



When the World Changes

Developmental Questions and Verbatim Responses About Possible NHI Disclosure

A practical guide for parents, educators, caregivers, and helping professionals

PREPARATION IS NOT PREDICTION

This guide does not presume that non-human intelligence (NHI) has been established or that any particular disclosure will occur. It offers calm, developmentally appropriate language to use if credible governmental and scientific authorities announce paradigm-changing information.

Psychological Alliance for Transparency and Humanity

Preparing humanity for paradigm-changing discovery through psychological science, compassion, and responsible public dialogue.

How to Use This Guide

The words below are generic, ready-to-use responses. They are starting points—not speeches. Adapt names, vocabulary, length, cultural context, spiritual tradition, and the person’s demonstrated level of understanding.

Guiding principle: Answer the person in front of you—not every possible question.

A Five-Step Response

1. **Listen first:** “Tell me what you heard and what you think it means.”
2. **Name the feeling:** “It makes sense that you might feel scared, curious, excited, angry, or confused.”
3. **Sort information:** “Let’s separate what has been verified, what remains unknown, and what people are only guessing.”
4. **Offer honest steadiness:** “I will not pretend to know what no one knows. We will keep learning together.”
5. **Return to connection and routine:** “Right now, we are together, and we can keep doing the ordinary things that help us feel grounded.”

Core Language for Any Age

“I don’t know, and it is responsible to say that.”

“Scientists and other experts are trying to understand that too.”

“We should be careful not to confuse rumors with facts.”

“You can always ask me what you are wondering—even if your question feels strange or frightening.”

“Whatever we learn, you do not have to figure this out alone. We will learn about it together.”

Before Answering

Regulate yourself first. A frightened or exhilarated adult can unintentionally amplify distress. Use a steady voice, brief sentences, and familiar routines. Do not promise absolute safety, supply unverified details, ridicule belief or disbelief, or force a conversation when the person is not ready.

Preschool Children

Approximately ages 3-5

Young children think concretely and may blend reality, imagination, pictures, and overheard adult conversation. Keep answers short, emphasize immediate care, and repeat as needed.

“Are there really beings from somewhere else?”

Suggested Response: “Some scientists and government officials are saying they may have learned that life exists beyond Earth. Grown-ups and scientists are still checking what is true. You are safe with us, and you can ask me anything.”

“Are they coming into our house or my room?”

Suggested Response: “We have no information that anything is coming into our home or your room. I am here, our usual safety rules are still in place, and it is time for our normal bedtime routine.”

“Are they monsters?”

Suggested Response: “We do not know what they are like. Pictures online or on television may be pretend, so we should not use scary pictures to decide what is true.”

“Will you keep me safe?”

Suggested Response: “I will take care of you. Adults are paying attention, and if there is ever something we need to do, we will do it together.”

“Why are the grown-ups upset?”

Suggested Response: “This is surprising news, and surprising news can bring big feelings. The grown-ups are talking and learning. You did nothing wrong, and you are not responsible for fixing our feelings.”

Elementary School Children

Approximately ages 6–10

Children can understand simple evidence but may personalize danger or fill gaps with fantasy. Invite the exact question behind the question.

“Is this real or another internet story?”

Suggested Response: “That is an excellent question. We will look at information from trusted scientific and government sources. We will label what is confirmed, what is still uncertain, and what is only someone’s opinion.”

“Are we in danger?”

Suggested Response: “Right now, we do not have verified information that our family or school is in immediate danger. I cannot promise what no one can know, but adults are monitoring the situation and will tell you clearly if any safety guidance changes.”

“Why didn’t adults tell us before?”

Suggested Response: “People may disagree about what was known, when it was known, and why information was not shared. It is okay to feel angry or mistrustful. We can ask questions without accepting every rumor as an answer.”

“Can they read my thoughts or take me away?”

Suggested Response: “We do not have verified evidence that this can happen. Frightening videos and stories are not the same as facts. If a story scares you, bring it to me and we will check it together.”

“Does this mean science or religion is wrong?”

Suggested Response: “New discoveries can add to what people understand. Scientists ask new questions, and families and faith communities may reflect in different ways. You do not have to settle every big question today.”

“Should I still go to school and do homework?”

Suggested Response: “Yes. Unless trusted authorities give different instructions, school, play, sleep, meals, and time with people we care about continue. Ordinary routines help our minds and bodies handle extraordinary news.”

Middle School Students

Approximately ages 11–13

Peer influence and social media intensify while abstract thinking is emerging. Avoid lectures; collaborate on verification and emotional regulation.

“How do I know which videos are real?”

Suggested Response: “Start with the original source. Check whether several credible scientific, governmental, or news sources independently confirm it. Watch for missing context, edited clips, AI-generated images, and accounts that profit from fear. We can investigate together.”

