

THE WELL-BEING CURRICULUM

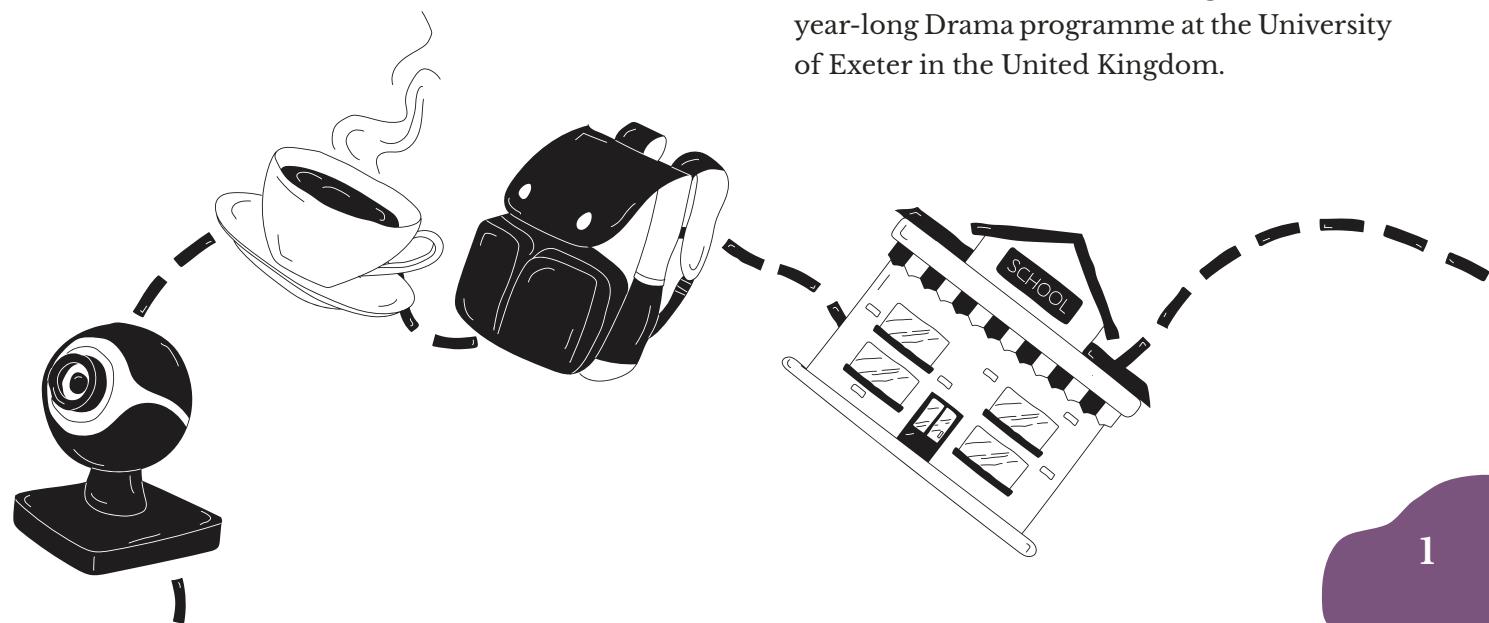
The description of sessions led with the teachers in Poland

THE ORGANISATION:

The mission of the Association of Drama Practitioners STOP-KLATKA is to create a space for dialogue and positive social change through the use and teaching of applied drama methods. We use drama in such areas as education, prevention, rehabilitation, developing interpersonal, social and civic skills, preventing discrimination and exclusion as well as building ties within local communities. Since 2002 we have realized over 115 drama projects, reaching over 40,000 people. The Association employs qualified drama trainers, experienced in working with children, adolescents and adults. Our work in Warsaw has resulted in many long-term partnerships, a network of contacts both with schools and public institutions in Warsaw and in other counties of Poland (e.g. Gdańsk, Poznań, Rzeszów, Wrocław).

The Association also promotes, popularises, and teaches Applied Drama methods. We organise drama courses and workshops, international conferences and forums for drama practitioners, publish materials and certify drama coaches and supervisors. Over 3,500 people from all over Poland have participated in our courses, which use drama in group work.

The Association draws its strength from people who combine an active attitude towards social change and vast competence in a range of subject matter with knowledge of drama and working with groups. Members of the Association include psychologists, teachers, social policy and rehabilitation experts, theatre experts, coaches, a mediator, a journalist, a choreographer, human rights experts, event organisers, actors and actresses, therapists and students – some of them graduates of a year-long Drama programme at the University of Exeter in the United Kingdom.



The To Be project:

The To Be project allows us to focus on one partner school and build a strong connection with it through involving teachers and their students in common work. We offered it to the teachers for online sessions. We aimed to show them drama techniques and a wide range or series of exercises which we hope they can adapt in their classes. Through the drama techniques we presented a story of a teacher and their students. As a starting point we found it important to show a Forum Theatre performance. Applied drama uses our natural ability for stepping into roles. Participants enter a fictional world, where they can try out new behaviors. The improvisations used in the drama allow the participants to experience safe conditions without bearing the real consequences of their actions, but with the possibility of seeing the conclusions. Through experiencing we aimed for the teachers to reflect on their own well-being. During our encounters we used several drama techniques as the keys to put drama into practice.

