grade one name for two jobs.
2. Version one, do nothing: Tirtsa's arranged face answers "probably does not care," and the record compounds - the grade believes a false thing, and next term's organizer choice will reach for the remembered (wrong) name. Version two, the public speech: it would embarrass the principal's honest error, turn Tirtsa into a spectacle at a volume she never chose, and - the reason Blimy makes herself write - it would make Blimy glow: "A correction that buys the corrector more credit than it returns is not a correction."
3. b, d, e, a, c. The wrong credit (b) creates the debt; the audit (d) must come before action or the action is impulse; the office (e) corrects the error-maker privately and proposes the honoring; telling Tirtsa (a) keeps no secrets from the person most owed; and the announcement (c) sets the record right publicly, in the form records actually live in - trust, not theater.
4. (a) 3 terms x 2 thank-yous = 6 public thank-yous, plus the original one. (b) 3 terms x 2 opportunities = 6 opportunities steered. (c) Compounding: each uncorrected public thanks makes the false record stronger and steers the next real thing - the error does not sit still, it earns interest in trust. Steps shown.
5. Public self-correction can be another way of collecting admiration - humble, generous, glowing - so the corrector walks away with more than she returned. She writes it down because

it is the reason she least wants to be true, and a reason you refuse to write is a reason that decides for you. The honest test of a correction is what it costs the corrector.

6. The back should show: "Organizing: Tirtsa. Program and speeches: Blimy." and, smallest, "each other's, when needed." - plus the one borrowed-pencil word: "agreed." Strong captions quote "I'm not handing you my part and calling it yours. I'm handing you yours." Any honest rendering counts.

7. Sample: Does - "Dassy tells the teacher privately that the eleven afternoons were hers alone, and asks that next term's game role be announced with names that match the work." Where - "In the classroom after the party, not at the microphone." Stays true - "She says Chumi brought the buzzers once and that contribution still counts." All three parts, with names; wording may vary. (Case names Dassy and Chumi are fictional.)

8. CREDIT row 1 columns 1-6; SPEECH row 2 columns 1-6; ORGANIZE row 3 columns 1-8; ASSEMBLY row 4 columns 1-8; THANKS row 5 columns 1-6; CLIPBOARD row 6 columns 1-9; PROJECT row 7 columns 1-7; HONOR row 8 columns 1-5. What Blimy really contributed is the SPEECH; what she hands back is the CREDIT for the organizing (accept CREDIT; ORGANIZE with reasoning).