“What if everyone at school is panicking or joking?”

Suggested Response: “People use panic, humor, denial, and excitement to manage uncertainty. You do not have to copy the crowd. Notice your reaction, pause before reposting, and talk with a trusted adult if it becomes overwhelming.”

“Are adults lying again?”

Suggested Response: “Some information may have been withheld or misunderstood; we need evidence before deciding why. You are allowed to question institutions and still evaluate each claim carefully.”

“What if non-human beings are hostile?”

Suggested Response: “That is one possibility people may discuss, but discussion is not evidence. We will follow verified information and official safety guidance rather than frightening predictions.”

“I cannot stop thinking about it. What should I do?”

Suggested Response: “Let’s take a break from the feed, help your body settle, and focus on what is happening here and now. We can choose a specific time later to check reliable updates so the subject does not take over your whole day.”

“My friend believes something completely different.”

Suggested Response: “You can say, ‘I see this differently, and neither of us has to win this argument today.’ Curiosity and respect are more useful than ridicule or pressure.”

High School Students

Approximately ages 14–17

Adolescents can consider existential and political implications but remain vulnerable to algorithmic amplification, identity-based certainty, and peer polarization.

“How can we trust any official statement?”

Suggested Response: “Trust does not have to be all-or-nothing. We can examine the evidence, the source, independent confirmation, what is acknowledged as unknown, and whether claims change when better information arrives.”

“Does this change humanity’s place in the universe?”

Suggested Response: “It may change some ideas about humanity’s uniqueness, but it does not erase human dignity, relationships, responsibility, or meaning. You can let your understanding develop rather than forcing an immediate conclusion.”

“What if my religion—or lack of religion—no longer makes sense?”

Suggested Response: “You are allowed to question and to take time. Some people may integrate the news into their faith, some may revise their beliefs, and others may remain secular. No one should pressure you into a spiritual conclusion.”

“Should I protest, post, or become an activist?”

Suggested Response: “Civic engagement can be healthy when it is informed, lawful, and grounded. Before acting, check the facts, clarify your goal, consider consequences, and avoid spreading claims you cannot verify.”

“What if my future plans feel pointless?”

Suggested Response: “A changed worldview does not make your education, relationships, creativity, or service meaningless. Let’s focus on the next purposeful step while the larger picture becomes clearer.”

“What if I feel unreal or detached?”

Suggested Response: “Strong news can make people feel numb, dreamlike, or disconnected. Put both feet on the floor, name what you see and hear, slow your breathing, and stay with me. If this continues or interferes with daily life, we will get professional support.”

Emerging Adults

Approximately ages 18–29

Identity, vocation, relationships, worldview, and independence are actively developing. Respect autonomy while offering connection and practical anchors.

“How am I supposed to build a life if everything has changed?”

Suggested Response: “You do not need a complete map of the future to take the next meaningful step. Your relationships, commitments, education, work, and values still matter while society integrates new information.”

“What if the institutions shaping my life cannot be trusted?”

Suggested Response: “Mistrust may be understandable, but total certainty in either direction can make us easier to manipulate. Let’s evaluate specific claims, demand evidence and transparency, and keep our judgment flexible.”

“Everyone online seems certain. Why am I not?”

Suggested Response: “Uncertainty is not weakness. ‘I do not know yet’ can be the most intellectually honest position. You may remain skeptical, curious, convinced, unconvinced, or undecided while evidence develops.”

“Does ordinary work or college still matter?”

Suggested Response: “Yes. Large discoveries do not cancel the human need to learn, contribute, earn a living, create, and care for one another. We can reconsider plans thoughtfully without making irreversible decisions in a surge of emotion.”

“What if my friends or partner think I am irrational?”

Suggested Response: “Try saying, ‘I am still processing this. I do not need you to agree, but I do need us to speak respectfully and distinguish my feelings from factual claims.’”

“Where do I find meaning now?”

Suggested Response: “Meaning can be revised without being destroyed. Begin with the values you want to embody—curiosity, compassion, courage, honesty, or service—and let those values guide your next actions.”

Adults

Approximately ages 30–64

Adults may carry responsibility for children, employees, patients, or relatives while managing their own fear, anger, wonder, or loss of trust.

“What do I tell my children if I am frightened too?”

Suggested Response: “You can say, ‘I have feelings about this too, but you do not have to take care of me. I am talking with other adults, and I am here to listen and help you feel safe.’”

“How do I talk with someone who dismisses or sensationalizes the news?”

Suggested Response: “Try: ‘We may interpret this differently. Can we agree to separate verified facts from predictions and speak without ridicule?’ If the conversation becomes hostile, it is reasonable to pause it.”

“Should I make major financial, medical, or family decisions now?”

Suggested Response: “Unless credible authorities identify an immediate need, avoid major irreversible decisions during the first wave of uncertainty. Continue existing medications and care plans as directed, along with ordinary employment, financial, and family routines, while obtaining reliable information.”

