

STORY  
WALKER  
365

7 to 10  
YEARS

BUILDING BEAUTIFUL INSIDE

# THE MYSTERY OF THE FLYING LUNCHBOX

A Story by Arkedelic



## Parents' Guide

# STUDENT CON

## THE MYSTERY OF THE FLYING LUNCHBOX

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## THE MYSTERY OF THE FLYING LUNCHBOX

The lunchbox flew through the air like a frisbee on a mission.

It twirled once, spun twice, and crash-landed near the playground water taps, exploding open in a grand finale of dal, roti, and boiled okra.

Riya stared in horror. “That’s my lunch!”

Mr Das looked furious. “Whose idea of a joke was this?”

Silence.

All eyes darted around.

Then Nik spoke. “I think... I saw Mario near the bags.”

Mario turned. “What?! I wasn’t even close!”

“Pretty sure you walked past right before it happened,” Nik added.



Jane narrowed her eyes. “Wait. I thought I saw you do that weird arm-fling-thing earlier.”

Nik looked uncomfortable. “Yeah, but... I was just stretching.”

Mr Das frowned. “No one is owning up? Then everyone from this group will stay back during recess. Until we sort this out.”

Later, behind the library wall, the Squad assembled.

“That wasn’t cool,” Sam said, arms folded.

Nik shuffled his feet. “I didn’t say he did it. I just said he was near it.”

“You also did it,” Jane snapped. “We all saw you practicing that over-the-head move earlier.”



Mario looked at him quietly. “Why’d you say it was me?”

Nik stared at the ground. “I panicked.”

The truth?

Nik had flung his water bottle into the air doing a move he saw in a game video. Only the bottle knocked into Riya’s lunchbox. And... boom.

He didn’t mean to.

But when the teacher asked, and the okra hit the ground, fear kicked in.

“I didn’t want to get in trouble,” Nik said softly. “I thought if I pointed somewhere else... it would pass.”

“But it didn’t,” said Sid. “Now we’re all in it.”

“Especially Mario,” said Sam.

Nik looked at Mario. “I’m sorry.”

Mario nodded slowly. “You could’ve just said you messed up.”

“I know,” Nik said. “But it’s so easy to think of someone else when you’re scared of getting caught.”

After school, Nik stood in front of Mr Das’s desk.

“I lied,” he said. “It was me. I was doing a stupid move, and I knocked Riya’s tiffin by mistake. I was scared, so I blamed someone else. I’m really sorry.”

Mr Das stared at him.

Then nodded. “Thank you for telling the truth. It matters. But there are still consequences.”

Nik nodded. “I’ll clean up the lunch area. And apologise to Riya. And to Mario.”

“You’ll also write down what made you blame someone else. Because if you don’t know that part, you’ll do it again.”

Nik blinked. “Okay.”

Later that evening, the Squad sat under their usual tree.





“Apology accepted,” Mario said. “I’m not mad. Just... disappointed.”

“That’s worse,” Nik groaned.

Jane smirked. “Lesson learned?”

“Yeah,” Nik said. “It’s way easier to toss a lunchbox than carry a lie.”

Sid nodded. “Blame feels light at first. But it gets heavy fast.”

Sam smiled. “And we’ve all been there. What matters is what you do next.”

Nik kept his promise.

He cleaned. He apologised.

And the next time he slipped up, which was just a few days later, he raised his hand and said,  
“My fault. No aliens involved.”

Even Mr Das laughed.

**THE END**

# VALUES FROM THE STORY



## 1. How do I handle it when my child twists facts or blames others to escape consequences?

### Context in the story:

After accidentally flinging a lunchbox across the playground, Nik deflects blame by implying Mario was responsible. He doesn't outright lie but reshapes the truth to save himself from punishment. His twisting of facts has real consequences — his friend is blamed, the Squad is penalised, and the guilt weighs on him until he comes clean.

### Real-world connection:

Children may twist facts subtly, omitting key details, implying blame, or redirecting attention, especially when they fear punishment or embarrassment. It's not always malicious; it's often a reflex to protect themselves. But these habits, if unchecked, can damage trust, relationships, and their own self-worth.

