

I'm Fine

Facilitator note: The engine is receiving as a skill: a girl who is fluent at giving and bankrupt at accepting learns that the refusal to receive is not humility but control wearing humility's coat, and that accepting is a chessed done for the giver - a person never allowed to give becomes an audience, not a friend. Three balances to hold in discussion. First, Tzilla is not proud or cold: her giving is real and loved, and her mother names the true thing gently - giving keeps you in charge, receiving puts you in somebody's hands, and for a girl who runs things that is the most expensive thing there is. Second, the class is decent throughout: the girls' chart is genuine, and the story never punishes Tzilla beyond the natural cost (soup on the walk, a folded chart, a friend stepping back a pace). Third, the skill framing matters: one real ask a day, reps, a rule you can keep - receiving is learnable, not a personality. The handover chapter widens the point: letting go of the meal chart is the same muscle as letting someone carry your bag. Keep discussion on the two currencies - giving costs effort, asking costs pride - and on which one each student finds easier to spend.

Teacher answer key

Activity 1: 1. The new-mother meal charts, the notes chain for girls who miss school, the rides list for production mothers (also the gemach Shabbos-guest list). 2. The bus leaves her arms shaking; photocopies scatter when she hops; a soup container slides off her arm across a neighbor's front walk; her friend steps back a pace. 3. Giving keeps you in charge; receiving puts you in somebody's hands; a person you never let give you anything becomes your audience, not your friend - and accepting is the only thing that lets people love you back. 4. One real ask a day; she lets Chaykie carry her bag, asks to be added to her own notes chain, and asks the neighbor for a ride.

Activity 2: 1. Guess (she refuses it - "the steps are good exercise"). 2. Fact. 3. Guess (she does not check; she lets Chaykie find and fix the forgotten pan). 4. Fact (she lets the neighbor's daughter fold the laundry).

Activity 3: Sample answers - 1. For the capable, giving is control: you choose and arrange; receiving surrenders the arranging and admits need, which is the expensive part. 2. Effort is time and muscle - renewable; pride is position - every ask spends standing. They buy different things, and a person can be rich in one and bankrupt in the other. 3. Being allowed to give makes the giver matter; the gift returns as dignity and closeness - the taller feeling.

Activity 4: 1. (a) The helpers become an audience, not partners; the work never outgrows one girl's speed; nobody learns the system; she loses the joy the givers would get. (b) Something concrete and small: "Can you take the seating chart and own it - including fixing it if it breaks?" 2. Humility-as-mood evaporates under pressure; a skill has a rule (one real ask a day), reps, and visible progress - it survives a hard week. 3. Control, not being indebted, the fear that needing makes them smaller - accept any honest version.



Activity 5: 1. ASK. 2. FINE. 3. RIDE. 4. NOTES.

Activity 6: 1-c, 2-d, 3-a, 4-b.

Activity 7: CRUTCHES row 1 columns 1-8; FINE row 2 columns 1-4; ASK row 3 columns 1-3; CARRY row 4 columns 1-5; CHART row 5 columns 1-5; RIDE row 6 columns 1-4; NOTES row 7 columns 1-5; TRUST row 8 columns 1-5

Activity 8: Open response; look for the refusal sentence named honestly and the ask scripted with a real person, a concrete thing, and replacement words for "I'm fine."