Each of them can be used in various contexts, adapting to the needs of a specific group. By entering the roles, the participants can be someone else for a moment. Drama techniques we used during our encounters were Role Cards, Stimulus, Hot Seat, Teacher in Role.

Another important method which we worked on was Forum Theatre (FT) created by the Brazilian drama practitioner Augusto Boal.

We used the term 'encounters' when working with teachers, which practically meant sessions, workshops. The title of each session shows the focus of the specific session. We found it important to settle the needs and the aims at each workshop, so that's why there are present in our descriptions. The teachers' reflections are present at the end of each session - sometimes they appear as shorter comments in columns, sometimes as longer quotes: it depends on what type of reflections we offered to the participants.

Our partner school in the project was the Primary School no. 350 in Warsaw. We worked with that institution a few years before this project and the psychologists and pedagogist from the school had taken part in our drama workshop before, so we had a connection to the school. The three workers - two psychologists and one pedagogist were really engaged in the workshop and showed a big interest in applied drama as a working method with children. We established the partnership through one of the psychologists who became a big help in our process as a coordinator on behalf of the school.

We planned to focus our work in the 1 to 3 grade (7-9-year-olds) of primary school, because at that level children spend most of their time with one teacher. It means that the teachers of early school education can have a really big influence on the atmosphere of the class. Consequently, they have a real chance to impact on the children's well-being. That's why we invited teachers from those classes to engage with our process.

[In this video](#) you can follow-up the process and teachers' thoughts.

CIRCUMSTANCES:

We started our work with the teachers during the second wave of the Covid-19 pandemic. The schools went back to online education, so we invited the teachers from the partner school to online sessions. We realised the encounters via Zoom, where we lead most of our workshops with students. Consequently when we started the work, we were quite experienced in using this application. We planned the performance originally for the online platform, however we had to adapt the drama techniques which we use in live workshops to the online space.

First workshop with teachers

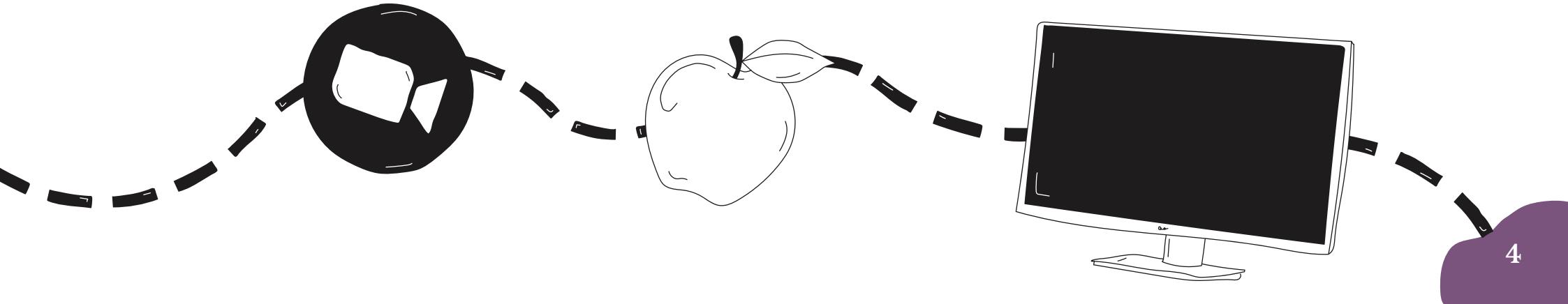
THE CORONA “HEAD” ATTACK

DATE: 3.11.2020.

TIME LENGTH	TASK/ METHOD	CENTRAL QUESTION	AIMS	DESCRIPTION
5 min	Introduction	Who are we? What are we inviting you for?	To introduce ourselves to the participants, to help them solve technical problems (if they have)	Basic information about ourselves (name, organization) and helping to feel comfortable with the Zoom system, telling the participants what will happen
15 min	Warming up exercises	How does the pandemic influence teachers' well-being?	To build a casual atmosphere, to warm up the participants, prepare them for the performance having interactive parts	<p>Simple questions - participants answering at the same time (what's your name, what's your favourite activity, favourite fruit)</p> <p>Opposite words - participants say the opposite of the word, which the trainer says</p> <p>Opposite words with sounds - variation on the exercise above, but instead of saying the opposite word, out loud, participants give the sound of those words</p> <p>Rhythm exercise in chorus - learning a short text together after saying it in chorus</p>

First encounter with teachers

TIME LENGTH	TASK/ METHOD	CENTRAL QUESTION	AIMS	DESCRIPTION
20 min	Forum Theatre play title: "The corona has attacked"	How does the pandemic influence teachers' well-being?	To present a story to the participants, which can be the starting point for talking about well-being	The story is about a teacher, who has to deal with the difficulties of online teaching: her students, who don't understand the Microsoft Teams system, a father who is calling her with a problem. We see little elements also from the point of view of the father, his wife and daughter, a student who has technical trouble and a colleague of our main character who can find balance between the work and private life.
20 min	Hot seat in breakout rooms	What are the motivations of the characters of the play?	To get the participants closer to one character's perspective, through acting	The participants can choose a character who they want to talk with and in breakout rooms they have time to talk in parallel with the characters
10 min	Reflection	What emotion, thought, reflection do I close with from today's experience?	To give space for reflection from the participants, to get to know the participants better	In the main session the participants are asked what they bring from this experience.