### How parents can use the story:

This story offers a way to talk about honesty without shame. Instead of lecturing, use Nik's example to open a conversation: "Have you ever felt like him — scared to admit a mistake?" Help your child understand that twisting facts may offer short-term escape but causes long-term discomfort. Encourage them to take responsibility early and remind them that your love isn't based on perfection. Share times when you were scared to tell the truth — this models vulnerability and accountability in a powerful way.



## 2. How can I help my child understand, and grow from, being corrected or disciplined?

### Context in the story:

Nik receives a fair but clear consequence from Mr. Das after finally owning up — cleaning the lunch area, apologising, and writing a reflection on why he blamed someone else. Instead of reacting with anger or shame, Nik processes the correction thoughtfully and grows from it. By the end of the story, he even learns to admit mistakes early, without fear or avoidance.

### Real-world connection:

Children often associate discipline with punishment or rejection, which can lead to hiding, lying, or feeling defeated. But when correction is handled with clarity, fairness, and emotional safety, children begin to understand that being corrected isn't a sign of failure, it's part of becoming more responsible and trustworthy.

### How parents can use the story:

This story can help parents shift the conversation around discipline from “You did something bad” to “You have a chance to make it right.” When a child is corrected, guide them through reflection — What happened? Why did it happen? What can they do differently next time? Let consequences be logical and proportionate, not emotional or harsh. Also, notice and name the growth afterward: “You really turned it around by being honest. That took courage.” When children feel seen during correction, not just judged, they are more likely to grow from the experience.





### 3. How can I help my child accept feedback and learn from it without getting upset?

#### **Context in the story:**

Once Nik admits what he did, Mr Das assigns consequences but also asks Nik to reflect on why he blamed someone else. This moment becomes a turning point. Instead of spiraling into shame or denial, Nik accepts the feedback, makes amends, and even laughs about his mistakes later.

#### **Real-world connection:**

Children often react defensively to feedback because they confuse mistakes with identity. If a correction feels like “You’re bad,” instead of “That action wasn’t okay,” they may resist learning. But with safety, honesty, and clarity, feedback can become a tool for growth, not criticism.

#### **How parents can use the story:**

Model calm and constructive feedback at home. Instead of saying, “You always do this wrong,” try: “Let’s talk about what happened, and what you could try next time.” Acknowledge the courage it takes to admit a mistake. Revisit the story with your child and ask, “What helped Nik take the feedback without melting down?” When children see feedback as part of learning, not punishment, they grow more resilient, not more fearful.

## Assessment Questions for “The Mystery of the Flying Lunchbox”

### 1. Parent Prompt:

“Why do you think it can feel scary to admit when we’ve made a mistake?”

### Purpose:

To help your child explore the feelings that make owning up difficult, such as fear of punishment or embarrassment.

### Follow-Up:

Use Nik’s choice in the story as an example. Talk about times when you’ve been nervous to tell the truth, and what happened afterwards. Help your child see that honesty often feels uncomfortable in the moment but lighter in the long run.



### 2. Parent Prompt:

“What happens to others when we blame them for something they didn’t do?”

### Purpose:

To build empathy and awareness of how false blame can harm trust and friendships.

### Follow-Up:

Discuss how Mario felt being blamed for something he didn’t do, and how the Squad’s recess was affected. Encourage your child to think about fairness and the importance of protecting others’ reputations.

### 3. Parent Prompt:

“How can a consequence help you learn, instead of just feeling like punishment?”

#### Purpose:

To help your child shift from seeing discipline as negative to viewing it as a tool for improvement.

#### Follow-Up:

Reflect on how Nik’s consequences were fair and linked to what happened — cleaning the lunch area, apologising, and thinking about why he blamed someone else. Ask your child what kinds of consequences help them learn best.

### 4. Parent Prompt:

“What makes an apology feel real to you?”

#### Purpose:

To encourage sincerity and action when saying sorry.

### Follow-Up:

Talk about how Nik didn’t just apologise, he made amends by cleaning up and speaking directly to those affected. Ask your child to think of ways to pair apologies with actions in their own life.

### 5. Parent Prompt:

“What could help you tell the truth right away instead of waiting?”

#### Purpose:

To help your child develop strategies for being honest even when it’s tempting to hide a mistake.

#### Follow-Up:

Discuss ideas like taking a deep breath, remembering that mistakes don’t erase trust, and knowing that the people who care about you want to help you fix the problem.

**See you next Monday**  
with another interesting story!



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