



Facilitator note: Fictional selection and second-choice feelings. Do not ask students to share real moments of not being picked, and do not rank real classmates. Distinguish a fact (order of choice) from a verdict (worth), and what an offer contains from the order it arrived in. Not every second offer must be accepted; the skill is choosing on the real question.

Activity 1: Sequence

Order:

- A. Mrs. Teitelbaum reads two names, neither of them Zlata's.
- B. Zlata drafts a dignified no.
- C. The first delegate's family wedding frees the seat.
- D. Zlata asks, "Why is the offer mine?"
- E. Strangers in her circle choose her to present.
- F. She teaches the class the convention's best hour.

Why doesn't saying no turn her into the first choice?

Activity 2: Fact, feeling, or verdict?

Label F, E, or V.

- 1. The first two names were not Zlata's.
- 2. Zlata feels like the spare.
- 3. Being offered the seat second means she deserved it less.
- 4. Two names were argued for one place in Zlata's class.
- 5. The convention sessions still happen in March.
- 6. The envelope proves something about her worth.

Which items can she build a decision on?





Activity 3: The two wants, and the two choosings

(a) Mommy separates two wants. Name them from the story, in your own words, and write which one is gone whichever way Zlata answers. (b) Now contrast the two choosings in the story: the Tuesday the envelopes are read (what was that choosing based on?) and the convention circle's choice of a presenter (what was it based on?). Quote one line for each.

Activity 4: Convention arithmetic

Forty schools send two delegates each. How many girls attend? In one circle, imagine 6 girls each present a 4-minute answer - an invented arrangement, just for practice. How long would the circle need? Three sessions run 45 minutes each day for three days. How many hours of sessions is that?

Activity 5: The straight question

Zlata asks what the school expects of its delegate, and why the offer is hers - and asks for it straight. Write a straight question of your own for a fictional case: you are offered the second spot on a school team after someone drops out. The question must ask for a fact, not for comfort.

Activity 6: Draw the straight question

Draw Thursday at Mrs. Teitelbaum's door: Zlata standing at the open classroom door, the teacher at her desk, the two of them in the middle of the straight exchange. Show what can actually be seen - the door, the desk, the envelope in Zlata's hand. Faces and poses are your choice. Caption the drawing with one line from the story that the moment turns on.





Activity 7: Rebuild Zlata's Thursday page - decision planning

From the story, rebuild the two lists Zlata writes in Chapter 4: what the weekend actually contains, and what the envelope contains. Mark each item: still available, or gone either way. Then write the two questions that remain after the lists - the ones that belong to Mrs. Teitelbaum - and the Friday-morning sentence Zlata says when the answers let her decide.

Activity 8: Word grid

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

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

ENVELOPE, SECOND, CHOICE, OFFER, ANSWER, TRAVEL, HONOR, PICKED.

Which word describes the order the offer came in, and which word describes Zlata's real power?





Teacher answer key

1. A, C, B, D, E, F. The order of the names happened and cannot be edited. Refusing only removes the weekend; it adds nothing to October.

2. 1 F, 2 E, 3 V, 4 F, 5 F, 6 V. Facts and her own plans can carry a decision; verdicts are claims about worth, not evidence.

3. (a) Wanting the weekend's content, and wanting to have been picked first. The first-pick wish is gone either way; the weekend is still available through yes. (b) The Tuesday choosing was based on a record - "she has run school-wide programs and you have run class ones." The circle's choosing was based on one sentence said in the room: "You say it. You said it clearest." One choosing looked backward at a file; the other looked at the person present.

4. $40 \times 2 = 80$ delegates. The invented circle: $6 \times 4 = 24$ minutes (the story's actual circle chose one presenter for its single answer). $3 \times 45 = 135$ minutes a day; $\times 3$ days = 405 minutes = 6 hours 45 minutes.

5. Open. Sample: "What does the role involve, and what would you need from me in it?" Like Zlata's, it asks about the role, the work, and the selection criteria. A ranking drill ("how close was I?") seeks rank assurance and is not this exercise.

6. Open. The drawing should show the observable scene - the door, the desk, the envelope, two people talking. Strong captions quote the story ("Why is the offer mine? I want it straight." or "That is a fact, not a verdict."). Any honest rendering counts.

7. The weekend list: sessions, the panel, forty schools, travel, something to teach - all still available. The envelope list: being picked first - gone either way ("refusing the seat will not turn her into the first choice"). The remaining questions: what the school expects of its delegate, and why the offer is hers. The Friday sentence: "Yes. Thank you for offering it to me" - said plainly, with no comfort extracted.

8. ENVELOPE row 1 columns 1-8; SECOND row 2 columns 3-8; CHOICE row 3 columns 2-7; OFFER row 4 columns 4-8; ANSWER row 5 columns 1-6; TRAVEL row 6 columns 3-8; HONOR row 7 columns 5-9; PICKED row 8 columns 2-7. SECOND is the order the offer came in; CHOICE is her real power (what she does with the offer).