Second workshop with teachers

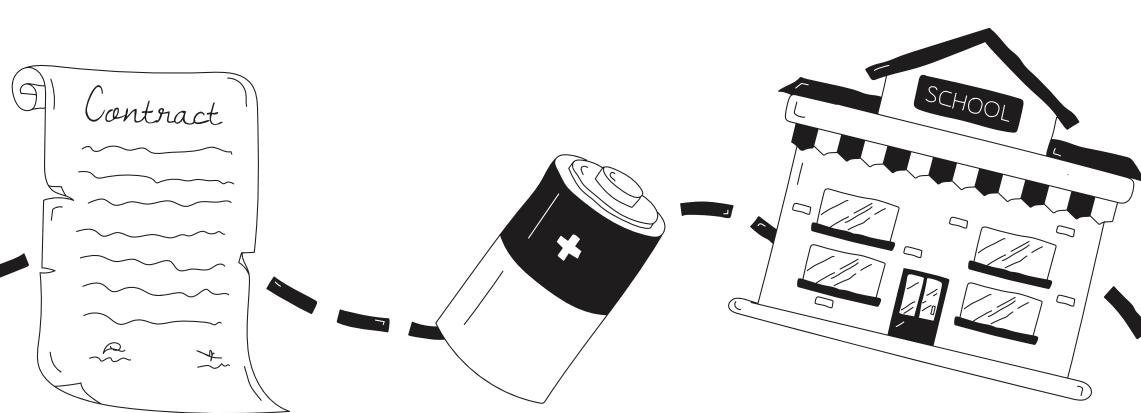
SETTING THE COMMON GROUND

DATE: 18.11.2020.

TIME LENGTH	TASK/ METHOD	CENTRAL QUESTION	AIMS	DESCRIPTION
10 min	Introducing the project and the participants	Why are we here? Where are we going?	To let the participants know more about the project	<p>About us, about the project, its aims and activities - why we are here. It is made by using a presentation.</p> <p>Introduction of the participants, using props: the participants introduce themselves and tell everybody some basic information (name + what she teaches + whether she has drama experience). For the second part of the introduction. The participants choose one object which tells something about them, which they can identify themselves with on that day.</p>
5 min	Contract, the frame of our work	How do we want to work together?	To set the rules of the work, acceptable to the participants	<p>To agree on a common contract, to agree about the frame of the work, the rules of work and being together such as, everybody takes care of their needs etc.</p>
20 min	Energisers	-	To warm up the participants physically	<p>Paper exercise - The task is to show a sheet of A4 format paper to participants and ask them to move with their body as we move the paper. A wide range of movements can be shown, including abstract ones.</p> <p>Music - The task is to put on some energetic music and ask the participants to follow the moments that we show on the camera. After a while, the lead person can be rotated.</p> <p>1-2-3 - The participants are asked to work in pairs and to say '1-2-3' in turn (Person A says '1', then Person B says '2'). After a while, number 1 is replaced by a movement, then the pairs continue the exercise. After a while numbers 2 and 3 are also replaced by movements and the pairs continue the exercise by showing the three movements.</p>

Second encounter with teachers

TIME LENGTH	TASK/ METHOD	CENTRAL QUESTION	AIMS	DESCRIPTION
20 min	Exercises introducing the topic of school	What do the participants think about their situation in the school?	To map the teachers relation to their work,	<p>Associations - Everybody says one word- association to the topic of "school". The participants pass their words to each other in a pre-arranged order. First round in normal rhythm, then it can be faster.</p> <p>Small talk - in pairs participants speak about what they like and what they don't like in their work.</p>
40 min	Story about well-being	What stories come to our minds about well-being in connection with the school?	To see what kind of stories, topics are important for them	The participants choose an object from their room which tells something about well-being in their school. They come together and we put them into groups of 3-4 people. The task is to create a story about well-being inspired by the objects. They can decide who will be main character of the story (if it will be children or a teacher)
15 min	Closure	What will I take with me from today's session?	To see the participants' reflections	One word which the participants close the session with.



Third encounter with teachers

THE PERSPECTIVE OF A STUDENT

DATE: 23.11.2020.

TIME LENGTH	TASK/ METHOD	CENTRAL QUESTION	AIMS	DESCRIPTION
30 min	Energisers	-	To warm up the participants, to make them concentrate and be present in the session	<p>Ggo - stand exercise modified with parts of the body (elbow, finger, nose, tongue). Participants are asked to move different parts of their body, for example, elbow, finger, nose, tongue. You can speed up the tempo after a while. In the second phase, participants are asked to change the word they hear with the part of the body they move (e.g., if they hear 'elbow', they move their finger).</p> <p>Narration with situations to act. A story is told to the participants with situations. While the participants hear the story, they are asked to act the emotions they feel, using their faces and body (example sentences: it's raining on our heads, the sun, we're sitting in the car, traffic jam, we're in a hurry, we look in the mirror, we correct our makeup, we see a wasp that we really don't want to meet, and then a surprise, a gift)</p> <p>Counting from 1 to 20 – The participants are asked to count from 1 to 20 as a group. That means that at one time only one participant can say one number, however it is not prearranged who will say which number</p>
20 min	Funny situations - improvisations in pairs	How do I feel about myself in different roles?	To get the participants familiar in being in different roles, to build an atmosphere of fun	<p>The participants work in pairs - each of them can choose a role (A or B) and the task is to improvise a short conversation between them.</p> <p>1. person A: you are a high school student and you have an on-line music lesson, during which you pass the flute to the grade, at this time your grandmother (person B) has on-line chacha dance classes from the Senior Club, and the sound turned on very loudly, which means you can't catch the rhythm of the set melody.</p>