“What if I am furious that information may have been withheld?”

Suggested Response: “Anger can signal a need for truth and accountability. Let’s channel it into questions, lawful civic action, and careful information gathering—not threats, harassment, or impulsive behavior.”

“How do I lead a classroom, workplace, or care setting?”

Suggested Response: “I can acknowledge the news without pretending to have every answer: ‘People may react very differently. We will share verified updates, protect respectful discussion, maintain essential routines, and connect anyone who is struggling with support.’”

“How will I know whether my response is interfering with daily life?”

Suggested Response: “Ask: Am I sleeping, working, caring for myself, relating to others, and completing daily responsibilities? If fear, certainty, media use, or unusual experiences are seriously disrupting those areas, it is time to seek support.”

Older Adults

Approximately ages 65 and older

Responses may be shaped by accumulated life experience, health concerns, bereavement, faith, dependence on caregivers, digital access, or isolation. Do not infantilize.

“Why should this matter to me at my age?”

Suggested Response: “You decide what meaning it has for you. Your experience, perspective, relationships, and questions remain important, and you deserve clear information without pressure or sensationalism.”

“Does this change what I have believed all my life?”

Suggested Response: “It may invite reflection, but you do not have to abandon a lifetime of meaning in one day. You can speak with trusted family, spiritual leaders, clinicians, or thoughtful peers and move at your own pace.”

“How can I tell whether a call, message, or video is a scam?”

Suggested Response: “Do not send money, provide passwords, click urgent links, or share personal information because someone invokes disclosure. Pause and verify the request through a known telephone number or trusted person.”

“Will my medical care, benefits, or daily support continue?”

Suggested Response: “At present, your care plan and daily supports continue unless your provider or an official agency gives verified, specific guidance. We will help you check any claimed change.”

“I feel alone with this. Who can I talk to?”

Suggested Response: “You do not have to process this alone. Let’s identify one person you trust and arrange a conversation. I can stay with you while we make contact.”

“What if I am not afraid at all?”

Suggested Response: “There is no required emotional response. Calmness, curiosity, skepticism, wonder, grief, and fear can all be human reactions. We will respect your response and remain attentive to any changes.”

Questions Adults Should Ask Themselves

Before speaking for a family, classroom, workplace, or care setting, pause and ask:

- What has actually been verified?
- What remains unknown?
- Am I repeating speculation because it reduces my own uncertainty?
- What is the person really asking—about facts, safety, trust, belonging, meaning, or the future?
- What level of detail can this person understand and use?
- Can I validate emotion without confirming an unsupported belief?
- What routine, relationship, or next step will restore steadiness?

When Additional Support May Be Needed

Strong reactions do not automatically indicate mental illness. Curiosity, skepticism, wonder, spiritual questioning, anger, grief, and temporary anxiety may be understandable responses to extraordinary information. Focus on duration, intensity, safety, reality testing, and functional impairment.

Use the Four-Area Check

SLEEP — SCHOOL/WORK — RELATIONSHIPS — DAILY ROUTINE

Consider consultation with a qualified mental health professional when distress is persistent or escalating; sleep or self-care is seriously impaired; school or work functioning deteriorates; the person cannot disengage from media; panic, derealization, or depression persists; fixed beliefs are no longer open to evidence; or relationships and daily responsibilities are substantially disrupted.

URGENT SAFETY NOTE: Seek immediate local emergency or crisis assistance when there is danger of self-harm, harm to others, inability to care for basic needs, severe agitation, or a loss of contact with reality that creates imminent risk. In the United States, call or text 988 for crisis support; call 911 for immediate danger.

Guidance for Schools and Care Organizations

- **Establish one reliable information channel.** Identify who verifies and releases updates. State clearly what is known, unknown, and unconfirmed.
- **Give staff shared language.** Use brief, non-sensational scripts so children and vulnerable adults do not receive contradictory messages.
- **Protect routine with flexibility.** Continue essential schedules while allowing short check-ins, quiet space, caregiver contact, and support referrals.
- **Prevent stigma and polarization.** Do not ridicule fear, excitement, skepticism, spiritual interpretation, or uncertainty. Address bullying and coercive persuasion.
- **Limit graphic or repetitive exposure.** Do not continuously display frightening footage in classrooms, waiting rooms, residences, or common areas.
- **Create a stepped support plan.** Prepare universal information, small-group support, individual consultation, and crisis referral procedures.

Closing Message

"We may not yet understand what this means for humanity. We can still choose how we meet it: with honesty about what we know, humility about what we do not know, compassion for different reactions, and care for one another. Whatever we learn, we will not face it alone."

Educational guidance only. This document is not a substitute for individualized medical, mental health, legal, safety, or emergency advice.