



Facilitator note: This is an ordinary post-event slump - a big, structured thing ends and the empty week sags. Keep it ordinary: Temima is flat for one week, she is functioning, and the arc recovers. If a student's flatness has lasted a long time, or is heavier than this, or worries her, the move is to tell an adult - a parent or another trusted grown-up - not to do more activities. Do not ask students to share their own low weeks in class; Activity 7 uses a made-up case. The skill is scheduling one small valued thing and doing it at the set time, before the feeling arrives. Do not turn it into a mood contest: Monday's sketch is allowed to be stiff and wrong, and the week is allowed to stay partly flat.

Activity 1: Two kinds of week

From the story, describe a rehearsal week and the flat week. What did the rehearsal schedule give Temima's evenings that the empty week did not? Who or what supplied it once the play ended?

Activity 2: The order

Trace three scheduled things from the story: the sketch, the cinnamon knots, the library walk. For each one, mark which came first - the doing or the feeling - and what the feeling did afterward.

Activity 3: Her sister's month

Temima's sister waited a month for the feeling to come back first. What did that month cost her? What does "the doing went first, and the feeling came after" look like in Temima's week? Why is waiting a plan too - a plan to do what?





Activity 4: Play arithmetic (all numbers made up for practice)

Suppose a play rehearses 3 evenings a week for 8 weeks. How many rehearsal evenings is that? Suppose Temima schedules 20 minutes a day, 6 days a week. How many minutes is that in a week? How many hours? If she keeps it up for 4 weeks, how many small scheduled things has she done? Show your steps.

Activity 5: The three tests

From the story, a good small thing passes three tests: it is small, it is hers, and it has a time. Mark each candidate PASS or FAIL, and say which test it fails. (All are fictional.)

1. Repaint the whole bedroom this afternoon.
2. Draw one flower at four-thirty.
3. "Read more, sometime."
4. Bake Mama's kugel recipe on Friday morning.
5. Organize the entire house on Sunday.
6. Walk around the block after supper on Monday.

Activity 6: Draw the props table

Draw the props table on closing night: the crown on the second hook, the basket of pretend rolls, the folded letter, the bins. Only what can be seen - no labels for feelings. Caption with one line from the story.





Activity 7: Peshi's shabbaton - planning for a fictional case

A teen named Peshi comes home from the class shabbaton, where every hour was full for three days, and the next week is flat. Write the fact sentence, one waiting thought she might catch, two small scheduled things she could put at a set time, and what day four might look like if she does them. One sentence each, with names.

Activity 8: Word grid

Find eight words left to right. Row/column numbering begins at 1.

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

FLAT, PLAY, WEEK, SMALL, FIRST, DO, FEEL, WAIT. Which word names what Temima almost keeps doing with her week, and which word names what has to go first?





Teacher answer key

1. A rehearsal week gives every evening a job - rehearsal at seven, setup at six-thirty, her bag packed by six. The flat week's evenings have nothing in them, and homework takes twice as long and she reads the same page three times. Once the play ended, nobody supplied the structure - until Temima supplied it herself with the sticky-note schedule.

2. Sketch: doing first, feeling absent - it comes out "stiff and wrong," and that is fine. Cinnamon knots: doing first; her hands remember before her mood does, and the humming arrives in the middle. Library walk: doing first; the conversation with the librarian happens, and the walk home feels shorter. In all three, the doing went first and the feeling followed or did not - the rule was only "do it at four-thirty."

3. The month cost her four weeks of waiting for something that was never going to come first. In Temima's week it looks like twenty-minute things at four-thirty, done on schedule whether or not she feels like it. Waiting is also a plan - a plan to do nothing, since the feeling never once came first.

4. $3 \times 8 = 24$ rehearsal evenings. $20 \times 6 = 120$ minutes = 2 hours. 4 weeks $\times$ 6 things = 24 small scheduled things. Steps shown.

5. 1 FAIL - not small. 2 PASS. 3 FAIL - no time. 4 PASS (small, hers, set morning). 5 FAIL - not small. 6 PASS.

6. Open. The drawing should show the observable props: the crown on its hook, the basket, the twice-folded letter, the bins. Strong captions quote "the props table runs like a kitchen" or "she counts the props back into the bins, all forty-one pieces." Any honest rendering counts.

7. Sample: Fact - "The shabbaton is over, and this week has nothing in it." Waiting thought - "I'll plan things when I feel like myself again." Small scheduled things - "Peshi puts one song-practice with her sister at five o'clock and a ten-minute walk after supper on Tuesday." Day four - "The week is still quieter than the shabbaton, but Thursday has a plan in it, and she notices she is humming before supper." Any small, valued, timed things count.





8. FLAT row 1 columns 1-4; PLAY row 2 columns 4-7; WEEK row 3 columns 3-6; SMALL row 4 columns 5-9; FIRST row 5 columns 2-6; DO row 6 columns 7-8; FEEL row 7 columns 4-7; WAIT row 8 columns 3-6 What Temima almost keeps doing with her week: WAIT. What has to go first: DO.