TIME LENGTH	TASK/ METHOD	CENTRAL QUESTION	AIMS	DESCRIPTION
				<p>2. person A: you are a teacher in primary school, you need to talk to the child's mother (person B) about the fact that other teachers complain that her child turns on the webcam and shows nostrils during online lessons, which makes other students laugh and makes it impossible to lead lessons.</p> <p>3. person A: you signed up for on-line voice classes, which were recommended by your colleague (teacher). The leader (person B) starts with the onomatopoeic exercises "Animals in the countryside" and tells you to make animal sounds in a position that is to call the animal to mind.</p>
20 min	Making scenes in groups	What are my thoughts in connection to on-line education?	To carry on with working in roles, but with a purpose	<p>The participants are divided in groups of 4 and are asked to prepare short improvisations, which have the title: 'Please mute yourself! – what can happen during an online lesson?'</p> <p>After working in breakout rooms, the groups present their work to each other.</p> <p>Question after presenting the scenes:</p> <p>Where could you see common elements in the scenes?</p>
30 min	Letter of a fictive character	What are the needs of a student during online education?	To see the perspective of Zuza, an average student who struggles with online education	<p>Participants read the letter of Zuza (attached).</p> <p>After reading:</p> <p>Conversation about needs and emotions starting from the questions: What does Zuza feel in this situation? What are her current needs? The participants are asked to prepare improvisations about Zuza, about how she could care for herself.</p>
10 min	Reflection	Questions for reflection	To reflect on the sense of working with story	<p>Question to the participants: Why is it worth working with a story? What can give us this kind of work?</p>

Fourth encounter with teachers

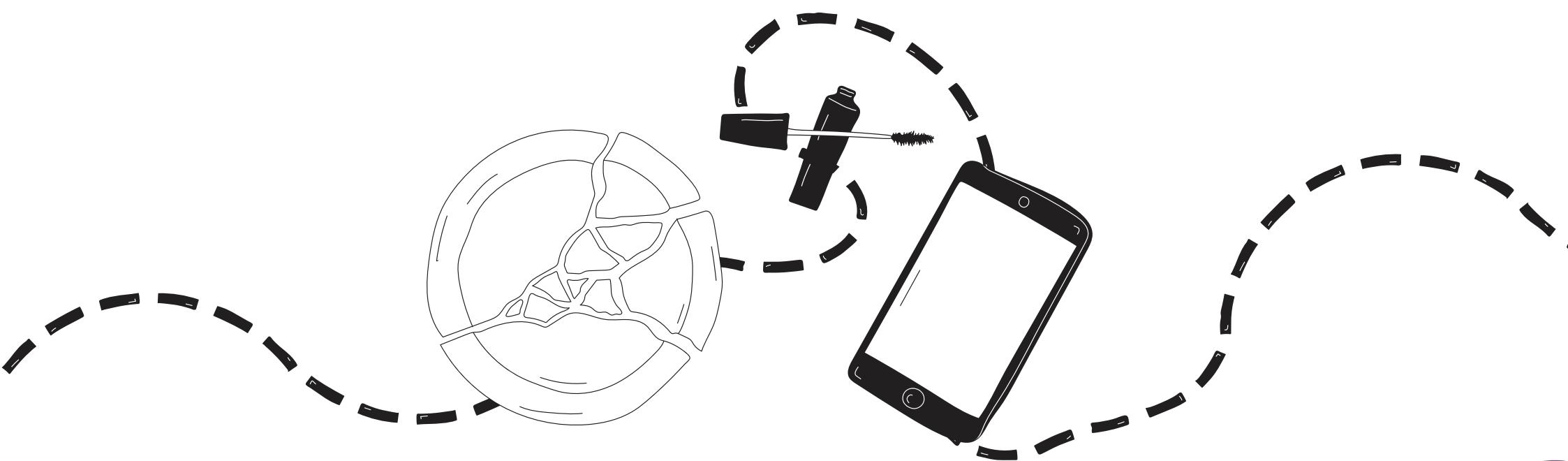
LISTENING TO THE NEEDS

DATE: 10.12.2020

TIME LENGTH	TASK/ METHOD	CENTRAL QUESTION	AIMS	DESCRIPTION
15 min	Energisers	What thoughts and emotion do I have at the starting point?	To wake up the body and to check in what mood the participants are	<p>The task is to ask the participants to show with their body answers for the following questions:</p> <p>What emotion they start with? Where would they be / do, if not for the workshop? What do they dream about? How can they manage to have it here?</p> <p>Triangle-circle exercise: The teachers are asked to draw a circle with their left hand and a triangle with their right hand at the same time.</p>
40 min	Role play cards	How much can I see the perspective of a student?	To show the participants the children's perspective, to let them be in those roles	<p>Participants are divided into two groups - one reads Zuza's letter, the other group Wiki's letter,</p> <p>After it, the participants are divided into pairs - one of them reads Zuza's letter and the other, Wiki's letter. The task is to improvise a conversation for a few minutes.</p> <p>Questions, which the participants are asked after the improvisation:</p> <p>How was this experience for you? Could you solve the situation? And if yes, how?</p>

Fourth encounter with teachers

TIME LENGTH	TASK/ METHOD	CENTRAL QUESTION	AIMS	DESCRIPTION
10 min	Reflection on the peer conflict topic	What can I do in a peer conflict situation?	To see the teachers' opinion and perspective in connection to the peer conflict topic	<p>To talk about peer conflicts.</p> <p>The following question is the starting point for the discussion:</p> <p>What can a teacher do in a peer conflict situation?</p>
10 min	Reflection on the session	How do I feel, what do I think, after this experience?	To give the space for sharing reflections	<p>The participants are asked to share their thoughts and emotions after this session</p>



Fifth encounter with teachers

HOW CAN A TEACHER CURRENTLY TAKE CARE OF HIM/HERSELF?

DATE: 17.12.2021.

TIME LENGTH	TASK/ METHOD	CENTRAL QUESTION	AIMS	DESCRIPTION
20 min	Energisers	How am I feeling today? What are my holiday plans?	To see the current mood of the participants, to prepare them for working with objects	<p>Photo, which is a collage of small pictures – animals in different moods. The participants are asked to tell which picture shows their current mood with a short description why.</p> <p>Sharing thoughts in pairs: the participants talk about what will be the first thing they will do for themselves in the near future, during the winter holiday.</p> <p>The participants are asked to touch different objects e.g. something rounded, something blue, something cosy ...</p>
15 min	Objects- -stimulus	What has changed in Maryla's life?	To introduce the objects and think with the participants about Maryla's situation	<p>Introducing the story</p> <p>"This story was not real, but it could have happened ..." Explaining that now we will go back to the story of Maryla, the teacher from our Forum Theatre play.</p> <p>Objects which belong to Maryla and are in her bag are shown (a list of them is available on page 18). The idea is to show Maryla's bag and the things she has in it.</p>

Fifth encounter with teachers

TIME LENGTH	TASK/ METHOD	CENTRAL QUESTION	AIMS	DESCRIPTION
20 min	Scenes about relations		To explore the situation of Maryla- in connection with relations as well	In couples, the participants choose which of the relations interests them the most, and which they would like to know more about. The possibilities are: Maryla and her daughter; Maryla and Wiola; or Maryla and her husband. After choosing one possibility they create a conversation for a few minutes. They are asked to share a small part of their conversations with everybody.
15 min	Thoughts from the future	How do we see Maryla's future	To see the consequences and ability of taking and not taking care of herself	<p>In groups, 3 or 4 participants are asked to prepare a monologue for Maryla, describing how she sees her situation in 2021.</p> <p>Two different scenarios: for one group, to imagine that Maryla can take care of herself; and for the other group, to imagine that she can't do so.</p>
10 min	Reflection		To check what their connection is to Maryla's situation	<p>Questions for reflection:</p> <p>What do they experience, being in role as Maryla?</p> <p>What do they take from it for themselves?</p> <p>How will they take it forward for themselves?</p>

Sixth encounter with teachers

SUMMARIZING AND STEPS FORWARD

DATE: 21.01.2021.

TIME LENGTH	TASK/ METHOD	CENTRAL QUESTION	AIMS	DESCRIPTION
10 min	Warming up exercises	How we are now?	To see how the participants are after the winter break and after returning to school	<p>The task is to ask the participants to close their eyes. They are navigated through time, starting from the winter break up to today.</p> <p>Maryla's blog: they are asked to fill out how they feel after coming back to school, after online teaching. We create the space as a blog by Maryla, our character from the performance. In this virtual blog the participants can share their own mental state through the role of Maryla</p>
20 min	Summarising what we have done	What exercises and tools have we already used, starting from the first meeting?	To sum up what we have done and to check with the participants which exercises they can implement in their classes	<p>All the exercises since our first meeting are shown in a presentation. The shorter warming up and closing exercises and the more complex drama tools are included. The participants are told how the concrete exercises can be adapted for an offline version.</p> <p>After that, the participants share which concrete exercises they could try to adapt in their classes.</p>
20 min	Giving the space	What are the needs in your classes?	To check how we can support the participants in their work in the classes	Space is given to let them talk about their needs, their classes' needs, what and how we can support their work.

SUPPORTING VISUAL MATERIAL:

[The film explaining the whole process:](#)



CREDITS:

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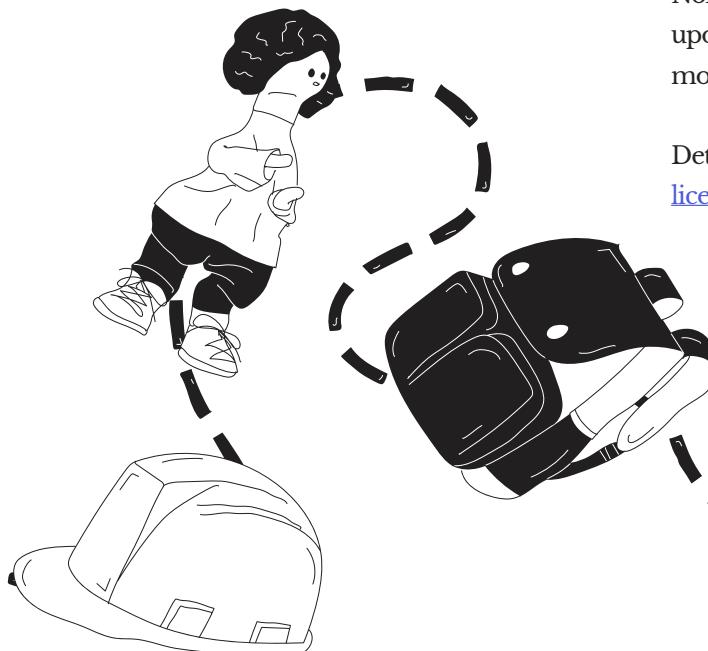
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THE CORONA “HEAD” ATTACKED

CHARACTERS IN THE PLAY:

Maryla- teacher in a primary school

Wiola- Maryla's colleague

Zuzanna - student from Maryla's class

Wiktoria- Zuzanna's classmate

Dorota- Wiktoria's mother

Konrad- Wiktoria's father



1. SCENE

Maryla: *Oh no! I asked Magda to put the laundry in. Madzia, get up. Please, this laundry has to be set before your classes.*

(Maryla is making a call while going from the bathroom to the living room)

Maryla: *Wiola, please pick up, I need to print these materials. ... Wiola ... great, this day is starting well ...*

2. SCENE

Dorota: *Porridge, scrambled eggs ... no, it was yesterday ... maybe cereal. Jesus, somehow survived this day, still dinner.*

Konrad: *Today, three more calls, a conversation with the boss, how to involve our entire team. How to make it possible to work in this house and not to sit up at night and catch up on things?*

3. SCENE

Konrad: *Dorota, why are you looking at that phone instead of getting the kids ready for school?*

Dorota: *This is the only moment when I can reply to my e-mails.*

K: *I understand, but I am starting work soon, I will have a call and they have online lessons!*

D: *Wiki, get up!*

K: *And did you print her this e-mail?*

D: *Which homework? From kindergarten?*

K: *Yes, did you print it all out so she can draw and do it?*

D: *I didn't make it. You know what, go to print during the meeting. I will take it to her.*

K: *I go crazy in this house. If I am not able to work, I'll be fired soon.*

D: *Get up, Victoria!*

Wiki: *Just a second!*

K: *Wiki, do it now, because Mom and I have to go to work.*

4. SCENE

Zuza: *Wiki, can you hear me?*

Wiki: *Yes, just wait.*

Z: *Wiki, look, because I'm trying to send this homework.*

W: *Which one?*

Z: *Oh God, the one that this teacher asked for. I can't send it because I can't log in. I did everything yesterday, I didn't want to call you after midnight anymore.*

W: *You could have called me, you know I am awake.*

Z: *Damn, but I know your daddy is picking on you talking at night. Wikuś, please help me, because I don't know, I can't log in.*

W: *Okay, what's your problem?*

Z: *I forgot my password. I can send it to you. I don't know how to show you this.. Wait, you need to log into Google, right?*

W: *Well, you have to log in on Teams.*

Father: *Wiki, stop talking to Zuza, do your stuff! You were supposed to do your homework.*

W: *I am not talking anymore.*

Z (whispering): *How am I supposed to get on these Sims?*

W: *No, okay, I was wrong. You have to send the homework through the Librus. Do you have a password for Librus?*

Z: *No, my mother has it, she is not at home, she is at work, I don't know how to do it. I'm gonna get a bad mark..*

D: *Victoria, take care of your sister, I have to quickly make a call.*

W: *Yes, mom! (to Wiki) There are three dots, and there, when you enter, you can change the password.*

Z: *Three dots? All right. Thank you.*

Konradr: *Wiki, have you heard that your mother asked you for help?*

W: *Zuza, I have to go, for now.*

5. SCENE

Maryla: *Wiola!*

Wiola: *Hello dear, what's up?*

M: *Hi, at last I can reach you. I called you this morning.*

W: *I've seen it, but you also know that I have yoga online. I invited you.*

M: *Yoga online? I don't know how you do it. I got up at five. At seven o'clock I got to the washing machine, Madzia doesn't really help me, now its 11. When would I have the energy for yoga?*

W: *Mariolka, what did you do in the morning?*

M: *I called you to find out where you got these cool interactive tests for English, because I was just doing a test for my class and I wanted to prepare it based on them.*

W: *I did it at the weekend, but I don't have children, I had time. Take something from the textbooks. Easy going, don't overdo this level.*

M: *I was just stressed because I had an online meeting with the director. I work like crazy. Someone recently told me that some linguist lost his job after such a visit.*

W: *Don't panic, you are a good teacher. I also had an appointment and they didn't even agree with me the time before ...*

M: *Wiola, I'm sorry, someone's calling on Messenger, a student, I have to finish. Maybe in the evening.*

W: *Okay, rest a bit. Bye.*

M: *Bye.*

6. SCENE

Maryla: Hello, Zuza

Zuza: Good morning. I wrote this homework, but maybe I would send you by Messenger, because I can't log in there. Wiki told me that I could change my password with these three dots, but it did not work.

M: Calm down. The situation is that the deadline was until yesterday. They'll review your work, just email me (phone rings). Wait because someone is calling me.

Konrad: Hello. Hello, I'm Konrad Piasecki, Wiki's dad, I'm calling because I'm outraged by the amount of housework you give to my child. My wife is a teacher too, and she manages her work in a different way rather than setting a lot of homework for the students, and then their parents have to do it with them.

M: Mr. Konrad, this is not the moment for this conversation. Please write me an email. Now I have a very important conversation with a student and let's stay in touch by e-mail. Goodbye.

M: Zuza, listen.

Z: Sorry, I didn't want to call you at night. Mum lost the password, I can't log in there.

M: Listen, I still have something important to do. Contact your friend from the class, she will help you send it. As a last resort, if you are not able to manage it, send me a Messenger, but I believe you will. Try, bye.

Z (alone): I don't care. I will not do this at all. (calling) What, and Wiki does not receive. I am fed up, quite fed up.

7. SCENE

Wiola: Hello dear.

Maryla: Hello.

W: Could you have a rest? At least I can see you smiling.

M: My jaw dropped when I saw this spa in your room.

W: You have to do something for yourself after working all day, right? Are you eating somehow? I can see you have bags under your eyes. Maryla, how much do you sleep?

M: I sleep like 6 hours a day. Up to 11pm write to me on Messenger. I try to answer until 10pm, some of them have difficulties.

W: Are you in a common group with students?

M: Yes.

W: Marylka, do it on a Librus. You have to set limits, otherwise they will harass you at 10pm.

M: Today, a parent called with complaints about his daughter, who has great results. I am setting her too much homework to do.

W: Parents are the worst. Mute them at all, don't just pick them up.

M: I don't know, I've had enough. I wanted to help this student, but didn't have enough patience and I sent it back to my friend. Because that parent upset me so much and it tires me. Instead of helping her, I left her.

W: You can't do everything. There are limits. Take care of yourself, girl. Give it up a little bit.

M: I wish you would. It's almost 11pm. Madzia, go to sleep now! I'm going to sleep.

W: Big kiss. Bye.

ZUZA'S LETTER 1.

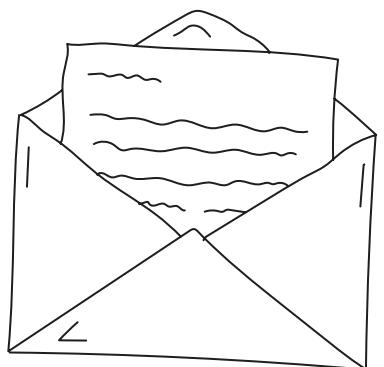
Fortunately today was a chilly day. I even got the best mark for the last test in Maths. :))) The teacher lost her connection many times during the Polish lesson. At first it was funny, but then I was lost about what the homework was. I think I have to ask Wiki, I don't know if something was wrong with my computer or if it was the teacher's. Luckily, in History we got a task in pairs, and then I didn't feel stressed that much. But later I thought that the lesson was over, because I was disconnected, however it turned out that the teacher had given a task. I thought that she was not there, but it turned out that she was. I don't know, maybe I clicked on something incorrectly. When my mother is not at home, it is sometimes hard to find where to click. I am confused about always calling Wiki for help, her dad doesn't like it because my Dad thinks I'm just pretending... Our teacher is directing me toward someone in the class to ask for help. Sometimes I don't feel like asking anymore and I prefer not to do something, even if as a result I get a minus, because I feel that I don't want to fight with it anymore. I have never thought to write that before, but I really want to go back to school and finish with online lessons for good ...

I'm fed up with this pandemic. My parents are still at home and it's a nightmare. They cling to everything, they constantly control me: they keep asking if I did everything, if I read the messages on Librus, if I sent the homework ... I'm fed up. This morning my mother came to wake me up and brought me sandwiches for breakfast in bed. I got so upset that she walked into my room without asking that I wanted to throw the plate at her. And yet, I used to like it when she woke me up with breakfast in bed on weekends ... Now I can't stand her and my Dad's constant presence anymore, I don't have my own life!!!

I envy Zuza. She has the whole house for herself. There is no one to help her, that I know, but no one disturbs her either! Today, for example, my mother came to my room after Maths and told me to take care of Kasia because she had some important conversation with her Headmistress. Dad also had a meeting so we could only be in my room and not make a noise, but my stupid sister got to my make-up accessories and started digging out the eyeliner, which I bought for myself from my pocket money and then she destroyed it ... :(I grabbed her and she started to scream like a fire alarm and then my father burst in and screamed at me that I couldn't take care of her for half an hour.

WIKI'S LETTER 1.

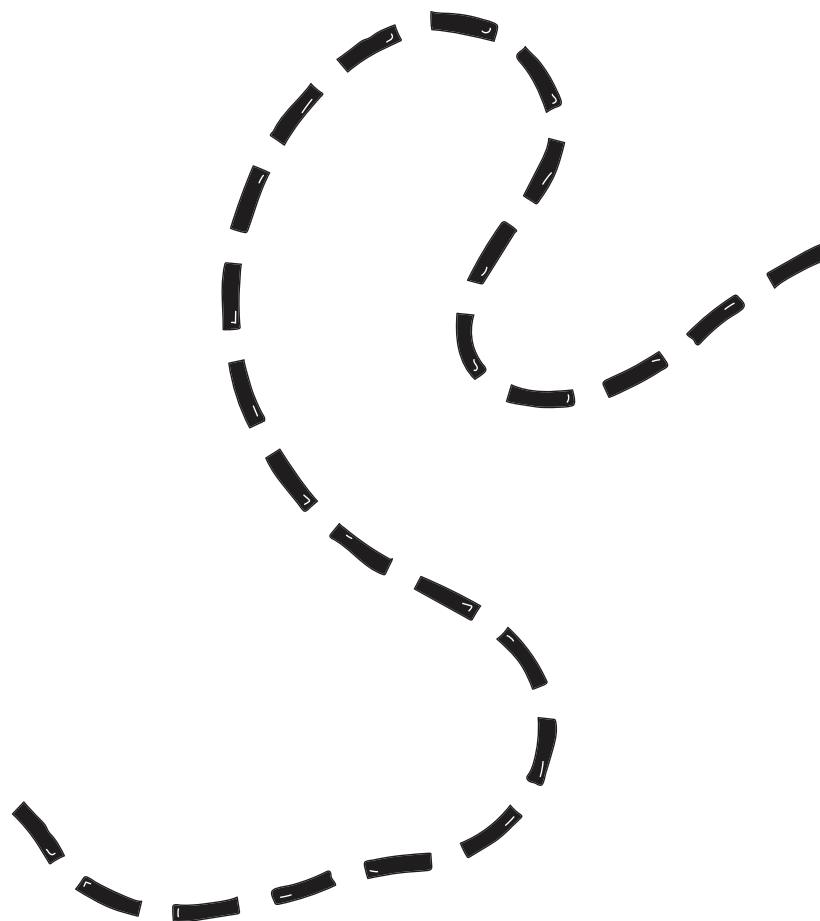
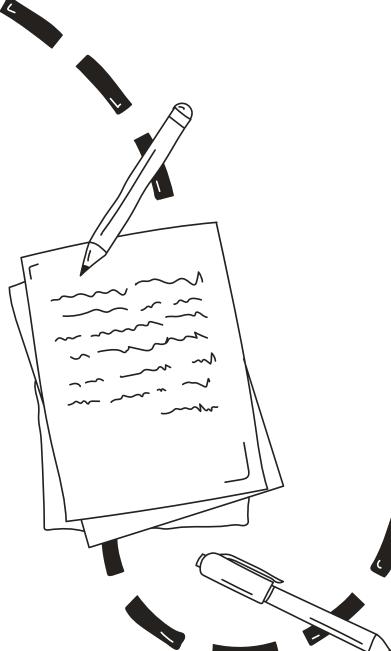
Then Zuza called and my father got pissed off and said that I probably talked to her instead of taking care of my sister and that I was unreliable ... Why can nobody see that I'm trying? Zuza kept calling and I finally answered, because I wanted to tell her how my father treated me, but she immediately started to moan that she was not connected again and she couldn't log in, then I screamed that I had enough of just helping her all the time ... and Zuza hung up. And now she doesn't reply or speak to me. I didn't want to shout at her, I also need a friend now ... I talked to Julka, who lives on the floor below. I like Zuzka, I would like to discuss this situation ... but how to get her to pick it up ... I will try again later ...



ZUZA'S LETTER 2.

I really don't understand what is going on with Wiki. She doesn't answer me on Messenger, doesn't call me back ... and when she picked up the phone recently, she screamed at me that she was fed with only helping me! I called to ask how to log in to Dance class!

The teacher said that she would lead online classes and I really wanted to take part in them! I am alone at home, it should be a great thing ... I love to dance ... I really cared about these classes, but in the end I didn't go because of Wiki ... she yelled at me and hung up ... and didn't tell me how to log in there! She always helped me before, and at that moment she yelled at me and hung up ... I don't know what she meant ... recently she has little time for me. I called her, wrote to her, she didn't answer, and then I saw her writing something in the class's group ... something about the lesson ... she writes there ... and I don't like it ... strange ... My mother is still at work, I'm already bored of sitting in front of the computer during all the lessons... and watching TV series ... I would like to meet others more often ... maybe with Karolina who lives in the next block ... but she has so many activities after school ... Mainly we can see each other on the weekend but not always, because she goes away with her parents ... Wiki too ... O calling again! I am furious, but I already haven't answered her call so many times ... I will ...



STIMULI

MARYLA'S OBJECTS FROM HER BAG:

- perfume
- a piece of paper – information from her daughter: "Mum! The teacher praised me that I wake up for the lessons on my own. For Friday, we have to buy presents and make cookies for our common Christmas party in the class."
- photo of her phone
- text message on her phone between Maryla and her colleague Wiola (also a teacher from the school). They chat about the yoga classes Wiola used to attend regularly and Maryla tried out as well. Wiola asks Maryla if she would like to come to the next session. Maryla refuses, because it is too hard for her, and up till the winter holiday she has so many different tasks to do.
- recorded voice message from Maryla's husband: He could ask for free days for Christmas, but after he needs to go back to work immediately
- her calendar from her phone – written there, all the tasks she has – it shows that she is very busy
- printed out email from the IT specialist of the school – with the information about a new login and password for the school online system
- painkiller pills
- a piece of paper with a reminder that she is due to have a visit to the optician

